

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
UNITED PROVINCES
FOR THE YEAR ENDING
31st March, 1940



ALLAHABAD
SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES, INDIA
1941

TABLE OF CONTENTS

CHAPTER I—GENERAL SUMMARY

Statistics	Page	1	Expenditure		Page	2
--------------------	------	---	---------------------	--	------	---

CHAPTER II—UNIVERSITY EDUCATION

Number of universities and enrolment 7 Allahabad University 7 Lucknow University 8 Isabella Thoburn College 8 Agra University 9 The affiliated colleges— 1. Agra College, Agra 9 2. St. John's College, Agra 9 3. Bareilly College 10 4. Christ Church College, Cawnpore 10	5. Dayanand Anglo-Vedic College, Cawnpore 10 6. Sanatan Dharam College, Cawnpore 10 7. St. Andrew's College, Gorakhpur 11 8. Meerut College 11 Muslim University, Aligarh 11 Hindu University, Benares 11 Thomason College, Roorkee 12
--	--

CHAPTER III—SECONDARY EDUCATION

A—English education— Number of intermediate college, their enrolment and expenditure 18 Number of high and middle schools and their enrolment .. 14 Expenditure on high and middle schools 15 Examinations 16 Unemployment 16 Management and finances of anglo-vernacular schools .. 17 Conditions of schools and hostels .. 17 Teachers and their efficiency .. 18 English 18 Mathematics 19 History and Geography 19 Languages 19 Science 19 Art 19 Manual Training 19 Commerce 20 Agriculture 20 Book-binding 20 Music 20 Libraries 20	Discipline 20 Health and medical inspection .. 21 Physical training and games .. 21 School meals 21 Scouting 21 The Mackenzie School Course in First Aid and Hygiene, St. John's Ambulance and Junior Red Cross 21 B—Vernacular middle schools— Number and enrolment 22 Expenditure 22 Buildings and equipment 23 Staff 23 Tuition 24 English 24 Agriculture 24 Rural Knowledge 24 Manual Training 24 Vernacular final examination .. 24 Libraries 24 Discipline 25 Physical training 25 First Aid and Hygiene 25 Extra curricular activities 25
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CHAPTER IV—PRIMARY EDUCATION

Administration 26 Number of schools and enrolment 26 Expenditure 27 Tuition 27 Pay of teachers 28 Buildings and equipment 28	Compulsory primary education in district and municipal boards 29 Scouting 30 Physical training and games 30 Crafts 30 Junior Red Cross 30 Rural Welfare 31 Basic Education 31
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CHAPTER V—EDUCATION OF GIRLS

Number of institutions and scholars 32 Stages of instruction in girls' schools 33 Statement showing the distribution of girls in girls' schools stagewise 33 Statement showing number of girls' students reading in various stages of instruction .. 33 Statements showing number of girls' schools 34 University and intermediate colleges 35 High Schools 35 English middle schools 36 Vernacular middle schools 36	Primary schools 37 Other schools 37 District Board expansion scheme 37 District inspectresses 38 Compulsory education 38 Examination results 40 Expenditure 40 Buildings 41 Furniture and equipment 41 Libraries 41 Basic education 41 Physical training and health 42 Discipline 42 Extra curricular activities 42 Inspectorate 43
---	---

CHAPTER VI—EDUCATION OF SPECIAL CLASSES

	<i>Page</i>		<i>Page</i>
A—Education of Anglo-Indians and Europeans—		D—Education of Depressed Classes—	
Number of institutions and enrolment	44	Special Department	48
Expenditure	44	Schools and scholars	48
Teacher	44	Exemption from fees	48
Examinations	45	Additional Government grants	48
Training of teachers	45	Stipends and scholarships	51
Hostels	45	Free supply of text-books	51
Health	45	Assistance for payment of examination fees	51
Provincial Board	45	Supervision of Depressed Class education	51
General	46	Representation of depressed class teachers in educational service	51
B—Colvin Taluqdar's College, Lucknow	46	District Depressed Class Education Committees	51
C—Muslim Education—		Provincial Depressed Class Education Committee	52
Anglo-vernacular schools	46	E—Reformatory School, Ohunar.	52
Vernacular middle schools	46		
Schools and scholars	47		

CHAPTER VII—TRAINING INSTITUTIONS

A—For men—		Government Training College, Lucknow	58
Number and enrolment	58	Teachers Training College attached to the Lucknow Christian College	59
Training colleges for graduates—		Normal schools	60
Government Training College, Allahabad	58	Central training schools	60
Government Basic Training College, Allahabad	55	Training classes	60
Training colleges attached to Universities—	57	The Ingram Institute, Ghaziabad	60
Aligarh Muslim University Training College	57	B—Women—	
Benares Hindu University Training College	57	Statistics showing the number of women candidates examined and passed in the various training centres	62
Lower grade training colleges—			
Government Training College, Agra	58		

CHAPTER VIII—ORIENTAL INSTITUTIONS

A—Sanskrit—		Sanskrit examination	65
Government Sanskrit College, Benares	63	B—Arabic and Persian—	
Sanskrit Pathshalas	64	Examination	66

CHAPTER IX—MISCELLANEOUS

Education in the United Provinces Legislatures	67	Prayag Sangit Samiti	69
Educational endowments	67	Marris College of Hindustani Music, Lucknow	69
The Girl Guides Association, United Provinces	67	Hindustani Academy	70
The Hindustan Scouts Association	68	National Academy of Science	70
The Boy Scouts Association, United Provinces	68	School clinics	70
		St. John Ambulance	72
		War work	72
		Administration	72

General Report on Public Instruction in the United Provinces for the year ending 31st March, 1940

CHAPTER I GENERAL SUMMARY

THE number of institutions of all kinds and their enrolment during 1939-40 and 1938-39 is given below : Statistics.

Kinds of institutions	Number of institutions			Enrolment		
	1939-40	1938-39	Variation	1939-40	1938-39	Variation
Government ..	281	276	+5	49,992	47,554	+2,438
District board ..	14,899	14,604	-295	1,105,445	1,090,418	+15,027
Municipal board ..	1,198	1,178	+20	1,56,864	1,52,741	+4,123
Aided ..	6,818	6,001	+817	833,245	860,930	+27,685
Unaided.. ..	349	312	+37	24,541	22,954	+1,587
Total ..	22,540	22,371	+169	1,720,087	1,674,592	+45,495
Unrecognized schools	2,467	2,877	-410	71,035	94,392	-20,357
GRAND TOTAL ..	25,007	25,248	-241	1,794,122	1,768,984	+25,138

There has been a fall in the number of institutions accounted for by the closing of uneconomical district board schools and unrecognized schools. The fall in the number of district board schools is a welcome feature indicating that these bodies have recognized the uneconomical character of the small schools and are generally closing them down every year. This does not mean that the children left school—only that they moved to other schools. The largest decrease is in the number of unrecognized schools. These schools are inefficient and their closure is not a matter of regret.

The enrolment continues to increase all round except under unrecognized institutions. The fall in the enrolment against these schools is 20,357. The increase in enrolment in recognized schools is 45,495; last year it was 63,755. The increase in the enrolment in unrecognized schools last year was 21,980, while this year that increase has almost entirely disappeared.

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

Kind of institution	Recognized institution		All institutions	
	1938-39	1939-40	1938-39	1939-40
Males	5.65	5.76	5.99	6.06
Females	1.03	1.09	1.06	1.18
Total	3.53	3.55	3.75	3.70

The total population on which these figures are based is that of the 1931 census, viz. 25,445,006 males and 22,963,757 females. The figures are out of date and no undue reliance should be placed on them. It may be stated that roughly half the boys of educable age are attending school.

The following table shows the expenditure under different heads:

Expendi-
ture.

Heads	1939-40	1938-39	Difference	Percentage to the total	
				1939-40	1938-39
	Rs.	Rs.	Rs.		
Government funds ..	2,18,72,746	2,14,81,159	+3,91,598	51.4	52.02
District board funds ..	35,65,134	33,78,628	+1,86,506	8.38	8.18
Municipal board funds ..	21,42,562	20,53,288	+89,274	5.04	4.97
Fees.. ..	90,64,681	86,56,106	+4,08,575	21.20	20.97
Other sources	59,07,495	57,23,350	+1,84,145	13.83	13.86
Total	4,25,52,618	4,12,92,525	+1,260,093	100	100

There has been an increase of nearly four lakhs in expenditure from Government funds, and an increase in expenditure by local bodies. Income from fees has also increased due to increased enrolment and also increased incidence in some cases.

The following table shows the expenditure from different heads :

Heads	1938-39	1939-40
University and college education	15.2	14.9
Secondary education	34.7	34.6
Primary education	23.2	23.0
Special education—training of teachers, engineering, etc. ..	6.4	6.5
Building and equipment	5.3	5.4
Direction	0.8	0.7
Inspection	3.4	3.5
Miscellaneous (scholarship, etc.)	11.0	11.4
Total	100.0	100.0

The expenditure on secondary education is the largest item.

Separation
of offices.

From the beginning of the year the Director of Public Instruction ceased to be Deputy Secretary to Government (Education) and most of the senior clerks and superintendents were transferred to Lucknow to

form an office for the Education Department of the Secretariat. The Director of Public Instruction has been Deputy Secretary to Government since 1923 and the fusion though administratively convenient laid an excessive burden on the officer who held the joint post. It also meant that the Director of Public Instruction could not devote himself to those educational problems which are or should be his main concern and did not allow him to tour and acquaint himself with the situation on the spot. The separation naturally caused great difficulties at first and the question of the adequate staffing of the Director of Public Instruction's office is not yet settled but it is hoped that it will work out satisfactorily.

Government appointed in July, 1939, a committee with the Director of Public Instruction as chairman to examine the administration and working of non-Government aided Anglo-vernacular schools and colleges and to suggest ways and means for their improvement. The terms of reference required special attention to their financial position and requested recommendations as to grant-in-aid rules amendments, and also included consideration of the composition of managing bodies, their duties and responsibilities, and the conditions of service, method of appointment, and security of tenure of the teaching staff. The Committee has completed its report which is under the consideration of Government. Committees.

Another committee was set up to advise regarding the constitution of the Board of Psychological Studies recommended by the Primary and Secondary Reorganization Committee. The Committee met under the chairmanship of the Director of Public Instruction and laid down the constitution and duties of this body for the consideration of Government.

The Government Basic Training College, Allahabad, continued its training of instructors for this scheme and its experiments in the development of basic education. Seven Refresher Course centres were opened in the seven circles in the province to train primary school teachers for district board and municipal schools. They were staffed with instructors trained at the Basic Training College and supervised by the inspectors of the circles in which they were situated. These centres run 3-month courses for primary teachers and turn them out at the conclusion capable of introducing the elements of basic education into the schools. During this year the first basic schools were opened, or to be more precise, the first classes in existing primary schools were turned into classes run on basic lines. About 5,000 of these classes were transformed throughout the province and the schools will be gradually transformed from ordinary to basic from the infants upwards as the teachers get trained. The beginning, though it was only one class in a school of five classes, has been distinctly encouraging. While it is not maintained that all the teachers who have been through this short reconditioning course will retain what they have learnt in all too short a time, it has been noticed that a great majority have assimilated the principles of this form of education, which are to encourage free expression in all forms of activity, and to use crafts to introduce and develop the different forms of instruction. It has been most noticeable how rapidly the children respond to this new method of teaching and how engrossed they become in their tasks. A remarkable result has been the releasing of a wealth of artistic talent which had been unsuspected because not encouraged before. Emphasis has been placed on the need to make the primary school as self-supporting as possible especially in providing the material of instruction for crafts. The boys make their own marbled paper for book crafts, and experiments have Basic education.

been carried out as to the simplest methods of making paper and—now that the war has increased the price of cardboard—of that material as well. A beginning has been made with pottery both for utility and decoration, while spinning and weaving will not only make it possible for a school uniform to be manufactured on the spot but the decoration of *tat patti*s and the adornment of the school is the result. Music was an early introduction and physical exercises soon reached a high standard. Cleanliness is a major part of the teaching and the encouragement of neatness is part of the training in the correlation of hand and eye. The curriculum has developed as the result of careful experiment and lessons are learnt from every source available. Mistakes have of course been made but the way has been then retraced and new essays undertaken. The resultant system is, therefore, both practical and conglomerate—it owes much to many systems but has accepted nothing which has not been subjected to the hard test of experience and passed that test. It may now be said with certitude that the experiment has come to stay.

Girls' education.

The increase in enrolment of girls is significant and this is progressive. In the five years ending 31st March 1937, sixty-two new institutions and 33,420 more girls were added. Last year there was an increase of 22 institutions and an increase in enrolment of 5,050 while this year the increase has been 53 new institutions and 9,164 girls. There are 14,762 more girls in schools than there were last year, while the number of girls attending boys' primary schools has increased from 87,897 to 94,090. Primary girls' schools show an increase of 12 schools and 2,662 more girls.

The number of girls who proceed above the high school stage is now 967 as compared with 895 last year. This does not include the number of women under training as teachers. The encouragement given by Government to the scheme for the development of girls' high schools has resulted in the number having risen from 23 to 34. Government itself during this year opened two new Government girls' high schools at Fyzabad and Naini Tal, while the Theosophical Girls' School, Gorakhpur, was taken over by Government. The aided high schools for girls recognized during the year were at Saharanpur, Bareilly, Farrukhabad, Orai, Allahabad, Benares and Hardoi. New English middle schools were also opened at Jeolikot (Naini Tal), Meerut, Agra, Allahabad and Etah. Vernacular middle schools increased by 18 while the increase in enrolment was 5,115.

While co-education is growing in popularity in the primary stages, the number of girls in boys' middle schools is negligible and it is clear that the demand for separate middle schools for girls will continue in the future. That the increase in primary enrolment does not lead to stagnation is shown by the fact that over one-half of the total increase of girls' enrolment occurs in middle schools showing that the children are being passed up the school ladder.

The provision by Government of funds to pay for 150 women teachers in boys' primary schools has undoubtedly led to the marked increase of girls in boys' primary schools. The appointment by Government of assistant inspectresses in 17 districts and one for Naini Tal, Garhwal and Almora, is meant to increase both enrolment and efficiency of girls' education and there are signs that the object is being attained.

Girls' education is certainly moving at last and there is an encouraging desire on the part of parents to send their children to school. Government is meeting this desire by making increased provision.

Government continued to pay special attention to the needs of education among the scheduled castes and an additional recurring grant of Rs.75,000 was given, making a total of Rs.3,89,491 recurring. In addition to this, a special grant of Rs.10,000 was sanctioned for stipends to children belonging to backward classes including Ansars, Momins, Bhars and Naiks.

Depressed class education.

An increase in the number of scholarships for post-graduates was financed out of this and the number of high school stipends was doubled and their value was increased. Stipends were also sanctioned to primary classes in girls' model schools. The value of vernacular middle school stipends was raised and 192 more were sanctioned. The allotment for free supply of text-books and writing materials in rural schools was doubled and that in middle schools increased. An additional sum was provided for the supply of text-books to depressed class students, both boys and girls, reading in Anglo-vernacular institutions.

Fifteen additional supervisors were appointed to look after the depressed class schools making the number 77.

Admissions of depressed class candidates in training schools and colleges continued but so far insufficient advantage is taken of the higher grade training facilities.

Discipline in schools and colleges was normal in the greater part of the province during the year. In fact if left to themselves the students in the high school and intermediate stage would pursue their studies without incident; but there are outside agencies which attempt to use them as pawns in political demonstrations. It is apparently considered that the closing of a few educational institutions is a worthwhile political gesture. As a whole the school going population are completely uninterested in these matters. But when considered necessary they are worked up or intimidated into going on strike provided sufficient pressure is brought to bear. Cawnpore and Lucknow and Allahabad are the only places where the demonstrations attained any considerable proportions. That these three places are also the seats of universities and large degree colleges is no doubt a contributing factor as in every case university students were foremost in organizing these ebullitions, nor can it be said that the university authorities did anything to stop it. Of course to keep the student community under a constant strain like this is most unhealthy and there are evidences that parents and guardians are beginning to resent the forcible interference in their wards' studies.

Discipline.

The Education Expansion Department which deals with adult education continued with its work. A committee was appointed by Government with the Director of Public Instruction as chairman to correlate the work and the provision of suitable text-books and follow-up literature was undertaken. The number of adults rendered literate during the year was 279,604. This literacy includes (1) ability to read a piece of the standard of class III of primary schools with fluency, (2) to write simple sentences and (3) the possession of a elementary knowledge of the geography of India, and Arithmetic.

Adult education.

The candidate for a literacy certificate which is signed by the deputy inspector of the district is examined by a specially appointed examiner generally the head master of the local vernacular middle school.

In order to maintain the literacy once won, 768 libraries and 3,600 reading rooms have been opened. Each library has about 300 books in Hindi and Urdu and circulates books to 5 sub-libraries within a radius of 5 to 8 miles in boxes containing 20 to 30 books each month. The total number of books issued from libraries was 1,220,131. Reading-rooms have two weeklies and one monthly magazine in Hindi and Urdu as required. No less than 3,934,217 people attended the libraries and reading rooms during the year. In addition to these, the persons in charge of the reading rooms read out the newspapers to the illiterate villagers and are given an allowance of Re.1 per month. It is estimated that 4,643,152 persons attended these readings. Government also gave grants to private libraries in rural areas and 503 such libraries exist.

The department has turned its attention towards the provision of suitable literature and already various books written in simple language on interesting topics are being produced.

The second Literacy Day was celebrated on 4th February, 1940, and 7,229 meetings were held and were attended by over 19 lakhs of people. A sum of Rs.20,281 was realized from the sale-proceeds, of the literacy flags and but ton-holes. This is devoted to further expansion of the scheme.

The methods employed was the appointment of 960 adult school teachers each of whom was given a group of 8 to 10 villages. Private bodies also gave help. Aid was also given to 915 night schools for adults. The bonus scheme under which each voluntary teacher who made a person literate was given Re.1 is stated to have been most effective, while 437 educational institutions adopted villages for their literacy efforts. Students were able to teach 153,251 persons to sign their names. Steps have been taken to see that persons to be taught in adult schools are definitely illiterate to prevent misrepresentation. The scheme has certainly attracted attention and inspired enthusiasm, and attention is now being directed to steps for the maintenance and improvement of literacy.

The total cost to Government was Rs.6,48,627.

CHAPTER II
UNIVERSITY EDUCATION

During the year under review the five universities of the United Provinces received the following grants from provincial revenues:

Universities
and
enrolment.

Name of university	Grants in 1938-39	Grants in 1939-40
	Rs.	Rs.
Allahabad University	7,60,816	7,09,370
Lucknow University	8,60,000	8,35,600
Agra University	86,124	86,000
Muslim University, Aligarh	68,400	78,400
Benares Hindu University	29,152	78,912

The Muslim University, Aligarh, and the Benares Hindu University receive grants from the Government of India, but they also get the above mentioned grant from provincial revenues through the Education Department.

The reduction in the grants to the Allahabad and Lucknow Universities was mainly due to the appointment of junior officers replacing some senior teachers who left the universities or retired.

A special grant of Rs.10,000 was made to the Muslim University towards the cost of the construction of a hostel for women students and Rs.50,000 to the Benares Hindu University.

The total enrolment in the universities is given below:

	1938-39	1939-40
Aligarh	1,842	1,717
Benares	3,214	3,603
Allahabad	2,217	2,362
Agra	4,246	4,327
Lucknow	2,164	2,388

The figures for Aligarh and Benares include the enrolment in Intermediate classes.

Allahabad University

The number of students at the end of the year 1939-40 was 2,362 (including 108 women) against 2,217 (including 84 women) at the end of the previous year. There has been an increase in the number of students in the Faculties of Arts and Commerce. The number of resident students was 1,062 against 1,027 in the previous year and those attached to the Delegacy were 1,300 against 1,190 in the previous year.

The health of the students was quite satisfactory, and medical facilities were made full use of.

The University Training Corps maintained its full strength of 146 members. The company attended the annual training camp at Bakshi-ka-Talab near Lucknow and is stated to have attained a high standard of efficiency.

Proficiency examinations in Italian, and Social Service and village uplift work were held for the first time at the end of the year. An important development on the academic side was the decision to start a course for the M.Com. degree. Military science was introduced as an optional subject for the B.A. and B.Sc. examinations for members of the University Training Corps only. Instruction was also provided in Painting, Bengali and Marathi. The number of scholars engaged in research work at the end of the year was 52 as in the previous year.

The degree of D.Sc. was conferred on six scholars and that of D. Phil. (Science) on four scholars.

The number of teachers had to be increased owing to the increase in the number of students.

The number of volumes in the University Library was 101,241 against 98,980 during the preceding year. The income of the University during the year under review excluding the Government grant and the grant received from the Imperial Council of Agricultural Research was Rs.4,18,725 against Rs.4,23,394 during the preceding year. The Government grant during the year was Rs.7,09,370 as against Rs.7,60,316 during 1938-39. The total expenditure during the year 1939-40 was Rs.11,51,463 against Rs.11,71,113 during 1938-39. The recurring expenditure during the year was Rs.11,30,295 as against Rs.11,45,568. There was an increase in the non-recurring expenditure from Rs.18,008 to Rs.21,169 in 1939-40.

Out of the donation of Rs.46,360, a sum of Rs.25,000 was received from the Ruler of Bhopal, Rs.10,000 from the Kalakankar Estate, and Rs.5,000 from the Bhikampur Estate on behalf of the late Nawab Sir Muzamil Ullah Khan. Several donations ranging from Rs.250 to Rs.2,000 were received from different persons.

Pandit Amaranatha Jha continued to be the Vice-Chancellor of the University.

Lucknow University

Isabella
Thoburn
College.

The number of students increased from 2,164 to 2,238 representing an increase of 74 over the previous year. Out of these 39 were women students reading in the University classes, 100 at the Isabella Thoburn College and 12 at the Mahila Vidyalaya College where degree classes have been opened. Seven hundred and ninety-one students resided in the hostels. Three scholars were awarded the D.Sc. degree, two D.Lit. degree, one the M.D. and one the M.S. degree.

The departments of European and Indian History have been amalgamated into one department of history. Additional diploma courses have been organized in Psychology, Radiology and Electricity. The number of volumes in the library increased by 2,17 to 63,142 against 60,325 in the previous year. Provision was made for the admission of Indian students of British Universities, who owing to the war, could not go back to their studies in the United Kingdom. The reservation of seats for Oudh students in the B.Sc. class was reduced from 70 per cent. to 50 per cent. owing to pressure for accommodation from better qualified Agra students.

The total income of the university from all sources was Rs.18,77,633-10-11 against the total expenditure of Rs.18,19,107-0-5.

S. M. Habibullah, Esq., O.B.E., M.L.A., continued to be the Vice-Chancellor of the University.

Agra University

The enrolment in the degree and post-graduate classes in the colleges affiliated to the university showed an increase and the number rose by 81 to 4,327 against 4,246 in 1938-39. The number of colleges affiliated to the university increased by one, e.g. Kamla Raja Girls' College, Gwalior, raising the number of colleges to 18.

The number of candidates appearing at the various examinations of the university in 1940 was 3,729 of whom 545 were teachers, 7 members of inspecting staff and 74 women. Last year the corresponding numbers were 3,579, 441, 8 and 45 respectively. Affiliation has been granted to the Balwant Rajput Intermediate College, Agra, up to the B.Sc. (Ag.) standard from July, 1940. Additional recognition was granted to the Agricultural College, Cawnpore, in "Rural Economics and Estate Management" up to the B.Sc. (Ag.) standard; Holkar College, Indore, in Sanskrit, up to the M.A. standard; Meerut College in Botany and Zoology up to the B.Sc. standard; Dayanand Anglo-Vedic College, Cawnpore, in Political Science, up to the M.A. standard, and St. Andrew's College, Gorakhpur, in Political Science, up to the B.A. standard.

The statutes instituting a B.T. degree in the university received the assent of His Excellency the Chancellor and two Teachers' Training Colleges (one at Ajmere and the other at Indore) have applied for affiliation for the B.T. examination.

The income and expenditure of the university during the year 1939-40 were Rs.1,77,784-9-4 and Rs.1,76,466-15-2 respectively.

The awards of 19 post-graduate scholarships of Rs.30 per mensem and two research scholarships of Rs.50 per mensem were continued during the year 1939-40.

Dr. P. Basu, Ph.D., continued to be the Vice-Chancellor of the University.

Affiliated Colleges

The enrolment in the session 1939-40 as compared with last year was as follows: Agra College.

				1938-39	1939-40
Post-graduate Arts and Science	..	..	..	75	108
Degree	..	..	..	955	918
Intermediate	..	..	..	299	332
Law	..	..	..	176	160
			Total	905	918

The income and expenditure for the year were Rs.2,46,377-4-11 and Rs.2,62,624-9-1 respectively. One hundred and ninety-four students resided in the hostels.

The number of students in the college was 541 against 522 in 1938-39. Of these 288 belonged to the university classes; 204 being in under-graduate classes and 84 in post-graduate; also, two post-M.Sc. students carried on research work. There were 49 women students in this college which

St. John's
College,
Agra.

possesses a women's hostel. One hundred and seventy students were in residence in the hostels.

The number of books in the library is now 16,250. Seven hundred and ten volumes having been added since last year. The special Economics Research Library has been considerably strengthened and now includes some 200 volumes.

On 23rd February, 1940, the college was inspected by a Panel of Inspectors appointed by the Agra University.

Bareilly
College,
Bareilly.

The number on the rolls was 782 against 736 of 1939, of whom 24 belonged to M.A., 2 to M.Sc., 40 to LL.B., 218 to B.A., 40 to B.Sc., 251 to Intermediate Arts, 98 to Intermediate Science and 114 to Intermediate Commerce classes. There were 5 women students. The teaching and ministerial staff numbered 43 against 40 of 1939. Six hundred and ninety-seven volumes were added to the library in 1939-40 and the total came to 12,765 against 12,088 in the previous year. The quality of work in the post-graduate classes is reported to have been satisfactory and the examination results were fairly satisfactory. Games and sports were well organized. The financial year began with an accumulated deficit balance of Rs.13,711-14. There were 90 students in the hostel and a new hostel was completed at a cost of Rs 15,801. The total income for 1939-40 was Rs.1,25,664-3-1 and the expenditure Rs.1,27,984-0-5.

Christ
Church
College,
Cawnpore.

The enrolment has fallen to 212 against 242 in 1938-39. The distribution of students according to religion or race is given below :

Hindus higher caste ..	..	..	..	..	148
Hindus Depressed Class	..	..	..	..	1
Muslims ..	..	..	..	..	58
Indian Christians ..	..	..	..	..	5
Parsis ..	..	..	..	..	4
European and Anglo-Indian ..	..	..	..	..	1
					212
				Total	.. 212

Out of 212, forty-six students resided in hostels. B.A. classes in Urdu, and M.A. classes in Political Science were started in 1939. The Principal reports that discipline within the college showed some improvement during the year, but growing indifference to work, lack of a proper regard for order and communal intolerance are becoming disquieting features of the life of students generally in the schools and colleges in Cawnpore.

The number of books added to the college library during the year was 416.

D.A.-V.
College,
Cawnpore.

The number of students increased from 772 in 1938-39 to 825 in 1939-40. Two hundred and sixty-two students resided in the hostels. Thirty-two scholarships and stipends were awarded to students in degree classes in the year under report. Examination results were satisfactory. Football, cricket, hockey, volley-ball, tennis, badminton and Indian games are played.

A hostel dispensary, a room for the hostel office and workshop for the Science laboratories were constructed at a cost of Rs.3,400.

The total expenditure was Rs.1,30,659-3 as against Rs.1,32,838 in 1938-39.

Sanatan
Dharma
College,
Cawnpore.

The number on roll was 624 during 1939-40 against 660 in the previous years. A number of books as added to the library,

In this college the number of students was 289 against 283 in 1938-39. The library contained 8,011 books of which 282 were added during the year under review.

St. Andrew's
College,
Gorakhpur.

The number of students were 1,396 as against 1,296 of the last year. Of these 772 were in the Faculty of Arts, 322 in Science, 177 in Commerce, 105 in Law and 20 in the business class. Two hundred and fifty-five students were in residence in the hostels. The number of books added to the library was 570 bringing the total number to 16,801. The tutorial system was first introduced in the year under review.

Meerut
College,
Meerut.

A provision of Rs.60,000 has been made in the next year's budget for the construction of a hall and Rs.4,325 for the construction of a separate B. Sc. practical room. A swimming tank is under construction.

The total expenditure for the year was Rs.1,97,568-8-7 and the income Rs.1,97,367-0-6.

Muslim University, Aligarh

The year 1939 was marked by progress in the various departments of the university and a high standard was maintained in academic and sporting activities. The number of students declined from 1,842 to 1,717. Urdu was introduced as an optional subject for the B.A. pass examination. The degree classes of the Muslim Girls' College were taken over by the university last year and a batch of girl candidates for the first time in the history of this institution was presented to the Vice-Chancellor by the Lady Provost to receive their degrees at the annual convocation. The duration of the long vacation for the university has been reduced from 3 to 2½ months and holidays have also been curtailed. The high standard for which this university is famous in the field of sports was kept up. On the introduction of *purdah* arrangements for girl students in the B.T. class, the number of girl pupils admitted during 1939-40 was almost double that of last year. All the departments of Science continued to do useful research work. Physics, Chemistry and Botany departments were equipped for advanced work.

The Information and Employment Bureau continued to do very useful work. The coaching class for competitive examinations produced noteworthy results in the Indian and Provincial Civil Services and other competitive examinations.

His Highness the Ruler of Bhopal visited the university and delivered the Convocation Address in December, 1939. Sir Shah Muhammad Sulaiman, K.T., LL.D., continued to be the Vice-Chancellor.

Hindu University, Benares

The total number of students on the roll of the university was 3,603 against 3,214 in the previous year. A College of Technology was inaugurated in the university. Students from all parts of India including the Indian States were admitted in the university.

Thirteen candidates submitted their thesis for the D.Lit. or D.Sc. degrees and eleven scholars and four members of the teaching staff carried on research work in different subjects.

Fourteen new appointments were made during the year and the term of the two honorary university professors was extended. The number of volumes added to the library during the year was 6,501, thus bringing the

total number of volumes to 108,089. A large number of silver and copper coins belonging to ancient and medieval periods were added to the numismatic section of the library. The University Training Corps maintained its high standard. The important buildings under construction during the year were the Cochin Guest House, Women's College and Hyderabad quarters. The total amount of donations received during the year for general and special purposes was Rs.1,53,338-13-9.

Sir Maurice Gwyer, the Chief Justice of India, delivered the Convocation Address. Honorary degrees of Doctor of Laws were conferred on His Highness the Maharaja of Jodhpur, Pro-Vice-Chancellor of the University, and His Highness the Maharaja Diraj of Patiala for their patronage and generous support of the university.

Pandit Madan Mohan Malviya who was Vice-Chancellor of the University for twenty years retired and was succeeded by Sir S. Radha Krishnan.

Thomason College, Roorkee

The following statement shows the number of students in different departments in 1939-40 :

Names of classes	Total number of students			
Civil Engineering classes	91
Apprentice Overseer classes	9
Overseer classes	90
Draftman classes	19

There were 209 students on roll against 197 in 1938-39. The staff was strengthened by the appointment of a principal and a professor of Civil Engineering with practical experience of Irrigation and Civil Engineering from the Indian Service of Engineers, and the staff was strengthened otherwise as well.

Dr. Panna Lall, C.I.E., I.C.S., Adviser to His Excellency the Governor, United Provinces, presided at the Convocation held on 13th July, 1940.

CHAPTER III

SECONDARY EDUCATION

A—English Education

The number of Intermediate Colleges has increased from 40 to 44. The number of Government Institutions remained stationary at eight, while the following four new aided Intermediate Colleges have been recognized by the Board of High School and Intermediate Education :

- (1) Deva Nagri Intermediate College, Meerut.
- (2) Faiz-i-am Intermediate College, Meerut.
- (3) Shri Ramchandra Kanhaiyalal Intermediate College, Firozabad (Agra).
- (4) Harish Chandra Intermediate College, Benares.

The comparative figures for enrolment and expenditure for all the Intermediate Colleges are shown in the table given below :

Kind of Institution	Year	Number of		Expenditure from				Total
		Inter- medi- ate Col- leges	Scholars	Provincial Revenue	District or Municipal Board Fund	Fees	Other Sources	
				Rs.	Rs.	Rs.	Rs.	Rs.
Government	1938-39	8	1,291	6,02,111	..	1,63,597	5,480	7,71,188
	1939-40	8	1,321	5,83,040	..	1,66,426	6,276	7,55,742
Aided	1938-39	32	5,466	5,11,739	11,955	7,70,808	2,58,784	15,53,336
	1939-40	36	6,090	5,64,035	12,624	8,80,114	2,68,225	17,25,048
Total	1938-39	40	6,757	11,13,900	11,955	9,34,405	264,264	23,24,524
	1939-40	44	7,411	11,47,125	12,624	10,46,540	2,74,501	24,80,790
Increase or decrease.	..	+4	+654	+33,225	+669	+112,13	+10,237	+1,56,266

There has been an increase of Rs.1,56,266 in the expenditure out of which Rs.33,225 was met by additional Government grant and the rest from fees and other sources. The increase in expenditure in 1938-39 was Rs.1,84,946.

High and
middle
school.

The number of English high and middle schools and their enrolment are shown in the table given below :

High Schools

Kind of institution				Year	Schools	Scholars
Government	..	..	..	1938-39	48	21,362
				1939-40	48	21,617
Municipal Board	..	..	..	1938-39	6	2,392
				1939-40	7	2,707
Aided	..	..	..	1938-39	161	69,751
				1939-40	164	73,067
Unaided	..	..	..	1938-39	11	1,984
				1939-40	14	2,772
Total				1938-39	226	95,479
				1939-40	239	1,00,863
Increase or decrease				..	+7	+4,884

Middle Schools

Kind of institution				Year	Schools	Scholars
Government	..	..	..	1938-39	1	109
				1939-40	1	112
Municipal Board	..	..	..	1938-39	5	598
				1939-40	6	663
Aided	..	..	..	1938-39	43	5,953
				1939-40	50	6,797
Unaided	..	..	..	1938-39	65	7,642
				1939-40	61	7,277
Total				1938-39	114	14,902
				1939-40	119	14,869
Increase or decrease				..	+4	+567

There has been an increase of 4,884 scholars in high and 567 in middle schools. The total enrolment in middle, high and the intermediate stages of English education was 122,643 against 116,538 in 1938-39 showing a

total increase of 6,105 as against 4,634 last year.

Expenditure on High Schools

Kind of Institution	Year	Provincial revenue	District board funds	Municipal board funds	Fees	Other sources	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government ..	1938-39	17,28,925	..	..	4,23,448	8,872	21,60,745
	1939-40	17,62,889	..	..	4,25,691	8,891	21,97,471
Municipal board ..	1938-39	28,899	..	83,660	47,868	17,222	1,77,144
	1939-40	27,968	..	79,02	51,269	487	1,58,746
Aided ..	1938-39	12,29,090	2,808	62,540	15,20,851	4,48,768	34,56,052
	1939-40	13,89,654	1,794	55,196	15,33,064	4,48,575	34,28,283
Unaided ..	1938-39	..	..	..	55,157	47,589	1,02,746
	1939-40	..	..	..	71,660	69,022	1,40,682
Total ..	1938-39	31,86,914	2,903	1,46,200	20,46,819	5,18,951	58,96,687
	1939-40	31,80,511	1,794	1,34,213	20,81,684	5,26,975	59,25,182
Increase or decrease ..	..	-6,403	-1,009	-11,98	+84,865	+18,024	+23,495

Expenditure on Middle Schools

Kind of Institution	Year	Provincial revenue	District board fund	Municipal board fund	Fees	Other sources	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government ..	1938-39	13,059	..	..	2,117	11	15,187
	1939-40	14,712	..	..	2,142	8	16,862
Municipal board ..	1938-39	2,976	..	10,780	10,462	72	24,290
	1939-40	2,748	..	10,278	11,025	88	24,129
Aided ..	1938-39	1,25,477	1,430	10,398	1,09,370	78,332	3,08,811
	1939-40	1,15,262	12,670	9,299	1,33,088	79,189	3,45,468
Unaided ..	1938-39	..	..	..	1,25,436	1,22,802	2,48,238
	1939-40	..	..	..	1,17,374	1,29,087	2,46,461
Total ..	1938-39	1,24,816	1,480	21,178	2,47,835	2,01,217	5,96,526
	1939-40	1,32,722	12,670	19,567	2,63,579	2,08,872	6,36,910
Increase or decrease ..	..	+7,906	+11,240	-1,611	+15,694	+7,155	+40,384
Total High and Middle Schools.	1938-39	33,11,780	4,233	1,67,378	22,94,704	7,15,168	64,93,218
	1939-40	33,13,233	14,464	1,53,785	23,45,263	7,35,347	65,62,092
Total, increase or decrease.	..	+1,503	+10,231	-13,593	+50,559	+20,179	+68,879

The expenditure on high schools has decreased under the head Government contribution, District board and municipal board funds and increased in Fees and Other sources.

The expenditure on middle schools has increased all round except under the head municipal funds. The cost of education in an institution with classes III to XII is Rs.73.12 per student per annum and in a school with classes III to X is Rs.59-0-7 against Rs.75-10 and Rs.61-12-4 respectively in the previous year.

The expenditure per capita in all anglo-vernacular institutions has decreased from Rs.75-10 last year to Rs.73-12 this year.

Examinations

Year	High School Examination		Intermediate Examination		Intermediate in Commerce		Intermediate in Agriculture		Indian Music	
	Candidates	Percentage of passes	Candidates	Percentage of passes	Candidates	Percentage of passes	Candidates	Percentage of Passes	Candidates	Percentage of passes
	Rs.		Rs.							
1938-39 ..	15, 44	63.1	4,767	61.2	579	63.5	100	81.6	29	75.8
1939-40 ..	16,580	65.5	5,152	54.4	756	61.3	192	81.7	16	62.5

It will be noticed that the percentage of passes in the High school Examination has continued to rise. The figures for the last three years are 62.5, 63.1 and 65.5. It would be encouraging to think that this was due to better preparation but reports on the quality of work from inspectors seem to suggest it is not. The intermediate results in these three years have fluctuated considerably from 66.5 to 61.2 and now to 54.4. The large number of private candidates have of course something to do with these fluctuations but there is undoubtedly room for a better control of standards.

In the year under report Government appointed a committee with the Director of Public Instruction as Chairman to enquire into matters relating to fees, finances, grant-in-aid rules, management and conditions of service and other allied matters relating to Anglo-Vernacular institutions. The committee submitted its report on 21st February, 1940, recommending among other things a change in the system of assessing Government grants, suggesting a fixed formula based on accepted units of expenditure. This is under consideration.

Unemploy-
ment.

For the last three years the department has been collecting figures of the educated employed and unemployed. As no reliable figures were available in the past due to various difficulties including the lack of adequate co-operation from past students in reporting their activities to the institutions concerned, those statistics were not included in the previous

SECONDARY EDUCATION

17

report. The figures collected this year, however, seem to be more reliable and are reported below :

Serial number	Name of examinations	Number of institutions		Number of those passed		Number and percentage of those continuing their education		Number and percentage of those employed		Number and percentage of those unemployed		Number and percentage of those untraced		Remarks
		Number of institutions	Number of those passed	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
1	High school ..	247	8,358	4,415	52.8	1,033	12.9	1,960	28.5	900	10.8	*14 died.		
2	Intermediate in Arts and Science.	40	2,092	1,385	63.8	189	6.7	284	18.6	894	15.9			
3	Intermediate in Commerce.	10	904	192	68.2	26	8.5	84	11.2	52	17.1			
4	Intermediate in Agriculture.	3	80	78	91.25	1	1.25	..	..	6	7.5	
5	Civil Engineering.	3	142	..	..	117	82.4	12	8.5	19	9.1	
6	L. T. and O. T. examinations of Allahabad, Agra and Lucknow.	4	192	8	1.6	167	86.9	4	2.1	†18	9.4	†1 died.		
GRAND TOTAL ..		307	11,168	6,018	53.9	1,533	13.7	2,294	20.6	1,323	11.8			

The figures are interesting and show that more than half who pass the High school go on to the Intermediate while the proportion of those who take the Intermediate and continue their education is, as was to be expected, greater still. The total unemployed percentage is 20 per cent. less than might be expected, but of these many as reported as unemployed who are actually helping their fathers and guardians in their fields, shops and other avocations and are not unemployed in the true sense of the word at all.

The financial condition of a large number of aided schools has shown no signs of improvement. In fact it has deteriorated because collections and subscriptions are smaller and even fixed receipts from endowments have been dwindling. Aided institutions mostly depend on Government grant and income from fees. Teachers in many cases in these aided schools are not paid their salaries in time as there is no money available till the next instalment of grant comes in or all the fees are collected. Local support in most cases is inadequate and fees are undoubtedly insufficient.

The buildings of Government institutions are on the whole adequate and well looked after, but there are exceptions. In places like Najibabad,

Management and finances of anglo-vernacular schools.

Conditions of schools and hostels.

Hapur and Hamirpur the accommodation is poor but there is no money available for rebuilding on an adequate scale though the best use possible is made of what money there is. The buildings of aided schools are in many cases not up to the mark. Some of the schools have no buildings of their own. More attention should be paid to the surroundings of a school and efforts to maintain a clean and tidy appearance encouraged. Much more use should be made of flowers and shrubs to improve the appearance. Some schools have already made very commendable efforts in this direction.

Government spent Rs.34,780 against Rs.41,097 in 1938-39 on its buildings for boys' schools and granted Rs.40,934 to aided institutions against Rs.51,675 in 1938-39.

Hostels continue to be unpopular in most institutions especially now that so many new schools are being recognized. Indeed the idea of a boarding school is repugnant to Indian ideas and home education is preferred. There is of course much to say for the good influence of home life on students and when institutions only supply a bare room, a *charpoi*, a table and chair and no other facilities there is little wonder that hostels are not full. Little or nothing is done in the great majority of cases to make life in hostels interesting or enjoyable to students. Restrictions without compensating advantages will obviously not attract them.

The number of boarders in all kind of institutions was 8,441 against 7,981 in 1938-39. Equipment is needed in most of the hostels. As reported last year, the aided institutions do not trouble to fulfil the conditions laid down when provisional recognition is granted by the Board of High School and Intermediate Education. To improve matters, the Board appointed a committee with the Director of Public Instruction as chairman and the recommendations of this committee will be considered by the Board at its next meeting.

Teachers
and their
efficiency.

All teachers in Government institutions except language teachers are trained. All teachers now appointed to aided schools must be trained. An extension of the A. T. C. qualification was allowed to meet cases of hardship when untrained teachers who had been employed for five years continuously were allowed to take the examination.

Inspectors report that the unfortunate tendency to interference on the part of the managements in the day-to-day work of the schools, which is properly the teachers' sphere, continues. Managers and individual members of the committees too often expect the school staff to carry out their wishes in matters where the decision of the teachers should be final. On the other hand there are reports of teachers intriguing against their employers and even fomenting strikes in some cases. There is certainly room for improvement on both sides but the balances are undoubtedly weighed against the teachers in many cases.

English.

No improvement is reported in the teaching of English. Various reasons, among them over-crowding of the syllabus, poor and uninteresting teaching, change of the media of instruction in subjects like History, defective nature of many text-books, as well as the failure of the Direct Method are suggested. Experiments have been made with Basic English under the control of the Government Training College, Allahabad, and the experiment is continuing. It is repeated more than once that the nature of the question papers in the final examinations of the Board are

responsible for the deadness and lack of originality in the teaching of the subject.

On the whole Mathematics is well taught and the standard is adequate. Application to normal life situations is however still too rare. Examination standards are again largely to blame for this and the Department and its Inspectors have no control over this. Mathematics.

Both these subjects are popular especially the latter. History is taught more sensibly though it is reported that the presentation is in many schools still too formal and stereotyped. Still visual aids are more widely used and the subject made more real. Geography is generally very well taught but here again many teachers are too bookish and neglect the practical side. History and Geography.

There has been an improvement in the study of languages, though it cannot be stated that it is due to the effort of the teachers, who continue to be mainly untrained. Other factors like the availability of better books, and the use of Hindi and Urdu in answering examination papers, have contributed towards improvement. Still, the mother tongue has not yet come into its own and it continues to be taught with an academic technique, in which the form monopolizes attention at the expense of the spirit. But a beginning has been made on proper instruction in the training colleges and it is hoped that this will lead to better teaching of Hindi and Urdu. Languages.

Sanskrit, Arabic and Persian are declining in popularity though there is yet no fear of their extinction from schools owing to their utility as suitable subjects for competitive examinations. The blame goes to the old type teacher who persists in giving word meanings and phrase equivalents, instead of assisting the students to appreciate the content. There is also the factor of time, for all classics need a good deal of mechanical grinding, for which it is difficult to find an adequate amount of time.

This a very popular subject and is reported to be well taught. But the Inspector, Fyzabad, would like to introduce practical tests for the final examinations, for, without these he contends, the teacher has the temptation to do all demonstration by himself, and lay too much stress on theory work. Science.

There is still the complaint of teaching science theoretically and not making it illustrate phases and experiences of every-day life.

Nature Study is being taught better and is being rescued from the oppression of the text-book. Inspectors report, however, that teaching tends to become stereotyped and the duty of personal observation and practical demonstration is often neglected.

This is what formerly went under the uninspiring name of Drawing. Here a new outlook is in the process of development. But the teacher whose training and upbringing has been mostly on mechanical lines will take a long time to make it a medium of joy and self-expression side by side with preserving the academic value of the subject. A hopeful beginning however has been made. Art.

All boys like making things and wood working which is the main form of Manual Training, is popular. It is compulsory in many schools. The development of crafts under the Basic Education Scheme will soon influence this subject which will be greatly extended to include metal-work, bookcrafts, pottery, weaving and other educative crafts. Manual Training.

- Commerce.** More and more institutions are introducing commerce, though the initial and recurring expenses are high. But it is feared that the student finds it of small value as a vocational subject as most business houses still prefer to keep accounts according to the indigenous system.
- Agriculture.** Agriculture now is taught in four institutions compared with three last year. The field work is now being performed by the students themselves.
- Efforts are being made to make the school farm a meeting place for the farmer and student, so that each may learn from the other. A centre of this kind has been started at Sirsa in Allahabad circle.
- Book-binding.** Very few schools teach this. The subject is not popular. "Dearth of competent teachers, lack of proper equipment and defective syllabus" in the words of the Inspector, Allahabad, are the reasons for its unpopularity. Its development as a craft in the Basic education system will however lead to a great extension of bookcrafts in secondary schools.
- Music.** This is becoming more popular as an extra curricular activity but not as a subject for examination. This is probably due to the non-vocational value of the subject. Still its cultural and aesthetic benefits are being more appreciated. The number of institutions teaching Music is thirty-one against twenty-four in 1938-39.
- Libraries.** The number of institutions which can boast of good libraries is still far too small. There are neither good collections nor proper accommodation. Nor again are students eager to read, where even good collections are available. This is due to the fact that students do not imbibe the reading habit. Good books in both Hindi and Urdu are now available but head masters are very backward in filling in the gaps in their libraries. In many cases they read little or nothing themselves and the same applies to the staff. In schools moreover which can only just exist, expenditure on the library is the first item to be cut.
- Discipline.** Discipline except for some storm centres was better on the whole. There is evidence of a better contact between the teacher and the student. Planned efforts are made, as in the Allahabad circle, to provide healthy outlets for superfluous energy by organizing various activities. But outbursts and explosions have by no means become things of the past. In several places like Cawnpore and Lucknow there were strikes, *hartals* and general indiscipline. Cawnpore especially has become a centre of student demonstrations and the authorities of the various institutions have hesitated to demand obedience from their students. In Lucknow also there have been unfortunate happenings. The general body of the student world is quite uninterested in the political events which are made the pretext for disturbance, but a few enthusiasts threaten or whip them into activity. In Lucknow, Allahabad and Cawnpore most of the trouble has been caused by university students bringing pressure to bear by methods which even included violence. Several factors over which the teacher has little control are working towards laxity. Guardians are reported to be apathetic. The formation of students' associations and their pre-occupation with political matters and their encouragement by political leaders who should know better than to disturb the balance of adolescence, is responsible for most of the trouble.

Some Inspectors ascribe the deterioration of discipline as due to the abolition of corporal punishment. One of the Inspectors thinks that a rowdy individual or a group of lawless youths can seldom be reclaimed by a mere talk which is practically the only measure left to the teacher.

The health of the scholars continues to be a subject of careful attention and all concerned are alive to its importance. But the apathy of the parents, the ways and standards of life which have not been adjusted to new conditions are still obstacles.

Health and
Medical
Inspection.

School Medical Officers of Health carried out their inspections and gave treatment, with good results. But some schools still feel that there is room for improvement and some Inspectors still think that this branch should be under the control of the Department of Public Instruction. On the whole however it has done good and useful work and plans are being framed for its extension.

During the year under report in three circles new apparatus for agility exercises which have taken the place of the old type gymnastics were provided. The new syllabus of graded exercises published by the Department has been prescribed for Anglo-Vernacular schools.

Physical
training
and games.

Refresher courses were held at Lucknow, Fyzabad, Allahabad, Agra and Bareilly. Individual schools have made good progress in physical training due to competition in tournaments but the general standard of work is still not good. Steps are being taken to improve methods of instruction. Games have in general improved the health of the boys. Many of the schools, however, do not have suitable playing fields and those that have are insufficient. In fact the organization of compulsory games presents difficulties which very few schools have attempted to surmount. Lack of money prevents many schools from engaging an assistant master for physical training which they are now allowed to do in place of the old type drill master.

Health clubs were started in every Anglo-Vernacular schools in the Allahabad circle and a refresher course in games for games masters was also organized in which certificates were awarded by the Director of Public Instruction. A sports week was also observed in the Allahabad circle.

Sprouted gram continued to be served as a school meal. Fresh milk was tried in several places specially in Meerut, Lucknow and Allahabad and experiments have been carried out in the use of milk powder and are continuing.

School meals.

Scouting is increasing. The number of scouts was 1,25,435. Many of the institutions are now affiliated to the Hindustan or the Boy Scouts Associations. Scouts have done excellent work in *melas* and in other functions. The scouts are reported to have done well at the Provincial Competition for the Mackenzie School Course and Junior Red Cross in January, 1940.

Scouting.

The Mackenzie Course is a junior ambulance course and has been most successful. In Allahabad circle the courses were held in twenty-seven Anglo-Vernacular institutions and 2,146 boys joined them. In Benares circle, the number of institutions teaching this course has increased to thirty against twenty-three of last year.

The Mackenzie School Course in First Aid and Hygiene, St. John Ambulance and Junior Red Cross.

The Junior Red Cross groups are for the younger boys and are popular and useful in spreading knowledge of health habits.

B—Vernacular Middle Schools

Number and enrolment.

The following statement shows the number of vernacular middle schools and their enrolment :

Kind of institution	Number		Variation	Enrolment		Variation
	1938-39	1939-40		1938-39	1939-40	
Government	8	8	..	1,672	1,785	+113
District Board	671	677	+6	86,714	90,447	+3,733
Municipal Board	36	40	+4	6,214	6,789	+575
Aided	73	88	+15	6,770	7,781	+1,011
Unaided	34	37	+3	2,197	2,918	+721
Total	822	845	+23	1,03,567	1,09,617	+6,050

The number of institutions has increased by 23 (District Board 6, Municipal Board 4, aided 10 and unaided 3) as against 27 in the preceding year. The average enrolment per school has risen from 126 to 130 in the year under review. It is clear, therefore, that the demand for middle education in rural areas is increasing steadily.

Expenditure.

The expenditure on these middle schools is recorded in the statement below :

Heads				1938-39	1939-40	Variation
				Rs.	Rs.	Rs.
Provincial revenue .. ..	..	..	..	10,47,063	10,35,507	-11,556
District Board Funds .. ..	..	..	..	3,26,814	3,17,675	-9,139
Municipal Boards Funds .. ..	..	..	..	1,09,840	1,18,157	+8,317
Fees .. ..	..	..	..	4,59,684	5,09,887	+50,203
Other sources .. ..	..	..	..	41,147	45,755	+4,608
Total .. ..	..	..	..	19,88,548	20,26,981	+38,433

There has been a rise of Rs.43,433 in the total expenditure in spite of the reduction of Rs.11,556 under Provincial revenue and Rs.9,139 under the head District Board. The increased expenditure was met by additional grants from Municipal Boards and increased income of Rs.50,203 from Fees and Rs.4,608 from Other sources. The total cost of educating 1,09,617 scholars was Rs.20,26,981 giving an average cost of Rs.18-8. The figures for the preceding years i. e. 1937-38 and 1933-39 were Rs.20-2 and Rs.19-2 respectively. The fall in the cost per scholar is due to increased enrolment.

Buildings and equipment.

Owing to the increase of pupils buildings are proving inadequate. In most of the Boards very little money is provided to keep the existing

buildings in a proper state of repair not to speak of any addition or new construction. Four new buildings only have been erected in the whole province. The District Board, Fatehpur, has spent Rs.22,000 in 1939-40 for putting up a school building and a hostel for a middle school. The condition of the rented buildings in which the schools and the hostels are accommodated is mostly unsatisfactory and the equipment in many of these middle schools and the hostels is below the standard. Teaching aids in the form of illustrative material are hardly ever provided.

Regarding hostels the Inspector of Schools, Allahabad, states as follows :

“They are in a bad way. Many schools possess only make-shift arrangements and boys living in them often have to sleep in the school buildings. Local bodies are not very mindful of hostels and hostels which have buildings of their own, do not always receive annual repairs regularly.”

In the following table the total strength of the staff and the proportion of trained and untrained teachers are shown :

Kind of teachers	Number of teachers in—	
	1938-39	1939-40
1. Trained	4,115	4,165
2. Untrained	284	283
Total	4,399	4,448

The percentage of trained teachers was 93.6 against 93.5 in 1938-39. Practically all the teachers in middle schools maintained by district boards hold Vernacular Teachers' Certificates. It is in aided schools that the untrained teachers are to be found. The scales of salaries of district board teachers are prescribed by Government but in municipal boards they vary considerably.

As a general rule there has been an improvement in the method of teaching due to the efforts of the inspecting staff. The teaching of languages, i.e. Urdu and Hindi seems to be improving but the literary aspect is emphasized more than the practical side. It is a pity that grammar is still taught as a separate subject. There is a slow improvement in the quality of work in composition. The standard of work in Mathematics specially in Arithmetic and Geometry is reported to be satisfactory. The teaching of History and Geography continues to make steady improvement. Manual Training, Agriculture, Rural Knowledge and English are taught as optional subjects.

Regarding the efficiency of teachers in vernacular middle schools the Inspector of Allahabad remarked as follows :

“ Though his methods be crude, his professional equipment nominal, and his outlook limited, the vernacular middle school teacher has more enthusiasm, more energy, more eagerness to learn and

Staff.

Teaching.

practice what he learns than has his more favoured and comparatively speaking better placed contemporary in English secondary schools. What he needs besides a more live environment is sympathetic and and thorough guidance."

English.

English as an optional subject in vernacular middle schools was introduced in 1921. English classes were started at places where there was a genuine demand for instruction in English and the board was given a grant of Rs.30 per mensem towards the maintenance of the English teacher who is paid not less than Rs.50 per mensem, and not more than Rs.60 per mensem. The Board is required to levy a fee up to Re.1 but not less than eight annas from the students joining the class.

There are at present 120 English classes maintained by the district boards with the aid of the Government grants. The total cost to Government on account of these classes is Rs 44,160 per annum recurring. Besides these, English classes are maintained by district and municipal boards for which no grant is given by Government.

Agriculture.

Agriculture in Vernacular Middle schools was introduced in 1925. The idea underlying the scheme was not to turn out expert agriculturists but to create enthusiasm for the biggest profession in India, to arouse an interest in nature and to impress on pupils that agriculture is an honourable profession, and that knowledge and skill are required for its successful practice.

The scheme was first tried in 36 selected district board vernacular middle schools for boys. Government contributed half of the initial non-recurring cost. The other half of non-recurring and the total recurring cost was met by the boards.

Government converted in 1937 nine Rural Knowledge classes maintained with Government aid into Agriculture classes.

There are at present 54 agriculture classes attached to vernacular middle schools for boys.

**Rural know-
ledge.**

The number of rural knowledge classes attached to vernacular middle schools including Government normal, Government model and Government central training schools was as in the last year 125. These classes are reported to be popular and the teaching is satisfactory.

**Manual
training.**

The number of manual training classes attached to vernacular middle schools was 36 as in the previous years. Out of these 29 are run from Government funds. The recurring cost to Government as in the previous year was Rs 13,340. As reported by the Assistant Inspector of Drawing and Manual Training the work is satisfactory.

**Vernacular
final examina-
tion.**

The number of candidates registered for this examination was 43,452 against 40,941 of the previous year, showing an increase of 2,511. The percentage of passes is 60.4 against 64.2 in the previous year. The number of candidates who offered agriculture as a subject in this examination was 1,495 and of those who offered Manual Training was 829 as against 1,075 and 757 respectively in the previous year. English was offered by 6,405 against 4,931 in the last year. Those who offered Rural knowledge numbered 3,407 against 3,426 in the previous year.

Libraries.

Government have given grants in the past for opening 239 libraries at middle schools. These are used by the students, teachers and other literates of the locality.

Travelling and circulating libraries were established in 1926 in five districts - Pilibhit, Jalaun, Gorakhpur, Budaun and Etawah with Government assistance. Each board got a grant of Rs.1,600 non-recurring towards the initial cost of the scheme. Each of the five boards receives grant of Rs.400 per annum towards half of the cost of maintaining libraries. It is reported that good use is being made of the books and this has stimulated the demand for more and up-to-date books. A large grant has been given for the creation of reading-rooms and libraries throughout the whole province under the education expansion scheme.

Discipline in vernacular middle schools, both rural and urban, has been generally satisfactory. There were some complaints in the districts of Azamgarh and Ghazipur last year but due to the tact of the district inspecting staff the complaints have been removed and discipline improved considerably. In most institutions the relations between the teachers and the taught remained as happy as reported in the previous year.

Discipline.

Proper attention was paid to physical training in most schools. Regular periods were fixed in schools for physical education. It is reported in the Allahabad circle, each district organized an intensive course of physical training. The new syllabus in physical training is reported to have been of great help in spreading the new types of physical exercises. Several schools provide materials for playing hockey and football, but volley-ball is being universally played and is the most popular of all games in these schools. Nearly all middle schools have a scout troop. In a few schools both Boy scouts and Hindustan scouts are found.

Physical training.

The Mackenzie School Course of the St. John Ambulance Association continues to make steady progress.

First-Aid and Hygiene.

Most schools have realized the value of extra curricular activities and there is hardly any middle school that has no such activity. Among the different kinds of crafts the following are popular: carpet-making, clay modelling, tat-making, basket-making, soap-making, paper-making, newar-making, spinning, weaving, preparation of ink, rulers, cardboard, preparation of blotting-paper, etc. The Inspector of Fyzabad reports that "Gardening is the commonest form of activity that is common to all schools and in all boards." Some schools have taken up Rural Uplift work and literary work also.

Extra curricular activities.

The Inspector of Schools, Allahabad, has reported that a few schools in the Hamirpur District started co-operative shops and all vernacular middle schools rear silk-worms.

CHAPTER IV

PRIMARY EDUCATION

Administra-
tion.

Primary education both in rural areas and municipalities continued to be administered by local education authorities though largely financed by public funds contributed by Government. The efficiency of the administration varied in accordance with the interest taken by the members of the various bodies responsible for education, namely the education committees of the district boards and the municipalities. There has been much criticism of this method of administration by which local bodies are responsible for the spending of money provided by the revenues of the province without any considerable subvention from local taxes or funds, and it is established that in many boards it leads to inefficiency and waste. A bill to amend the control was, however, withdrawn by the late Government as it was clear that important interests were unwilling to give up the power the system gave them. It was, however, agreed that educationally the system is not a success, and presumably educational ends should be paramount in this connection.

The deputy inspectors of schools who are Government servants and are with the sub-deputy inspectors responsible under the inspector of schools of the circle for the tuitional standards of the district continued to be also *ex officio* secretaries of the education committees of the district boards and continued to find their position of serving two masters somewhat difficult, but on the whole they met a difficult situation with success. In Mirzapur and Fyzabad districts, the deputy inspector had to be transferred owing to a vote of the education committee. Such votes are generally directed against deputy inspectors whose sense of duty conflicts with the ideas of the predominant party in the committee. In Hamirpur the board was superseded and with it the education committee and in Fatehpur the education committee as reported by the inspector was "a battle ground for two warring parties." Government had to intervene and remove the chairman of the committee and rivalry was so keen that the committee was unable to elect a chairman for no less than six months. The state of the educational administration during this interregnum can be imagined.

Number of
schools and
enrolment.

The following table shows the number of primary schools of all kinds and their enrolment during the year under report and the last year :—

Kind of institution	Number of schools		Variation	Enrolment		Variation
	1938-39	1939-40		1938-39	1939-40	
Government ..	17	16	-1	1,857	1,818	-39
District Board ..	12,923	12,706	-217	962,441	970,376	+7,935
Municipal Board ..	824	838	+4	109,818	111,677	+1,859
Aided ..	4,609	4,855	+246	196,835	197,980	+11,145
Un-aided ..	163	200	+37	8,214	8,968	+754
Total ..	18,546	18,615	+69	1,268,665	1,290,19	+21,654

The above statement shows an increase of 69 schools and 21,654 scholars over the figures of the previous year.

Stress has been laid on the need to close uneconomical schools but most of the boards are reluctant to comply. However, 217 of the very weak boards schools have been closed without any loss to the enrolment. The Inspector of schools, Fyzabad circle, states :—

“ The condition of the aided institutions and specially that of unaided ones remains as unsatisfactory as ever. The condition of the majority of teachers depending on the meagre aid of Rs.3 to Rs.6 can better be imagined than described. Very few of these institutions send boys to join class III of primary schools. In other words the majority of these scholars (about 98 per cent.) lapse into illiteracy.”

There are 91,090 girls in boys' primary schools throughout the whole province as against 87,897 last year and this is a very encouraging feature. In this connexion the Inspector, Fyzabad, remarks as below :

“ It is gratifying, however, to learn that the number of girl students in ordinary primary schools has risen from 11,629 to 11,865. This increase is mostly due to the appointment of women teachers in boys' primary schools. All district boards except Basti report that these appointments have led to the increase of girl students.”

The expenditure on primary schools from various sources is recorded in the following table :

Heads	1938-39	1939-40	Variation
	Rs.	Rs.	Rs.
Provincial revenue	57,51,669	57,82,769	+31,100
District board funds	18,51,075	19,44,686	+93,611
Municipal board funds	7,05,649	7,56,960	+51,311
Fees	3,87,057	3,58,007	+29,050
Other sources	2,19,125	2,10,321	—8,804
Total	88,64,575	90,52,693	+1,88,118

There has been a total increase of Rs.1,88,118 in expenditure during the year under report as compared to the previous year. The total cost of educating 1,290,319 scholars in primary schools was Rs.90,52,693 and this gives the cost per boy per annum as Rs.7-0-3 against Rs.6-14 in the previous year.

Several inspectors have reported that with the introduction of the basic system of education in schools a much needed reform in subjects as well as method of teaching in primary schools has been effected. The basic class is stated to be the most lively one in the school. It is stated that stagnation in the infant class is decreasing with the introduction of the basic system. The Inspector of Benares reports :—

“ With the advent of basic education, there has been a gratifying shift of emphasis from the subject to the child. The teaching is

getting more and more realistic and an organic connection is being forged between the school and its environment. Although there is much lee-way to be made up, yet it cannot be gainsaid that primary education is coming into its own."

The Inspector of Schools, Lucknow, remarks as follows :

"It is, however, gratifying to note that even the teachers not trained in basic education are attracted to it and are taking interest in craft work. It is expected that a large number of teachers would soon be adopting practical methods by integrating and correlating the three R's with the daily life of the locality. This orientation needs careful supervision, guidance and encouragement on the part of the deputy inspectors and sub-deputy inspectors, some at least of whom will find it difficult to get out of the old rut. They should insist on the preparation of such illustrative aids as can be prepared by or with the help of the boys in relation to the occupations of the locality. They should encourage the teachers in beautifying the school premises and studying the local crafts, markets, folk-lore and festivals, etc. A teacher who takes a genuine interest in his work will not wait for the source books; but will prepare his own lessons and make his school a model one. Such teachers can be found in every district and may be utilized in coaching their colleagues who have not so far been trained in basic education".

The Inspector of Allahabad reports that in order to improve methods of teaching, district committees of teachers under a sub-deputy inspector of schools were appointed to examine the existing methods of teaching the various subjects and to suggest improvements and experiments.

Pay of
teachers.

The salaries paid to teachers in district board schools are generally according to the rates and the percentages laid down in district board rules. In primary schools under the municipal boards the salaries vary considerably. The lowest salaries of trained teachers in several municipal boards may be Rs.15 and the highest Rs 45 per mensem. In some small boards salaries of Rs.8 and Rs.9 are paid to untrained teachers. In order to cut down expense, several boards are reported to have dismissed temporary teachers in the end of May and reappoint them in July. Orders have issued for stopping this undesirable practice. Regarding the tenure of temporary teachers the Inspector of Lucknow reports as below :

"The undesirable practice of removing temporary teachers on 31st May and re-employing them in July continued in Lucknow, Kheri and Bara Banki, but it is expected that this practice will cease now to exist any more".

Buildings
and
Equipment.

The number of buildings is quite inadequate for the expansion of primary education. It is reported that in Fyzabad circle only there are about 150 schools which have absolutely no buildings whatsoever and the classes meet in the open air. The Deputy Inspector of Schools, Ballia, reports that the damage done to schools by floods and hailstorms has not been repaired. It is reported by the Inspector of Benares circle that in Ballia and Jaunpur districts, there are as many as 103 and 45 schools respectively without any buildings. Experiments with cheap and easily obtained material for use in building schools in rural areas has been carried out in the Basic Training College,

Allahabad, with good results and a model village school constructed of bamboo and thatched roofs with *chicks* to keep out rain, wind or sun has been evolved which will serve the purpose and be economical to construct and maintain. The equipment in most of the schools is reported to be inadequate. Teaching material and text-books have yet to be supplied in most schools. Many boards do not allot adequate grants for this purpose.

Compulsion is in force in 1,224 villages, town areas and notified areas and in 35 municipalities for boys between the ages of 6 and 11.

Compulsory
primary
education.

Compulsory primary education for girls is also in force in selected areas of three municipalities (Cawnpore, Mirzapur and Muttra) and two district boards (Etawah and Lucknow) where it is also in force for boys. For want of funds and as changes in the system of education are in progress, no new scheme or development in the existing scheme took place during the year under report. The number of boys liable under municipal boards was 87,030 and the number actually enrolled was 72,483 which is 83.2 per cent. of the possible. The average attendance was 80.1 which is an improvement on last year. The percentage of those reaching class III is now 25.3 of those who started in the Infants class four years ago—an improvement over the figures of 22.6 for last year and very much better than the figure for rural areas which is only 13.7. Some municipal boards show much better figures than this such as Naini Tal with 67 per cent., Hardoi with 61.3, Kheri with 34.4 against 13.9 of last year. Lucknow 31.4 compared to 14.8. Unao 46.3 as against 18.9, Sitapur 38.6 as against 14.2. Allahabad with 31.5 against 16. On the other hand, Agra is 19.3 against 23.4. Cawnpore 18.7 as against 28.3. Moradabad only 9.5 and Bareilly 10.4—disgraceful figures. On the whole, however, in municipalities there do at last seem to be signs that the children are being passed through the schools and more and more are advancing to literacy. In district board areas the position is worse. The number liable is 54,660 of whom 47,415 or 86.6 per cent. are actually enrolled—an improvement over last year when the percentage was 82.7. The percentage of attendance, however, went down from 84.8 to 77.3 and the percentage reaching class III in four years from entering the Infants class was only 13.7 as compared with 12.27 last year. Of the two large areas under compulsion in Bara Banki and Sitapur where a whole pargana is under compulsion, Bara Banki records a painful increase from 4.9 per cent. to 6.7 per cent. and Sitapur a regression from 17.1 to 12.4. Allahabad District which has the greatest number of children under compulsion namely 9,642 in 88 scattered villages has suffered a decline from 21.7 to 13.4. Beuares has improved from 26.9 to 36.4. Saurampur deteriorated from 17.1 to 6.2 and Cawnpore has advanced from 5.1 to 6.1 as it can only get an average attendance of 69.7. This is no surprise. Generally the figures for district boards show that the present scheme needs overhauling. It also shows that the imposition of compulsion is no panacea for illiteracy.

In February, 1940, the Deputy Director of Public Instruction was ordered to examine the whole problem of compulsion in municipal and district boards and to report what changes in the Acts and rules are necessary and what other measures should be adopted with a view to increase enrolment, average attendance and efficiency in schools, to

improve the work of the supervision staff and of the school committees, to expedite the prosecution of compulsory cases and to suggest what areas should be closed and where the money saved should be utilized.

When the report is complete a re-organization of the whole scheme in light of the lessons learnt will be possible.

The Inspector of Bareilly circle has reported that the scheme of compulsory primary education maintained by the district boards of Budaun, Moradabad and Shahjahanpur are better administered than those under municipal boards. Stagnation is generally diminishing in primary schools. In this connexion the Inspector, Bareilly, reports as follows:

“Through the introduction of playway teaching, conversational lessons, etc., and maintenance of progress registers, stagnation has diminished with consequent increase in numbers in higher classes. To me, the one chief reason for stagnation appears to be the heavy curriculum of the infant class. Stagnation has been also artificially reduced by the teachers to escape censure by lenient promotions and by admitting pupils as regular scholars of the schools only after giving them some private coaching in their schools. I have often at surprise visits detected pupils sitting in the Infant class without their names being in the registers of the school.”

The Inspector of Schools, Fyzabad, states that the percentage of attendance of scholars has improved slightly in Gonda while it has fallen in Gorakhpur. The percentage of efficiency is reported to be slightly improved in schools under the Inspector, Fyzabad circle. The Inspector of Benares has reported that the efficiency and the average attendance remained the same as in the previous year in compulsory areas. In other circles also no progress has been achieved.

The Inspector of Allahabad states that this inefficiency cannot be cured unless both the machinery and methods of teaching are completely overhauled.

Scouting.

Scouting is popular and the number of scouts and cubs is gradually increasing, but the inspectors have reported that the efficiency of these is not of a high order. More attention requires to be paid to the training of scouts and less to the enrolling of more members.

Physical training and games.

The new system of physical training has been introduced in most of the village schools and indigenous group games are played with much zest and interest. Tournaments were held in almost all districts and uniforms were supplied. It is gratifying to note that the teachers and the school authorities are now taking special interest in physical training and games, and the standard in district board schools is greatly improved.

Crafts.

Some form of craft is taught in almost all schools. Spinning, weaving, rope-making, basket-making, sutli-spinning, mat-making, and toy-making are the common handicrafts adopted in schools. The Inspector of Schools, Benares, has reported that clay modelling was practised in all the schools of the Ballia District. The introduction of basic education has given a great stimulus to craft work of all kinds and it becomes related to the subjects taught instead of being an uncorrelated extra curricular activity.

Junior Red Cross.

The Junior Red Cross work has been progressing satisfactorily. The numbers enrolled were 129,324 against 119,496 in 1935-39.

The Inspector of Allahabad reports as follows regarding village uplift:

Rural
Welfare.

"A training camp was held in Bilhaur in which were trained about 150 teachers and 50 lady teachers under the direct supervision of the Assistant Inspectress of Girls' Schools, Cawnpore. The training touched upon practically all aspects of village life, even mother craft had a place, and emphasis was laid on the physical, cultural and recreational side of village life. An exhibition was also held in which besides the usual exhibits of agriculture and public health, etc. the cottage industry section was specially noteworthy."

A similar scheme was started in Fyzabad to train village women for useful activities in the village. This was under the auspices of the Rural Development Department.

The basic scheme launched last year progressed well. The Basic Training College, Allahabad, carried on with its work of research and training of another batch of teachers both men and women.

Basic
education.

The work of carrying basic education to village schools was started during the year. From 1st May, 1931, seven Refresher Courses were started at the headquarters of inspectors. The graduates and craft masters trained at the Basic Training College were put in charge of these centres. One thousand seven hundred and twenty district and municipal board teachers were brought to these centres. On the completion of their training in the month of July, 1931, these teachers were sent back to their districts and opened basic class I in 1,482 schools under district boards and 220 schools under municipal boards. The second refresher course started on 1st August, 1931, and specially trained sub-deputy inspectors were put in charge of centres. During the year 5,245 teachers were trained and in 4,738 schools class I on basic lines was started. At the close of each course exhibitions of the work done were organized at each centre. The teachers have taken to the new technique with ease and the scheme is proving successful. Attempts at making schools self-sufficient were made throughout. Prospects are distinctly hopeful. The children are much more interested in the work and attendance in schools is becoming regular.

Some district boards were finding difficulty in providing funds for meeting the contingent expenditure for providing material such as cotton, cardboard, powder colour, etc. Government relaxed rules to facilitate transferring funds from one sub-head to another of primary education. In March, 1940, Government gave grants of Rs.100 non-recurring to each district board towards expenditure on basic classes but several boards have been very slow in providing material and have held up the proper development of the scheme by their delay.

CHAPTER V,
EDUCATION OF GIRLS

The number of institutions for girls and women on 31st March, 1940, and their enrolment is shown in the table below:

Kind of institution	Number of institutions			Enrolment		
	38-39	1939-40	Increase or decrease	1938-39	1939-40	Increase or decrease
Colleges ..	10	10	..	519	567	+48
High schools ..	23	34	+11	8,927	11,624	+2,697
English middle schools .	67	64	-3	10,444	9,251	-1,193
Vernacular middle schools	292	310	+18	46,889	51,954	+5,115
Primary schools ..	1,705	1,717	+12	77,747	80,409	+2,662
Special schools ..	60	73	+13	957	986	+29
Total ..	2,157	2,208	+51	145,493	154,691	+9,258
Unrecognized schools .	166	168	+2	4,554	4,460	-94
GRAND TOTAL ..	2,323	2,376	+53	149,987	159,151	+9,16

The rate of increase in the number of schools and colleges and the enrolment has exceeded that of preceding years. For the quinquennium ending 31st March, 1937, the numbers reported were 62 new institutions and 33,420 more enrolment for the period of five years. The increase last year was 22 institutions and an enrolment of 5,050 more than that of the previous year. During the year under report there are 53 new institutions and an additional enrolment of 9,164 girls.

The largest increase for the year still continues to be in vernacular middle schools, though the rate of increase in high schools is considerably greater than last year. The number of colleges in the Province has remained constant. The enrolment in colleges shows an appreciable increase. Only English middle schools report a decrease in number and enrolment; but this is due solely to a large number of middle schools converted into high schools during the year. Primary schools on the other hand where a decrease was expected because of the migration of a large number of little girls into boys' schools have again risen in number and enrolment. The increase of twelve primary girls' schools for the year with an increased enrolment of 2,662 girls does not, however, indicate that the influx into primary boys' schools suffered a reverse. The number of girls in these schools has now risen from 87,897 to 94,090, showing an increase of 6,193 girls in primary boys' schools for the year, though there is a total decrease of 434 girls reading in the other stages of boys' schools and colleges.

EDUCATION OF GIRLS

36

The total number of girls reading in institutions meant for boys is 99,636. The statement below shows their distribution in the various stages of progress :

Institutions	Numbers
University	358
Degree colleges	26
Law classes.. .. .	2
Medical College, Lucknow	6
Training institutions	58
Intermediate colleges	47
High schools	358
English middle schools	286
Vernacular middle schools	175
Primary schools	94,090
Art schools	2
Medical School, Agra	5
Technical schools	21
Schools for adults	292
Other schools	322
Schools for defectives	7
Unrecognised institutions	8,688
Total	99,636

The total increase of girls reading in institutions for boys is 5,659.

The total number of girls in all kinds of institutions during the year under report is 258,787 showing an increase of 14,762 when compared with the figures of last year.

The number of little boys in girls' schools is 2,068.

The table below shows the distribution of girls in girls' schools stage-wise :

Year	Inter- mediate stage	Secondary stage		Primary stage		
		High	Middle	Upper primary	Lower primary	Prepara- tory
1939-40	468	1,138	18,803	20,583	41,790	76,324
1938-39	443	1,060	12,315	18,333	38,996	78,253
Increase or decrease	+25	+78	+988	+2,250	+2,794	+8,071

The table below shows the number and types of institutions maintained by Government, district and municipal boards and private bodies :

Maintained by	Intermediate college		High schools		English middle schools		Vernacular middle schools		Primary schools		Training schools		Other schools		Total	
	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39	1939-40
Government..	..	..	1	4	3	3	79	77	6	6	40	45	..	..	129	135
District board	..	..	..	..	1	2	76	88	895	894	..	..	..	..	972	84
Municipal board	..	..	2	3	8	7	45	51	229	227	3	3	..	..	287	291
Aided ..	9	9	20	27	51	48	89	92	665	579	14	16	1	7	749	778
Unaided recognized	..	..	..	..	4	4	3	2	10	11	..	..	2	2	9	19
Unrecognized and unaided	..	..	..	..	..	..	..	..	..	..	..	..	..	..	166	168
Total	9	9	23	34	67	64	292	310	1,705	1,717	57	64	3	9	322	2,875

There is no change in the number of intermediate or degree colleges for women. But a greater stability and improvement are noticed in some of the newer institutions that open intermediate classes before they were permanently recognized as high schools. The Maha Devi Kanya Pathshala, Dehra Dun and the Gokul Das Intermediate College, Moradabad, are under new managements. The Isabella Thoborn College, Lucknow, continued to be the only degree college meant exclusively for women in Lucknow till July, 1939. It is an excellent institution of its type with spacious grounds and buildings and adequate staff. In the year under review the Mahila Vidyalaya, Lucknow, has been raised as a degree college under the Lucknow University. There are also women's sections teaching up to the B.A. degree in the Universities of Allahabad, Benares and Aligarh. There is a women's hostel attached to the St. John's College, Agra.

Universities
and inter-
mediate
colleges.

The women's hostels attached to the Universities of Allahabad and Benares are maintained by these universities. They are open to all communities, though the students at Benares are mostly Hindus. Women candidates who take their degrees from the Aligarh University as private candidates are mostly Muslims. The Isabella Thoburn College, which is a Christian institution has a large number of non-Christian resident students. The women's hostel attached to the St. John's College, Agra, is maintained by Christian missionary enterprise, but has provided for non-Christian as well as Christian students.

The number of intermediate students reported as reading in the nine intermediate colleges in the Province on 31st March, 1940, is 515; and in University classes, 452. The total figure is 967 women above the high school stage as compared with 895 in the previous year. This figure does not include women under training as teachers.

High schools have shown an interesting development this year. The number has risen from 23 to 34. In July, 1939, the Theosophical Girls' High School, Gorakhpur, was provincialized. With the taking over of this school, Government sanctioned the opening of a training department to be attached to it, for the supply of a greater number of trained teachers in the backward eastern districts. Two other schools were converted by Government from vernacular middle schools into high schools. One of these is the Government Girls' High School, Fyzabad, and the other the Government Girls' High School, Naini Tal. The number of Government girls' high schools is now four.

High
schools.

Three high schools are maintained by municipal boards. The two schools at Muzaffarnagar and Lucknow have existed for some time. The Cawnpore Anglo-Vernacular Middle School was converted into a high school in July, 1939. No high schools are run by the district boards of the Province; but large grants are paid from district boards funds towards the maintenance of six high schools in urban areas, that offer hostel and other facilities to village girls, who seek admission in them.

The names of the seven aided English middle schools that were recognized as high schools during the year are—

- (1) King Edward Hindu Girls' High School, Saharanpur.
- (2) Islamia Girls' School, Bareilly.
- (3) Narain Kanya Pathshala, Farrukhabad.
- (4) Arya Kanya Pathshala, Orai.
- (5) Dwarka Prasad Girls' High School, Allahabad.
- (6) Arya Mahila Maha Vidyalaya, Benares.
- (7) Arya Kanya Pathshala, Hardoi.

The Municipality of Jhansi sought permission to open a high school section in one of its local schools; but finally decided not to bring about the change because of the lack of funds.

English
Middle
Schools.

With the conversion of eight English middle schools into high schools, there has been a corresponding decrease in English middle schools. Five new schools have joined the ranks of English middle schools from primary or vernacular middle schools. The total number, therefore, shows a decrease of only three English middle schools, from 67 to 64. The new English middle schools are at Jeolikote, Meerut, Agra, Allahabad and Etah.

Of the total number of 64 English middle schools, 48 are maintained by private bodies aided by Government, 2 by district boards, 7 by municipal boards, 3 by Government, and 4 are unaided.

In addition to the above mentioned English middle schools there are a large number of vernacular middle schools that teach English as an optional subject and provide for the gradual transition of vernacular schools into Anglo-Vernacular schools. The arrangement is made for economic reasons. In English middle schools, where the teaching of English is compulsory the staff required is far more expensive than that in vernacular middle schools. Usually one English-knowing teacher is competent to manage the teaching of the subject to the few, who pay an extra fee to study English in vernacular schools.

Vernacular
Middle
Schools.

The total number of vernacular middle schools is 310, showing an increase of 18 schools, when compared with 292 of the previous year. The largest increase for the year is here, not only in the number of institutions, but also in the proportionately large increase of enrolment. The total enrolment is 51,954. The increase for the year is 5,115. The large enrolment of 94,090 little girls in boys' primary schools proclaims the rapidly increasing popularity of co-education in the primary stage. The number, however, of girls in boys' middle schools is negligible, being only 41. It is, therefore, definitely clear that the demand for separate middle schools for girls will continue in the future. The increase in vernacular middle schools each year is over one-half the entire increase of girls in all girls' schools.

Vernacular
middle
schools.

The table below shows the number of vernacular middle schools for girls maintained by Government, municipal boards, district boards and other private bodies together with the enrolment in them for the last two years:

Maintained by—	Schools			Enrolment		
	1939-40	1938-39	Increase or decrease	1939-40	1938-39	Increase or decrease
Government ..	77	79	-2	15,051	14,407	+644
District board ..	88	76	+12	8,427	7,065	+1,362
Municipal board ..	51	45	+6	9,347	8,066	+1,281
Aided ..	92	89	+3	18,776	16,878	+1,908
Unaided ..	2	3	-1	359	428	-75
Total ..	310	292	+18	51,954	46,839	+5,115

The decrease in Government vernacular middle schools is accounted for by the conversion of two schools at Fyzabad and Naini Tal into high schools. The decrease in unaided schools is due to one of these schools being transferred to the aided list, by being made the recipient of a Government grant during the year.

The last report showed a decrease of 20 primary schools with a decrease of 2,742 enrolments. The figures have again gone up. The increase was unexpected because of the rapid influx of girls into primary boys' schools. The figures for this year are 1,717 primary girls' schools with an enrolment of 80,409 girls. The increase is 12 more schools with 2,662 increased enrolment. Twenty-five primary district board schools were promoted to middle schools under the District Board Expansion Scheme. The boards opened 24 other village schools and 14 new schools received aid from district and municipal board funds. Two municipal schools were closed. There has been a steady decrease of municipal board primary schools in urban areas, where co-education at this stage has not as yet started. The decrease is probably due to the migration of little girls to middle and high schools, a number of which have been started recently in big towns. Unlike boys' high schools, high schools for girls maintain preparatory and primary sections. The expediency of continuing these sections is now being questioned. At a time when the enrolment in all girls' schools was low, the matter did not call for attention; but at present, when most girls' schools are over-crowded, conveyances are not self-supporting and financial support is doubtful, it would be wiser for high schools to close down their infant and primary classes and let the municipal boards provide for girls' education at this stage. The general impression of managers is that the bigger the enrolment the bigger will be the grant from Government. Unfortunately enrolment has controlled the system of assessing grants. When block grants are introduced, schools will automatically rid themselves of superfluous numbers, and allow for healthy expansion under normal conditions.

Primary schools.

There are 64 training classes for women teachers, details of which are given in another chapter. There are only 9 schools of a special nature for women and girls in this province. Six schools for adults have been newly opened in the Lucknow circle. The one in the Mirzapur District has existed for some time. There is a school for defective children and a technical school for women in the Meerut circle. Both are run by private enterprise. The school at Naini for the untainted children of lepers now ranks as a Government aided middle school, and will no longer be reported under the head of special schools.

Other schools.

Twenty-five more primary schools were raised to middle schools under the scheme. Provision for accommodation had already been made in them; but maintenance grants equivalent to two-thirds their cost were sanctioned to each of these schools from the 3 lakhs 17 thousand rupees set apart under the scheme.

District Board Expansion Scheme.

Including the school at Haldwani which was converted into a middle school two years ago, there are now 26 schools which have been raised to vernacular middle schools from primary schools under the scheme. Twenty-one other schools are getting ready for a similar expansion. Grants were given also to the three district board anglo-vernacular girls' schools at Sultapur, Jaunpur and Etah.

For the benefit of primary education, 150 posts have been provided in boys' primary schools for women teachers.

Building grants under the scheme were given only to district board schools during the year. They amounted to Rs.19,000. Very much larger grants were given in previous years to anglo-vernacular and high schools for the purpose already indicated in this report. Recurring maintenance grants were given to six aided high schools, equivalent to two-thirds of the estimated annual expenditure of the upper classes of each school. The other third was met by the management itself. The six schools are :

	Rs.
1. Kanya Vedic Vidyalaya, Ghaziabad	8,910
2. Kishori Raman High School, Muttra	4,465
3. King Edward Girls' High School, Saharanpur	4,384
4. Islamia Girls' High School, Bareilly	2,996
5. Hindu Kanya Pathshala, Hardoi	4,266
6. Hindu Kanya Pathshala, Sitapur	2,516

The above schools continue to draw the regular grant-in-aid from provincial funds as before for their primary and middle sections.

District Inspectresses.

Another provision made under the scheme is the appointment of 18 assistant inspectresses for the supervision of village schools. Seventeen districts that had more than 35 girls' schools each were sanctioned a district inspectress. Later, an inspectress was appointed in the Kumaun hills for the inspection of Naini Tal, Garhwal and Almora districts. The schools in these hill districts are not many; but they are widespread and difficult of access. One inspectress over the three districts was thought necessary. Though in the past each circle inspectress was responsible for the progress of village girls' schools in the four or five districts under her, a great deal of the inspection work had to be done by the district inspecting staff. The inspection of girls' schools by men is not at all satisfactory. The women teachers themselves raise unnecessary difficulties and the schools tend to stagnate. The appointment of district inspectresses therefore is a big step forward in the development of village girls' schools. As the number of schools in the remaining districts increases, more and more district inspectresses will be appointed. With better school buildings, with more trained staff, and closer supervision, progress in rural areas bids fair to be more satisfactory in the future than hitherto.

Compulsory education.

Compulsory education schemes in Cawnpore, Mirzapur, Muttra municipalities continued and there was an increase of 687 girls in the Cawnpore municipality. There is a scheme of compulsory education also in the Lucknow and Etawah districts. It is too early to judge the success of schools but Cawnpore has been able to enrol 83.2 per cent. of girls liable to compulsion and Muttra 96.4 per cent. The District Board, Etawah, has enrolled 91.6 per cent. and shows an average attendance of 80.8 per cent.

The following table shows the progress of education in primary and preparatory schools in the compulsory areas for girls :

1	2	3	4	5	6	7	8	Enrolment					14
								9	10	11	12	13	
District Board, Etawah	Ekdil	1,500	199	188	91.5	148	80.8	138	24	18	6	2	Per cent. 4.5
District Board, Lucknow.	{ Etajnja	4,898	162	94	58.02	70	74.4	79	9	6	..	..	Nil
	{ Kakori	6,978	187	66	35.28	40	60.6	53	8	5	..	..	Nil
Municipal Board, Mirzapur.	Ganeshganj and Wellesleygunj.	11,828	1,481	722	48.7	871	51.4	540	87	..	95	10	6.5
Municipal Board, Oawnpore.	Anwarganj, Moulganj, Patkapur and Sadarbazar.	135,392	6,264	5,402	86.2	3,725	69.3	8,405	916	597	330	164	9.7
Municipal Board, Muttra.	Holidarwaza ..	27,442	704	679	56.4	498	73.1	442	93	77	27	29	6.1

Examina-
tion results.

The results of the various public examinations are given in the table below :

Examination	1938-39			1939-40		
	Number examined	Number passed	Perce- ntage	Number examined	Number passed	Perce- ntage
Intermediate Arts and Science.	371	250	67	454	271	58
High school ..	878	458	52	1,145	645	57
Vernacular upper middle.	2,290	1,387	60	2,795	1,628	58
Vernacular lower middle.	4,406	2,664	60	5,318	3,189	60
Anglo-vernacular middle.	1,491	1,058	70	1,514	1,056	69
English teachers' cer- tificate.	50	35	70	53	41	77
Vernacular teachers' certificate.	177	129	72	217	174	80
Primary teachers' cer- tificate.	164	110	67	172	105	61

The slight drop in the percentage of passes is due to there having been a very much larger percentage of private candidates and absentees in the three middle examinations this year than last year. The total number of private candidates and absentees in 1939-40 was 5,630 and 1,159 respectively as compared with 3,884 private candidates and 923 absentees in the examinations of 1938-39. Girls are allowed to appear privately at vernacular lower middle, vernacular upper middle and anglo-vernacular middle examinations.

Expenditure.

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

Source		1938-39	1939-40	Increase or decrease
		Rs.	Rs.	Rs.
Government revenue	.. ..	13,44,858	14,11,848	+66,990
District board funds	.. ..	1,72,856	1,80,108	+7,252
Municipal board funds	.. ..	5,04,484	5,18,286	+13,802
Fees	.. ..	3,52,558	4,02,230	+49,672
Other sources	.. ..	3,85,058	3,79,765	-5,293
Total		27,59,814	28,91,787	+1,32,423

There has been an appreciable increase under each head, except under "Other sources". Contributions from public benefactors and from foreign missionary agencies have decreased due to financial stringency.

The total amount spent on buildings, inspection and miscellaneous shows a decrease of Rs.34,320 when compared with the figures of last year. The total expenditure from all sources under this head is Rs.83,748 which is not included in the table above. The decrease is mainly due to a decrease in the amount spent on buildings. Rs.1,62,522 was spent on buildings from all sources and represents Rs.64,872 less than the year before. Rs.1,56,732 is the amount spent on the entire inspectorate. The increase of Rs.21,303 against this item is due to the extra salaries and travelling allowances of the 18 assistant inspectresses, appointed during the year. The amount reported under miscellaneous is Rs.5,18,228. It covers expenditure under rent, boarding-house charges, furniture, repairs to buildings, rates and taxes, scholarships and other minor details. The increase for the year under this head is Rs.9,249.

Buildings.

No major works were undertaken during the year for Government or aided schools. Rs.8,527 was spent on the improvement of six Government institutions and Rs.12,910 was allotted in small grants to 18 aided schools, the largest amount to any school being Rs.1,900. Rs.19,000 as already reported, was sanctioned under the District Board Expansion schema on the extension of four district board schools. The balance of the expenditure reported under buildings was met from district board, municipal board and private funds.

More money was sanctioned during the year for equipment than is usual. Rs.9,075 was given in grants to six aided high schools and intermediate colleges towards the purchase of buses. Six buses at a total cost of Rs.20,850 were supplied to the Government Girls' High Schools at Fyzabad and Gorakhpur and to the Government Girls' Normal Schools at Budaun, Lucknow and Agra.

Furniture and equipment.

Rs.9,612 was spent on the purchase of equipment and furniture in Government vernacular girls' schools and Rs.4,183 was sanctioned for the same purpose to aided schools.

Government spent on the opening of the three new high schools at Fyzabad, Naini Tal and Gorakhpur and the new normal school at Agra, a total sum of Rs.6,325 on furniture and equipment and Rs.3,979 on rent of buildings.

Rs.805 was sanctioned in small grants to four aided schools for the purchase of library books, and a sum of Rs.500 for a similar purpose to Government schools.

Libraries.

Basic education is a new feature of the year's work. From the first batch of 28 women who passed out of the Basic Training College, Allahabad, 24 were given appointments under Government and were posted in all the Government girls' normal schools in groups of three. A basic class was started, and spinning, handwork and art was introduced in all the primary classes. The purpose in placing these basic trained teachers in normal schools is to help and spread through the young women in training in these institutions the new methods now current in education.

Basic education.

A short refresher course was also held at the Basic Training College and women teachers from colleges and schools were invited to attend for a month.

Physical training and health.

The annual Olympic sports, which provide an opportunity for enthusiastic and healthy competition to sport lovers in all schools, this year culminated in glory for the winners who were chosen to represent this province at the All-India meet held in Bombay in February. The first place in javelin-throwing, the second place in discus, and the third place in long-jump and in the hundred yards dash were secured by United Provinces girls. This is the high-water mark of our achievement thus far, and it greatly encourages all those who worked hard at the regular meets. Only three girls were sent by the Olympic Association to Bombay, because of the cost. It is hoped that a larger number will be considered from the next All-India meet for field events, and that some teams also for basket-ball, badminton or volley-ball will be included in the selection.

Physical training is on the time-table of all schools. Except in the Isabella Thoburn College, Lucknow, and the American Presbyterian Mission High School, Dehra Dun, where there are fully qualified mistresses and regular gymnasium work is done, the physical training period in most schools is reduced to a few simple exercises for ten or fifteen minutes a day. Physical culture in a more interesting form can be introduced only when more teachers, trained to teach the subject are available. Plans for training such teachers are now being contemplated and will be given effect to in the near future.

Medical aid in cases of sickness is easily procurable. Boarding schools make their own arrangements for medical attention on such occasions, but what is still wanting is medical inspection of all the children in school, and the establishment of school clinics. Girls' schools present a bigger problem in the matter of medical inspection than boys' schools because of *pardah* objections and the scarcity of women doctors, particularly specialists in eye, ear, nose and throat diseases.

Discipline

The discipline in girls' schools may on the whole be reported as good. There were no cases of strikes or disorder.

Extra curricular activities.

Girl-guiding continues to be chief extra curricular activity in girls' schools. A camp was held in May in Naini Tal for guiders under the patronage of Lady Haig. With the retirement of Lady Haig from India, girl-guiding has lost some of its driving force. On the other hand, her keen efforts to organize the movement, and to train leaders have left a permanent mark on the province. She will live for many years in the hearts of all guides and guiders, with a large number of whom she was in personal and friendly contact.

The St. John Ambulance, the Red Cross and the Mackenzie School Course have had the attention of various schools. Because of the war, practical work for Red Cross centres received an impetus. Many schools established sewing classes. Contributions of cloth and money from city members were converted into garments for hospitals and were sent to Red Cross centres.

Another item of interest though not strictly educational was the work done during the year by the Rural Development Department. The districts of Fyzabad and Unao have made some headway in training women workers for rural uplift. A training camp was held in Fyzabad

for three months. Fifty-four village women were recruited for training. They were given instruction in reading, writing and arithmetic in addition to the programme drawn up for training in social service. These women were sent back to the villages from which they were brought to spread the gospel of clean-living and social improvement in the homes of simple villagers. As the education of most of these village workers was at its initial stage, a system of tutelage has been established under selected male tutors, whereby these women will be encouraged to qualify themselves for the middle examinations of the province.

Miss E. C. Williams, Chief Inspectress of Girls' Schools, went on four months' leave. Miss Gandby, her Personal Assistant, officiated for her. Inspection,

CHAPTER VI

EDUCATION OF SPECIAL CLASSES

A—Education of Anglo-Indians and Europeans

Number of institutions and enrolment.

The number of recognized institutions including five intermediate colleges and the training class attached to the All Saints' Diocesan College, Naini Tal decreased from 49 to 47 owing to the withdrawal of recognition from the Woodlands School, Mussoorie, and the closing of the East Indian Railway School, Mirzapur. The enrolment has risen from 7,063 to 7,137 in the year under review. There has been a decrease of eight students in the number of Europeans and Anglo-Indians and an increase of 82 in the number of non-Europeans. The number of European and Anglo-Indian boys decreased by 28 while the number of girls increased by 20. The number of non-European boys and girls increased by 26 and 56, respectively. The total number of non-Europeans in European schools is now 1,405 against 1,323 in the preceding year. The enrolment of the training class for women teachers attached to All Saints' Diocesan College, Naini Tal was 41 as compared with 33 in the preceding year.

The percentage of non-Europeans in European schools is 19·7. The number of non-Europeans in European schools, taken as a whole, is still below the prescribed maximum limit up to which they can be admitted but on account of the influx of non-Europeans in European schools as is evident from the regular increase in their number it is anticipated that their number will soon reach the maximum limit prescribed. The limit has already been reached in a number of schools. No distinction is observed between Anglo-Indians and Indians. It is a happy feature that amongst the Indians there is no trace of communal or racial prejudice. They are interested in their studies and in the good name of the institution in which they are reading. Their conduct has been excellent and their abilities as students furnish a valuable contribution to the school progress.

Expenditure.

The total expenditure has increased from Rs.26,69,311 in 1938-39 to Rs.27,15,007 in 1939-40, an increase of Rs.45,696, which may be attributed to increase in expenditure from Government Funds and Other Sources. Expenditure from Government Funds amounted to Rs.9,65,233 against Rs.9,51,247 in the preceding year. 35·5 per cent. of the total expenditure was met from Government Funds as against 35·6 per cent. in the preceding year.

The expenditure met from "Other Sources" was Rs.8,29,289 in 1939-40 against Rs.7,96,304 in 1938-39. The contribution from the municipal boards fell during the year under report from Rs.4,243 to Rs.3,268.

Teachers.

The total number of teachers has decreased from 507 to 496 due to the reduction in the number of schools on the recognized list. The percentage of trained teachers was 81·5 in 1939-40 as against 80 in 1938-39. It is gratifying to note that while the total number of teachers fell during the year under review by 11 the number of graduates has risen by 12.

The question of retention of teachers beyond the age of superannuation was taken up for the first time in the year under report and investigation

showed that there were a few teachers who were over 60 years of age. They have been allowed to remain in service up to the end of year 1940 as they had already been given an undertaking to this effect by the school authorities. In future retention beyond the prescribed limit will be granted only in very exceptional cases :

	Intermediate		Higher Certificate		School certificate		Cambridge Junior examination		Examinations.
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Number of examinees for the year under report.	45	..	..	4	187	85	210	117	
Number of examinees for the preceding year.	50	..	..	4	179	84	209	132	

The percentage of passes in the intermediate examination was 71.11 against 80 in the previous year. In the school certificate and the Cambridge Junior examinations the percentage was 84.19 and 67.79 as compared with 70.55 and 82.42 respectively in 1938.

The Junior Cambridge Examination results were not as good as they have been in previous year. This seems to be due to the over-confidence resulting from the last year's good result and also the change in the nature of the examination papers to which the pupils failed to adjust themselves.

The training class attached to the All Saints' Diocesan College, Naini Tal, which is the only training institution in the province exclusively meant for European and Anglo-Indian women teachers, sent up 15 candidates for the women teachers' certificate examination conducted by the Department two for the high school certificate, 7 for the middle school certificate and six for the preparatory class certificate ; all of whom passed.

Training of teachers.

The number of scholars who were boarders has increased during the year from 3,953 to 4,025. This increase corresponds with the increase in the enrolment of schools.

Hostels,

54.6 per cent. of the total enrolment were boarders and only 45.4 per cent. live with their parents or guardians. The idea that life in a school as a boarder is a part of the educational system and the advantage of the disciplined life here are generally realized by the parents of the children reading in European schools, which accounts for the high percentage of boarders in European schools.

There were a few cases of chicken-pox, measles, sore eye, malaria and other types of fevers, but there was no mortality. A large number of students was not affected by these diseases and therefore the school work was not in the least disorganized. The health of the boarders remained very satisfactory on the whole.

Healths.

The eleventh and twelfth meetings of the Provincial Board of Anglo-Indian and European Education were held at Naini Tal and Allahabad on 20th June, 1939, and 29th January, 1940, respectively. At the eleventh meeting the desirability of further concentration in the distribution

Provincial Boards.

of European schools involving the abolition of schools having an enrolment of less than 150 or their amalgamation with other schools in the locality was discussed and the Board noted that concentration of children in large schools by amalgamation has been the policy of the Department which has been given effect to wherever possible but it was not possible at present to abolish or amalgamate any further schools on account of different religious denominations and also because the other schools in the station would not be able to accommodate the pupils without extra accommodation which would mean extra expenditure to both the schools and to Government.

At the twelfth meeting the Board suggested that provision should be made for the teaching of Civics in the curriculum of the training class attached to All Saints' Diocesan College. This suggestion has been accepted.

General.

The moral atmosphere and the tone of the schools were bright and wholesome throughout the year. There is a peaceful spirit amongst the students. The teachers are generally sympathetic and the children appreciate what is being done for them.

B—Colvin Taluqdars' College, Lucknow

This institution progressed steadily in the year under review. The number of boys went up to 122 against 119 in the previous year; of whom 64 were in residence in the college and 58 were day scholars. As reported in previous years the result of the high school and intermediate examinations of the boys of this institution were uniformly satisfactory. An important addition to the institution was the opening of the kindergarten section with teachers trained at Homerton Training College, Cambridge and at Adavi, Madras under Madame Montessori. A special kindergarten room 45 feet long has been fitted with Montessori equipment. Great emphasis is given in this institution to physical education. Riding, hockey, football, tennis, physical training, swimming and scouting are very popular and every boy must play some game unless exempted by the medical officer. Supervised silent study both in the morning and in the evening is encouraged. The discipline of the boys in the institution has been excellent.

C—Muslim Education

SECONDARY EDUCATION

Anglo-Vernacular schools.

There was a general increase in the number of Muslim students in all kinds of secondary schools. The total number of scholars in high schools and anglo-vernacular middle schools was 115,232 and out of these 24,438 were Muslims against 23,645 in the total number of 109,793 scholars in the previous year showing an increase of 793 students in all. The percentage of Muslims has, however, gone down from 21.5 to 21.2 as compared to the figures of last year as their increase has not been in proportion to the total increase.

Vernacular Middle Schools.

The total number of students in vernacular middle schools has increased from 103,625 to 109,443 and the number of Muslim students has also gone up from 14,515 to 15,057 by 542. However, the proportion of increase

in the number of Muslim students has gone down a little from 14 per cent. in 1938-39 to 13.7 per cent. in 1939-40.

VERNAACULAR PRIMARY EDUCATION

The following table shows the number of Muslim scholars in different types of vernacular primary schools during 1938-39 and 1939-40 : Schools and scholars.

Year	Islamia schools		Aided maktabas		Unaided maktabas		Boards ordinary primary schools other than Islamia schools and maktabas		Grand total
	Number of schools	Number of Muslim scholars	Number of schools	Number of Muslim scholars	Number of schools	Number of Muslim scholars	Number of schools	Number of Muslim scholars	
1939-40 ..	613	29,512	1,729	68,695	1,584	26,633	18,515	1,20,370	2,45,110
1938-39 ..	630	29,091	1,671	66,854	1,773	28,231	18,546	1,18,965	2,43,141
Increase or decrease.	-17	+421	+58	+1,741	-189	-1,598	-31	+1,405	+1,969

The total number of Muslim scholars in primary schools was 245,110 against 243,141 of the previous year.

The following table shows the percentage of Muslim scholars studying in different types of institutions during 1938-39 and 1939-40 :

Year			Ordinary primary schools	Islamia schools	Aided maktabas	Unaided maktabas
			Per cent.	Per cent.	Per cent.	Per cent.
1938-39 ..	..	..	48.9	12.0	27.5	11.6
1939-40 ..	..	..	49.1	12.1	27.9	10.9

Along with boys, girls also read in Islamia schools and maktabas. The total number of girls was 2,149 in Islamia schools and 6,376 in maktabas with respective increase of 223 and 876 during the year under review.

The total expenditure on Islamia schools and maktabas was Rs.4,96,480 against Rs.4,79,952 in last year.

The total number of Muslim teachers in Islamia schools and aided maktabas was 1,128 and 2,737 respectively against 1,136 and 2,485 of the

last year. In Islamia schools the percentage of trained teachers was 74.5 as against 75.9 in 1938-39 while in maktab only 4.0 as against 4.3 of the last year were trained teachers. It is reported by the Inspector of Muhammadan Schools that the percentage of Muslim teachers in aided schools under district and municipal boards is very low; in district boards it is only 3 per cent, and in the municipal boards 10.6. There was also a decrease in the number of Muslim teachers deputed to normal schools and central training classes.

The tuitional condition of maktab is reported to be on the whole satisfactory. The Inspector of Muhammadan Schools reports that these schools are making steady progress under difficulties. The teachers adopt intelligent and playway method of teaching. Indigenous games and physical drill are in vogue in these schools. Scouting and Red Cross groups have also been formed at some of these schools. There were 772 Cubs in Islamia schools in Agra circle and 28 Red Cross groups in Aligarh and Farrukhabad. But for want of adequate and efficient staff, and also for lack of equipment and shortage of funds, aided maktab are backward.

There were 613 Islamia schools maintained by local boards, out of these 27.4 per cent, were housed in buildings owned by the boards, 41.9 per cent, in rented quarters and 30.7 per cent, in borrowed houses. Thirteen new buildings were added during the year under report. The condition of these buildings is not satisfactory, the maktab buildings are reported to be in many cases uninhabitable, insanitary and inadequate for the number of pupils. The Muslim public as a whole pays very little towards these schools.

The district Muslim education committees continued to advise the education committees of district boards in matter of administration of Islamia schools and maktab. One hundred and ninety-nine meetings of these committees were held during the year against 211 in last year. These committees are doing good work and are often consulted. Meerut, Budaun and Jaunpur District Board Education Committees deserve special mention in this respect.

The Islamia schools and maktab are inspected jointly by the district inspecting staff and the deputy inspectors of Muhammadan schools. In addition to the inspecting staff, there are seven supervisors of Islamia maktab working in Meerut, Bijnor, Allahabad, Jaunpur, Basti, Bareilly and Hardoi. The first four supervisors are paid by the respective district boards and the last three by the Government. There is a demand for more supervisors from Shahjahanpur, Azamgarh, Gorakhpur, Aligarh, Moradabad, Jalaun and Banda districts. The supervisors are reported to be doing useful work.

D—Education of Depressed Classes

Special
department.

The education of the depressed classes continued to expand during the year under report with an additional recurring grant of Rs.75,000 from Government. The temporary special department attached to the Director of Public Instruction's office to look after the education of depressed classes continued to function throughout the year.

Both the number of schools and scholars for the depressed classes showed increase as recorded in the following table : Schools and scholars.

Years	Number of depressed class primary schools	Number of depressed classes	Scholars others	Total number of scholars	Total number of depressed class students in all kinds of schools
1938-39 ..	659	19,857	10,579	30,436	182,181
1939-40 ..	756	22,197	11,055	33,192	194,092
Increase or decrease	+97	+2,280	+476	+2,756	+11,911

While the number of special schools for depressed classes rose by 15 per cent. the number of students showed increase of 11.5 per cent. only. The enrolment of depressed class students in ordinary schools also continued to increase as in previous years. Government grants were paid to 192 depressed class schools maintained by non-official bodies interested in the uplift of the depressed classes; 38 of these were new institutions. The details of the 192 institutions are given below :

Depressed class Boys' schools—120.

Depressed class Girls' schools—14.

Depressed class Adult schools—58.

Adequate Government grants were also paid to 22 libraries and reading-rooms meant for the depressed classes. Most of these institutions do not receive any grant or assistance from their local boards.

Facilities were offered to depressed class students in secondary schools, colleges and universities; and also industrial and technical schools by the award of Government stipends. The prejudice against the association of the depressed class students with the caste students is decreasing and rarely any complaint is received about this matter.

In the matter of exemption of depressed class students from payment of fees, one of the two district boards, viz. Ghazipur, mentioned in the last report fell in line with the other boards of the United Provinces and agreed to make the education of depressed class children free from July, 1939. Exemption from fees.

The Almora Board has already granted concessions to depressed class students and is likely to offer all the facilities enjoyed in other boards in the near future.

Government sanctioned an additional recurring grant of Rs. 75,000 per annum for the expansion of depressed class education during the year under report. The total expenditure from provincial revenues on the Additional Government grants.

education of the depressed classes thus rose to Rs. 3,89,491 per annum recurring distributed as follows :

	Rs.
1. Grants to district boards	1,93,900
2. " to municipal boards	11,986
3. " to non-official bodies	55,886
4. " to Harijan Ashram, Allahabad	5,000
5. Allotment for award of scholarships	79,242
6. Allotment for supply of free text-books etc.	4,500
7. Allotment for payment of examination fees	500
8. Allotment for stipends in industrial and technical schools	5,200
9. Appointment of supervisors for depressed class education	17,288
10. Maintenance of the special department	11,089
Total	<u>3,89,491</u>

In addition to this a special grant of Rs.10,000 was sanctioned for the award of stipends to the children belonging to the backward communities, including Naiks, Bhars, and Ansar Momins. Thus the total expenditure on the education of the depressed and backward classes amounted to Rs. 3,99,491 in this year.

The following additions and improvements were introduced during the year under report :

(1) The number of scholarships for the post-graduate students of the value of Rs.25 per mensem was raised from three to four per annum.

(2) The number of high school stipends was doubled from 224 to 448, and the value of stipends was increased from Rs.2 to Rs.3 in the primary, Rs.3 to Rs.4 in the lower middle, Rs.4 to Rs.5 in the upper middle and Rs.5 to Rs.7 in the high school stage from July, 1939.

(3) Eighty new stipends were sanctioned in the primary classes of the Government model schools attached to the normal schools of the United Provinces.

(4) The value of vernacular middle stipends was raised from Rs.2 to Rs.3 per mensem from July, 1939, and 192 more stipends were sanctioned.

(5) The value of primary school stipends was raised from annas 8 to annas 12 per mensem in the preparatory stage and from annas 8 to rupee one per mensem in the primary stage.

(6) The allotment for free supply of text-books and writing materials in district board schools was doubled and raised from Rs. 6,000 to Rs. 12,000 per annum and that in the municipal board schools raised from Rs.2,715 to Rs.3,000 per annum.

(7) Rs. 2,500 was provided for a free supply of text-books to depressed class students reading in Anglo-vernacular institutions, training institutions, and colleges; and a sum of Rs.2,000 was sanctioned for the same purpose for depressed class girl students.

(8) Rs.500 was sanctioned for the payment of examination fees of poor and deserving depressed class students.

(9) Rs. 9,000 was provided for travelling allowance to the members attending the meetings of district depressed class education committees,

(10) The assistance to non-official bodies for the expansion of depressed class education was raised from Rs.35,069 to Rs.46,886.

(11) Rs 4,524 was sanctioned for the appointment of 15 additional supervisors of depressed class schools in the province.

The number of scholarships and stipends rose from 7,500 to 8,709. The demand for an increase in the number of stipends was most pressing in the intermediate classes. Twenty-eight non-recurring stipends of Rs.11 per mensem were awarded for 5 months (October 1939 to February 1940) out of the savings available under the allotment sanctioned for stipends.

Stipends and scholarships.

Government spent Rs.2,000 for depressed class girls and Rs2,500 for depressed class students reading in Anglo-vernacular and training schools for a free supply of text-books.

Free supply of text-books.

The allotment of Rs.500 sanctioned for assistance to depressed class students towards the payment of examination fees was utilized for assistance to 58 depressed class students.

Assistance for payment of examination fees.

The grant of Rs.5,200 allotted for vocational stipends was spent on the award of stipends to 111 depressed class students undergoing training in industrial and technical schools of the United Provinces. Two depressed class cadets of the Police Training College, Moradabad, a depressed class student of the Ayurvedic College, Jhansi, another of the Agricultural College, Cawnpore, one of the Government School of Arts and Crafts, Lucknow, four of the Engineering College of Benares Hindu University, two depressed class women students of the Municipal Mahila Shilpa Bhawan, Allahabad; one student of the Hindu Vidyapith, Naini, and one depressed class student of the Marris College of Hindustani Music, Lucknow, were also given assistance out of this allotment. Ten depressed class students of the United Provinces receiving training at the Harijan Industrial School, Delhi maintained by the All-India Harijan Sewak Sangh were also awarded stipends of Rs.10 per mensem each for 5 months from November, 1939 to March, 1940.

Fifteen additional posts of supervisors of depressed class education were sanctioned from July, 1939. The number of these supervisors was thus raised from 62 to 77 of whom 71 belonged to the depressed classes, two to the backward communities and the remaining four to higher castes. Out of these 29 were district board servants and 48 government servants in non-pensionable service. Eighteen bigger districts had two supervisors.

Supervision of depressed class education.

The proportion of depressed class teachers on the staff of vernacular schools under district and municipal boards continued to be small. This proportion is likely to rise in the near future due to the Government order that every district in the United Provinces must send annually at least three depressed class candidates for training as vernacular school teachers. There is still a great apathy on the part of depressed class educated young men for talking up education as a profession. All the three seats reserved for depressed class candidates at the Government Training College, Allahabad, remained vacant during the year for want of candidates.

Representation of depressed class teachers in educational service.

The constitution of district depressed class education committees of the United Provinces was revised from 1st January, 1940 under which the membership may be from ten to fifteen as follows :

District depressed class education committees.

(1) Scheduled caste Members of Legislative Assembly or Member of Legislative Council of the district (where available).

EDUCATION OF SPECIAL CLASSES

- (2) Scheduled caste member of the district board.
- (3) Scheduled caste member of the municipal board.
- (4) Supervisor of depressed class schools attached to the district board.
- (5) Supervisor of depressed class municipal board (where available).
- (6) Education superintendent of municipal board (where available).
- (7) Assistant Inspectress of Girls' Schools (where available).
- (8) A deputy or sub-deputy inspector of schools, nominated by the inspector.
- (9) to (15) Seven representatives of the depressed classes nominated by Government.

The five members shown against nos. 4 to 8 above are *ex officio*. Nos. 1, 5, 6, and 7, are not available in some districts.

Provincial
depressed
class educa-
tion com-
mittee.

Sri Karan Singh Kane, B.A., M.L.A., of Agra and Ex-Parliamentary Secretary to the Hon'ble Minister of Education, United Provinces, continued to be the chairman of the provincial depressed class education committee, and the special officer for depressed class education as its secretary. There was no change in the personnel of the committee during the year. The committee met at Lucknow on 20th and 21st April, 1939, and passed a number of resolutions for the improvement of the education of the depressed classes in the province.

E—The Reformatory School, Ohunar

The year opened with 83 inmates as against 84 in the previous year. There were 19 new entrants and 17 were discharged and one was transferred to the District Jail, Saharanpur. Thus the number left on the rolls was again 84; out of these 57 were Hindus, 26 Muhammadans and one Christian. Of the 84 inmates 74 were able to read and write and 10 were illiterate or just beginners. The particulars of the new inmates are as follows:

(a) *Caste or creed—*

Hindus	..	..	..	..	..	16
Muhammadans	..	..	..	..	..	8

(b) *Terms of detention—*

Three years	..	..	..	..	..	4
Three and a half years	..	..	..	..	..	1
Four years	..	..	..	..	..	4
Four and a half years	..	..	..	..	..	1
Five years	..	..	..	..	..	7
Seven years	..	..	..	..	..	1
Detention not yet settled	..	..	..	..	..	1

(c) *Causes of Conviction—*

Voluntarily causing grievous hurt	..	..	..	..	..	1
Theft	..	..	..	..	..	10
Criminal breach of trust	..	..	..	..	..	1
Punishment for house breaking	..	..	..	..	..	7

(d) *Previous convictions—*

One previous conviction	..	..	..	..	..	6
Two previous convictions	..	..	..	..	..	3
Three previous convictions	..	..	..	..	..	1
No previous conviction	..	..	..	..	..	9

(e) *Education*—As regards education all the 19 were illiterate.

(f) Of the above 19 new entrants 10 were received from rural areas and 9 from urban areas.

The total expenditure during the year was Rs.41,977-4-10 as against Rs.40,627-3-2, of the previous year. The increase is due to the purchase of wooden takhts, brass vessels, marble slabs, canvas hose, repairs to rampart wall, wire fencing and a rise in the price of articles particularly of food materials. The value of the articles prepared in the factory amounted to Rs.1,760-3-2 as against Rs.1,564-10-1 in the last year. The manufactured articles sold during the year was Rs.1,167-5-6 as against Rs.831-3-9 in 1938-39.

The number of boys who received training in various crafts are as follows :

Carpentry ..	..	..	..	..	..	88
Shoemaking ..	..	..	..	..	..	8
Weaving ..	..	..	..	..	..	19
Tailoring ..	..	..	..	..	..	11
Gardening ..	..	..	..	..	..	8
Masonry ..	..	..	..	..	..	5

Out of the 60 boys who were released after the completion of their term of detention during the last three years, 20 followed the trades learnt at school, 14 went in for other professions, 2 were unemployed and 5 got into bad ways again. Reports about others are not available.

The education and the discipline of the boys were satisfactory. The basic system of education was introduced in class I of the primary school as one of the teachers had taken the Refresher Course at Benares. Out of the 12 boys that appeared at the class examination of class IV, 9 were successful. Two boys were sent to the local vernacular middle school for further studies and were successful in their examinations. In addition to hockey, football, cricket, which are heartily enjoyed by the inmates, concerts and dramatic performances are organized. Scouting is also encouraged and there were 40 scouts as against 36 of the previous year. Physical training on modern methods is carried out. The boys enjoyed sound health and there was very little sickness. They were inoculated against cholera and vaccinated against small-pox. First-aid instruction was imparted and 13 boys got the first-aid certificate. The Superintendent is keen on improving the diet and has submitted a scheme which is under the consideration of Government. Government have permitted the use of shorts for the inmates instead of *dhotis*. The buildings and roads have been well kept.

In the year under review the school was inspected by the Deputy Director of Public Instruction, the District Magistrate of Mirzapur, the Inspector of Schools, Benares and they were favourably impressed with the work of the institution.

CHAPTER VII TRAINING INSTITUTIONS

A—For men

The number of training Colleges remained stationary at seven, four for graduates only and three for under-graduates. The graduate training colleges are the two training institutions attached to the Benares Hindu University and Muslim University, Aligarh, the Government Training College, Allahabad, and the Government Basic Training College, Allahabad. The three training colleges meant for under-graduates are the Government Training Colleges of Lucknow and Agra and the Lucknow Christian College, Lucknow. Teachers of lower qualifications are trained at the Government Normal Schools, Central Training Schools and Training Classes.

Number and enrolment.

The following statement shows the number and enrolment of the various types of training institutions during the year under review :

Kind of institution	Number of institutions			Number of enrolments		
	In 1938-39	In 1939-40	Increase or decrease	In 1938-39	In 1939-40	Increase or decrease
College for graduates ..	4	4	..	296	322	+26
College for under-graduates ..	8	8	..	197	212	+15
Normal schools ..	8	8	..	726	773	+47
Central training schools ..	11	12	+1	398	447	+49
Training classes ..	19	19	..	178	188	+5
Total ..	45	46	+1	1,795	1,937	+142

Training colleges for graduates—Government Training College, Allahabad.

The college opened on 17th July, 1939, and closed on 11th April, 1940. As usual candidates for admission to the college were selected by the Admission Board appointed by Government. The Board selected 65 candidates of whom seven were women and twelve pupil teachers of whom three were women were nominated by Government. Out of these, 12 did not turn up on the day of admission, so 10 new candidates were admitted in their place but one student got a post and left the college in July, 1939, and thus there remained 74 students who completed the courses of study.

The academic qualifications of the candidates admitted during the year is given below :

Division	M. A.	M. Sc.	B. A.	B.Sc.	B. Sc. in Agriculture	Total
I ..	2	4	..	..	..	6
II ..	20 (8 women)	12	6 (2 women)	4	1	43 (8 women)
III ..	14 (5 women)	4	4	3	..	25 (5 women)
Total ..	36 (8 women)	20	10 (2 women)	7	1	74 (10 women)

The number of students having previous teaching experience was 29 against 44 of the previous year.

The following statement shows the caste or religion of the students admitted during the year under report:

Caste of religion				Number of students
Hindus (higher caste)	..	..	..	55
Muslims	..	..	..	9
Indian Christians	..	..	..	5
Backward classes	..	..	..	8
Anglo-Indians	..	..	..	2
Total				74

As a measure of economy, the Government reduced the number of stipends awarded at the college from 70 to 10 at the rate of Rs.12 per mensem. Of these 10 stipends, seven were meant for women students and three for depressed class students. As there were no depressed class students during the year under report, the three stipends meant for these students were transferred to the Training College, Agra, for the depressed class pupil teachers.

Due to the need for economy no special short courses were held.

The number of students who passed finally the various special subjects were: Mathematics 9, General Science 6, Science 3, History 6, Geography 6 and Physical Training 20.

General science students prepared biological models in wood, paper, copper, clay, plaster of paris, glass and rubber. Alizarin preparations of snakes, lizards and frogs were made showing the internal structure without dissection.

In geography, practical training in surveying, contouring and handling the magic lantern and projector were given to the students. A number of useful models were prepared.

The study of topics connected with mathematical geography was introduced during the year. Teaching of Hindi and Urdu was also introduced during the year under report. An attempt was also made to introduce elementary work in social mathematics. Handwork formed the chief part of the practical work in general science.

Tutorial groups continued to work successfully. Lectures on moral and social hygiene, physiology and first aid were given to the students.

All the 74 students passed the examination.

The total expenditure on the college was Rs.74,701 against Rs.80,027 of the previous year.

The Basic Training College is maintained by Government and was started in August, 1938, on the recommendation of the Education Reorganization Committee, United Provinces, for training teachers in basic education, to provide instructors for circle refresher courses for primary

Government
Basic Train-
ing College,
Allahabad.

school teachers. In 1939 it entered on its second year. The college prepares candidates for the Licentiate in Teaching diploma.

Ninety-six students were admitted of whom 14 were women. One student was deputed by Nagod State.

Men students were accommodated in the college hostel which is a part of the college building. The women students lived in a separate rented building.

The academic qualifications of the candidates admitted were :

Division			M.A.	M.Sc.	B.A.	B.Sc.	B. Com.	Total
I	..	..	5	2	..	..	..	7
II	..	..	18	8	16	9	1	46
III	..	..	16	2	28	1	1	48
								*96

* Includes five trained graduates.

The number of students admitted to the Basic Training College in 1939-40 was greater than in previous year, when 45 graduate students were admitted. Five trained graduates were also admitted for a course of one year.

Art, pottery, spinning, weaving, handwork and bookcrafts are the chief crafts taught at the Basic Training College. Eighteen pupil teachers specialized in art and pottery. In this college art forms the basis of all the crafts. Designs and patterns prepared in the art class are transferred to the craft sections in other periods. In addition to the craft training all the students had to prepare for the courses of studies prescribed for the L.T. Diploma examination. Every student had to practice at the Basic School attached to the Training College. Four classes were worked up to this year and experiments were also started on the teaching of the infant class. The technique of teaching was further developed.

A library was also provided for the Basic School, where the children themselves decorated the walls and also contributed towards the production of books. A journal was also issued every month, edited by the children. Only inexpensive materials were used in the Basic School; flower pots, brushes, *takkies*, colours, measuring-scales and numerous other articles are instances of cheap materials with the help of which it may be possible to carry on the basic system of instruction in village schools.

Extra-curricular activities in the school and college were developed. There is a children's *panchayat* and a number of health committees. In these the children evinced a keen interest.

During the year one sub-deputy inspector from each district was deputed to the Basic College for instruction in the methods of the basic

scheme. These sub-deputy inspectors after training have been put in-charge of the Basic schools in their districts.

The drawing masters of Government normal schools were also admitted to the college for a refresher course in order to be able to help in the introduction of the Basic scheme in the normal schools.

The college attracted a large number of visitors who evinced great interest in the experiment. They included His Excellency the Governor, members of the All-India Economic Conference, the Goodwill Mission from Egypt and the All-India Women's Conference.

A convocation presided over by the Hon'ble the Premier of the United Provinces was held on 8th August, 1939, at the Basic Training College, to distribute diplomas in the Licentiate of Teaching to the candidates who passed out of the Government Training College and Government Basic Training College, Allahabad, in 1939.

The college prepares candidates for the B.T. examination of the Aligarh Muslim University.

Training colleges attached to universities—
Aligarh Muslim University Training College,

Seventy-seven candidates of whom 11 were women were admitted against 70 in the previous year. Thirty-two students had previous teaching experience. Candidates as in the previous year came from various provinces. Indian States also deputed their candidates and made a contribution of Rs 500 per candidate. Special *purdah* arrangements were made for women in the lecture theatre and tutorial and retiring rooms were set apart for their special use.

The academic qualifications of the candidates admitted were :

Division	M.A.	M.Sc.	B.A.	B.Sc.	Total
I	1	..	3 (1 woman)	..	4 (1 woman)
II	3	2	22 (5 women)	4	31 (5 women)
III	8	1	31 (5 women)	2	42 (5 women)
Total	12	3	56 (11 women)	6	77 (11 women)

The examination results were satisfactory. Thirty-nine students specialized in the teaching of different subjects.

Educational excursions were arranged to the Government Training and Basic Training Colleges at Allahabad and to Santiniketan.

A Scouts Masters' Training Camp was also held at Nanau in which 51 B.T. students took part.

This year's special feature was the attention to intelligence tests in the teaching of the psychology of education.

The College prepares candidates for the B.T. examination of the Benares Hindu University. Students are admitted from all parts of India. Eighty-three students were admitted to the college in 1939-40.

Benares Hindu University Training College,

The academic qualifications of the students admitted were :

Division	M.A.	M.Sc.	B.A.	B.Sc.	Compt.	Total
I	2	..	..	1	..	3
II	18	1	16	6	..	35
III	11	5	24	8	2	45
Total	26	6	40	9	2	83

The number of students residing in the hostels was 79 (six women) against 74 of the previous year.

The discipline and general health of the boarders remained good. There is adequate space for the playing of games.

A permanent stage for dramas was constructed. In the library 260 books were added. Appliances and apparatus for mathematics costing Rs.3,065-1-6 were purchased.

Twenty stipends at Rs 20 per mensem for ten months were awarded by Government and 13 stipends varying from Rs.25 to Rs.50 per mensem were also awarded by various Indian States.

The result of the examination was cent per cent. :

Division	I	II	III	Failed	Total
Theory	16	59	7	2	*84
Practice	5	60	18	..	83

* Includes one failed candidate of the last year.

Sports and extra-curricular activities were greatly encouraged. The college team won the trophy at the All-Benares Teachers' Football tournament. The Scout Camp at Chaubepur was successfully run. Moral and religious lectures were delivered. Thirty students of the training college of the Aligarh Muslim University paid a visit.

The college re-opened on 11th July, 1939, and the academic session was over on 11th April, 1940. Eighty-six students were on the rolls as given below :

Final class (including 8 girls)	..	..	..	41
Preparatory class (including 5 girls)	..	..	..	45

Forty-one college and two compartmental candidates appeared for the Anglo-Vernacular Teachers' Certificate examination.

The result was as below :

Division	I	II	III	Failure	Total
Theory	1	25	13	2	41
Practice	4	19	18	..	41

Thirty-eight students took the course in Physical Training: of these 34 passed.

One of the college teams won a trophy in the Provincial First-Aid Competitions held at Meerut. An educational excursion to Delhi was undertaken. Refresher courses in Hindi and Urdu were held from 18th to 23rd December, 1939. Nineteen teachers attended the course. The Mackenzie Music Competition was also held in the college.

The health of the hostellers and day scholars was generally good.

The college library which needs replenishing could not be improved for lack of funds.

The college re-opened on 11th July, 1939, after the summer vacation. The session ended on 11th April, 1940. Eighty-four students were on the rolls :

Government
Training
College,
Lucknow.

Final Class ..	::	::	::	::	::	44
Preparatory Class	::	::	::	::	::	40

Forty-three candidates appeared for the Anglo-Vernacular Teachers' Certificate examination and 41 passed.

The result is given below :

Division	I	II	III	Failed	Total
Practice	5	19	19	..	43
Theory .. .. .	..	25	16	2	43

Equipment for the science section needs increasing. Books worth Rs.800 were purchased for the library.

Out of 28 candidates who appeared, 16 passed the special course in Physical Training. A Scout Masters' training camp was arranged, and 62 students were awarded Scout Masters' Certificates. Training in first aid was also given and the college took part in the Provincial First-Aid Competition held at Meerut. Some of the members of the training college Brigade Division received training in Air Raid Precautions and gave displays of A. R. P. demonstrations. Music and gardening are being encouraged. The general health of the students was satisfactory.

During the year under report there were 43 students in the college against thirty-five of the previous year :

Hindus .. .. .	..	..	..	..	20
Muslims .. .. .	..	..	..	..	8
Christians .. .. .	..	..	..	..	20
			Total	..	48

Teachers'
Training
College,
attached
to the Luck-
now, Chris-
tian Col-
lege.

Academic qualifications of the students admitted were :

High School ..	..	..	..	..	10
Intermediate	..	..	..	..	25
Graduates ..	..	..	..	..	8
			Total	..	43

Enrolment according to teaching experience :

Over five years	..	..	..	..	..	4
Under five years	..	..	..	..	..	17
No teaching experience	..	..	..	..	..	22
					Total	48

As usual the college held the Summer School of Education for Teachers at Sap Tal during the months of May and June. A large number of teachers from all parts of India participated in it. Advanced Scout Masters' Training and St. John Ambulance courses were conducted.

Normal schools.

The number of Government normal schools remained the same, namely eight as last year. The total enrolment was 773 as against 726 in the preceding year. The pupil teachers admitted in these institutions undergo an intensive course of training for two years and are awarded Vernacular Teachers' Certificate. Physical training and work in art and various crafts occupy a prominent place among their activities. Some of the teachers of normal schools were deputed to undergo a refresher course at the Government Basic Training College, Allahabad, in order to be able to help in the introduction of the basic scheme of instruction in normal schools. The teaching in these schools is being markedly influenced by the new outlook on vernacular education. Pupil teachers are trained in modern physical exercises. Scouting is also an interesting feature of the activities of these schools. A gymnasium was started in the Government Normal School, Muzaffarnagar. The inter-normal school contests, which are an annual event, were held at Lucknow this year. The examination results were quite satisfactory in most of these institutions.

In former years the admission in these schools was practically restricted to those passing the vernacular final examination but in the year under review 50 per cent. of the pupil teachers admitted had passed the high school examination as well.

Central training schools.

The number of schools was 12 against 11 in the previous year. The total enrolment was 447 against 398 in the last year. They prepare for the primary teachers' certificate examination after one year's training. Pastel drawing, spinning and carding were introduced in some of these schools. Steps are being taken to introduce the basic system of instruction in these training schools.

Training classes.

The number of training classes remained nineteen as in the previous year. There is little need for these classes which are much inferior to the central training schools and they will be gradually abolished.

The Ingraham Institute, Ghaziabad.

This training school maintained its standard and is doing useful work as before.

B—Women

There are no separate Government institutions maintained for the training of women graduates in the Province. Seven places for women are reserved in the Government Training College, Allahabad. Fourteen women graduates were admitted into the Basic Training College at Allahabad. The Universities of Benares and Aligarh provide hostels for women who go in for the post-graduate training course in the men's training college at these two centres. The Isabella Thoburn College is the

only women's institution which trains women graduates for the teaching profession.

The entire output of trained women graduates for the year was 53.

There are two Government aided institutions which prepare women for the intermediate and the English teachers' certificate examinations simultaneously. The course here is a three year one. These two institutions are the Isabella Thoburn College, Lucknow and the Queen Victoria High School, Agra. Students attached to the latter training class, attend the St. John's College, Agra, for lectures on their intermediate course of studies.

Some places are also reserved for women of the high school grade in the Government lower grade training colleges at Agra and Lucknow.

All other training classes, meant exclusively for women, are below the standard of those quoted above. Details of the various grades of such training classes and their enrolment on the 31st March are shown in the table below :

Kind of training class	Government	Government-aided	Unaided	Municipal Board	Enrolment	
					1938-39	1939-40
English Teachers' Certificates	1	4	1	..	718	789
Vernacular Teachers' Certificates.	6	8	..	1		
Primary Teachers' Certificates.	38	4	..	2		
Total ..	45	16	1	3	718	789

Candidates who hold the high school certificate or its equivalent are eligible for admission into an English teacher's certificate-class. Candidates qualifying for the vernacular teachers' certificate have passed either the Vernacular Upper Middle Examination or the Anglo-Vernacular Middle examination. Admissions into the Primary Teacher's Certificate training classes used to be made from among fourth class passed women. To raise the standard, admissions are now made largely from Vernacular Lower Middle passed women.

There are 8 more training classes this year than last year. Five new ones were opened by Government, two by private bodies with Government aid, and one of an interesting type was opened at Naini (Allahabad) by Christian women missionaries, attached to the Agricultural Institute without any aid from the department. This last started two years ago with the express purpose of teaching Home Science. Neither recognition nor aid was at first given it, because it did not come under any recognized category and because a number of girls admitted were from outside the province, and some held no qualifying certificates of previous study. Finding themselves under difficulties, the authorities decided to introduce the English teacher's certificate course and admit more high school passed girls. The Home Science course which is in itself a good course, was continued as an auxiliary. Those candidates, who were qualified to be admitted in the teachers' training class were free to take both courses of study; while those who were not qualified for training did only the Home

Science course. Since this adjustment, a large number have sought admission. Recognition and aid in the shape of stipends was sanctioned for girls in the training class, who are residents of this province.

Vernacular trained teachers of the middle grade necessarily form a large majority of the total number of trained women teaching in schools. To meet the increasing demand for more teachers of this grade, Government opened two new institutions; one in Gorakhpur and one in Agra, because of the scarcity of trained women teachers in these two circles and 70 stipends at a value of Rs 15 per mensem each were provided. The other training classes that were opened were for primary teachers. Unlike normal schools, which train middle passed woman for the Vernacular Teachers' Certificate in large numbers under a graduate staff, the Primary Teachers' Certificate training classes are small training centres, comprising of one teacher and six students each, which are attached to some of the vernacular middle schools. Teachers in charge of these centres are never more than middle passed trained women themselves. A circle inspectress may have five or six of these training centres in her circle, and she is entirely responsible for their admission, training and examination, in addition to her regular work. The supervision, therefore, done by her is cursory. The quality of the teacher turned out of these classes is usually much below the grade of those from normal schools. It would be well, the Chief Inspectress considers, if the 38 Government training centres were abolished and one or two central training schools were established. The standard will not only be better but the results will be more uniform. This change could be effected without much additional cost.

The table below gives details of the number of women candidates examined and passed in the various training centres.

Kind of training class	1938-39		1939-40	
	Number examined	Number passed	Number examined	Number passed
Training colleges for graduates ..	35	94	39	39
Basic training college ..	28	28	14	14
Men's lower grade training colleges ..	9	7	10	9
English Teachers' Certificate ..	50	35	53	41
Vernacular Teachers' Certificate ..	177	129	217	174
Primary Teachers' Certificate ..	164	110	172	105
Total ..	463	343	505	332

The number of women teachers in girls' schools increased to 5,937 from 5,408. Out of this increase of 529 new teachers, 319 are trained and 210 are untrained. The total number of trained teachers is 2,370. The efforts made to increase the number of trained women teachers has resulted in twice as many being available for employment this year as last year. The number of men teachers also in girls' schools has decreased from 245 to 180.

Hostel accommodation is provided for training class students everywhere. Extra-curricular activities are encouraged and students are trained to undertake responsibilities.

CHAPTER VIII
ORIENTAL INSTITUTIONS

A—Sanskrit

The number of students on the roll of this college on 31st March, 1940, was 600 against 610 in the previous year. The fall in the enrolment is ascribed as in the previous year to the retirement of senior teachers in whose vacancies no permanent arrangement was made during the year. Out of this total number, 495 were enrolled for the Acharya, Shastri, Madhyama and Prathama examinations. The following table shows the details of enrolment and results of various examinations :

Government
Sanskrit
College,
Benares.

Name of examination	Number of students enrolled	Number of students present	Number of students passed	Percentage of passes
1. Acharya	107	103	77	74.76
2. Shastri	192	174	128	78.56
3. Madhyama	149	137	82	59.85
4. Prathama	47	45	20	44.44

There were 85 students on the roll of the Anglo-Sanskrit Department of the college against 72 in the previous year. The results of the annual examinations in the Anglo-Sanskrit Department were on the whole satisfactory. The usual complaint that students of the Anglo-Sanskrit Department who are also students of the Sanskrit classes do not show any real enthusiasm for English still persists. The number of post-Acharya scholars in the college who carried on special studies was 18. The subject in which they specialized were (1) Indian Philosophy in its different branches such as Nyaya, Mimansa, Yoga, Sankhya, (2) Astronomy and Astrology with Mathematics, (3) Rigvedic hymns and Nirukta, (4) Poetic Literature and Rhetoric and (5) Vyakarna both Prachina and Navya. In order to initiate these scholars in modern methods of research in oriental subjects a research problem was assigned to each scholar by the Principal. There were twelve Sadho Lal scholars. Several of them were already Acharyas. These scholars studied in the Government Sanskrit College Library (Saraswati Bhawan) and carried on research on modern lines under the direction of the Principal in Puranas, Vedas, Vyakaran and Poetic Literature. One of these scholars, Pandit Shyam Narain Pande obtained the much-coveted Deva-Puraskara prize of Rs.2,000 for his Hindi poem "Haldi-Ghati". Four students of this college were deputed by the Balrampur, Jubbulpore, Indore and Bhavanagar States. Eight hundred Sanskrit manuscripts costing Rs.1,000 were purchased for the Manuscript Section of the Sanskrit College Library (Saraswati Bhawan). Some of these manuscripts are rare and hitherto unknown and deal with Sanskrit literature especially on Nayaya Philosophy, Veda, Dharma Shastra, Vedanta Philosophy and Bhakti-Darshana. One of the collections consisting of 450 volumes mostly

on Naya Philosophy was acquired from an ancient family of Bengali Pandits. Books worth Rs.1,172-7-3 embracing different subjects were purchased during the year. Twenty-one oriental journals published in India were subscribed for the library. Several important numbers of the Sanskrit Bhawan texts which were in the Press were published in the year under review. The checking of the old collections in the college was continued and the Manuscript Section is preparing an alphabetical list of the catalogue of the Rewa collection of manuscripts. A suitable time-table was worked out for the general subjects of study prescribed for the Prathama, Madhyama and Shastri classes as recommended by the Sanskrit College Re-organization Committee.

The literary and debating society of the college which was started in 1938 with the co-operation of the teachers continued to do useful work. Besides its usual meetings, it also organized a number of lectures on different subjects by prominent scholars who visited Benares during the year. The recommendations of the two committees appointed by the Government for the improvement of Sanskrit studies are under the consideration of Government.

**Sanskrit
pathshalas.**

The number of recognized pathshalas preparing students for the various examinations of the Government Sanskrit College was 972 against 990 in the previous year. The number of Sanskrit pathshalas receiving grant-in-aid was 145 against 103 in the previous year. The total grant-in-aid was increased by Rs.15,000 to Rs.79,926 per annum. From the additional grant of Rs.15,000 preliminary grant-in-aid was given to 42 institutions. A non-recurring grant of Rs.5,000 was also sanctioned for the repairs of 12 pathshalas. In the following table the number of students and the pathshalas and the examinations taken are recorded :

Name of examinations	Number of pathshalas	Number of examinees
Acharya	87	460
Shastri.. .. .	181	1,450
Madhyama	970	5,738
Prathama	860	4,144

The total number of examinees this year was 11,777 against 12,855 in the previous year. It is reported that the decrease in number is due to the introduction of the new courses in the curriculum of the Sanskrit college examinations. During the year under report the Inspector visited 92 pathshalas with an enrolment of 4,524 students against 56 with an enrolment of 3,071 in the previous year. The tuitional condition of these pathshalas is said to be improving gradually but it will take years to achieve satisfactory standard as these institutions have very little money and are staffed with low paid and untrained teachers. A large number of these pathshalas have only one or two teachers on the staff. In the two teacher pathshalas students are admitted for Pravishika, Prathama, Madhyama, Shastri and Acharya standards and it is quite impossible for two teachers to cope with the whole of this work. In most of these pathshalas the Pravishika students, i.e. the beginners, are neglected as the

teachers have to take greater care for students going in for the Prathama and higher examinations. The Inspector is trying to rectify these defects by strict admissions in the Pravishika class and emphasising better training of the beginners. The real difficulty is the lack of finance and adequate staff. As reported in the previous year, there was lack of cordial relationship between the management and the teacher in several institutions. The number of aided pathshalas on the grant-in-aid list is 145 out of a total of 1,200 institutions, of very varying standard, a large number being merely Sanskrit-cramming establishment. The buildings and equipment of these pathshalas are most unsuitable due to lack of funds and several of these buildings remain neglected and unrepaired for a number of years. Arrangements for games and open-air exercises exist only in a few pathshalas. The discipline in the pathshalas was quite satisfactory.

There were two meetings of the Board of Sanskrit Studies, United Provinces. The Examination Committee of the Board also met twice. The Board considered applications for recognition of several Sanskrit pathshalas and granted provisional or permanent recognition to 62 pathshalas in the United Provinces and 12 outside the United Provinces for various Sanskrit college examination. Disciplinary action was taken against 9 candidates who were reported to have used unfair means at the examination of 1939. The Board considered several suggestions regarding the courses of studies and introduced some changes in the courses for the examinations of 1941, mainly following the recommendations of the Sanskrit College Courses Revision Committee. The general papers in Hindi and History introduced last year in the Madhyama and Shastri examinations are to be discontinued for the examination of 1941. The Board resolved that the present four years' course for the Madhyama examination should be replaced by three years' course as recommended by the Sanskrit College Courses Revision Committee.

These examinations were held at 34 centres in the United Provinces and 15 outside these provinces. Two new centres—one at Saharanpur and the other at Ahmedabad—were opened in the year under review. It seems that there is a great demand for opening new centres for the Benares Sanskrit College examinations in the United Provinces and outside as these examinations are very popular throughout India and the examinations show signs of becoming unwieldy. The following table gives the number of candidates enlisted for various examinations:

Sanskrit examinations.

Name of examinations	Total number of candidates enrolled for examinations			
	1937	1938	1939	1940
1. Prathama	5,576	5,532	5,714	5,427
2. Madhyama	6,231	6,832	7,173	7,052
3. Shastri	1,772	2,074	2,166	2,190
4. Acharya	574	656	690	702

The fall in the numbers for the Prathama and Madhyama examinations of 1940 is chiefly due to introduction of new subjects such as History, Geography, Hindi in the courses of the Sanskrit college examinations for which some of the weaker pathshalas have no provision. The total number of pathshalas which sent up candidates was 1,234 of which 972 are in the United Provinces and 262 outside. The fees realized for these examinations amounted to Rs.42,730 against Rs.44,065 of 1939 and Rs.42,443-4 of 1938. In the year under report 115 girls as against 106 of the last year were enrolled for the Prathama, Khanda Madhyama, Sampurna Madhyama, Shastri and Acharya examinations of whom 94 appeared and 67 passed. Twenty-five blind candidates as against 24 of the last year were enrolled for the various examinations, of whom 18 appeared and 15 passed. Five hundred and ninety non-Brahman candidates as against 513 of the last year, were successful in the various Sanskrit college examinations (e.g. the Prathama to Acharya). The standard of answers was not very satisfactory generally.

B—Arabic and Persian

The number of institutions receiving grant-in-aid was 41 against 32 in the previous year. The total grant-in-aid was enhanced by Rs.5,000 and the actual amount is Rs.55,376. From the additional grant of Rs.5,000 preliminary grant-in-aid was given to nine institutions. A non-recurring grant of Rs.2,000 was also sanctioned for repairs to buildings of Arabic Madarsas and this was allotted to four deserving institutions. The Inspector visited nine districts in four divisions. The discipline in the institutions was satisfactory. The Board for the control of Arabic and Persian examinations worked efficiently. The number taking up all examinations is 1,177 against 982 of the last year. The number of successful candidates in the year under review is 677. The details of the results of the various examinations are given below :

Name of examinations	Number appeared		Percentage passed	
	1938-39	1939-40	1938-39	1939-40
<i>Arabic</i>				
1. Maulvi	94	114	79.4	60.5
2. Alim	84	117	68.1	68.0
3. Fasil	59	61	60.4	60.0
<i>Persian</i>				
4. Munshi	560	657	57.7	61.6
5. Kamil	191	228	52.3	46.0
Total	982	1,177		

CHAPTER IX

MISCELLANEOUS

On 18th May, 1939, a resolution was adopted by the Legislative Council on the motion of Saiyed Kalbe Abbas asking Government to appoint a committee of experts to revise existing text-books on Indian History so as to eliminate such passages and texts from them as are intended or calculated to cause communal friction between the Muslims and Hindus of India or are calculated to impress upon the Indian youth that Indians are in any way inferior to any other nation or nations and remodel them with a view to infuse a feeling of brotherhood, toleration and patriotism in the youths of this country. The resolution was placed before the Board of High School and Intermediate Education, United Provinces, which is the body responsible for the subject and is still under consideration.

Education in
the United
Provinces
Legislature.

Shri Keshav Gupta moved in the Legislative Assembly a resolution recommending the Government to take up the management of denominational and private institutions in its own hands at an early date as they invariably create and foster communal and anti-national feelings in their students. The resolution was subsequently withdrawn by the mover after considerable discussion.

Two endowments were created during the year 1939-40, one for Rs.32,000 and the other for Rs.32,700.

Educational
endowments.

The Nagri Pracharni Sabha Endowment Trust Fund, Benares, for Rs.32,000 was created for the award of prizes and medals for the authors of the best Hindi books, etc., etc. and the Forbes High School Endowment Trust Fund, Fyzabad, for Rs.20,700 was created for the maintenance of the Forbes High School, Fyzabad.

There were 17 old trust funds to which amounts totalling Rs.61,400 were further added and in one case some landed property has been newly added during the year 1939-40.

There was steady progress in the work of this Association during the year under review. The total increase in the numbers of all ranks was 584 making a total of 6,428 up to the end of December, 1939. The following observations of Her Excellency Lady Haig show that excellent work is being done :

The Girl
Guide Assoc-
iation,
United Prov-
inces.

"The extension of Guiding and keenness in small stations under enthusiastic Indian District Girl Guide Commissioners is very encouraging. Meerut is now in process of becoming our 2nd division and numbers and standard there are very satisfactory."

"Miss Hayman, Provincial Girl Guide Trainer, has visited nearly every Company and Flock in the Province and given much encouragement. She has also held the following Camps :

- (1) At Allahabad in January (vernacular).
- (2) At Naini Tal in May (English-speaking guiders).
- (3) At Moradabad (vernacular).

Many tests were taken and good work done. Miss Hayman has also held two training weeks for Guiders)—one at Lucknow and one at Agra, and was in charge of a District Commissioners and Secretaries conference at Lucknow in March which was attended by the Chief Commissioner of Girl Guides in India.

The Province has maintained a permanent Trainer (Miss Hayman) during the year under review and she is chiefly responsible for all the training in the Province and arranges to visit every district at least once a year. This personal contact with scattered Guide companies and Flocks revives keenness and Girl Guide leaders are able to solve their difficulties by referring them to the Trainer. The main source of income of the association is the grant of Rs.5,000 paid by the Director of Public Instruction, United Provinces. In the year under review generous donations were received from time to time through Lady Haig. The Government grant and these donations are used on travelling expenses of the Trainer as well as her salary and in financing Training Camps, etc.

The Hindustan Scout Association.

The strength of the association during the year under review is reported to have gone up to 93,000. The Provincial Commissioner is Mr. S. P. Andrews Dube. Two training camps were organized by the Provincial Headquarters to train efficient organizing scout-masters and prospective scout-masters. One of them was the annual Nirmala Vana Training Camp which commenced at Sat Tal in May, 1939. Another training camp was organized specially to train village organizing scout-masters at the request of the Rural Development Department of the United Provinces Government and was held at the Provincial Headquarters, Allahabad, from the 15th August to 18th November, 1939. Both these camps were highly successful. The third camp known as the Comradeship Camp was held as the headquarters during the year. There were 146 rallies and an All-India Scout Mela was held at Amritsar where 7,000 boy scouts and girl guides were present for five days.

The Association received from the Government a grant of Rs.20,000 including Rs.2,000 for girl scouts. Service to pilgrims, ambulance work and other beneficial activities formed the prominent feature of this Association. A Provincial Organizing Commissioner for Girl Scouts was appointed in the year under review and she is reported to have done very useful work and toured several districts of the Province. The Nirmala Vana Training Camp for girl scout organizers was held at Mussoorie from 20th May to 30th June, 1939, and was attended by ten candidates from different districts of United Provinces. The training given there included drill, physical exercises of various types and lazim besides instruction in advanced scout-craft.

The Boy Scouts Association United Provinces.

The total number in the Province was 32,435 against 32,419 in the previous year. The notable events in the year were the 3rd Wood-Badge Course held at Sat Tal from the 16th to 29th May, 1939, which was approved by the General Headquarters as an All-India Camp. Twenty-two scouters from various districts in the Province attended the course of which 10 were declared successful by the D. O. C. Incharge—Mr. J. P. Mukerji.

A rally held at the Provincial Headquarters in November, 1939, attracted about 300 scouts and scouters of the Province. They all camped

together under the leadership of Mr. L. E. Farrant and lived under canvas for three days and gave scouting demonstrations at Government House before the Chief Scout—His Excellency Sir Harry Haig.

The highest award of the Silver Wolf awarded by the Chief Scout of the World, Lord Baden Powell, was made to the Provincial President the Rt. Hon. Dr. Sir Tej Bahadur Sapru, P.C.

Medals of Merit were awarded to Messrs. A. C. T. Brotherton, A.P.O., Lucknow; J. P. Mukerji, D. C. C., A.K.L., District Commissioner, Cawnpore, Shabbir Ahmad, District Scout Commissioner, Aligarh, Rai Bahadur Capt. Kashi Nath, District Scout Commissioner, Benares and Scouter Fazal Muhammad Khan of Aligarh.

The association received donations from the Maharaja Bahadur of Balrampur Raj, the Raja Sahab of Bansi, His Excellency the Chief Scout, the General Headquarters, the Rt. Hon. Dr. Sir Tej Bahadur Sapru.

His Excellency Sir Harry Haig continued to be the Chief Scout till the end of 1939 and has been succeeded by His Excellency Sir Maurice Hallett. The Rt. Hon. Dr. Sir Tej Bahadur Sapru was the Provincial President and Hon'ble Justice Iqbal Ahmad, the Provincial Commissioner.

The Association did not receive any assistance from Government during this year.

Social service was organized by the scouts throughout the Province. Several training camps, hikes and scout-craft competitions were organized.

The Samiti continued to do useful work in popularizing Indian Music. Ten students were sent up for the Music Diploma Examination conducted by the Board of High School and Intermediate Education, United Provinces, and all of them were successful. The enrolment was 94. The amount of tuition fee realized was Rs.3,822 against Rs.2,310-8 in the previous year. The Secretary of the Samiti has offered to construct a library hall on the 1st floor of the Samiti building which when completed is likely to accommodate all the books and manuscripts on music and drama etc. belonging to the Samiti. The estimated cost is Rs.23,000.

Prayag
Sangit
Samiti.

There was great rush for admission in this institution and the total number of pupils is 579 against 508 of last year. Out of this number 198 were girl students as against 168 in the previous year. The total expenditure of the college was Rs.22,011-9-9, out of which Government contributed Rs 7,880. The total tuition fee was Rs.12,666-15-9. An important feature of this institution is that several types of musical instruments are being manufactured and repaired in the institution. The organizers of this institution have formed themselves in a body known as the "Bhatkhande University of Indian Music". The management of the Marris college has been transferred to this University. At the annual examination of this college 101 candidates appeared of whom 76 were in the Indian Music course and 25 in the Sangit Visharad (B. Mus.). Fifty-seven passed the third year and 22 the fifth year (B. Mus.). The dance classes of the college were reorganized under two newly appointed teachers and these are very popular.

Marris
College of
Hindustani
Music,
Lucknow.

During the year under review the work of the Hindustani Academy was examined by an Enquiry Committee appointed by the Government. In view of this enquiry and reduced Government grant which amounted to Rs 12,500 this year, some of the normal activities of the Academy had to be suspended. The sale of the publications of the Academy amounted to

Hindustani
Academy.

Rs.4,619-7-9 against Rs.5,282 in the previous year. Four books were published in the year under review.

National
Academy of
Science.

This Academy continued under the Presidentship of Sir Shah Mubammad Sulaiman. It had on its roll 168 members out of which 99 were Fellows and the rest members. The Government grant was Rs.2,000. A donation of Rs.250 was received from the Municipal Board, Allahabad. The Education Minister's Gold Medal kindly offered this year by Dr. Panna Lall, Adviser to the Governor, United Provinces, has been awarded to Professor Muhammad Abdul Hamid Siddiqui, M.A., F.R.C.S., Professor of Anatomy, King George's Medical College, Lucknow.

School
Clinics.

The clinics continued to do satisfactory work at Agra, Cawnpore, Allahabad, Benares, Lucknow, Shahjahanpur, Meerut, Gorakhpur, Jhansi, Saharanpur, Moradabad, Fyzabad and Bareilly in the charge of whole time school health officers. The work of these officers was supervised and co-ordinated by the medical officer in charge of Hygiene Publicity Bureau. The total number of cases treated at school dispensaries was 68,700 against 66,500 in the previous year. Detailed examinations of the boys was conducted in 173 out of 177 Anglo-Vernacular schools as compared to 153 out of 159 of the last year in 13 larger municipalities. The number of boys whose medical history sheets were filled was approximately 19,950 out of 59,400 on roll against 22,300 out of 56,500 in the previous year.

The total of all main defects was 42.2 per cent. for urban and 24.8 per cent. for rural areas as compared to 55 per cent. and 18.7 per cent. in the previous year assuming that each boy had one defect. In the larger urban areas poor nutrition was found to exist in 18.3 per cent. of the cases as compared to 19.4 per cent. in the last year. Poor nutrition in school children was chiefly due to faulty nutrition and was more due to lack of knowledge about balanced diet than to poverty. The school health officers gave advice regarding proper diet both in the clinics and in the schools. 11.1 per cent. of scholars had defective teeth in urban areas and 11.3 per cent. in the rural areas against 13.7 per cent. and 8.2 per cent. respectively in the last year. Consequent to the instructions issued by the Director of Public Instruction, schools adopted regular *datoon* parades for inculcating regular habits of keeping the mouth and teeth clean. The percentage of defective vision in urban areas was 9.8 as compared to 13.3 in the previous year. The central school dispensaries in Lucknow, Agra, Cawnpore, Benares and Allahabad provided necessary corrections by supplying free glasses also in addition to advice and treatment. In the smaller towns, however free glasses could not be supplied due to lack of necessary provision of funds in the budget of the central school dispensaries of these places. Free milk is being supplied to ill-nourished children in five big towns. In Lucknow the supply was arranged in half pound bottles from the Lucknow Co-operative Milk Supply Union, Limited, to 268 poor and ill-nourished students in 21 different institutions. In Benares free milk was supplied to 180 poor ill-nourished students at the rate of quarter seer per boy. In the year under report free milk was supplied by Government in five schools under the district board of Agra. In this scheme 400 boys received sweetened milk at the rate of six chataks per head since 17th July, 1939 to 15th March 1940. The records of weight taken showed that the average increase in weight per head in the case of boys fed on milk was 3.8 lb. while in controls (not fed on milk) it was

only 2·1 lb. The total income from the medical fee at the thirteen towns aggregated Rs.31,049 and the budgetted expenditure on central school dispensaries including supply of milk etc. was Rs.17,270.

The Mackenzie School Course in First-Aid, Hygiene and Sanitation continued to make good progress. With the appointment of Lady Honorary Secretary this elementary course is likely to make greater progress in girls' schools. During the year a large number of classes was held in the Anglo-Vernacular, Vernacular, European and Girls' schools, and 6,072 students obtained Pass Certificates, 1,330 First Re-examination and 267 Second Re-examination Certificates. Aligarh District produced the best results this year. It is gratifying to note that this work has also been well spoken of by the Indian headquarters as would appear from an extract from their report for the year 1939 :

St. John
Ambulance.

" Most of the instruction in this subject is given in the United Provinces which contributed over 90 per cent. of the work done during the year throughout India."

The Reformatory School, Chunar, district Mirzapur, has also started this training.

The St. John Ambulance Brigade Overseas in no. VII, United Provinces District is making steady progress with the organization of Ambulance, Cadet and Nursing Divisions. Seven new Ambulance Brigade Divisions were formed at Lucknow, Allahabad, Cawnpore, Moradabad, Fyzabad and Garhwal making the total number of Divisions in these Provinces 14. No new Cadet Ambulance Division was formed during the year under review. The total membership of the Divisions was 299. The cadets treated 32 cases on public duty and 85 cases when they were not on public duty. One new Nursing Division was formed at Allahabad making the total of three Nursing Divisions. For the first time three Cadet Nursing Divisions were started in Mary Wanamaker Girls' High School, Allahabad, Jagat Taran Girls' School, Allahabad and Balika Vidyalaya Intermediate College, Cawnpore.

The annual competitions were held at Meerut in January, 1940, at which the Director of Public Instruction presided and gave away the prizes.

The Mackenzie School Course competition for the Jagmal Raja Challenge Shield for boys from the anglo-vernacular schools and intermediate colleges was held on the 24th January and 23 teams competed for this shield. The shield was won by the Coronation Hindu Intermediate College, Moradabad. The Mackenzie School Course competition for the Mustajab Khan Challenge Shield for teams from the vernacular middle schools was held on 25th January, 1940, and 11 teams competed for this shield which was won by the Vernacular Middle School, Gaura, Rae Bareilly. The Mackenzie School Course competition for the Tirlokhnath Bhargava Shield for teams from girls' institutions was held on 25th January, 1940, at the Raghnath Girls' High School, Meerut. The number of teams that entered for this competition was three. The shield was won by Girls' Normal School, Meerut. The Ambulance Cadet Division competition for the Sahu Ram Bharose Pedley Misra Cadet Division Shield was held on the 25th January, 1940. Eleven teams competed for this shield which has been won by the Government High School, Fatehgarh, A team. The ladies competition in First-Aid for the Rai Bahadur Dr. L. D. Joshi-Lady

Kendall First-Aid Challenge Shield was held at the Raghunath Girls' High School, Meerut, on 25th January, 1940. Nineteen ladies competed for this shield which has been won by Miss Charan of St. Thomas Girls' School, Meerut. The competition for the Sir Malcolm Hailey Shield for Ambulance Brigade Divisions was held on the 26th January, 1940. Six teams from the Ambulance Brigade Divisions competed for the shield which was won by the Ambulance Brigade Division, Farrukhabad, B team. The First-Aid competition for Kanhaiya Lal Bhargava Challenge Shield for teams from schools and colleges was held on 26th January, 1940. Eight teams took part in this competition and the shield has been won by Government Normal School, Muzaffarnagar. The Sir Thomas Smith Shield for the Police teams and the Hon'ble Mrs. Copeland-Griffiths Gabhana Challenge Shield for teams from Nursing Divisions were not competed for want of entries. A new centre was opened at Mussoorie, bringing the number of centres in the province to 25. There has been a considerable increase in the number of persons who have received instruction in the various subjects under the auspices of the Provincial Centre this year.

War work.

A Joint War Committee representing the Executive Committee of the Association and the Indian Red Cross Society was formed at Provincial headquarters, and also in 13 districts, to deal with the war work of the two bodies. Much work in connexion with comforts for troops and hospital supplies has been undertaken.

Administration.

Mr. R. S. Weir, M.A., B.Sc., I.E.S., held charge of the duties of the Director of Public Instruction, United Provinces and Deputy Secretary to Government in the Education Department from 1st to 5th April, 1939, and proceeded on leave preparatory to retirement on 6th April, 1939. Mr. J. C. Powell-Price, M.A., I.E.S., who was Deputy Director of Public Instruction and Under Secretary to Government in the Education Department from 1st to 5th April, 1939, officiated as Director of Public Instruction from 6th April, 1939 to 9th September, 1939, and was confirmed as Director of Public Instruction on 10th September, 1939, and continued to hold office as Director of Public Instruction till the end of the year under review. Dr. N. R. Dhar, D.Sc., I.E.S., officiated as Deputy Director of Public Instruction from 6th April, 1939 to 9th September, 1939, and was confirmed as Deputy Director of Public Instruction on 10th September, 1939. Dr. Dhar continued to hold the office of the Deputy Director of Public Instruction during the rest of the year under review. Dr. N. R. Dhar officiated as Assistant Director from 1st to 5th April, 1939. Mr. Nepal Singh, I.E.S., worked as Assistant Director of Public Instruction except for five days from 1st to 5th April, 1939. Mr. W. R. S. Jervis continued as Personal Assistant to Director of Public Instruction during the year under review.

Mr. W. G. P. Wall, M.Sc., I.E.S., Principal, Government Training College, Allahabad, held charge of the office of Inspector of European Schools in addition to his own duties.

One appointment was made in the United Provinces Education Service, class I, by promotion during the year under review.

Mr. D. D. Joshi, officiating Inspector of Schools, VII Circle, Fyzabad, retired from 7th January, 1940.

J. C. POWELL-PRICE.

8th December, 1940.

GENERAL EDUCATIONAL TABLES

	PAGES
General Summary of educational institutions and Scholars on 31st March, 1940	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	21A
IV-B.—Race or creed of female scholars receiving general education	22-23A
V-A.—Race or creed of male scholars receiving vocational and special education	24
V-B.—Race or creed of female scholars receiving vocational and special education	25A
VI-A.—Men teachers	26A
VI-B.—Women teachers	27A
VII.—European education	28A
VIII.—Examination results	29A-30A
IX.—Statistics of educational institutions in rural areas	31A-33A

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS FOR THE OFFICIAL YEAR 1939-40

Area in square miles—106,248				Percentage of scholars to population			
				Recognized institutions		All institutions	
				*1940	1939†	†1940	1939†
Population—							
Males ..	..	26,445,006	Males ..	6.06	5.98	6.92	6.31
Females ..	..	22,963,757	Females ..	1.08	1.03	1.13	1.06
Total ..	..	48,408,763	Total ..	3.71	3.63	3.86	3.83

	Institutions			Scholars			Stages of instruction of scholars entered in column 4§
	1940†	1939†	Increase or decrease	1940†	1939†	Increase or decrease	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS							
Universities ..	5	5	..	7,232	6,892	+340	*(a) 5,226 (b) 1,407
For Males							
Arts Colleges..	58	54	+4	10,201	9,478	+723	*(a) 2,054 (b) 7,529
Professional Colleges.	10	10	..	6,211	5,642	+569	
High Schools ..	241	234	+7	102,985	98,110	+4,875	(c) 85,247
Middle Schools	904	938	+28	124,659	118,047	+6,612	(d) 17,738
Primary Schools	18,616	18,517	+99	1,290,383	1,268,706	+21,677	(c) 117,571 (d) 7,088
Special Schools	2,919	3,078	-159	94,637	100,697	-6,010	(d) 1,290,383.
Total ..	22,813	22,866	-53	1,636,358	1,607,572	+28,786	

	Institutions			Scholars			Stages of instruction of scholars entered in column 4§
	1940†	1939†	Increase or decrease	1940†	1939†	Increase or decrease	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS For Females							
Arts Colleges ..	10	10	..	556	519	+37	(a) 88 (b) 468
Professional Colleges.	..	..	..	11	9	+2	
High Schools ..	49	38	+11	14,353	11,717	+2,636	(c) 6,020 (d) 8,333
Middle Schools	383	368	+15	62,129	58,214	+3,915	(c) 9,545 (d) 52,584
Primary Schools	1,724	1,713	+11	80,775	78,104	+2,671	(d) 80,775
Special Schools	78	64	+14	1,275	1,047	+228	
Total ..	2,244	2,193	+51	159,099	149,610	+9,489	
UNRECOGNIZED INSTITUTIONS							
For Males ..	2,209	2,711	-412	69,875	89,839	-20,263	
For Females ..	168	166	+2	4,460	4,554	-94	
Total ..	2,467	2,877	-410	74,035	94,392	-20,357	
GRAND TOTAL	27,524	27,936	-412	1,869,492	1,861,574	+17,918	

† Year under report.
‡ Previous year.

§(a) In graduate and post graduate classes. | (c) In secondary stages.
(b) In Intermediate classes. | (d) In primary stages.

* The distribution into Intermediate and post-Intermediate is not possible owing to the nature and duration of the courses.

† The number does not include 618 scholars of the Benares Sanskrit College.

GENERAL SUMMARY

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

	Recognized institutions		All institutions	
	1940	1939	1940	1939
Males	1,543,105	1,521,082	1,609,330	1,606,817
Females	232,152	236,100	260,162	244,757
Total	1,795,257	1,757,182	1,869,492	1,851,574

* The number does not include 599 scholars reading in the Oriental Departments of the Benares Hindu and Lucknow Universities.

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

GENERAL SUMMARY OF EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR, 1939-40

	Total expenditure			Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	1940	1939	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 ..	18,06,884	17,25,190	+81,694	79.0	20.9	.1	..	..	..	..	..	..
Universities ..	52,65,806	52,22,552	+43,254	48.2	..	23.2	28.6	..	..	..	..	..
Board of Secondary and Intermediate Education.	2,65,566	2,76,607	-11,101	..	..	99.5	.5	..	..	..	..	..
Miscellaneous*	68,55,346	64,70,150	+3,85,196	30.6	17.4	23.0	29.0	..	..	..	..	..
Total ..	1,41,93,602	1,36,94,559	+4,99,043	42.7	11.1	21.6	24.6	..	..	..	..	..
<i>Institutions for males</i>												
Arts colleges ..	10,27,956	10,56,777	-28,821	44.0	1.0	43.5	11.5	80 2 1	1 13 1	79 3 7	20 15 1	182 1 6
Professional colleges ..	8,46,976	8,46,955	+21	69.2	..	25.3	5.5	512 10 1	..	187 11 7	40 10 4	741 0 2
High schools including Intermediate colleges.	92,72,778	90,20,641	+2,52,137	50.5	1.6	37.1	10.8	42 6 5	1 5 7	31 1 2	9 1 3	83 14 6
Middle schools ..	26,88,079	26,07,975	+80,104	44.4	17.4	28.7	9.5	9 8 2	3 12 9	6 4 1	2 0 9	21 9 1
Primary schools ..	90,70,820	88,82,385	+1,88,435	63.8	29.8	4.1	2.3	4 7 9	2 1 6	0 4 7	0 2 8	7 0 3
Special schools ..	16,64,477	15,22,474	+1,42,003	77.4	6.2	2.3	14.1	13 9 7	1 1 6	0 6 6	2 7 7	17 9 2
Total ..	2,45,71,05	2,39,37,207	+6,33,879	56.9	13.9	21.5	7.7	8 9 4	2 1 8	3 3 10	1 2 3	15 1 5
<i>Institutions for females</i>												
Arts colleges ..	33,162	32,496	+666	39.4	..	26.7	33.9	160 0 9	..	100 3 11	127 14 9	376 13 5
Professional colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate colleges.	14,42,992	13,28,834	+1,14,158	46.4	2.9	33.8	16.9	45 3 2	2 14 2	32 14 1	16 6 4	97 5 9
Middle schools ..	13,36,886	13,53,725	-16,840	51.7	18.3	13.6	16.4	11 2 1	3 15 2	2 14 9	3 8 3	21 8 4
Primary schools ..	7,09,656	6,76,539	+33,117	33.5	57.5	3.4	5.6	2 15 1	5 0 10	0 4 9	0 7 10	8 12 7
Special schools ..	2,65,204	2,69,164	-3,960	80.6	3.1	5.3	11.1	175 8 5	6 8 0	10 15 4	2 13 8	208 0 1
Total ..	37,67,930	36,60,759	+1,27,171	48.1	18.6	18.9	14.4	11 7 7	4 6 9	4 7 11	3 6 7	23 12 4
GRAND TOTAL ..	4,25,52,613	4,12,92,525	12,60,093	51.4	13.4	21.3	13.9	8 13 6	2 5 1	3 5 8	1 5 7	15 13 9

N.B.—For explanation of certain term used in the tables please see overleaf.
* Includes expenditure on buildings.

GENERAL TABLE I

Classification of Educational Institutions for the official year 1939-40

	For males						For females					
	Government	District Board	Municipal Board	Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS												
Universities .. ..	..	..	..	5	..	5	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	1	..	..	..	..	1	..	..	..	..	..	..
Colleges—												
Arts and Sciences* ..	1	..	..	8	..	9	..	..	..	1	..	1
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education†	5	..	..	..	..	5	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	1	..	2	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technology .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	8	..	..	41	..	49	..	..	..	9	..	9
Total	19	..	..	55	..	74	..	..	..	10	..	10

GENERAL TABLES

High Schools	48	..	7	170	16	241	4	..	2	42	1	49
Middle Schools ..	1	..	6	51	61	119	3	2	7	57	4	73
Middle Schools ..	8	677	40	83	37	845	77	88	51	92	2	310
Primary Schools	16	12,706	838	4,856	200	18,616	6	894	227	586	11	1,724
Total	73	12,383	891	5,160	314	19,821	90	984	287	777	18	2,156
Special schools—												
Art Schools	1	1	..	..	..	2	..	..	..	..	..	..
Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1	..	..	1	..	2	1	..	..	..	..	1
Normal and Training Schools ..	15	17	5	1	2	40	45	..	3	17	..	65
Engineering Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	22	7	1	63	1	94	..	..	..	4	..	4
Commercial Schools .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Agricultural Schools	1	..	..	..	..	1	..	..	..	..	..	..
Reformatory Schools	1	..	..	..	..	1	..	..	..	..	..	..
Schools for Defectives	1	..	1	2	..	3	..	..	..	..	1	1
Schools for Adults	844	9	99	695	864	2,511	..	..	..	7	..	7
Other Schools	12	7	5	227	13	264	..	..	..	..	..	..
Total	897	41	111	990	890	2,919	46	..	3	28	1	75
Total for Recognized Institutions	989	13,424	1,002	6,205	1,194	22,814	136	984	290	815	19	2,244
Unrecognized Institutions	..	..	..	33	2,266	2,279	..	..	..	10	158	168
GRAND TOTAL, ALL INSTITUTIONS..	989	13,424	1,002	6,238	3,460	25,113	136	984	290	825	177	2,412

* Includes one Oriental College maintained by Government.

† The number includes the Prince of Wales Royal Indian Military College, Dehra Dun, and Government Basic Training College, Allahabad.

Distribution of Scholars attending Educational Institutions

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science †	618	436	228	..	..	..	..	..	..
Law ..	1,321	1,184	228	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	475	461	389	..	..	..	..	..	..
Engineering ..	204	196	189	..	..	..	..	..	..
Agriculture ..	251	212	232	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..
Forestry ..	51	51	51	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	2,920	2,540	1,089	..	..	..	..	..	..
<i>School and Special Education</i>									
In High Schools ..	21,817	19,685	1,397	..	..	..	2,707	2,470	..
„ Middle Schools { English ..	112	101	50	..	..	..	683	620	..
„ Middle Schools { Vernacular ..	1,785	1,538	162	90,447	78,553	19,087	6,739	5,946	102
„ Primary Schools ..	1,318	1,016	2	970,376	773,254	730	11,677	87,568	..
Total ..	25,032	22,340	1,611	1,060,823	851,807	19,817	121,806	96,604	102
In Art Schools ..	247	232	34	73	63	..	..	..	..
„ Law Schools ..	..	..	..	..	..	..	..	..	..
„ Medical Schools ..	275	247	157	..	..	..	..	..	..
„ Normal and Training Schools ..	1,023	963	1,020	246	242	206	30	30	30
„ Engineering Schools ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools ..	2,265	1,668	389	94	82	17	17	14	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	175	97	169	..	..	..	..	..	..
„ Reformatory Schools ..	78	76	78	..	..	..	..	..	..
„ Schools for Defectives ..	..	..	..	..	..	..	13	11	..
„ Schools for Adults ..	30,447	24,081	..	246	211	..	2,584	1,782	..
„ Other Schools ..	752	682	..	408	280	12	325	255	..
Total ..	37,262	28,046	1,847	1,067	878	235	2,969	2,092	30
Total for Recognized Institutions.	63,214	52,926	4,547	1,061,890	852,685	20,052	124,775	98,696	132
IN UNRECOGNIZED INSTITUTIONS	..	..	..	..	..	..	..	..	..
GRAND TOTAL, ALL INSTITUTIONS.	63,214	52,926	4,547	1,061,890	852,685	20,052	124,775	98,696	132

*Total number of scholars reading Arts and Science in the Teaching Universities. The number includes 170 students reading Law along with Arts and Science and 599 scholars of the Oriental Departments of the Lucknow and Benares Universities.

†Includes 638 scholars of Benares Sanskrit College and 2,054 scholars reading Arts and Science in degree colleges.

TABLE II-A

for Males for the official year 1939-40

Aided			Unaided			Grand total of—			Numbers of females included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll	Average attendance	Residents in approved hostels	
10	11	12	13	14	15	16	17	18	19
7,232	5,511	3,007	..	..	..	*7,232	5,511	3,007	\$353
2,054	1,769	553	..	..	..	+2,672	2,205	553	26
6,208	5,260	1,629	..	..	..	†7,529	6,434	1,857	27
1,344	1,165	541	..	..	..	1,344	1,165	541	2
611	578	349	..	..	..	611	578	394	6
||196	159	158	..	..	..	671	620	547	58
517	434	517	..	..	..	721	630	706	..
†377	326	225	..	..	..	628	538	457	..
1,957	1,748	577	..	..	..	1,957	1,748	577	..
228	183	153	..	..	..	228	183	153	..
..	..	..	..	..	..	51	51	51	..
..
20,724	17,123	7,754	..	..	..	23,644	19,663	8,843	492
75,294	68,033	6,176	3,167	2,794	635	102,985	92,982	8,208	436
6,970	6,136	168	7,277	6,222	261	15,042	13,079	479	309
7,731	6,708	1,001	2,915	2,484	181	109,617	95,229	20,533	175
198,044	158,170	234	8,968	7,259	7	1,260,383	1,027,267	973	94,108
288,03	239,047	7,579	22,327	18,759	1,084	1,518,027	1,228,557	30,193	95,028
..	..	..	..	..	..	320	295	34	2
..
82	80	..	..	..	..	357	327	157	5
35	32	20	56	51	56	1,390	1,318	1,332	..
..
2,255	1,903	813	9	7	..	4,640	3,674	1,219	21
16	13	..	..	..	..	16	13	..	..
..	..	..	..	..	..	175	97	169	..
..	..	..	..	..	..	78	76	78	..
35	23	..	..	..	..	48	34	..	7
19,992	15,260	..	21,971	18,698	..	75,240	60,032	..	292
10,338	8,511	471	600	493	97	12,423	10,211	580	322
32,753	25,822	1,304	22,636	19,239	153	94,687	97,077	3,569	649
341,516	281,992	16,637	44,963	37,998	1,237	1,636,368	1,324,297	42,605	96,169
1,353	1,033	..	68,222	50,632	..	69,575	51,665	..	3,636
342,869	283,025	16,637	113,185	88,630	1,237	1,705,933	1,375,962	42,605	99,805

†The number of scholars in the Intermediate classes.

§ The number includes § girls reading in the Oriental Department of the Lucknow University.

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

¶Number of students reading Agriculture in the Allahabad and Benares Universities, Agricultural Institute, Allahabad and K. E. M. Udai Bhan Jat Intermediate College, Lakhoti.

GENERAL

Distribution of Scholars attending Educational

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..
<i>Schools and Special Education</i>									
In High Schools	896	687	22	..	..	..	565	477	..
In Middle Schools. { English ..	372	308	..	141	117	..	640	535	..
{ Vernacular	15,051	11,853	79	8,427	6,366	7	9,347	6,788	..
In Primary schools ..	380	233	2	35,233	27,802	..	24,050	17,017	..
Total ..	16,699	13,131	103	43,801	34,235	7	34,602	24,817	..
In Medical Schools ..	39	51	39	..	..	..	..	..	..
„ Normal and Training Schools.	487	458	261	..	..	..	71	56	3
„ Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	..	..	..	..	..	..
„ Other Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for defectives	..	..	..	..	..	..	..	..	..
Total ..	526	509	300	..	..	..	71	56	3
Total for Recognized Institutions.	17,225	13,640	403	43,801	34,235	7	34,673	24,873	3
IN UNRECOGNIZED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
GRAND TOTAL, ALL INSTITUTIONS FOR FEMALES.	17,225	13,640	403	43,801	34,235	7	34,673	24,873	3
GRAND TOTAL, ALL INSTITUTIONS—MALES AND FEMALES.	80,439	66,566	4,950	1,105,691	886,970	20,059	159,443	123,569	135

* Graduate students.

TABLE II-B

Institutions for Females for the official year 1939-40

Aided			Unaided			Grand total of—			Number of males included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on rolls	Average attendance	Resi- dents in approved hostels	
10	11	12	13	14	15	16	17	18	19
88	85	57	..	..	..	*88	85	57	..
468	406	113	..	..	..	†468	406	113	..
..
11	10	11	..	..	..	11	10	11	..
567	501	181	..	..	..	567	501	181	..
12,743	10,891	2,095	149	151	149	14,353	12,208	2,266	1,161
8,458	7,189	1,242	564	485	..	10,175	8,634	1,242	737
18,776	14,557	190	353	270	..	51,954	39,834	276	233
20,693	16,071	..	419	340	47	80,775	61,513	49	976
60,670	48,708	3,527	1,485	1,246	196	157,257	122,187	3,833	3,107
..	..	..	..	..	..	39	51	39	..
207	251	215	..	..	..	825	765	479	..
217	197	160	..	..	..	217	197	160	0
..
130	113	..	..	..	..	130	113	..	..
..
..	..	..	64	64	64	64	64	64	..
614	561	375	64	64	64	1,275	1,190	742	0
61,851	49,770	4,083	1,549	1,310	260	159,099	123,875	4,756	3,116
255	195	..	4,205	3,719	..	4,460	3,914	..	86
62,106	49,965	4,083	5,754	5,029	260	163,559	127,789	4,756	3,202
404,975	332,090	20,720	118,939	93,659	1,497	1,869,402	1,503,751	47,361	103,007

† Intermediate class students.

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

GENERAL

EXPENDITURE ON EDUCATION FOR MALES

[Expenditure on Buildings includes Rs. spent by

["Miscellaneous" includes the

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

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education</i>								
Universities ..	..	..	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	..	..	..	2,64,295	1,271	2,65,566	..	..
Arts Colleges ..	45,846	..	..	..	..	45,846	..	..
Professional Colleges :								
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	2,30,233	..	..	1,41,189	65	3,71,487	..	..
Engineering ..	74,072	..	..	61,511	..	1,35,583	..	..
Agriculture ..	1,63,958	..	..	..	..	1,63,958	..	..
Commerce ..	..	..	..	..	..	..	..	..
Forestry ..	95,173	..	..	..	..	95,173	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,83,040	..	..	1,66,426	6,276	7,55,742	..	..
Total ..	11,92,322	..	..	6,33,421	7,612	18,33,355	..	..
<i>[School Education.</i>								
<i>General</i>								
High Schools ..	17,62,889	..	..	4,25,691	8,891	21,97,471	..	..
Middle Schools. { English ..	14,712	..	..	2,142	8	16,862	..	..
{ Vernacular ..	37,132	..	..	1,349	..	38,481	9,85,100	2,99,099
Primary Schools ..	10,290	..	..	125	..	10,415	51,76,147	17,27,244
Total ..	18,25,023	..	..	4,29,307	8,899	22,63,229	61,61,247	20,26,343
<i>Special</i>								
Arts Schools ..	51,854	..	..	2,767	..	54,621	..	5,687
Law Schools ..	..	..	..	..	..	..	..	..
Medical Schools ..	1,04,493	..	..	15,505	4,475	1,24,473	..	..
Normal and Training Schools ..	2,55,533	6,978	707	..	467	2,63,685	22,822	15,075
Engineering Schools ..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	4,67,151	..	..	2,731	26,157	4,96,039	1,530	5,899
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	36,787	..	..	..	..	36,787	..	..
Reformatory Schools ..	41,977	..	..	..	..	41,977	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..
Schools for adults ..	1,56,383	..	..	..	120	1,56,503	656	1,011
Other schools ..	22,401	..	..	2,515	1,656	26,572	..	1,338
Total ..	11,36,579	6,978	707	23,518	32,875	12,00,657	25,008	29,010
GRAND TOTAL ..	41,53,924	6,978	707	10,86,246	49,386	52,97,241	61,86,255	20,55,353

GENERAL
EXPENDITURE ON EDUCATION FOR
[Expenditure on buildings includes Rs.2,19,365 spent by
["Miscellaneous" includes the

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

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities ..	Rs. 25,02,256	Rs. ..	Rs. ..	Rs. 8,15,598	Rs. 49,691	Rs. 33,67,543
Board of Secondary and Intermediate Education.	..	..	..	..	..	..
Arts Colleges ..	4,06,777	2,000	8,269	4,46,820	1,18,244	9,82,110
Professional Colleges :						
Law ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	2,500	..	..	4,420	3,984	10,904
Engineering ..	..	..	..	..	..	..
Agriculture ..	20,000	..	..	7,452	42,419	69,871
Commerce ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	7,29,267	..	12,624	10,39,319	3,21,770	21,02,080
Total ..	36,60,800	2,000	20,893	23,13,607	5,36,108	65,33,408
SCHOOL EDUCATION.						
<i>General</i>						
High Schools ..	15,83,077	1,794	55,446	16,09,395	4,08,314	37,48,026
Middle Schools { English ..	1,32,528	12,670	9,299	1,38,922	80,227	3,73,646
{ Vernacular ..	13,187	18,576	2,010	19,308	20,644	73,723
Primary Schools ..	2,24,408	2,14,678	1,17,407	35,317	1,55,714	7,47,522
Total ..	19,53,200	2,47,716	1,84,162	18,02,940	7,54,899	49,42,917
<i>Special</i>						
Arts Schools ..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..
Medical Schools ..	..	..	280	..	..	280
Normal and Training Schools ..	397	230	..	570	421	1,618
Engineering Schools ..	..	..	..	..	..	..
Technical and Industrial Schools.	61,686	8,059	9,292	-11,054	84,741	1,74,832
Commercial Schools ..	..	..	72	..	..	72
Agricultural Schools ..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..
Schools for defectives ..	1,908	..	175	308	517	2,908
Schools for adults ..	25,790	3,721	5,533	..	11,839	46,883
Other schools ..	25,469	16,495	7,669	1,329	68,035	1,18,997
Total ..	1,15,250	28,505	23,021	13,281	1,65,553	3,45,590
GRAND TOTAL ..	57,29,250	2,78,221	2,28,076	41,29,808	14,56,560	1,18,21,915

TABLE III-A (concluded)

MALES FOR THE OFFICIAL YEAR 1939-40

the Public Works Department on educational buildings.]

following main items :

recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 6—Cost

11—Rates and taxes, 12—Other miscellaneous expenses.]

			Total indirect Expenditure from—					
			Govern- ment funds	District funds	Municipal funds	Fees	Other sources	Grand total
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction			3,19,546	..	..	..	54	3,19,600
Inspection			9,71,111	2,63,331	95,706	353	51	13,30,552
Buildings, etc. ..			5,91,641	3,24,122	97,851	1,03,697	8,91,011	20,08,322
Miscellaneous			11,28,782	3,89,077	2,07,869	16,48,496	21,22,235	54,94,459
Total			30,11,080	9,76,530	4,01,426	17,50,546	30,13,351	91,52,933
Recognized unaided institutions								
Fees	Other sources	Totals	Total direct Expenditure from—					
25	26	27						
..	..	..	25,02,256	..	..	8,15,596	49,891	33,67,543
..	..	..	..	..	..	2,64,295	1,271	2,65,566
..	..	..	4,52,623	2,000	8,269	4,46,820	1,18,244	10,27,956
..
..	..	..	2,32,733	..	..	1,45,609	4,049	3,82,391
..	..	..	74,072	..	..	61,511	..	1,35,583
..	..	..	1,83,958	..	..	7,452	42,419	2,33,829
..
..	..	..	95,173	..	..	..	..	95,173
..
..	..	..	13,12,307	..	12,624	12,05,745	3,28,046	28,58,722
..	..	..	48,53,122	2,000	20,893	29,47,028	5,43,720	83,66,763
1,42,000	1,67,813	3,09,813	33,73,934	1,794	1,34,468	22,28,355	6,75,505	64,14,056
1,17,374	1,29,037	2,46,461	1,49,988	12,670	19,567	2,69,463	2,09,410	6,61,098
13,154	17,643	30,797	10,35,507	3,17,875	1,18,157	5,09,887	45,755	20,26,981
2,752	39,904	42,656	57,87,447	19,44,636	7,56,960	3,69,204	2,12,573	90,70,820
2,75,250	3,54,447	6,29,727	1,03,46,876	22,76,775	10,29,152	33,76,909	11,43,243	1,81,72,955
..	..	..	51,854	5,687	..	2,767	4,236	64,544
..
..	..	..	1,04,493	..	280	15,505	4,475	1,24,753
..	8,709	8,709	2,79,073	22,283	9,209	570	9,597	3,23,732
..
360	152	512	5,30,367	13,958	10,192	14,535	1,11,289	6,80,341
..	..	..	..	..	72	..	..	72
..	..	..	36,787	..	..	..	..	36,787
..	..	..	41,977	..	..	..	..	41,977
..	..	..	1,908	..	1,702	308	517	4,435
..	8,910	8,910	1,93,697	4,732	8,432	..	22,117	2,28,978
820	10,049	10,869	47,870	17,833	9,247	4,664	82,244	1,61,858
1,180	27,840	29,020	12,88,026	64,493	39,134	38,349	2,34,475	16,64,477
2,76,460	3,82,287	6,58,747	1,64,88,024	23,43,268	10,89,179	63,62,286	19,21,438	2,82,04,195
Grand totals (Direct and Indirect)			1,94,99,104	33,19,798	14,90,605	81,12,832	49,34,789	3,73,57,128

GENERAL

EXPENDITURE ON EDUCATION FOR FEMALES

[Expenditure on Buildings includes nil spent by the

["Miscellaneous" includes the

[1—Scholarships, 2—Examination charges, 3—Boarding house charges (recurring and non-recurring), 4—Books purchased, 5—Prizes, 6—Rent of school buildings, 7—Games charges.

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	..	..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..
<i>School Education.</i>								
<i>General—</i>								
High Schools ..	44,767	..	..	15,656	114	60,537	..	..
Middle English ..	17,849	..	..	3,458	..	21,307	3,258	..
Schools. Vernacular ..	2,68,636	..	..	26,542	..	2,95,178	42,501	41,110
Primary Schools ..	6,302	..	..	494	..	6,796	1,43,362	1,04,950
Total ..	3,37,554	..	..	46,150	114	3,83,818	1,89,121	1,46,060
<i>Special</i>								
Medical Schools ..	32,895	..	..	..	..	32,895	..	..
Normal and Training Schools ..	1,37,813	..	..	964	11	1,38,788	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..
Total ..	1,70,708	..	..	964	11	1,71,683	..	..
Grand Total (direct), Females.	5,08,262	..	..	47,114	125	5,55,501	1,89,121	1,46,060
Grand Total (direct), Males.	41,53,924	6,978	707	10,86,246	49,386	52,97,241	61,86,255	20,55,353
Grand Total (direct), for all.	46,62,186	6,978	707	11,33,360	49,511	58,52,742	63,75,376	22,01,413

TABLE III-B

FOR THE OFFICIAL YEAR 1939-40

Public Works Department on educational buildings]

following main items :

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

Board institutions				Municipal Board institutions					
Municipal funds	Fees	Other sources	Totals	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
500	657	194	4,609	5,172	..	20,234	6,834	2,022	34,262
..	..	740	84,351	4,848	..	12,619	4,109	..	21,576
420	170	..	2,48,902	3,708	..	1,04,138	2,524	..	1,10,370
..	..	..	..	33,151	..	2,45,978	3,093	..	2,82,222
920	827	934	3,37,862	46,879	..	3,82,969	16,560	2,022	4,48,430
..	..	..	..	1,380	..	5,630	..	..	7,010
..
..
..
..
..
..	..	..	..	1,380	..	5,630	..	..	7,010
920	827	934	3,37,862	48,259	..	3,88,599	16,560	2,022	4,55,440
10,730	7,70,731	32,121	90,55,100	4,18,595	2,716	8,49,666	99,041	,084	13,71,102
11,650	7,71,568	33,055	93,93,052	4,66,854	2,716	12,38,265	1,15,601	3,106	18,28,542

GENERAL
EXPENDITURE ON EDUCATION FOR
[Expenditure on Buildings includes nil spent by
[" Miscellaneous " includes the

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

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education</i>						
Arts Colleges	13,084	..	..	8,821	11,257	33,162
Professional Colleges .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges	1,44,053	..	4,740	1,11,563	39,037	2,99,393
Total	1,57,137	..	4,740	1,20,384	50,294	3,32,555
<i>School Education, General</i>						
High Schools	4,75,897	1,263	16,491	3,39,418	1,77,340	10,10,409
Middle Schools { English	2,17,739	720	26,093	1,03,950	1,13,340	4,61,842
{ Vernacular	1,33,057	8,501	51,436	39,965	99,460	3,32,419
Primary Schools	54,761	23,564	33,025	20,376	37,794	1,69,520
Total	8,81,454	34,048	1,27,045	5,03,709	4,27,934	19,74,190
<i>Special</i>						
Medical Schools .. .. .	..	..	..	..	..	..
Normal and Training Schools	40,105	..	..	13,008	17,827	70,940
Technical and Industrial Schools	1,080	..	2,658	..	3,335	7,073
Commercial Schools .. .. .	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	..	..	..	..
Other Schools .. .. .	..	..	..	..	..	..
Schools for defectives	527	..	..	..	..	527
Total	41,712	..	2,658	13,008	21,162	78,540
Grand Total (direct), Females	10,80,303	34,048	1,34,443	6,37,101	4,99,390	23,85,285
Grand Total (direct), Males	17,29,250	1,78,221	2,28,076	41,29,808	14,56,560	1,18,21,915
Grand Total (direct), for all	28,09,553	3,12,269	3,62,519	47,66,909	19,55,950	1,42,07,200

TABLE III-B—(concluded)

FEMALES FOR THE OFFICIAL YEAR 1939-40

the Public Works Department on educational buildings]

following main items :

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

			Total indirect 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 .. ..	..	..	1,37,515	2,736	16,481	..	..	1,56,732
Buildings, etc. ..	..	..	1,03,879	34,730	18,224	3,002	1,12,497	2,72,332
Miscellaneous ..	..	..	3,06,303	27,762	93,290	2,33,024	3,18,117	9,78,496
Total (Indirect) ..	..	..	5,17,697	65,228	1,27,995	2,36,026	4,30,614	14,07,560
Recognized Unaided Institutions								
Fees	Other sources	Totals	Total direct expenditure from—					
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	13,084	..	..	8,821	11,257	33,162
..
..
..	..	..	1,44,053	..	4,740	1,11,563	39,037	2,99,393
..	..	..	1,57,137	..	4,740	1,20,384	50,294	3,32,555
13,850	24,541	38,391	5,25,836	1,263	36,725	3,75,758	2,04,017	11,43,599
371	4,517	4,888	2,43,094	720	39,212	1,12,545	1,18,051	5,14,222
..	346	346	4,47,902	49,611	1,55,574	69,031	1,00,546	8,22,664
..	2,246	2,246	2,37,576	1,28,514	2,79,423	24,133	40,040	7,09,686
14,221	31,650	45,871	14,55,008	1,80,108	5,10,934	5,81,467	4,62,654	31,90,171
..	..	..	32,895	..	..	..	..	32,895
..	..	..	1,79,298	..	5,630	13,972	17,838	2,16,738
..	..	..	1,080	..	2,658	..	3,335	7,073
..
..
..	7,971	7,971	..	..	..	..	7,971	7,971
..	..	..	527	..	..	..	..	527
..	7,971	7,971	2,13,800	..	8,288	13,972	29,144	2,65,204
14,221	39,621	53,842	18,25,945	1,80,108	5,23,962	7,15,823	5,42,092	37,87,230
2,76,460	3,82,287	6,58,747	1,64,88,024	23,43,268	10,89,179	63,62,236	19,21,438	2,82,04,195
2,90,681	4,21,908	7,12,589	1,83,13,969	25,23,376	16,13,141	70,78,109	24,63,530	3,19,92,125
Grand Total (direct and indirect), for Females.			23,73,642	2,45,336	6,51,957	9,51,849	9,72,706	51,95,490
Grand Total (direct and indirect), for Males.			1,94,99,104	33,19,798	14,90,605	81,12,832	49,34,789	3,73,57,128
Grand Total (direct and indirect), for all.			2,18,72,746	35,65,134	21,42,562	90,64,681	59,07,495	4,25,52,618

GENERAL

Race or Creed of Male Scholars receiving

		Anglo-Indians and Europeans	Indian Christians	Hindus		Muhammedans	
		1	2	Higher castes	Depressed classes	5	
				3	4		
Total population ..		23,416	88,231	21,488,425		3,780,453	
<i>School Education</i>							
		Classes					
		Infants					
Primary	I	578	1,199	305,788	75,563	92,704
		II	286	583	209,442	39,818	45,958
		III	283	452	139,058	20,964	30,227
		IV	305	504	110,336	12,462	22,509
Middle	V	291	470	83,959	7,208	17,179
		VI	294	432	43,644	2,810	9,202
		VII	256	311	30,981	2,034	8,137
		VIII	259	491	38,144	1,577	7,719
High	IX	243	220	12,157	213	3,214
		X	170	171	11,395	182	2,978
Intermediate	XI	161	150	9,749	130	2,643
		XII	<i>Vide entries made against</i>				
Total ..				<i>Ditto</i>			
		3,126	4,983	1,003,653	162,961	242,470	
<i>University and Intermediate Education</i>							
Intermediate classes	1st year	69	49	3,416	41	1,018
		2nd year	28	55	3,092	23	934
Degree classes..	..	1st year	12	26	1,751	4	583
		2nd year	6	22	1,816	8	542
		3rd year	..	..	57	..	34
Post-graduate classes	1st year	3	23	733	2	255
		2nd year	..	8	596	1	168
Research students ..	..	1	4	96	..	26	
Total ..		119	187	11,557	79	3,560	
Number of scholars in recognized institutions.		3,245	5,170	1,015,210	163,040	246,030	
Number of scholars in unrecognized institutions.		..	1,135	30,605	6,343	5,241	
GRAND TOTAL ..		3,245	6,305	1,045,815	169,383	251,271	

TABLE IV-A

General Education for the official year 1939-40

Buddhists	Parsia	Sikhs	*Others	Total	Pupils from rural areas	Total number of married pupils.	Number of married pupils of and above the age of 18 years
6	7	8	9	10	11	12	13
400	563	26,602	36,856	25,445,006	..		
1	19	550	1,591	477,993	370,155	13,478	211
3	15	219	1,178	297,502	235,133	13,845	331
..	18	150	893	192,045	153,322	14,213	328
1	16	186	837	147,136	109,732	15,153	486
6	7	146	706	109,972	79,969	13,053	713
2	9	135	386	56,914	35,921	6,613	849
3	17	95	405	51,239	31,385	6,643	1,412
1	15	76	400	48,682	29,629	7,292	2,111
3	12	69	246	16,377	5,277	141	97
2	16	55	235	15,204	5,227	257	208
1	14	34	160	13,042	4,034	435	403
Intermediate Class, 1st year.							
ditto		2nd year.					
23	158	1,695	7,037	1,426,106	1,059,784	91,023	7,149
1	5	28	51	†4,678	1,511	419	394
..	3	15	61	†4,211	1,254	541	499
..	2	6	37	2,421	828	481	468
..	2	6	29	2,431	789	681	680
..	..	1	..	92	25	17	17
..	1	12	11	1,040	339	268	268
..	..	2	14	789	266	250	250
..	..	..	1	128	4	75	75
1	13	70	204	§17,007	¶5,800	2,732	2,651
24	171	1,765	7,241	1,443,113	1,065,585	93,755	9,800
..	..	104	597	66,025	40,653	4,244	1,567
24	171	1,869	7,836	1,509,138	1,106,238	97,909	11,367

*The number of Jain scholars should be included in column 9.

†The number includes 3,931 boys reading in class XI of Intermediate Colleges.

‡The number includes 3,551 boys reading in class XII of Intermediate Colleges.

§The number includes 1,046 Hindus and 167 Muhammadans and 4 others reading in the Benares Sanskrit College and in the Oriental Departments of Lucknow and Benares Hindu Universities.

¶Includes 455 students of Benares Sanskrit College, 330 students of Benares Hindu University who reside in rural areas.

GENERAL
Race or reed of Female cholars receiving Genera,

	Anglo-Indians and Europeans	Indian Christians	Hindus		Muhammadians	
			Higher castes	Depressed classes		
	1	2	3	4	5	
Total, Population ..	11,328	82,031	19,417,161		3,401,474	
<i>School Education</i>						
	Classes					
Primary ..	Infants	497	1,287	96,181	5,863	23,399
	I	231	593	37,910	1,728	6,174
	II	247	611	22,948	816	3,313
	III	267	582	14,091	921	1,632
Middle ..	IV	250	478	8,834	224	1,121
	V	259	425	4,337	75	577
	VI	261	298	3,625	53	503
	VII	190	292	1,546	12	284
High ..	VIII	176	233	1,113	7	194
	IX	117	96	468	2	96
	X	101	71	382	2	71
Intermediate ..	XI		<i>Vide entries must against</i>			
	XII		<i>Ditto</i>			
Total ..	2,596	4,906	1,91,435	9,703	37,364	
<i>University and Intermediate Education</i>						
Intermediate classes ..	1st year	7	30	213	..	70
	2nd year	2	30	193	2	41
Degree classes ..	1st year	4	23	123	..	29
	2nd year	1	25	68	..	19
	3rd year	..	..	1	..	..
Post-graduate classes ..	1st year	1	5	33	..	5
	2nd year	1	6	12	..	2
Research students ..	..	1	5	..	..
Total ..	16	120	648	2	166	
Number of scholars in recognized institutions.	2,612	5,026	192,083	9,705	37,530	
Number of scholars in unrecognized institutions.	..	223	4,730	341	2,615	
GRAND TOTAL ..	2,612	5,249	196,813	10,046	40,145	

TABLE IV-B

Education for the official year 1939-40

Buddhists	Parsis	Sikhs	*Others	Total	Pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 14 years
6	7	8	9	10	11	12	13
330	428	19,838	31,167	22,963,757	..	..	..
28	20	282	1,014	128,571	68,783	2,645	120
15	9	105	550	47,315	25,023	1,551	165
15	14	84	318	28,366	13,792	1,130	134
..	16	62	188	17,709	7,593	669	125
..	10	33	146	11,096	2,994	467	193
2	6	24	66	5,771	458	261	181
2	10	13	47	4,812	378	207	195
..	14	14	12	2,364	121	110	70
..	5	15	9	1,752	64	78	65
..	4	6	2	781	29	31	19
..	6	6	2	641	15	34	32
Intermediate class, 1st year.							
ditto		2nd year.					
62	114	644	2,354	249,178	119,250	7,252	1,290
..	..	4	..	1324	..	12	12
..	..	3	1	1272	1	18	17
..	1	2	1	183	2	8	8
..	1	1	3	118	..	9	9
..	..	..	..	1	..	..	..
..	2	..	2	48	..	11	11
..	..	1	..	22	..	2	2
..	..	..	..	6	..	..	..
..	4	11	7	974	3	60	59
62	118	655	2,361	250,160	119,253	7,312	1,358
..	..	15	86	8,010	2,294	102	8
62	118	670	2,447	258,170	121,547	7,414	1,366

*The number of Jam Students should be included in column 9.

†The number includes 8 girls reading in the Oriental Department of the Lucknow University.

‡The number includes 37 girls reading in the Benares Hindu University.

§ Ditto 44 ditto ditto

GENERAL TABLE V-A

Race or Creed of Male Scholars receiving Vocational and Special Education
for the official year 1939-40

	Anglo-Indians and Europeans	Indian Chris- tians	Hindus		Muhammadians	Buddhists	Persis	Sikhs	* Others	Total	Pupils from rural areas	Total number of married pupils	Number of mar- ried pupils of and above the
			Higher castes	Depressed classes									
	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>School Education</i>													
Arts schools ..	1	1	184	16	113	..	..	3	..	318	137	70	51
Law schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical schools ..	..	2	319	..	31	..	..	..	..	352	52	114	110
Normal and Train- ing schools.	..	10	885	184	309	..	..	..	2	1,390	1,142	1,207	1,191
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and In- dustrial schools.	43	369	2,559	444	1,139	2	3	13	56	4,628	1,985	1,192	903
Commercial schools	..	..	15	1	..	..	..	..	..	16	..	11	11
Agricultural schools	..	3	130	5	37	..	..	..	..	175	150	120	..
Reformatory schools	..	..	36	15	27	..	..	..	..	78	24	24	..
Schools for defec- tives.	..	2	22	3	13	..	..	..	1	41	..	..	..
Schools for adults	..	73	41,687	23,554	9,581	..	..	16	37	74,948	58,613	46,098	36,762
Other schools ..	..	2	8,745	463	2,878	..	3	1	9	12,101	7,724	3,187	2,194
Total ..	44	462	54,582	24,685	14,128	2	6	33	105	94,047	69,857	52,023	41,229
<i>University and Inter- mediate Education</i>													
Law ..	..	8	1,026	4	257	..	..	9	38	1,342	515	756	756
Medicine ..	2	3	491	..	100	..	..	..	9	605	209	159	134
Education ..	3	26	384	13	160	1	4	22	..	613	158	198	198
Engineering ..	2	16	639	1	27	..	2	8	26	721	156	108	99
Agriculture ..	4	30	496	1	76	4	2	3	3	628	414	75	73
Commerce ..	1	35	1,746	5	127	..	1	4	38	1,957	664	545	542
Technology ..	..	1	220	..	..	..	1	1	5	228	63	34	34
Forestry ..	..	1	31	..	17	..	..	2	..	51	25	18	18
Veterinary Science	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	12	129	5,033	24	764	5	10	49	119	6,145	2,204	1,893	1,854
GRAND TOTAL ..	56	591	59,615	24,709	14,892	7	16	82	224	1,00,192	72,061	53,916	43,083

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

GENERAL TABLE V-B

Race or Creed of Female Scholars receiving Vocational and Special Education for the official year 193-40

	Anglo-Indians and Europeans	Indian Christians	Hindus		Muhammadians	Buddhists	Parseis	Sikhs	Others*	Total	Pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 14 years
			Higher castes	Depressed classes									
	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>School Education</i>													
Art schools	1	..	1	..	..	..	..	2	..	..	..
Law schools
Medical schools	18	18	1	5	..	..	2	..	44	..	5	5
Normal and Training schools.	43	182	465	11	121	..	..	1	2	825	190	311	308
Engineering and surveying schools.
Technical and Industrial schools.	..	125	85	9	8	..	..	..	2	229	39	..	..
Commercial schools
Agricultural schools
Reformatory schools
Schools for adults	2	277	182	11	..	..	..	..	422	318	175	149
Other schools	67	8	247	..	..	..	..	322	246	..	..
Schools for defectives	64	6	..	1	..	..	..	..	71	..	..	..
Total	43	391	919	161	394	..	..	3	4	1,915	793	491	462
<i>University and Intermediate Education</i>													
Law	2	..	..	..	..	..	..	2	..	2	2
Medicine	3	3	..	..	..	..	..	6	..	..	..
Education	1	18	38	..	12	..	..	..	69	1	4	14
Agriculture
Commerce
Technology
Forestry
Veterinary science
Total	1	21	43	..	12	..	..	..	77	1	16	16
GRAND TOTAL	44	412	962	161	406	..	..	3	4	1,992	794	507	478

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

GENERAL TABLE VI-A

Men Teachers for the official year 1939-40

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 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 ..	..	..	21	7	..	1	..	4	2	28	7	35
Local Board ..	1	15	24,079	2,669	8	..	55	425	1,576	26,772	2,056	28,828
Municipal Board ..	..	12	2,197	327	1	32	..	105	805	2,537	932	3,469
Aided ..	3	10	262	43	10	9	3	812	5,263	328	6,087	6,415
Unaided ..	1	..	24	3	..	..	..	44	275	28	319	347
Total ..	5	37	26,583	3,049	19	32	58	1,390	7,921	29,693	9,401	39,094
<i>Middle schools</i>												
Government ..	1	15	54	..	..	..	2	..	2	70	4	74
Local Board ..	18	90	3,184	128	2	1	18	29	99	3,422	147	3,569
Municipal Board ..	11	35	327	12	..	4	10	8	43	385	65	450
Aided ..	66	107	257	4	3	21	18	60	206	437	305	742
Unaided ..	55	74	110	1	4	13	52	67	287	244	419	663
Total ..	151	321	3,932	145	9	39	100	164	637	4,558	940	5,498
<i>High schools</i>												
Government ..	504	348	56	6	42	7	58	15	259	956	339	1,295
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	40	24	6	..	3	11	6	7	39	73	63	136
Aided ..	1,301	536	116	13	58	362	315	456	926	2,024	2,059	4,083
Unaided ..	61	24	2	..	..	22	22	20	55	87	119	206
Total ..	1,906	932	180	19	103	402	401	498	1,279	3,140	2,580	5,270
GRAND TOTAL ..	2,002	1,290	30,695	3,213	131	473	559	2,052	9,837	37,391	12,921	50,312

GENERAL TABLE VI-B

Women Teachers for the official year 1939-40

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, Metric or School Final	Passed Middle School	Passed Primary school	Lower qualifications	Possessing degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools</i>												
Government ..	..	..	10	1	..	..	..	2	..	11	2	13
Local Board ..	..	..	144	68	7	12	6	273	675	219	966	1,185
Municipal Board ..	..	..	159	36	8	2	..	217	258	203	477	680
Aided ..	1	23	52	7	2	2	2	85	491	85	580	665
Unaided ..	..	..	3	1	..	..	..	1	27	4	28	32
Total ..	1	23	363	113	17	16	8	578	1,451	522	2,053	2,575
<i>Middle schools*</i>												
Government ..	16	58	286	77	..	4	2	78	72	437	156	593
Local Board ..	..	4	97	26	1	1	8	36	131	128	176	304
Municipal Board ..	6	11	127	10	6	2	..	95	126	160	223	383
Aided ..	38	157	494	63	5	33	26	115	474	757	648	1,405
Unaided ..	..	7	11	..	..	7	1	2	6	18	16	34
Total ..	60	237	1,015	176	12	47	37	326	809	1,500	1,219	2,719
<i>High Schools</i>												
Government ..	14	21	15	..	..	..	..	2	7	50	9	59
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	7	3	5	..	..	7	..	8	4	15	19	34
Aided ..	175	237	106	12	4	67	63	106	130	534	366	900
Unaided ..	8	15	..	..	..	..	..	1	1	23	2	25
Total ..	204	276	126	12	4	74	63	117	142	622	396	1,018
GRAND TOTAL	265	536	1,509	301	33	137	108	1,021	2,402	2,644	3,668	6,312

*The number of teachers in English middle and Vernacular middle schools should be shown separately.

GENERAL TABLE VII

Anglo-Indian and European Education, 1939-40

Total Anglo-Indian and European population.	}	Male ..	23,416	Percentage to Anglo-Indian and European population of those at school—	Males	Females	Total			
		Female ..	11,328					16·8	28·3	20·5
		Total ..	34,744							

	Institutions	Scholars on roll on 31st March	Number of females in institutions for males and vice versa	* Number of non-European on roll	Teachers		Direct expenditure from—					
					Trained	Untrained	Government funds	Board funds	Fees	Other sources	Total expenditure	
	1	2	3	4	5	6	7	8	9	10	11	
<i>Institutions for males</i>												
Arts colleges ..	5	118	..	36	66	8	Rs. 1,65,182	Rs. ..	Rs. 1,59,205	Rs. 53,545	Rs. 3,77,932	
Training colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	8	2,622	78	489	90	9	1,93,423	250	1,46,671	1,48,530	4,88,874	
Middle schools ..	1	173	73	42	10	1	17,266	..	5,884	1,038	24,188	
Primary schools ..	1	64	18	16	3	..	4,678	..	11,197	2,252	18,127	
Training schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools / ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	15	2,977	169	583	169	18	3,80,549	250	3,22,957	2,05,365	9,09,121	
<i>Institutions for females</i>												
Arts colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	15	2,829	647	545	168	54	2,70,642	1,490	2,48,274	1,21,578	6,41,984	
Middle schools ..	9	924	300	183	45	10	75,620	1,528	45,301	20,754	1,43,203	
Primary schools ..	7	366	178	94	8	10	24,115	..	14,618	17,020	55,753	
Training schools ..	1	41	..	..	4	..	10,245	5,400	..	..	16,645
Technical and industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	32	4,160	1,125	822	225	74	3,80,622	8,418	3,08,193	1,59,352	8,56,585	
GRAND TOTAL FOR INSTITUTIONS.	47	7,137	1,294	1,405	394	92	7,61,171	8,668	6,31,150	3,64,717	17,65,706	
<i>Indirect expenditure</i>												
Inspection ..	..	..	..	..	..	..	15,796	..	..	..	15,796
Buildings, etc. ..	..	..	..	..	..	..	20,929	..	4,164	1,44,825	1,69,918
Miscellaneous ..	..	..	..	..	..	..	1,67,337	..	2,76,508	3,19,747	7,63,587
Expenditure on buildings includes nil spent by the Public Works Department.												
"Miscellaneous" includes the following main items : (1) Stipends tenable at Ghoragali, (2) scholarships, (3) grant under article 45, (4) poor and deserving girls' grant, (5) poor and deserving scholars' grant, (6) war orphans' grant, (7) boarding house expenses, (8) examination charges.												
Totals (Indirect)							..	2,04,062	..	2,80,667	4,64,572	9,49,301
GRAND TOTALS (DIRECT AND INDIRECT)							..	9,65,233	8,668	9,11,817	8,29,289	27,15,007

* The terms "non-European" does not include Anglo-Indians and domiciled Europeans.

GENERAL TABLE VIII

Examination Results for the official year 1937-38

Examinations	Male						Female					
	Number of examinees			Number passed			Number of examinees			Number passed		
	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Degree Examinations, Arts and Science</i>												
D. Litt	..	1	1	..	1	1	..	..	..	..	..	..
Ph. D.	1	..	1	1	..	1	..	..	..	..	..	..
D. Sc.	2	..	2	2	..	2	..	..	..	..	..	..
M.A.	609	133	742	549	110	659	18	24	42	18	23	39
M.Sc.	171	7	178	159	1	160	5	..	5	4	..	4
B. A. (Honours)	101	..	101	91	..	91	1	..	1	1	..	1
B.Sc. (Honours)	11	..	11	8	..	8	..	..	..	..	..	..
B.A. (Pass)	2,468	392	2,860	1,536	166	1,702	125	86	211	101	43	144
B.Sc. (Pass)	666	13	679	406	8	414	5	..	5	5	..	5
<i>Law</i>												
Master of Law	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	885	86	971	779	64	843	1	..	1	1	..	1
<i>Medicine</i>												
M.D.	2	..	2	1	..	1	..	..	..	..	..	..
M.B., B.S.	36	..	36	20	..	20	..	..	..	..	..	..
L.M.S.	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	5	..	5	2	..	2	..	..	..	..	..	..
D. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
M.—Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H.	..	..	..	..	..	..	..	..	..	..	..	..
B.Sc.—(Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
D. O. (Diploma Ophthalmology.)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering</i>												
Master of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of C. E.	25	..	25	25	..	25	..	..	..	..	..	..
Bachelor of M. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	20	..	20	15	..	15	..	..	..	..	..	..
<i>Education</i>												
B. E. B. T. & L. T.	277	10	278	274	10	284	42	1	43	42	1	43
<i>Commerce</i>												
Master of Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Commerce	301	8	309	265	5	270	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology	96	..	96	92	..	92	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture	21	..	21	21	..	21	..	..	..	..	..	..
Bachelor of Agriculture	67	..	67	64	..	64	..	..	..	..	..	..
<i>Intermediate Examinations</i>												
Intermediate in Arts†	3,870	1,211	5,081	2,422	332	2,754	292	255	547	219	114	333
Intermediate in Science	374	13	387	215	5	220	9	..	9	6	..	6
Licentiate of Civil Engrg.	44	..	44	44	..	44	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	97	9	106	91	7	98	7	2	9	7	1	8
Intermediate or Diploma in Commerce.	681	75	756	440	24	464	..	..	..	..	..	..

* i.e. appearing from a recognized institution.

GENERAL TABLE VIII—(concluded)
 Examination Results for the official year 1939-40—(concluded)

Examinations	Male						Female					
	Number of examinees			Number passed			Number of examinees			Number passed		
	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Intermediate Examinations—(concluded).</i>												
Licentiate of Agriculture.	192	..	192	157	..	157	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations</i>												
(a) On completion of High School Course.												
High School ..	13,198	3,450	16,648	9,476	1,313	10,789	520	1,039	1,559	413	481	894
School Final, etc. ..	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Higher Certificate.	..	..	..	..	..	..	4	..	4	4	..	4
Cambridge School Certificate.	183	139	322	146	71	217	84	1	85	81	..	81
(b) On completion of Middle School Course.												
Cambridge Junior Anglo-Indian and European Middle.	210	..	210	148	..	148	147	..	147	94	..	94
Anglo-Vernacular Middle.	..	..	..	..	..	..	1,240	155	1,395	897	82	979
Vernacular Middle..	31,822	9,354	41,176	20,089	4,573	24,642	10	44	54	9	10	19
(c) On completion of Primary Course.												
Upper Primary ..	93,081	54	93,115	78,724	43	78,767	6,934	358	7,292	5,417	206	5,623
Lower Primary ..	166,851	811	1,67,662	1,42,373	702	1,43,375	16,445	191	16,636	13,683	108	13,791
(d) On completion of Vocational Course.												
European Women Teachers.	..	..	..	..	..	..	15	..	15	15	..	..
For Teachers' Certificates.	..	..	..	..	..	..	..	..	..	..	..	..
{ Vernacular, Higher	517	182	699	431	79	510	133	6	139	106	5	111
{ Vernacular, Lower	525	161	686	428	66	494	156	16	172	94	11	105
At Art Schools ..	29	..	29	27	..	27	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools	82	..	82	45	..	45	22	..	22	14	..	14
At Engineering schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	1,483	41	1,524	1,335	29	1,364	..	6	6	..	6	..
At Commercial Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	83	..	83	46	..	46	..	..	..	..	..	..

* i.e. appearing from a recognized institution.

GENERAL TABLE IX

Statistics of educational institutions in rural areas, United Provinces, for the year 1939-40

Types of institutions	Number of institutions and scholars								Expenditure on institutions (direct and indirect)				Number of teachers			
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total expenditure	In Government schools	In District Board schools	In private schools	Total
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
									Rs.	Rs.	Rs.	Rs.				
I—RECOGNIZED INSTITUTIONS																
<i>For Males</i>																
Arts Colleges ..	..	..	..	..	3	872	3	872	42,996	45	1,55,903	1,98,944	..	..	88	88
High Schools ..	1	335	..	..	18	17,955	19	18,290	1,67,775	184	2,95,395	4,63,351	19	..	291	310
Middle English Schools. } Vernacular	1	112	..	..	18	1,677	19	1,789	24,506	940	95,827	1,21,273	11	..	151	162
Primary Schools ..	14	889	12,045	56,583	93	8,260	503	64,823	6,44,712	3,43,486	1,44,025	11,32,223	..	2,046	302	2,348
Training Schools ..	14	902	17	244	1	40	32	1,186	50,66,269	22,51,827	2,22,301	75,40,897	25	26,655	4,002	30,682
Agricultural Schools ..	..	..	..	..	..	..	..	..	3,02,155	29,361	8,450	3,39,966	98	48	5	151
Schools for adults	762	27,833	8	221	1,359	35,887	2,129	63,941	1,70,617	2,759	13,464	1,86,840	762	7	1,197	1,966
Other Schools* ..	8	490	5	197	165	6,259	178	6,946	98,845	22,230	93,662	2,14,737	33	11	309	353
Total ..	800	30,561	12,485	942,466	5,269	208,900	18,554	1,181,927	65,17,875	26,50,832	10,29,527	101,98,234	948	28,767	6,345	36,060

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

GENERAL TABLE IX—(concluded)

Statistics of educational institutions in rural areas, United Provinces, for the year 1939-40—(concluded)

Types of institutions	Number of institutions and scholars								Expenditure on institutions (direct and indirect)				Number of teachers						
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total expenditure	In Government schools	In District Board schools	In private schools	Total			
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
<i>For Females</i>									Rs.	Rs.	Rs.	Rs.							
Arts Colleges	2	..	190	2	..	190	11,424	1864	10,819	24,107	29	29
High Schools	3	..	389	3	..	389	8,496	..	10,704	19,200	28	28
Middle schools. { English	5	..	432	48	..	3,822	29,817	31,825	3,272	64,914	7	130	22	159
{ Vernacular	1	177	42	3,213	391	11,483	1,120	38,000	1,25,297	1,08,353	5,069	2,38,719	2	861	404	1,267			
Primary Schools ..	1	39	728	26,478	391	11,483	1,120	38,000	1,25,297	1,08,353	5,069	2,38,719	2	861	404	1,267			
Training Schools ..	12	111	..	..	8	52	20	163	21,673	..	7,946	29,619	9	18	27	54		
Agricultural Schools	..	..	..	..	6	100	6	100	527	..	..	527	..	..	6	6		
Schools for adults	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools * ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	14	327	770	29,691	415	12,646	1,199	42,664	1,97,234	1,42,042	37,810	3,77,086	18	1,009	516	1,543			
Grand total for all recognized institutions.	814	30,888	13,255	972,157	5,684	221,546	19,753	1,224,591	67,15,109	27,92,874	1,67,337	1,05,75,320	966	29,776	6,861	37,603			

		Total	
		Institutions	Scholars
II—UNRECOGNIZED INSTITUTIONS	For Males ..	1,350	40,398
	For Females ..	70	1,713
	Total ..	1,420	42,111
14	GRAND TOTAL for all institutions.	21,173	1,266,702

Explanatory notes :

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

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