

1557

**GENERAL REPORT**  
ON  
**PUBLIC INSTRUCTION**  
IN THE  
**United Provinces of Agra and Oudh**  
For the quinquennium ending  
**31st March, 1922**



ALLAHABAD:  
PRINTED BY THE SUDT., GOVERNMENT PRESS, UNITED PROVINCES,  
1922.

## PREFACE.

---

IN the writing of this report I have received valuable assistance from Mr. H. B. Wetherill, M.A., who was put on special duty to draft it. I gratefully acknowledge the care, thoroughness and ability with which he has done the work. He brought to it long experience and a well-balanced judgment and carried it through in a manner which made my editorial task a pleasant one.

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

*Director of Public Instruction,  
United Provinces.*

## TABLE OF CONTENTS.

### CHAPTER I.—PRELIMINARY.

	<i>Page.</i>		<i>Page.</i>
General remarks ..	1	The new Council and education	4
Expansion of vernacular education ..	2	Visit of His Royal Highness the Prince of Wales ..	4
Progress in English education ..	3	Obituary ..	4
Collegiate education ..	3	Retirements ..	5
Improvement in status of the teaching profession ..	3		

### CHAPTER II.—GENERAL SUMMARY.

	<i>Page.</i>		<i>Page.</i>
Number of institutions ..	6	Expenditure on buildings, etc.	9
Expenditure ..	6	Missionary institutions	10, 11
Scholarships ..	7	Grants from Imperial funds ..	12
Salaries of teachers ..	8	Text-Book Committee ..	12

### CHAPTER III.—CONTROLLING AGENCIES.

	<i>Page.</i>		<i>Page.</i>
Ministers ..	13	Inspector of Muhammadan Schools ..	17
Director ..	13	Inspection by civil officers and members of district boards ..	17
Deputy Director ..	13	Supervisors ..	18
Assistant Director ..	13	Problems of control ..	18
Registrar of Departmental Examinations ..	13	Board of Education ..	19
Divisional Inspectors ..	14	English school committees ..	19
Assistant Inspectors ..	14	Village school committees ..	19
District Inspectors ..	14, 15	Examining boards ..	21
Inspectresses ..	16	Number of Inspectors ..	21

### CHAPTER IV.—COLLEGIATE EDUCATION.

	<i>Page.</i>		<i>Page.</i>
General remarks ..	22	Residential accommodation ..	30
University of Allahabad ..	23	Social activities ..	31
Organization ..	23	Enrolment ..	31
Reconstruction of the University ..	23	Courses of studies and examinations ..	31
Colleges ..	23	Benares Hindu University ..	31
Buildings ..	24	Colleges ..	31
Examinations and courses ..	24	Hostels ..	31
University chairs ..	24	Buildings ..	31
(a) Post-Vedic Literature ..	25	Aligarh Muslim University ..	32
(b) Economics ..	25	Expenditure ..	32
(c) Modern History ..	25	Examinations ..	32
(d) Geography and Civics and Politics ..	27	Comparative table of results of examinations in the Universities for 1921-22 ..	32
University School of Law ..	28	Colleges ..	33
University Library ..	28	(a) Arts Colleges ..	33
Officers of the University ..	28	Numbers ..	33
University of Lucknow ..	28	Expenditure ..	33
Organization ..	28	Salaries of teachers ..	33
Constitution of the University ..	29	Provident funds ..	34
Accommodation of the Faculties ..	30	Modification in teaching methods ..	34

## CHAPTER IV.—COLLEGIATE EDUCATION—(concluded).

	<i>Page.</i>		<i>Page.</i>
Buildings .. ..	35	The Agricultural College,	
Hostels .. ..	35	Cawnpore .. ..	38
Non-co-operation ..	36	King George's Medical Col-	
Private colleges and the		lege, Lucknow .. ..	39
reorganization of the		(c) Oriental colleges .. ..	39
universities .. ..	37	The Sanskrit College,	
(b) Professional colleges ..	37	Benares .. ..	39
Thomason College, Roorkee	37	Pathshalas .. ..	40

## CHAPTER V.—SECONDARY EDUCATION.

	<i>Page.</i>		<i>Page.</i>
Types of secondary educational		Pay of teachers in middle verna-	
institutions .. ..	41	cular schools .. ..	55
(a) Intermediate colleges ..	41, 42	Provident funds .. ..	55
(b) English high schools ..	43	Scheme for provident fund in	
(i) Government high schools	43	aided English schools .. ..	56
(ii) Aided high schools ..	43	Qualifications of teachers ..	56
(iii) Unaided high schools ..	44	(a) Government schools ..	56
(c) English middle schools	44	(b) Aided schools .. ..	58
(d) Vernacular middle		(c) Middle vernacular schools	57
schools .. ..	44	Teachers' associations .. ..	57
The educational ladder .. ..	44, 45	Buildings .. ..	58
Figures for secondary schools ..	46	Teaching of subjects in the	
(a) Number of schools ..	46	curriculum of English schools	59
(b) Enrolment in English		(a) General remarks ..	59, 60, 61
schools .. ..	46, 47	(b) English .. ..	61, 62
(c) Enrolment in middle		(c) Mathematics .. ..	63, 64
vernacular schools ..	48	(d) The vernaculars .. ..	64
(d) Scheme for expansion of		(e) History .. ..	65, 66
secondary vernacular		(f) Geography .. ..	66, 67
education .. ..	48	(g) Science .. ..	68, 69
(e) Progress of vernacular		(h) Drawing .. ..	70
secondary education		(i) Commerce .. ..	71
during the quinquen-		(j) Manual training .. ..	71
nium .. ..	49	(k) Classical languages ..	72
Effects of non-co-operation on		Teaching in vernacular middle	
enrolment .. ..	49	schools .. ..	72
National schools .. ..	50, 51	Examinations .. ..	73
Expenditure on secondary edu-		(a) School-Leaving Certifi-	
cation .. ..	52	cate and Matriculation	
(a) English schools .. ..	52	examinations .. ..	73
(b) Vernacular middle		(b) High School Scholarship	
schools .. ..	52	examination .. ..	73
Pay of teachers in English		(c) Vernacular Final exami-	
secondary schools .. ..	53	nation .. ..	73
(a) Government schools ..	53	School libraries .. ..	74
(b) Private schools .. ..	54	Hostels .. ..	74, 75

## CHAPTER VI.—PRIMARY EDUCATION.

	<i>Page.</i>		<i>Page.</i>
Types of primary schools .. ..	76	Expenditure .. ..	84
(a) District board schools ..	76	Staffs of primary schools .. ..	86
(b) Municipal schools ..	76, 77	(a) Pay of teachers .. ..	86
Compulsory education ..	77	(b) Teachers' associations ..	86
(c) Government model schools	78	(c) Qualifications of teachers	87
Aided schools .. ..	78	Buildings .. ..	88, 89
Figures of schools and scholars	79	Teaching in primary schools ..	90
(a) Expansion scheme .. ..	79	School gardens .. ..	91
(b) Enrolment .. ..	80, 81	Education of children in employ	
(c) Cause of decline in		(a) Factory schools .. ..	92
1921-22 .. ..	82	(b) Half-time system .. ..	92, 93
(d) Upper and lower pri-		(c) Night schools .. ..	94
mary enrolment .. ..	82	School holidays .. ..	94
(e) Attendance .. ..	83	Lantern lectures .. ..	95

## CHAPTER VII.—TRAINING INSTITUTIONS.

<i>Page.</i>	<i>Page.</i>		
Types of training institutions ..	97	(d) Government Training College, Agra ..	102
(a) Training colleges for graduates ..	97	Normal schools ..	103
(b) Training colleges for under-graduates ..	97	(a) Reforms ..	103
(c) Normal schools ..	97	(b) Accommodation and school life ..	104
(d) Training classes ..	98	Training classes ..	105
Number of institutions and pupils ..	98	Primary Teachers' Certificate examination ..	106
Output of training institutions ..	98	Stipends in normal schools and training classes ..	106
Expenditure ..	99	Salaries of normal school and training class staffs ..	106
English training institutions ..	100	Islamia training classes ..	106
(a) Government Training College, Allahabad ..	100	Special forms of training ..	106
(b) Teachers' Training College, Benares ..	101	Training of mistresses for Indian schools ..	107
(c) Government Training College, Lucknow ..	102		

## CHAPTER VIII.—TECHNICAL AND INDUSTRIAL EDUCATION.

<i>Page.</i>	<i>Page.</i>		
Controlling agencies ..	108	Weaving schools ..	111
Government Technological Institute, Cawnpore ..	108	(a) Central Weaving Institute, Benares ..	111
(a) Courses ..	108	(b) District weaving schools ..	111
(b) Buildings and equipment ..	108	(c) Peripatetic weaving schools ..	111
(c) Staff ..	109	Government Wood-working Institute, Bareilly ..	112
(d) Research work ..	109	Carpentry School, Allahabad ..	112
Technical School, Lucknow ..	109	Government School of Needlework, Lucknow ..	112
(a) Enrolment ..	109	School of Dyeing and Printing, Cawnpore ..	112
(b) Scholarships ..	109	Government Leather-working School, Cawnpore ..	112
(c) Night school ..	109	Leather-working School, Meerut ..	113
(d) Proposed technical colleges ..	109	Aided Industrial schools ..	113
Technical School, Gorakhpur ..	109	Bulandshahr Agricultural School ..	113
Technical School, Jhansi ..	110	Medical School, Agra ..	113
School of Arts and Crafts, Lucknow ..	110		
Scholarships for technical education ..	111		

## CHAPTER IX.—FEMALE EDUCATION.

<i>Page.</i>	<i>Page.</i>		
Types of institutions ..	115	English Education ..	118
Figures of institutions ..	115	(a) English high schools ..	118
(a) Schools and scholars ..	115	(b) English middle schools ..	119
(b) Effects of non-co-operation on female education ..	116	Vernacular middle schools ..	120
Expenditure ..	116	Curricula and examinations in secondary schools ..	120
Collegiate education ..	117	Primary education ..	121
Allahabad Municipal University for women ..	118	(a) Girls' schools ..	121
Secondary education ..	118	(b) Girls' in boys schools ..	122
		(c) Education committees ..	122
		(d) Supply of teachers ..	122
		Conclusion ..	123

## CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

<i>Page.</i>	<i>Page.</i>		
A.—Education of Europeans and Anglo-Indians ..	124	Function of European schools ..	124

## CHAPTER X.—EDUCATION OF SPECIAL CLASSES—(concluded).

<i>Page.</i>	<i>Page.</i>
Admission of Indians ..	124
Types of schools ..	124
Controls ..	125
Figures of institutions and pupils ..	125
Figures of expenditure	125
Courses in schools ..	126
Examinations ..	127
Qualifications and pay of teachers ..	127
Provident fund ..	127
Training of teachers ..	127
Effects of the war ..	128
<b>B.—Education of Muhammadans—</b>	
Need of special arrangements for Muhammadan education ..	128
Numbers of Muhammadan scholars under instruction ..	129
Proportion of Muhammadans and Hindus in inspecting and teaching professions	129
Special institutions for Muhammadans ..	129
(a) Types of institutions and controlling agencies	129, 130
(b) Attitude of district boards ..	131
(c) Enrolment in Islamia schools and maktabs ..	131
(d) Expenditure ..	131
(e) Tuition ..	132
(f) Teachers ..	132
(g) Training of teachers	132
<b>C.—Colvin Taluqdars' School ..</b>	132
<b>D.—Education of depressed classes, etc. ..</b>	133
(a) Depressed classes ..	133
(b) Forest and hill tribes ..	134
<b>E.—Education of defectives ..</b>	134
<b>F.—Chunar Reformatory School</b>	135

## CHAPTER XI.—PRIVATE INSTITUTIONS.

<i>Page.</i>	<i>Page.</i>
Types of private institutions ..	135
Figures of institutions ..	136
Arabic madrasahs ..	137
§ Sanskrit pathshalas ..	137

## CHAPTER XII.—RELIGIOUS, MORAL, PHYSICAL TRAINING, AND HYGIENE.

<i>Page.</i>	<i>Page.</i>
Religious instruction ..	138
Moral teaching ..	138
United Provinces Journal ..	138
Discipline ..	139
Boy Scouts Association ..	139
Seva Samiti Boy Scouts Association ..	140
Physical training ..	141
Hygiene ..	142
Hygiene in practice ..	143
Medical inspection ..	143

## ERRATA.

*Educational Report for the Quinquennium 1917—22.*

<i>Page.</i>	<i>Detail.</i>
(i)	In the table of contents, Chapter I, <i>against</i> progress in English education, <i>read</i> (page) 3.
(ii)	Against National schools in Chapter V, of the table of contents, <i>for</i> 50, 51 <i>read</i> 51.
27	In line 11, from the top, <i>for</i> Vijaynayar, <i>read</i> Vijayanagar.
32	Total for 1917-18 in the statement regarding the Aligarh Muslim University expenditure, <i>for</i> 1,45,941 <i>read</i> 1,45,951.
33	In line 31, from the top, <i>for</i> 74 per cent., <i>read</i> 77 per cent.
33	In column 'Local Funds' of the statement, <i>read</i> '5 for the unprinted figure against 1921-22.
34	In line 19, from the bottom, <i>for</i> has <i>read</i> have.
48	In line 23, from the top, <i>for</i> classe <i>read</i> classes.
48	In line 24, from the top, <i>for</i> pors <i>read</i> por—
73	In line 8, from the top, <i>for</i> 858 <i>read</i> 832.
82	In line 2, from the top, <i>for</i> wa <i>read</i> was.
86	<i>For</i> 15th line from the bottom <i>read</i> students in training—students directly recruited Rs. 12 p. m.; deputed teachers, their pay plus an allowance of Re. 1 per mensem.
86	In line 14, from the bottom, <i>for</i> Rs. 12 per mensem as a minimum <i>read</i> Rs. 12-1-14.
86	In line 13, from the bottom, <i>for</i> Rs 15 <i>read</i> Rs. 17.
86	In line 12, from the bottom, <i>for</i> Rs. 20, <i>read</i> Rs. 22.
87	In column total against 1917 of the statement at the bottom of the page, <i>for</i> 45 per cent. <i>read</i> 43 per cent.
98	In last column of Middle Vernacular teachers in the statement regarding out-put of training institutions, <i>for</i> 84.6 <i>read</i> 94.6.
99	In line 15, from the top, <i>for</i> 84.6 <i>read</i> 94.6.

- 102 In line 16, from the top, *for* drills *read* drill.
- 103 In line 21, from the top, *for* The *read* There.
- 107 In line 12, from the top, *for* 34 *read* 35.
- 127 In line 17, from the bottom, *for* 17-7/8-245 *read* 170-7/8-245.
- 129 In column 1921-22 of Secondary Schools of the state-  
ment *for* 16826 *read* 16820.
- 1A In column 9, against institutions for males, *for* 16,31 *read* 16,311.
- 8A In column total of females in Primary schools for  
males, *for* 34164, *read* 33,164.
- 21A In column 11, of grand total of males, *for* 33,583 *read* 38,583.
- 24A In column 6 of ' Matriculation ' *for* 82 *read* 32.
- 31A Total of Vernacular teachers in Boards Middle Schools,  
*for* 2648 *read* 2643.
- 31A In column total (of the heading) of primary schools  
against ' possessing no degree ' in schools for Indians, *for*  
82 *read* 32.
- 31A Total of possessing a degree and possessing no degree  
shown in column total of primary schools for Indians, *for*  
84 *read* 34.
- 31A Trained teachers in high schools, *for* Europeans *read* 7 in  
the blank space.
- 31A Total of trained teachers in high schools, for Europeans,  
*for* 7192 *read* 192.
- 31A Grand total of teachers in Municipal Middle schools, *for*  
168 *read* 163.
- 31A Grand total of teachers in aided middle schools, *for* 7013  
*read* 1013.
- 31A Grand total of teachers in aided high schools, *for* 2821  
*read* 2321.
- 37A In column 12, against Banda, *for* 1235 *read* 1236.
- 37A In column 5, against Mirzapur, *for* 10 *read* 16.
- 37A In column 2, against Sultanpur, *for* 125 *read* 127.
- 37A In column 16, against grand total of previous year, *for*  
44,92,198 *read* 44,29,198.



## General Report on Public Instruction in the United Provinces for the quinquennium ending 31st March, 1922.

### CHAPTER I.

#### PRELIMINARY.

At the close of the last quinquennium war was still raging, and its disastrous economic effects were beginning to be felt in India. Discontent at the rise in prices was finding vent in a political ferment that, later on, was to endanger the very existence of some of the educational institutions of these provinces. In 1918 an epidemic of influenza raged through the country, and in 1920 the monsoon failed. The climax of misfortunes was the non-co-operation movement of 1920-21, whose results are still apparent.

General  
remarks.

But in spite of such untoward political and economic circumstances the period under review has been one of unprecedented educational expansion. His Excellency Sir Spencer Harcourt Butler, K.C.S.I., C.I.E., first as Lieutenant-Governor and afterwards as Governor, made educational progress the keystone of his policy. In 1919-20 at his instigation there was put into operation a three years' programme of expansion, which aimed at a rapid extension throughout the province of facilities for primary education, and included a systematic scheme of grappling with the problem of educating depressed and backward classes. Before the quinquennium closed the possibility of compulsory education in specially selected areas had become an immediate probability in municipalities. Projects for the expansion of primary education connoted a demand for additional primary teachers and for more accommodation in secondary schools and Government have accordingly made provision in middle schools to meet all the needs of the present and the immediate future. As regards English education, the chief reforms have been the introduction of compulsory science into the school curriculum, improvement in the pay of teachers and a liberal increase in the provision for scholarships. In university education the recommendations of Sir Michael Sadler's Committee were put into immediate effect with due modifications to suit conditions in these provinces. The intermediate classes, whose tuition was so heavy a burden upon university workers, have been relegated to their proper position in secondary education and at