

1557

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



ALLAHABAD:
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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.

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*Director of Public Instruction,
United Provinces.*

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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 statement 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

the same time the universities have been relieved of all pre-collegiate examination by the institution of a Board of High School and Intermediate Education. Meanwhile the constitution of the universities has been remodelled by legislation. At Lucknow a new residential unitary university has been created within the last three years by the incorporation of the existing colleges. It will remain as a lasting evidence to the enthusiasm of Sir Harcourt Butler and of the generosity of the taluqdars of Oudh. The Allahabad University has been reconstituted; it retains its authority over outlying isolated colleges, but has assumed the characteristics of a teaching university within the precincts of the city of Allahabad. Such in broad outline are the reforms that have been introduced during the quinquennium.

Expansion
of vernacular
education.

The scheme for the expansion of primary education with a view to doubling enrolment within a few years involved a number of subsidiary schemes, which are dealt with in detail in the body of the report. The provision which had to be made was beyond the capacity of the boards and the cost had to be assumed by the Provincial Government; the increase in enrolment demanded an increase in staff and it was found necessary to hasten the rate of output from the training classes for a short period, so as to train all available men. At the same time it was not considered desirable to lower the standard of educational qualifications for the teaching profession and expansion in vernacular middle education became a corollary of expansion in primary education. Here again the question of accommodation presented itself and again the boards were financed from provincial sources. The increase in vernacular middle schools demanded in turn an increase of normal trained teachers. Fortunately the new normal school at Fyzabad was able to undertake the training of teachers for that division, while the ideal of a normal school for each division will soon be attained by the opening of new schools elsewhere; one at Jhansi was ready for occupation in July, 1922, and another at Muzaffarnagar will be ready in 1923. Although the prejudice against the education of children of the depressed classes is dying out, as is evident by the increased enrolment of such children, it is necessary to provide separate schools for them in certain localities, and the vague attempts in this direction that were made to this end in earlier periods have now given place to a systematic effort, whereby the inclination of the castes concerned towards education can be tested and propaganda in its favour spread through the agency of supervisors in the districts. Opportunity for self-education is now afforded to workers by means of night schools in the municipalities, subsidized by the Provincial Government. In some areas these appear to have been eminently successful.

A definite step towards free and compulsory primary education is now being taken. Municipalities have been offered generous assistance towards its establishment within their precincts, and

before the next session is completed the experiment will be in operation.

The special scheme for Muhammadan education that was inaugurated at the end of the last quinquennium has been in steady operation ever since and is now well established.

Primary female education is making slow headway against traditional prejudice.

Progress in English education has been intensive rather than expansive. Enrolment has hardly increased during the quinquennium, but there is much evidence of improvement in tuition and in the general well-being of English schools. There has been a wide acceptance of the test of the School-Leaving examination and yet the percentage of passes has been fairly maintained. The staffs of the exemplar Government high schools now consist almost entirely of trained men, and the opening of a new training college at Agra has increased facilities for the training of under-graduates. The experiment of amalgamating high and intermediate tuition in the larger schools is in its infancy. Intermediate classes have been attached to the Government High Schools at Almora, Jhansi and Fyzabad and their first examination will take place in 1923: Provided that the institutions in question are able to maintain their characteristics as schools, they should benefit by the improvement of staff and the maturer age of their senior students.

Progress in
English
education.

The rapid growth of the Boy Scout movement and the keenness displayed by boys and masters indicate an advance in the development of active discipline and altruistic motives that may ultimately permeate entire schools. Considerable interest is being shown in hygienic improvement and a beginning has been made in medical inspection which under more favourable financial circumstances may develop beneficially.

The definite adoption of a standard teaching residential unitary type for universities is an epoch in the history of collegiate education in these provinces. It means the development of character through the influence of environment and the freedom of teaching from the restraints of external examinations. Such universities are now established at Allahabad, Lucknow, Benares and Aligarh.

Collegiate
education.

One of the most important reforms of the period from the educational point of view has been the improvement in the status of the teaching profession in all grades. The past quinquennium has seen the first systematic attempt to make the profession a respectable one. In order to enable private institutions to pay their staffs at increased rates, Government have given grants from provincial sources. In English schools maintained by Government time-scales for different ranks of assistant masters have been instituted and in aided schools substantial grants have been made for the special object of improving salaries. The head masters of Government high and

Improve-
ment of
status of the
teaching
profession.

the same time the universities have been relieved of all pre-collegiate examination by the institution of a Board of High School and Intermediate Education. Meanwhile the constitution of the universities has been remodelled by legislation. At Lucknow a new residential unitary university has been created within the last three years by the incorporation of the existing colleges. It will remain as a lasting evidence to the enthusiasm of Sir Harcourt Butler and of the generosity of the taluqdars of Oudh. The Allahabad University has been reconstituted; it retains its authority over outlying isolated colleges, but has assumed the characteristics of a teaching university within the precincts of the city of Allahabad. Such in broad outline are the reforms that have been introduced during the quinquennium.

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The scheme for the expansion of primary education with a view to doubling enrolment within a few years involved a number of subsidiary schemes, which are dealt with in detail in the body of the report. The provision which had to be made was beyond the capacity of the boards and the cost had to be assumed by the Provincial Government; the increase in enrolment demanded an increase in staff and it was found necessary to hasten the rate of output from the training classes for a short period, so as to train all available men. At the same time it was not considered desirable to lower the standard of educational qualifications for the teaching profession and expansion in vernacular middle education become a corollary of expansion in primary education. Here again the question of accommodation presented itself and again the boards were financed from provincial sources. The increase in vernacular middle schools demanded in turn an increase of normal trained teachers. Fortunately the new normal school at Fyzabad was able to undertake the training of teachers for that division, while the ideal of a normal school for each division will soon be attained by the opening of new schools elsewhere; one at Jhansi was ready for occupation in July, 1922, and another at Muzaffarnagar will be ready in 1923. Although the prejudice against the education of children of the depressed classes is dying out, as is evident by the increased enrolment of such children, it is necessary to provide separate schools for them in certain localities, and the vague attempts in this direction that were made to this end in earlier periods have now given place to a systematic effort, whereby the inclination of the castes concerned towards education can be tested and propaganda in its favour spread through the agency of supervisors in the districts. Opportunity for self-education is now afforded to workers by means of night schools in the municipalities, subsidized by the Provincial Government. In some areas these appear to have been eminently successful.

A definite step towards free and compulsory primary education is now being taken. Municipalities have been offered generous assistance towards its establishment within their precincts, and

normal schools have, moreover, been placed in the provincial service and thus the importance of their functions has been recognized. The salaries of vernacular teachers, both secondary and primary, have been so increased by successive instalments that these teachers are now able to live fairly comfortably, whereas their condition five years ago was deplorable. In addition to supplementing salaries in aided institutions Government have encouraged managing bodies to make some provision for teachers by establishing provident funds towards which grants have been given. Although there has been a certain amount of dissatisfaction expressed at the measure of improvement, yet the majority of teachers appreciate the efforts made at a time of great financial stringency. As regards the public, its appreciation is shown by the ease with which recruits can now be obtained for all grades of the profession.

The new Council and education.

Although the new Council was not responsible for the initiation of the numerous educational schemes that have characterized the period under review, it has adopted a sympathetic attitude towards them and has been largely instrumental in carrying them out. The Lucknow and Allahabad University Acts are among the first fruits of reformed legislation and the Board of High School and Intermediate Education, which will have a preponderating influence in secondary education, was brought into being by the new Council. The members have as a whole displayed a sound judgment in dealing with educational questions, and while insisting on the need for all-round expansion have shown a genuine desire to maintain reasonable standards of efficiency.

Visit of His Royal Highness the Prince of Wales. Obituary.

In the cold weather of 1921 the provinces were visited by His Royal Highness the Prince of Wales. The occasion was celebrated by loyal demonstrations at the schools, in which Boy Scouts took a prominent part.

The year 1917-18 was one of many losses. In June, 1917 Dr. E. G. Hill, Principal of Muir Central College and Dean of the Faculty of Science in the University of Allahabad, died after a long and painful illness. He was responsible for many reforms in the scientific work of the University and was one of its most reliable advisers on questions of general administration. But he will be remembered as much for his personal influence with his colleagues and his pupils as for his undoubted ability in public affairs.

In February, 1918 the Hon'ble Sir Sunder Lal died after a short illness. His association with the University went back to its early years. Three times he had held office as Vice-Chancellor, and in recognition of his eminence as a lawyer and his services to education, the University had conferred on him the degree of Doctor of Laws *honoris causa*. Profound knowledge and long experience of educational problems gave authority to his opinions in Council, while sane

judgment and ungrudging service distinguished him as a man of affairs.

Dr. Venis, who died in April, 1918, was a scholar of rare distinction. He had served education in many capacities, as Professor of English, Head of a college, Dean of the Faculty of Arts, as Superintendent of Sanskrit Studies, and as University Professor of Post-Vedic Literature. He gave the benefit of his wide and accurate scholarship to many generations of pupils and left behind him the legacy of an inspiring example.

On the 30th June, 1919 the Hon'ble Dr. A. W. Ward, M.A., died at Naini Tal. The University of Allahabad lost in him an able adviser and the Canning College a distinguished scientist. The memory of him as an honest and outspoken gentleman and an honourable friend will live among his pupils.

In November, 1919 Dr. T. K. Laddu, M.A., PH.D., Professor of Sanskrit at the Queen's College, Benares, died while on deputation to the Government of India. He was a fine scholar and greatly respected.

Among those who have retired during the quinquennium were Mr. J. Murray, Inspector of European Schools, Mr. F. J. Moss, Inspector of Schools, Agra, Rai G. N. Chakravarti Bahadur, now Vice-Chancellor of the Lucknow University, Mr. W. A. J. Archbold, M.A., Principal of Muir Central College, Allahabad, and Mr. C. M. Mulvany, Professor, Queen's College, Benares. They have all left their mark on education in these provinces.

Retirements.

CHAPTER II.

GENERAL SUMMARY.

Number of institutions.

The grand total of all educational institutions, public and private, has risen by 22 per cent. from 17,728 in 1916-17 to 21,566 in 1921-22. The increase in enrolment has been by 15 per cent. from 894,886 to 1,029,565. There has been a decline in private institutions from 4,816 to 3,011 and in their scholars from 89,466 to 64,506, whereas the increment in public institutions has been from 12,912 to 18,555, and of their scholars from 805,420 to 965,059. The decrease in private institutions is mainly due to extension of grants-in-aid.

Expenditure.

Total expenditure has more than doubled during the quinquennium. In 1916-17 it amounted to Rs. 1,47,45,922; in 1921-22 it was Rs. 2,98,13,563.

The following table shows distribution per cent. of expenditure in the two years:—

	1916-17.	1921-22.	Increase.
Collegiate	12.9 per cent.	10.4 per cent.	-2.55
Secondary	27.0 " "	22.7 " "	-4.3
Primary	19.5 " "	22.6 " "	+3.1
Special	5.9 " "	6.5 " "	+ .6
Buildings and equipment	18.3 " "	15.2 " "	-3.2
Universities	1.9 " "	10.6 " "	+8.7
Direction .. .. .	.6 " "	.5 " "	- .1
Inspection	3.9 " "	3.4 " "	- .4
Scholarships	2.5 " "	2.0 " "	- .5
Boarding houses, etc. ..	7.5 " "	6.1 " "	-1.4
Total	100	100	

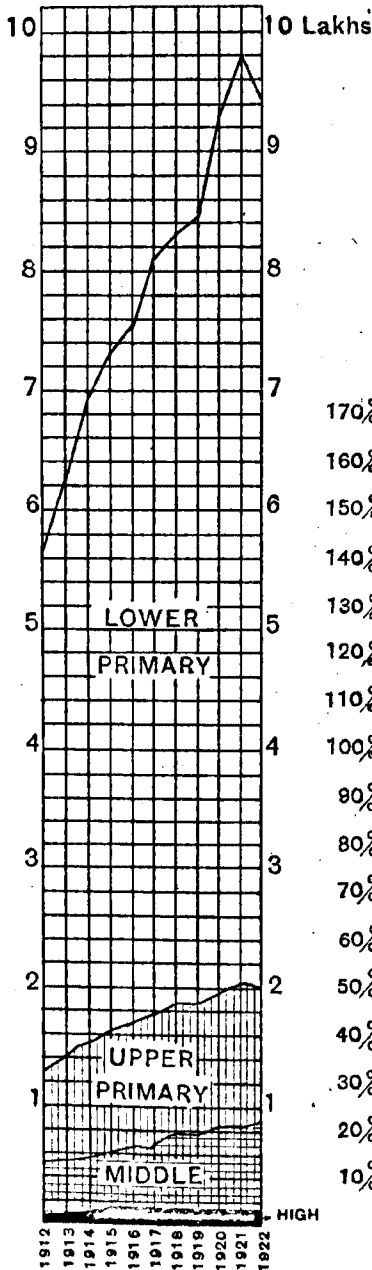
The sources of expenditure are shown in the same way:—

	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
1916-17 ..	32.5 per cent.	26.2 per cent.	3.7 per cent.	21.1 per cent.	16.5 per cent.	100
1921-22 ..	52.3 " "	11.7 " "	2.9 " "	12.0 " "	21.1 " "	100

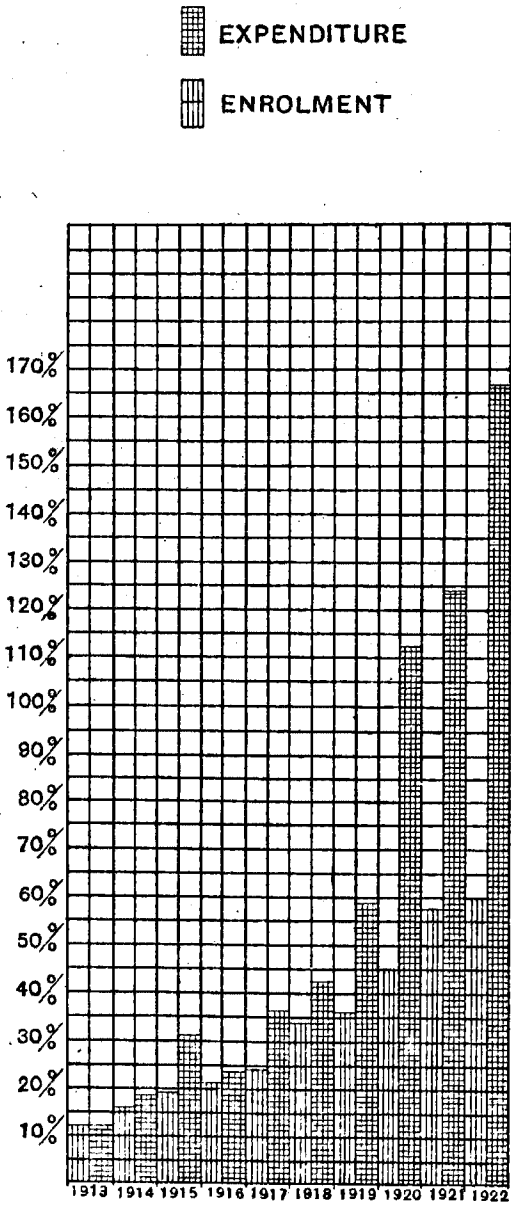
The percentage borne from provincial revenues has increased greatly on account of the cost of expansion of primary education and the reorganization of universities, although a fair proportion of the expense in the latter case was from subscriptions.

It has been necessary to raise salaries throughout the teaching profession and the bulk of the expenditure thus incurred has been from provincial sources. Only 12 per cent.

Increase in enrolment of recognized schools at various stages, 1912-1922.



Percentage increase of enrolment and expenditure of educational institutions, 1912-1922.



GENERAL SUMMARY.

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of the total expenditure was met from fees in 1922 as against 21.1 per cent. in 1916-17. Whereas the cost of education has increased, fees have remained the same. In vernacular schools fees can hardly be looked upon as a source of educational revenue; even vernacular middle schools are merely providing higher grade primary education for the masses. But in English schools the percentage of expenditure from fees is less than 30 per cent., the average annual payment per scholar being a little over Rs. 23. Unless new sources of income can be found elsewhere, it would seem that fees will have to be raised.

The graphs on the opposite page illustrate two points rather forcibly. The graph of enrolment in recognized schools at different stages shows indirectly the great waste of energy and money on boys in the lower primary stage who derive practically no permanent benefit from attendance of school. The direct expenditure on primary education was Rs. 67,41,509 in 1921-22 and the enrolment in public primary schools was 832,940. Thus the direct expenditure on each child is about Rs. 8 per annum. Including the children in the primary classes of English schools there are only about 120,000 in the upper primary stage of all schools, and 250,000 in the preparatory stage is a liberal estimate for their replacement. This leaves in lower primary classes nearly 5 lakhs of children on whom 40 lakhs of rupees were spent to little purpose last year. The country must have education and cannot afford this waste. There is but one remedy, some form of compulsion.

The second diagram illustrates how the rate of increase of expenditure has outstripped that of enrolment. To interpret this diagram it is necessary to bear in mind the fact that the spending value of the rupee in 1922 is probably about half of what it was in 1912.

In 1919 a committee was appointed at the instance of His Honour Sir Harcourt Butler to consider the whole question of scholarships and stipends and to make such proposals as it thought fit. His Honour was of the opinion that the existing system was totally inadequate for a population of 47 millions and that the time had come for complete revision. The committee discussed the whole matter, ranging from the university to primary schools. It agreed that the existing scholarships were insufficient in amount and number. Its proposals, involving an additional expenditure of Rs. 1,22,000, were accepted by Government and a lump allotment of Rs. 1,50,000 was sanctioned from 1920-21. The value of collegiate scholarships was raised from Rs. 22,152 to Rs. 68,112, of school scholarships from Rs. 50,616 to Rs. 92,264, of scholarships for girls and women from Rs. 6,264 to Rs. 21,456 and of scholarships for Europeans from Rs. 24,768 to Rs. 39,240. Civil Engineering scholarship holders also benefited to the extent of Rs. 4,230.

Scholarships.

GENERAL SUMMARY.

Salaries of teachers.

The following two statements indicate the large improvement that has taken place during the quinquennium in salaries in secondary and primary schools for Indian boys :—

Statement showing salaries of teachers in English schools for Indian boys in the United Provinces.

Kind of institutions.	Year.	Teachers on—						Total.
		Rs. 30 and below.	Rs. 31 to Rs. 50.	Rs. 51 to Rs. 100.	Rs. 101 to Rs. 150.	Rs. 151 to Rs. 200.	Rs. 201 to Rs. 250. Rs. 251 and above.	
Government	1916-17	322	300	298	44	17	22	1,003
	1921-22	24	344	662	109	13	41 25	1,218
Aided ..	1916-17	1,060	435	353	48	31	17	1,944
	1921-22	588	795	722	170	63	34 18	2,368
Unaided ..	1916-17	265	114	69	12	3	6	469
	1921-22	191	108	62	24	6	4 4	399
Total ..	1916-17	1,647	849	720	104	51	45	3,416
	1921-22	801	1,247	1,446	303	82	79 47	4,005

Statement showing average rate of pay of teachers in secondary and primary vernacular schools.

		District board schools.	Municipal board schools	Aided.	Unaided.
		Rs.	Rs.	Rs.	Rs.
Secondary vernacular schools	1916-17 ..	19.7	21.6	14	24
	1921-22 ..	33.5	31	26	24
Primary vernacular schools..	1916-17 ..	9.6	11.8	10	9.8
	1921-22 ..	18	18	10.5	12.5

Statement showing amounts expended on buildings furniture and apparatus during the quinquennium.

Year.	Colleges.	Anglo-verna- cular second- ary schools.	Vernacular middle and primary schools.	Special schools.	Total.	Remarks.
	Rs.	Rs.	Rs.	Rs.	Rs.	
1917-18 ..	3,94,981	7,83,110	8,28,940	88,082	(a) 20,95,043	(a) The amount does not include Rs. 1,76,635, as details thereof have not been furnished for one division.
1918-19 ..	6,16,110	6,86,179	7,94,049	59,091	(b) 21,55,429	(b) The amount does not include Rs. 1,29,418, as details thereof have not been furnished for one division.
1919-20 ..	12,77,950	13,91,189	11,22,540	2,00,067	(c) 39,91,746	(c) The amount does not include Rs. 3,88,882, as details thereof have not been furnished for one division.
1920-21 ..	13,71,378	9,08,158	12,86,950	1,64,277	(d) 37,30,763	(d) The amount does not include Rs. 3,43,699, as details thereof have not been furnished for one division.
1921-22 ..	7,31,283	16,04,584	17,44,687	1,20,017	(e) 42,00,571	(e) The amount does not include Rs. 3,47,364, as details thereof have not been furnished for one division.
Total ..	43,91,682	53,73,220	57,77,166	6,21,484	(f) 1,61,73,552	(f) The amount does not include Rs. 13,85,993, as details thereof have not been furnished for one division.

GENERAL SUMMARY.

*Statement showing information regarding mission schools in the United Provinces
during the year 1921-22.*

Name of mission.	Mission institutions.								Total institutions.	Expenditure met from—					Total expenditure.
	Colleges.	High schools.	English middle schools.	Vernacular middle schools.	Primary schools.	Training schools.	Other special schools.	Provincial revenues.		Local funds.	Fees.	Mission funds.	Other sources.		
Church Mission Society.	Institutions	3	13	15	2	22	4	7	66	Rs. 3,39,052	Rs. 9,298	Rs. 2,40,569	Rs. 69,399	Rs. 1,21,058	Rs. 7,79,367
	Pupils ..	391	2,665	1,406	181	1,056	30	139	5,812						
M. E. Mission.	Institutions	2	9	22	1	61	2	16	113	Rs. 1,81,424	Rs. 7,964	Rs. 1,23,336	Rs. 1,45,272	Rs. 98,474	Rs. 5,56,470
	Pupils ..	317	1,991	2,612	22	2,791	19	520	8,272						
S. P. G. Mission.	Institutions	1	1	1	..	4	3	..	10	Rs. 24,582	Rs. 1,536	Rs. 14,744	Rs. 20,237	Rs. 7,145	Rs. 68,244
	Pupils ..	106	172	126	..	150	34	..	588						
A. P. Mission.	Institutions	2	7	3	2	4	2	..	21	Rs. 1,10,781	Rs. 1,110	Rs. 72,409	Rs. 61,464	Rs. 65,242	Rs. 3,11,006
	Pupils ..	318	1,312	373	183	194	25	77	2,482						
London Mission.	Institutions	..	3	2	3	17	1	..	26	Rs. 44,198	Rs. 3,860	Rs. 24,372	Rs. 31,530	Rs. 2,581	Rs. 1,06,541
	Pupils ..	..	944	233	61	647	2	..	1,887						
Wesleyan Mission.	Institutions	..	1	1	..	1	..	..	3	Rs. 10,922	Rs. 180	Rs. 4,807	Rs. 11,383	Rs. 462	Rs. 27,754
	Pupils ..	..	216	65	..	41	..	..	322						
Baptist Mission.	Institutions	..	..	..	..	1	..	..	1	..	Rs. 217	..	Rs. 628	..	Rs. 845
	Pupils ..	..	..	..	..	44	..	..	44						

GENERAL SUMMARY.

Roman Catholic.	{ Institutions ..	..	14	5	..	..	..	6	25	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	{ Pupils ..	..	1,904	510	..	..	..	297	2,711	1,74,234	1,941	2,03,062	31,970	69,731	4,80,938
Baptist Mission and Christian Mission Society.	{ Institutions ..	..	..	..	..	8	..	..	8	1,410	1,596	..	2,133	1,768	6,957
	{ Pupils ..	..	..	..	..	488	..	..	488						
American Christian Mission.	{ Institutions ..	..	..	1	..	9	..	..	10	6,451	576	4,207	7,430	27	18,741
	{ Pupils ..	..	..	150	..	178	..	..	328						
Salvation Army.	{ Institutions ..	..	..	..	..	1	..	..	1	..	240	..	..	..	240
	{ Pupils ..	..	..	..	..	60	..	..	60						
Seventh Day Adventist.	{ Institutions ..	..	1	..	..	..	..	..	1	..	..	26,196	..	12,885	39,081
	{ Pupils ..	..	154	..	..	..	..	..	154						
Zenana Bible Medical Mission.	{ Institutions ..	..	..	1	..	..	..	..	1	2,326	..	..	1,538	..	3,864
	{ Pupils ..	..	..	80	..	..	..	..	80						
Methodist Mission Society of Australasia.	{ Institutions ..	..	1	..	..	1	..	..	2	12,392	300	9,026	4,200	186	26,104
	{ Pupils ..	..	359	..	..	20	..	..	379						
Total ..	{ Institutions ..	8	50	51	8	129	12	30	238	9,07,772	28,818	7,22,728	3,87,275	3,79,559	24,26,152
	{ Pupils ..	1,132	9,717	5,155	397	5,669	110	1,033	23,613						

GENERAL SUMMARY.

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Grants from
imperial
funds.

A grant of Rs. 2,50,000 recurring for the training of teachers and the improvement of teachers' salaries was made by the Government of India in 1917-18 and the imperial recurring grants of Rs. 7,20,000 and Rs. 6,38,000 given in 1912-13 and 1913-14 respectively were continued in the period under review. These grants were merged in provincial revenues in 1918-19.

Text-Book
Committee.

The following statement shows the total number of books considered by the Provincial Text-Book Committee between the years 1916-17 and 1921-22 :—

Books considered.	Books approved for some purpose.	Books referred to other committees.	Books not finally disposed of.	Books rejected.
2,200	852	13	33	1,302

The number of books sent in for consideration has decreased in recent years, probably on account of the rise in cost of paper and printing. For the same reason prices have risen considerably.

CHAPTER III.

CONTROLLING AGENCIES.

Indian education, as a transferred subject, has been placed under the control of Indian Ministers. Collegiate and secondary education have been included in the portfolio of the Hon'ble Mr. C. Y. Chintamani, Minister of Education and Industries, and primary education in that of the Hon'ble Pandit Jagat Narayan, Minister of Local Self-Government and Public Health. European education remains as a reserved subject. Ministers.

The directorate remained until 22nd April, 1922 in the charge of Mr. C. F. de la Fosse, M.A., C.I.E. (now Sir Claude de la Fosse, Kt.). During his absence on leave and on special duty in connection with the new universities Mr. E. A. Richardson, Mr. N. A. Rust and Mr. A. H. Mackenzie, officers of the Indian Educational Service, have officiated. In 1922 Sir Claude accepted the Vice-Chancellorship of the reconstituted University of Allahabad and vacated the Directorship of Public Instruction after holding the office for about 15½ years. By strenuous work, a wide and thorough knowledge of educational problems and administrative ability of an unusual kind he has established the educational system of these provinces on foundations which ensure a solid basis for the extensions and developments that are now being instituted. While he has steadily opposed precipitate changes, he has continuously devoted his efforts to progressive expansion and improvement. His tact and skill enabled him to work the machinery of a large department without friction, while his unfailing courtesy and consideration won for him the willing co-operation of non-official agencies. In recognition of his distinguished services he has received the honour of knighthood at the termination of a long and successful directorate. Director.

The steady increase of business in connection with vernacular education has for some time demanded the special attention of an officer at headquarters. The expansion scheme made necessary what had previously been desirable, and in 1920 a Chief Inspector of Vernacular Education was appointed for the first time to secure co-ordination of effort throughout the provinces. On the promotion of the first Chief Inspector to the officiating Directorship Mr. Kichlu succeeded to this post. Since his appointment the duties of the post have become wider and more responsible and he is now known as the Deputy Director of Public Instruction. His office deals directly with district boards and municipalities in matters concerning vernacular education. Deputy Director.

There have been numerous changes in the office of Assistant Directorship on account of the war and leave taken since the armistice. At present the office is held by Mr. Harrop. Assistant Director.

The Registrarship was held by Mr. Rust until he went on military duty in August, 1916, when Mr. Kichlu officiated. Mr. Banister succeeded Mr. Kichlu when the latter was appointed Registrar of Departmental Examinations.

Chief Inspector of Vernacular Education. When the Board of High School and Intermediate Education was constituted the Registrarship of Departmental Examinations was converted into a post in the United Provinces Educational Service and is now held by Mr. Raghunath Das. At the same time a Secretary to the Board was appointed. The first holder of the office is Rai Bahadur A. C. Mukerji, M.A.

Divisional
Inspectors.

The creation of a new inspectorate of Jhansi entailed a redistribution of districts. The district of Aligarh, which had hitherto been in the Meerut inspectorate, was transferred to Agra. The Allahabad inspectorate took over from Agra the districts of Etawah and Farrukhabad and relinquished Jhansi, Hamirpur, Banda and Jalaun. Thus each educational division is now coterminous with a revenue division.

The divisional inspector inspects and controls all secondary English schools in the division and, in Government schools, he is actually the manager. He also supervises the work of the district inspecting staffs with the help of the assistant inspector. It is his business to see that the schemes of the boards are well balanced and make due provision for the adequate supply of qualified teachers on suitable scales of pay; that proper provision is made for the education of backward communities, and that the funds provided are utilized without waste on the objects for which they are intended. The administrative work of the divisional inspectors has increased during the last few years to the disadvantage of his advisory work. The recent expansion in all branches of education has meant a large increase of correspondence with district officers, while the number of detailed reports from secondary vernacular schools and training classes, Islamia schools and makhtabs has steadily grown in volume. The time spent on tour has not decreased, but the method has changed; with the increased cost of touring with tents it has become impossible for inspectors to visit many rural schools. They are therefore gradually losing touch with the vernacular schools and the district officers.

Assistant
inspectors.

At the beginning of the quinquennium the question of doing away with assistant inspectorships was seriously considered. Under conditions that have since arisen the assistant inspector may soon find himself overworked. The inspection of the educational department of district board offices has increased considerably with augmented expenditure and the number of middle vernacular schools and training classes, which he must visit, is much greater. In addition to this he has now to go round the districts in the beginning of the hot weather to examine candidates for the Primary Teachers' Certificate in the practice of teaching.

District
inspectors.

In the last quinquennial review of education in India the following remark is made about the deputy inspector and his duties: "He is a Government servant and subordinate to the

CONTROLLING AGENCIES.

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inspector, but is likewise the agent of the district board, a dual arrangement, which in practice produces little or no difficulty." The description of the deputy inspector's status is accurate but, under the new conditions in these provinces, he finds it increasingly difficult to fulfil his dual functions.

The Inspector of Fyzabad remarks: "To carry out successfully the work of a deputy inspector a man needs to be an Admirable Crichton. He must satisfy the inspector and the assistant inspector; he must placate the chairman of the district board, who may on the one hand know nothing about education and yet have a strong natural bent for directing all details of administration, or, again, may have distinct views on the educational value of Muller's exercises or handwriting; he must not offend the secretary of the district board, and he must conciliate the members of the district board and the sub-divisional officers."

The work of the deputy inspector is strenuous. He has to inspect his district schools, to deal with a large correspondence in two vernaculars and in English, to check the accounts and oversee the work of his sub-deputy inspectors, to wrestle with an inefficient office, to collect information for numerous returns, to hold examinations, to select candidates for teacherships, to arrange appointments—and all this while he is moving from place to place, continually separated from his family.

Chairmen of district boards are aware of the difficult position of the deputy inspector and the necessity of ameliorating it. The first desideratum is the better definition of his relations with the district board, the second the improvement of his financial and social status, and the third, which concerns the sub-deputy inspector in his early years, is the opportunity for a thorough training in his profession.

In 1917 the scale of pay for deputy and sub-deputy inspectors was as below:—

Deputy inspectors.		Sub-deputy inspectors.	
	Rs.		Rs.
3	on 175 per mensem each.	20	on 80 per mensem each.
4	" 160 ditto.	50	" 70 ditto.
6	" 140 ditto.	69	" 60 ditto.
10	" 120 ditto.		
35	" 100 ditto.		

Proposals had been made as far back as 1914 for the substantial improvement of salaries, and in 1916 the Secretary of State had approved of the following grading:—

Deputy inspectors.		Sub-deputy inspectors.	
	Rs.		Rs.
6	on 250 per mensem each.	55	on 100 per mensem each.
12	" 200 ditto	84	" 85 ditto.
17	" 175 ditto	56	" 70 ditto.
23	" 150 ditto		

but on account of financial stringency it was impossible to give immediate effect to this scheme.

In 1918, in answer to a strong appeal from the Director of Public Instruction for enlargement of staff and increase of salaries, the Local Government and the Government of India sanctioned the following scales of pay and grading:—

Deputy inspectors.			Sub-deputy inspectors.		
	Rs.			Rs.	
3 on	200 each	per mensem.	20 on	100 each	per mensem.
4 "	175	ditto.	50 "	85	ditto.
10 "	150	ditto.	79 "	70	ditto.
41 "	120	ditto.			

The addition of 26 sub-deputy inspectors between 1919 and 1921 brought the number in receipt of Rs. 70 up to 95.

It was recognized, however, that these scales were unsatisfactory. The rates for deputy inspectors were lower than what had been sanctioned in 1916 and those for sub-deputy inspectors were the same in spite of the rise in prices and the increase in work due to the expansion of primary education. In addition to this the large number of posts on the lowest grade made promotion extremely slow. The Director again appealed to Government, pointing out that the duties of the district inspecting staffs were becoming increasingly exacting, and that while primary education were more dependent on them than on any other agency, the existing conditions of life and salary were repelling suitable men. In response the following scales were sanctioned from April, 1921:—

Deputy inspectors.			Sub-deputy inspectors.		
	Rs.			Rs.	
7 at	250 each.	30 at	140 each	per mensem.	
10 "	200 "	60 "	120	ditto.	
25 "	175 "	75 "	110	ditto.	
16 "	150 "	30 "	100	ditto.	

with the addition of a bonus of one month's pay.

Inspectresses.

The Chief Inspectress is responsible for all branches of work connected with the organization and administration of girls' schools; she tours in each of the circles during the year and visits a certain number of schools in each, but every year is able to do fewer regular inspections. The post has been held during the quinquennium by Miss Stuart; during her absence on leave from April, 1919 to November, 1920, Miss McReddie officiated for her.

On the 5th March, 1919 Miss Spencer, the Assistant Chief Inspectress, resigned and the post was abolished. In January, 1921 Miss A. H. Lawrence, B.A., Oxon., was appointed as Inspectress of Training Institutions.

There are nine circle inspectresses, who inspect all such recognized schools within their circles as are accessible to them and arrange for the inspection of inaccessible schools with the district deputy inspector. The circles do not correspond with revenue divisions, but the districts are grouped according to

accessibility by rail from the headquarters of the inspectress. An important part of their work is the management of Government schools at the headquarters of each district.

In December, 1919 graded salaries were replaced by a time-scale, in which each circle inspectress receives incremental pay of Rs. 200, rising by Rs. 15 a year to Rs. 500.

On account of non-co-operation and for other reasons the number of touring days has fallen below the minimum. "I do not wish to suggest," says the Chief Inspectress, "that this has arisen from indifference or lack of energy, but whatever the causes, it must be dealt with." There is one district inspectress in the Bara Banki district. Theoretically it would be of great advantage to have more district inspectresses, but in practice it is difficult to secure women of the right type and to provide suitable conveyance, accommodation and protection.

In Lucknow an inspectress has been appointed to manage municipal board girls' schools. In Meerut, Cawnpore, Bareilly and Allahabad there are supervisors.

In 1916 a special inspectorship of Muhammadan Schools was created for the benefit of primary Muslim institutions in the provinces. The post is now held by Mr. Abul Hasan, B.A., Inspector of the Jhansi division. In each division (except Kumaun) there is a Deputy Inspector of Muhammadan Schools who inspects as many Islamia schools and maktabas as he can during the year, meets maktab committees and generally promotes education among the Muslim community. The Deputy Inspectors of Muhammadan Schools are directly subordinate to the divisional inspectors, who forward their reports and any other communication to the chairman of district boards and the Special Inspector of Muhammadan Schools.

Inspector of
Muhamma-
dan Schools

The increase in Islamia schools and maktabas during the quinquennium and their scattered distribution has rendered it impossible for the special deputy inspectors to give them proper supervision. The ordinary inspection of these institutions has therefore been given to the district sub-deputy inspectors and the Muhammadan deputy inspectors have drawn up schemes for special inspection by themselves. All Muhammadan schools will be visited by them at least once in three years and the more important ones more frequently.

The inspection of vernacular schools by officers of the district and members of district boards is conducive to regularity of attendance by teachers and the proper maintenance of buildings. In the Hardoi district, where there has been a remarkable increase in enrolment, 318 inspections by non-official members of the district board are recorded. In most districts the interest of non-official members has never been very great and is now waning. The increase of other duties has prevented revenue officers from visiting schools as frequently as in the less strenuous days of the past.

Inspection by
civil officers
and members
of district
boards.

Supervisors.

A new class of district and municipal inspecting officer known as a supervisor has come into being of recent years in connection with municipal education and of schools for special classes of the community. In addition to visiting schools his duties include informal meetings with members of the community at which he induces them to send their children for instruction. In certain localities the efforts of supervisors have met with considerable success and the results of their work under the new schemes for compulsory education will be watched with interest.

Problems of control.

When education was entirely under departmental control, the inclination of public opinion was always towards greater leniency in examinations and hasty promotion in schools. The removal of restrictions is undoubtedly popular with the layman. The reasons are that he seldom has a clear appreciation of the essential conditions of sound education and even when he realizes them, his judgment, not unnaturally, is affected by the dearth of funds and the continual need for expansion. The future of secondary education now depends on whether the views of educationists or those of the public will prevail with the Board of High School and Intermediate Education and the Legislative Council. So far, it is a pleasure to record, the influence of the Council as a whole has been on the side of efficiency.

The disadvantages under which inspectors labour have been discussed. Year by year the discomforts of continual touring increase and expenses make further inroads on incomes. In all degrees of the inspecting service there is accordingly a growing distaste for a touring life and for divisional inspectors there is the universal difficulty of house accommodation. Unfortunately the work of the inspector is little understood by the general public and therefore his troubles do not enlist much sympathy. The popular conception of the inspector is that he is an officer employed to see rules and regulations enforced. This is very far from the truth. In actual fact he often is, and he always should be, the counsellor and friend of school managers, local bodies and teachers. Instances could be quoted of districts and divisions where during the past quinquennium schools have been improved beyond recognition in methods, organization and equipment through the individual stimulus of inspecting officers. As the control and administration of education pass from the hands of inspectors these officers will have more time for the real work of education, which lies in the class-room. Their duties will be to improve the organization and teaching of schools, to inform managers and local bodies of methods which have proved successful in other schools or areas and to stimulate and encourage teachers. Work of this kind is of incalculable value to education. But it can be done well only by men who have a first hand knowledge of the practical problems of school management and teaching; who are in touch

with modern educational ideas and have imagination, sympathy and tact. Such men will not be forthcoming in adequate numbers until the conditions of inspecting work are sufficiently attractive to make the post of inspector the prize of the profession.

The Board of Education was established in 1914 in accordance with the Government resolutions on the findings of the Primary Education Committee of 1913. In 1918 it was reconstituted with the object of bringing it into closer touch with public opinion. It now consists of:—

Board of
Education.

The Director of Public Instruction as Chairman (*ex officio*).
Two members representative of privately managed high schools.

Two members representative of district boards.

One member representative of municipal boards.

Five members nominated by Government.

The Assistant Director of Public Instruction as Secretary (*ex officio*).

The functions of the Board are advisory and its relations to other educational bodies have not been defined; yet, in spite of its somewhat vague authority, its influence during the first quinquennium has been considerable. It has helped to establish confidence between Government and the public, and has on several occasions been the deciding agent in matters that have long given occasion for vexed discussion. There have been eight meetings of the Board in the past five years. On its advice the existing arrangements for medical inspection of secondary schools were made, and curricula were modified to allow of informal instruction in hygiene; largely as the result of the interest it has taken in the health of scholars in secondary schools, schemes are now being worked out for voluntary classes in first-aid and hygiene in consultation with the St. John Ambulance Association, and for a more systematic inspection by medical officers. It has supported head masters in their efforts to keep school boys out of politics. It has championed the cause of the depressed classes, and has used its influence to gain for them equal treatment in vernacular schools. Whatever may be the exact constitution of the Board of Education in the future, it is desirable that it should continue.

English Government schools have advisory committees with limited powers, but with possibilities of a wide influence in the locality. These committees are about to be reconstituted with a view to increasing their authority and making them more representative. Members of the United Provinces Legislative Council representing the town or district in which the school is situated or resident in the district will be *ex officio* members.

English
school com-
mittees.

One of the district board educational rules runs: "The board shall, as soon as possible, form for each primary circle a local

Village
school com-
mittees.

committee of three or more of the residents of the villages included in the circle. Where an administrative organization already exists, such as the panchayat of a town area or a co-operative association, it should ordinarily be asked to serve as the educational committee. The committee shall supervise and encourage the school or schools within the circle by endeavouring to increase the enrolment, by insisting on regularity and punctuality of attendance by teachers and scholars, by providing or recommending necessary improvements, by assisting the board in fixing the fees to be levied and the exemptions to be given therefrom, by making recommendations as to hours of attendance at school and the periods during which the schools should be closed at harvest, by arranging locally for an annual distribution of prizes, and generally by taking any other action that the board may direct."

Village school committees have now been in existence for three years. In most districts the members have shown themselves apathetic, but that was to be expected in the early days of such an experiment. Reports as to the value of school committees vary from district to district. On the whole they give some ground for hopefulness.

In Meerut "no good has come of village school committees;" in Bulandshahr "village school committees serve no purpose;" in Dehra Dun "although granted real powers they take no interest." It is gratifying to find in the midst of all this apathy that in Muzaffarnagar "the members generally visit schools and look after the welfare of children. They often see the inspecting officers on local visits and the deputy inspector reports that there are healthy signs of wakening in the district."

The Commissioner of the Rohilkhand division despairs of the school committees and, while hoping that village panchayats may take more interest, is not optimistic. The chairman of Moradabad in that division finds that members of school committees do not take any interest, "except when they have an axe to grind." "Instead of helping the board they sometimes prove harmful by unnecessary interference with the affairs of schools." This is at least a stage in advance of sheer apathy.

The most promising report comes from Agra: "Village committees have now been established for all the schools and a number of them hold regular meetings and send a copy of their proceedings to headquarters, where their recommendations are duly considered. Every effort is being made to train and encourage them. The school committees of Namner, Sultanpura and Kurra are doing excellent work." Specimen reports from several village committees have been kindly supplied by the chairman of the Agra boards. There is evidence in all of an interest in the educational progress of the neighbourhood and of a business-like accuracy in details. The members of such school committees made 356 inspections during the past year and sent in

CONTROLLING AGENCIES.

21

reports to the district board. Action was taken to satisfy their demands as far as possible.

In the United Provinces the most influential examining board has been that of the School-Leaving Certificate examination. Owing to the particular organization of this examination it has been possible to maintain a fairly uniform standard in the work of the high section of English schools. With the transfer of intermediate education from the universities to the schools, the School-Leaving Certificate Board has been merged in a new board known as the Board of High School and Intermediate Education which is representative of the universities, the secondary schools and the public. The efficiency of secondary education will depend upon its policy.

Examining
boards.

Inspecting officers in the United Provinces.

Number of
Inspectors.

Year.	Departmental.					District board district inspectors.	Municipal supervisors.
	Inspectors.	Assistant inspectors.	Deputy inspectors.	Sub-deputy inspectors.	Inspectresses.		
1921-22	15	10	58	195	11	1	4
1916-17	16	9	56	139	11	..	..

The Inspector of the Kumaun division also performs the duties of Inspector of European Schools, and the Inspector of the Jhansi division is, in addition, Inspector of Muhammadan Schools. Special inspectors have been placed in the columns of inspectors, etc., under their appropriate grades. The existing 15 posts of inspectors include the Superintendentship of Sanskrit Studies, the inspectorship of Sanskrit Pathshalas, the inspectorship of Arabic Madrassas, the inspectorship of Muhammadan Schools, and an additional inspectorship of Kumaun division, which is vacant at present. The special inspectorships for drawing, normal schools and science have been abolished.

CHAPTER IV.

COLLEGIATE EDUCATION.

General
remarks.

The feature of the quinquennium has been the evolution of the unitary teaching university. For years there has been uneasiness among educationists of the United Provinces about the trend of developments in university and secondary education. It was felt that the university by undertaking the work that should be done by schools was wasting its vitality and losing repute, and that, by extending its territorial dominion in distant affiliations, it was weakening its influence.

The authoritative recommendations of the Sadler University Commission gave a lead to those who had been pressing for a change in the system of university education and, after discussion by a strong committee, these were, with modifications to suit local conditions, adopted as a basis for reform. It was decided to establish without delay unitary teaching universities at Lucknow, Aligarh and Allahabad.

So far as Lucknow was concerned few difficulties presented themselves, since there was a nucleus of colleges in existence within the city of Lucknow, but no affiliated colleges outside. The conversion of the Muhammadan Anglo-Oriental College, Aligarh, into the Muslim University was equally simple. But at Allahabad reform was complicated by the existence of affiliated colleges scattered throughout the length and breadth of the United Provinces and in neighbouring territories.

Such a revolution in university education could not but meet with some opposition. It was only natural that affiliated colleges, and particularly small ones, should raise objection. The whole idea of a unitary university was adverse to their prolonged existence as centres of advanced teaching and foredoomed them to degradation into intermediate institutions, unless, as at Agra, they could form the nucleus of another university. The separation of intermediate classes deprived them of the income from which they supported their small final classes, and the introduction of a tutorial system in the latter necessitated greater expenditure. Even within the university area there were many searchings of heart; colleges that had established a tradition and a definite entity as teaching centres felt themselves to be in danger of becoming mere hostels, and of losing their attraction for students and teachers. Yet progressive views prevailed and by the time they took definite shape they had behind them the almost unanimous support of educationists in the province.

Objection on the ground of cost has in these days of restricted revenues a special pertinence, but sooner or later an increase

in expenditure commensurate with the country's need would have been unavoidable. The realization of self-government is dependent upon the preparation of a sufficient number of men with a high standard of education for the services, for politics, for the learned professions, and as masters of industry and commerce. The majority of these men must get education in India, and under former conditions of university education this was impossible.

It has been argued that the substitution of one machinery for another will not maintain efficiency. This is quite correct up to a point, but when an increase in expenditure has become inevitable, the opportunity presents itself for improving the machinery and changing it, if necessary. The unitary teaching university has won the field in countries with a long experience of education and the affiliating university has shown that it has inherent defects which render it unfit to provide the highest form of training.

There are now four universities in the United Provinces:—the Allahabad University, the Benares Hindu University, the Lucknow University and the Aligarh Muslim University.

The management and organization of the University during the quinquennium under report has practically remained the same as when the last report was compiled. The Senate, the Faculties of Arts, Science, Law, Medicine and Commerce, the Syndicate with its sub-committees, the Board of Inspectors for Colleges and the Boards of Studies and of Examiners and Moderators have all been working as before with slight modifications in their functions. In view of the reorganization of the University it is unnecessary to report upon these modifications.

The constitution of the University of Allahabad, as defined in the Allahabad University Act of 1921, is similar to that of the University of Lucknow, which is described in outline later on in this report, with this important difference, that in addition to the unitary teaching and residential university within the city of Allahabad, there will be an external side to deal with the colleges outside Allahabad now affiliated to the University; these colleges will be treated as associated colleges.

All secondary education up to the intermediate stage will be transferred to the control of the Board of High School and Intermediate Education.

On the 31st March, 1922 there were 36 colleges affiliated to the University as against 33 at the end of the last quinquennium.

On the establishment of the Benares Hindu University the Central Hindu College, Benares, was transferred to that University and Canning College, the Lucknow Christian College, the King George's Medical College and the Isabella Thoburn College have surrendered their affiliation since the formation of the Lucknow University.

University
of Allah-
abad.
Organiza-
tion.

Reconstruc-
tion of the
University.

Colleges.

During the quinquennium the Dayanand Anglo-Vernacular College, Cawnpore, was affiliated up to the B. A. standard and also for the Commercial Diploma examination, the Sanatan Dharm College of Commerce was affiliated for the Commercial Diploma examination and the Shia College, Lucknow, and the three Government intermediate colleges of Jhansi, Almora and Fyzabad up to the Intermediate standard.

All the affiliated colleges except those for the teaching of professional subjects were inspected during the quinquennium.

The number of schools recognized by the University is 228 as against 234 in 1917. In accordance with the University reorganization scheme schools in the future will be recognized by the Board of High School and Intermediate Education.

Two additional hostels have been recognized at Agra, the Vaish Boarding House and the Pathak Brindaban Vedic Ashram.

Buildings.

The Indian Press buildings and grounds have lately been acquired by the University out of funds given by the local Government. These buildings will, after suitable alterations, provide accommodation for certain teaching departments. A large compound with a bungalow opposite the Senate Hall has been purchased in view of future extensions.

Examinations and courses.

During the five years under review there have been certain important innovations and modifications in regard to examinations.

The age of 16 prescribed for the Matriculation examination was abolished in 1921, and concessions have been granted to candidates for degrees. Thus students who have failed more than once may appear at subsequent examinations without attending lectures, provided they have kept their names on the books of their colleges, but such candidates cannot obtain classes in the examination. The privilege has been extended to such science candidates as have passed the practical test at their last appearance and to candidates for the commercial diploma. Rules have also been framed for granting the privilege of compartmental examination to all candidates for the Intermediate, B.A. and Commercial Diploma examinations, provided they obtained 40 per cent. of the aggregate marks and have failed in one subject only, obtaining not less than 25 per cent. of marks in that subject. Modifications have been made in the D.Sc. examination. Candidates may now present themselves for the degree three years after taking their M. A. or M. Sc. instead of one year as before. The regular course of study for one year, previously prescribed, has been dispensed with, and candidates are now required to submit a thesis as in the case of the D. Litt. and LL.D. degrees. Botany has been added as a subject for the Doctorate of Science.

University chairs.

As was stated in the last report University chairs were established for Post-Vedic Literature, Economics and Modern Indian History.

The chair for Post-Vedic Literature was occupied with great distinction by Dr. Venis until his lamented death in 1918; when it was abolished. (a) Post-Vedic Literature.

Dr. Stanley Jevons has been the University Professor of Economics throughout the quinquennium. The activities of his department are described in his report:—“At the beginning of this period the preliminary work of organizing the departmental library and furnishing the departmental rooms had been practically completed so that teaching of research work could proceed smoothly with all facilities available. Looking back one finds that the outstanding features in the activities of the department have been:— (b) Economics.

- (1) Research work of the staff and scholars.
- (2) The evolution of the inter-collegiate lecturing scheme for M. A. teaching.
- (3) The annual conference of teachers and professors of economics of the affiliated colleges of the University.”

(1) *Research work.*—The policy of the department has been to interest itself in the study of living problems and to engage in research on them. Agriculture, as the principal industry of the country, has received the special attention of the professor and his scholars, who have conducted their researches into rural economics not only in the precincts of the University, but in the villages themselves. Currency and exchange difficulties and the labour problem, which have obtruded themselves on the notice of the public during recent years, have also engaged the attention of the department of economics and much valuable information has been collected.

(2) The inter-collegiate scheme of M. A. lectures has been in working for two years. Immediately after the session of 1919-20 Professors Burnett-Hurst and Thompson were consulted as to the subjects on which they would like to lecture and, after other details had been arranged, a scheme of inter-collegiate lectures for the previous and final M. A. was devised that came into operation in 1920-21. The scheme has given opportunities to professors of the different colleges to specialize in one or two branches of economics and thus it has benefited the students and raised the standard of work.

(3) The first conference of teachers in the affiliated colleges was held in March, 1919. It proved so successful that further conferences were held in succeeding years. They have afforded opportunities for exchange of views and the professor reports that they have raised the standard of teaching in the colleges and of examinations in the University.

In addition to the lectures to regular classes the University professor has delivered public lectures on a variety of economic subjects, both at the University and in the city. He has edited also the Indian Journal of Economics and has produced a text-book on “Money, banking and exchange in India”.

The chief researches by the staff have been on agricultural statistics by Mr. Bhatnagar, on the Indian food problem by Mr. D. S. Dube, on labour unrest by Mr. G. L. Nanda, and on the volume of rupee circulation by Mr. S. K. Dave.

During the period of five years 2,650 books and 600 volumes of journals were added to the library, which the professor considers the best collection of modern economic literature in India outside of Calcutta.

Modern
History.

From 1917 to the end of 1919 the chair of Modern History was occupied by Professor Rushbrook Williams, O.B.E. His resignation was accepted with deep regret, and the Syndicate of the University recorded its appreciation of his distinguished services. It had been for some time obvious that in spite of Professor Rushbrook Williams' supervision from a distance the work of the department was suffering from his long absence on deputation to the Government of India. In April, 1921 Dr. S. A. Khan, M.A., D. Litt., succeeded to the chair of Modern History. The work of the department, as organized by Professor Rushbrook Williams, has been carried along on four main lines:—(1) Public lectures, (2) Research work, (3) Collection of valuable historical materials, (4) Library organization.

(1) *Public lectures.*—In the summer of 1917 the professor delivered two courses of six lectures each at divisional headquarters and the headquarters of the Allahabad Brigade on "The true history of the growth of British Dominion in India". In 1921 Dr. Khan gave a course of public lectures on the growth of the British Dominion in India from 1757—1785.

(2) *Research work.*—In 1917-18 Professor Rushbrook Williams was engaged on the history of the 19th century in India with particular reference to the early days of British Dominion, and continued his work on the history of the Moghal Emperors. In 1918-19 his monograph on Babar was published and he continued researches into the history of Humayan and Sher Shah. In the meantime the staff of the modern history department were engaged in research. In 1917 the reader was studying the relations between Hindus and Muslims in India during the period of Rajput supremacy and produced a series of notes upon the illustrations of the Alwar codex, which had been selected for reproduction in the monograph on Babar. Since then he has been engaged on collecting materials for a history of the administration of the so-called Pathan rulers of Delhi which will fill many gaps in the mediaeval history of India. He has also been making a general survey of the Persian and vernacular literature of the 16th century, and in doing so has located some seventeen important works of poetry which were lying hidden in various libraries at Calcutta and Hyderabad. In 1918 two assistant professors were added to the staff. Mr. Beni Prasad had already been engaged as a research scholar on the "Foundation of modern India," that is, roughly, the administration of Lord William

Bentinck. He is about to publish the result of research on Jahangir's reign. Mr. Ishwari Prasad has devoted his energies to history between the death of Ranjit Singh and the annexation of the Punjab and on the history of India in the 14th century. He has discovered an original work by a contemporary of Feroz Shah dealing with his principles of government and policy. His inquiries into the history of the Tughlaks has yielded valuable information on an obscure period of Indian history.

The work of the research scholars deserves mention. Mr. G. V. Rao has collected material for an exhaustive history of the Vijayanayar Empire. Mr. D. N. Dhawn selected for special study (a) the reign of Bahadur Shah and (b) the Nawabi period of Lucknow. Mr. V. D. Dantiagi has been engaged on the revenue policy in the United Provinces between 1803 and 1840. Mr. Maqsd Husain Naqvi is studying 18th century Oudh history. Dr. Khan has made British Indian History of the 17th and 18th century the subject of his researches. He is shortly publishing two volumes as the result of his investigations.

(3) *Collection of valuable historical materials.*—The visits of the professors to famous libraries within and outside of the United Provinces have resulted in the location of a large number of famous manuscripts whose whereabouts had been forgotten. The employment of a skilled Maulvi has enabled the department to secure copies of rare Arabic and Persian works and photographic copies of illustrations have been obtained.

(4) *Organization of the library.*—The building up of a suitable library has been steadily proceeding throughout the period under review. Care has been taken to acquire original rather than second hand authorities, so as to give an opportunity to advanced students of conducting their own researches by giving them access to the raw material of history. The professor in his report for 1921-22 says "Some of the books are extremely rare and no other university library in India can boast of such continuous, connected data for the study of Indian history."

During the long absence of Professor Rushbrook Williams and the interval between his resignation and the appointment of Dr. Khan tuitional work of the department, which was begun in 1917-18, was carried on by the reader and the two assistant professors. Dr. Khan on his appointment to the chair of Modern History reorganized the seminar system. All members of the staff hold seminar classes regularly and the results are said to be most satisfactory.

A chair was sanctioned for Geography in 1919, but no suitable candidate has so far been found for the post, nor has any beginning been made in organizing courses. In his Convocation address of 1920 His Honour (now His Excellency) Sir Harcourt Butler offered the University on behalf of Government a chair of Civics and Politics.

Geography
and Civics
and Politics

University
School of
Law.

During the past five years 916 students were admitted to the Previous and 955 to the Final classes of the University School of Law, of whom 866 passed the Previous and 814 the Final LL.B. examinations.

The numbers admitted have decreased considerably since 1921, the decrease being specially marked after the institution of a Law class at Lucknow University.

There is a hostel accommodating 200 students. Until 1919 all teaching was done in the early morning or late evening by a whole-time principal and five part-time lecturers. In 1919 two additional whole-time lecturers were appointed and teaching to the Previous classes was given for the first time during the day; in 1920 the same principle was adopted for "Final" classes, each class getting on the average three lectures a day and a certain amount of tutorial attention.

University
library.

The University library dates back only to 1916 when the new building was completed. In 1919 the Local Government gave a grant of Rs. 50,000. Advantage was taken of the favourable rate of exchange to bank Rs. 40,000 in England, which amounted to £5,415. Of this sum £1,022 was spent in 1921. Pending the reorganization of the University the purchase of books has been stopped, except in the Economics, History and Law departments.

Officers of
the Univer-
sity.

His Excellency Sir Spencer Harcourt Butler, K.C.S.I., C.I.E., Governor of the United Provinces of Agra and Oudh, has held the office of Chancellor throughout the quinquennium. There have been several changes in the Vice-Chancellorship. The Hon'ble Justice Sir Pramoda Charan Banerji, Kt., LL.D., held the office up to the 31st December, 1918; from that date onward until the 6th of February, 1921 it was held by the Hon'ble Mr. Justice T. C. Piggott, B.A., who was succeeded on his going on long leave by the Hon'ble Justice Rai Bahadur Munshi Gokul Prasad, M.A., LL.B.

The Vice-Chancellorship in the reconstituted University is a salaried post. The first Vice-Chancellor is Sir Claude Fraser de la Fosse, M.A., C.I.E.

Mr. M. G. V. Cole, M.A., has been Registrar throughout the quinquennium, excepting for a period when he was on long leave, when Rai G. N. Chakravarti Bahadur, M.A., LL.B., I.S.O., officiated.

University
of Lucknow.
Organization.

The Calcutta University Commission had barely published its report when His Honour Sir Harcourt Butler summoned a conference in Lucknow to consider the establishment at Lucknow of a university on the model of that proposed for Dacca by the Sadler Commission.

The conference passed a resolution in agreement with the suggestions put forward and a committee was appointed under the presidency of His Honour the Lieutenant-Governor to consider the general policy of the scheme, with sub-committees to work out details. In January, 1920 the sub-committees presented their reports, and before the end of the year the Lucknow

University Act had been passed and had received the assent of His Excellency the Governor of the United Provinces and the Governor General of India. On the 16th December the Act came into force and Rai G. N. Chakravarti Bahadur, M.A., LL.B., I.S.O., was appointed Vice-Chancellor. Within a year of this date the Lucknow University was functioning as a residential, teaching unitary university, comprising the Faculties of Arts, Science, Medicine, Law and Commerce.

The creation within two years of a university of a type hitherto unknown in India was a remarkable accomplishment. The motive power came from His Excellency the Governor. His enthusiasm swept aside all obstacles and seized upon every opportunity. "Local patriotism" he said "demands a university. The Lucknow Improvement Committee have provided a fine site for the University, worthy of a historic capital town. A teaching and residential university can be created in Lucknow without disturbing the existing organization or mechanism of the Allahabad University. The quality of newness or change is always rather terrifying to conservative India and some criticisms have already been made. It is said that the creation of a new university at Lucknow will take time. True, but we need not be deterred by this. Let us make the time as short as possible. We must not wait. Rather we must speed up. Never was there greater urgency for educational reform."

The initiation of the scheme and its passage through the Legislative Council was entrusted to Mr. (now Sir Claude) de la Fosse, but His Honour took upon himself to appeal to the taluqdars and raises of Oudh for financial assistance in endowing the new University. In response to his appeal Rs. 30,00,000 has been promised and Rs. 13,00,000 of that sum has already been collected.

The results of Mr. de la Fosse's labours were seen in the Lucknow University Act of 1920 which defines the functions and powers of the University, its officers and its authorities. The chief officers of the new University are the Chancellor, who is the Governor of the United Provinces, the Vice-Chancellor, who is a salaried official, the Treasurer, the Registrar and the Deans of the Faculties. The authorities of the University are the Court, the Executive Council, the Academic Council, the Committee of Reference and the Faculties.

The Court is a large representative body, mainly a deliberative assembly, concerned with broad lines of policy and with the general finances of the University.

The Executive Council is a small body representative of University interests, that holds, controls and administers the property and funds of the University and regulates and determines all matters concerning the University, excepting those that are purely academic.

The main functions of the Academic Council are to maintain

Constitution
of the Uni-
versity.

a proper standard of teaching and examination and to co-ordinate the work of the different departments of teaching.

The Committee of Reference, consisting of the Vice-Chancellor, the Treasurer and thirteen other members of the Court, concerns itself with items of new expenditure.

The Faculties, subject to the control of the Academic Council, have charge of teaching and research work in the various subjects of study.

The University is responsible for the arrangement of all formal teaching, but this will not lessen the importance of the halls or colleges. The centralization of formal teaching not only gives the best opportunities to all, but it relieves the staffs of the residential institutions from much lecturing and permits them to give energy and attention to the tutorial work that is characteristic of the new type of university.

Accommodation of the Faculties.

Plans and designs for the erection of imposing university buildings have been prepared, a fine site has been selected and the foundation stone was laid by His Excellency the Governor on the 19th March, 1921.

In the meantime Canning College, King George's Medical College and the Isabella Thoburn College form the nucleus of the new University. Canning College is now the home of the Faculties of Arts and Science, and King George's Medical College that of the Faculty of Medicine. In August, 1921 students were admitted to the Faculty of Commerce. For the time being arrangements have been made with the authorities of the Reid Christian College for teaching accommodation. Teaching in Law is provided in the Canning College as a temporary measure. Law classes are held in the evening when the rooms are vacated by the other Faculties. The arrangement is unsatisfactory, but must remain until University finances permit of more satisfactory arrangements.

Residential accommodation.

The development into a purely residential university has necessitated increase of hostel accommodation. Two bungalows have been purchased and converted into temporary hostels and it is proposed to enlarge existing hostels at the Canning and King George's Colleges. A residence has already been provided for the Vice-Chancellor and six bungalows are to be erected for teachers of the University.

The Residence, Health and Discipline Board has been constituted during the past session. "The Board," says the report, "has held several meetings and everything is in readiness for its regular functioning from the beginning of the next session. As a matter of fact several of the rules and regulations are already in force, notably as regards the appointment and duties of the house tutors. Some of the important duties to be carried out by the Board are the inspection of buildings, the medical inspection of students and their physical training."

During the past session the games, with the exception of the University sports, have been run by the colleges independently. It is proposed in the coming session to reorganize games with a view to selecting university teams. On the occasion of the visit of His Royal Highness the Prince of Wales university sports were held and His Highness distributed the prizes and addressed the students.

Social activities

The establishment of a university union, a magazine and training corps is under consideration.

The numbers of students in the various Faculties are shown below:—

Enrolment.

Arts.	Science.	Medicine.	Law.	Commerce.	Total.
800	80	174	65	13	632

During the session 1921-22 it was decided to follow the syllabus of the Allahabad University in Arts, Science and Medicine as it was found impossible to prepare and publish separate courses before July, 1921. It was also decided to have the same question papers, but the Lucknow University appointed its own examiners.

Courses of studies and examinations

The results in Arts and Science examinations were good and are attributed to the new organization, which relieves the University of preparation for the Intermediate examination and releases professors and lecturers for seminar work.

In 1916 a teaching and residential Hindu University was incorporated at Benares. A site was presented by the Maharaja of Benares and by 1920 subscriptions amounting to Rs. 1,33,00,000 had been collected, including a perpetual grant of Rs. 1,00,000 from the Government of India and Rs. 75,000 from Ruling Chiefs.

Benares Hindu University.

The supreme governing body is the Court of which every member must be a Hindu. The academic authority is the Senate, of which body at least three-fourths must be Hindus. The Council and Syndicate are the executive bodies of the Court and Senate respectively.

The University began its teaching work in October, 1917, when it became responsible for the maintenance of the Central Hindu College, Benares. Colleges of Oriental learning and Theology and a Teachers' Training College were opened in 1918 and a College of Engineering in 1919.

Colleges.

Students are required to live in a university or college hostel unless specially exempted. Three hostels have recently been erected on the new site and in the ensuing session 500 students will be resident in them in addition to 100 housed in the old buildings.

Hostels.

In 1921 the Central Hindu College with all its departments was moved to the new Arts and Science College on the University grounds at Naqwa. The first workshop of the Engineering College was opened in January, 1919; in the same year classrooms, lecture rooms, a mechanics laboratory and a power plant were added.

Buildings.

Aligarh
Muslim
University.

In October, 1920, the Muhammadan Anglo-Oriental College was converted into the Aligarh Muslim University.

The enrolment of the University is 198.

Expendi-
ture.

Expenditure has increased from Rs. 1,45,941 in 1917-18 to Rs. 3,15,562 in 1921-22. The following table shows the sources of expenditure in both years. The greatest increases are under the heads "Government grants" and "other sources" and date from the reconstitution of the institution as a university.

	Government grants.	Fees.	Endowments.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1917-18 ..	26,400	65,009	15,009	39,539	1,45,941
1921-22 ..	1,61,400	32,093	15,645	1,06,424	3,15,562

Examina-
tions.

The University is gradually assuming the conduct of its own examinations and courses, and will in future preserve its own standards.

Examination
results of
universities
in the United
Provinces.

The following table shows the examination results of all universities in the United Provinces in 1921-22.

University examinations, 1921-22.

	Comparative table of results in—											
	Allahabad University.			Lucknow University.			Benares Hindu University			Aligarh Muslim University.		
	Number appeared.	Number passed.	Per cent. of passes.	Number appeared.	Number passed.	Per cent. of passes.	Number appeared.	Number passed.	Per cent. of passes.	Number appeared.	Number passed.	Per cent. of passes.
M. A. Arts (Final).	110	83	75.5	6	5	83.3	17	17	100	13	12	92.3
M. A. Arts (Previous).	157	83	52.8	31	24	77.7	17	17	100	15	7	46.6
Master of Science (Final).	19	16	84.2	1	1	100	6	6	100	..	..	nil.
Master of Science (Previous).	27	18	66.6	8	7	87.5	6	6	100	2	..	nil.
Bachelor of Arts	654	236	36.8	157	120	76.4	135	95	70	137	89	65
Ditto Science	113	90	79.6	26	23	88.4	43	33	76.7	10	7	70
Intermediate in Arts.	780	319	40.9	..	..	nil	206	108	52.4	143	114	80
Intermediate in Science.	486	225	46.3	..	..	nil	108	61	56.5	77	53	68.8

COLLEGIATE EDUCATION.

33

The colleges that are incorporated in or affiliated to the universities may be grouped as—

- (a) Arts colleges.
- (b) Professional colleges.
- (c) Oriental colleges.

Some of these are State colleges, some are aided, and some unaided.

The number of Arts colleges teaching in English rose from 18 in 1916-17 to 25 in 1921-22. The figures are of no great importance and are out of date as this report is being compiled, since the intermediate colleges included are now classified as secondary institutions.

Of the 25 colleges, five are supported by the State, 17 are aided and 3 are unaided. The enrolment in State colleges has increased since 1916-17 from 620 to 691, and in unaided colleges from 731 to 1,175, while in aided colleges it has decreased from 3,464 to 3,332. The increase of enrolment in State colleges is due mainly to the addition of Intermediate classes at Fyzabad, Almora and Jhansi. The decrease in enrolment in aided colleges is said to be due to non-co-operation and to economic stringency which affects the poorer students. But several principals attribute the decline of their colleges also to a competition that has arisen from the reorganization of university education. The actual number of aided colleges has increased by four, owing to the opening of the Shia Intermediate College, Lucknow, the Aligarh Muslim University Intermediate College and of Intermediate classes in the Crosthwaite Girls' High School, Allahabad, as well as by the acceptance of aid by the Kayastha Pathshala, Allahabad.

The total expenditure on these institutions has risen since 1916-17 from Rs. 11,27,546 to Rs. 19,93,902 or 74 per cent.

The percentage of incidence is shown below :—

	Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources.
1916-17	35.5	.8	.8	33	29.9
1921-22	41.9	.	.5	21.5	35.6

In State colleges the student bears 14 per cent. of the cost of education, in aided 25 per cent. and in unaided 16 per cent. The annual cost of a student's education in a State college is about Rs. 652, in an aided college Rs. 370, and in an unaided college Rs. 356. The average cost in all types is about Rs. 400 as against Rs. 250 in 1916-17. The student or his parent pays the same as before in a State college and about Rs. 7 more per annum in an aided or unaided institution.

The introduction of a time scale for teachers in Government institutions created much heart burning among lecturers and

professors in aided colleges; men of high attainments found themselves less favourably placed than ordinary schoolmasters in Government schools. The scales for teachers in Government colleges are as follows:—

In the Provincial Educational Service Rs. 250—25—625.

In the Indian Educational Service Rs. 400—50—1,250. There is also the possibility of promotion into a higher service.

In 1920-21 liberal Government grants enabled aided colleges to put their staffs on a uniform scale of incremental pay, but the improvement of prospects is small compared with that in Government service and it has been largely discounted by the increase in the cost of living.

The average pay of an Indian lecturer in an aided college is Rs. 200—20—400 and it is with difficulty that this scale is maintained even with Government help.

Provident funds.

In Government institutions provision for old age is doubly secured by pensions and provident funds. Aided and unaided colleges cannot afford pension schemes but most of them have adopted some form of provident fund and during the quinquennium under review attempts have been made to improve the conditions of subscription.

At Canning College until recently the contribution by members of the staff was 4 per cent. of their salaries and that from college funds 8 per cent.; this has been improved to 8 per cent. and 12 per cent. respectively; at Aligarh the contributions are 4 per cent. and 8 per cent. respectively, at Christ Church College, Cawnpore, the staff and management each contribute 6½ per cent. Two colleges give 3½ per cent. to the employees' 6½ per cent.; in two other the college and staff each contribute 5 per cent.

Modification in teaching methods.

Tutorial methods has been introduced. But most aided colleges are under-staffed for work of this kind. As one principal remarks: "It is physically impossible under present conditions to give one hour or an hour and a half after daily lectures to small groups of students." At St. John's College, Agra, where considerable experience in tutorial work in English with small groups of three or four students had already been gained, "the advantages were fully appreciated, but with the normal staff it was found impossible, and in 1918-19 the attempt had practically to be abandoned. It was only through Government help in 1919-20 that the re-establishment of the tutorial system for English was made possible by the appointment of four additional tutors at Rs. 50 each from among young graduates reading post-graduate courses." The Principal of Canning College writes: "Tutorial work is to be a distinguishing feature of the College work under the new University of Lucknow and during the first year of the existence of the University substantial progress has been made in bringing it into effective operation. Class lecture work in arts is now supplemented by tutorial work with

small groups of students. The students are encouraged to form their own groups so as to foster the spirit of companionship in work, and, at intervals from a week to a fortnight, they meet with their tutor to discuss written work and talk over their subjects of study. A large staff has been required to make it possible, but the new spirit and methods of study should be well worth the cost. In addition to the teaching tutorial work each student is now assigned to a senior member of the staff called a house tutor, who is to act as his guardian through all his course in the University. Not more than 25 will be assigned to any one member of the staff, who will thus be able to keep more or less in touch with every one of them, keeping all their records and in general acting as their special adviser."

The inclination of students towards a science course has necessitated the erection or extension of laboratories in many colleges. At Agra College a physical laboratory is being built, Meerut, Canning and the Ewing Christian College have added chemical laboratories and the Lucknow Christian College has spent Rs. 3,00,000 on the Badley science blocks. Muir Central College has extended its accommodation for biology and Queen's College, Benares, has attached a workshop to its science rooms. At Meerut a fine library has been created by throwing a floor across the hall, and library extension has also been made at Christ Church College, Cawnpore.

Buildings.

Hostel accommodation is still required. At St. John's College, Agra, the Robert Lloyd hostel has been finished and equipped at a cost of Rs. 84,000, privately contributed, and there have also been hostel extensions at the Lucknow Christian College.

Mention has already been made of the new buildings of the Benares Hindu University, that are in process of construction. Another large project, which deserves special mention, is materializing at Cawnpore. Rai Bishambar Nath Bahadur of Cawnpore presented land on the banks of the Ganges worth Rs. 1,00,000 to the local Sanatan Dharm School and the gift of Rs. 1,00,000 by Lala Hardat Rai gave impetus to the idea of founding a Sanatan Dharm College. An appeal to the commercial communities of Cawnpore and elsewhere resulted in promises of Rs. 4½ lakhs and Government gave Rs. 1,54,000. The foundation stone was laid on 1st March, 1920, by His Excellency Sir Harcourt Butler. In the words of the College report: "The College is situated at Nawabganj removed from the dust and din of the city and yet not too far from it. It is a magnificent structure in the Hindu style situated on a cliff overlooking the Ganges. Besides the College building there is a bungalow for the principal and professors' quarters." A hostel for 100 students will be added.

The supervision of students in hostels is as popular as ever with College authorities. All colleges of standing are strict about residence in recognized hostels and their insistence has in no way prejudiced them in the eyes of students.

Hostels

Unfortunately the cost of living has risen and presses hard upon poor students. A careful computation made at St. John's College, Agra, shows that whereas a student could mess a few years ago at from Rs. 6 to Rs. 9 per mensem it now costs him from Rs. 12 to Rs. 15 per mensem and, in order to provide light, servants, furniture and medical attendance and to make the hostel pay its way, it is necessary to charge a single student Rs. 6 per mensem rent for a room, two sharers Rs. 4-12 each and three sharers Rs. 3-12 each. In spite of the comparatively high cost, this College has 208 resident students in four hostels.

Two instances are given in reports of attempts to lower cost by co-operation. At Christ Church College a co-operative credit society was started two years ago: "It has had some vicissitudes," says the Principal not over hopefully, "but under its present secretary shows some signs of life." At Canning College the Meston Hostel Co-operative Society seems to inspire greater confidence: "It continues to perform its functions of providing residents in the hostel with food stuffs and articles of general use at a reasonable price and of a good quality."

The larger colleges complain of insufficient accommodation. The Principal of St. John's College, Agra, writes enthusiastically of the opportunity afforded by extension of contact between staff and students: "During the last year no less than eight professors and three tutors were residing with the students in the four hostels." On the other hand in less favoured institutions it is necessary to offer considerable inducements to members of the staff to act as superintendents and even then the posts are not popular.

Non-co-
operation.

It would have been a matter for surprise if the student community had not been influenced by the political disturbance of the last few years. Young men all the world over are extremists on one side or another. The Inspector of the Fyzabad division truly remarks: "Many a hide-bound bureaucrat sported a red tie at Oxford and many a Fabian has been reminded of the time when, as a youth, he trembled for the fate of established institutions." It was only to be expected that the non-co-operation movement should make its appeal to the student community. But there was little practical response. There was undoubtedly some social persecution. Many study resolutions were passed and most existing institutions were condemned, especially those that received help from Government; but the tact of the staffs and the good sense of the bulk of students prevailed. In institutions where those who had least to lose by abandoning study attempted to foster strikes the level headed element in the student body asserted itself. One principal thus describes the situation at a critical time: "On the matter becoming serious, I sent for some of the senior youths, who appeared not to have lost their senses and put it to them that their own future and that of their college rested with

them. They therefore decided to assert themselves. On the following day the non-co-operating party held a great meeting in the compound. Of this I took no notice, and went to my bungalow and read the paper while awaiting developments. The meeting continued all the morning and it was not till about 1 p. m. that a breathless but triumphant party of my supporters arrived to announce that they had carried the day."

The reorganization of the universities has sounded the death knell of the post-graduate courses in isolated colleges. These expensive courses were only maintained by fees from Intermediate and B. A. classes. With the springing up of new Intermediate colleges and the attractions of the teaching universities the enrolment in outlying colleges is falling. One such college reports a decline in numbers from 363 to 180 and in fees from Rs. 38,000 to Rs. 20,000, which means the difference between solvency and bankruptcy.

Nor is it only the isolated colleges that are concerned about their future. The Principal of the Ewing Christian College, Allahabad, remarks: "One of the striking features of the five years retrospect is the decrease in attendance from 450 in 1917 to 312 in 1922. It cannot be accounted for by any lack of success in university examinations, for the results have not varied greatly from year to year—have, if anything, slightly improved. Three causes will go far towards explaining the falling off: first, the general unrest; second, the attractions of the Hindu, the Lucknow and the Muslim Universities; and third the more than doubtful future of our College as a result of the University reorganization scheme."

At Agra a new situation is developing. There is a nucleus of a university of the new type in two large colleges; the situation of the city and its historic tradition suggest it as one of the homes of learning; but Government have no funds to finance the organization and therefore development must come from within. Already the two colleges are pooling their academic assets, by arrangement of lectures so as to prevent overlapping and it is probable that they will make joint appeal to the public for money. In the meantime they are preserving their connection with Allahabad.

In 1917 Mr. W. G. Wood, C.S.I., Chief Engineer of the Public Works department, was appointed Principal of Thomason College and held the post until October, 1921, when he was succeeded by Major E. W. C. Sandes, D.S.O., M.C., R.E.

From 1894 to 1905 the Thomason College was affiliated to the Allahabad University. It is now to be re-affiliated and will be the headquarters of the Faculty of Engineering. The Indian service of engineers is again after a quarter of a century open to the students of the College and it is with the object of furnishing the higher standard of education required for this service that a reorganization of the College has been undertaken:

Private colleges and the reorganization of the universities.

(b) Professional colleges. Thomason College, Roorkes.

The reorganization scheme of the College, which was submitted by the Government of India to the Secretary of State in 1920, was sanctioned by him in January, 1922, but has not yet come into force. The more important provisions of the scheme are :—

- (a) The addition of three assistant professors to the existing cadre of seven professors.
- (b) The grading of all non-professorial officials as lecturers with the exception of four foremen.
- (c) The general improvement of the pay of the staff.

The professorships of Mechanical Engineering and Physics are abolished in the scheme and are replaced by professorships of Civil Engineering (Railways and Sanitary Engineering). The industrial class at the College has been abolished and the retention of the draftsman class is under consideration.

Some interesting departures have recently been made in the method of instruction. The senior engineering classes have dealt with a number of structural design problems supplied by the Irrigation department, including a reinforced concrete girder aqueduct for the Dun canals and a steel latticed girder project. The students also designed a concrete water tower for the College water-supply scheme. Actual problems of design work have been discussed in the class-rooms and their correct treatment has been explained to students by practical engineers.

Experimental work is carried on in the College workshops. Mr. Stampe, Professor of Civil Engineering, has initiated a series of experiments in reinforced concrete construction.

Discipline has been satisfactory and there is great enthusiasm about games.

Agricultural
College,
Cawnpore.

The Agricultural College, Cawnpore, originally served the double purpose of training minor revenue officials and young zamindars. The kanungo class developed at the expense of agricultural research work and was abolished in 1913. For a time there was doubt as to the success of the College with its diminished numbers, but the reports of this quinquennium indicate a growing popularity with the zamindar community, that is probably due to the increasing returns from agriculture. In the report for 1920-21 the Principal remarks: "There would seem to be a considerable demand for agricultural education in these provinces judging from the number of applications received for admission. The vernacular course seems particularly popular. This is possibly due to the fact that it is a two years' course only. A careful analysis of the applications shows that the majority are from students directly connected with the land, their fathers being either large landholders or actual cultivators." One hundred and fourteen applications were received in that year for the two years' vernacular course and 52 for the diploma course of four years. In 1921-22 the numbers were 91 and 55 respectively. Great discretion has to be

exercised in selection, as only 50 candidates in all could be admitted. " Apart from the demand for passed students in the department itself a good proportion of the students take the courses with the intention of looking after their own land after passing out. Some get employment as estate agents to large zamindars; others have attempted recently to gain admission to European agricultural institutions for still more advanced training.

Work was hampered during some years by the paucity of the staff, owing to absence on special duty, leave, etc., of various members. The last year, however, saw the staff stronger than at any time in the College history. The appointment in 1921 of a permanent professor of agriculture for the first time relieved other teachers of a heavy burden of work and increased general efficiency. Possession has recently been obtained of 381 acres of land for the extension of the College estate, and a beginning has been made in laying out the dairy farm, students farm, and other areas. As there may be some difficulty in getting enough canal water a trial boring is being made for a tube well. The dairy building has been completed and a herd of Sindhi cattle purchased.

The committee appointed by Government to consider the question of affiliation of the College to the University of Allahabad has decided in favour of affiliation and have also recommended separation from the Agricultural department.

The Medical College has been incorporated in the University of Lucknow, and its hospital and other buildings transferred from Government to the University.

The enrolment is 174 as compared with 136 in 1916-17. During the early years of the quinquennium the College worked under great disadvantages owing to the absence of members of the staff and difficulties in renewing equipment. Its continued success was therefore the more remarkable. The results were due to the loyal co-operation and real self-sacrifice of teachers and students.

Much successful experimental work has been done in addition to the ordinary tuition. More might have been accomplished if the schemes of expansion postponed by the war had not again been put off owing to financial stringency.

The average number of scholars on the rolls of the Sanskrit College, Benares, in 1922 was 324.

The Principal reports well of the progress of the post-Acharya scholars engaged in the higher study of Sanskrit.

There were seven Sadholal scholars on the roll in 1922, of whom five were working in the library. Two studied Manu-smriti, one the Mimansa and two worked under Mr. Gopinath Kaviraj, M.A., in preparing a catalogue of manuscripts. Two well-known private collections of Sanskrit manuscripts have recently been acquired for the library from the annual grant of Rs. 750 and a special grant of Rs. 2,000,

King
George's
Medical
College,
Lucknow.

Oriental
colleges.
The Sanskrit
College,
Benares.

Pathshalas.

In 1922, 432 pathshalas sent up 3,480 candidates for the various examinations from all parts of Northern India. The percentage of successes were: in Prathama 41 per cent., in Sampurna Madhyama 24 per cent., in Khanda Madhyama 61 per cent., and in Acharya 69·4 per cent. ; eight girl candidates were entered and four passed, one in Prathama and three in Madhyama; four blind candidates appeared and two passed in Madhyama.

CHAPTER V.

SECONDARY EDUCATION.

Secondary educational institutions for Indian students in the United Provinces may be grouped as follows :—

- (a) Intermediate colleges.
- (b) English high schools.
- (c) English middle schools.
- (d) Vernacular middle schools.

Types of secondary educational institutions.

(a) Intermediate colleges.

The Calcutta University Commission authoritatively voiced the opinion held for years by educationists in India that the universities had been undertaking work that was within the province of the schools and that the stage of admission to the University should be that of the present Intermediate instead of that of the present Matriculation examination. The Commission proposed that the duty of providing training at the intermediate stage should be transferred from the universities to new institutions to be known as "Intermediate Colleges" some of which should be attached to selected high schools, while others should be organized as distinct institutions. It was further suggested that there should ultimately be one such institution in each district with courses so framed as to afford preparation not only for the ordinary degree courses of the University in arts and science, but also for the medical, engineering, and teaching professions and for advanced courses in agriculture, commerce, and industries.

The Commission finished its sittings in 1919. In July, 1921, the experiment was in operation in these provinces; Intermediate classes had been added to the Government High Schools at Fyzabad, Almora, and Jhansi and the Lucknow Christian College was converted into an Intermediate College. During the ensuing year preparations were made for opening them at five more Government institutions, namely, the Government High Schools of Etawah, Moradabad, and Allahabad, the Queen's Collegiate School, Benares, and the Government Jubilee High School, Lucknow, and at three aided schools, the D. A. V. College, Dehra Dun, the Radhaswami Educational Institute, Agra, and the Hewett Kshattriya School, Benares. The Intermediate College of the Fyzabad type provides education from the primary through the middle and high up to the Intermediate standard. The teaching and organization throughout are those of a school and every effort is made to preserve the unity of the institution. The extra members of the staff are engaged in teaching classes IX and X as well as classes XI and XII and are expected to join in promoting the common interests of social life throughout the entire school community.

During the past year the intermediate colleges have been under the dual control of the universities and the Department of Public Instruction. This is merely a temporary arrangement. The Board of High School and Intermediate Education, representing all educational activities in the province, has now been formed with statutory powers to prescribe the curricula of English middle schools, high schools, and intermediate colleges, to conduct examinations at the end of the high school and intermediate stages and to grant recognition to institutions preparing candidates for these examinations.

The constitution of the Board is as follows :—

- (a) the Director of Public Instruction (*ex officio* Chairman);
- (b) two principals of intermediate colleges maintained by Government;
- (c) four principals of intermediate colleges not maintained by Government;
- (d) one head master of a high school maintained by Government;
- (e) two head masters of high schools not maintained by Government;
- (f) a representative of engineering;
- (g) a representative of agriculture;
- (h) a member of the medical profession;
- (i) a member of the staff of a training college for teachers;
- (j) a representative of industries;
- (k) a lady appointed by the Minister, to represent women's education;
- (l) representatives elected by universities established by law in the United Provinces, whose number shall be, as nearly as possible, one-third of the total number of the other members of the Board;
- (m) three members elected by the non-official members of the Legislative Council;
- (n) one member each appointed by the Upper India Chamber of Commerce and the United Provinces Chamber of Commerce; and
- (o) one member each appointed by the British Indian Association and by the Agra Landholders' Association.

Its examinations will be known as the High School examination, which will correspond with the previous School-Leaving Certificate and Matriculation examinations, and the Intermediate examination, which will set a standard for admission to the universities, to the subordinate services and to various professions.

In a Government intermediate college the usual staff employed, in addition to the staff required for classes up to the high school stage, is as follows :—

A principal in the Indian Educational Service or United

Provinces Educational Service, a vice-principal in the United Provinces Educational Service and four assistant masters in the Subordinate Service with qualifications of M.A. or M.Sc. The salaries of the four assistants rise from Rs. 200 by Rs. 25 a month to Rs. 450. In addition there are three more assistants in the Subordinate Service with salaries rising by Rs. 10 from Rs. 100 to Rs. 300, one to teach Sanskrit, one for Arabic, and Persian and one to act as demonstrator in science. If additional teachers are required they will usually be in the grade of Rs. 100—10—300. For some subjects, in which teachers of special qualifications are required, e.g., biology, they may be on the grade Rs. 200—25—400.

The English high school may give education in all stages from the preparatory to the high. As a matter of fact few high schools have any classes lower than class III, in which the teaching of English begins. Its function hitherto has been to give a general education to fit boys for entrance to the university, to the lower ranks of Government clerical service, and to courses leading to professions. The largest schools of this type consist as a rule of double section classes from class III to class X with 30 boys in each section, the total number of scholars being something under 500. Single-section schools have about half that number. English high schools are classed into Government high schools, aided high schools and unaided high schools.

(b) English high schools

The Government high schools are supposed to be exemplar schools. They are 55 in number and with a few exceptions are to be found at the headquarters of districts. They are under the control of the Education department which is represented in each revenue division by a divisional inspector of schools. The inspector and the head master are assisted in certain local matters by a school committee, consisting of official and non-official gentlemen of the neighbourhood under the chairmanship of the Collector of the district.

(i) Government high schools.

The aided English high school, recognized by the Education department and assisted financially by Government, are under the immediate control of governing bodies, which, unless specially exempted, must be registered under the Societies' Registration Act. They are inspected by the divisional inspector of schools, who controls and advises them in educational matters. A certain standard of efficiency is required from them by examining bodies, and their accounts are audited by auditors maintained by the department.

(ii) Aided high schools.

The efficiency of aided schools varies largely; some are as good as the best of the Government high schools; some, in spite of the encouragement which has been given to them, have not fulfilled the hopes that were entertained and have remained at a low level of efficiency. The average standard is not high and this is attributable to want of funds

due largely to the inadequate response by the public to the appeals of managers.

The distribution of aided schools often appears arbitrary and unsatisfactory, particularly in the large cities. Greater concentration of effort and funds would have produced better results, but it has to be remembered that these schools usually owe their existence to the activity of various religious communities which would not be willing to combine. The situation must therefore be accepted with the hope that friendly rivalry may provide the necessary incentive to progress.

(iii) Unaided high schools.

The unaided schools are decreasing in number owing to economic stringency and the depreciation of money. The majority are ill-equipped and inefficient. Such as are recognized for public examinations are open to inspection by officers of the department.

(c) English middle schools.

The English middle school gives tuition up to class VIII and is under the same system of control as the high school. If it could be kept efficient, it would hold an important place in Indian education, serving in small towns as a feeder to classes IX and X of the high schools at district headquarters. It is, as a rule, however, unfortunate in its origin and its reputation. Its foundation is sometimes due to the good intention of some landowner, who gives buildings and a small endowment, supplemented by occasional doles; it may be due to the temporary enthusiasm of a few citizens with sons of a school-going age, for whom education at the door is desirable; or, again, it may be a thinly disguised business venture. It is generally reported as affording easy promotion and thus attracting students who have come to a standstill in better schools. The staff is underpaid and migratory and the institution is uncertain of the continuance of departmental recognition. There are a few good schools of the type, but their ambition is always towards conversion into high schools, by which they lose their distinctive function and often degenerate from want of sufficient funds.

(d) Vernacular middle schools.

Vernacular middle schools provide secondary education for boys from the primary schools. Until 1917, the secondary course was one of two years in classes V and VI but, on the recommendation of the Piggott Committee, it was prolonged into a three years course on the ground that the primary teachers who were recruited from the output of vernacular middle schools required more education than they were receiving. The vernacular middle course terminates with the Vernacular Final examination. Most of the vernacular middle schools are managed by the district boards, a few by municipal boards, and seven by Government as practising schools for normal schools. Inspection is made by the district and divisional inspecting officers.

The educational ladder.

The use of English as the language of instruction in English high schools seriously handicaps the aspirant from the vernacular school to higher education. The youth who has passed

the Vernacular Final examination has two legitimate approaches to the high school. He may enter himself in class III and earn promotion to class VIII as rapidly as his acquirement of English will permit, or he may enrol himself in a special class in an English school and gain admission to class VIII after two years intensive English teaching. Both these methods are clumsy and the clever boy is said to avoid them by studying English privately and acquiring sufficient in a year to pass the test of class VIII in some high school that is not too particular about regulations and precedents. The sympathy of some educationists is with the student in his breach of the regulations. There seem to be two remedies: (1) to reduce the period of special instruction to one year and insist on effective teaching and a strict test examination, (2) to teach English as a second language in the middle vernacular schools. The first of these remedies is under consideration; the second has been put into effect.

The proposal to teach English as a second language in certain middle vernacular schools was put forward as long ago as 1916. It was accepted by Government on the following conditions:—

- (1) That the experiment should be tried only in such schools, as, from their exceptionally favourable circumstances, give promise of being able to make it a success.
- (2) That the people of the locality should be required to guarantee a monthly income of not less than Rs. 30 towards the cost of meeting the salary of the English teacher.
- (3) That the pay of the English teacher should not be less than Rs. 50 and that he should be both trained and specially qualified to teach the subject, the Educational department being willing to help in securing suitable men.

The idea was well accepted as such, but broke down in application.

The chief reasons were:—

- (a) English speaking teachers were unwilling to serve under vernacular speaking head masters.
- (b) They objected to living in remote villages where there was no "society" and lack of opportunity for the education of their children.
- (c) Trained men in Government service would not voluntarily go on deputation to district board service. They feared that they might ultimately find themselves forming a separate branch of the service, and might ruin their chances of regular promotion.
- (d) Guarantors would not always carry out their promises.

(e) District boards were unable in some cases to pay the balances due from them.

The district of Fyzabad provides an example of failure. Three years ago the board opened an English class at Tanda. With considerable difficulty a trained man was obtained by the Educational department and good progress was made in teaching. Recently the guarantor, for private reasons, indicated his unwillingness to give the Rs. 30 a month that he had promised, and no one else has come forward. Meanwhile the board had reduced the fees of scholars from Re. 1 to annas 8. Thus funds were not available for maintaining the class.

There are now seven middle vernacular schools teaching English as a second language; a recent relaxation in the conditions laying down the qualifications of the teacher of English may increase the number.

The teaching of English in these schools seems to be the one satisfactory solution of the difficulty of passing from the vernacular middle to the high school without undue waste of time, and dislocation of work. It also provides a sufficient knowledge of the language for the purposes of business in country towns and for minor posts on railways etc.

The total number of secondary schools for Indian boys is 798 against 631 in 1917. English high schools have increased by 41, from 130 to 171. English middle schools have decreased by eight from 79 to 71 and vernacular middle schools have increased by 134 from 422 to 556.

Figures for
secondary
schools
under—
(a) Number
o schools.

The increase in the English high schools is distributed as follows:—The number of schools managed by Government has risen from 48 to 55, of aided schools from 64 to 105, while there is a decline in high schools managed by local authorities from 5 to 3 and of unaided schools from 13 to 8.

Since 1917 Government have taken over charge of 1 English middle school for the convenience of the residents of the remote area around Karanprayag in the Garhwal district. Of the 5 English middle schools managed by district and municipal boards 3 have survived, aided English middle schools have decreased from 48 to 44 and unaided from 26 to 23. Six English middle schools have been converted during the quinquennium into high schools, 23 have ceased to exist and 21 new English middle schools have been founded.

The large increase of 134 vernacular middle schools is the result of a definite policy for the rapid expansion of vernacular education. There has been one school added to the number of model schools under Government management attached to normal schools, and unaided schools have increased from 4 to 5 leaving 132 as the increase in schools under the district boards.

(b) Enrolment
in English
schools.

In spite of there being 41 more English high schools enrolment has been augmented by only 1,147, while in English

middle schools the decrease in eight schools has resulted in the loss of 4,291 scholars; thus there has been a net drop of 3,144 in the enrolment of English schools of all types. The chief cause of decline is undoubtedly the economic depression that has followed on a world war. Since the number of candidates for School Final examinations has gone on increasing and the number in the high section has been well sustained it appears that the diminution has occurred in the middle stage. There were some middle schools, which had always been in a condition of unstable financial equilibrium, and which collapsed as soon as prices rose or subscriptions fell away.

The decrease of scholars in English schools has been greatest in the Benares division where it has amounted to 15 per cent. of the enrolment in 1917. Allahabad comes next (but exact figures are not available for both years owing to great changes in the territorial limits of the educational division), then Agra with 8½ per cent., then Gorakhpur and Lucknow with 7 per cent. decrease, and Rohilkhand with 4 per cent. In Fyzabad the enrolment has been stationary; Jhansi shows a gain of 4 per cent., Meerut of 4½ per cent., and Kumaun of 20 per cent. Possibly remittances and war bonuses in districts of larger recruitment had something to do with the increase where it has occurred; possibly also an increased desire for education on the part of men who had seen its advantages outside of India. The decrease in the total enrolment has not been continuous throughout the quinquennium. In fact there was an improvement in 1917-18 of some 2,000 on the previous year. Then came a sharp drop of 3,000 in 1918-19, followed by a small rise of 1,000 in 1919-20, succeeded by a drop of some 3,000 in 1920-21. In 1921-22 there was a decrease of about 800 scholars in the total enrolment. The drop in 1918-19 was probably due to the influenza epidemic and enhancement of prices and that in 1920-21 to the failure of the rains in 1920 and to non-co-operation.

The Inspector of the Agra division makes some pertinent comments in regard to the fall in numbers: "The figures for secondary schools show an increase of six schools with a decrease of nearly 600 scholars. This is not an altogether healthy development. There are now in certain parts of the division, notably in Agra city and district and perhaps in Aligarh, more English schools than the demand justifies. This leads to a struggle for existence which tends to weakening of discipline and to a waste of the all too limited funds available for education. The falling-off in the number of scholars in these schools seems to date from the year 1918-19 when there was a loss of about 480. This was attributed to the severe epidemic of influenza which swept over the province in that year. There was a further decrease of 124 in the following year and a decrease of 70 in the year after that. These were years of exceptional difficulty, characterized by much political unrest and a good deal

of economic distress. There is reason to hope that with a return to more settled conditions and a revival of trade the position will rapidly change for the better."

So too the Inspector of Lucknow: "It can be definitely stated that the stagnation in English education is not due to want of accommodation. In Lucknow itself classes are not full except in the leading schools and managers would gladly welcome extra scholars for the sake of their fees. Non-co-operation undoubtedly caused a setback, but I am convinced that the causes are mainly economic. Owing to the higher cost of living parents are inclined, and, in some cases compelled, to abandon all thoughts of the social prestige which education brings and make their sons wage-earners at as early a date as possible. They are further induced to do so by the increase in the rate of wages for uneducated and unskilled workers of all grades. It is difficult to estimate as to how long this state of affairs will continue, but we are justified in presuming that the present stagnation will cease when the cost of living is reduced and when industrial expansion affords greater opportunities to the well-educated boy."

(c) Enrolment in middle vernacular schools.

The report on the quinquennium ending in 1917 records a great decline in the enrolment of middle vernacular schools. The removal of primary sections attached to training classes from certain of the middle schools accounted for the major portion of the decrease, but it was anticipated that the ensuing quinquennium would see a further decline in numbers consequent on the addition of an extra year to the Vernacular Final examination. This fortunately has not been borne out by the figures of subsequent years.

(d) Scheme for the expansion of secondary vernacular education.

In April, 1918, the district boards were asked to prepare programmes for the progressive expansion of primary education with the object of doubling within a few years the numbers of scholars. The expansion of primary education involved an increase in the number of secondary schools to provide for the greater recruitment of primary teachers and to meet the increased demand for further education that might be expected. During the war building operations had been cut down to the minimum and even without any scheme for special expansion there was much leeway to make up. Prices and cost of labour had risen and it was obvious that the boards would be unable to meet the situation without generous help from Government. An officer was placed on special duty to make a survey of conditions and in 1919 the boards prepared schemes under his direction for an increase of 470 teachers, 127 new buildings, and 183 hostels and the extension of 57 school buildings and of 116 hostels. The Local Government's contribution towards this expansion was fixed at 25 lakhs for buildings and 4 lakhs recurring expenditure.

In 1917-18 there was an increase in enrolment of 8 per cent. followed, however, by a decline of 1 per cent. in 1918-19, due in part to the influenza epidemic of the cold season of 1918-19. In 1919-20, when the expansion scheme was put into force, there was a considerable advance of $9\frac{1}{2}$ per cent. In 1920-21 there was a further increase of 8 per cent. In 1921-22 the numbers rose by 2 per cent. The total enrolment in 1921-22 stands at 43,074 as against 33,273 in 1916-17—an increase in five years of $29\frac{1}{2}$ per cent.

In 1920 to 1921 a definite campaign was launched against the educational system of these provinces by the non-co-operators. The time was opportune, since parents were feeling the pinch of high prices, as were also students and teachers. The last were everywhere on the verge of insubordination, driven to it by the constant fear of debt and in many cases of actual hunger: things could hardly have been worse for them under any régime, while students in every institution were naturally in sympathy with a "National movement" that was to bring Home Rule to India within a few months. Even the more thoughtful lacked experience and the power of discrimination; and many of them were persuaded that a panacea for all political ills had at last been discovered.

For a short time there was danger of a breakdown. Scholars were encouraged to strike on the smallest provocation. The strikes, often originating from some trivial cause, soon began to assume a definite political complexion, since at the back of them were always the agitators, who employed within the institutions agents to provoke discord. Where it was seen that discipline was strained to the breaking-point more definite action was taken on political lines. At Benares and elsewhere efforts were made to stop participation in departmental and university examinations. Offers were made to teachers to take service in "national schools," and boys were enticed to join them for the love of country. Where there was stout opposition to the propaganda, strikes of menials even were organized against school and college authorities.

But it only required the lapse of time to defeat the scheme of the non-co-operators. Sensible parents, of whom fortunately there are many, began to realize that lax discipline in school did not conduce to comfort in homes: they soon discovered that the organization and teaching of the so-called national schools did not offer much prospect of improving their sons, chances in life; teachers who had been lured from positions of security were repentant when they found that the Government, which they had professed to despise, had launched a scheme of relief for all grades of the teaching profession. Even students began to be anxious about their futures when they saw that the "golden age," was still far removed and that in the meantime the distractions of politics were depriving them of any advantages

Progress of vernacular secondary education during the quinquennium.

Effects of non-co-operation on enrolment.

which they might derive from the present order; they found that there was a certain comfort even in discipline and probably noted too that the leaders of strikes in schools and colleges were either those, who by no possible chance could hope to succeed in academic life, or else dreamers, who themselves had been imposed upon.

The non-co-operators renewed their efforts in 1921-22 at the period of the visit of His Royal Highness the Prince of Wales. Here and there they succeeded in interfering with school celebrations held in honour of the Royal Visit, but they succeeded more by intimidation than by argument. Their appeals fell upon ears that had been dulled by prophecies and promises unfulfilled. The experience of the previous year had clearly discredited the movement in the eyes of the great bulk of the rank and file of the educated class. The non-co-operators finding that their policy was a complete failure attempted a dignified retreat by advising students to use the existing institutions for the time being.

The failure of non-co-operation has shown that neither masters nor students are so foolish as to believe in the new educational heaven and earth that the agitator promises. Nevertheless discipline was shaken, and that lack of coherence that is characteristic of many of our schools was exposed to public view. Some head masters found themselves at a crisis without advice from their managers and unsupported by parents and guardians, and they were often obliged to turn to district and departmental officers for necessary help. Teachers who maintained a loyal attitude were subjected in some districts to persecution amounting to boycott out of school, and in school to the risk of disrespect from their scholars. It is greatly to their credit and to the advantage of education that they persisted, and in most cases saved their schools, if not intact, at least from disaster. The number of seceders among schoolmasters was comparatively small, amounting to 68 out of 3,300 teachers in English schools. As might be expected, the losses were chiefly from among the worst-paid of aided school teachers.

The strikes and secessions of scholars that occurred during these active days of non-co-operation were a sign of a weakness of discipline in some schools rather than of keen political feelings among the scholars. There were not many instances of strikes in good schools with strong head masters, nor of secessions from schools with a long waiting list. They occurred chiefly in those institutions where fees were a prime consideration and where the staff consisted of inconstant graduates--here to-day and gone to-morrow. Enquiries into strikes often made it clear that they were the expression of long standing grievances against some particular individual or precipitation of some domestic quarrel within the school. Strikes did not occur where there was active co-operation between the

head masters, his staff, the senior boys, and the guardians, in the good interest of the school.

To appreciate to the full the loyal resistance made by the head masters and assistant masters of Anglo-Vernacular schools it is necessary to instance the methods by which the non-co-operators hoped to achieve success. The Inspector of Gorakhpur writes: "The means employed were persuasion and entreaty in the first instance, and, these failing, obstruction, intimidation, and ex-communication. Examinees were dissuaded from sitting at public examinations, and boys from attending schools. Children were exhorted to disobey their parents if the latter did not sympathize with the non-co-operation movement." The experience of an oral examiner in English is stated as follows:—"One of the candidates informed me that he had been much pestered by a non-co-operation lecturer not to attend the oral examination. He had implored the candidate to follow the examples of the scholars of the great Government high schools (*sic*) of Oxford and Cambridge who had gone on strike and in spite of the entreaties of their schoolmasters had utterly refused to attend classes when their country required them elsewhere. Fortunately I was able to correct the ideas that the candidates had gathered as to the status of the two English universities and also to inform him that no boy in England was allowed to leave his school and join up until he had completed the school course." At one Government high school, built within a restricted triangle of public roads, non-co-operators attempted to ruin tuition by continual distraction of the scholars' attention. This was effected by parading round the school to the beat of drums and shouting to students to leave their classes. When processions ceased, small boys were posted at points of advantage and instructed to keep up a fusillade of insulting remarks. At another school it became impossible to employ any casual labour and the permanent menials were persuaded or forced to feign sickness as an excuse for absenting themselves, while masters were continually insulted in the streets and found it difficult to retain servants and almost impossible to buy their daily provisions.

It has been found impossible to get accurate statistics regarding the number and enrolment of these institutions. In the Meerut division there are reported to be four vernacular national school, with a total enrolment of 350 scholars; in the Rohilkhand division two with an enrolment of 175; in the Benares division 40 with an enrolment of 200 or an average of five scholars per school, and in the Fyzabad division 59 with an enrolment of 2,793. Little reliance can be placed on these figures, as enquiries have been regarded with suspicion and correct information has been withheld. But there is no hiding of the fact that these institutions are as a rule ill-equipped, badly housed, indifferently managed, and staffed with inferior teachers. The teaching of weaving by some of them is said to be a genuine attraction, but it has appealed only to the illiterate classes.

National
schools.

Expenditure on secondary education--
(a) English schools.

The total expenditure on English schools for Indian boys has risen from Rs. 23,59,765 in 1917 to Rs. 39,16,732 in 1922—an increase of Rs. 15,56,967 or 60 per cent.

The total increase of Rs. 15,56,967 is distributed as follows:--

	Rs.
On State high schools	6,16,253
On district board high schools	11,923
On aided high schools	8,85,642
On English middle schools	92,850

while on unaided schools there has been a decrease in expenditure of Rs. 49,701. Rupees 12,19,048 of the increase, i.e., 78 per cent., is met from provincial funds.

The comparison of total expenditure in two particular years has no special value, since the figures of one may include the cost of some expensive scheme of building that another escapes. For purposes of comparison the recurring expenditure on a single pupil gives a better criterion.

The cost of educating a single pupil is now Rs. 80·3 per annum as against Rs. 45·2 in 1917.

Comparison of cost in State and aided schools, now and in 1917, shows that the cost in the former for each pupil has risen from Rs. 53·6 to Rs. 87·7 or 65½ per cent.; in the latter from Rs. 40 to Rs. 73·6 or 80½ per cent. In 1917 the scholars paid Rs. 25·3 and Rs. 21 in State and aided schools respectively and Rs. 23·5 and Rs. 24 in 1922. Thus parents have directly contributed practically nothing towards the increased cost of secondary education.

With reference to the figures of his own division the Inspector of Lucknow remarks: "These figures cannot be passed over without comment. The salaries of the staff in Government schools are now progressive and the actual cost per scholar will increase in future years. In aided schools salaries must increase in sympathy. Provincial revenues do not show signs of expanding and extra taxation threatens to be unpopular. For aided schools at any rate there is one solution and that is generous endowment, but unfortunately it is rare to find a school properly endowed, if it is endowed at all, and managers are annually compelled to collect money from subscribers, many of whom are not enthusiastic and are glad of any excuse such as non-co-operation for with-holding their contributions. In the absence of further compulsory contribution from taxation or educational cess we must look to the wealthy philanthropist to secure the financial stability and development of the schools." School fees are a more certain source of revenue. The time has arrived for considering whether these should not be increased.

The chief cause for the great increase in recurring expenditure in English schools is the improvement in salaries in both Government and aided schools, the details for which will be discussed later in this chapter.

SECONDARY EDUCATION.

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Between 1912 and 1917 the annual expenditure on secondary vernacular education increased by Rs. 64,000; during the five years under review the increase amounts to Rs. 6,96,064, a rise of 138 per cent. on the figure, Rs. 5,04,582, of 1917. Of this increase 51·7 per cent. is met from provincial funds, 33 per cent. from local funds and 10·6 per cent. from fees.

This considerable increase is the result of the expansion scheme entailing an addition so far of 134 schools and of the raising of teachers' salaries to a living wage.

The comparative cost of educating a pupil in middle vernacular schools of different types is as follows :—

	1921-22.	1916-17.
State school ..	24	19
District board ..	28·9	15
Aided ..	28·6	11·3
Unaided ..	24	9

The annual cost of a single pupil in a board school has increased by 85 per cent. The other types are not sufficiently represented to make much difference in totals.

In 1914 substantial improvement was made in the pay of teachers in Government service and its effects were felt up till 1917. From that year onward the enhancement of prices incidental to the war neutralized all the benefit of the 1914 revision. In English schools under Government control a measure of relief was afforded by what is known as the Silberrad scheme. According to this scheme, which took effect from 15th January, 1920, head masters on a salary of Rs. 300 per mensem were raised to Rs. 325, and on Rs. 200 to Rs. 220, assistant masters receiving Rs. 150 were promoted to Rs. 175, those receiving Rs. 125 to Rs. 150, Rs. 100 to Rs. 125, Rs. 80 to Rs. 100, Rs. 70 to Rs. 90, Rs. 60 to Rs. 80, Rs. 50 to Rs. 70, Rs. 40 to Rs. 60, Rs. 30 to Rs. 45, Rs. 25 to Rs. 40, Rs. 20 to Rs. 35, Rs. 15 to Rs. 25 and Rs. 12 to Rs. 22.

From 1st April, 1921, a time-scale of pay was introduced. Under this scale trained graduates start with an initial pay of Rs. 100 per mensem rising by Rs. 10 to Rs. 300, while trained undergraduates start from Rs. 50 per mensem rising by Rs. 5 a year to Rs. 100 and then by Rs. 10 to Rs. 150, 25 per cent. being permitted to go on to Rs. 200. Drawing masters begin at Rs. 50 and rise by Rs. 5 a year to Rs. 150 and maulvis, pandits, and language teachers from Rs. 50 by Rs. 5 to Rs. 150 with an efficiency bar at Rs. 125. With effect from the 1st October, 1921, head masters have been put in the Provincial Educational Service on a scale of Rs. 250 rising by Rs. 25 to Rs. 675 and a selection grade for 20 per cent. of the cadre from Rs. 700 to Rs. 800.

Needless to say such a generous provision was never anticipated at the beginning of the quinquennium; yet it has not given universal satisfaction. There are certain teachers who find themselves after several years of work on a level with the

(b) Vernacular middle schools.

Pay of teachers in English secondary schools—
(a) Government schools.

latest joined recruits, and it is hard for them to realize the heavy cost of giving retrospective effect to the new schemes of pay; but there is good reason to believe that, apart from these, teachers as a whole are satisfied.

The Inspector of Allahabad writes:—"The revision of the service has gone far to satisfy the aspirations of schoolmasters in Government schools. It ought therefore to be possible to insist upon better work all round." The Inspector of Fyzabad remarks: "After much discussion and many years of hardship masters in Government high schools have at last been put in a position that ensures comfort, if not affluence, as their service advances. Hardship has accrued to those who have already put in long service on the old terms and now find themselves at a disadvantage as compared with beginners and it is hoped that something may be done for them. Some of the younger men think that the initial rate is too low and the increments too small. They compare their own with the Burnham scale, without any comprehension of the difference in the cost of living in India and England, or with that of other services, without considering the advantages of the sheltered life of the assistant master, with its limited responsibility and its unlimited opportunities for study. They should also compare their condition with that of the man in the private school, whose future is uncertain; or with that of the doctor or lawyer who cannot afford a holiday or illness." The new terms have greatly stimulated recruitment to the profession; applications for admission into the training colleges have more than doubled and the principals of these colleges now have choice of men of really good academic qualifications. The promotion of head masters to the Provincial Educational Service should have far reaching consequences. Not only does it place them in more comfortable circumstances but it also raises their prestige. The possibility of rising to the position of a head master will attract ability into a service that has been till now a last resort of men with poor degrees and no capital.

(b) Private schools.

The condition of assistant masters in private schools is still unsatisfactory. From 1st January, 1921, Government gave a lump sum of Rs. 4,23,413 towards improving their salaries by 25 per cent. on condition—

- (1) that the total grant in no case exceeds 50 per cent. of the total expenditures;
- (2) that managers undertake to spend the whole of the increase so given upon salaries; and
- (3) that private contributions are not reduced.

The munificent example of the Rani Sahiba of Bhingra is worthy of imitation. In 1921 the Rani Sahiba made an additional endowment of two lakhs of rupees for the improvement of the salaries of teachers in the Hewett Kshatriya High School, Benares, and thus enabled the committee to revise the scale of pay for teachers in that institution.

In 1917 the general impression was that the pay and prospects of teachers in vernacular middle schools were not what they should be. The Piggott Committee had recommended that the pay of head masters should range from Rs. 30 to Rs. 50 and of their assistants from Rs. 12 to Rs. 25. Even in districts where the minimum limits were observed there were too few teachers on the higher grades and in some districts there were head masters getting less than the minimum fixed. The change of prices consequent on the war made it evident that the rates suggested by the Piggott Committee were insufficient. Dissatisfaction was rendered acute by the fact that nothing was done for secondary vernacular teachers in 1918, when primary teachers received some small addition to their salaries.

The expansion of secondary education in 1920, consequent upon the expansion of primary education in 1918 onwards, was taken as an occasion for improving the status as well as increasing the cadre of middle vernacular school teachers. Unfortunately the cost of living continued to rise and rendered necessary a further revision which took effect from April, 1921. For purposes of comparison the rates for 1917, 1920, and 1921 are given below :—

	1917.	1920	1921.
Assistant teachers ..	From Rs. 12 to Rs. 25.	50% 20 30% 22 20% 25	30% 25 50% 30 20% 35
Head teacher..	Minimum Rs. 30	50% 35 30% 40 20% 55	20% 40 40% 50 40% 60

It is somewhat difficult as yet to estimate the effect of these changes upon recruitment for middle school teacherships.

As regards the satisfaction of vernacular middle school teachers with the new scale, reports vary. The Inspector of the Benares division remarks: "It is gratifying to note that the long-felt grievances regarding their pay and prospects have now been removed by the generosity of the Government." In Fyzabad the teachers do not seem altogether satisfied with the improvement though the terms are sufficiently good to attract plenty of candidates for employment. The Inspector of Agra does not consider that the improvement that has taken place is commensurate with the increased cost of living, and according to him the profession has hardly maintained the position which it formerly held in relation to other occupations. He hopes, however, that as the opportunities for promotion are more generally appreciated, the teacher's calling will recover some of its lost popularity.

The master in the Government high school is doubly provided for in his old age. He has his pension and his provident fund. District and municipal boards have provident funds, the

Pay of teachers in middle vernacular schools.

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SECONDARY EDUCATION.

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usual terms being that the employé subscribes six pies in the rupee, which is augmented by an equal amount from the board. The more stable aided and unaided schools have for some time been establishing such funds, which not only give the advantage of some provision against destitution in old age, but can also be drawn upon temporarily in times of sickness or family necessity. In order to encourage all aided schools to grant this benefit to their employés Government has promised substantial aid and has made the existence of a provident fund in a school a condition of any further grants.

Scheme for Provident Fund in aided English schools.

The following is a brief outline of the scheme put forward by Government in 1921.

The scheme applies to all bona fide teachers under 40 years of age in non-pensionable employment in recognized aided and unaided schools for Indian boys and girls, including technical schools. The teacher contributes 6½ per cent. of his salary if it is more than Rs. 16 a month and eight annas a month if it is less.

The management pays a sum equal to half the contribution of the teacher at the time of the teacher's contribution.

The Government pays a lump sum at the time of retirement or death equal to one-third of the sum accumulated to the credit of the teacher.

The rate of interest is that of the post office where contributions are received.

The scheme is compulsory for all aided schools seeking recognition for the first time after July, 1921, and is a condition of any increase in aid to school previously recognized.

Any schools that already had schemes giving inferior benefits to teachers are invited to join in the Government scheme.

Withdrawals may be made with full benefits at time of retirement, incapacitation, or death. The full benefit may be received in other circumstances, but in any case the contributor gets his own contributions with interest.

Advances may be taken as to pay expenses of illnesses, marriages, deaths, etc., in the families of the teacher and are to be repaid in not less than 12 or more than 24 instalments.

In the United Provinces 42 aided and five unaided English schools have schemes of their own; 82 aided schools have adopted the Government scheme and 32 have no schemes. The number of subscribers totals 1,594.

All teachers in schools under the district boards drawing more than Rs. 10 must subscribe to a provident fund.

Qualifications of teachers—
(a) Government schools.
(b) Aided schools.

In Government English schools there has been a steady absorption of the output of the training colleges. In 1917 these schools had only one-third of their staff trained, whereas in the present year two-thirds are trained.

There has also been an increase of trained teachers in aided and unaided schools, but the percentage is still very low. Most

divisions vary between 1 in 7 and 1 in 8, though one can claim only 1 in 12. This, however, is better than the 1 in 18 of five years ago. Up till this year the demand from Government schools for trained teachers has been greater than the supply, but the situation has been altered by the output from the Training College at Agra, and in a few years there should be enough trained men to meet all requirements. The question is whether the aided schools will be able to offer good enough prospects to make it worth while for teachers to go to the expense of a course at a training college.

The major portion of the teaching in English schools is still in the hands of men, whose reading has been limited to what is required by the School-Leaving Certificate, Matriculation or Intermediate examinations. Many of the graduates who figure on the rolls of private institutions are but school masters of a day and can hardly be counted as of the profession. The institution of more intermediate colleges will probably tend to introduce higher standards of qualifications for all ranks of the teaching profession in secondary schools.

In secondary vernacular schools almost all the teachers are trained.

In 1921 two associations were formed. The one, called the Non-gazetted Educational Officers' Association, is confined to Government servants and states its objects as follows:—

- (a) to promote social intercourse amongst its members;
- (b) to advance and safeguard the rights and privileges and the departmental interests of its members;
- (c) to further the cause of education in these provinces;
- (d) to look after such other interests of its members as are consistent with the welfare of the service to which they belong.

The other association is called the United Provinces Secondary Education Association. Membership in this association is confined to teachers in private institutions. Its aims are as follows:—

- (a) to stimulate educational propaganda and get the educational system adapted to Indian ends;
- (b) to raise the dignity of the profession of teaching in general;
- (c) to safeguard the interests of and promote unity amongst its members;
- (d) to educate the public on questions of educational importance;
- (e) to help as far as possible distressed families of deserved members of the association.

The membership of the Non-gazetted Educational Officers' Association is about 1,000 and of the United Provinces Secondary Education Association about 750. Each association publishes a magazine and holds an annual conference. It is too

(e) Middle vernacular schools. Teachers' associations.

early yet to speak of their usefulness. But it is an encouraging sign that, while they give a prominent place in their resolutions to questions affecting the professional and material interests of their members, they devote a considerable amount of attention both in their conferences and in their magazines to purely educational matters.

Buildings.

In spite of financial stringency large sums have been expended on the improvement of accommodation where it was necessary. The necessity for removing schools from congested areas and providing them with adequate playing fields has been fully recognized both by the department and the managing committees of aided schools. Unfortunately progress has been hampered by financial and other considerations. During the final years of the war and for some time after the armistice, building operations were held up for want of steel girders and cement and as soon as these began to come into the market the price of labour and of local material rose to an extent that necessitated the complete revision of rates. In many instances contractors threw up their contracts and refused to take up new ones, and, even where an arrangement was arrived at, labour troubles on railways and on the coal-fields put an end for a time to brick making and lime-burning. It is, therefore, somewhat surprising that so large a programme has been carried out.

At Jhansi and Fyzabad intermediate colleges have been built within the quinquennium and are now in occupation. They include, besides ordinary class-rooms for primary, middle, high, and intermediate sections, special rooms for drawing and geography as well as laboratories for physics, chemistry and biology. There are also hostels attached and ample playing fields.

New Government high schools have been completed at Amroha, Naini Tal, Etawah, Cawnpore, Bara Banki and Banda, while large additions have been made at Bijnor, Bareilly, Srinagar, Hamirpur, Basti, and Gonda. Projects for new schools at Saharanpur, Bulandshahr, Hapur, Jaunpur, Mirzapur, and Partabgarh have been postponed for want of funds. New hostels have been added at Meerut, Roorkee, Mirzapur, and Bara Banki, the last of which is for Muhammadan students, the gift of the late Raja Sir Muhammad Tasadduq Rasul Khan, K.C.S.I., of Jahangirabad. Head masters' quarters have been built at Pilibhit, Moradabad, and Fatehpur. Liberal grants have been made to private institutions. but owing to the increase in cost it has in many instances been found impossible to carry out projects as designed.

Among the large grants-in-aid for buildings were the following:—A grant of Rs. 92,967 was given by Government in aid of a new mission school at Pauri, and Rs. 1,00,000 to the Halim Muslim High school, Cawnpore.

Of a new intermediate college at Lucknow the Inspector

writes: "The Lucknow Christian College extension and the Centennial School and boarding-house all form part of the same project. It may be safely asserted that no intermediate college is more magnificently housed in these provinces. Assistance was given by Government, but building on such an extensive scale would not have been possible without lavish donations from American friends." The Girdhari Singh Pathshala High School, Lucknow, has now a good building erected from funds bequeathed by the late Kunwar Girdhari Singh, taluqdar. The King George Kshatriya High School, Hardoi, has been built entirely by the Raja Sahib of Katiari. At Moradabad fine new buildings have been completed for the Parker High School.

There are still too many aided schools and a few Government schools buried in the heart of the cities devoid of playing fields and with unsuitable surroundings. Their removal to a healthier neighbourhood is an urgent necessity.

The inadequate and unsuitable accommodation of vernacular secondary schools and their hostels has for years been a subject of complaint. During the war the congestion was aggravated by stoppage of building work during a period of rapid expansion of numbers. In 1920 a scheme was drawn up providing for the erection of 127 new school buildings and 183 new hostels and for the extension of 57 existing schools and 116 existing hostels. The total cost was estimated at Rs. 27,90,000 of which the local Government were prepared to give Rs. 25,00,000 from provincial funds spread over a period of three years. Boards were permitted to design their own buildings, subject to the approval of the divisional inspector of schools and to carry them out through their own agency, subject to the advice of the district engineer. The first year's programme for any single board was to allow for expenditure of the boards balance reserved for middle school buildings, if any, plus a sum that would bring the amount up to Rs. 25,000.

Unfortunately boards have not been able to fulfil their programmes. The estimate of cost at Rs. 8,000 for a school and Rs. 7,000 for a hostel has been completely upset by subsequent rises in wages and prices of material. Some boards were obliged to reduce their programme in the first year, and some hardly made a start through inability to place contracts. In the second year better progress was made.

For an estimation of the condition of teaching in the schools we are largely dependent upon the opinions of inspectors and the results of examinations. In addition to this evidence there is an ample store of information in the reports of the oral and practical examiners for the School-Leaving Certificate Examination.

The general impression of inspectors and examiners is that teaching is a good deal better in Government than in aided schools, chiefly because the staffs of the former are permanent

Teaching of subjects in the curriculum of English schools—
(a) General remarks.

and for the most part trained. In those aided schools, where there is a sufficient endowment for the payment of good salaries, the teaching is up to the average of Government high schools. This is borne out by examination results.

The Inspector of the Benares division writes: "There is a considerable improvement in the quality of the work done in Government schools. Aided and unaided schools remained where they were. The lack of properly qualified teachers has come in the way of their progress." The Inspector of Gorakhpur records that even although during the last few years circumstances have been unpropitious to the maintenance of discipline and educational progress, improvement has undoubtedly taken place; methods have steadily improved, and instruction is more real. In the Fyzabad division the standard of tuition is said to be much higher than it was five years ago and the improvement is attributed in the first place to the careful organization and supervision of work by head masters and, in the second place, to the reinforcement of staffs and the provision of suitable material of instruction and furniture.

The opinion of the Inspector of Schools, Lucknow, who has returned to inspection work after several years of absence, is worthy of recording:—"I am not by any means satisfied with the work that is being done in the schools. Generally speaking, I find that careless, untidy, and uncorrected work is far too prevalent and the only conclusion at which I can arrive is that the teachers are not always concentrating their attention on their work. Head masters have complained to me that there is a good deal of unauthorized private tuition being done by teachers of which they cannot obtain proof, and that, where private tuitions have been authorized, the time given to them considerably exceeds what is put down in the application. It stands to reason that no man can do justice to his legitimate work if he arrives tired at the school and allows himself no time for proper preparation of his lessons and the careful correction of written work."

All inspectors agree that, even where there has been progress, the absolute standard of work in secondary schools is still low. The main reason is the inferior quality of the teaching agency. Year after year until quite recently the Principal of the Training College at Allahabad complained of the poor quality of the candidates for masterships. They were almost all of them third class men and had taken their degrees in subjects that were of little use in schools. A few of them were enthusiasts, the remainder were taking up teaching as a "*pis aller*" or as a temporary refuge. Coming to inspectors' reports we find continual references to the poverty of thought amongst school-masters and their unwillingness to read for themselves and improve upon the training received at college.

Thus one inspector remarks about a school: "The staff is now a trained one and it remains for the results of training to

appear. I noticed in one or two of the class-rooms that the fine varnish of the training colleges had lost its gloss all too soon and in patches had worn down to the original wood. I recommend the head master to give his earnest attention to this matter and to those whose surface is dimming. I would remark that character has as much to do as ever it had in the constitution of the good schoolmaster."

All of which amounts to this, that the standard of work is low because there is a low average standard of attainment and insufficient pride of profession among schoolmasters.

The results of the average schoolmaster's limitations are patent at all stages of school-life. In the lower classes much excellent work is neutralized by lack of imagination and discrimination. The teacher fails to judge the mental age of his pupils, and to appreciate the characteristics peculiar to the individual and the period of development. Hence develops a form of instruction that converts the vivacious imaginative child into the stolid, "docile" youth beloved of his master. In the high classes the limitations are revealed in inability to develop the critical faculty requisite to sound judgment.

That many schoolmasters could break through their limitations is evidenced from the success of a few who are outstanding examples of self-development. One inspector hopefully remarks that he has watched certain men take up the study of their profession as a whole, and of some subject in particular, with an enthusiasm inspired by a keen interest in their work for its own sake. One hears also of men, who, on leaving the training college, sacrifice an assured career in Government service and, deliberately, from a sense of national service, devote themselves to teaching on a small remuneration in aided or unaided schools. Such men possess the highest ideals of the teacher's vocation and their influence is being felt throughout the profession.

It is now six years since the English language ceased to be the medium of instruction in the primary and middle classes of English schools. Opponents of the change had prophesied a lowering of the standard of attainment in English, but so far as can be made out, the English in schools is somewhat better than it was at the beginning of the quinquennium, and, with the intensification of teaching in the periods allotted to the English language, there should be further improvement. The recent progress is generally assigned to the spread of the School-Leaving Certificate examination among the schools of the province. The oral part of this examination has had a valuable influence in improving the standard of spoken English, in encouraging wider reading and in ensuring careful training in written work.

Progress in the teaching of English has been hampered in the past and is hampered to-day, though not to the same extent as in the last quinquennium, by the limited efficiency of teachers. Until recently it has been impossible to spare trained graduates

or indeed trained men of any description for the lower classes of English schools. The bulk of the tuition up to class VI was in the hands of men with the barest minimum of academic qualifications, and in the poorer aided schools this is still the case.

In the Government high schools and the richer aided schools the staffs have been so far improved that it is now possible to spare trained men for the teaching of English in the lower classes, and the introduction of the methodical use of suitable text-books has resulted in a noticeable improvement. This is especially the case wherever the teachers have adopted the "direct method." One inspector reporting on a school remarks: "The beneficial effects of consistently teaching English after the direct method to classes III and IV in past years was noticeable in classes V and VI. I was struck with the fluency with which boys conversed in a foreign language." The use of the direct method is only allowed in schools where there are men who have received special training. It is to be regretted that it is not universal, since it often happens that a pupil after beginning to learn English in a rational way has to revert to the translation-grammar method, because his class master has been transferred or he himself has been moved to another school or even to another class in the same school.

The annual reports of the School-Leaving Certificate examination supply useful information with regard to the progress of English teaching. The percentage of passes during the past quinquennium is as follows:—

1918	..	..	..	..	51 per cent.
1919	..	..	..	..	69 ditto.
1920	..	..	..	..	50 ditto.
1921	..	..	..	..	63 ditto.
1922	..	..	..	..	63 ditto.

From these figures it may be seen that the average standard has been maintained in spite of the change of medium in the middle classes and of the admission of many weaker schools to the examination. The reports over this period show that the teaching is most defective in those branches of the subject that make the greatest demand on the mental effort of masters and boys. Thus, reports are on the whole satisfactory in regard to dictation, conversation, reading, and translation, but composition is always said to be the weakest subject, and has given the opportunity for severe criticisms of which the following is typical:—"The quality of the work in free composition in many schools is unsatisfactory. The fault lies more with the teachers than with the pupils. The teachers' failings are mainly two: first, generally speaking, their knowledge of English is weak; accordingly, many mistakes made by pupils passed uncorrected. The second failing is a moral one. The correction of composition exercises is probably the most exacting of a teacher's duties. The examiners' reports force one to the conclusion that some teachers have not that sense of

duty which enables one to rise superior to the drudgery of a task."

The complaint about the neglect of corrections is perennial, and the fact that boys pay little attention to such corrections as are made indicates a widespread weakness in class discipline. An inspector of schools writes: "I look upon composition as the gauge of intellectual pressure in the schools, and I regret to find that even in the best schools the pressure is extremely low. The most disappointing characteristic of the boys' work is the poverty of ideas. I at first attributed this to a lack of skill in expression in a foreign language. To test the matter I divided senior classes, setting one-half to write on a given subject in their vernacular and the other half to write in English. The results showed that the medium of expression made no difference in the quality of the essay. The teachers apparently have the same methods of corrections for essays whether they be written by class VI or by class X. In the latter, mistakes in spelling and grammar alone attract attention even as in the former, while exaggerated or uncorrect statements, hyperbole and bathos, lack of proportion and balance, passed unnoticed."

There is a long-standing complaint from college lecturers that the student from the English school has too limited a knowledge of English to enable him to follow a lecture. The blame is laid at the door of the secondary school. It is not undeserved. But it should be borne in mind that many lecturers in colleges either speak English as their native tongue or have used it from early childhood in their homes as an alternative language, whereas to a large proportion of students it is only a language of study. The lecturer, whether he be foreign or Indian, probably has an accent unfamiliar to the new undergraduate—"too European" as it was described by a puzzled student.

Be that as it may, the inauguration of intermediate classes should remove the grievance of the college lecturer, since students will have two years more than at present of training in English by school methods, before admission to the University.

In no other subject is the value of training so apparent as in the mathematics. In schools with a staff of trained men it is exceptional to find really slovenly work, whereas in those institutions whose masters are recruited from the unskilled market it is rare to find anything but a welter of illegible figures either on blackboard or in note-book; hence it comes about that the lower classes of English schools compare unfavourably with those of the middle vernacular schools in the teaching of mathematics. In the latter the teacher has invariably been through a course of training and is able to preserve some method, while it is only in the best English schools that a trained man can be spared to teach those junior classes where systematic work is more important than at any other stage.

(c) Mathematics.

Every year examiners lay stress upon the great inequality in the work of different schools. The head examiner in mathematics in 1922 for the School-Leaving Certificate examination says: "While the teaching of arithmetic and algebra appears to be quite satisfactory in certain schools, there are others where much improvement is still required. In some cases the change in the quality of answer-papers was so abrupt that one could easily find from the answer-books where a particular school changed." This inequality is due mainly to inequality in salaries at different types of schools, and it tends to increase.

A common failing in our schools is the lack of educational ideals, especially as regards the ultimate aim of the teaching of a particular subject. In school mathematics it reveals itself in a failure to use the subject as training towards correct thinking or as a tool to be put to use in a practical way. Examiners and inspectors alike complain of persistent and general misuse of signs and in the neglect of ordinary consecutive reasoning. "It was not uncommon," says one examiner, "to find that even where a boy has got his answer quite right the method of expressing a process by which he had arrived at the result was extremely faulty."

An inspector reports as follows:—"The application of mathematics to practical problems of daily life is unusual in schools. I have been regarded with surprise for suggesting that the proposition which states that the square of the hypotenuse of a right angled triangle, etc., should be applied to the marking out of the tennis courts and hockey fields. Every day somewhere or other in these provinces there are classes engaged in the theory of papering and carpeting imaginary rooms, without ever using their own class room as a basis for calculation. Miscalculation might be avoided by a judicious practice of approximation and the establishment of relation between the mathematics of the class-room and the affairs of daily life. Such practice would certainly be a stimulant to correct thinking." This criticism is confirmed by an officer who conducts an important competitive examination. "Most of the candidates are acquainted with the decimal of the text-book, but have no appreciation of its merits in calculation nor experience of its application in actual measurements."

(d) The
vernaculars.

The necessity for a common language of the educated class throughout India and the importance thus given to English in schools have led to the anomaly that instruction in the languages of an Indian boy's home, of his thoughts, and of his aspirations, has been relegated to masters possessed of the poorest academic qualifications. The vernacular teachers are scantily provided with anything beyond a certain knowledge of grammar, and the majority are untrained. There are of course some exceptions. A few vernacular teachers possess a profound knowledge of the

language they teach, and some, by virtue of their piety, set up standards of life that compensate for any academic deficiency; but on the whole the present state of affairs as regards the vernacular teaching is deplorable, and re-acts on the study of other subjects. Thus it is from the vernacular class-room that many a boy derives habits of memorizing in excess and of accepting without criticism the written or spoken word. Hence the many complaints from examiners of the inability of candidates to grasp the meaning of questions and their unreadiness to move from traditional grooves. Both the Hindi and Urdu examiners in the School-Leaving Certificate examination for 1920 note that "candidates failed to understand the meanings of the questions set and when asked to write on the 'Pleasures of reading' held forth on the 'advantages of learning,' or 'of education'; each student in his school career had so often and so exactly copied these standard essays on standard subjects that it had become impossible for him to diverge from time-worn themes."

The extension of the use of vernaculars as media of instruction up to class VIII will give them a higher status in the curriculum. It is hoped that as a result more attention will be paid to improvement in the methods of teaching the mother-tongue. If the vernacular is made a compulsory subject of study at least up to the intermediate stage teachers will in future be better equipped for imparting instruction in their own language. The improvement in initial salaries and in prospects, provided by the recent gradation of language teachers, will attract men of better qualifications to Government schools and they will, it is hoped, raise the standard of teaching the vernaculars. Unfortunately, in aided schools, teachers of the vernaculars are still underpaid and little general improvement can be expected until these schools are able to pay salaries which will attract and retain competent men.

History is still in disfavour among students and teachers. (e) History. In spite of efforts to vitalize its teaching it remains the dullest subject in the curriculum. In 1907 history was considered after English to be the worst-taught subject in Indian schools. In 1912 it was remarked that history was "probably the weakest subject in the whole curriculum." In 1922 the verdict of the head examiner for the School-Leaving Certificate that history teaching is "decidedly bad"

There have always been two types of successful history teachers. The one by sheer insistence forces his pupils to assimilate the information of the text-book; the second and better type, while insisting on a knowledge of facts, tries to vitalise them. Such a teacher must be a man of some personality with a well-stored mind. Unfortunately in our schools there seems to be a dearth of the latter types at the present time. Inspectors are for ever complaining of the dreariness of history teaching. The pupils' note-books give evidence that the

master spends most of his time in reducing the set text-books into running notes which are copied by boys and then memorized; that hardly any practice is given in writing historical essays; that composition in connection with the history lesson is confined to answers to questions that are likely to be given in public examinations. Little is done to give any sense of reality to the subject. Thus, one inspector remarks that, "in spite of suggestion after suggestion no single history teacher in a certain city, rich with the story of past, has ever been known to take a class for an excursion."

But whatever the attitude of the school-boy towards the history of the past it might have been expected that recent political changes would have created some interest in the new institutions of to-day. Yet an examiner for the year remarks: "More surprising is the ignorance displayed in civics. The questions on the reforms and municipalities show that the subject is entirely neglected. Hardly one boy in a hundred could give an intelligent answer."

The schoolmaster therefore seems so far to have made a failure of history teaching. In his capacity as a history teacher he must realize that he can only do justice to the subject by teaching out of a full mind, and he should first see that there is an abundance of reference books in his school library, and then read them. It would not be fair, however, to disregard the disadvantages under which the history master works. He has a difficult and almost an unpleasant task. It is of no use shutting one's eyes to the fact that the history which he teaches hardly carries conviction, written, as it usually is, from the foreigner's point of view. There is little in the text-book to stimulate in the pupils a pride in the past history of their country. It is therefore easier for the history teacher to ladle out notes for examination purposes than to arouse any genuine historical enthusiasm. He suffers from another disability which might be remedied. In the admirable books on teaching which he studies at the training college, he is advised to illustrate history with charts, maps, pictures, and other aids. The energetic man may perhaps make time-charts and maps, but he can hardly be expected to paint pictures or cast models of coins; and so far there has been no source from which he can procure these aids and illustrations cheaply.

In spite of this gloomy report of history some progress has been made during the last five years. The ground for improvement in the future has been prepared by giving men under training special courses in the teaching of the subject. Their influence is now beginning to make itself felt. Substantial grants have been made to school libraries and in certain advanced institutions special rooms have been set apart for the subject.

The report of a head examiner in geography for the School-Leaving Certificate examination of 1922 begins thus :—

(f) Geogra-
phy.

“There has been in certain schools a steady improvement during the last few years which seems to indicate that the value of geography as a school subject is beginning to be appreciated. There are even signs that in particular areas there is some co-operation among geography teachers in different schools. Everywhere there is evidence that another type of information is being imparted from that which was being given five years ago. It is necessary, however, to qualify these optimistic statements by remarking that the schools which show real improvement are few and, that, though the type of information has changed for the better, it is the exception to find a set of papers in which coherent reasoning testifies to the correctness of the teacher's educational methods.” In spite of the qualifications this is hopeful and reads very differently from the laments of a few years ago on the futile practice of memorizing lists of towns, capes, and bays, and calling such study geography.

That interest is being taken in the subject by a limited few is evinced by their willingness to subscribe to such bodies as the Geographical Association, to attend geography conferences, and to read in their leisure the great standard works on the subject. The increased interest has resulted in substantial grants for the supply of maps and apparatus suitable to modern requirements. Such material is now to be found in all the better schools, and, what is more to the point, it is in constant use. For purposes of more effective instruction, special teachers and separate classrooms are allotted to geography in schools of any standing.

The Inspector of the Fyzabad division reports :—“Every school in the division is now provided with good wall maps and suitable apparatus. In one school the teachers have been sufficiently enterprising to start a small museum, while everywhere there is a growing enthusiasm for the subject, and a few teachers are reading widely in order to improve their knowledge. It will of course take many years for the teaching of the subject to reach a high standard, since the average schoolmaster of lower classes is lacking in what might be called general world knowledge and in power of observation ; so that although there is among the younger boys an increasing curiosity about foreign lands yet in many schools the apathy of the teachers together with the exigencies of examinations check wonder and imagination, and the glamour of the unknown, which at one stage is the chief incentive to the acquirement of geographical knowledge, fades with advancing years.”

Practical geography meets with little approval because it demands concentration and exactitude. Its neglect is to be regretted, since it affords, at a small cost, an opportunity for hand and eye training. Moreover, its practice entails correlations between geography and mathematics and results in proper appreciation of the functions of the map and principles underlying its construction.

The map-drawing practised in many schools is of little geographical value. It is in reality an exercise in free-hand drawing. But the idea that the laborious copying of a map has some special virtue in geographical training is happily no longer universal.

The influence of examiners for the School-Leaving Certificate examination is making itself felt and this is especially noticeable in regard to map study. Thus the examiner for 1922 suggests that "teachers should teach their pupils to think in terms of sketch maps which are the shorthand of geography, so that they can either express the matter of a lesson in a sketch map or translate a map into words."

There has always been a scarcity of geography teachers, mainly because there is no geography teaching of an advanced type in our universities. The subject is a wide one and such masters as have attained any real proficiency in teaching it, have been obliged, by want of facilities, to study privately and to rely for help on friends whose opportunities have been happier than their own. The proposed new Chair of Geography to be established by the Allahabad University should give a great impetus to sound geographical teaching in the schools of the province.

Science.

The most important advance in science teaching during the past five years has been the introduction of courses of nature study in elementary science into certain of the English schools of the provinces. It had long been felt that the teaching of science in these schools was unsatisfactory and insufficient. Courses on nature study existed on paper, but few schools adopted them, and the majority of pupils passed through their educational career in ignorance of the most common facts of science and with no idea of the value of science in the service of men and as a factor in the progress of civilization. To remedy this defect in the curricula of our schools, a strong committee met in the spring of 1919 under the presidency of the Director of Public Instruction. It passed resolutions in favour of introducing into English schools, where provision had previously been made in staff and equipment, courses in nature study and elementary science, that should be compulsory from class III to class VIII. It suggested the appointment of a sub-committee to draft model syllabuses, and proposed that arrangements should be made in the Training Colleges at Lucknow and Agra for training of teachers in the compulsory science courses. The resolutions of this committee were accepted by Government and in the cold weather of 1919-20, a detailed syllabus was prepared. The courses laid down are progressive. In each class attention is directed to natural phenomena and to plant and animal life. Class by class the field of observation and experiment widens, while the method is intensified until the pupil has acquired a fairly accurate idea of the general relations between himself and his environment, and is acquainted

“with the broad outlines of scientific principles, with the way in which these principles are exemplified in familiar phenomena, and with their application to the service of men.”

The new courses were introduced for the first time in 1920-21 in 20 Government high schools. A lump allotment of Rs. 14,800 was sanctioned in that year for this extension of science teaching. In the ensuing session the subject was introduced in six more Government high schools and in eight aided schools, Government making a recurring provision of Rs. 10,000 and a non-recurring one of Rs. 24,850 for the purpose.

In order to give full latitude of choice to schools the acceptance of the model course has not been insisted upon. Any school may teach its own syllabus provided that syllabus has been approved by the department. Some small obstacles have presented themselves since the initiation of the scheme. It was found that among teachers who had already been trained there was some reluctance to taking a further course in a subject for which they received no extra remuneration. In some districts the difficulty of maintaining gardens without the employment of extra labour has presented itself. This is particularly the case in areas infested with monkeys or at schools unprovided with compound walls. On the other hand the periods of open-air observation or indoor experiment are appreciated by the pupils. The Inspector of Agra says:—“A welcome improvement has been the introduction of nature study and elementary science into the curriculum for the junior classes. Only a few schools have yet adopted these courses, but where they have been introduced they have proved very popular and had done much to enliven school work and introduce the boys to new interests.”

Science as an optional subject in School-Leaving and Matriculation examinations is steadily growing in favour in the better equipped schools. Approximately 53 per cent. of scholars in English schools now study science up to the School-Leaving Certificate stage.

In 1917 there were 64 schools equipped for science teaching; in 1922 there are 125. The Government have been liberal in their expenditure on the subject as is seen from the following figures:—

	Government high schools.			Aided English high schools.		
	Recurring (upkeep of science).	Non-recurring.		Recur- ring.	Non-recurring.	
		Buildings.	Equip- ment.		Build- ings.	Equip- ment.
1917-18	6,660	7,005	700	..	5,000	3,269
1918-19	8,020	..	17,123	..	4,199	13,210
1919-20	8,020	4,910	9,523	..	..	11,652
1920-21	8,100	..	10,493	..	22,675	5,139
1921-22	10,640	..	33,925	..	..	7,236

Visiting examiners speak gratefully of the much-needed increase in expenditure on buildings, equipment, and staff, but hint that better results might accrue if lecture theatres were used rather less and laboratories a good deal more. They complain also that boys "cannot apply the scientific principles they study in the laboratory to objects of common life." But inspectors who have had the advantage of remaining in the same division long enough to mark changes are of opinion that good progress has been made. They contrast the condition a few years ago, when it was rare to find properly trained permanent science masters, with that of to-day when the temporary B. Sc., putting in his time at earning something while studying law, is the exception. They speak with satisfaction of the better accommodation and superior equipment of the present times and are hopeful of the future.

In speaking of the greatly-increased expenditure one inspector says: "The quinquennium from 1912-17 saw the initiation of a forward policy in science teaching; the past five years have seen the consolidation and expansion of this policy, and, if proportional progress continues, in 1927 there should be a properly equipped laboratory and a qualified science master in every school of any standing."

(h) Drawing.

Drawing, with the alternative of brush-work, is a compulsory subject in English schools up to class V, and can be offered as an optional in the School-Leaving or the Matriculation examinations. Comparatively few candidates enter in this subject, as it is of no further use for examination purposes.

The curriculum in drawing was not revised with other curricula in 1915, for the simple reason, as has been stated, that there was no likelihood of obtaining men capable of teaching the subject properly. There is therefore no progress to record during the quinquennium under review.

In the junior classes of English schools drawing, as it is understood at present, consists in re-copying into books of what has already been copied by a master on to the blackboard. "In a few schools," says the Inspector of Lucknow, "the drawing master has given life to the subject by placing before the smallest boys interesting flat objects to sketch, and by introducing colour work; but in most schools the boys first copy the kite, the almirah, the extraordinary-looking cow and the other drawings with which we are all familiar." The only other inspector who considers drawing worthy of note says: "The subject is still in its elementary stage in our schools. The chief difficulty is the want of efficient teachers. It is the rarest thing to find a drawing master who can make a pleasing sketch. Some of them however can compose admirable conventional designs in black and white or in colour, and have, moreover, succeeded in teaching their pupils to do the same." He expresses an opinion further that more attention might be given to design of a simple kind

and instances cases of excellent work executed in the cheapest of bazaar colours, or in country inks. The master, who had been sufficiently ingenious and interested in his work to get these results, told him that his difficulty was not to get his boys settled down to work, but to get them to leave it. It would appear from this that both desire and ability are latent in the pupils and that the need is for teachers, possessed of enthusiasm and knowledge. Reports of examiners confirm the view that it is opportunity, not capacity, that is lacking among candidates.

There is an insistent demand at present for vocational, technical, practical, and scientific training. Yet no attention is paid to drawing, the humble handmaiden of them all. A thorough reform of this subject in our schools would probably produce a powerful incentive to divergence from a purely literary course, since drawing offers a fresh outlet for self-expression and reveals types of ability that at present remain undiscovered until too late.

Provision for the training of drawing masters is therefore overdue in these provinces. At present our teachers are drawn from Calcutta, Bombay, and Lahore, and naturally the best men do not come so far afield. A scheme has been drawn up and approved by Government for the training of drawing masters at the Training College, Allahabad, but has been held up for lack of funds.

There are 32 schools taking commerce as an optional subject in the School-Leaving Certificate examination. It can hardly be said to have been a favourite subject so far, but now that there is opportunity for further commercial training up to university standards it should increase in popularity. The consensus of examiners in recent years is that there is a slow improvement in teaching. Too much attention is said to be given to typewriting, because of its immediate monetary value, to the neglect of book-keeping and commercial correspondence. "It is evident," says one examiner, "that teachers are giving instruction too much by example and illustration and are spending far too little time in developing the fundamental principles of the subject and their application under varying circumstances." (i) Commerce.

Manual training has for some years been an optional subject in the School-Leaving Certificate examination, but in spite of its acknowledged educational value it has never been popular. In 1917 there were six schools each equipped with a workshop and there were 34 entrants for examination in the subject in the following year. In 1922 there were 11 workshops, but only 19 entrants. The main reasons given for the failure of manual work to attract students are that it leads up to nothing in the university course, and that few schools can afford the expensive equipment. (j) Manual training.

Examiners comment with regret on the neglect of the subject. One of them remarks thus on the prevailing apathy: "It should

be impressed on parents, head masters, and teachers alike that the hand is not only the servant of the brain, but it also contributes very largely to its development. No subject in the whole curriculum brings into play the child's constructive powers to the extent this does; in addition it exercises his imagination, makes him find out things for himself and teaches him to create." He might have added that it gives an opportunity of self-expression to boys, who, though possessed of intelligence, are unable to express themselves in words and predisposes towards industrial life boys who discover through this subject their skill of hand and eye.

The committee appointed to make recommendations for the improvement of science teaching, to which reference has already been made, suggested that the proper place for manual training was in the middle section and that it should be made a compulsory subject for all boys in schools in which there was a workshop and a qualified instructor. The experiment of making the subject compulsory has already been tried with success. At the Government High School, Allahabad, all boys from class III to class VIII now go through a systematic course in paper-work, cardboard modelling, and wood-work. The proper place of manual training in the curriculum and the means which should be taken to develop it are matters which will engage the early attention of the newly-constituted Board of High School and Intermediate Education. The question of cost is, in the present period of financial stringency, a difficult one, but probably the solution lies in establishing at particular schools workshops for the use of pupils from a group of schools situated within easy reach of these "centres."

(k) Classical languages.

Only a few classical language masters have received a training for the work of teaching. Some few of them who combine a ripe scholarship with a natural gift for instructing, cannot fail with such media as Sanskrit, Persian, and Arabic to stimulate the intelligence and educate the taste of their pupils. Unfortunately such teachers of classical languages are rare in our schools. Consequently the study of these great literatures is far below the standard they deserve.

Teaching in vernacular middle schools.

The reports of divisional inspectors are singularly reserved on the subject of tuition in the middle vernacular schools. The most favourable criticism is that there is a tradition of thoroughness, though there is some doubt expressed as to whether it is as widespread as in former days. The usual adverse criticisms are that there is a lack of imagination and that cramming is the one educational method understood. But these criticisms have been made about the elementary schoolmaster in most countries at a certain stage in the evolution of their educational systems. To their credit let it be said that teachers in our vernacular middle schools succeed in teaching boys to spell and figure fairly

accurately and they do it at a remarkably cheap rate. Some among them indeed are gifted with the powers of the great teacher and succeed in impressing for good their own personalities on their pupils.

The number of entrants for the School-Leaving Certificate examination has steadily increased from 2,655 in 1916-17 to 5,294 in 1921-22, while the entrants for the Matriculation examination have decreased from 2,454 in 1916-17 to 858 in 1921-22. The popularity of the School-Leaving Certificate examination has grown with the public because it for a time was the only approach to Government service; the department prefers it because it combines inspection and a written test; the head master appreciates the opportunity given to him to express his views on individuals and work; the divisional inspector knows that the oral and practical examinations are an extra check on schools; even the assistant master benefits from it, if he is enthusiastic and skilled, since his good work receives recognition.

At present almost all schools of any reputation have decided in favour of the School-Leaving Certificate examination and, if standards are maintained in the future, they will probably retain their preference for this type of examination, under whatever name it may go.

The percentage of passes in the School-Leaving certificate examination is generally slightly below 50 per cent. and of the Matriculation just under 40 per cent. The low percentage is due to lenient promotion and unskilful tuition in the lower part of the schools. A matter for serious consideration is the small proportion of the successful candidates who get anything but a poor third class.

The High School Scholarship examination is a competitive examination for boys of class VIII under 16 years of age. Certain schools have established reputations for securing scholarships, probably on account of their intensive methods of tuition. One inspector considers that the examination lends itself to cramming; he remarks of winners of high school scholarships that they often fail to fulfil the promise of their early success.

The year 1917 offers no criterion of numbers or successes in the Vernacular Final examination as it was a bye-year. Class VII had just been inaugurated in the vernacular schools, and the only candidates for the examination were the previous year's failures. Since 1918 the number of entrants has swollen from 8,225 to 12,929, but the number of successful candidates has only increased by 246 from 6,128 to 6,372, the percentage of successes having declined from 74 per cent. to 49 per cent. Probably this decline is accounted for by the fact that there has been a considerable expansion in secondary vernacular schools and consequently it has been necessary to recruit young teachers, who, though qualified, are inexperienced.

(a) Examinations.
(b) School-Leaving Certificate and Matriculation examinations.

(b) High School Scholarship examination.

(c) Vernacular Final examination.

School
libraries.

In some divisions there has been a thorough overhauling of libraries during the quinquennium. They have been carefully weeded and "standard works" have been replaced by books chosen with a view to cultivating in boys a taste for reading. Books have been classified according to matter and again according to suitability for reference or for leisure reading. Those required continually for immediate reference or reading have been placed in class-room and common room and the opportunity at least has been given to everyone who desires to read.

Unfortunately the average teacher has not himself cultivated the reading habit, except as regards newspapers. He has his family affairs, and his private tuitions and little leisure is left for culture; so that if boys wish to read they have to do so without guidance.

There is now available a wide selection of books in English suitable for school libraries. Some progress has been made within recent years in the provision of books in Urdu and Hindi, especially the latter, but the quantity of suitable material available in these vernaculars is meagre. As one inspector says: "English has a sufficiently wide public to guarantee the expenditure of large sums in producing books, but this is not the case with Urdu and Hindi. It is only in the homes of a few that English can be read and appreciated at an early age; the great need to create an appetite for reading is a sufficiency of instructive and interesting material in the vernaculars."

Hostels.

The number of hostels attached to English schools has increased considerably and head-masters have endeavoured to attract boys from the bazaars into the respectable life of boarding houses, with varying success. Most of the Government schools have built satisfactory hostel accommodation and the more prosperous of the aided schools have followed suit. The type design has been revised and improved in almost all respects, especially as regards the boarders' rooms. Hostel libraries have been established and indoor games provided, while co-operation between various schools has resulted in continual small improvements in organization.

In some divisions there is reported to be a dearth of hostel accommodation. Thus the Inspector of the Kumaun division says; "The schools of the Kumaun division are badly off for hostel accommodation owing to the difficulty of acquiring suitable sites. The demand is great, as boys come from a distance. In Almora in particular, the conditions under which boys are living in the congested bazaar are very unsatisfactory." In some other divisions the supply is said to be in excess of the demand. "Hostels in English schools in the Lucknow division," says the inspector, "are not altogether a success, and many are half empty. In Lucknow boys from outside prefer to live with relations and when they have no relations they avoid the discipline of a hostel by finding their own quarters in the city."

The Inspector of Schools, Gorakhpur, says : " In the three Government hostels where there is accommodation for 145 boys the number of boarders was 108, while in the private hostels with an accommodation for 143 the number of boarders was 75." In the Fyzabad division the hostel attached to the Government Intermediate College could be filled twice over, but in the outside districts hostels are not always full. Poor boys complain that they cannot afford the cost of living in a hostel where the price of food is higher than in the bazaar.

The average cost of maintaining a boy in a hostel has risen from Rs. 25 in 1917 to Rs. 34. Fees have remained the same.

The personality of the hostel superintendent has much to do with the hostel enrolment. Unfortunately head masters do not always make the happiest appointments, and parents are too ready to seize the opportunity to remove their boys. On the other hand good hostels conducted by enthusiastic social workers are appreciated by boys and parents. Thus there is the hostel of the Radhaswami School at Dayal Bagh near Agra, of which the inspector says : " This school owes comparatively little to State aid and has in a short time worked its way to the forefront of the English schools in the division. It is a residential school and is almost monastic in character. Situated in the country five miles from the city, it has to be self-contained and provides all its own necessaries of life. It has considerable factories of its own in connection with the school and the religious head of the sect lives on the premises. The Dayal Bagh is the spiritual home of the Radhaswamis of the Satsang Sabha and members of the Sabha meet here for devotional purposes three or four times a year. The school is in this way kept in close touch with the parents of the scholars and the religious and moral influences are strong. The school is almost unique in my experience and it represents ideals in education that are rarely found."

Nearly all the inspectors speak of the wretched way in which the boarders of middle vernacular schools are housed. It must be said to the credit of most of the district boards that they are equally concerned about the conditions of their hostels and are doing their best to provide better accommodation. The new hostels now springing up are excellent and meet all requirements. Financial stringency has hampered the boards in carrying out their programmes ; in some districts urgent schemes have had to be shelved for lack of funds.

CHAPTER VI.

PRIMARY EDUCATION.

Types of
primary
schools.

Primary schools may be classified according to management into three groups—

- (a) District board schools.
- (b) Municipal schools.
- (c) Government model schools.

The district and municipal board schools may be re-classified according as to whether they are managed by the boards themselves or by other agencies such as local committees, religious bodies, and private individuals, and aided from district and municipal funds. The ordinary primary school may have six classes : A, B, I, II, III, IV, or it may lack classes III and IV when it is known as a preparatory school. The present policy is to raise all schools to the full primary standard

Among district and municipal schools are included Islamia schools, aided maktabas, aided pathshalas and depressed class schools, but as these present special problems they are dealt with in other chapters of this report.

There are a certain number of unaided schools of the primary type, of which some mention will be found in the chapter on private institutions. Such schools are often venture schools, which, if successful, receive aid and may even be taken over altogether by a board.

(a) District
board
schools.

In schools entirely administered by the district board, accommodation, furniture, and apparatus are arranged for by the district authorities and the teachers are the whole-time servants of the board, paid on a scale fixed by the local Government. The advantages of direct management in the direction of efficiency are now so generally recognized that it has become the policy to take over aided schools, as soon as they show by enrolment that there is a sufficient demand for education in any particular area to warrant the transfer.

All recognized public institutions in the districts are supervised by the deputy and sub-deputy inspectors of schools, who are departmental officers, responsible to the chairman of the district board and to the divisional inspector of schools. In addition to this control, there is the inspection of the district officials and of the non-official members of the district board. Within the quinquennium village school committees have been instituted with advisory and, in some districts, limited executive functions. The activities of all the controlling agencies are fully discussed in Chapter III.

(b) Muni-
cipal schools.

The condition of primary and preparatory schools within municipal areas still compares unfavourably with that of district board schools and it tends to degrade rather than improve. The first and perhaps greatest disadvantage is the difficulty of

recruiting capable teachers, as many municipalities pay on lower scales than district boards, in spite of the extra cost of living in towns and the smaller opportunities for promotion; a second disadvantage is the laxity of supervision that usually prevails.

The district staff ordinarily ceases to inspect in any area which has assumed independent control of its own schools, and it is only the larger municipalities that can afford to appoint superintendents.

The rapid increase in the number of small municipalities is creating a serious situation that will call for some decided action to prevent the growth of illiteracy within their limits. "The condition of some of the preparatory schools in these areas is very unsatisfactory. The teacher can barely read himself and is often suffering from some infirmity that debars him from other employment; there is no equipment save a chair and a table; the school is often held in a six-feet wide verandah; tuition and conversation with the casual passers-by go on happily together; pupils drone their lessons, share *takhtis* and books and slip away at their own sweet will, while the school-master is equally free from rule or convention." Such is a description given by one inspector and borne out by others.

In large towns the condition is better but distinctly unsatisfactory where there is no professional controlling officer. "There is no inspecting officer in this municipality," says one municipal chairman, "the work is however carried on by the secretary and members of the board, who have all done their best to bring the schools into systematic discipline." But it is impossible for a honorary secretary and members of a board to give to the schools the guidance and control which is essential to ensure a reasonable degree of efficiency. Schools require expert supervision at least as much as roads or drains.

In 1919 the United Provinces Primary Act, permitting municipal boards to make primary education compulsory for boys between the ages of 6 and 11, was passed.

Compulsory
education.

In January, 1921, the Local Government asked the municipal boards to report —

- (1) whether they proposed to take any steps to introduce compulsory education;
- (2) to what extent they proposed to introduce it;
- (3) what financial assistance they required from Government for the purpose.

Subsequently, in April, 1921, the boards were asked to supply more detailed information on the subject. From the replies received from the boards it appeared that 32 were willing to introduce compulsory education for boys. Their proposals had been framed on varying principles and in many cases no clear estimate of cost had been worked out. They were therefore revised by the Educational department on uniform principles. The local Government promised, if sufficient funds were available

and were granted by the Legislative Council, to give boards, which agreed to apply the Act to the whole or to any part of the municipality, assistance to the extent of (1) two-thirds of the extra cost involved, including the cost of remitting fees, and also (2) the total cost of bringing the minimum pay of their teachers employed in vernacular boys' schools up to the minimum rates prescribed for district boards; provided that the total contribution made by Government to the municipality on account of primary education should not exceed 60 per cent. of the total cost of the same.

Provision was made in the uniform scheme for enrolling 80 per cent. of the boys between 6 and 11, on the assumption that 20 per cent. would be exempted or else enrolled in English schools. Of the 80 per cent. it was proposed to enrol up to 75 per cent. in 1922-23, up to 90 per cent. in 1923-24, and the full number in 1924-25. Teachers were to be provided at the rate of 1 per 30 boys and primary schools at 1 per 180 boys. The teachers' pay was calculated at the revised rates sanctioned for district boards with a minimum of Rs. 14 for untrained teachers. Provision was made for the training of teachers and for the pay of an attendance officer. As the scheme would entail the construction of a large number of schools and their equipment, non-recurring expenditure was fixed at the rate of Rs. 7,000 for each new school building, exclusive of the cost of land and Rs. 3 per additional pupil for equipment.

In March, 1922, answers were being received from the thirty-two municipalities that had expressed their willingness to introduce compulsory education.

(c) Govern-
ment model
schools.

Government maintain a model school attached to each normal school for practice and experiment. Information on their management will be found in the chapter on training institutions.

Aided
schools.

Since 1917 the number of aided schools has increased from 1,880 to 2,418, i.e., by 538 and the enrolment from 66,033 to 74,349, i.e., 8,316, expenditure has risen by Rs. 98,457 from Rs. 2,40,432 to Rs. 3,38,889, while teachers have increased by 575 from 2,220 to 2,795. The increase in maktabs and schools for the depressed classes has been chiefly responsible for this rise in number and expenditure. As these types are dealt with elsewhere, the following remarks do not apply to them.

"There is no doubt," says the Inspector of Benares, "that the aided schools are inefficient institutions and managers seldom help the teachers even with food, but they serve a useful purpose in testing the need for a school in a locality." "They are virtually district board schools and are maintained wherever they exist as a test of the local demand either to be ultimately abolished or converted into a board school," says another inspector.

The chairman of the district board, Pilibhit, is strongly

condemnatory. "The existing state of aided schools is anything but satisfactory. The teachers of these schools are generally appointed by the managers. The latter, in ninety out of a hundred cases instal a worthless relative or friend. The result is that the teacher does not work but draws the aid only by way of a pension. The manager after securing aid for the school loses all interest in it and leaves the teacher to himself." The standard of qualifications demanded in aided schools may be gathered from these remarks and from the fact that only 4 per cent. of the teachers have been trained as against 64 per cent. in district board schools.

The chairman of the Bahraich board has a word to say for aided schools. Their number has decreased in his district but they maintain a good enrolment and in his opinion afford a contrast between the effects of natural growth and artificial stimulus. The most successful aided school in Bahraich, however, owes its flourishing condition to the enthusiasm and financial support of missionaries.

Other chairmen who have anything to say in favour of aided schools, apologize for bad housing, equipment, and staff on the ground that education in aided schools is cheap. From the figures supplied by districts it would appear that while it costs Rs. 8-3 a year to educate a boy in a board school, it costs only Rs. 4-8 a year in an aided school. The present necessity for economy may give a fresh lease of life to aided schools to the disadvantage of education generally.

The educational scheme evolved from the proposals of the Piggott Committee provided for a primary school within walking distance of every village, and for a sufficiency of preparatory feeder schools; but experience of the scheme in working showed that the feeder schools did not function as such and in view of the urgent necessity for removing all barriers to freedom of opportunity the local Government decided in 1918 to launch a fresh scheme with the object of rapidly increasing the enrolment in the province by establishing full primary schools, wherever there was a demand.

The district boards were asked, in April, 1918, to prepare programmes to cover a period of five years. They were assured of ample financial help for the main project and for such subsidiary projects as the immediate training of all available teachers, the improvement of recruitment by augmentation of salaries, and the extension of equal opportunities to communities that were educationally backward on account of religious, social, or geographical conditions.

The schemes submitted by the boards required an increase in recurring expenditure from Rs. 30 lakhs in 1918-19 to Rs. 62 lakhs in 1923-24, and in schools from 10,197 to 19,130, while the increase in staffs in the schools managed by the boards was estimated at 14,350.

Figures of schools and scholars.
(a) Expansion scheme.

The variety of method evidenced in the proposals put forward and the obvious uncertainty evinced by some boards as to the need of their districts induced Government to reconsider the duration of the experiment and it was decided that in the first instance it should cover a period of three years.

Apart from the uncertainty of district authorities there was doubt on the part of Government as to the advisability of arranging in these days of rapid developments a rigid scheme of definite advance over so long a space of time as five years. In any case there was the probability in the near future of great changes in the constitution and powers of district boards, which would alter their financial relations with the Provincial Government. To assist the boards in organizing the scheme, an officer of the Education department was placed on special duty. The detailed results of the scheme will appear under the various headings of this chapter.

(b) Enrolment.

The number of primary schools for Indian boys has increased by 4,956 from 10,535 in 1917 to 15,491 in 1922. The enrolment rose by 1,38,442 from 6,49,065 in 1917 to 7,87,507 in 1922—an increase of 21 per cent. In normal years this would have been a very creditable increase, but in view of the larger expenditure it is somewhat disappointing and calls for investigation.

The figures of expansion of schools, scholars, and teaching cadre year by year between 1917 and 1922 are given below :—

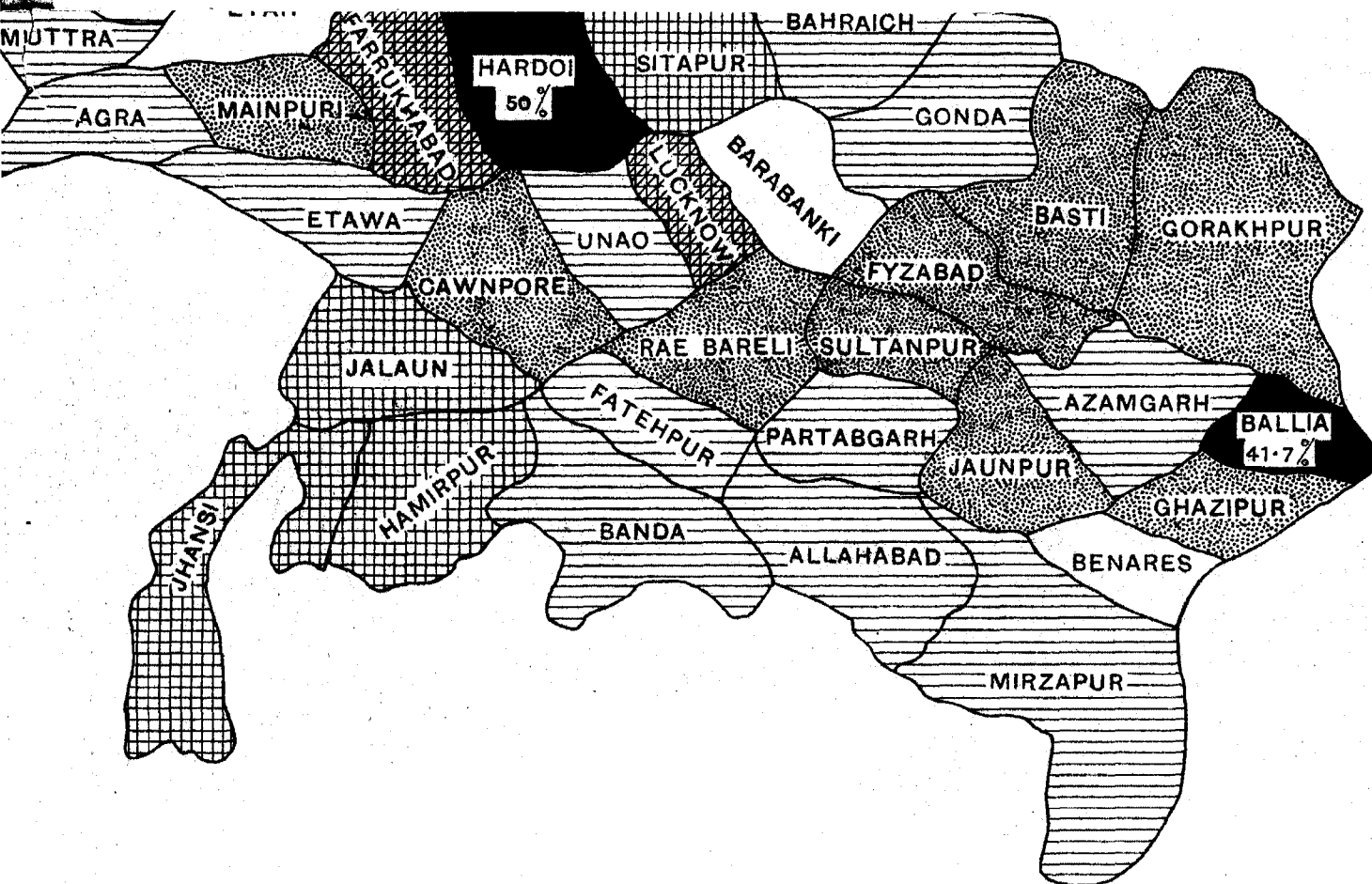
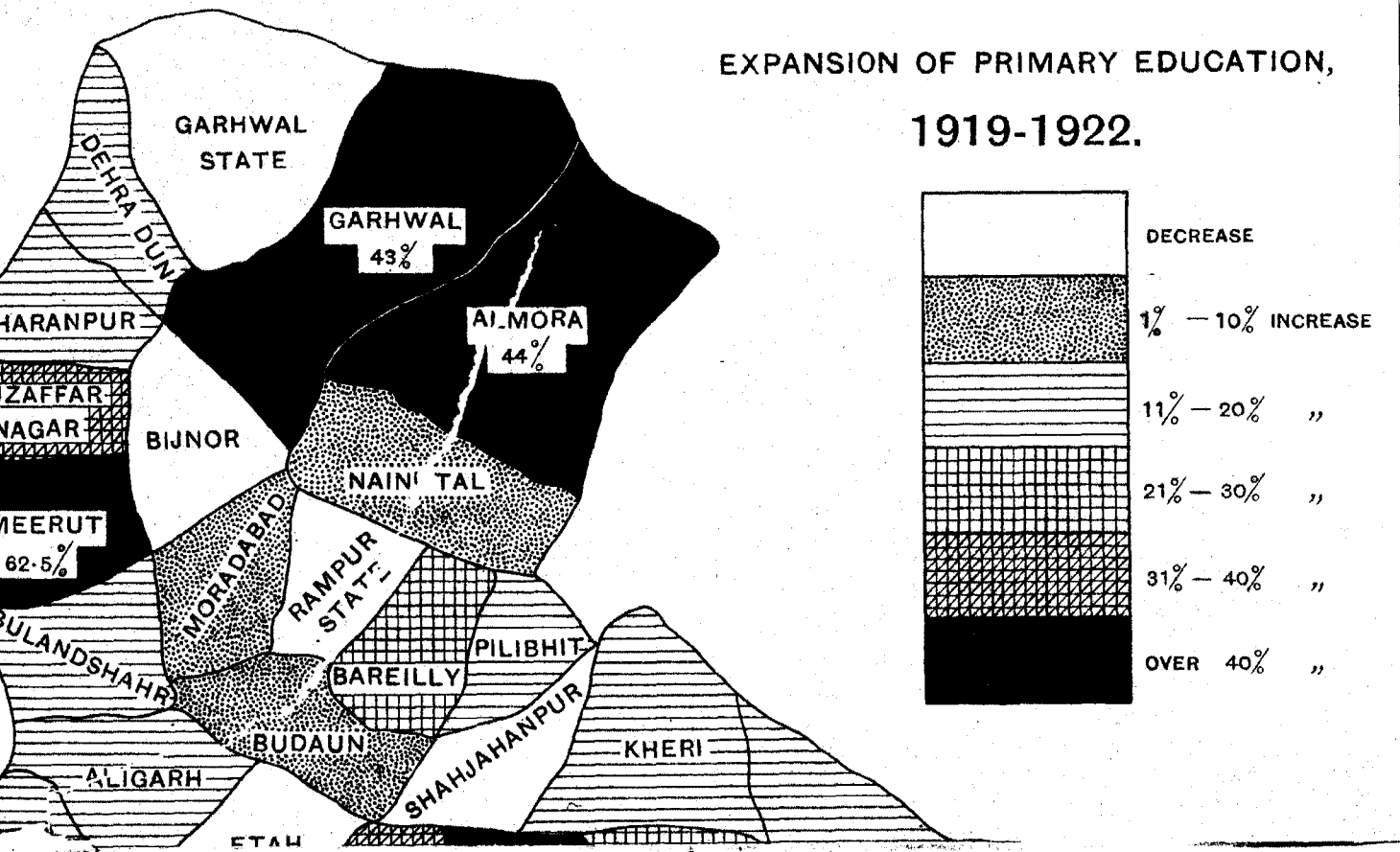
	Primary schools for native boys.			Scholars reading in primary schools for boys.			Teachers in—		
	Number of schools.	Increase.	Decrease.	Number of scholars.	Increase.	Decrease.	Number.	Increase.	Decrease.
1916-17	10,535	..	..	6,49,065	..	..	22,241	..	..
1917-18	10,857	322	..	6,68,403	19,338	..	23,280	1,039	..
1918-19	11,504	647	..	6,85,830	17,427	..	24,077	797	..
1919-20	13,597	2,093	..	7,69,672	73,842	..	27,029	2,952	..
1920-21	15,094	1,497	..	8,05,150	45,478	..	28,915	1,886	..
1921-22	15,491	397	..	7,87,507	..	17,643	29,189	274	..
Total		4,956		Total	1,56,085		Total	6,948	
					17,643				
					1,38,442				
								Deduct decrease in the quinquennium.	
								Net increase in the quinquennium	

The actual percentages of increase on the enrolment of 1917 are—

1918	1919	1920	1921	1922
3%	5%	17%	24%	21%

The actual increases year by year on the enrolment of 1919 are as follows :—In 1920 11 per cent., in 1921 17 per cent., and

EXPANSION OF PRIMARY EDUCATION, 1919-1922.



in 1922 15 per cent. The differences in the results of the various districts are conspicuous. Meerut has succeeded in raising its enrolment by 62 per cent., Hardoi comes second with an increase of 50 per cent., followed by Almora, Garhwal, and Ballia with 44 per cent., 43 per cent., and 42 per cent., respectively; three boards show increases of between 31 per cent. and 40 per cent., five of between 21 per cent. and 30 per cent., 18 of between 11 per cent. and 20 per cent., 12 boards of between 1 per cent. and 10 per cent., while five boards show a decline in enrolment during the three years.

There appears to be no geographical, political, or economic basis of distribution for these results. Almora and Garhwal show over 40 per cent. increase in spite of scarcity in the latter, yet Naini Tal can only show progress to the extent of 6 per cent. Next door to Meerut, with an increase of 62 per cent., is Bijnor with a decline, and Moradabad with only 9 per cent. of increment. The eastern districts have taken least advantage as a whole of the help given, but no conclusion can be drawn, as Ballia stands fifth in the provinces. Political disturbances may have affected Bara Banki, where there is a decrease, but Hardoi has also had its troubles and so has Sitapur with an increase of 26 per cent. If wealth had been a factor, then Cawnpore might have been expected to surpass the mountainous districts of Almora and Garhwal and the rocky plateau on the far side of the Jumna, but Cawnpore is very low down on the list and Hamirpur is fairly high. Fyzabad is a curious example of a district which for the whole quinquennium shows an increase of 49 per cent. but for the last three years of only 10 per cent.

Nor can desire for education nor need of it give a clue to the reason for this distribution. Benares at the end of last quinquennium headed the percentages of scholars to population, but expansion in this district under a voluntary system would seem to have reached its limit, since it has a decrease for the last three years. Allahabad, Cawnpore, and Agra which had fairly high percentages only show increases of 17 per cent., 9 per cent., and 14 per cent., respectively, but on the other hand Lucknow and Almora, which were second and third amongst districts in 1917, have large increases of 34 per cent. and 44 per cent. Gorakhpur needed education as much as Hardoi; both were easily in the last ten in 1917. Yet Gorakhpur shows a slight increment of 3 per cent., while Hardoi shows one of 50 per cent.

There is such inconsistency and inequality in the results of the expansion scheme that one is reduced to measuring them by the interest taken by local authorities. In any case for the benefit of other administrations a careful exposition should be given of the methods employed by the successful boards.

The elimination of geographical and economic differentiations allows of the consolation to the originators of the scheme, that, if it was possible for one board to achieve more than the success

asked for, then it was possible for many; that is to say, there was justification for expecting success.

(a) Causes of decline in 1921-22.

The fall in enrolment in 33 districts in the year 1921-22 is generally attributed in district board reports to non-co-operation, malaria, rise in prices and wages, and diversion of the funds provided for expansion towards meeting the cost of increasing the pay of teachers.

Certain districts where non-co-operators had been very active seem to have suffered, but on the other hand numbers went up last year in some districts where there was political unrest. The success of non-co-operation in reducing enrolment has probably been over-estimated. In times of actual disturbance parents naturally hesitate to send their children for a time and no doubt the children are not unwilling to stay at home.

Quite a number of reports attribute decline to malaria, which seems to have been prevalent in the eastern and submontane districts. It is one of the unfortunate conditions that attach to a good rains, that the succeeding cold weather is more than ordinarily malarious.

Revision in wages for manual labour has probably diverted older boys from schools. An examination of General Table X would seem to confirm this. Although that table includes pupils in English schools, the bulk of those in the primary classes belong to the vernacular schools. The increase in enrolment at different ages between 1917 and 1922 is as follows :—

					Per cent.
6 to 7	..	..	..	..	22
7 to 8	..	..	..	..	29
8 to 9	..	..	..	..	29
9 to 10	..	..	..	..	22
10 to 11	..	..	..	..	11
11 to 12	..	..	..	..	4
12 to 13	..	..	..	..	-6
13 to 14	..	..	..	..	-12
14 to 15	..	..	..	..	-5

This indicates a serious withdrawal between the ages of 11 and 15.

There are other reasons that were not so strongly emphasized that deserve attention. During the first two years of expansion there was an indiscriminate enrolment which has been followed by a natural deflation as the enthusiasm of the authorities has waned and the inspecting officers have found time to check registers more closely. Several officers attribute the entire falling-off in their districts to the arrest of the expansion in the third year and the excision of spurious entries from school registers.

(d) Upper and lower primary enrolment.

The inordinate disproportion between enrolment in upper and lower primary classes has been a matter of so much discussion in previous reports that little remains to be said on the subject. Although there has been an increase of 9 per cent. and 14 per cent. in classes III and IV since 1917, the disproportion remains

PRIMARY EDUCATION.

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and is somewhat aggravated, as can be seen from the following comparative table showing what percentage of children in class A continue their education through other classes up to class IV :—

		A.	B.	I.	II.	III.	IV.
1916-17	.. ..	100	67	52	35	24	17
1921-22	.. ..	100	58	44	31	22	16

The reasons given for diminishing enrolment are—

- (a) The demand for child labour, which results in the withdrawal of boys as soon as they can be of use in the fields.
- (b) Prejudice against schools as unfitting boys for agriculture and craft.
- (c) The inefficiency of teaching.
- (d) The lack of full primary schools and the unwillingness to attend upper primary classes at any great distance from the home.

Every possible effort has now been made to improve teaching and to bring upper primary education within reach of all children. Since the sudden awakening of a desire for learning in an agricultural population cannot be expected, it would seem that the remedy for the present evil is only to be found in some form of free and compulsory education.

A voluntary system of primary education is wasteful. It is shown elsewhere that only a small percentage of the boys who enter a primary school complete the course. Thus the great majority of pupils in primary schools do not remain long enough at school to gain any permanent advantage from their education. The little benefit which might be obtained from instruction in infant classes is lost in many cases by irregular attendance. One chairman complains that he has found three teachers wasting their time with 20 boys out of an enrolment of 90, and a false registration of 30. Complaints of this kind are unfortunately not uncommon. The Inspector of Schools, Fyzabad, has been trying an experiment. He consulted the assistant inspectors and deputy inspectors' reports from 100 schools in the division with the following results :—

The total enrolment was	.. ..	8,303
The average attendance shown was	.. ..	5,516
The day's attendance was	.. ..	4,983

(e) Attendance.

That is to say, that on the special day of inspection the attendance was 4 per cent. lower than the average and then came to 59 per cent. From these figures it may be assumed that an estimate of 50 per cent. average attendance would be optimistic.

The excuses presented by the schoolmaster for low attendance are valid enough, in moderation. In the rainy season communication is interrupted and the actual days of downpour may be

counted as "*dies non*." During the month that follows malaria is prevalent and throughout the cold weather it is sporadic and spasmodic. Influenza and plague may be epidemic in any year and usually cease about the time, in the early hot season, when cholera is due. Then there are the days of preparation for fast and feast and the days of recovery from them, the harvests long drawn out and the marriage festivals in carefully planned succession. A skilful scholar could with the help of a complacent teacher almost fill out his year, yet the cogency of these excuses is invalidated by actual attendance in the last year of a middle school course, when urgent private affairs are found to give way to the demands of the Vernacular Final examination.

The remedy found in other countries for irregular attendance has been compulsion under the supervision of attendance officers. The experiment is about to be tried in municipalities.

Expenditure. The total recurring expenditure on primary education for Indian boys has risen from Rs. 26,03,088 in 1917 to Rs. 62,65,496 in 1922, an increase of 148 per cent.

The amount contributed from district board funds has apparently decreased from Rs. 19,81,741 to Rs. 13,30,424, this seeming decrease being chiefly due to the fact that boards previous to 1917-18 were in the habit of showing certain grants towards education from Government as expenditure from their own revenues. This expenditure is now shown under the proper head as from provincial revenues.

Expenditure from municipal funds has grown from Rs. 2,70,050 in 1917 to Rs. 3,91,918 in 1922.

Expenditure from fees has increased very slightly from Rs. 2,51,169 to Rs. 2,55,024; from other sources there has been an increase from Rs. 83,078 to Rs. 90,219.

The chief increase in expenditure has been on education under district boards. The income of these boards has been practically stationary while the cost of all services has considerably increased. In education the increased cost has fallen upon provincial finances.

The proportion of incidence is shown in the following table:—

	Provincial revenues.	Municipal and district board funds.	Fees.	Other sources.	Total.
1922 ..	·67	·28	·04	·01	1·00
1917 ..	·01	·87	·09	·03	1·00

The history of the considerable increase in expenditure on primary education is briefly as follows:—

In its resolution of November, 1918, the local Government stated its intention of financing a scheme for wide and rapid

expansion of primary education and in 1919-20 distributed grants to district boards. Consequently recurring expenditure on primary education for Indian boys rose from Rs. 31,33,000 to Rs. 39,65,000. The increase of Rs. 8,32,034 was spent on paying the additional teachers; etc., required by the increased enrolment of scholars. The rates of pay provided for in the original scheme, based as they were on the recommendations of the Piggott Committee in 1914, had become quite inadequate owing to the great increase in the cost of living and the danger of allowing a just grievance to remain was so imminent, that the local Government had to come to the help of the boards and to reinforce their finances. The recurring expenditure of 1920-21 on primary education was thus increased by Rs. 7,80,867 to Rs. 47,45,901, to which provincial revenues contributed Rs. 25,14,131, or 53 per cent. By the end of 1920 the new rates were out of date and a further revision had to be made. Again the local Government had to supplement its allotments to the boards. At present the position is, that the local Government is bearing two-thirds of the total recurring cost of primary education in the districts until such time as the boards receive enhanced financial powers, when they will be expected to shoulder their share of the burden.

In addition to the great increase in recurring expenditure, the adoption of a progressive policy has necessitated very liberal grants for the extension of old buildings and the erection of new ones to supply accommodation for increased numbers. According to the proposals of boards as revised by Government the amount required for buildings in the three years' expansion scheme was Rs. 22,50,000 plus the balance that was in the hands of the boards earmarked for primary school buildings; of the total amount they have been able to spend Rs. 23,84,043.

An increase within five years of 148 per cent. of recurring expenditure and an immediate outlay of 22½ lakhs is fully justified by recent political changes. If a democratic form of government such as has been initiated by the Reforms Act is to exist at all, there must also exist a literate population and, if literacy is not in being, it must be created in the shortest possible time. The danger of conferring political power upon an ignorant and consequently unintelligent electorate is too great to be faced and the resources of the State must be strained to the verge of bankruptcy to avert such a catastrophe. The plan of educational expansion must be comprehensive enough to make compulsory education feasible, since there is no reason or precedent to encourage the belief that an agricultural population with a low standard of living will voluntarily seek education for its children. Such a plan has been framed and now awaits for its consolidation the earnest co-operation of all who are interested in the realization of self-government in India. Neither poverty nor the untoward circumstances of the time could be put forward in favour of delaying expansion. A comparison shows that

the United Provinces are not even now spending as great a proportion of their revenue on education as are England, France, Switzerland or the United States.

In any case the cost of existing education in the United Provinces must have increased enormously. The pay of the village teacher had for some time compared unfavourably with that of the unskilled labourer, and it was no longer possible to leave undone what should have been done years before.

Staffs of
primary
schools—
(a) Pay of
teachers.

The wretched remuneration of primary teachers has for years been the subject of complaints from educational authorities, and from time to time small additions have been made, just sufficient to recruit to the profession the poorest class of middle school student. At the beginning of the quinquennium the rates were:—

Rupees 8 per mensem for untrained teachers.

 " 10 " " " trained assistants.

 " 14 " " " head masters.

When the expansion scheme for primary education was drawn up in 1918, the following rates were fixed.—

Rupees 8 rising to Rs. 10 for untrained teachers.

 " 10 " " " 14 " trained assistant teachers.

 " 14 " " " 20 " head masters of primary schools.

At least 30 per cent. of the head masters of training classes were to receive Rs. 25 per mensem and 70 per cent. Rs. 20. Students in training were to receive a minimum of Rs. 8.

In two years the revised rates were out of date. Prices had risen so considerably and the pay of primary teachers compared so unfavourably with the pay of other subordinates in the public service, that, in December, 1920, it was resolved to give temporary relief from 1st November, 1920, by paying all students in training a minimum of Rs. 12 a month, by raising the pay of all untrained teachers to a minimum of Rs. 12 a month and by granting all trained teachers a minimum increase in pay of Rs. 3 a month. Finally, the following new scales were fixed for adoption by boards in April, 1921:—

Students in training Rs. 10 per mensem as a minimum.

Untrained assistants Rs. 12 " " " "

Trained assistants Rs. 15 rising to Rs. 20.

Head masters Rs. 20 rising to Rs. 30.

The total cost of bringing these scales into effect was Rs. 22 lakhs per annum. In addition to Rs. 11 lakhs already promised to the boards, Government decided to give an extra Rs. 6 lakhs and to permit the boards to divert Rs. 5 lakhs set apart for expansion of primary education in 1921-22 to allowing teachers the full benefit of the revised scales of pay.

The new scales are now in force. The pay now enjoyed by primary teachers raises them beyond the fear of want and there is apparently no difficulty in getting recruits for the profession.

(b) Teachers'
associations.

The great improvement that has taken place in the pay and prospects of teachers has not given the satisfaction that might

have been expected. The district inspecting staffs report that in most areas the terms offered by boards as laid down in Government orders are sufficiently generous to attract a better class of recruit from the middle schools, but the older hands consider that their services have been under-estimated and in some districts unions of teachers have been formed and have affiliated themselves to a central union for the provinces, with the object of furthering the advancement of the profession and safeguarding the rights of members.

The infancy of such associations is usually characterized by the errors of inexperience. In the United Provinces the central and branch associations have neglected such preliminary precautions as registration and a proper constitution; they have not all been well-advised and have passed resolutions that show a lack of knowledge of finance and of a sense of proportion; they have dealt with matters that obviously lie outside their province, and they have shown a curious want of judgment by advocating at one and the same time increases in salaries and a lowering of standards of admission to the profession, which means that they expect to keep up prices in a flooded market.

Nevertheless, it is a hopeful sign that the teaching profession has begun to act in organized bodies and after constitutional methods. The growth of these associations is being watched with sympathy by the department, which recognizes that teachers have a right to be heard on questions with which they are directly concerned and that from their first-hand knowledge they can make valuable contributions to the solution of problems of school method, curriculum, and organization.

A feature of progress in the quinquennium has been the large increase in trained teachers. In 1917 of a total of 22,241 teachers in primary schools only 9,522, or 43 per cent., were trained; in 1922 out of 29,189 teachers 16,683, or 57 per cent., are trained—a remarkable result representing an increase of 75 per cent. in the number of trained men in service.

(c) Qualifications of teachers.

The particulars of this expansion will be found in the chapter dealing with training institutions; it is enough to state here that it was a necessary part of the general expansion scheme, which connoted an increase of trained teachers to cope with an enlarged enrolment. The rapidity of expansion has perhaps resulted in somewhat superficial instruction, but the urgency of the need was a sufficient apology.

Percentage of trained teachers.

		District Board.	Municipal board.	Aided.	Unaided.	Total.
1917	..	48%	40%	3%	6%	45%
1922	..	65%	43%	4%	11%	57%

From this table can be seen the considerable improvement made by district boards in the staffing of their schools. The inferiority of aided schools is also apparent. The actual calibre of their staffs may be estimated better, if it be borne in mind that most teachers in such schools, who showed any ability or enthusiasm, have been taken into the service of the boards.

Opportunity has been given to ambitious teachers to improve their qualifications by passing a language examination in advanced Hindi or Urdu. Preference is given to men so qualified when choice is made for higher appointments. Since the institution of the examination in 1919, 515 teachers have successfully availed themselves of the privilege. The advantage that accrues from the wider reading can hardly be over-estimated, and this examination should prove most valuable in raising the standard of teaching.

Buildings.

There has been considerable activity in the provision of school buildings during the quinquennium, but the general condition of accommodation is still far from satisfactory, chiefly because of the apathy of the people themselves as regards education. The Inspector of the Lucknow division reports as follows: "Of the 1,464 board primary schools 768 are held in board buildings, 81 in rented houses, 695 in borrowed buildings and 10, in the Sitapur district, under trees. Of the 338 aided primary schools 15 are held in board buildings, 2 in rented houses, 316 in borrowed houses, 5, in the Sitapur district, under trees."

Borrowed buildings are unsatisfactory; they are generally unsuitable for school purposes and they are often used by the owners as well, whereby school work is greatly disturbed. There is a growing unwillingness now-a-days to lend buildings, which is probably due to a general decrease in building operations on account of the increased cost of labour, and, for the same reason, owners expect boards to do repairs.

Rented buildings, besides being unsuitable, are becoming expensive. The chairman of the Bareilly board remarks that owners of rented buildings are constantly urging boards to increase rents or vacate the buildings.

The holding of schools under trees commends itself to the economists and it has certain hygienic advantages. But the open-air school has its obvious limitations in the rainy season and in the period of the year when the *loo* is blowing.

The upkeep of the boards' buildings is becoming a very serious consideration. The chairman of the Benares board says: "In 50 per cent. of the schools I found urgent repairs required and in most cases of an extensive nature such as the replacement of roofs and even walls. The requirements of education in this respect have quite outrun the board's ability to fulfil and the question can only be solved by special grants from Government or a large increase in general income."

This is but one of many such complaints. Labour is scarce and expensive and contractors as a result cannot take up small repairs. Teachers in some parts show unwillingness to supervise for reasons that may be guessed from the request put forward at a union meeting that they should be relieved of "a work that did not come within their duties" or be allowed the usual commission for its performance.

In the hill districts the question of maintenance has been rendered acute by the abolition of *utar*. "The upkeep and repair of schools," says the inspector, "have been brought to a standstill. Most '*utar*' constructed buildings are falling into disrepair and are in a very bad state."

The three years' expansion scheme entailed a building programme that was far beyond the financial resources of the board. The local Government, therefore, made them yearly instalments of grants amounting in all to Rs. 22½ lakhs according to their needs.

Some boards delayed expenditure to the second year in the vain hope of a fall in wages and prices and then found that owing to the scarcity of labour and material and the reluctance of contractors they were unable to complete their programmes within three years. Others barely succeeded in doing so. A few, in anticipation of further help, have exceeded their allotments. The Cawnpore board, taking full advantage of the favourable conditions of the district, has taken up its own contracts with great advantage to itself and to the expedition of the work.

There is an excellent type design of primary schools which was issued by the Educational and Public Works departments about eight years ago. Boards have found, however, that it is impossible to erect schools after this design in remote villages, and with the help of educational officers, they have devised plans of buildings, in which materials at hand can be used. The chief consideration is as a rule the carry of the local rafter, which is usually from 12 to 14 feet. Thus ideal dimensions have to be sacrificed. The opportunity of the expansion scheme was taken to publish two such designs of schools that can be built at a comparatively small cost with unskilled labour from locally procurable materials. These schools provide accommodation for teachers and can be extended at need.

This publication of the experiments of some district boards for the benefit of others might with advantage be extended, particularly as regards (a) the improvement of old buildings that are often hastily condemned as "the despair of teachers" when they can be and have been converted by judicious alterations into light and wholesome if not ideal schools, (b) the organization of repairs so as to avoid delay and its disastrous consequences, (c) the choice of healthy sites.

Teaching in
primary
schools.

The examination of a very large number of reports convinces one that district inspecting officers feel that there is nothing new to be said on the efficiency or inefficiency of the teaching in primary schools.

Among those who do express their ideas the general opinion is, as formerly, that the education in primary schools is below the standard that it should have reached and that it is not improving. Some blame the system that tries to force education on an unwilling population, some blame a curriculum that does not bear closely enough on the lives of the people, and some blame the teachers.

As for blaming the system, it might perhaps have been better to have blamed the late adoption of it. Had more attention been given to the expansion of primary education twenty years ago, these provinces might by now have been ready for compulsory education, which has always, in every country, been the only way of overcoming popular prejudice and the reluctance of parents to forego the profits of their children's labour. Those who find fault with the curriculum are naturally those who have never been teachers, otherwise they would realize that within the short period of the child's life that is given to primary education, little more than the key-subjects can be taught in schools.

The teacher is the product of the past. For years he has been despised, first because as a teacher he took pay at all for his services, and again, because having taken it, he took so little.

The first thing he has to achieve under the new conditions is respectability. Whenever there is a teacher who is respected there is a flourishing school. The chairman of Budaun emphasizes the importance of personality in a teacher: "In the course of two camping seasons I have seen a large proportion of the schools in the district. In about half a dozen primary schools the teaching is as efficient as in the middle schools and in these few the upper classes are well stocked with boys. This would seem to indicate that the personal element in the teaching staff is far and away the most important part in the success or failure of a school. If there were only more teachers filled with enthusiasm the condition of our primary schools would be very different. Until teachers take a pride in their profession they will never effect much."

Inspectors and chairmen alike agree that the least satisfactory feature of the primary school is the handling of classes A and B. Unfortunately for Indian children, the teaching at this stage is in the hands of the wrong sex. Those who have seen both men and women at work with preparatory classes, know that there is no comparison, and that it is the rarest thing to find a man, who can put himself fully "*en rapport*" with the child. But even the disadvantage of sex does not account for the condition depicted in the following report of an inspector:—

"I attribute the failure in the preparatory stage (a) to a lack of knowledge among preparatory teachers of the very elements of child psychology and of school management, (b) to the insufficiency of the right kind of inspection. It is the rarest experience to come across a teacher of classes A and B who realizes when his pupils are mentally exhausted. Suggestion is almost entirely neglected in favour of didactic statement. The desire to imitate and the delight in helping others, so characteristic of children, are scarcely ever used as aids in teaching. The teachers fail in the handling of classes in their charge. They are particularly weak in group-working and the children who are not under actual tuition are usually engaged in dreary tasks."

The previous quinquennium saw a considerable interest aroused in school gardening. This was largely due to the advocacy of Mr. S. H. Fremantle who was then chairman of the district board, Allahabad. In 1917 he wrote as follows regarding the schools in his district: "School compounds have, wherever possible, been enclosed and flower and vegetable seeds as well as seeds of new varieties and staple crops have been distributed for trial . . . All work in school gardens, except the preliminary ploughing, where necessary, is done by the pupils and teachers themselves. The new crop varieties have already aroused widespread interest." Unfortunately soon after he left the district interest waned and the present chairman reports that "school gardening is not making satisfactory progress." In Lucknow district the interest seems to have been better maintained. The chairman reports that almost all the primary schools have got fairly good gardens." From Moradabad, Bulandshahr, Agra, and Etawah encouraging reports have been received. But in the majority of districts interest in gardens has declined to the point of extinction. Thus the chairman of the district board, Mirzapur, writes: "The less said on the subject of school gardening the better; parents usually show resentment at their boys being employed in this manner."

There is little doubt that the boards, generally speaking, are indifferent to school gardening. Teachers as a class are not interested in the growing of flowers, vegetable or crops and have little or no knowledge of how to use the school garden for lessons in nature study. An inspector writes: "There is little earnestness or enthusiasm on the part of teachers for the work. They are always ready to justify their indifference by a variety of excuses such as lack of water, insecurity of the plots from raids by goats, cattle and other animals, and so on." These excuses are not altogether unreasonable. Our teachers undoubtedly have to face greater difficulties in this matter than those with which teachers in Western countries have to contend. Caste prejudices have to be overcome. Frequently the soil is poor and water is not available in sufficient quantity to keep the

School
gardens.

garden going. 'An inspector who believes in the educational value of a good school garden, sums up the position thus: "The facts would seem to be (a) that there is little instinctive love of gardening such as is found in some countries; (b) that little help can be got from outside; the neighbours are apathetic and the boards have no money; (c) that apart from the benefit of working in the open air there is no actual educational result, since teachers do not possess enough scientific knowledge." He says that good gardens are found only in districts where through the personal influence of the chairman or an inspecting officer the board has been willing to supply the tools required and even in these districts only in schools where there are residential quarters for the teachers, strong enclosures, an easily accessible supply of water, and good soil.

If school gardening as an educational subject is to make any progress we must begin by training the teacher. Where he is keen and understands the educational possibilities of the garden difficulties are overcome. The normal school in this, as in other matters, supplies the point at which influence can be most effectively brought to bear on the methods of teaching in vernacular schools. The department has ready a scheme for the systematic teaching of nature study in connection with school gardening at normal schools. But it awaits the provision of funds.

Education
of children
in employ-
ment.
(a) Factory
schools.

The United Provinces are essentially agricultural and there are not therefore many children employed in factories. As the municipalities are educationally backward, the teaching of children in employ has hardly gone beyond the stage of discussion.

In Cawnpore with all its factories the only schools for children in employment are those maintained by the Cooper Allen Mills and the Woollen Mills: the former has 200 scholars and the latter 70. In the Agra division there are three schools for children working in mills and workshops. These schools are connected with the Agra United Mills (late John's Mills), the Postal workshop at Aligarh and one of the mills at Hathras. The largest of these is at Agra. It has an enrolment of 149, but the attendance is extremely poor and there are only 15 boys in classes I and II. The staff consists of two teachers, both untrained. The best of the schools is at Aligarh, where there is a trained staff and good supervision by the superintendent of the workshop. The worst is at Hathras. The Inspector of Lucknow reports: "In this division there are factories in Lucknow, but the municipality takes no part in the education of factory children:" In Allahabad there is a preparatory school attached to the Government Press with 23 on the rolls.

(b) Half-time
system.

The last quinquennial report gave considerable space to the discussion of the experiment of holding half-time schools in agricultural areas. Its chief advocate was the then chairman of the district board, Allahabad. He has held the view that,

"there was absolutely no indication that there was a single parent who ever withdrew his boy from the school because it was a half-time school and not a full-time school." The inspector of schools of the division however was of opinion that the system was unpopular and that it was adopted only to please the chairman of the district board. The Commissioner was of the same opinion and his prophecy, that the system would probably disappear when the personal influence of its originator was withdrawn, has come true. The report in 1922, from that particular district board bears this out. "This system was not popular and very few schools now observe it." The inspector remarks: "The unpopularity of the system can well be understood by the fact that as soon as compulsion was withdrawn it almost disappeared." The half-time system has been given a chance elsewhere with equal lack of success. The chairman of the district board, Pilibhit, says: "Parents expressed their opinion of the value of the half-time system by simply withdrawing their boys." If other districts have tried it, the success has not been enough to warrant mention in their reports.

The reasons why the half-time school has been a failure are probably (1) that the majority of parents whose children are now attending schools wish them to attend a full-time period, (2) that the adoption of the half-time system in all rural schools would involve a lowering of the standard of the primary schools, curricula and a consequential lowering of the standard of the curricula for middle schools, normal schools and training classes and the boards are not in favour of this general lowering of standards. The matter has been discussed by the Board of Education, which has recommended—

- (1) That the experiment should be tried of opening in present schools a special upper primary class under a separate teacher for boys who wish to continue their education beyond class II but only for three hours a day. This class should be taught a special curriculum.
- (2) The boards should be permitted to introduce a curriculum of a more simple character than the present curriculum and a special time-table to suit the needs of particular communities.

The object which the board had in view in passing the second resolution was to enable district boards to prescribe half-time for all the pupils of particular schools in localities where parents are unwilling to spare their children for the whole day. It was thought that there might be schools attended by children who are required to assist their parents in agricultural work during a part of the day or schools attended by children belonging to communities which have no tradition of education, to whom the half-time school with a simple curriculum might appeal. The

district boards were addressed in the matter at the end of January, 1922. So far only the district board of Azamgarh has signified its intention to try an experiment on the lines suggested by the Board of Education.

(c) Night schools.

In order to provide opportunities of elementary education to older children and adults the local Government offered funds in May, 1921, to the municipal boards of Lucknow, Cawnpore, Meerut, Benares, Bareilly, and Agra for the development of a system of night schools. It was estimated that the recurring expenditure for a six months' course would amount to Rs. 222 for each school and non-recurring expenditure to Rs. 25 for supplying a lamp. A municipal board starting 12 night schools might call on Government in the first year of the experimental stage for a grant of Rs. 1,632, on condition that the amount was to be spent on night schools and that any unspent balance was to be returned.

In regard to the organization of these schools it was proposed that only males above 12 years of age should receive instruction; that the schools should be held in the buildings of day schools and taught by the boards' teachers who should receive Rs. 8 a month extra for the work. The schools should be one-class schools not exceeding 30, and should maintain proper registers, should be open to the inspection of the Education department, and should be free. They should meet in the building of a day school maintained or aided by the board. The work should be confined to reading, writing, and the elements of arithmetic.

Bareilly reports reasonable success. The 12 schools had an enrolment of 475 pupils. The usual instruction had been given and also 21 lectures illustrated by lantern slides.

In Lucknow the enrolment was 198 and average attendance 128. Cawnpore and Meerut wish to give the experiment a further trial before definitely pronouncing on it. The municipalities of Benares and Agra confess to failure.

Outside of the municipalities night schools have not flourished. Only a few chairmen mention them at all and have little to say in their favour. In Hamirpur they are described as "not satisfactory," in Bijnor the board abolished them as serving no useful purpose; in Muzaffarnagar inspecting officers report that they are not well attended. In Fyzabad, however, it is the personal experience of the chairman that there is "real interest taken," while in Bareilly district, which has 18 night schools, there has been a rise in enrolment from 212 to 449 in the last year.

School holidays.

The vexed question as to the distribution of recesses throughout the year has not yet been settled for primary schools, and is at present engaging the attention of a representative committee. The general impression gained by the perusal of many reports is that the matter is one for determination of the educational sub-committees of the district boards, who should be allowed to grant holidays with certain restrictions.

The Inspector of Fyzabad has made some enquiries on the subject. He reports: "Harvest holidays have been given in Bahraich and Sultanpur up to the present year; in other district they have been discontinued because of their unpopularity. The deputy inspector of Fyzabad says that the boys and teachers do not work so much as is supposed in the fields. In Sultanpur the return to the June holidays is solicited. I imagine that the presence of the children at marriage ceremonies is more imperative than their presence in the harvest fields."

"It would be interesting to know," says the last quinquennial report, "for what period children help their parents at harvest and in what castes and classes it is customary for the children to help." The matter still remains one of doubt. A thorough investigation of the facts would be of more value than theoretical considerations in determining when school holidays should be given in rural schools.

During the war lecture tours were organized throughout the provinces for the purposes of propaganda. Itinerant lecturers provided with lanterns and accessories went from village to village throughout the cold weather months demonstrating the necessity of continuing the great struggle and illustrating with pictures the magnificent efforts of the allied armies in the various seats of war.

Lantern
lectures.

The difficulties of launching a lantern campaign under the circumstances can be imagined when it is remembered that the lanterns to hand were of all patterns and in all stages of repair; that every lecturer had to be trained; that the slides had to be prepared in the country and the lectures specially composed for village audiences. The organization was carried out by Mr. Armour, who was at that time doing publicity work; the lecturers were trained at the Lucknow Training College and the lanterns put in order at the Technical School, Lucknow, while sets of slides were made up from stocks obtainable in the country.

Naturally the first efforts lacked finish. Lecturers were inexperienced; paraffin at the best is not a strong illuminant in a lantern, and the paraffin procurable in the districts was very crude, while the villagers had to be educated into understanding pictures. Yet the lectures were so popular that the war lantern tours were continued for purposes of popular education under the auspices of the United Provinces Lantern Lecture Committee. The district boards were invited to join in the scheme and 36 are now doing so. Lectures and slides were prepared on such subjects as "Irrigation," "Agriculture," "Forestry," and "Industries" of the United Provinces and on various geographical topics. The agricultural slides aroused special interest and the lectures generally were so successful that it was determined to improve them considerably. The greatest fault had been lack of clearness in pictures thrown on the screen, due to the poor qualities of the oil procurable as

an illuminant. It was decided to substitute acetylene for oil, to issue new lectures and slides on the original subjects, and to add more on cholera, small-pox, plague, tuberculosis, malaria, hookworm, and child-welfare.

A course of training was carried out at the Training College, Allahabad, and was attended by 43 lecturers and 25 operators in 1920-21.

CHAPTER VII.

TRAINING INSTITUTIONS.

The training institutions of the United Provinces classify themselves into two main groups : those that train teachers for English schools and those that train them for vernacular schools.

Types of
training
institutions.

The first group is sub-divided into colleges whose students are taking a post-graduate course and colleges whose students have passed the Matriculation, School-Leaving Certificate or Intermediate examination, but have not taken a degree.

The colleges for graduates are situated at Allahabad and Benares. The former is a Government college under the administrative control of the Education department and the academic control of the University of Allahabad, which regulates its courses and grants the degree of Licentiate of Teaching to its successful students; the latter is a college of the Hindu University of Benares.

(a) Trainin
colleges for
graduates

The training colleges for undergraduates at Agra and Lucknow are under the control of the Education department. These colleges grant to their successful students certificates in the theory and practice of teaching, which are confirmed after two years on the recommendations of divisional inspectors.

(b) Training
colleges for
under-
graduates.

The institutions that train teachers for vernacular schools group themselves as normal schools and training classes.

(c) Normal
schools.

The normal school trains teachers for the vernacular middle schools, for training classes, and for head-masterships in primary schools; its two years' course is open to students who have passed the Vernacular Final examination and have been recommended by the district boards; the pupils who pass out successfully receive the vernacular teachers' certificate. The normal schools are financed by the local Government and are under the control of the Education department. They are inspected by the divisional inspectors.

The training class provides the ordinary training for primary school teachers. The qualification for admission is success in the Vernacular Final examination. The course is completed in one year and the diploma granted is known as the primary teachers' certificate. The training classes are maintained by district and municipal boards and are inspected by district and divisional inspecting officers.

(d) Training
classes.

Number of institutions and pupils.

The following comparative table shows the number of training institutions and students in 1916-17 and 1921-22:—

	1916-17.		1921-22.	
	Institutions.	Students.	Institutions.	Students.
Colleges for graduates ..	1	51	2	129
Colleges for undergraduates	1	60	2	88
Normal schools ..	6	515	7	590
Training classes ..	267	1,809	433	3,208

The adequacy of the provision for training of teachers of all kinds must be judged by the proportion of trained and untrained teachers in the various institutions. In 1911-12 the percentage of trained teachers, including those in girls' schools, was 34.9, in 1916-17 it had risen to 44.4, in 1921-22 it was 54.15.

Output of training institutions.

In the accompanying table the increase of trained teachers during the quinquennium in different types of schools is shown in numbers and percentage:—

	1916-17.			1921-22.		
	Numbers.	Number of trained teachers.	Percentage of trained teachers.	Numbers.	Number of trained teachers.	Percentage of trained teachers.
English teachers in English schools.	3,084	628	20.3	3,528	1,000	28.3
Middle vernacular teachers.	2,074	1,789	86	2,915	2,759	84.6
Primary teachers ..	22,241	9,552	42.8	29,189	16,683	57

For English schools there appears to be at present inadequate provision of training colleges, even if the number of teachers remains stationary. With the present output from the training colleges and an allowance for 6 per cent. annual wastage it would take more than 20 years to staff English schools completely with trained teachers with the addition of two colleges, each with a yearly output of 60 students; this could be accomplished in less than 10 years, with due allowance for expansion in English education. But the achievement of this

TRAINING INSTITUTIONS.

ideal of a profession, closed to all but trained men, depends as much on the financial attractions offered by aided and unaided schools as on the output of the training colleges; the present market rate for schoolmasters in aided schools is not enough to warrant men spending a year or perhaps two in training. Moreover, in the selection of staff, aided institutions are not influenced solely by considerations of educational efficiency. Many of them cater for the needs of special communities and would not employ trained men, irrespective of their caste and creed, even if they were available. The opening of new colleges would therefore be accompanied by some risk, as the present rush for training is due to the opportunities offered in Government service, opportunities that are even now almost exhausted.

In the vernacular middle schools 84.6 per cent. of the teachers are normal trained and the percentage will rise as untrainable men drop out. These schools may, therefore, be considered as adequately staffed. The Piggott Committee recommended that 25 per cent. of the head teachers in primary schools should be normal trained. In 1917 it was decided by the local Government to achieve this by increasing the number of normal schools from 6 to 9. This programme will shortly be completed and the annual output of normal trained teachers will be close on 400. From among these about 150 will be required to make up for wastage in middle schools and the remaining 250 will be available for primary education.

The number of training classes has increased from 267 in 1916-17 to 433 in 1921-22, and of scholars from 1,809 to 3,203. Provision was made in the expansion scheme of primary education for a parallel expansion in training classes over a three-year period. District boards are now reducing the number of training classes after having trained all trainable teachers in their employ.

Expansion can be provided for quite easily by the opening of more training classes as required.

The total expenditure on all training institutions has risen from Rs. 3,54,940 in 1916-17 to Rs. 10,61,588 in 1921-22. Expenditure

The changes in incidence of expenditure have been as follows :—

	1916-17.	1921-22.
	Rs.	Rs.
Provincial funds	3,48,771	8,14,348
Local funds	5,535	2,15,340
Municipal funds .. ..	..	17,337
Fees .. ..	..	..
Other sources	634	14,563
Total	3,54,940	10,61,588

The average cost of each pupil in the various kinds of institution is shown in the following table :—

	1916-17	1921-22.	Increase per student.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Training College, Allahabad	981 10 0	1,197 13 0	216 3 0
Hindu University Training College ..	..	209 8 0	..
Government Training College for undergraduates.	437 0 0	820 0 0	383 0 0
Normal schools.. ..	157 7 0	245 6 0	88 15 0
Training classes.. ..	109 6 0	230 9 0	121 3 0

A considerable expenditure is incurred on stipends. Comparative figures are given below :—

Institution.	1916-17.	1921-22.
Government Training College, Allahabad	Rs. 20	Rs. 30
Hindu University Training College ..	..	30
Government Training Colleges for undergraduates.	15	20
Normal schools.. ..	7	10
Training classes	Teachers in employ to receive their grade pay plus Rs. 1 as allowance, and new admissions Rs. 8 per mensem.	Teachers in employ to receive their grade pay plus Rs. 1 as allowance, and new admissions Rs. 12 per mensem.

English training institutions—
(a) Government Training College, Allahabad.

During the quinquennium 1917—22 the number of stipends tenable at the College was raised from 45 to 60 and their value from Rs. 20 to Rs. 30. Two hundred and ninety students passed through the College, an increase of 50 per cent. over the corresponding number for 1913—17. The recent improvement in the pay and prospects of schoolmasters has had most gratifying effects on enrolment. Whereas in 1916 there were only 51 applicants for admission, mostly third class graduates, in 1921 more than 200 applications were received, and of those admitted only 23 were third class men, while 12 were M.A.'s. or M. Sc's.

The staff now consists of three professors in the I. E. S., four college lecturers, and one manual training assistant. The lecturers in 1921 were raised into the cadre of the P. E. S.

Between 1917 and 1921 some Rs. 74,000 was expended on buildings. An upper storey has been added to the hostel for the

accommodation of 20 more boarders and a professor's bungalow has been completed. It is proposed to add more rooms to the hostel and a project has been approved for providing a new block for the teaching of nature study, geography, and drawing.

The curriculum of the College is determined by the requirements of the examination for the degree of Licentiate of Teaching. In addition to the ordinary course, comprising lectures, teaching practice, criticism, and demonstration lessons, special optional courses are provided in history, geography, mathematics, science and nature study.

During the quinquennium 249 students qualified for the L. T. degree and 142 obtained endorsements for proficiency in special subjects. All students, who do not already possess the certificate of the St. John's Ambulance Association, are required to attend a course of lectures on First-Aid conducted by the medical officer. Of the students presented for examination in the past five years almost all have passed.

In 1920 and in 1921 special classes in nature study were conducted by Dr. Kenoyer for students deputed to the College.

In 1921 the recurring library grant was raised from Rs. 450 to Rs. 750. The library, which is classified on the Dewey system, now contains a large and representative selection of modern educational works which are freely consulted by staff and students.

The hostel has accommodation for 60 students and there are rarely any vacancies. The warden is assisted by elected monitors in all matters relating to the common life of the establishment. A feature of the corporate life of the College is the annual reunion of past and present students, which has done much in building up *esprit de corps* in the College and in the teaching profession.

The Benares University Training College was opened in 1918. In 1921-22 out of 125 applicants 74 were admitted and 64 finished the course. The majority were graduates from the Universities of Benares and Allahabad. 48 were successful in the L. T. examination. In addition to the ordinary courses in the principles of teaching, methods of teaching, school management and hygiene, and history of education, arrangements were made for special lectures in science, geography, and nature study.

The staff is very small, consisting of a principal and two professors, one for arts and one for science subjects. This staff is quite inadequate for maintaining a reasonable standard of teaching for an enrolment of 70 students.

In 1921 the Training College moved into the buildings vacated by the Central Hindu College and now has ample accommodation. Thirty-five students are resident in the College hostel; the remainder live in the city. The principal remarks upon the superiority of the work done by those in residence. It is regrettable that there are no playing fields.

(b) Teachers' Training College, Benares.

(c) Govern-
ment Train-
ing Col-
lege, Luck-
now.

The Government Training College, Lucknow, has accommodation for about 50 students. In 1922 the initial number was 54. There is always a large number of applicants for admission so that the preliminary arrangement in order of merit by the divisional inspectors and the final selection by the principal are matters that require much time and thought. Admissions are made of men who have passed the School-Leaving Certificate examination or Matriculation to a two years', and of men who have passed the Intermediate examination to a one year's course. There is an additional course for language teachers. Of the 50 pupils in the College on the 31st March, 1922, 49 were stipendiary students. The result in the Anglo-Vernacular Teachers' Certificate examination have always been satisfactory, and last year all the candidates passed. The College has a long standing reputation for training in physical exercises and has been for some years a centre for training drills instructors of high and normal schools. Games are keenly contested and well supervised.

The staff consists of the principal, four lecturers, two manual training instructors, and a drill instructor. One of the lecturers was added in 1918-19. The principal after many years devoted service has recently been promoted into the I. E. S. and the four lecturers into the P. E. S.

(d) Govern-
ment Train-
ing Col-
lege, Agra.

As far back as 1914 the necessity for establishing a second lower grade training college was recognized. The position of Agra in the west of the province recommended it as a suitable centre for training and the facilities afforded for practice in teaching confirmed its claims. A part of the cost of erection was met from the recurring imperial grant of Rs. 2,50,000 for the training of teachers, but in 1918-19 the balances of all imperial grants were diverted to the improvement of primary education and the remainder of the cost had to be met from provincial revenues. A site was acquired adjacent to the Government high school, and the Training College at Agra was opened in July, 1920. The tutorial block had been completed, but the construction of the hostel had not been begun, and temporary quarters had to be found. In 1921 the building was so far advanced as to accommodate 34 students and its completion is anticipated by the beginning of the next session. The College suffers from want of playing fields, and as there is no enclosing wall there is an unpleasant lack of privacy. The principal's bungalow was finished in March, 1921.

The staff in 1920 consisted of a principal in the I. E. S., a senior lecturer in the P. E. S., and four lecturers in the subordinate service. In 1921 all the lecturers were put into the P. E. S. The curriculum differs somewhat from that at the Lucknow Training College. In addition to lectures and practical work in teaching in preparation for the Departmental Teachers' Certificate examination all students took courses in English with phonetics, geography, physical exercises on a modified Swedish

system, and nature study. Excursions, primarily in connection with the nature study course, formed an important part of the work and the educational value of these excursions gives every encouragement for continuing the practice.

As an example may be mentioned the excursion made to Bayana and Fatehpur Sikri in February, 1922. The objects of the excursion were—

- (1) To illustrate methods of conducting excursions.
- (2) To study a rocky area as associated with a small river valley in an alluvial plain.
- (3) To note certain associations of plant life and their relation to the physical nature of the country.
- (4) To collect material for use (a) in the immediate future, (b) as museum specimens.

The area to be studied had been previously inspected by the principal, the students were equipped with large-scale maps, notes and material for recording observations; a definite timetable was drawn up and the camp outfit was as light as possible. As a result of careful pre-arrangement it was possible to carry out the programme to time and at a very small expense.

The are now seven Government Normal schools in the United Provinces as against six in the last quinquennium. The new Normal school is at Fyzabad. Two schools at Jhansi and Muzaffarnagar will be ready for occupation in July, 1922, and 1923, respectively, and it is proposed to build a third at Sheopor in the Benares division, so that ultimately there will be one school for each division.

Normal schools.

In 1915 a committee considered at length the reform of normal schools and training classes, with a view to improving the quality of vernacular teachers. The committee devised methods for raising the standard of proficiency in languages and for providing greater opportunities for practice in teaching. The members were of opinion that the addition of a seventh class in the middle vernacular schools would help towards remedying existing evils, but they recommended the strengthening of the staff of normal school and training classes.

The reforms introduced in consequence of the recommendations of this committee have improved training institutions, but it is felt that they are still below the standard of present requirements. A committee of officials and non-officials is at the present time enquiring into the matter. The main points under consideration are: (a) improvement of staffs, (b) modifications of the conditions of admission, (c) changes in curricula.

(a) Re-forms.

- (a) The exacting nature of the work in a normal school calls for a special type of schoolmaster. He must have a sound knowledge of the technique of teaching and the psychology of children; he must be thoroughly conversant with both forms of the vernacular and he must above all possess a rare tact to deal with

men of another class in society. In addition, he must be ready to give his whole time and energy to the work in hand. The best men in the profession are needed, but such men are not attracted to normal schools. Service in them is distinctly unpopular. A certain loss of dignity is supposed to attach to teaching in the vernacular; the work is known to be hard and the prospects are limited. The result of this unpopularity is that there are frequent changes in the staff of normal schools, where the very character of the works demands continuity.

- (b) At present the admission to the normal school depends upon the recommendation of the district authorities. The sanction of the divisional inspector is a mere formality, since he makes no objection unless regulations are transgressed. In spite of advice given to district boards from time to time, they do not always show judgment in the selection of candidates and as there is no entrance-examination there is considerable waste of public money upon unsuitable men. With proper selection in the districts failure in the final examination should be extremely rare, whereas the average of success in this professional examination is only between 50 per cent. and 60 per cent.
- (c) The present curriculum is too closely associated with the Vernacular Final examination. Head masters complain that time which should be devoted to the theory and practice of teaching and to advanced subject teaching, is spent in the repetition of the vernacular final course. A curriculum is needed that will ensure wider knowledge of the subjects of tuition and better technique in school craft.

The normal schools are doing good work, but instruction has become stereotyped and the teaching is dominated by the requirements of the written examination for the certificate. Improvements, that are contemplated in the near future, if funds are available, are provision for the adequate teaching of nature study and First-Aid in all the normal schools and the introduction of manual training in selected model schools attached to them. English is to be taught as a second language in the middle sections of the model schools.

(b) Accommodation and school life.

The accommodation in the newly-built schools is satisfactory. The older schools are not so fortunate. Organization, discipline and comfort vary with the personality of the head-masters in charge and depend upon their powers of sympathizing with country youths. There are some normal schools in which the students live as a happy community in complete sympathy with their teachers, and from which they go with regret, carrying with them pleasant memories and high ideals. There are

others which succeed in training their students to overcome the mechanical difficulties of teaching, but impart little stimulus. The far-reaching character of the influence of normal schools emphasizes the need of attracting to them the best type of teacher.

At the beginning of the quinquennium there was an alarming preponderance of untrained teachers in primary schools, that called for an increase in training facilities. In drawing up the scheme for the expansion of primary education provision was made for opening enough temporary training classes to make up the existing deficiency and to staff new schools with trained teachers. It was assumed that after three years the boards would be in a position to reduce the number of training classes to the minimum required to provide against normal wastage and expansion. The scheme has been carried through as successfully as could be expected, considering the difficulties of finding schools with suitable accommodation and of supplying emergency staffs at short notice. In the current year boards are able to reduce the number of training classes after having trained all the teachers that they required.

Training
classes.

The system of training small groups of teachers in a large number of schools has certain advantages. It obviates the necessity of moving them far from their homes and it allows of an ordinary primary school being used for practice. Its disadvantages are that inspection is mainly done by the district staffs, many of whom have no training themselves, and that the quality of the instruction corresponds to the meagreness of the remuneration of the instructors. There is nothing to be said in favour of the smaller institutions on the ground of economy. The Inspector of Allahabad reports that the average cost per annum of a pupil in a training class is Rs. 256, whereas in a Government normal school it is only Rs. 220; the average for the provinces is Rs. 231 and Rs. 246 respectively. The Cawnpore board are experimenting with a large central training class with a better qualified staff and the experiment will be watched with interest.

The curriculum for training classes leads itself to the same criticism as is made against that of normal schools.

One inspector, who has visited a large number of training classes, has arrived to the following conclusions about training classes :—

- (1) There is need of revision of the curriculum and of the introduction of a simple text-book on teaching and school management.
- (2) Instructors and pupil teachers are not sufficiently alive to the need of applying theories in practice.
- (3) Boards do not give sufficient apparatus to training classes.
- (4) District inspecting officers should be given opportunities of improving their knowledge so as to be able to help instructors.

- (5) It is very desirable that training classes should be occasionally inspected by divisional inspecting officers.

Primary Teachers' Certificate examination.

Before 1918 the Primary Teachers' Certificate examination was conducted by the deputy inspectors of districts. In that year it became a departmental examination. The oral test remained in the hands of the deputy inspectors until 1920-21, when divisional examining boards were constituted under the presidency of the assistant inspector. This arrangement ensures greater uniformity of method and standard.

Stipends in normal schools and training classes.

Since 1917 the stipends of pupil teachers in normal schools have risen from Rs. 7 to Rs. 10, the latter amount is insufficient to support a student and it is being raised to Rs. 13 in the current session. In training classes there has been an increase from Rs. 6 to a minimum of Rs. 12. With these stipends and the improved prospects for vernacular teachers there appears to be no difficulty in getting a sufficient supply of candidates for admission.

Salaries of normal school and training class staffs.

The staffs of normal schools being graded with those of English schools have benefited by the recent promotions. Head-masters are now in the P. E. S. and other masters are on graded scales according to their qualifications. In the model school attached to the normal schools the rates of pay are—

Head teachers, Rs. 60 grade.

Assistant teachers, Rs. 35 and Rs. 40 grade.

To enable the boards to recruit suitable teachers for training classes the following allowances have been granted since November, 1920 :—

Rupees 10 per mensem for head masters.

Rupees 4 per mensem for assistants with vernacular teachers' certificate.

Rupees 2 per mensem for assistants with primary teachers' certificate.

Islamia training classes.

The boards of Jalaun, Saharanpur, Muzaffarnagar, Meerut, Bareilly, Farrukhabad, Bara Banki, and Gonda have established Islamia training classes for maktab teachers. Fifty-two students were under training in these classes in 1921-22 and 30 obtained Islamia training class certificates. This examination dates from 1920 and is of a slightly lower standard than the Primary Teachers' Certificate examination. In the absence of candidates with vernacular final certificates, those who have passed the upper primary standard are admitted into Islamia training classes.

Special forms of training.

For the benefit of recruits to the district inspecting staffs, who had not undergone previous training, short courses were instituted in 1921-22 at the normal schools and newly-joined sub-deputy inspectors were attached for a month to the touring camps of divisional inspecting officers. The courses at the

normal schools extended over a week and included observation of method in the model schools and lectures on school management, hygiene, inspection, educational administration, etc. by the divisional inspector, the assistant inspector and the staff of the normal school. When on tour with the superior officers the sub-deputy inspectors observed their methods, and wrote reports on schools for their criticism. It is reported that the beginners derived benefit from their experience, but the training given in such a short period was naturally somewhat superficial.

The number of classes for training women teachers has risen from 22 in 1916-17 to 29 in 1921-22 but there has been a decrease of 34 students from 186 to 151. There are three classes preparing for the English teachers' certificate and 20 for the primary teachers' certificate.

Training of
mistresses
for Indian
schools.

The attractions of the degree course, leading as it does to more remunerative employment, affect adversely the classes for the English teachers' certificate. The Crosthwaite High School and the A. P. High School, Dehra Dun, have only one student each in their training classes and the Isabella Thoburn College 12, four of whom are unqualified to take the departmental examination.

The reports on the examination in practice of teaching indicate careful preparation by the instructors and interested work by the students especially with kindergarten classes, but suggest that the mental calibre of the latter was not of a high standard, as they were unable to grasp the full meaning of the lessons they were teaching and were weak in marshalling facts and estimating the capacity of their pupils. Only three candidates gained certificates in 1922 as against eight in 1917. The situation is a serious one in view of the expansion of English education.

It is easier to obtain students for the vernacular teachers' certificate classes, but even in these there has been a decrease, chiefly in classes attached to mission schools. The increase in the value of stipends sanctioned in 1921-22 may attract more girls. In 1918 a Government normal school was opened in Bareilly and it promises well. It is proposed to open more normal schools at Allahabad, Cawnpore, Meerut and Agra to meet the demand for trained vernacular teachers. The difficulty is in finding sites near to the city but not actually within it where there is complete privacy and protection for communities of women. The stipends offered are Rs. 15 a month.

Primary training cannot be compared in value to that given in normal classes. The qualifications of the teachers are pitifully small and the provision for practice in teaching afforded by vernacular primary schools is unsatisfactory. "At the same time," says the Chief Inspectress, "the classes turn out a certain number of useful teachers."

CHAPTER VIII.

TECHNICAL AND INDUSTRIAL EDUCATION.

Controlling agencies.

From the last quinquennial report it would appear that the prospects of progress in industrial education were not hopeful. The schemes for technical education drawn up in the previous quinquennium had not materialized. The appointment of a Director of Industries and of a Board of Industries was a move in the right direction. Their activities in the quinquennium under review have resulted in an appreciable improvement in technical education. The subject of technical education is included in the portfolio of the Minister for Education and Industries. It has benefited greatly from the fact that the first Minister in charge is one who fully understands the industrial needs of the province and his efforts have been well-supported by the Legislative Council, which has looked favourably on the expansion of the department of industries and has taken a special interest in its educational work.

Government Technological Institute, Cawnpore.
(a) Courses.

The Technological Institute for research and teaching work has been established at Cawnpore under the direction of Dr. E. R. Watson, who was appointed as Principal of the Institute with effect from January, 1920. In connection with the tuitional work of the Institute a committee was appointed consisting of representative scientific men, men of affairs, and industrialists. As a result of its recommendations, which were accepted by Government, it was decided that the Institute should provide training for students as:

- (1) research chemists in general applied chemistry ;
- (2) technical chemists in oil extraction and refining ;
- (3) technical leather chemists ;
- (4) technical chemists for bleaching, dyeing and finishing textiles.

The course laid down is one of three years. In the first year all students receive instruction in general chemical technology ; in the second and third years in the special branch of chemical technology which they have selected. In addition to the theoretical work of the laboratory, students undergo practical training in factories where such are available.

The first batch of six students was admitted in September, 1921, to the Government Technical School, Lucknow, where they received some training in mechanical engineering. They were then sent to Cawnpore in the beginning of 1922 to continue their course in applied chemistry.

(b) Buildings and equipment.

Temporary laboratory and office accommodation were obtained in a bungalow shared with the Agricultural department. Several

other buildings are being converted into temporary laboratories and workshops. The plans for permanent buildings were prepared by the Consulting Architect to Government and the foundation stone of the Technological Institute was laid on the 25th November, 1921, by His Excellency Sir Harcourt Butler, who was thus enabled to see the fruition of his own labours of 15 years ago, when, as Secretary of the Naini Tal Conference, he prepared a scheme which provided for advanced technical education.

The teaching staff consists at present of a principal, and four assistant chemists, a workshop superintendent, a store-keeper, and a laboratory assistant. Attempts are being made to find an assistant principal and suitable instructors for the oil and leather departments.

Investigations have been undertaken on the following subjects among others:—

(1) The extent and nature of the *reh* deposits of the United Provinces and the commercial utilization of the same, (2) the possibility of manufacturing Portland cement in the United Provinces, (3) the manufacture of sulphuric acid and caustic soda from sulphate of soda, (4) the utilization of lac-dye and of *neem* oil and other oils of the United Provinces for soap making, and (5) the preparation of lubricating oils.

Until March, 1920, Mr. P. H. Swinchatt was Principal of the Technical School in Lucknow. On his promotion to a deputy directorship of industries Mr. P. A. Lyons was appointed.

The enrolment in 1922 was 141 as against 131 in 1917. Forty-nine students of the mechanical section finished their apprenticeship during the quinquennium and obtained final certificates. All of them have been able to secure employment on salaries varying from Rs 60 to Rs. 350 per mensem. The oil-engine class has of late years become specially popular.

Government scholarships at the Technical School amount in all to some Rs. 34,000 per annum and in addition to these there are private scholarships worth some Rs. 3,000.

In the night school the average enrolment is 68.

There is a proposal to convert this school into a college for mechanical and electrical engineering which is to be the premier institution of its kind in the United Provinces. A committee was appointed to draw up a programme for a course of training and to put forward their views as to the relative importance of theoretical and practical training under Indian conditions. They have recommended that mechanical and electrical engineering students should undergo two years intensive practical training in the locomotive workshops of the Oudh and Rohilkhand Railway with concurrent theoretical training for a few hours per week. This course is to be followed by two years intensive theoretical training.

The work of the Government Technical School, Gorakhpur, is much on the lines of the Lucknow school. But the school is

(c) Staff.

(d) Research work.

Technical School, Lucknow.

(a) Enrolment.

(b) Scholarships.

(c) Night school.

(d) Proposed technical college.

Technical School, Gorakhpur.

not so well equipped. The enrolment of day classes has fallen from 154 in 1917 to 66 in 1922; in evening classes the enrolment has increased slightly from 79 to 81.

Technical
school,
Jhansi.

The Technical school, Jhansi, was opened in September, 1919, to serve as a trade school for the instruction of regular apprentices of the G. I. P. Railway. The enrolment of the school has increased from 59 in 1919-20 to 98 in 1921-22.

School of
Arts and
Crafts,
Lucknow.

Throughout the whole quinquennium Mr. N. Heard has been in charge of the School of Arts and Crafts, Lucknow. A few years ago grave doubts were expressed as to the advisability of maintaining the school. An expert committee examined its working and defined its particular functions in the scheme of industrial training for the province. The position was reviewed by Mr. A. C. Chatterjee, C.I.E., I.C.S., who said; "With regard to the status of the school the first principle is that it is not to be a seminary for drawing masters, the second principle is that it shall be primarily a seminary of design and the third principle is that work must be manual and not done by machinery." The principal recognises the value of these comments but points out that under existing conditions in these provinces it is extremely difficult to popularize the special type of education that is imparted in the school. There is not much market for the artistic attainments acquired by the pupils. The courses must of necessity be long and, even though there is assistance in the form of stipends, few students, who possess the necessary dexterity, are ready to take the full course. Many drift away to become drawing masters while others adopt trades or professions for which the education of the arts and crafts is no preparation. There are very few opportunities for ex-students under Government or in large commercial concerns, and small demand for artistic productions. The principal makes a further complaint of the poor equipment of his recruits in the elements of craftsmanship and particularly in drawing. It has been noted elsewhere in this report that drawing is a neglected subject in English and vernacular schools, and that the neglect is largely due to the difficulty in obtaining drawing masters. It is therefore obvious that there is a necessity for establishing a training institution for drawing masters as soon as possible.

With regard to the influence of the school in the province, the Director of Industries reports: "There is no denying the fact that the School of Arts and Crafts has been responsible for the dissemination of thousands of improved designs."

Attached to the school is a museum where specimens of work are on exhibition. Here it is possible to compare the crude designs of uninstructed workers and the elaboration of those designs by highly trained craftsmen. The improved designs are now finding their way back into the cottage workshops and in this way the School of Arts and Crafts is making its influence felt throughout the province.

It has been the endeavour of the department of industries to attract good students to vocational institutions by means of stipends and scholarships. To prevent youths from drifting away from industrial life after leaving the technical schools a liberal provision of stipends for apprentices has been made. Another form of stipend is that given to the sons of artisans, to assist them to attend English schools up to class VII in order that they may acquire the necessary general knowledge that will enable them to benefit from special vocational training. There are 50 of these stipends ranging in value from Rs. 3 to Rs. 7 per mensem. In addition to school scholarships there are others of larger value to enable advanced students to carry out research work.

Scholarships
for technical
education.

The weaving schools of the United Provinces are of four kinds:—

Weaving
schools.

- (1) the Government Central Weaving Institute, Benares;
- (2) large district weaving schools situated at certain headquarters;
- (3) small fixed weaving schools in less important centres; and
- (4) peripatetic weaving schools.

The Central Weaving Institute at Benares is divided into two sections—the artisan section and the technical section. The artisan course is chiefly practical and extends over one year. The technical course extends over three years followed by a year's apprenticeship. It is restricted to students who pass class VIII in English schools and the curriculum is taken from the syllabus of the City and Guilds Institute, London. During the past five years 27 students have completed the course.

(a) Central
Weaving
Institute,
Benares.

The district weaving schools are partly maintained by Government and partly by local bodies. Their training is similar to that given in the artisan class of the Government Central Weaving Institute.

(b) District
weaving
schools.

The peripatetic schools, as indicated by their name, have no fixed location; but their popularity is such that there is a tendency for them to become permanently settled in certain towns. Their work is supervised by the Principal of the Central Weaving Institute.

(c) Peripa-
tetic
weaving
schools.

The question of organization of weaving schools in the United Provinces has engaged the attention of Government for some time past. In January, 1922, Mr. T. P. Ormerod, Principal of the Central Weaving Institute, Benares, was placed on special duty to work out a scheme for the extension of peripatetic weaving schools. His report was placed before the Board of Industries in October, 1920. The Board, while approving some of his proposals, differed from him in respect of others, and recommended further enquiry into the working, the results and the prospects of the District and Central Weaving Institutes. Accordingly

a committee was appointed, which was instructed to make proposals for the future of these institutions with special reference to the feasibility of introducing co-operative methods for the benefit of the weavers. The committee has brought out a comprehensive report which has been submitted to Government.

Government
Wood-
working
Institute.

The former designation of "carpentry school" failing to describe the varied character of the work done at the institution at Bareilly, it was decided to change its name to the Government Wood-working Institute. Mr. Kinns, who had been principal of the school for over five years, was appointed in January, 1918, as Forest Utilization Officer and was succeeded in the institute by Mr. Worthen. In October of the same year the institute was transferred to the Forest department.

Carpentry
School,
Allahabad.

The Allahabad Carpentry School was opened in April, 1919. Four months later other classes were added. It now has: (1) an artisan class for *barhais*, (2) the junior wood-working class, (3) the senior wood-working class, (4) polishing and painting class, (5) an upholstery class, (6) teachers training class and (7) a class for British troops.

It immediately attracted a large number of students—as many as 135 in its second year. The school is located in hired bungalows but a site has been selected for permanent buildings.

Government
School of
Needlework,
Lucknow.

This school was opened in 1916 for the instruction of girl students in plain sewing and *chikan* embroidery. Its average enrolment during the last quinquennium has been 37. The number on the register fluctuates considerably.

School of
Dyeing and
Printing,
Cawnpore.

A school of dyeing and printing was started in 1917 and reconstituted in 1919. It is housed in a hired building where lecture-rooms and laboratories have been improvised by walling in verandahs. In spite of difficulties it has attained to a considerable reputation and is one of the centres for the City and Guilds examinations. It trains two classes of men, foremen dyers and artisans. In 1922 its enrolment was 30. The following report with reference to the results in 1920 of the City and Guilds examinations speaks for itself: "The three prizes awarded in India included both the prizes in textile printing; in this subject two candidates at the Government School of Dyeing and Printing, Cawnpore, obtained higher marks than any candidate in the United Kingdom." There is a peripatetic section of the school doing useful work.

Government
Leather
Working
School,
Cawnpore.

A leather working school was started at Cawnpore in 1916 with five students and is now a well-established institution for students of all parts of the provinces. Its pupils find remunerative employment in the various factories in Cawnpore and elsewhere. Many of them have started business on their own, and, as far as can be ascertained, no boy who left the school is out of work. The instruction given is highly practical and is supplemented by visits to local factories to familiarize the students

with conditions under which they will have to work later on. The school undertakes outside work and finds a ready sale for its products.

The success of the Cawnpore school resulted in the establishment of another school for leather work at Meerut in 1920 under the supervision of the principal of the Cawnpore school. In 1921 no less than 70 candidates amongst whom were some graduates, presented themselves for thirteen vacancies.

Leather
Working
School,
Meerut.

There are certain missions and private industrial schools which receive grants-in-aid from Government. The most prominent of these are—

Aided industrial
schools.

- (1) The Christian College of Commerce attached to the Reid Christian College at Lucknow.
- (2) The business department attached to the St. John's College at Agra.
- (3) The Industrial Mission School at Sikandra.
- (4) The American Presbyterian Mission Industrial School at Saharanpur.
- (5) The Lady Hewett Industrial Girls' School, Phulpur, Allahabad.
- (6) The Salvation Army Industrial School, Bareilly.
- (7) The commercial school attached to the city branch Y. M. C. A. at Allahabad.
- (8) The Arya Samaj Orphanage at Bareilly.
- (9) The Vaish Orphanage Technical School, Meerut.

The Board of Industries at its meeting in February, 1922, approved of the following recommendation of the Director of Industries: "Grants to aided institutions will in future be based on the following scale:—

- (a) For equipment, from 50 per cent. to 75 per cent. of cost.
- (b) For salaries of industrial section, from 50 per cent. to 75 per cent.
- (c) For net waste of materials, up to 75 per cent.
- (d) For power for running plant, up to 75 per cent. and, in very special cases, for supervision, 50 per cent. on salaries."

During the year 1921-22 grants-in-aid to the extent of Rs. 13,000 recurring and Rs. 5,000 non-recurring were made.

The Agricultural School at Bulandshahr is an experiment in vocational education at the middle secondary stage. It is so recent a venture that no definite opinion can be given as to its success or failure. On the opening of the school in October, 1921, the applications for admission exceeded the accommodation; 33 were accepted and at the time of report the enrolment was 31. The school farm is a plot of 75 acres.

Bulandshahr
Agricultural
School.

In 1917 there were 618 male students and 61 female students in the school. The number of male students owing to the requirements of the war was in excess of accommodation and has

Agra Medical
School.

since declined to 528; the number of women students was 65 in 1921-22. In the same year there were 302 military and 200 civil students, mostly studying for the qualification of sub-assistant surgeon. In 1922 119 passed the final qualifying examination.

In August, 1921, a whole-time principal was appointed for the first time in the history of the school.

CHAPTER IX.

FEMALE EDUCATION.

The types of educational institutions for girls correspond, with slight variations, with those for boys.

Types of institutions

They may be classed as follows:—

A.—*English Institutions*—

- (1) Combined colleges and schools.
- (2) High schools.
- (3) Middle English schools up to class VI.

These institutions are for the most part under the management of foreign missions or indigenous religious bodies, who receive financial assistance from the local Government. There is one high school entirely under departmental control. The assistance of local committees is encouraged.

Inspection is made by departmental inspectresses.

B.—*Vernacular institutions*—

- (1) Middle schools up to class VI.
- (2) Primary schools.

These may be classified according to control as:—

- (1) Model schools containing middle and primary classes and under departmental control.
- (2) District board school, whether middle or primary, financed by the district boards and visited by departmental inspectresses.
- (3) Municipal board schools financed by municipal boards and visited by departmental inspectresses and in some cases by supervisors appointed by municipalities.
- (4) Aided schools, assisted financially by boards, and managed by individuals, committees or missions and visited by departmental and board inspectresses.

The number of institutions of all kinds for Indian girls has increased from 1,526 in 1916-17 to 1,641 in 1921-22. In public institutions there has been an increase of 300 and in private institutions a decrease of 185.

Figures of institutions—
(a) Schools and scholars.

The enrolment in 1916-17 stood at 49,955 and in 1921-22 at 60,711 representing an increase of 21 per cent. Public institutions show an increase of 27 per cent. according to enrolment on 31st March, 1922, and of 29 per cent. according to average enrolment, while the numbers at private institutions decreased 37 per cent.

The preponderance of those reading in lower primary classes is enormous, but it has been reduced from 98 per cent. of the total enrolment in 1916-17 to 92 per cent. in 1921-22.

The greatest proportionate increase has taken place in the Hindu community, particularly among non-Brahmans. In the high and middle sections, however, the greatest relative advance has been made in the Muhammadan community. The numbers from the depressed classes have increased but are still negligible. No girl scholars from amongst these classes have risen above the upper primary stage and only nine above the lower primary.

There are 35,194 girls attending boys' schools as against 19,000 in 1916-17.

Effects of
non-co-op-
eration on
female
education

"Girls' schools," says the Chief Inspectress, "have as yet little significance in the life of the people, and this obscurity has been of service to them during the past year in saving them from sharing, except in a very minor degree, in the attacks made on those for boys." In one or two cases inside influences have resulted in a decrease in attendance and there has been division of opinion on the committees of some aided schools, but it has never resulted in refusal of a grant. In certain districts attacks have come from outside. In Budaun, maulvis went round warning parents not to send their daughters to school on the penalty of being branded as kafirs. Unfortunate teachers have in places been boycotted and insulted and the work of inspectresses has to some extent become more difficult, as it has not always been possible to get conveyances or provisions; occasionally "they have met with insults and rudeness and it has required courage and perseverance for them to continue their work. On the whole enrolment has not suffered and it is possible that the ferment of politics has created a desire for more knowledge among women."

Expendi-
ture.

The total expenditure on all kinds of educational institutions for Indian girls and women has increased by 88 per cent. from Rs. 5,84,493 in 1916-17 to Rs. 11,01,082 in 1921-22. Of the total increase of Rs. 5,16,589 the share from provincial funds is Rs. 2,74,345. The following comparative figures show the percentages of expenditure from different sources:—

	Provincial revenues.	District board.	Muni- cipal board.	Fees.	Other sources.	Total.
1916-17 ..	28	21.6	14.9	3.4	32.1	100
1921-22 ..	39.8	16.4	15.2	2.6	26	100

The large increase from provincial funds is due mainly to (1) outlay on training schools for mistresses, (2) increase in pay of teachers, (3) additional grants to aided schools. There is an increase from municipal funds which should signify a growing interest in female education in towns, but the reports of inspectresses indicate that the money is not always spent to the best advantage.

FEMALE EDUCATION.

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The average annual cost of each student at the various types of institutions is as follows :—

	1921-22.			1916-17.		
	Rs.	a.	p.	Rs.	a.	p.
College ..	818	8	0	496	0	0
High school ..	132	0	0	91	4	0
English middle school ..	59	0	0	43	6	0
Vernacular school ..	24	8	0	18	0	0
Primary school ..	10	3	0	7	9	0

"The growth of interest in college education," says the Chief Inspectress, "is the most marked feature of the quinquennium. The number of girls reading beyond the high standard is still small, but when it is remembered that a few years ago to reach the middle standard was an unusual achievement among Hindus and Muhammadans it becomes evident that a new spirit is at work in both communities." College classes have been opened for Hindus at the Theosophical Girls' School at Benares, for Muhammadans at the Muslim School, Lucknow, and for both at the Crosthwaite School, Allahabad, while girls from the Muhammadan Anglo-Oriental School, Aligarh, have passed on to college classes elsewhere. At Benares and Allahabad considerable developments are being planned.

Collegiate
education.

The Isabella Thoburn College, which is mainly dependent on the generosity of the Women's Foreign Missionary Society of the Methodist Episcopal Church in America and of the American Presbyterian Mission, is an institution of old standing. The bulk of its scholars are Indian Christians drawn from all parts of India and even from as far as the Malay Peninsula, but of late years it has received Hindus and Muhammadans as well. It is the centre of women's work in the Lucknow University and its American supporters have planned nobly for its expansion to the extent of Rs. 6,00,000 in the near future. A well qualified staff has been appointed and a large site has been bought, on which there will be buildings for the college, the intermediate classes and a normal school.

In 1916-17 there was a staff of nine teachers with salaries amounting to Rs. 15,000 per annum; since 1920-21 the number has been 12 with salaries aggregating Rs. 21,095. During the quinquennium 12 students have graduated from the College and 35 have passed the Intermediate examination. The average attendance in college classes has been 32. "In regard to work," says the Principal, "our classes are so small that most of it is tutorial, consequently there has not been a great deal of change since we joined the Lucknow University."

There is an endowment producing Rs. 3,000 a year which provides a scholarship enabling a graduated student to continue her studies in America in preparation for teaching in the College.

The well being and corporate life of the students receive careful attention. There are arrangements for their physical education and periodic medical examination. Pupils and

teachers live together in the same buildings and there is a close interchange of activities.

Allahabad
Municipal
"University
for Women."

"A more pronounced departure from the ordinary routine" says the Chief Inspectress, "has lately been made by the Allahabad municipal board, which has established a 'University for Women.' The constitution has been drawn up on the lines of those of the Universities of Lucknow and Allahabad and a prospectus of studies has been issued. The aim is to encourage girls who have passed the Vernacular Lower Middle examination to continue their studies in their vernacular, and to take up subjects that are considered particularly suitable for a woman, such as hygiene, physiology, music, drawing and the *charkha* but other subjects are also taken at the students' will. An examination intended to be equal in standard to that of the Matriculation is to be held in August, 1922, for the first time. So far the 'University' appears to be an examining body only, and it is not clear if it is intended that it should also provide instruction."

Secondary
education.

The number of pupils reaching the secondary stage is now 1,239 as against 966 in 1916-17, a rise of 28 per cent. The figures given below show that the increase has been in the middle stage, the number in the high stage having decreased.

	High stage.	Middle English.	Middle vernacular.
1916-17 ..	83	603	280
1921-22 ..	78	813	348

English
education.

The Chief Inspectress attributes the decrease in the high stage to economic circumstances that have especially affected the Indian Christian community. The enrolment of Hindu girls in this stage has increased from 8 to 19 and of Muhammadans from zero to 17. The increase in attendance in middle English classes is important even though the actual numbers are insignificant in comparison with those of boys' schools.

The progress of English education for girls is retarded to a considerable extent by prejudice, but more so by want of funds. Parents are unwilling to place their daughters in hostels or even to send them any distance as day scholars, and in consequence it is necessary to open classes for a very small number of girls with a full time teacher on a high salary; private contributions seldom equal half the expenditure and there is a feeling among managers that Government should supply all that is wanting. In most schools free tuition is given, while hostel fees are charged at a rate that barely covers the cost of food.

(a) English
high
schools.

The Crosthwaite Girls' High School at Allahabad has made remarkable progress since 1917. In that year there were 74 children in the preparatory section and 65 in classes I-IX; now the total enrolment is 254, of which only 51 are in the preparatory

section, while the numbers in classes VII to X are 16, 15, 10 and 9 respectively; there are also 16 students reading beyond the high stage. About 90 of the girls are boarders, living in an excellent hostel that has been built during the quinquennium.

The Theosophical Girls' School, Benares, attracts pupils from all parts of India. It has school and college classes in separate buildings, with hostels, in attractive grounds, on the outskirts of the city.

The Muslim High School, Lucknow, the Muhammadan Anglo-Oriental Girls' School, Aligarh, the Mahadevi Kannya Pathshala, Dehra Dun, and the Mahila Vidyalaya, Lucknow, are all flourishing institutions.

Lucknow possesses three important day schools—the Isabella Thoburn, the Church Missionary Society Pardah School and the new Government Girls' High School. The last mentioned was opened in February, 1921, with the object of offering a liberal education for the daughters of Indian gentlemen. Its specially designed buildings are in fine open grounds on the outskirts of the city and it has a well qualified staff. The small attendance of 23 day scholars is disappointing, but the numbers are likely to increase. The reasons given for the present small enrolment are (1) distance from the homes of the pupils, (2) difficulties of transport. There is a hostel attached to the school, but parents have shown a reluctance to part with their daughters and some "are deterred by the thought of paying adequate fees for board."

The mission high schools have retained their status during the quinquennium. All have full numbers in their hostels and have to turn away applicants for admission. As they have no difficulty in attracting pupils, they have been able to give their attention to development of their work on sound lines. Unlike the non-mission schools they have adopted the school-leaving course in preference to the Matriculation. The largest mission school is the Isabella Thoburn which has done extremely well in public examinations; other good mission schools are the Mary Wanamaker, Allahabad, the Queen Victoria School, Agra, and the American Presbyterian Mission School, Dehra Dun.

The majority of these are boarding schools attached to different missions. In 1918-19 the department framed for girls' middle schools an alternative curriculum designed to meet the needs of girls who do not wish to proceed to the high stage. With one exception the mission schools have adopted this alternative curriculum. It is found more suitable than the old curriculum and the emphasis on domestic science finds favour with girls and parents. Some difficulty occurs when girls continue their education into high schools where the course for boys' schools is taken, but, as the Chief Inspectress remarks, "It is better that these girls should take five years to prepare for the

(b) English
middle
schools.

school-leaving certificate than that the majority of girls in middle schools should take a course that is less helpful to them."

Two non-mission middle schools that have made good progress during the quinquennium are the Jagat Taran School, Allahabad, for Bengali girls which, though only founded in 1919, has already opened class VIII and the Balika Vidyalaya, Cawnpore. Both these schools have aspirations of opening high sections in the near future.

Vernacular
middle
schools.

The increase in the enrolment in vernacular middle schools has been very small. There still exists a strong prejudice against education of girls in the class that would patronize these schools. Even those parents, who are not averse to their daughters being literate, consider that the primary course is sufficient and that, after its completion, girls are too old to be away from their homes.

There has been a small increase in the number of Government model and district board schools for girls that have opened a middle section. The expenditure on very small classes is justified on the ground that they are pioneer classes. The pupils in classes V and VI of the model schools are usually qualifying as teachers.

Among aided schools of this type is the Stri Sudhar Vidyalaya, Bareilly, maintained by the Arya Samaj, with aid from Government and the district board. The school has its own curriculum, whose aim is to train girls to live according to the best traditions of the Hindu community, and at the same time to give them a sound grounding on the principles of physiology and domestic hygiene. During the last year Government has sanctioned scholarships to the school for widows in order that they may be trained later either as teachers or nurses.

Curricula
and exam-
inations in
secondary
schools.

In English schools the curriculum for girls who read up to the Matriculation or School-Leaving examinations is identical with that for boys, save that sewing is compulsory up to class V, and domestic science an alternative subject from class VI upwards.

As already mentioned there is an alternative curriculum for girls, who do not wish to take these examinations. The work in mathematics is lighter throughout and in history and classical languages it is lighter in the higher classes. Domestic science is compulsory throughout.

There is a common examination which may be taken by girls who have studied either curriculum. It is known as the Anglo-Vernacular Lower Middle examination.

In vernacular schools a curriculum is prescribed for classes A to VI which includes hygiene and sewing as compulsory subjects. The Girls' Vernacular Middle examination is the final examination for this course. Girls who wish to read further may take the alternative anglo-vernacular curriculum, omitting English.

FEMALE EDUCATION.

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The results of examinations in 1917 and 1922 are shown below :—

	Number of passes.		
	1917.	1922.	
Matriculation	15	13	
School-leaving certificate .. ..	..	14	
A.-V. Lower Middle	141	192	
* Girls' Vernacular Middle .. ..	..	112	* In 1917, 69 girls passed the Vernacular Final examination.

The number of primary schools for girls has increased from 1,083 in 1917 to 1,337 in 1922 and the average number on the rolls from 33,398 to 42,129. These figures do not include scholars in the primary sections of middle or high schools. There has been an increase of 55 per cent. in the number of scholars in district board schools; the increase would have been much greater had the boards had funds to start more schools and improve staff and equipment in existing schools.

Primary
educa-
tion—
(a) Girls'
schools.

In 1921 district boards were invited by the local Government to adopt a forward policy in primary female education and were promised half the recurring and non-recurring cost of the experiment. Thirty-two boards agreed to accept Government's invitation, and send in their proposals.

For recurring expenditure on the scheme during 1921-22 Government set apart Rs. 62,000 and for non-recurring expenditure Rs. 1,03,000. The former sum was to be expended upon the improvement of the pay of teachers, a more generous allotment of grants-in-aid, increase of stipends and allowance of pupil teachers in training from Rs. 6 and Rs. 4 respectively to Rs. 10 and Rs. 5 and augmentation of contingencies; the non-recurring allotment was spent upon buildings and equipment.

The enrolment in municipal schools shows an increase of 75 per cent. since 1917. The boards of Lucknow, Benares, Moradabad and Allahabad have manifested great activity in the promotion of female education, but certain boards leave their schools without adequate accommodation or equipment, and put women in charge as teachers, who are quite unfit for the work.

Government model schools are generally found at headquarter towns. The superiority of these schools, where there is closer supervision and more liberal expenditure than in schools maintained by local bodies, is marked.

There has been a decline in the numbers attending aided schools, but there is little educational loss as the majority of such schools depend entirely on their grant of from Rs. 5 to Rs. 10 and their teaching, equipment and accommodation are negligible quantities. The chairman of the Bara Banki board says: "Aided girls' schools will continue to be charitable institutions for the benefit of badly educated females until competent teachers and more effective management and supervision is provided." Aided schools maintained by missions or by private individuals often do good work.

(b) Girls in boys' schools.

There are 33,164 girls reading in primary schools for boys as against 15,734 in 1917.

The attitude taken by the Educational department is that the attendance of girls at boys' schools should be left to the discretion of parents, with the single limitation that they may not attend after they are ten years old.

In some districts there has been a great increase in the attendance of girls at boys' schools, but such increases are generally traceable to the influence of some particular officer, and on his transfer the enrolment of girls returns to the normal. According to one inspector the girls compare favourably with the boys in intelligence, and he regrets that few of them are allowed the opportunity of continuing their education beyond the preparatory stage.

(c) Education committees.

The local female education committees still continue to exist in name. The Chief Inspectress says that she is occasionally able to ascertain local opinion through them. The chairmen of the boards report that they neglect to hold meetings or function in any way.

(d) Supply of teachers.

The difficulty of staffing schools with competent teachers is as great as ever in all grades of education. There is still a popular prejudice against the education of women and their emancipation from the pardah system that makes it difficult for women to take up the teaching profession.

The number of women teachers has increased from 2,125 to 2,720 during the quinquennium. The majority still consists of untrained teachers in vernacular schools. The increase in trained teachers in these schools has been 64 per cent. as against an increase of 18 per cent. of untrained. In English schools the dearth of trained teachers is, if anything, greater than before in spite of offers of free education and scholarships. Students prefer to take the intermediate course after passing the Matriculation examination to joining a training institution, since the former leads towards a degree and in any case the intermediate qualification commands a higher salary in the teaching profession than the English Teachers' Certificate. Even untrained teachers with good qualifications are scarce, since the medical profession is more attractive.

From the districts there is a universal complaint about the impossibility of staffing girls' schools. Apart from the paucity of trained teachers there are other deterring considerations. The educated woman is in any case lonely, and, if she is in pardah away from her family, the loneliness must be beyond description; yet, if she is out of pardah, she often loses the respect that is necessary to win scholars.

Some district officers are in favour of having aged pandits and maulvies. The chairman of Bahraich condemns all the schools in charge of women as without hope, but is more sanguine about a girls' school that is in charge of an old pandit.

In this connection the Chief Inspectress says: "A capable woman with knowledge and experience can do more for her pupils than a man and in any case it is better to have a woman with girls; on the other hand a capable master's school is more ship-shape than the majority of those managed by women; the details of discipline and the methods of teachings are both better." The real difficulty comes from the scarcity of women with any qualifications, however low.

So far removed are we from the ideal of having women teachers for infants of both sexes.

Although there has been a good advance during the quinquennium the statistics of female education are depressing reading and a reproach to the province. Yet there is encouragement in the rapid development of such institutions as the Isabella Thoburn School, Lucknow, the Crosthwaite School, Allahabad, and the Theosophical School, Benares; and we may believe with the Chief Inspectress that this progress represents a rapidly changing attitude in small sections of the community.

Conclusion.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

A.—EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

Function of
European
schools.

The desire to retain the distinctive European character of the instruction and training of their children has induced the domiciled community to establish and maintain a considerable number of schools in the larger towns of the province. The community, although not wealthy, has always shown itself ready to accept the burden of comparatively heavy fees; from time to time its efforts have been supplemented by magnificent endowments, and it has always been able to rely on the assistance of religious bodies. Since State responsibility for education has become generally acknowledged, the Government has given liberal grants-in-aid to these institutions.

The education in European schools is on the lines of that given in the schools of the West, with certain modifications occasioned by differences in latitude and conditions of life. The fundamental idea in English education of the responsibility of the teachers in the development of character has been maintained and with it the corporate sense that is characteristic of school life in England.

Admission
of Indians.

The number of Indians in European schools has increased by 59—from 226 to 285. One of the causes for the popularity of these schools is the increased facility acquired in colloquial English, and there is the opportunity afforded for taking the Cambridge local examinations preparatory to admission into higher educational institutions in England.

Types of
schools.

The European schools are all privately owned and managed. With few exceptions they are aided by Government.

Two institutions provide collegiate education to a small number of students. The majority of schools rank as secondary schools, although many of them that profess to give tuition up to the middle or even high stage are in reality essentially primary schools, their aim being to give merely the necessary elementary training to fit children to earn a livelihood. There are a few primary schools and some special schools, whose instruction is technical and industrial.

But there is a classification according to means, that is characteristic of educational systems in which the parents are prepared to bear a substantial share of the cost. For various reasons the expense of maintaining a child at a European school is high. The domiciled population is small and as it is widely scattered it requires residential schools, which make heavier demands on the teaching staff and therefore must pay better

salaries than day schools. It is divided into several religious denominations, each of which tries to keep up its own schools, with the result that classes, and especially high classes, are small and expensive.

Such are the schools attended by the children of the wealthier members of the community. Some are in the large towns of the plains and some are in hill stations. In spite of Government subsidies, endowments and unpaid work by members of religious orders, the fees are high compared with Indian schools, and quite beyond the means of the very poor. To meet the requirements of this section of the community free schools and orphanages have sprung up, to the number of eleven, in these provinces. This type of institution depends on the charity of the public and on indigent grants from the State. The education provided is elementary, though many of the schools have middle and even high classes.

The European schools are managed by committees, representative of the denominational, commercial or other associations that contribute to their up-keep. Controls.

The Code under which recognized European schools work is an all-India Code, modified where necessary to meet local requirements.

The inspection of European schools is carried out by an officer, who also has charge of the Kumaun division of Indian schools. The work is too heavy for one individual. Proposals have therefore been submitted to Government for relieving the inspector of the charge of the Kumaun division.

There has been little variation in the numbers of schools or scholars. In 1916-17 there were 55 schools with 5,436 scholars, and in 1921-22, 53 schools with 5,514 scholars. Aided schools have increased from 46 to 48 and unaided have decreased from nine to five. The decline in unaided schools is due to the increased cost of education and the competition of aided schools. Two special schools, the Railway Technical School at Charbagh, Lucknow, and the Railway Night School at Jhansi have been transferred from the Educational to the Industries department. The proportion of boys and girls under instruction remains about the same as in 1916-17. Boys exceed girls by about 300. This is probably accounted for by the tendency to continue education to a higher stage in the case of boys.

Figures of institutions and pupils.

The total expenditure on European education amounted from Rs. 13,22,914 in 1916-17 to Rs. 21,19,183 in 1921-22, an increase of Rs. 7,96,269 or 60 per cent. The greater part of this increase is due to enlarged expenditure on buildings and equipment and to the heads classified as indirect expenditure, i.e., boarding charges, scholarships, miscellaneous. These heads account for an increase of Rs. 4,91,313, but the figure has little significance as owing to the war there was an abnormally low expenditure in 1916-17 on buildings. The increase in direct expenditure has

Figures of expenditure.

been Rs. 3,04,951, from Rs. 9,06,380 to Rs. 12,11,331, or about 34 per cent. "The great increase," writes the inspector, "in the prices of all the necessaries of life has been responsible for a marked increase in boarding charges and it has necessitated a general increase in salaries and wages. It has in consequence been necessary to adjust boarding and salary grants to the increased scale of expenditure. It is interesting, however, to note that the greater part of the increased expenditure has been met from fees and other private sources. The proportions in which the increase has been met are as follows :—

		Rs.
1. Subscriptions and endowments	..	3,08,985
2. Public funds	.. ..	2,96,957
3. Fees	.. ..	1,90,327
Total	..	<u>7,96,269</u>

This gives a percentage of roughly 37·3 for fees and private contributions, and 62·7 for public funds."

The percentages of expenditure from different sources are given below :—

	Subscriptions and endowments.	Public funds.	Fees.
1916-17	19·06	39·07	41·87
1921-22	26·5	38·4	35·1

It is highly creditable to the supporters of these institutions that they have more than made good by private effort a loss of 6 per cent. in fees.

Courses in
schools.

The curriculum for all schools is of the secondary type and is based on the syllabuses of the Cambridge local examination. "The so-called primary schools," says the inspector, "are merely incomplete secondary schools. Permission is given to vary the curriculum and schools are encouraged by grants to provide classes in practical subjects. The need for vocational courses is particularly felt in the orphanages and free schools, which cater for children, for whom a secondary education is seldom possible or appropriate. Classes in domestic economy, carpentry, telegraphy and the like are to be found in these schools and in some cases, as, for example, at Allahabad, arrangements have been made whereby boys can obtain workshop practice outside the school (e.g. in the railway workshop) while still attending the school for certain classes. In general, however, the organization of vocational training presents many difficulties and there is not much progress to report. Mention, however, may be made of the award of commercial scholarships to enable students from these schools to take the commercial diploma of the Allahabad University and of technical scholarships which enable students to take the courses in mechanical engineering at the Government technical schools at Lucknow and Gorakhpur. There appears to be more demand for these scholarships than there was a few years ago."

Out of 725 candidates presented for the Cambridge local examinations in 1922, 472 or nearly 65·3 per cent. passed. Boys did better than girls in all three examinations, the difference being most marked in the Junior and Senior examinations.

Examinations.

Examiners still comment adversely on the teaching of Urdu and modifications of the syllabus are under consideration with a view to securing a better standard. The reasons given for the poverty of results are :—

- (a) the difficulty of getting suitable teachers;
- (b) a dearth of good text-books;
- (c) the influx of pupils from other provinces at a late age;
- (d) a prejudice on the part of students.

On 31st March, 1917, there were 390 teachers in European schools of whom 196 were trained and 45 possessed degrees. By March, 1922, the number had risen to 427, of whom 244 were trained and 64 possessed degrees. The percentage of trained teachers is now over 57; the number with degrees is small probably owing to the superior attractions offered by other professions.

Qualifications and pay of teachers.

The difficulty of obtaining an adequate supply of trained teachers led to a reconsideration of the scale of pay approved for the purpose of salary grants and the following incremental scale was adopted in 1921 for trained teachers :—

Assistant masters.

				Rs.
High school trained	..	..	..	150—10—250
Intermediate	..	..	..	175—10—275
B.A.	..	..	..	225—10—325

Assistant mistresses.

High school trained	..	..	..	100—5—150
Intermediate	..	..	..	110—5—160
B.A.	..	..	..	17—7/8—245

In the hills assistant mistresses are paid less by Rs. 25, Rs. 30 and Rs. 40 a month according as they are High school, Intermediate, or B.A. trained.

Some improvement has been made in the salaries of untrained teachers, but the improvement is not proportionate to the increased cost of living.

The department has encouraged the institution of provident funds on a uniform basis by means of supplementing grants, and the great majority of the schools now offer the benefits of a provident fund to which Government contributes equally with the school and teachers.

Provident fund.

There is no training college in these provinces for men teachers in European schools. Four stipends of Rs. 50 a month tenable at the Sanawar Training class are offered to men students every year by Government. For women there are classes attached to the Girls' Diocesan School, Naini Tal, and

Training of teachers.

Woodstock College, Mussoorie, which prepare pupil teachers for departmental diplomas for (1) senior class mistresses, (2) kindergarten and junior class mistresses.

Effects of
the war.

European schools were considerably affected by the war. In the boys' schools many masters offered themselves for service and there was difficulty in replacing them. In some instances it was possible to get disabled military officers; more often the teaching, as in England, was given to women. Otherwise the men who remained had to bear the burden of extra work. Some convent schools for girls suffered from the repatriation of their lady instructors as enemy aliens.

The interruption of communication with England caused a rise in the prices of articles of equipment and in one year prevented the Cambridge local examination from being held. It resulted in congestion in hill schools, since children, who would normally have gone to England, were detained in the country and there was a large influx of children from plain schools as well, the result of increased prosperity of the domiciled community under war conditions.

There is one beneficial result of the war. The European schools of these provinces, like the schools of England, gave nobly of their best in response to the call of the Empire. By service and sacrifice old boys and masters have created lasting traditions, that will wake responses in the hearts and lives of generations of scholars.

B.—EDUCATION OF MUHAMMADANS.

Need for
special
arrange-
ments for
Muham-
madan
education.

The majority of Muhammadans under education attend the ordinary mixed schools, but the general desire of parents that religion and education should be closely associated has resulted in special arrangements for Muhammadans in collegiate and secondary education and in a separate system in primary education. In the ordinary schools and colleges Muhammadans and Hindus mix as freely in the class room as can be expected from students whose social customs are distinct. The desire for separate education is evident from the famous foundation of Sir Syed Ahmad at Aligarh, and from the existence in most towns of any size of a Muhammadan English school, and, in response to the desire of Muslim parents for supervision of their sons by a Muhammadan out of school hours, there are in some Government institutions separate hostels for Muhammadan boys.

Among the poorer classes the prejudice against secular schools was found to be strong enough to retard educational progress and there is now established in the provinces a definite system of Islamia schools and maktabas which will be discussed later.

EDUCATION OF SPECIAL CLASSES.

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The following table shows the numbers of Muhammadan students in the various types of institutions and the percentage of Muhammadans to the total enrolment:—

Numbers of Muhammadan scholars under instruction.

	Number of Muhammadan pupils in—		Percentage of increase or decrease	Percentage of Muhammadans to pupils of all creeds.	
	1916-17.	1921-22.		1916-17.	1921-22.
			Per cent.	Per cent.	Per cent.
Colleges ..	1,420	1,257	-11·5	20	17·6
Secondary schools ..	17,885	16,826	-5·9	17·8	15·2
Primary schools ..	98,586	1,30,915	+32·8	14·4	15·7
Special schools ..	2,084	3,252	+56	16·5	22·6
Total ..	1,19,975	1,52,244	+27	14·9	15·7

Five per cent. of the total male Muhammadan population of the province is being educated, as against 3·73 per cent. of Hindus.

In Government service an attempt is made to preserve a due proportion between Muhammadans and Hindus, in recognition of the fact that the confidence of Muhammadan parents in particular institution is increased if there are sufficient teachers of their own religious persuasion on the staff. A difficulty in preserving a proper ratio arises from the disinclination of Muhammadans to enter the teaching profession.

Proportion of Muhammadans and Hindus in inspecting and teaching professions.

Thirty-one per cent. of district inspecting officers are Muhammadans and the same percentage is preserved in Government English schools. In district board secondary and primary schools the percentage of Muhammadan teachers is 16·5.

Special institutions for Muhammadan collegiate and secondary education have been dealt with elsewhere in this report. In this section it is only necessary to consider in some detail the progress of the scheme initiated in 1916 for the advancement of Muhammadan primary education.

Special institutions for Muhammadans.

The following extract from the last quinquennial report defines the position with regard to the types of institutions and their controlling agencies:—“Though the ordinary schools are open to all classes, it was felt that they were not always acceptable to Muhammadan parents and a rule has therefore been framed to the effect that district boards will open special Islamia primary schools in any village when a sufficient number of Muhammadan parents come forward to guarantee the attendance of at least twenty boys. It is the duty of the district boards to provide properly qualified Muhammadan teachers for these schools, in which the ordinary curriculum will be taught wholly in Urdu. In many cases, however, Muhammadan parents are more definitely sectarian and desire religious education for their sons and for such people the ordinary curriculum is not suitable. To meet their wishes attempts are being made to improve existing maktabas and stimulate the institution of new

(a) Types of institutions and controlling agencies.

ones. The maktab is the natural school for the followers of Islam and in order to bring it into line with the needs of modern education a special curriculum has been drawn up of the secular subjects which are to be taught in it. For the proper supervision of Muhammadan education a special Muhammadan inspector of schools has been appointed for the province and special deputy inspectors, one for each division. A maktab committee has been appointed in each district for the supervision and encouragement of maktabs and a central maktab committee for the province under the chairmanship of the special inspector to advise the Director of Public Instruction in all matters concerning Muhammadan education. The district and central maktab committees were formed in the beginning of 1916, the special inspector was appointed in April, 1916, and the deputy inspectors in October, 1916. A special maktab text-book committee was also appointed in September, 1916."

Five years' experience of the working of the scheme has demonstrated its advantages and its weaknesses. The Muhammadan community have been gratified by having separate schools and have patronized them freely, but at the sacrifice of a sounder secular education that could have been found in the ordinary district board schools. The special inspecting staff has shown enthusiasm and tact, it has at times succeeded in galvanizing into activity the local committees, and it has avoided friction with divisional inspectors and district boards; yet the wide distribution of institutions has prevented its inspection being anything but superficial and it has been necessary to share the inspection of Islamia schools and maktabs with the ordinary district staff, in order to save them from extinction.

The hope that the district Muhammadan education committees would be forceful influences, has not come to fruition. The resolutions passed at meetings are too often echoes of the suggestions made by Muhammadan deputy inspectors. The very responsibility for meetings of district committees is frequently put upon the local Government official, and the extent of the responsibility can be gauged by the opinions of district board chairmen who with few exceptions condemn the committees as apathetic and support their condemnation with facts and figures. The exceptions are mentioned in the following extract from the report of the Inspector of Muhammadan Schools: "As regards the quality of the work, Budaun, Shahjahanpur, Jalaun, Farrukhabad, Bareilly, Hardoi, Meerut, Bulandshahr, Jaunpur, Ghazipur, Benares, Azamgarh, Gonda and Bara Banki stand far ahead of the others". On the recommendation of the Budaun committee a travelling agent was appointed for six months for the purpose of stimulating interest in education among Muhammadans in the district. His propaganda succeeded in increasing maktabs and enrolment and the idea is now being adopted elsewhere.

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The special inspector reports that almost all the district boards "have done something to advance the primary education among Musalmans" and that "proposals and recommendations made by the Muhammadan educational committee have been considered favourably."

(b) Attitude of district boards.

"The Fyzabad district board," he says, "which seems to take an indifferent and apathetic attitude since the inception of the special scheme is the only exception. It failed to utilize the grant of Rs. 270 made in 1920 for equipment of maktabs, which lapsed to Government in 1921-22. Its failure to do so is ascribed to an oversight". The chairmen of boards are not enthusiastic over Islamia schools and maktabs and many consider it a waste of money to finance less efficient Muhammadan schools alongside of the ordinary boards schools, especially when the latter could easily absorb the former.

The following table shows the progress in Islamia schools and aided maktabs during the quinquennium :—

(c) Enrolment in Islamia schools and maktabs.

	Islamia schools.		Aided maktabs.	
	Schools.	Scholars.	Schools.	Scholars.
1916-17	92	3,093	291	8,898
1917-18	198	6,262	361	12,490
1918-19	234	8,692	456	16,781
1919-20	490	14,550	627	21,439
1920-21	680	19,448	737	23,640
1921-22	745	21,595	762	22,968

The special inspector deploras a decline of 8,436 Muhammadan pupils, in the last two years, in the ordinary board schools. The decline dates from the time when the boards were allowed to set apart in their budget a sufficient amount for the expansion of Islamia schools and maktabs out of the additional grant for expansion of primary education. The number of Muhammadan institutions has doubled and hence the loss to the ordinary mixed schools.

In the last year of the quinquennium there has been an increase of 5,000 in the attendance at unaided maktabs, an increase which is said by some chairmen of district boards to be due to sympathy with the Khilafat movement.

The accompanying table shows the advance in expenditure in the quinquennium on Islamia schools and maktabs :—

(d) Expenditure.

	1916-17.	1921-22.	Increase.
	Rs.	Rs.	Rs.
Islamia schools.. .. .	9,721	1,70,784	1,61,063
Maktabs	1,5157	90,939	75,782
Total increase .. .. .	..	..	2,36,845

The increased expenditure has been upon opening Islamia schools and extending aid to maktab.

(e) Tuition.

There has been steady improvement in the Islamia schools, whose curriculum and arrangement of classes are the same as in ordinary primary schools. They are reported, however, to be still below the average standard. The standard in maktab is low, chiefly because of the neglect of the secular curriculum by teachers whose main educational equipment is a memorization of the holy books. The reading and writing is better in maktab than in Islamia schools, but arithmetic and geography are very poor.

(f) Teachers.

In Islamia schools the teachers are paid on the scales authorized for district boards. In maktab the grants-in-aid were raised in 1921-22 to Rs. 8 for each teacher. A proposal to raise grants-in-aid to aided schools and maktab is under consideration.

(g) Training of teachers.

A noteworthy development during the quinquennium has been the establishment in the districts of Jalaun, Saharanpur, Muzaffarnagar, Meerut, Bareilly, Farrukhabad, Bara Banki and Gonda of Islamia Training classes for maktab teachers. The course of study is the same as that for ordinary training classes except that it does not include Hindi. In the absence of fully qualified men upper primary passed men are admitted.

C.--COLVIN TALUQDARS' SCHOOL.

The Colvin Taluqdars' School at Lucknow is intended for the sons of landholders and is maintained by contributions from the taluqdars of Oudh supplemented by a recurring grant from Government of Rs. 6,000. It is organized on the principles of an English public school with modifications to suit Indian conditions. The system is residential and as the school has only 73 scholars, the attention given to each is tutorial.

The annual cost of maintaining the school has increased since 1917 by Rs. 9,018 to Rs. 39,590. Last year there was a large rise of Rs. 7,032 due to the appointment of a Vice-Principal, and to meet this necessary expenditure aid was accepted from provincial revenues. The average cost of each scholar in 1921-22 was Rs. 542 per annum and the average fees a little over Rs. 90.

The Principal has to contend against the disinclination to continuous work that naturally prevails among young men with an assured income. In the immediate past there have been few incentives to effort, but present developments have opened dignified careers in politics in the army and the civil services, while the evolution of new social and economic conditions demands the attention of landlords to the management of their own estates. In view of these changes it is more than likely that the efforts of the Principal and his staff will meet with recognition from the taluqdars of Oudh. They have already been rewarded by

successes in school and college examinations. The opinion of visiting inspectors is that the general management and organization of the school are excellent, and a fine tribute has been recently paid to its sound training by the authorities of the new Military College at Dehra Dun, who specially mention cadets from the Colvin Taluqdars' School as being among the select few whose previous education fitted them for advanced study.

D.—EDUCATION OF DEPRESSED CLASSES.

During the last three years of the quinquennium special efforts have been made to extend education amongst the depressed classes. In 1919-20 on the recommendation of the Board of Education the experiment of appointing supervisors of schools for depressed classes was made in the districts of Meerut, Benares and Jaunpur, financial aid to cover the entire cost being given by the Provincial Government. The results were so encouraging that all district boards were invited to continue it. Boards were asked to put forward their schemes for increasing the number of free schools, for appointing supervisors, and for granting scholarships for the continuation of education after the primary stage. Forty-three boards out of 48 put in schemes which were revised by the Educational department, and Government financed their initiation with Rs. 7,350, and their maintenance with Rs. 78,920 recurring. The scheme has been in operation for one year and success is said to vary according to local circumstances and local enthusiasm. The details of figures can be found in Table VA, but a comparison of totals shows an increase of 22,542 or 130 per cent. above the enrolment of 1917. The marked increase of attendance of low caste boys in the mixed schools is significant of a lessening prejudice among their school fellows, and resentment at ostracism is shown by a growing objection to the present nomenclature of the special schools.

The duties of supervisors are defined. They are to stimulate a demand for education by visiting communities of the depressed classes and explaining the advantages of education for their children, to make recommendations through the deputy inspector to the district board and to assist in procuring teachers. The pay of supervisors is reckoned at Rs. 50 per mensem (including travelling allowances), but boards are permitted to modify this assessment. In most instances the supervisors are well reported of, but it is suggested from some quarters that their posts are sinecures.

It is impossible from studying the reports to make any generalizations as to the awakening of the depressed classes to a desire for education over any large area. In the Meerut division, Meerut district is the only one where good progress has been made, and Moradabad has the same distinction in Rohilkhand. In the Agra division, Aligarh is conspicuous for

Education of
depressed
and back-
ward
classes—
(a) Depres-
sed classes.

the small attendance of low caste boys in the schools. In the Lucknow division the education of the depressed classes has made considerable advance, in the Fyzabad division little. Chairmen and inspectors agree that the rise in wages has retarded progress. The zamindars too are reported to be averse to elevating these castes, and they themselves are unambitious, and so it seems that what progress has been made is due to the Government, to its local officials and to "certain middle class enthusiasts."

An encouraging report comes from Etah. The chairman of the board says: "The demand for these special classes proved so great that I had to open not less than 20 institutions for the boys of depressed classes. These poor people are supposed to have the same rights of attending the schools as the members of other communities, Hindu and Musalman. The right, however, remained merely nominal. Once the leading members of these communities were sympathetically approached, I found there was a tremendous craving for education. The unsympathetic attitude of the higher classes as well as the economic necessity which compels parents to utilize the boys as wage earners from their very childhood makes the problem very complicated."

Everywhere there is difficulty in getting teachers for the depressed class schools. The high caste teachers are reluctant to serve in these schools, and so far the depressed classes have produced few teachers from among themselves. The solution may come through the absorption of these special class boys into mixed schools.

(b) Forest and hill tribes.

The Tharus of the western districts are slowly taking to education, but enrolment fluctuates with the prevalence of malaria. The spread of education amongst these forest dwellers will improve their economic condition for it will assist them in their dealings with the traders who visit them from hills and plains in the cold weather. Regarding the Eastern Tharus the Inspector of Schools, Fyzabad division, remarks: "I am not sure that these people are ready for literacy; they seem to be quite happy and proud of their forest environment, and in many respects they are far superior to their neighbours particularly as regards hygiene. There is no scope for the literate inside the jungle belt and the Tharu cannot live in the open plains. It is possible, however, that a school of carpentry might be a success."

E.—EDUCATION OF DEFECTIVES.

Education of defectives.

No public provision is made in these provinces for the education of defectives. The only private institution that can be traced is the house for the blind at Rajpur in the Dehra Dun district, where from 36 to 40 women and girls are taught to read and write braille and spend the greater part of the day knitting, and spinning cotton. The manager of the school

writes: "Our great aim is to brighten their lives and make them useful as well as happy." The school is supported by certain missionary societies.

F.—CHUNAR REFORMATORY SCHOOL.

In 1922 there were 242 boys on the roll of the Reformatory School as against 185 at the end of the last quinquennium.

The school gives literary instruction of a primary type up to class IV. The chief educational aim of the institution is to train boys in an industry, so that they can lead a respectable life after passing out. Cane-work, shoe-making, carpentry, blacksmith's work, weaving, tailoring, gardening, cooking, pottery work, are all taught.

As far as is possible a record is kept of the after careers of discharged boys. Only 7 out of 130 discharged in the last three years are engaged in the trades taught to them at the school; on the other hand only two are reported as having been reconvicted.

The health of the school has been good, for which the healthy surroundings, regular exercise and sufficient food are responsible. There have been no special disciplinary troubles and the general condition of the institution is satisfactory. The cost of maintenance in the last year was Rs. 68,379. A profit of more than Rs. 3,000 was made out of articles manufactured by the inmates.

CHAPTER XI.

PRIVATE INSTITUTIONS.

Types of
private in-
stitutions.

Private institutions are outside of the departmental system and are not necessarily inspected. Their curricula need not conform to the requirements of codes or examinations, but are generally determined by the special needs of some small sections of the community. They vary in size and fame from schools of advanced learning, such as the Darul Ulum, Deoband, or the Lalit Hari Pathshala at Pilibhit to way-side gatherings of half a dozen infants in the charge of some ancient pandit or maulvi.

These institutions may be broadly classified into two groups according as their aims are religious or commercial. The former range from the famous homes of Sanskrit, Persian, and Arabic learning to pathshalas or maktabas. Of the latter the most common are mahajani schools which are found in every commercial centre and afford instruction to young banias in indigenous methods of book-keeping. Another type of venture school provides, in addition to the teaching of reading, writing and the elements of arithmetic, a smattering of English sufficient for the purposes of the bazar. All these institutions are useful in their degree and probably fulfil their special functions better when unhampered by departmental control; to many of them, Government is ready to give help without imposing any restrictions, but only demanding a standard of attainment; some have been afforded financial aid on the condition that they adopt a modified curriculum of secular instruction in addition to their own special courses and accept inspection by departmental officers. These are now classed as public institutions.

Figures of
institutions

The figures of private institutions are always uncertain. They are difficult to obtain and are often exaggerated. They fluctuate with general prosperity, with changes in political feeling and with the educational policy of the Government. During the past quinquennium there was a steady decline in enrolment from 89,466 in 1916-17 to 64,506 in 1921-22. The marked decline in the so-called vernacular schools is probably due to the increase in public institutions, though curiously enough the large drop of 7,000 took place in 1918-19 and numbers have been fairly well maintained since. A large number of Koran schools have voluntarily become aided maktabas, and many pathshalas have also accepted aid and inspection. The number of special schools, such as mahajani schools, has remained much the same, although in a few districts mahajani book keeping has been introduced into selected district board schools.

The Special Inspector of Arabic Madrassas reports that agitation in favour of the Khilafat movement has affected many institutions. An association of Musalman students originating from the Nadwa of Lucknow and Darul Ulum, Deoband, toured through the provinces and attempted to persuade students of other Arabic madrassas to work as propagandists. Several institutions refused Government aid under outside pressure.

Arabic mad-
rassas.

A large number of pathshalas are aided by Government and do not therefore class as private institutions. The Inspector of Sanskrit Pathshalas reports that much of his time has been spent in deciding the question of aid or of recognition of certain institutions to the disadvantage of others that make no claim for assistance. According to his report, "the matter of recognition engages too much attention in private institutions; some managers attempt to gain recognition in spite of inefficient teaching, by enticing good boys from other schools; some engage pandits of good attainments temporarily."

Sanskrit
pathshalas.

Few of the pathshalas possess buildings of their own. The majority of them are held in temples, in houses of charity or in the verandahs of the teacher's home. No fees are charged to students and arrangements are usually made for their board and lodging. Some pathshalas are endowed, but in most instances they depend upon subscriptions.

CHAPTER XII.

RELIGIOUS, MORAL, PHYSICAL TRAINING, AND HYGIENE.

Religious
instruction

The question of religious instruction in schools has always been a favourite theme for discussion. On the one hand there is the desire continually expressed that children should receive at school moral and religious training. On the other hand there is the demand that students should not in consideration of any advantage be compelled to stifle conscience. This demand has found voice recently in the Legislative Council, and the discussion of August, 1921, has resulted in an emendation in the Educational Code by the insertion of a conscience clause which runs as follows:—

“(a) No one shall be compelled to attend any religious instruction or observance as a condition of his admission into or continuance in an aided educational institution if he, or his parent or guardian if he is a minor, objects to it and informs the authorities of the institution of his objection in writing.

(b) The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of an aided educational institution shall be in the beginning or at the end of such meeting.

“NOTE.—Exemption from religious instruction or observance shall take effect from the commencement of a school or college term. Applications for exemption should, therefore, be made at the commencement of a term. But, with the sanction of the head master or principal, exemption may take effect at any time during the currency of a term.”

Moral
teaching.

The view of the average schoolmaster in the matter of moral training is summed up in the proverb, “Example is better than precept”; that boys are influenced more by what they do and see others doing than by what they are told. Sympathizing with this point of view an inspector has emphasized the need for creating outside interests suited to the Indian boy. Such interests are rare in our schools, but have been provided of late by such institutions as the “*War Journal*” and the Boy Scouts.

“The United
Provinces
Journal”

The “United Provinces Journal” first appeared in 1918 to inform the public of the course of events in the war. It was converted into a popular educator on the conclusion of the war. It contained useful articles on foreign lands, on industries, current events, natural history, hygiene, agriculture, etc. and served the useful purpose of providing wholesome literature of a simple type in villages and towns, where the facilities for reading are non-existent. Its circulation rose at one time to

42,000 but the cost of printing and distribution was greater than receipts and on account of the need for rigid economy it was considered inadvisable to continue its publication.

There is a consensus of opinion that the discipline of schools was weakened by the political agitation of 1920-21, and that it will take some time to re-establish it. The following opinion expressed by the Inspector of Schools, Lucknow division, would apply fairly generally: "The latter years of the quinquennium have been harmful to the discipline of schools. In 1920-21 breaches of discipline were common or were only avoided by overlooking much that deserved rebuke or punishment. During 1921-22 there has been considerable improvement. Some head masters are still apprehensive, but, where firmness has been used, conditions have much improved. I regret to say that masters have not always given a sufficiently loyal support and boys are quick to take advantage of such disagreements."

Discipline.

It would seem that recent events have shown up the weakness of previous discipline, rather than that indiscipline has increased. Discipline has been too often understood as mere external order or the mechanical carrying out of tasks: passive obedience. What is wanted is discipline of the active kind, the purposeful effort of everyone in the school to make it a place full of vigorous life, intellectual effort, and comradeship. For the creation and maintenance of discipline of this kind we need teachers of character and personality. But as one inspector says: "The poverty of aided and unaided schools has set too low a standard for salaries. Altogether there has been too little consideration of the patent fact that it is the character of the master and particularly of the head master that makes or mars the school. Whenever there is a strong respected man at the head of an institution the chances of disorder are infinitesimal, and as soon as public opinion demands such men at the head of all educational institutions there will be no such things as strikes."

There have been for some time indications of a more definite corporate sense. With the object of giving scope for its development a meeting of persons interested in the Boy Scout movement took place at Lucknow in November, 1919, to consider what steps should be taken to promote the movement among Indian boys in the United Provinces. This was not the beginning of scouting in the provinces; for there have been scout troops in the European schools for several years and as far back as 1917 scouting was introduced into the Gorakhpur schools by Mr. Silberrad who was at that time Collector of the district. But the Lucknow conference resolved to organize effort under a distinctive association called the Indian Boy Scouts of Agra and Oudh.

Boy Scouts' Association.

During the first year Mr. Langley-Moone was Scout Commissioner and as a salaried officer directed the work of the Association. Under his energetic supervision several training courses were held at Lucknow, Gorakhpur, Agra, and Meerut and the

crowning effort was the organization of a Grand Rally of 1,100 scouts at Lucknow in the spring of 1921, which was witnessed by Sir George Baden-Powell, Chief Scout of the world, and by His Excellency the Governor. In August, 1921, the Association lost the services of Mr. J. Langley-Moone and so far no one has been appointed in his place. The business of the Association is carried on by Mr. Satyanand Roy, B.A., LL.B., of Lucknow, the Honorary Provincial Secretary.

In February, 1922, the Governing Council of the Association resolved to amalgamate the Indian Boy Scouts of Agra and Oudh with the Imperial Chartered (Baden-Powell) Boy Scouts and forwarded a copy of the resolution to the Chief Commissioner for India of the Chartered Boy Scouts' Association. Confirmation was received in March, 1922, and the local association is now known as the Boy Scouts' Association of Agra and Oudh, Mr. St. George Jackson is the Provincial Commissioner. There are now 100 troops and about 2,000 scouts.

The visit of His Royal Highness the Prince of Wales to Lucknow was made the occasion of a great demonstration of loyalty by scouts. On the morning of the 9th December, 1921, His Royal Highness was received with the "Engonyama salute" and on the evening of the 10th there was a grand torch-light tattoo, which was highly appreciated by all the spectators, while on the 12th the scouts assisted in the distribution of food to the poor.

Inspectors and head masters are united in praise of the good influence of scouting on the scouts and their fellows. One inspector says: "Scouting seems to be the one outside interest that has really got hold of the boys and I know of cases of boys being saved from utter ruin by finding an outlet in scouting for their superfluous energies. Scout ideals penetrate among those who cannot join owing to the cost of outfit or the prejudice of their relations." The Inspector of the Benares division considers that the scout movement has been the timely remedy for the recent weakening of discipline in our schools. Of the scoutmasters on the staffs he says: "They are now no five-hour men but whole-time helpers. I have come across teachers in this work, who hardly found time to go home, such was their enthusiasm." In the Meerut division the activity of Mr. Cox has given a great stimulus to the movement. In Rohilkhand it has spread into the middle vernacular schools.

Seva Sami-
ti Boy
Scouts'
Association.

The Seva Samiti Boy Scouts' Association was founded in 1919 under the auspices of the Seva Samiti, Allahabad, with Pandit Hirday Nath Kunzru as the Chief Scout Commissioner. It has now 60 troops with 2,500 boy scouts on its rolls.

One of its characteristic operations was the translation of scouting books from English into Hindi and Urdu and their emendation to suit Indian conditions; another was to create in boys a love for home-made things. The report of the Association

says: "In order to impress on scouts the idea of thrift the Association has opened an Equipment department in which home-made things for the use of scouts are stocked and sold. It is a matter of great satisfaction that our Indian-made articles compare favourably with foreign goods in the matter of cost and durability."

At Allahabad the Association has started a scout hostel, under the superintendence of the Organizing Commissioner, Mr. Bajpai, who has undergone a course of training at Gilwell Park, England.

One great virtue of the Seva Samiti Branch of the scout movement is that it is entirely unofficial. It suffers perhaps from the natural reluctance of head masters to endure gladly outside control of their boys; but this reluctance will disappear as experience of complex conditions in education grows along with unity of purpose.

In all educational institutions provision is supposed to be made for physical training. The effectiveness depends upon the discipline of the particular institution. In English schools there is a tendency for smartness and interest to decline in the senior classes, but this is generally due to the limitations of the drill instructors in controlling senior boys. The standard in English schools is rarely as good as it is in middle vernacular schools, but it has been improved considerably by the courses of instruction that have been held for drill masters in Lucknow and Meerut. In vernacular schools drill, *desi kasrat*, and dumb-bell exercises are taught by teachers aided by peripatetic drill masters. The latter have been recruited of late years from ex-service men, who receive extra training at Lucknow. Complaints, however, come from certain districts, that these ex-soldiers are less successful than men drawn from the school master class, inasmuch as they are unable to adapt themselves to the teaching of school-boys. The chief fault in all is their lack of any knowledge of physiology; they do not recognize the sign of physical weariness and have no idea of the special value of particular exercises.

Physical
training.

In some hostels of both English and vernacular schools a short course of exercises forms part of the daily routine, and if the time is judiciously chosen the practice is admirable.

There is keen competition among the chosen teams of colleges and schools in the various games and a high standard is reached in hockey and tennis, the two most popular games. Inspectors do not favour leagues and cup competitions, as there is too much professionalism prevalent and excitement develops unsportsmanlike methods. Even the district sports of the middle vernacular schools are sometimes marred by unseemly quarrels, in which boys and masters join. But until the idea of keeping a sound mind in a healthy body by means of exercise becomes national, these contests serve to keep alive an interest in outdoor sports. City schools often suffer from lack of grounds, and

the municipalities do not always show the enthusiasm that might be expected in providing open spaces for games. The Boy Scouts and Y. M. C. A. have done much to popularize healthy outdoor sports, particularly in providing acceptable variants to the usual games.

Hygiene.

There has been definite teaching of hygiene for several years in the training colleges and normal schools of the provinces, and the curriculum for anglo-vernacular schools contains a syllabus for hygiene and temperance teaching through informal talks and lectures to classes VII, VIII, IX, and X. The subject has not, however, received sufficient attention in schools, as it is not one for examination, and, while untrained teachers are unable to give instruction, trained teachers do not seem, as a body, to have preserved the enthusiasm to apply what they acquired during training.

A step forward was made when the subject in outline was included in the syllabus of compulsory science for teaching in classes VII and VIII, but the advantage only accrues to those schools that have been able to adopt the course.

The past quinquennium has witnessed considerable propaganda towards creating a "hygienic conscience" in the public. The now defunct "United Provinces Journal" used to contain excellent instructive articles on the recognition and prevention of prevalent diseases, on cleanliness, temperance, and kindred subjects. Its teaching was supplemented and illustrated by itinerant lecturers, and in the English schools scout law inculcated the moral value of clean living and scout practice demanded a knowledge of First-Aid and simple hygiene.

In some high and normal schools classes in First-Aid were organized and certificates gained; but this could only be done where the local medical officer was sufficiently altruistic to give his services gratis, since the slender resources of games funds were unequal to paying remuneration as well as supplying apparatus.

It was recognized that such sporadic and spasmodic efforts were insufficient and that stimulus to organized progress must originate from the training colleges and normal schools. Early in 1921 a conference of principals was convened to consider the question. They proposed that the instruction in hygiene given at training institutions should be improved. As a result of their recommendations the courses at training colleges and normal schools have been revised and extended. They further suggested that voluntary classes should be arranged in English and vernacular secondary schools for the study of hygiene, sanitation, and First-Aid under the auspices of the St. John Ambulance Association, and that two courses, one for English schools and the other for vernacular schools, specially modelled on the requirements of schools, should be presented for the approval of the Association. They proposed that these courses should be taught only

in schools where there was a teacher who possessed the Certificate in First-Aid of the Association and had received a training in hygiene at a training college and normal school. This scheme has received the general approval of Government and of the Council of the St. John Ambulance Association.

No amount of organization of curricula will avail, while teachers divorce theory and practice. The Inspector of Fyzabad has a good deal to say in the matter: "It is difficult to persuade the schoolmaster of the value of fresh air. Clerestory windows are invariably closed either because of the presence of monkeys or the absence of ropes; as soon as there is any nip in the air other windows are close shut, and interior ventilation between desks is invariably sacrificed to crowding close up to the master's table." Of vernacular schools he remarks: "Care is being taken in the selection of sites in the improvement of lighting and ventilation as well as in the allotment of work and recreation through the time-table; but much good is negatived by the attitude of teachers and the district inspecting staff. I have listened in the class-room of a training class to a lesson on the observance of simple hygienic rules and half an hour later inspected the hostel in which every one of them was flagrantly neglected. I have attended an inspection by a junior inspector, who theorized freely on how a class-room should be arranged, but could not observe that half the class could not see the black-board and all sat facing a strong glare."

Hygiene in practice.

In 1913 an Educational Hygiene Committee appointed by the local Government made certain valuable suggestions on hygiene in schools and recommended medical inspection. In 1918 the Government of India asked the various local Governments to devise schemes of medical inspection of schools suited to local conditions. In these provinces the local Government in 1919 instituted medical inspection in all recognized English and normal schools, by assistant and sub-assistant surgeons, with remuneration at the rate of Rs. 10 and Rs. 5 per mensem according to their respective grades, the whole cost being borne by Government. At the same time district boards were permitted to apply the same scheme of inspection to middle vernacular schools at their own expense.

Medical inspection.

The scheme aimed at—

- (1) Periodical visits to the school and monthly reports to the educational authorities and to the school of the sanitation of the school and hostels.
- (2) Medical examination of all newly-admitted scholars and inspection of other scholars on parade once a month.
- (3) Treatment of cases at the dispensary or by the medical officer.
- (4) Report and advice to the head master regarding infectious and contagious diseases.

Considering the outlay the aims were somewhat ambitious.

Neither inspectors nor chairmen of district boards evince much enthusiasm over the operation of the scheme; the inspections are said to be perfunctory and to lead to nothing either in the way of treatment or of record. Some boards have dropped medical inspection already on the ground that it is not worth even the small expense; others have never instituted it.

It is not possible for financial reasons to establish in these provinces an elaborate system of inspection with treatment such as prevails in Western countries as, for example, in England, where for 5,000,000 children there are 1,600 medical officers (of whom about 500 are whole-time) and 2,000 nurses (of whom about 500 are whole-time) or in America where there is one medical officer and one nurse for every 2,000 children. It is, however, possible to have in the beginning a system of inspection that is useful without being extravagant. The matter is at present receiving attention.

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Director of Public Instruction,

United Provinces.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1921-22.

(For details see general table III.)

Total area in square miles	Area and population.		Public Institutions.									Private Institutions.		Total.	Grand total.	Average (number of towns and villages served by—		Percentage to population of scholars in—		
	Number of towns and villages.	Population.	Particulars.	University Education.		School Education, General.			School Education, Special.		Advanced.	Elementary.	Public institutions.			Public and private institutions.	Public institutions.	Public and private institutions.		
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Total.	Training schools.	All other special schools.									Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
106,497	Towns	432	Males 23,787,745	Institutions.	21	16	815	15,490	16,311	440	238	17,021	621	2,239	2,860	19,881	7	6	..	..
	Villages.	118,736	Females 21,588,042		5	..	142	1,814	1,456	81	12	1,534	8	143	151	1,685	77-68	70-72	..	..
	Total	1,19,168	Total 45,375,787		Total ..	26	16	957	16,840	17,797	471	245	18,555	629	2,382	3,011	21,566	6-42	5-52	..
				Scholars.	Males..	5,449	1,600	93,143	754,851	850,994	3,798	9,914	871,750	16,010	43,974	59,984	931,724	3-66	3-96
				Females	73	6	14,451	78,089	92,540	223	467	93,309	286	4,236	4,522	97,831	..	..	43	45
				Total ..	1,522	1,606	110,594	832,940	943,534	4,016	10,381	9,65,059	16,296	48,210	64,506	1,029,565	2-12	2-27

GENERAL TABLES.

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EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1921-22.

(For Details see General Table IV.)

2A

1	Total, Direct Expenditure on Public Instruction.							Total, Indirect Expenditure on Public Instruction.							16	
	University Education.		School Education, General.		School Education, Special.			Total.	University.	Direc- tion.	Inspec- tion.	Scho- lar- ships.	Build- ings, furni- ture, and appar- tus.	Miscella- neous.		Total.
	Arts colleges.	Colleges for profes- sional training	Second- ary schools.	Primary schools.	Training schools	All other special schools.	Rs.									
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institu- tions. } For males } For females	19,58,427	11,19,709	56,57,712	62,92,110	8,94,455	8,71,815	1,67,88,258	31,63,786	1,65,812	9,69,056	5,60,819	45,47,935	18,24,498	1,12,30,908	2,98,13,563	
	73,090	..	11,06,614	4,49,399	1,15,964	49,332	17,94,399									
Total ..	20,31,547	11,13,709	67,64,326	67,41,509	10,10,419	9,21,147	1,85,82,657									
2. (a) Percentages of Provincial Expenditure included in columns 2-16 to Total Provincial Expenditure on Public Instruction ..	5.59	5.43	21.34	27.59	4.77	4.69	69.41	4.39	1.03	5.92	1.73	14.92	2.57	90.59	100.00	
(b) Percentages of Local Fund Expenditure included in columns 2-16 to Total Local Fund Expenditure on Public Instruction ..	31	..	11.84	43.01	6.22	.58	61.01	..	..	.61	3.45	30.68	3.35	38.00	100.00
(c) Percentages of Municipal Expenditure included in columns 2-16 to Total Municipal Expenditure on Public Instruction ..	1.08	..	15.15	59.83	1.99	1.22	81.77	..	..	2.57	1.88	9.79	4.49	18.23	100.00
(d) Percentages of Total Expenditure in columns 2-16 to Total Expenditure on Public Instruction ..	6.81	3.74	22.69	22.61	3.39	3.09	62.33	10.61	.55	3.25	1.88	15.26	6.12	37.67	100.00	

GENERAL TABLES.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1921-22—(concluded).
(For details see General Table IV.)

		Total, Direct Expenditure on Public Instruction.						
		University Education.		School Education, General.		School Education, Special.		Total.
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1		2	3	4	5	6	7	8
9. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues.	389 13 4	967 15 3	56 5 7	20 9 3	283 3 0	186 2 7	114 12 0
	Cost to Local and Municipal Funds.	..	..	0 0 5	0 11 5	1 7 0	1 10 10	0 4 10
	Total Cost ..	448 7 3	1,158 1 1	75 13 8	21 8 8	285 12 3	196 9 9	138 1 2
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues.	..	..	14 6 7	6 1 0	158 3 1	..	7 4 2
	Cost to Local and Municipal Funds.	..	..	11 5 8	2 11 3	70 12 1	29 0 2	3 8 10
	Total Cost ..	..	..	29 4 8	9 2 5	228 15 4	30 9 0	11 6 2
Aided Institutions.	Cost to Provincial Revenues.	140 12 2	118 13 2	37 5 5	2 1 3	282 7 6	14 12 4	17 11 6
	Cost to Local and Municipal Funds.	6 0 6	..	1 11 2	2 4 11	0 13 9	3 0 0	2 3 9
	Total Cost ..	370 2 6	139 4 3	36 15 1	5 15 6	518 3 9	36 14 10	42 14 10
Unaided Institutions—Total Cost.		356 0 4	128 3 3	86 15 2	6 10 3	123 6 5	33 13 1	75 6 10
All Institutions.	Cost to Provincial Revenues.	164 5 2	489 9 7	30 6 3	5 10 4	181 14 0	74 4 4	12 2 1
	Cost to Local and Municipal Funds.	3 13 5	..	5 3 4	2 10 3	57 3 3	2 15 2	3 3 5
	Total Cost ..	382 11 9	643 6 3	61 11 1	8 13 4	246 13 10	93 6 0	20 12 9

EDUCATION—GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public						
	Managed by Government.				Under public Managed by Municipal		
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	
1	2	3	4	5	6	7	
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	{ For males..	5	691	698	648	..	..
	{ For females	..	..	..	..	..	..
Oriental	For males..	1	324	319	318	..	..
<i>Colleges for Professional Training.</i>							
Law.. .. .	For males..	..	..	..	..	..	..
Medicine	Do. ..	1	174	174	174	..	..
Engineering	Do. ..	1	237	337	228	..	..
Teaching	Do. ..	3	153	157	149	..	..
Agriculture	Do. ..	1	103	97	89	..	..
Commercial	Do. ..	..	..	..	..	..	..
Forestry	Do. ..	1	100	100	100	..	..
Total		13	1,782	1,882	1,697	..	..
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males		55	16,434	16,442	14,198	3	1,113
Middle Schools for males	{ English ..	1	89	92	77	3	276
	{ Vernacular	7	1,168	1,116	894	530	41,182
High Schools for females		1	22	17	13	..	..
Middle Schools for females	{ English ..	..	..	..	..	1	103
	{ Vernacular	35	3,250	2,876	2,142	18	1,416
Total		99	20,963	20,543	17,319	555	44,120
<i>Primary Schools.</i>							
For males		5	172	168	136	12,936	708,317
For females		31	1,858	1,747	1,213	865	29,941
Total		36	2,030	1,915	1,349	13,801	738,258
SCHOOL EDUCATION, SPECIAL.							
Training Schools	{ For males..	8	598	594	574	432	3,195
	{ For females	9	66	68	64	6	33
Schools of Arts for males		1	103	116	102	..	..
Law Schools .. .. .		..	..	..	..	..	..
Medical Schools	{ For males..	1	523	434	428	..	..
	{ For females	1	65	59	58	..	..
Engineering and Surveying Schools .. .. .		..	..	..	..	..	..
Technical and Industrial Schools	{ For males..	15	1,026	935	804	..	..
	{ For females	1	50	41	33	..	..
Commercial Schools .. .. .		..	..	..	..	..	..
Agricultural Schools		1	33	32	27	..	..
Reformatory Schools for males		1	242	218	206	..	..
Other Schools for males		42	1,580	1,677	1,333	6	263
Other Schools for females .. .. .		..	..	..	..	..	..
Total		80	4,294	4,174	3,629	444	3,491
Total of Colleges and Schools of Public Instruction.		228	29,069	28,514	23,994	14,800	785,869

* Includes three intermediate classes attached to Government High Schools at Almora, Jhansi and Fyzabad.

TABLE III.

United Provinces for the official year 1921-22.

institutions. management.		Under private management.							
Local Funds or Boards.		Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
..	..	13	3,279	3,323	2,914	2	1,159	895	827
..	..	4	53	57	49	1	16	16	14
..
..	..	..	..	..	..	4	455	469	342
..	..	..	..	..	..	1	207	220	196
..	..	..	..	..	..	1	64	66	58
..
..	..	2	84	86	71	1	29	25	21
..
..	..	19	3,416	3,466	3,034	10	1,930	1,691	1,458
1,102	984	118	26,721	26,901	22,998	8	1,335	1,677	1,490
271	211	47	4,661	4,433	3,806	24	1,386	1,374	1,114
41,279	32,357	14	423	431	340	5	301	307	247
..	..	23	2,287	2,993	2,610	2	226	238	193
115	89	35	4,076	3,922	3,408	1	160	159	156
1,303	901	25	2,773	2,540	1,921	1	62	56	49
44,070	34,536	262	41,541	41,219	35,083	41	3,970	3,811	3,249
648,911	472,258	2,422	74,562	67,778	54,097	133	4,686	4,179	3,346
27,583	19,580	436	13,033	12,224	9,363	12	341	318	247
676,494	491,838	2,858	87,625	80,002	63,460	145	5,027	4,497	3,593
3,261	3,041	..	..	..	..	..	..	..	..
33	27	14	114	127	112	2	10	10	10
..
..
..
..	..	4	40	37	31	..	..	..	..
..	..	15	490	423	399	..	..	..	..
..	..	6	214	201	187	..	..	..	..
..	..	3	334	276	219	..	..	..	..
..
..
249	194	128	4,504	4,329	3,903	16	773	765	635
..	..	4	73	73	67	..	..	..	..
3,543	3,262	174	5,829	5,465	4,925	18	783	775	645
724,107	529,636	3,313	132,411	130,153	1,06,500	214	11,710	10,774	8,945

EDUCATION—GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1921-22—(continued).

Class of institutions.	Grand total of institutions.	Grand total of scholars on the 31st of March.	Number of scholars on 31st of March learning—			Number of girls in boys' schools.	Number of boys in girls' schools.
			English.	A classical language.	A vernacular language.		
1	18	19	20	21	22	23	24
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	20	5,129	4,650	1,849	900	4	..
.. .. . { For males ..	5	69	69	24	..	..	..
.. .. . { For females ..	1	324	48	324	..	..	..
<i>Colleges for Professional Training.</i>							
Law For males ..	4	455	..	..	..	..	..
Medicine Do. ..	1	174	..	..	..	3	..
Engineering Do. ..	2	444	..	..	..	..	..
Teaching Do. ..	4	217	217	..	..	3	..
Agriculture Do. ..	1	103	..	..	..	..	..
Commercial Do. ..	3	113	..	..	..	..	..
Forestry Do. ..	1	100	..	..	..	..	..
Total	42	7,128	4,984	2,197	900	10	..
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males	184	46,103	45,324	17,235	49,542	255	..
Middle Schools for males { English ..	75	6,412	5,511	1,757	6,024	95	..
.. .. . { Vernacular ..	55	43,074	102	..	48,050	6	..
High Schools for females	26	3,135	2,790	857	1,436	..	511
Middle Schools for females { English ..	37	4,339	1,870	133	3,778	..	393
.. .. . { Vernacular ..	79	7,531	..	61	7,511	..	6
Total	957	110,594	55,597	20,043	111,411	356	910
<i>Primary Schools.</i>							
For males	15,496	757,737	308	401	787,114	32,164	..
For females	1,344	45,203	208	2	45,079	..	278
Total	16,840	832,940	516	403	832,193	32,164	278
SCHOOL EDUCATION, SPECIAL.							
Training Schools { For males ..	440	3,793	..	30	3,793	..	..
.. .. . { For females ..	31	223	72	..	151	..	..
Schools of Arts for males	1	106	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..	..
Medical Schools { For males ..	1	528	..	..	..	..	..
.. .. . { For females ..	1	65	..	..	..	..	..
Engineering and Surveying Schools	4	40	40	..	..	..	..
(a) Technical and Industrial Schools { For males ..	30	1,516	74	..	..	..	..
.. .. . { For females ..	7	264	131	..	2	..	..
Commercial Schools	3	394	..	..	..	..	..
Agriculture	1	33	..	..	..	..	..
Reformatory Schools for males	1	242	..	..	242	..	..
Other Schools for males	193	7,120	144	4,644	2,523	65	..
Other Schools for females	4	73	..	..	73	..	..
Total	716	14,397	401	4,674	6,784	65	..
Total of Colleges and Schools of Public Instruction.	18,555	965,059	61,498	27,317	951,288	33,595	1,188

(a) The figures entered against the Technical and Industrial Schools do not include the figures of:—

- (I) Weaving School, Mau;
 - (II) S. P. G. Mission School, Roortee;
 - (III) Fabric Printing School, Farrukhabad;
- as their returns were not received by the Director of Industries, United Provinces,

GENERAL TABLE IIIA.

Number of scholars on the 31st March, classified according to sex, race, or creed—(concluded).

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhummadians.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION, SPECIAL—(concluded).									
Medical Schools.	..	6	78	357	87	..	..	..	528
Engineering and Surveying Schools.	38	52	4	7	2	..	..	..	65
Technical and Industrial Schools.	102	235	205	605	368	1	..	..	1,516
Commercial Schools.	129	61	2	26	46	..	..	..	264
Agricultural Schools.	2	48	39	205	100	..	..	..	394
Reformatory Schools.	..	1	4	21	7	..	..	..	83
Other Schools.	..	2	20	135	85	..	..	..	342
	..	..	3,448	1,710	1,896	..	..	1	7,055
	..	..	..	..	138	..	..	..	138
Total	323	474	5,479	4,867	3,252	1	1	1	14,397
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5,643	8,135	245,552	550,398	152,244	9	117	2,961	965,059
PRIVATE INSTITUTIONS.									
1. ADVANCED TEACHING—									
(a) Arabic or Persian.	..	..	85	186	8,354	..	..	..	8,575
(b) Sanskrit.	..	..	6,204	1,216	15	..	..	..	7,435
(c) Any other oriental classic.	..	..	42	107	..	..	..	..	149
2. ELEMENTARY TEACHING—									
(a) A VERNACULAR ONLY OR MAINLY—									
For males	..	470	3,268	13,579	2,715	..	1	195	20,228
For females	..	17	84	260	86	..	..	..	447
	..	4	..	9	..	..	..	..	13
	..	208	465	668	291	..	..	4	1,636
3. (b) THE KORAN ONLY—									
For males	..	21	8	78	16,273	..	..	..	16,380
For females	..	..	..	21	828	..	..	..	849
	..	..	..	..	38	..	..	..	138
	..	..	..	..	916	..	..	..	916
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For males	..	50	1,476	4,554	1,219	..	..	..	7,299
For females	..	16	31	115	7	..	..	..	153
	..	234	1	..	..	..	..	..	16
	..	..	..	..	..	..	..	..	235
TOTAL OF PRIVATE INSTITUTIONS.	..	1,020	11,614	20,797	30,875	..	1	199	64,506
Grand Total of All Institutions.	5,643	9,155	257,166	571,195	183,119	9	113	3,160	1,029,565

EDUCATION—GENERAL TABLE IIIB.

Return of European Colleges, Schools and Scholars in the United Provinces for the official year 1921-22.

1	Public institutions.										Number of scholars on the 31st March learning—				Classification of scholars on the 31st of March according to race or creed.									
	Under private management.				Grand total of institutions.																			
	Aided by Government, by Local Funds or Municipal Boards.										Unaided.													
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Number of girls in boys' schools.	Number of boys in girls' schools.	Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Hindus Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	
UNIVERSITY EDUCATION.																								
<i>Arts Colleges.</i>																								
English	For males..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	For females	2	8	11	8	..	..	..	..	2	8	8	..	..	..	5	2	..	..	1	..	..	..	..
Total	2	8	11	8	..	..	..	..	2	8	8	8	..	..	5	2	..	..	1	..	..	..	..	..
SCHOOL EDUCATION, GENERAL																								
<i>Secondary Schools.</i>																								
High Schools for males	..	13	2,203	2,242	2,103	..	..	..	..	13	2,203	2,203	535	1,382	225	..	2,118	4	7	43	15	..	16	..
Middle Schools—English—for males	3	257	245	190	1	26	45	41	4	283	283	3	153	94	..	279	1	1	..	..	..	2	..	..

1,641	1,797	1,650	2	226	238	198	16	1,867	1,867	789	218	..	398	1,722	35	14	53	13	..	80	..
783	783	726	..	..	..	..	8	783	783	54	223	..	291	740	7	..	..	7	..	29	..
1,884	5,067	4,674	3	252	283	234	41	5,136	5,136	1,331	1,976	319	689	4,859	47	22	96	35	..	77	..
213	199	164	1	17	16	13	5	230	230	2	38	106	..	227	3	..	..	..	..	..	..
123	125	92	1	25	18	18	7	143	143	2	24	..	62	143	..	..	..	..	..	5	..
836	324	256	2	42	34	31	12	378	378	4	62	106	62	370	3	..	..	..	..	5	..
..
27	33	33	..	..	..	..	2	27	27	..	..	..	..	27	..	..	..	..	..	..	..
..
..
14	14	13	..	..	..	..	1	14	14	..	..	..	..	14	..	..	..	..	..	..	..
131	123	114	..	..	..	..	4	131	131	..	2	..	..	129	2	..	..	..	..	..	..
40	87	31	..	..	..	..	4	40	40	..	20	..	..	36	..	..	4	..	..	..	..
..
..
212	207	191	..	..	..	..	11	212	212	..	22	..	..	206	2	..	4	..	..	..	..
5,440	5,609	5,129	5	294	317	265	66	5,734	5,734	1,338	2,060	425	751	5,440	54	22	100	36	..	82	..

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EDUCATION—GENERAL TABLE IV.

Return of Expenditure on Public Instruction in the United Provinces for the official year 1921-22—(concluded).

Objects of expenditure.	Public Institutions.							Total, Expenditure from—						Grand Total.
	Under Private Management.			Aided by Government or by Local or Municipal Boards.				Provincial Revenue	Local Funds.	Municipal Funds.	Fees	Endowments.	Subscriptions and other sources.	
	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.							
1	20	21	22	23	24	25	26	27	28	29	30	31	32	33
<i>Arts Colleges.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English .. { For males ..	1,39,345	2,63,178	11,89,002	53,303	19,423	2,40,640	3,13,366	8,15,455	10,950	9,446	4,21,146	1,69,268	5,04,547	19,20,812
.. { For females ..	1,800	33,541	62,121	..	..	10,909	10,969	19,133	..	..	7,647	1,800	44,610	73,090
.. { For males ..	..	..	..	..	..	..	..	37,645	..	..	..	..	..	37,645
<i>Colleges for Professional Training.</i>														
Law for males ..	..	..	..	34,287	..	84,420	69,707	..	..	..	34,287	..	31,420	68,707
Medicine for males ..	..	..	..	..	..	..	..	1,30,585	..	..	19,428	..	8,421	1,62,434
Engineering for males ..	..	..	..	17,465	..	..	17,465	3,19,955	..	..	37,930	..	1,18,195	4,76,110
Teaching for males ..	..	..	..	..	..	13,829	13,829	1,53,304	..	..	..	..	13,829	1,67,133
Agriculture for males ..	..	..	..	..	..	..	..	93,834	..	..	2,940	..	..	96,774
Commercial for males ..	..	555	11,977	..	..	..	..	10,219	..	..	1,208	..	555	11,977
Forestry for males ..	..	..	..	..	..	..	..	1,30,574	..	..	..	..	..	1,30,574
Total ..	1,41,645	2,97,274	12,63,100	1,05,055	19,423	2,99,858	4,24,336	17,19,734	10,950	9,446	5,24,581	1,61,068	7,19,477	31,45,256
<i>Secondary Schools.</i>														
High Schools for males ..	1,58,039	28,09,02	23,08,300	34,030	91,269	62,521	1,87,820	20,75,469	2,924	53,974	12,80,862	2,56,846	3,44,965	40,15,040
.. { English ..	11,752	78,720	3,26,566	25,037	31,558	34,048	90,643	1,58,524	696	18,704	1,08,024	43,310	1,12,768	4,42,026
.. { Vernacular ..	..	5,111	12,340	283	..	7,062	7,346	6,30,272	3,95,652	44,058	1,27,476	850	12,838	12,00,646
.. { For females ..	17,386	94,441	5,10,872	31,950	..	12,885	44,835	2,34,301	..	2,675	2,08,793	17,386	1,07,394	5,70,549
.. { English ..	5,057	1,35,929	3,54,572	..	..	..	..	1,48,014	916	12,519	67,227	5,057	1,35,929	3,69,062
.. { Vernacular ..	11,938	17,649	71,098	..	..	719	719	95,417	12,113	26,888	1,679	11,938	18,368	1,66,403
Total ..	2,04,172	6,12,752	35,83,748	91,300	1,22,827	1,17,235	3,31,362	33,31,997	4,12,301	1,58,818	17,94,061	3,34,887	7,32,262	67,64,326
<i>Primary Schools.</i>														
.. for males ..	8,441	61,743	3,63,329	633	1,168	22,058	23,859	42,06,485	13,30,424	3,91,918	2,60,612	4,714	97,957	62,92,110
.. for females ..	2,567	88,660	1,14,516	1,141	400	4,393	6,024	1,03,902	1,67,273	1,27,200	5,552	3,415	43,057	4,49,399
Total ..	6,008	1,00,403	4,77,845	1,774	1,658	26,451	29,883	43,09,387	14,97,697	5,19,118	2,66,164	8,129	1,41,014	67,41,509

SCHOOL EDUCATION, SPECIAL.	Training Schools { For males..	..	..	..	..	..	..	..	6,61,044	2,15,240	17,337	..	..	734	8,94,455
	.. { For females	4	23,718	65,816	128	..	1,106	1,234	83,386	1,309	141	6,299	..	4	24,825	1,15,964
	Schools of Art for males	52,310	1,332	6,866	..
	Law Schools
	Medical Schools { For males..	70,973	6,490	77,463
	.. { For females	37,203	25	..	37,228
	Engineering and Surveying Schools.
	Technical and Industrial Schools. { For males..	4,849	54,097	1,20,251	4,23,275	2,643	1,701	2,902	4,849	56,536	4,91,906
	.. { For females	..	610	650	11,096	610	11,706
	Commercial Schools	..	10,221	30,720	4,080	16,419	..	10,221	30,720
	Agricultural Schools	14,233	14,233
	Reformatory Schools for males	70,473	70,473
	Other Schools { for males..	4,889	10,690	45,147	..	7,120	18,760	25,870	..	48,638	15,810	8,957	9,809	13,409	29,889	1,26,512
	.. { for females	898	598	398
	Total	9,742	99,342	2,62,982	128	7,120	19,856	27,104	14,77,109	2,35,102	28,136	36,761	18,287	1,36,171	19,31,566	
Total Direct Expenditure.	3,61,567	11,09,771	55,87,675	1,98,257	1,51,028	4,63,400	8,12,685	1,08,38,227	21,56,050	7,15,518	26,21,567	5,22,371	17,28,924	1,85,82,657		
<i>Buildings, furniture and apparatus.</i>	52,434	5,22,613	1,29,0900	..	43,902	3,93,545	4,37,447	23,29,302	10,68,363	85,646	61,792	96,336	9,16,496	45,47,936		
UNIVERSITY SCHOOLS.	University of Allahabad	..	..	..	..	..	..	..	1,12,900	..	..	1,43,696	..	25,479	(b) 2,82,075
	.. Lucknow	..	..	..	..	..	..	..	3,44,000	..	..	17,123	..	8,97,930	12,59,053
	Hindu University, Benares..	..	..	..	..	..	..	..	1,27,773	..	..	20,984	2,99,060	8,08,131	12,56,948
	Muslim University, Aligarh..	..	..	..	..	..	..	..	1,00,000	..	..	37,328	1,00,320	1,29,062	3,66,710
	<i>Direction</i>	..	..	..	..	..	..	..	1,65,312	..	..	..	..	..	1,65,312
	<i>Inspection</i>	..	..	..	..	..	..	..	9,25,301	21,268	22,487	..	..	..	9,69,056
	Arts Colleges	..	..	..	..	..	..	..	57,595	..	348	2,340	34,241	20,180	1,14,704
	Medical College	..	..	..	..	..	..	..	4,694	..	..	..	2,762	2,570	10,046
	Other Professional Colleges	..	..	..	..	..	..	..	28,237	..	..	..	..	..	28,237
	Secondary Schools	..	..	..	..	..	..	..	1,02,897	64,632	6,390	223	21,166	25,051	2,20,359
	Primary Schools	..	..	..	..	..	..	..	22,612	39,535	3,009	..	102	..	65,268
	Medical Schools	..	..	..	..	..	..	..	12,831	144	..	..	7,239	31,734	51,948
	Technical and Industrial Schools.	..	..	..	..	..	..	..	40,080	18,374	1,263	..	..	8,394	63,081
	Reformatory Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Other Schools	..	..	..	..	..	..	..	2,333	2,356	1,032	..	679	286	6,686
MISCELLANEOUS LANKODA.	Boarding { Hostel board charges	..	..	..	..	..	..	..	1,98,692	73,917	6,688	5,39,106	62,623	3,73,307	12,54,333
	.. { Boarding houses,	..	..	..	..	..	..	..	43,207	7,785	457	47,702	1,265	53,475	1,53,891
	.. { capital expenditure.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	.. { Miscellaneous	..	..	..	..	..	..	..	1,58,850	34,837	32,205	77,133	15,851	97,998	4,16,274
	Total	..	..	..	..	..	..	..	24,47,294	2,57,848	73,869	8,85,635	5,45,328	24,72,997	66,82,971
	Total Indirect Expenditure	52,434	5,22,613	12,90,900	..	43,902	3,93,545	4,37,447	47,76,596	13,26,211	1,59,515	9,37,427	6,41,664	33,89,493	1,12,30,996	
	Total Expenditure on Public Instruction.	4,14,001	16,32,384	68,78,575	1,98,257	1,94,930	8,56,945	12,50,132	1,56,14,823	34,82,261	8,75,033	35,58,994	11,64,035	51,18,417	2,98,13,563	

* Includes Rs. 5,600 on account of Government aid for stipends.
 (a) Fees amounted to Rs. 1,87,177.
 (b) Excludes Rs. 23,974 invested in 1929—47.5 per cent. war loan.
 (c) Excludes Rs. 1,83,800 on account of investment and Rs. 2,83,822 on account of advances to Engineering College, etc.

GENERAL
Return of Expenditure on Public Instruction for Europeans

Objects of expenditure.	Public						
	Aided by Government or by Local or Municipal Boards.						Under private
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Art Colleges.</i>							
English .. { For males ..	..	..	..	..	..	..	..
.. { For females ..	9,473	..	..	4,755	..	8,115	22,343
Total ..	9,473	..	..	4,755	..	8,115	22,343
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males ..	2,38,888	..	150	2,15,646	12,054	25,857	4,92,595
Middle Schools—English—for males ..	29,074	..	540	3,742	252	11,538	45,146
High Schools for females ..	1,59,408	..	1,265	1,62,910	3,208	38,995	3,65,786
Middle Schools—English—for females ..	55,406	916	715	60,260	4,422	46,855	1,68,574
Total ..	4,82,776	916	2,670	4,42,558	19,936	1,23,245	10,72,101
<i>Primary Schools.</i>							
For males ..	8,574	..	..	5,201	..	10,665	24,440
For females ..	7,502	..	..	3,650	..	10,494	21,646
Total ..	16,076	..	..	8,851	..	21,159	46,086
SCHOOLS EDUCATION, SPECIAL.							
Training Schools.. { For males ..	..	..	..	..	..	..	..
.. { For females ..	14,072	..	..	4,270	..	1,115	19,457
Schools of Art ..	..	..	..	..	..	..	..
Technical and Industrial Schools { For males ..	..	..	..	..	..	..	..
.. { For females ..	..	..	..	..	..	..	..
Engineering and Surveying Schools ..	..	..	..	..	..	..	..
Other Schools .. { For males ..	..	..	..	..	..	..	..
.. { For females ..	..	..	..	..	..	..	..
Total ..	14,072	..	..	4,270	..	1,115	19,457
Total, Direct Expenditure ..	5,22,397	916	2,670	4,60,434	19,936	1,53,634	11,59,987
<i>Buildings, furniture and apparatus</i> ..	1,84,070	..	..	36,114	24,081	73,767	3,18,032
<i>Inspection</i> ..	..	..	..	..	..	..	..
<i>Scholarships held in—</i> { Arts Colleges ..	..	..	..	..	..	..	..
.. { Professional Colleges ..	..	..	..	..	..	..	..
.. { Secondary Schools ..	..	..	..	..	..	..	..
.. { Primary schools ..	..	..	..	..	..	..	..
.. { Technical and Industrial schools ..	..	..	..	..	..	..	..
.. { Other special schools ..	..	..	..	..	..	..	..
<i>Miscellaneous</i> .. { Boarding charges ..	..	..	..	..	..	..	..
.. { Hostel board charges ..	..	..	..	..	..	..	..
.. { Miscellaneous ..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..
Total, Indirect Expenditure ..	1,84,070	..	..	36,114	24,081	73,767	3,18,032
Total Expenditure on Public Instruction.	7,06,467	916	2,670	4,96,548	44,017	2,27,401	14,78,019

EDUCATION—GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage.			Middle Stage.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools—								
For males.								
Government .. { English ..	56	16,523	4,227	..	4,227	8,933	..	8,933
Government .. { Vernacular ..	7	1,168	..	..	..	379	..	379
Local Fund .. { English ..	..	..	..	..	..	..	..	..
Local Fund .. { Vernacular ..	512	39,850	..	..	..	39,846	4	39,850
Municipal Fund { English ..	6	1,389	256	..	256	683	..	683
Municipal Fund { Vernacular ..	18	1,332	..	..	..	1,234	..	1,234
Aided .. { English ..	165	31,382	6,511	12	6,523	16,342	117	16,459
Aided .. { Vernacular ..	14	423	..	..	..	357	..	357
Unaided .. { English ..	32	3,221	576	..	576	1,818	..	1,818
Unaided .. { Vernacular ..	5	301	..	..	..	245	..	245
Total ..	815	95,589	11,570	12	11,582	69,837	121	69,958
For females.								
Government .. { English ..	1	22	..	1	1	..	5	5
Government .. { Vernacular ..	35	3,250	..	..	..	..	157	157
Local Fund .. { English ..	..	..	..	..	..	..	..	..
Local Fund .. { Vernacular ..	11	709	..	..	..	..	34	34
Municipal Fund { English ..	1	108	..	..	..	..	8	8
Municipal Fund { Vernacular ..	7	737	..	..	..	..	19	19
Aided .. { English ..	58	6,963	1	208	209	48	1,396	1,444
Aided .. { Vernacular ..	25	2,773	..	..	..	..	133	133
Unaided .. { English ..	3	386	8	22	30	19	36	55
Unaided .. { Vernacular ..	1	62	..	..	..	..	5	5
Total ..	142	16,005	9	231	240	67	1,793	1,860
Total, Secondary Schools ..	957	1,10,594	11,579	243	11,822	69,904	1,914	71,818
Primary Schools —								
For males.								
Government ..	5	172	..	..	..	..	..	..
Local Fund ..	12,419	6,69,654	..	..	..	..	..	..
Municipal Fund ..	517	38,663	..	..	..	..	..	..
Aided ..	2,422	74,562	..	..	..	..	..	..
Unaided ..	133	4,686	..	..	..	..	..	..
Total ..	15,496	787,737	..	..	..	..	..	..
For females.								
Government ..	31	1,858	..	..	..	..	..	..
Local Fund ..	689	20,736	..	..	..	..	..	..
Municipal Fund ..	176	9,205	..	..	..	..	..	..
Aided ..	436	13,065	..	..	..	..	..	..
Unaided ..	12	34	..	..	..	..	..	..
Total ..	1,344	45,200	..	..	..	..	..	..
Total, Primary Schools ..	16,840	8,32,941	..	..	..	..	..	..
Grand Total ..	17,797	9,43,535	11,579	243	11,822	69,904	1,914	71,818

TABLE V.

Education in the United Provinces at the end of the official year 1921-22.

Total Secondary Stage.			Upper Primary Stage.			Lower Primary.					
			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.					
Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Reading printed books.			Not reading printed books Stage.		
						Males.	Fe-males.	Total.	Males.	Fe-males.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
13,160	..	13,160	3,363	..	3,363	..	..	..	..	..	..
379	..	379	210	..	210	440	2	442	137	..	137
..
39,846	4	39,850	..	..	..	..	..	..	..	..	..
939	..	939	368	..	368	82	..	82	..	..	..
1,234	..	1,234	14	..	19	48	..	48	31	..	31
22,853	129	22,982	6,489	86	6,575	1,554	119	1,673	137	15	152
357	..	357	17	..	17	31	..	31	18	..	18
2,394	..	2,394	797	..	797	27	1	28	2	..	2
246	..	245	14	..	14	28	..	28	14	..	14
81,407	133	81,540	11,277	86	11,363	2,210	122	2,332	339	15	354
..	6	6	..	7	7	..	1	1	..	8	8
..	157	157	1	327	328	5	1,564	1,669	..	1,196	1,196
..
..	34	34	..	89	89	..	338	338	..	248	248
..	8	8	..	10	10	..	49	49	..	36	36
..	19	19	..	86	86	..	382	382	..	250	250
49	1,604	1,653	101	1,216	1,317	498	2,498	2,996	148	849	997
..	133	133	..	340	340	..	1,415	1,415	..	885	885
27	58	85	31	59	90	44	135	179	6	26	32
..	6	5	..	9	9	..	21	21	..	27	27
76	2,024	2,100	133	2,143	2,276	547	6,403	6,950	154	3,525	3,679
81,483	2,157	83,640	11,410	2,229	13,639	2,757	6,525	9,282	493	3,540	4,033
..	..	..	12	..	12	90	2	92	68	..	68
..	..	..	94,590	583	95,173	3,41,426	14,124	3,55,550	2,03,353	15,578	2,18,931
..	..	..	4,212	5	4,217	22,168	50	22,218	12,168	60	12,228
..	..	..	2,421	30	2,451	40,253	1,238	41,491	19,234	1,366	30,620
..	..	..	317	1	318	2,212	51	2,263	2,049	56	2,105
..	..	..	108,552	619	1,02,171	4,06,149	15,465	4,21,614	2,46,872	17,080	2,63,952
..	..	..	..	125	125	..	1,112	1,112	1	620	621
..	..	..	..	665	665	32	10,382	10,414	22	9,635	9,657
..	..	..	..	284	284	..	3,773	3,773	..	5,143	5,148
..	..	..	8	434	442	111	5,666	5,797	64	6,760	6,824
..	..	..	2	38	40	23	129	152	15	134	149
..	..	..	10	1,546	1,556	166	21,082	21,248	102	22,297	22,399
..	..	..	1,01,562	2,165	1,03,727	4,06,315	36,547	4,42,862	2,46,974	39,377	2,86,351
81,483	2,157	83,640	1,12,972	4,394	11,7366	4,09,072	43,072	4,52,144	2,47,467	42,917	2,90,384

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1921-22—(concluded).

Class of school.	Lower Primary Stage.			Total Primary Stage.			Grand Total.			
	Comprising all pupils who have not passed beyond the Lower Primary Stage.									
	Total.			Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	
	Males.	Fe-males.	Total.							
1	22	23	24	25	26	27	28	29	30	
Secondary Schools—										
For males.										
Government.	{ English ..	..	..	3,363	..	3,363	16,523	..	16,523	
	{ Vernacular ..	577	2	579	787	2	789	1,166	2	1,168
Local Fund.	{ English ..	..	..	..	..	..	..	..	..
	{ Vernacular ..	..	..	..	..	..	39,846	..	4	39,850
Municipal Fund.	{ English ..	82	..	82	450	..	450	1,389	..	1,389
	{ Vernacular ..	79	..	79	98	..	98	1,332	..	1,332
Aided ..	{ English ..	1,691	134	1,825	8,180	220	8,400	31,033	349	31,382
	{ Vernacular ..	49	..	49	66	..	66	423	..	423
Unaided	{ English ..	29	1	30	825	1	827	3,220	1	3,221
	{ Vernacular ..	42	..	42	56	..	56	301	..	301
Total		2,549	137	2,686	13,826	223	14,049	95,233	356	95,589
For females.										
Government.	{ English ..	..	9	9	..	16	16	..	22	22
	{ Vernacular ..	5	2,760	2,765	6	3,087	3,093	6	3,244	3,250
Local Fund.	{ English ..	..	..	..	..	..	..	..	..	..
	{ Vernacular ..	..	586	586	..	675	675	..	709	709
Municipal Fund.	{ English ..	..	85	85	..	95	95	..	103	103
	{ Vernacular ..	..	632	632	..	718	718	..	737	737
Aided ..	{ English ..	646	3,347	3,993	747	4,563	5,310	796	6,167	6,963
	{ Vernacular ..	..	2,300	2,300	..	2,640	2,640	..	2,773	2,773
Unaided	{ English ..	50	161	211	81	220	301	108	278	386
	{ Vernacular ..	..	48	48	..	57	57	..	62	62
Total		701	9,928	10,629	834	12,071	12,905	910	14,095	15,005
Total, Secondary Schools		3,250	10,065	13,315	14,660	12,294	26,954	96,143	14,451	1,10,594
Primary Schools—										
For males.										
Government ..	..	158	2	160	170	2	172	170	2	172
Local Fund ..	..	5,44,779	29,702	5,74,481	6,39,369	30,285	6,69,654	6,39,369	30,285	6,69,654
Municipal Fund ..	..	34,336	110	34,446	38,548	115	38,663	38,548	115	38,663
Aided ..	..	69,487	2,624	72,111	71,908	2,654	74,562	71,908	2,654	74,562
Unaided ..	..	4,261	107	4,368	4,578	108	4,686	4,578	108	4,686
Total		6,53,021	32,545	6,85,566	7,54,573	33,164	7,87,737	7,54,573	33,164	7,87,737
For females.										
Government ..	..	1	1,732	1,733	1	1,857	1,858	1	1,857	1,85
Local Fund ..	..	54	20,017	20,071	54	20,682	20,736	54	20,682	20,736
Municipal Fund ..	..	..	8,921	8,921	..	9,206	9,206	..	9,205	9,205
Aided ..	..	175	12,446	12,621	183	12,880	13,063	183	12,880	13,063
Unaided ..	..	38	263	301	40	301	341	40	301	341
Total		268	43,379	43,647	278	44,925	45,203	278	44,925	45,203
Total, Primary Schools		6,53,289	75,924	7,29,213	7,54,851	78,089	8,32,940	7,54,851	78,089	8,32,940
Grand total		6,56,539	85,989	7,42,528	7,69,511	90,383	8,59,894	8,50,994	92,540	9,43,534

GENERAL TABLE VA.

Table showing the number of pupils in each stage of instruction, classified according to sex, race or creed.

		Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.		Muham- madans	Bud- dhists.	Parsis.	Others.	Total of columns 2—9.	Depres- sed classes.	Total of columns 10—11.	Remarks.
				Brah- mans.	Non- Frah- mans.								
		2	3	4	5	6	7	8	9	10	11	12	13
College stage..	Males ..	65	72	1,966	3,687	1,246	2	7	4	7,049	..	7,049	
	Females ..	13	37	8	9	11	..	1	..	79	..	79	
High stage ..	Males ..	232	155	2,671	6,299	2,179	..	6	80	11,573	7	11,579	
	Females ..	154	43	10	13	19	..	1	..	243	..	243	
Middle stage..	Males ..	934	695	20,197	96,807	10,761	2	24	92	69,512	392	69,904	
	Females ..	714	624	141	344	80	..	6	5	1,914	..	1,914	
Upper primary stage.	Males ..	645	717	32,213	60,451	17,073	..	15	49	1,11,163	1,809	1,12,972	
	Females ..	523	749	817	1,953	310	1	21	4	4,378	16	4,394	
Lower primary stage.	Males ..	1,076	1,998	161,976	349,128	1,06,460	2	9	223	6,20,877	85,662	6,50,539	
	Females ..	964	2,563	20,074	50,204	10,327	1	27	65	84,728	1,261	86,989	
Special schools	Males ..	140	295	5,437	4,753	3,048	1	..	1	13,675	32	13,707	
	Females ..	183	179	42	82	204	..	..	..	690	..	690	
Private insti- tutions	Males ..	..	561	10,991	19,152	23,504	..	1	94	59,303	681	59,984	
	Females ..	..	459	623	1,166	2,261	..	..	..	4,509	13	4,522	
Grand total..	Males ..	3,092	4,493	2,35,451	4,80,277	1,69,271	7	62	498	8,93,151	33,583	9,31,734	
	Females ..	2,551	4,662	21,715	53,769	13,712	2	56	74	96,541	1,290	97,831	
Total ..		5,643	9,155	2,57,166	5,34,046	1,82,983	9	118	572	9,89,692	39,873	10,29,565	

Number of schools intended for scholars of depressed classes .. 532

Number of scholars in the above schools .. 14,610

Number of scholars of depressed classes reading in other schools .. 25,263

Total number of scholars of depressed classes .. 39,873

GENERAL TABLES.

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Return showing the Results of Prescribed Examinations in the

Nature of examination.	Number of institutions sending examinees,				Number of examinees.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	
1	2	3	4	5	6	7	8	9	10	
ARTS COLLEGES.										
Master of Arts, Final ..	Males ..	1	7	3	11	14	67	35	30	146
	Females ..	..	..	..	..	..	..	..	..	..
Ditto Previous	Males ..	1	7	3	11	28	112	35	42	217
	Females ..	..	1	..	1	..	1	..	2	3
Master of Science, Final	Males ..	1	2	1	4	14	5	6	1	26
	Females ..	..	..	..	..	..	..	..	..	..
Ditto Previous	Males ..	1	4	1	6	16	20	6	2	43
	Females ..	..	..	..	..	..	..	..	..	..
Bachelor of Arts ..	Males ..	2	12	3	17	84	689	207	89	1,069
	Females ..	..	2	..	2	..	10	..	4	14
Ditto of Science ..	Males ..	1	7	1	9	48	100	43	..	191
	Females ..	..	..	..	..	1	..	..	..	1
Intermediate in Arts ..	Males ..	2	13	2	17	98	716	240	55	1,109
	Females ..	..	3	..	3	..	10	..	10	20
Ditto in Science	Males ..	2	10	1	13	70	484	108	3	665
	Females ..	..	1	..	1	1	5	..	..	6
ORIENTAL COLLEGES.										
Title examinations conducted by universities or taken by students from institutions of collegiate grade.	Males ..	2	17	49	68	146	70	291	185	692
	Do. ..	2	46	295	343	92	202	1,481	30	1,805
	Females ..	..	..	..	..	..	..	4	..	4
	Sanskrit Males ..	2	17	325	344	30	123	1,138	13	1,304
	Females ..	..	..	..	..	..	..	1	..	1
	Arabic Males ..	1	5	..	6	1	13	..	2	16
	Females ..	..	5	..	5	..	12	..	1	13
	Persian Males ..	1	8	..	9	1	43	..	3	47
Females ..	2	4	1	7	7	21	3	8	39	
COLLEGES FOR PROFESSIONAL TRAINING.										
<i>Law.</i>										
Bachelor of Laws ..	Males ..	..	..	..	..	..	..	..	..	..
	Do. ..	..	..	4	4	..	..	393	..	393
Previous examination in Law.	Males ..	..	..	6	6	..	..	313	..	313
	Females ..	..	..	..	..	..	..	..	..	..
<i>Medicine.</i>										
Bachelor of Medicine and Surgery.	Males ..	1	..	..	1	27	..	..	..	27
	Females ..	..	..	..	..	..	..	..	..	..
M.B.B.S. (Group A) ..	Males ..	1	..	..	1	29	..	..	..	29
	Females ..	..	..	..	..	..	..	..	..	..
First M.B., B.S. ..	Males ..	1	..	..	1	49	..	..	..	49
	Females ..	..	..	..	..	3	..	..	..	3
D. P. H. ..	Males ..	1	..	..	1	10	..	..	..	10
Preliminary Scientific examination in Medicine.	Do. ..	1	4	..	5	55	51	..	..	106
<i>Engineering.</i>										
Examinations not conducted by universities for—										
Civil Engineers ..	For Males	..	..	..	..	22	..	..	..	22
Upper Subordinates ..	Ditto	..	..	..	..	39	..	..	..	39
Lower ditto ..	Ditto	..	..	..	..	37	..	..	..	37
Mechanical and Electrical Engineer Classes.	Ditto	1	..	..	1	10	..	..	..	10
Industrial class ..	Ditto	..	..	..	..	16	..	..	..	16

TABLE VI.

United Provinces during the official year 1921-22.

Number passed.					Race or creed of passed scholars.									Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
							Brahmans.	Non-Brahmans.						
11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	49	32	22	117	1	3	36	43	34	..	..	..
..		
24	63	29	14	130	..	..	49	55	25	..	..	..
..	..	..	1	1	..	..	..	..	..	..	..	..
11	6	6	1	23	..	..	8	13	1	..	..	..
..		
15	10	6	..	31	..	..	8	20	3	..	..	..
..		
46	333	124	26	529	1	6	120	249	153	..	..	..
..	9	..	2	11	..	..	4	1	..	..	..	..
41	78	33	..	152	..	..	41	97	11	..	..	..
1	..	..	1	1	..	..	..	..	..	..	..	..
55	324	134	18	631	3	4	114	242	167	..	..	1	
..	4	..	6	10	2	1	4	2	1	..	..	..
36	238	61	2	337	..	2	97	170	65	..	2	1		
..	2	..	..	2	2	..	..	..	..	..	..	..
98	94	41	85	256	..	..	255	1	..	..	..	..	Acharya and Shastri Ex-
32	104	705	14	855	..	..	844	11	..	..	..	..	amination.
..	..	..	..	..	..	..	..	..	..	..	..	..	} Madhyama Examination
9	53	332	6	400	..	..	386	14	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	} Prathama Examination
..	..	15	..	15	..	..	14	1	..	..	..	..
..	10	..	2	12	..	..	..	..	12	..	..	..	Praveshika ditto.
..	10	..	..	10	..	..	..	..	10	..	..	..	Fazil ditto.
1	28	..	1	30	..	..	..	..	30	..	..	..	Alim ditto.
5	12	..	6	23	..	..	..	1	22	..	..	..	Maulvi ditto.
..	..	..	..	..	..	..	..	..	..	..	..	..	Munshi ditto.
..	..	250	..	250	..	..	..	..	..	..	..	..
..	..	166	..	166	1	2	54	145	47	..	..	1	
..	..	..	..	..	..	1	43	81	40	..	..	2	
..		
15	..	..	..	15	..	..	8	6	1	..	..	..
..		
22	..	..	..	22	..	..	5	17	..	..	..	..
..		
43	..	..	..	43	..	..	10	30	3	..	..	..
1	..	..	..	1	..	..	..	..	1	..	..	..
7	..	..	..	7	..	..	2	4	1	..	..	..
40	7	..	..	47	..	..	16	24	5	..	1	1	
..		
23	..	..	..	22	7	..	3	10	2	..	..	..	} Roorkee College Ex-
38	38	1	..	1	36		aminations.
37	37	2	31	4		
10	10	1	6	3		
16	16	..	1	..	6	9		

GENERAL

Return showing the Results of Prescribed Examinations in the

Nature of examination.	Number of Institutions sending examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
	2	3	4	5	6	7	8	9	10
Engineering College Intermediate examination, Part I.							74	..	74
Engineering College Intermediate examination, Part II.	..	..	1	1	..	..	23	..	23
B.Sc. examination, Part I	..	..	..	..	..	..	16	..	16
<i>Teaching.</i>									
Post-graduate Degrees or Licences.	1	..	1	2	71	..	66	2	139
Under-graduate Licences or Diplomas.	2	..	..	2	60	..	1	1	70
<i>Agriculture.</i>									
Diploma for Males	1	..	..	1	6	..	..	..	6
Two years' Course Do.	..	..	..	1	19	..	..	..	19
Commercial examination Do.	..	3	1	4	..	55	16	..	72
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation	5	53	5	63	82	375	197	190	794
School-Leaving Certificate.	57	96	13	166	2,139	2,750	389	..	5,277
Cambridge Senior examination.	..	..	4	4	..	..	17	..	17
Cambridge Junior examination.	..	12	..	12	..	134	..	14	146
Cambridge Preliminary examination.	..	13	1	14	..	61	13	1	75
English Middle examination.	..	14	1	15	..	146	6	3	155
Vernacular Final and Lower Middle examination.	..	21	2	23	..	91	6	1	98
Upper Primary examination.	..	11	1	12	..	147	3	..	150
Training School examinations for Masters.	..	17	1	18	..	95	3	..	99
Secondary	..	33	1	34	..	193	6	12	210
Primary	486	11	76	573	10,360	99	439	2,011	12,929
Medical School examination.	31	10	..	41	82	43	..	98	223
Industrial School examination.	6,222	92	15	6,329	33,492	982	69	2	34,545
Departmental Special Vernacular examination.	130	61	3	194	381	374	4	33	792
SCHOOLS FOR SPECIAL INSTRUCTION.									
Secondary	8	..	1	9	349	..	5	461	805
Primary	427	..	1	428	3,224	..	8	2,160	5,392
Training School examinations for Mistresses.									
Secondary	2	8	..	10	17	25	..	4	46
Primary	6	3	..	9	14	6	..	..	20
Medical School examination.	1	..	..	1	152	..	..	..	152
Industrial School examination.	1	..	..	1	13	..	..	..	13
Departmental Special Vernacular examination.	14	7	..	21	539	146	..	..	685
Other School examination.	1	1	..	2	4	51	..	..	55
Language examination in Advanced Urdu or Hindi.	3	..	..	3	43	..	..	153	196
Commercial School examination.	32	..	..	32	1,297	..	..	197	1,494
	..	..	..	..	..	..	..	216	(a)216
	..	3	..	3	..	125	..	..	126

(a) Includes three girl candidates.

TABLE VI.

United Provinces during the official year 1921-22—(concluded).

Number passed.					Race or creed of passed scholars.									Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.		
							Brahmans.	Non-Brahmans.						
11	12	13	14	15	16	17	18	19	20	21	22	23	24	
..	..	47	..	47	..	..	16	32	..	..	..	..	} Benares Hindu University Examinations.
..	..	17	..	17	..	..	6	11	..	..	..	..
..	..	15	..	15	..	..	5	10	..	..	..	..
58	..	47	..	105	..	1	27	67	10	..	..	..
2	..	1	..	3	1	1	1	..	..	..	..	..
67	..	..	..	67	..	..	22	29	16	..	..	..
..		
5	..	..	..	5	..	..	..	3	2	..	..	..
17	..	..	..	17	..	..	..	13	4	..	..	..
..	32	4	..	36	..	2	8	22	3	..	..	1	
18	158	67	60	303	..	3	67	164	63	..	..	6	
..	..	..	23	23	..	2	7	9	5	..	..	..
1,198	1,219	167	..	3,614	..	33	1,028	1,480	472	..	..	1	
..	..	14	..	14	..	12	..	..	2	..	..	..
..	90	7	..	97	83	2	1	6	4	..	1	..		
..	36	5	1	42	40	2	..	..	..	..	..	..
..	91	3	..	94	90	..	..	3	..	..	1	..	
..	45	4	..	49	47	1	..	..	..	..	..	(a) 1	(a) American.
..	115	3	..	118	116	..	2	..	..	..	..	..
..	70	2	..	72	68	3	..	1	..	..	..	..
..	152	5	8	165	..	130	6	17	12	..	..	..
5,617	43	226	486	6,372	..	6	2,448	3,207	711	..	..	1	
41	26	..	30	97	..	..	31	53	13	..	..	..
28,652	774	39	3	24,466	..	53	7,586	13,476	3,251	6	1	93		
258	285	2	25	600	..	100	175	227	49	9	..	..
206	..	2	236	444	..	3	206	170	65	..	..	..
1,945	..	8	981	2,914	..	..	1,307	1,366	291	..	..	..
15	25	..	3	43	14	11	7	6	5	..	..	..
8	4	..	..	12	2	2	2	2	4	..	..	..
119	..	..	..	119	..	..	13	92	14	..	..	..
8	..	..	..	8	..	4	2	2	..	..	..	..
498	117	..	..	615	17	39	58	295	205	..	..	1	
4	35	..	..	39	..	35	..	..	4	..	..	..
29	..	..	99	128	..	2	43	57	26	..	..	..
819	..	..	97	916	..	..	92	754	70	..	..	..
..	..	..	101	101	..	..	34	35	(b) 32	..	..	..
..	85	..	..	85	2	11	8	50	14	..	..	..

(b) Includes one girl.

GENERAL

Return showing the Distribution of Local Board and Municipal the official

Objects of Expenditure.		Expenditure of Local Boards					
		In Institutions managed					
		Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	
1		2	3	4	5	6	
UNIVERSITY EDUCATION.	<i>Arts Colleges.</i>					Rs.	
	English for males .. ..	..	..	..	..	..
	Oriental .. ..	..	..	..	..	..
	<i>Colleges or Departments of Colleges for Professional Training.</i>						
	Law .. ..	..	..	..	..	..
	Medicine .. ..	..	..	..	..	..
	Engineering .. ..	..	..	..	..	..
Teaching .. ..	..	..	..	..	..
Agriculture .. ..	..	..	..	..	..
Total .. ..		..	..	..	..	..
SCHOOL EDUCATION, GENERAL.	<i>Secondary Schools.</i>						
	High Schools for males .. ..	..	..	..	..	..
	Middle Schools } English .. ..	..	..	..	..	..
	for males. } Vernacular	512	39 850	39,961	31,267	5,94,736	
	High Schools for females .. ..	..	..	..	..	..
	Middle Schools } English .. ..	..	..	..	..	..
	for females. } Vernacular	11	709	645	434	3,280	
Total		523	40,559	40,606	31,701	5,98,016	
<i>Primary Schools.</i>							
For males .. ..	..	12,419	6,69,654	6,12,900	4,45,563	39,71,238
For females .. ..	..	689	20,736	19,453	14,047	38,141
Total		13,108	6,90,390	6,32,353	4,59,610	40,09,379	
SCHOOL EDUCATION, SPECIAL.	Training Schools { for males		428	3,123	3,193	2,974	5,18,915
	} for females		9	9	9	9	972
	Schools of Art
	Law Schools
	Medical Schools
	Engineering and Surveying Schools
	Technical and { for males
	Industrial } for females
	Schools.
	Commercial Schools
	Agricultural Schools
Other Schools .. { for males		2	100	102	97	..	
} for females .. ..		..	..	..	..	..
Total		428	3,232	3,304	3,080	5,19,287	
Total, Direct Expenditure .. ..		..	..	..	..	51,26,682
<i>Buildings, furniture, and apparatus</i> .. ..		..	..	..	..	8,37,460
<i>Inspection</i> .. ..		..	..	..	..	..
SCHOLARSHIPS HELD IN—	Arts Colleges .. ..		..	..	..	..
	Medical Colleges .. ..		..	..	..	..
	Other Professional Colleges .. ..		..	..	..	..
	Secondary Schools .. ..		..	..	..	..
	Primary Schools .. ..		..	..	..	..
	Medical Schools .. ..		..	..	..	..
	Technical and Industrial Schools .. ..		..	..	..	..
	Other Special } Reformatory .. ..		..	..	..	..
	Schools. } Other Schools .. ..		..	..	..	..
	} Hostel board charges .. ..		..	..	..	..
Miscellaneous.	Boarding-houses. } Boarding-house non-recurring expenditure .. ..		..	..	..	..
	}	
	Miscellaneous .. ..		..	..	..	..
Total, Indirect Expenditure .. ..		..	..	..	..	8,37,460
Grand total		14,059	7,34,181	6,76,263	4,94,391	59,64,142	

TABLE VII.
Expenditure on Public Instruction in the United Provinces, for year 1921-22.

on Public Instruction.									Total Local Boards Expenditure on Public Instructions.
by District Boards.						In Institutions managed by—			
Local Funds.	Municipal grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	..	..	10,950	10,950
..
..
..
..
..	..	..	..	..	..	..	..	10,950	10,950
..	..	..	..	..	..	16	..	2,908	2,924
3,91,270	8,383	1,22,963	350	665	11,17,767	..	96	600	696
..	..	..	..	..	..	..	..	4,382	3,96,652
..
6,690	2,060	..	..	..	19,030	..	..	916	916
3,97,960	10,443	1,22,363	350	665	11,29,797	16	96	5,423	12,113
..	..	..	..	..	..	..	..	14,229	4,12,301
12,41,461	66,218	2,33,911	105	14,104	55,27,037	1,344	..	87,619	13,80,424
1,32,771	8,339	181	358	..	1,79,730	25	..	34,477	1,67,273
13,74,232	74,557	2,34,092	463	14,104	57,06,827	1,369	..	1,22,096	14,97,697
2,15,236	618	..	..	34	7,34,203	104	..	..	2,15,940
1,309	..	..	..	..	2,281	..	..	..	1,309
..
..
..
..	..	..	..	..	..	..	..	2,643	2,643
..
..
2,657	1,670	..	..	..	4,327	5,892	..	7,261	15,810
..
2,19,202	2,288	..	..	34	7,40,811	5,996	..	9,904	2,35,102
19,91,394	87,288	3,56,455	813	14,803	75,77,435	7,381	96	1,57,179	21,56,050
10,67,630	7,090	..	..	338	19,12,518	715	..	18	10,68,363
..	..	..	..	..	..	..	..	..	21,268
..
..
..	..	..	..	..	..	..	..	..	64,632
..	..	..	..	..	..	..	..	..	39,685
..	..	..	..	..	..	..	..	..	144
..	..	..	..	..	..	..	..	..	13,374
..	..	..	..	..	..	..	..	..	2,356
..	..	..	..	..	..	..	..	..	73,917
..	..	..	..	..	..	..	..	..	7,785
..
..	..	..	..	..	..	..	..	..	34,837
10,67,630	7,090	..	..	338	19,12,518	715	..	18	13,26,211
30,59,024	94,378	3,56,455	813	15,141	94,89,953	8,096	96	1,57,197	34,82,261

GENERAL
Return showing the Distribution of Local Board and Municipal
the official

Objects of Expenditure.		Expenditure of Municipa					
		In Institutions managed					
		Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	
		17	18	19	20	21	
		Rs.					
I							
<i>Arts Colleges.</i>							
UNIVERSITY EDUCATION.	English for males .. .. .	..	..	..	..	..
	Oriental .. .. .	..	..	..	..	..
	<i>Colleges or Departments of Colleges for Professional Training.</i>						
	Law .. .. .	..	..	..	..	..
	Medicine .. .. .	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..
Teaching .. .. .	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..
Total		..	..	..	..	..
<i>Secondary Schools.</i>							
SCHOOL EDUCATION, GENERAL.	High Schools for males	3	1,113	1,102	984	24,142	
	Middle Schools { English	3	276	271	211	3,800	
	for males. { Vernacular	18	1,332	1,318	1,090	..	
	High Schools for females .. .. .	..	..	..	..	..
	Middle Schools { English	1	103	115	83	7,389	
	for females. { Vernacular	7	737	658	467	1,800	
Total		32	3,561	3,464	2,835	37,131	
<i>Primary Schools.</i>							
SCHOOL EDUCATION, SPECIAL.	For males	517	38,663	36,011	26,695	86,145	
	For females	176	9,205	8,130	5,533	7,823	
	Total		693	47,868	44,141	32,228	93,968
SCHOOL EDUCATION, SPECIAL.	Training Schools { for males	9	72	68	67	..	
	{ for females	3	24	24	18	1,800	
	Schools of Art .. .. .	..	..	..	..	..
	Law Schools .. .. .	..	..	..	..	..
	Medical Schools .. .. .	..	..	..	..	..
	Engineering and Surveying Schools .. .. .	..	..	..	..	..
	Technical and { for males .. .. .	..	..	..	..	..
	Industrial .. .. .	..	..	..	..	..
	Schools. { for females .. .. .	..	..	..	..	..
	Commercial Schools .. .. .	..	..	..	..	..
	Agricultural Schools .. .. .	..	..	..	..	..
	Other Schools .. { for males	4	163	147	97	..	
{ for females .. .. .	..	..	..	..	..
Total		16	259	239	182	1,800	
Total, Direct Expenditure		..	..	..	..	1,32,899
<i>Buildings furniture and apparatus</i> .. .. .		..	..	..	..	14,957
<i>Inspection</i> .. .. .		..	..	..	..	..
SCHOLARSHIPS HELD IN—	Arts Colleges .. .. .	..	..	..	..	..
	Medical Colleges .. .. .	..	..	..	..	..
	Other Professional Colleges .. .. .	..	..	..	..	..
	Secondary Schools .. .. .	..	..	..	..	..
	Primary Schools .. .. .	..	..	..	..	..
	Medical Schools .. .. .	..	..	..	..	..
	Technical and Industrial Schools .. .. .	..	..	..	..	..
	Other Special Reformatory .. .. .	..	..	..	..	..
	Schools. { Other Schools .. .. .	..	..	..	..	..
	{	
Miscellaneous.	Boarding houses, { Hostel board charges .. .. .	..	..	..	..	..
	{ Boarding-house non-recurring expenditure .. .. .	..	..	..	..	..
	Miscellaneous .. .. .	..	..	..	..	..
Total, Indirect Expenditure		..	..	..	..	14,957
Grand total		741	51,688	47,844	35,245	1,47,856	

TABLE VII.

Expenditure on Public Instruction in the United Provinces, for year 1921-22—(concluded).

Boards on Public Instruction.						In institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.
by Municipal Boards.						The Government.	Local Boards.	Private persons or Associations.		
Municipal grants.	Local Board's grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.					
22	24	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	9,446	9,446	..
..
..
..
..
..	9,446	9,446	20,396
26,645	..	25,993	..	20	76,800	500	..	26,829	53,974	56,898
10,725	96	2,961	..	..	17,582	..	..	7,979	18,704	19,400
33,675	..	2,727	..	..	36,402	..	8,383	2,000	44,058	4,39,710
..	2,675	2,675	2,675
7,545	..	156	..	..	15,090	..	..	4,974	12,519	13,435
13,395	..	112	..	..	15,307	..	2,060	11,433	26,868	30,001
91,985	96	31,949	..	20	1,61,181	500	10,443	55,890	1,58,818	5,71,119
2,79,655	..	9,683	..	52	3,75,535	..	66,218	46,045	3,91,918	17,22,342
1,02,340	1,10,163	..	8,339	16,521	1,27,200	2,94,473
3,81,995	..	9,683	..	52	4,85,698	..	74,557	62,566	5,19,118	20,16,815
15,873	15,873	846	618	..	17,387	2,32,677
32	1,832	..	..	19	141	1,450
..
..
..
..
..	1,701	1,701	4,344
..
..
..
2,897	..	386	..	..	3,283	..	1,670	4,300	8,957	24,767
..
18,802	..	386	..	..	20,986	846	2,288	6,200	28,136	2,63,238
4,92,782	96	42,018	..	72	6,67,867	1,346	87,288	1,34,102	7,15,518	28,71,568
73,490	88,447	..	7,090	5,060	85,646	11,54,009
..	22,487	43,755
..	348	348
..
..
..	6,890	71,022
..	3,009	43,544
..	144
..	1,253	14,627
..
..	1,032	3,388
..	6,688	80,005
..	457	8,242
..	32,205	67,042
73,490	88,447	..	7,090	5,066	1,59,515	14,85,726
5,66,272	96	42,018	..	72	7,56,314	1,346	94,378	1,39,168	8,75,033	43,57,294

GENERAL TABLE VIII.

Attendance and Expenditure in Hostels or Boarding-houses for the official year 1921-22.

1	Number of--		Number of boarders who are students of--					Capital expenditure from--					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>Managed by Government.</i>													
Males	101	3,811	82	453	2,183	15	1,078	16,154	..	..	..	323	16,477
Females	9	165	..	3	64	..	98	2,040	..	..	..	..	2,040
<i>Managed by Local or Municipal Boards.</i>													
Males	818	14,726	..	..	11,816	793	2,117	14,751	4,083	..	318	14	19,169
Females	1	4	..	..	..	..	4	..	..	..	..	..	..
<i>Aided by Government or by Local or Municipal Boards.</i>													
Males	25	2,829	369	20	1,976	..	464	3,877	..	564	22,711	25,379	52,531
Females	26	1,743	8	46	1,566	57	71	5,964	260	..	1,885	1,079	9,188
<i>Unaided.</i>													
Males	167	7,997	2,220	607	4,231	259	15	421	3,896	701	15,662	20,907	41,587
Females	36	3,195	53	22	2,716	386	18	..	..	..	12,899	..	12,899
Total	1,183	33,815	2,732	1,151	24,557	1,510	3,865	43,207	8,242	1,265	53,475	47,702	1,53,891
Males	1,111	28,708	2,671	1,080	20,211	1,067	3,674	36,208	7,932	1,265	38,691	46,623	1,29,764
Females	72	5,112	61	71	4,346	443	191	8,004	260	..	14,784	1,079	24,127
GRAND TOTAL	1,183	33,815	2,732	1,151	24,557	1,510	3,865	43,207	8,242	1,265	53,475	47,702	1,53,891

GENERAL TABLE IX.

Number and qualifications of teachers for the official year 1921-22.

	In Primary Schools.						In Middle Schools.					In High Schools.					In Colleges.					GRAND TOTAL.			
	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.		Aided.	Unaided.	Total.
Teachers of Vernacular.	Trained ..	27	15,954	754	156	24	16,915	116	2,562	94	187	11	2,920	51	..	4	118	8	176	..	..	..	..	..	20,011
	Untrained ..	72	9,474	1,166	3,202	189	14,097	103	81	36	274	83	582	37	..	2	171	12	222	..	..	..	..	..	14,851
	Total ..	99	25,428	1,920	3,358	207	31,012	224	2,648	130	411	44	3,452	88	..	6	289	15	398
Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained ..	..	..	..	7	3	10	7	2	4	8	8	107	715	17	244	21	997	..	..	..	12	..	12	1,126
	Untrained ..	..	..	..	22	2	24	3	..	29	439	182	653	418	40	1,493	115	2,066	49	..	..	277	71	897	8,140
	Total ..	..	..	..	29	5	34	10	2	33	525	190	760	1,133	..	57	1,737	136	3,063	49	..	289	71	409	4,266
..	Possessing a degree.	..	..	..	1	1	2	4	1	2	61	20	88	882	21	572	46	1,021	46	..	..	259	65	870	1,481
	Possessing no degree.	..	..	..	28	4	82	6	1	81	464	170	672	751	36	1,165	90	2,042	8	..	..	30	6	89	2,785
	Total ..	..	..	..	29	5	84	10	2	33	525	190	760	1,133	..	57	1,737	136	3,063	49	..	289	71	409	4,266
..	Trained ..	..	..	..	12	2	14	..	..	..	37	1	38	..	..	185	..	..	..	..	..	4	..	4	246
	Untrained ..	..	..	..	15	2	17	..	..	..	40	8	48	..	..	110	18	7,192	..	..	..	8	..	8	186
	Total ..	..	..	..	27	4	31	..	..	..	77	4	81	..	..	295	20	315	..	..	..	7	..	7	434
..	Possessing a degree.	..	..	..	..	..	..	..	..	8	..	9	..	..	..	60	1	61	..	..	..	..	..	..	..
	Possessing no degree.	..	..	..	27	4	31	..	..	..	74	4	78	..	..	285	19	254	..	..	..	6	1	6	70
	Total ..	..	..	..	27	4	31	..	..	..	77	4	81	..	..	295	20	315	..	..	..	7	..	7	434
Grand total of All Teachers	99	25,428	1,920	3,414	216	31,077	234	2,645	168	7,013	238	4,293	1,221	..	63	2,821	171	3,776	49	..	296	71	416	39,562	

IN SCHOOLS FOR INDIANS.
 IN SCHOOLS FOR EUROPEANS.

GENERAL TABLES.

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GENERAL TABLE X.

Classification of pupils by ages in the United Provinces for 1921-22.

Ages.	Schools for general education:													Arts Colleges.						GRAND TOTAL.	
	Infants.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or post graduate class.		Total.
	A.	B.																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Below 5	590	13	..	..	..	..	..	..	..	..	..	..	608	..	..	..	..	..	..	..	608
5 to 6	11,954	1,823	87	11	2	..	..	..	..	..	..	..	13,882	..	..	..	..	..	..	..	13,882
6 to 7	94,260	15,637	1,816	1,350	124	5	1	..	..	..	..	..	1,13,193	..	..	..	..	..	..	..	1,13,193
7 to 8	39,905	4,873	2,704	1,910	482	59	13	1	..	..	..	..	1,42,947	..	..	..	..	..	..	..	1,42,947
8 to 9	60,592	45,927	28,707	8,838	2,308	504	51	5	..	..	..	..	1,46,932	..	..	..	..	..	..	..	1,46,932
9 to 10	33,093	34,814	32,971	19,149	5,771	2,298	379	66	..	..	..	..	1,28,543	..	..	..	..	..	..	..	1,28,543
10 to 11	18,062	21,723	27,242	21,500	11,339	5,178	1,342	338	50	4	..	..	1,06,783	..	..	..	..	..	..	..	1,06,783
11 to 12	9,099	10,763	17,241	18,283	14,495	9,186	3,186	1,237	274	29	2	..	83,745	..	..	..	..	..	..	..	83,745
12 to 13	4,354	5,362	10,079	11,846	13,661	10,963	4,490	2,650	1,073	120	13	..	64,611	..	..	..	..	..	..	..	64,611
13 to 14	1,940	2,354	5,511	6,711	8,942	9,186	5,118	3,984	2,198	655	61	4	46,684	..	..	..	..	..	..	..	46,684
14 to 15	850	1,214	2,578	3,465	5,726	6,234	4,341	4,381	3,128	1,268	487	31	33,758	..	..	..	..	..	..	..	33,758
15 to 16	539	478	1,136	1,555	2,677	3,466	2,998	3,750	3,315	1,385	1,248	353	22,900	6	..	..	..	..	..	6	22,900
16 to 17	302	403	446	668	1,230	1,575	1,672	2,655	3,379	1,299	1,416	940	15,985	179	1	2	..	..	..	182	16,167
17 to 18	281	146	183	268	470	641	858	1,611	2,230	932	1,121	1,051	9,792	416	60	2	..	..	..	478	10,270
18 to 19	183	191	37	118	168	264	371	855	1,254	562	819	975	5,846	367	417	75	..	..	..	859	6,705
19 to 20	118	91	73	60	60	106	153	357	622	293	688	867	3,393	200	405	221	71	..	..	897	4,290
over 20	500	230	149	103	77	119	90	179	439	220	496	1,350	3,952	191	796	498	940	183	123	2,731	6,683
Total	3,26,621	1,82,062	1,38,010	95,835	67,532	49,834	25,013	22,069	17,964	6,772	6,251	5,571	9,43,534	1,359	1,679	798	1,011	183	123	5,153*	9,48,687

* Excludes 45 scholars in preliminary science class.

SUBSIDIARY TABLE.

Statement showing particulars of maktabas, mulla schools, and pathshahas for the year 1921-22.

Particulars.	Classed in general table III as Primary Schools.	Classed in general table III as other schools.	Classed in general table III as private institutions.	Total.
1	2	3	4	5
<i>Maktabas.</i>				
1. Institutions .. { For boys ..	591	36	966	1,593
.. { For girls ..	12	4	69	85
2. Pupils .. { Boys ..	16,955	1,638	21,453	40,046
.. { Girls ..	446	73	1,057	1,576
3. Expenditure from provincial funds ..	32,544	4,872	42	37,458
4. Expenditure from district or local funds.	37,074	1,320	308	38,702
5. Expenditure from municipal funds ..	13,054	1,560	360	14,974
6. Fees	1,097	225	12,099	13,421
7. Other sources.. ..	8,253	5	1,36,359	1,44,617
Total expenditure ..	92,022	7,982	1,49,168	2,49,172
<i>Mulla Schools.</i>				
1. Institutions .. { For boys ..	..	3	486	489
.. { For girls ..	..	..	51	51
2. Pupils .. { Boys ..	..	335	8,265	8,600
.. { Girls ..	..	..	1,272	1,272
3. Expenditure from provincial funds ..	..	4,094	..	4,094
4. Expenditure from district or local funds.	..	249	..	249
5. Expenditure from municipal funds ..	..	475	..	475
6. Fees .. ..	..	117	4,647	4,764
7. Other sources.. ..	..	5,327	96,587	1,01,914
Total expenditure ..	..	10,262	1,01,234	1,11,496
<i>Pathshahas.</i>				
1. Institutions .. { For boys ..	199	97	487	783
.. { For girls ..	8	..	81	39
2. Pupils .. { Boys ..	5,359	2,930	10,164	18,453
.. { Girls ..	398	..	940	1,338
3. Expenditure from provincial funds ..	6,234	8,096	..	14,330
4. Expenditure from district or local funds.	7,590	5,132	120	12,842
5. Expenditure from municipal funds..	2,240	1,623	1,000	4,863
6. Fees .. ..	..	..	189	189
7. Other sources.. ..	4,609	15,128	1,23,765	1,43,502
Total expenditure ..	20,673	29,979	1,25,074	1,75,726

APPENDICES.

ORDERS OF GOVERNMENT.

No. 278/XV—356-1922.

EDUCATIONAL DEPARTMENT.

The 25th January, 1923.

READ—

The general report on Public Instruction in the United Provinces, for the quinquennium ending the 31st March, 1922.

OBSERVATIONS—

1. The report of the Director of Public Instruction which has just been published is an able and interesting review of the educational activities of the last five years. It has been, as the Director remarks, a period of unprecedented educational expansion, and his report clearly shows the lines of advance and the progress made. The report is the more valuable because it does not try to hide the fact that there is another side of the picture, that results have in some respects proved disappointing, and that the statistics embodied in the report must be carefully interpreted in order to measure the extent of the progress actually made. The Governor acting with his Ministers does not propose to repeat here in detail the story which has already been so admirably told by Mr. Mackenzie; he merely wishes to draw attention to certain salient features of the past five years' work.

2. The previous quinquennium, 1912—17, was chiefly notable for the advance, and the preparations for advance, made in the sphere of primary education as a result of the recommendations of the Piggott Committee. The quinquennium from 1917—22 has, it may fairly be claimed, witnessed an advance in all branches of educational activity. For although the main attack has been directed at primary education at the one end of the line, and at collegiate education at the other end, secondary education has received indirectly from both directions a powerful stimulus. On the one hand the projects for the expansion of primary education entailed a demand for more accommodation in secondary schools, both to provide for a greater recruitment of primary teachers and also to meet the requirements of a larger number of pupils emerging from the primary stage; and on the other, as a

result of the recommendations of Sir Michael Sadler's Commission, the intermediate classes which had imposed a heavy burden on the University staff have been transferred to their proper position in secondary education.

3. In regard to higher education the chief feature of the quinquennium has been, as the Director remarks, the evolution of the unitary teaching University. Such universities have been now established at Lucknow, Aligarh, and Allahabad. The two former are unitary teaching universities, pure and simple; at Allahabad the existence of affiliated colleges scattered throughout the provinces and in neighbouring territories has rendered it necessary to retain in the University an external side to deal with them. There is therefore a unitary teaching and residential University within the city of Allahabad, while the external colleges hitherto affiliated to the University will remain for the present connected with it as associated colleges. The new universities have been launched under comparatively favourable auspices; both they and the older University of Allahabad, and the Hindu University of Benares, which was founded in 1916 and started work the following year, have stood satisfactorily the shock of the political agitation of the last few years and it only remains now for their *alumni* to prove that the faith which was shown in their foundation was justified.

4. At the other end of the educational ladder satisfaction with the progress made must be more qualified. At first sight an increase in the number of primary schools from 10,535 in 1917 to 15,491 in 1922, and an increase in enrolment from 649,065 to 787,507, or 21 per cent. is not unsatisfactory, but there are various considerations which tend to modify this view. In the first place, the total recurring expenditure on primary education has risen during the quinquennium from Rs. 26,03,088 to Rs. 62,65,496, or 148 per cent. and although allowance has to be made for the fact that the spending value of the rupee is considerably less now than it was five years ago, yet even taking this into consideration the increase in the number of scholars is far from being proportionate to the increase in expenditure. Moreover, as the report shows, progress is very uneven; while Meerut has succeeded in raising its enrolment by 62 per cent. and Hardoi by 50 per cent., there are no less than 18 districts where the increase is between 11 and 20 per cent.; 12 districts where it is between 1 and 10

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per cent., while five districts actually show a decline in enrolment. Again, in 1921-22 despite the addition of 397 primary schools there was a decline of 17,643 in the enrolment, this being spread over 33 districts. The conditions of the last year have undoubtedly been unfavourable; non-co-operation, malaria, the rise in prices and wages, and diversion of the funds provided for expansion towards meeting the cost of increasing the pay of teachers are all blamed for the decline. On the other hand the Director believes that the success of non-co-operation in reducing development has been exaggerated; disease was as prevalent or even more prevalent in previous years; the rise in prices and wages has been relatively slight since 1919, and with a considerable increase in the total number of schools diversion of funds has affected only some districts. Other causes are, however, referred to in the report and it seems possible that they exercised as much influence over the figures as those already mentioned. "During the first two years of expansion," says the Director, "there was an indiscriminate enrolment which has been followed by a natural deflation as the enthusiasm of the authorities has waned and the inspecting officers have found time to check registers more closely."

5. On the other hand, it must be acknowledged that the experiment of attempting to double the number of pupils in primary schools within a short period has already had a fair trial in the conditions of the past few years, and the Governor acting with his Ministers is not prepared to commit himself to the view embodied in the report that the voluntary system must necessarily fail or be wasteful. The introduction of universal compulsion being at present impossible for financial reasons, the only course open to Government and the boards is to persist resolutely with the effort to secure a wider diffusion of primary education on the voluntary system and to take steps to introduce compulsion as early as circumstances may permit. One thing is clear. There can be no turning back in the policy of the wider diffusion of a sound elementary education. There is besides another factor in the situation which must not be overlooked. As the report shows, the quality of the teachers at present employed in primary schools is far from being satisfactory, and the education given is correspondingly poor. A good deal has been done during the past quinquennium to improve the status of the

teaching profession ; in the words of the report, " the past quinquennium has seen the first systematic attempt to make the profession a respectable one. " There seems some ground for hoping, therefore, that the quality of the teaching will gradually improve. The process will naturally be a slow one ; the old staff cannot be replaced all at once ; but when men who take some interest in their profession and who are eager to extend the advantages of education to their less fortunate brothers have taken the place of men who in many cases have become teachers because they can find nothing else to do, it may be hoped that results will be more promising. Experience has shown that the enrolment of a school which is directed by a teacher who is genuinely interested in his work, as also the teaching given therein, is far superior to that of a school where, as is at present too often the case, the teacher makes no or little attempt to excite interest in education in those around him.

6. A definite step towards free and compulsory education has now been taken. The United Provinces Primary Education Act of 1919 permitted municipal boards to make primary education compulsory for boys between the ages of 6 and 11. Subsequently early in 1921 Government promised to give assistance to those boards which agreed to apply the Act to the extent of 60 per cent. of the total cost. A number of boards have accepted this offer and the necessary arrangements for carrying their decision into effect are now being made. In other respects, however, the condition of primary education within municipal areas compares unfavourably with that of district board schools, and it is said in the report that the tendency is rather to deteriorate than to improve. Teachers in many municipalities receive less pay than those employed by district boards and the quality of the teaching therefore is naturally inferior. Moreover, few municipal boards can afford to appoint superintendents and there is therefore greater laxity of supervision in these schools.

7. Technical education is dealt with in the resolutions on the reports of the Director of Industries and the Director of Agriculture and all that need be said here on this subject is that the undoubted popularity of the technical and agricultural institutions of these provinces, as shown by the number of applicants for admission to them, is very encouraging.

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8. Secondary English education now comprises intermediate colleges, high schools, and middle schools. The Calcutta University Commission proposed that of the intermediate colleges to be established to provide training at the intermediate stage some should be attached to selected high schools, while others should be organized as distinct institutions. The experiment was introduced into these provinces in July, 1921, intermediate classes being added to three Government High Schools and one institution being converted into an Intermediate College. During 1922, steps were taken to add intermediate classes to five more Government institutions and to three aided schools. English high schools have increased by 41, while English middle schools have decreased by 8. Taking English high schools and middle schools together, there was a slight drop in enrolment, which is probably correctly attributed by the Director to the economic depression which has followed the War. One Inspector remarks that "Owing to the higher cost of living parents are inclined, and in some cases compelled, to abandon all thoughts of the social prestige which education brings and make their sons wage-earners at as early a date as possible." The phenomenon is not confined to English education; it is to be found also in technical education where many promising students leave to take up remunerative employment before completing the full course. It seems likely that the phase is only a temporary one and that it will disappear when conditions are more favourable.

9. It is in vernacular secondary education that the chief advance as measured by statistics is to be seen. The increase of 134 middle schools was accompanied by an increase in enrolment of 9,801 from 33,273 to 43,974, or over 29 per cent. In view of the adverse conditions of the period, the economic depression, the political agitation, and the prevalence of disease which caused a serious fall in the population these figures may be considered satisfactory. There is, as in the case of primary schools, plenty of room for improvement in the quality of the teachers and consequently also in the quality of the work done by the pupils, but here again it cannot be expected that the more promising recruits who are being attracted by the better terms and better opportunities now offered to the teaching profession should make their influence felt all at once.

10. During the quinquennium there has been a marked improvement in the facilities for the training of teachers. An

additional training college for teachers in English schools has been established at Agra, a new Normal school for teachers in vernacular secondary schools has been opened at Fyzabad and plans for opening two more, at Jhansi and Muzaffarnagar respectively, have been matured, while the number of training classes has been increased from 267 to 433 to meet the increased demand for primary teachers. The position as regards the proportion of trained to untrained teachers has accordingly considerably improved, but the percentage of trained teachers in English aided schools is still low. The Training Colleges at Allahabad and Lucknow continue to do good work and the Training College at Agra has begun well. Much remains to be done for the improvement of normal schools and training classes. The report of the committee which has been recently appointed to enquire into the training given at these institutions will, it is hoped, give a clear indication of the lines on which reforms should be carried out.

11. On the whole the position of Musalmans has improved during the quinquennium. The percentage of Musalmans to pupils of all creeds has increased from 14.9 to 15.7 and the percentage of the total male Musalman population under instruction is 5 as against 3.7 of Hindus. A special feature of the scheme for the expansion of primary education was the provision made for the development of Islamia schools and makhtabs. The results are seen in an increase during the quinquennium of 653 Islamia schools, 471 aided makhtabs, 18,502 pupils in Islamia schools, and 14,070 pupils in aided makhtabs. Thus the Musalman community has taken good advantage of the special schools provided for them. On the other hand the increase in the number of Musalman pupils attending ordinary primary schools is only 13,817. As the Inspector shows, the Islamia schools are gaining pupils at the expense of the ordinary board schools. It is a matter for careful consideration by the Muslim district committees whether it is better in the interests of the community to increase the number of Islamia schools or to encourage the attendance of Musalman pupils at the more efficient ordinary board schools.

12. European schools, being all aided, have had to face great difficulties on account of the increased cost of maintenance due to the rise in prices. The community has rallied well to their support. While the percentage of cost borne by public funds has remained practically stationary during the

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quinquennium, there has been a drop of 6 per cent. in the proportion borne by fees; but this has been more than made good by an increase of 7.5 per cent. in the proportion borne by subscriptions and endowments. The examination results have been good and the report pays a well-deserved tribute to the sacrifices made by both teachers and pupils during the War.

13. The number of institutions of all kinds for Indian girls has increased from 1,526 to 1,641, the number of public institutions having increased by 300 and the number of private institutions having decreased by 185. Enrolment in district-board schools shows an increase of 55 per cent. and enrolment in municipal schools an increase of 75 per cent. These figures are not altogether unsatisfactory, having regard to the difficulties attending any great advance in the education of girls. But there is still very considerable leeway to make up and effort has to be redoubled in order to achieve more progress in the future.

14. A special feature of the quinquennium was the attempt, attended by a fair measure of success, to extend education to the backward classes. The scheme to promote education among the depressed classes has been in operation only for one year, and success is said to vary according to local circumstances and local enthusiasm. The enrolment of these classes shows an increase of 130 per cent. above that of 1917, and there is a marked increase of attendance of boys of these classes in the ordinary schools, which would appear to indicate a lessening prejudice on the part of the higher castes.

15. Looking back on the work of the past five years, the Governor and his Ministers find much that is of hopeful augury for the future. The scheme for the expansion of primary education has not fulfilled all expectations. But some boards have been able even to go beyond their programmes. If it was possible for some boards to achieve success it is possible for many. Efforts to spread literacy must be redoubled. But the needs of the country demand a better as well as a more extensive system of education. Improvement in the quality of education in the lower grades cannot be expected until there is improvement in the higher. The inspiration must come from above. The Universities and Colleges of the province must show the

way and set the standard. As Mr. Mackenzie remarks with reference to the Colvin Taluqdars' School: - "In the immediate past there have been few incentives to effort, but present developments have opened dignified careers in politics, in the army, and in the civil services, while the evolution of new social and economic conditions demands the attention of landlords to the management of their own estates." The country requires as never before men of character and ability, adequately equipped to take their places in the government of their country, in the learned professions, and in the control of industry. If the measures which have been taken and the institutions which have been founded in the past few years should help to meet the demand the work accomplished will not have been in vain.

16. Mr. Mackenzie has acknowledged the valuable work done by Mr. Wetherill in the drafting of the report. Government thank them both for a very interesting report and Mr. Mackenzie also for his efforts during the past year to carry out their wishes.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette*, for general information.

By order of the Governor acting with his Ministers,

JAGDISH PRASAD,

Secretary to Government, United Provinces.