

GENERAL REPORT
ON
PUBLIC INSTRUCTION

IN THE
United Provinces of Agra and Oudh
For the year ending
31st March, 1924



ALLAHABAD:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS, UNITED PROVINCES
1924.

TABLE OF CONTENTS.

SECTION I.—PRELIMINARY.

	PAGE.		PAGE.
Number of institutions and scholars	1	Indian secondary schools	1
Expenditure	1	Indian primary schools	2
University education	1	The education of girls	2
		The Ministers	2

SECTION II.—UNIVERSITY AND COLLEGIATE EDUCATION.

Allahabad University	3	Degree Colleges	7
Benares Hindu University	4	Thomason Civil Engineering College, Roorkee	7
Aligarh Muslim University	5	Foreign scholarships	7
Lucknow University.. .. .	6		

SECTION III.—ORIENTAL INSTITUTIONS.

Oriental colleges and schools	9	Madrasas	10
Pathshalas	9	Examinations in Arabic and Persian	10
Sanskrit College examinations	9		

SECTION IV.—SECONDARY EDUCATION.

Schools, scholars and expenditure	11	High School Scholarship Examination	17
Intermediate colleges	11	Middle vernacular schools	17
English high and middle schools for Indian boys	12	Middle vernacular school buildings	17
Expenditure	12	English in middle vernacular schools	17
Teachers in English schools	12	Agricultural middle vernacular schools	18
Teaching in English schools	12	Examinations	18
The Dalton plan	13	Medical inspection of schools	18
Discipline	14	The teaching of hygiene in secondary schools.. .. .	18
Games and Boy Scouts	14		
Buildings	15		
The finances of aided schools	16		
Government School Committees	16		
Examinations	16		

SECTION V.—PRIMARY EDUCATION.

District board schools	19	Village school libraries	21
Expansion of primary education	19	Lantern lectures	21
Schools, scholars and expenditure	19	Compulsory primary education	22
Pupils in upper primary classes	20	Inspecting staff	22
Number of trained teachers	20	Physical training and discipline	23
Primary school buildings	20	Medical inspection of schools	23
Aided schools	20	School gardens	23
An experiment in primary education	20	Half-time schools	23

SECTION VI.—TRAINING INSTITUTIONS.

Government Training College, Allahabad	24	Government Training College, Lucknow	24
Benares Hindu University Training College	24	Government Training College, Agra	25

PAGE.	PAGE.
Aligarh Muslim University	Examination in advanced Hindi and Urdu .. 26
Training College 25	Training of mistresses for Indian schools .. 26
Normal schools 25	Training institutions for women teachers in European schools 27
Training classes 25	
Islamia training classes .. 26	

SECTION VII.—THE EDUCATION OF GIRLS.

Schools and scholars .. 28	Primary schools .. 29
Expenditure .. 28	Scholarships, stipends, and rewards .. 30
Collegiate education.. .. 28	Staff 30
Secondary schools 28	

SECTION VIII.—EDUCATION OF SPECIAL CLASSES.

Schools for Europeans .. 31	Colvin Taluqdars' School, Lucknow .. 32
Expenditure 31	Muhammadan primary education .. 32
Staff 31	Hindus and Muhammadans .. 33
Examinations 31	Education of the depressed classes .. 33
Code of Regulations for European Schools 31	

SECTION IX.—MISCELLANEOUS.

The Board of High School and Intermediate Education .. 34	Boy scouts .. 36
Inspectors' conference .. 36	Private institutions .. 37
Text-Book Committee .. 36	Education in the Legislative Council .. 37
Night schools 36	The Ministers .. 37
District boards 36	Administration .. 33

General Report on Public Instruction in the United Provinces of Agra and Oudh for the year ending 31st March, 1924.

SECTION I.

PRELIMINARY.

Chief features of the year.

THE total number of all classes of educational institutions has increased during the year under report by 615, from 21,752 to 22,367. The number of scholars has increased from 1,080,951 to 1,150,762, i.e., by 69,811 or by 6·1 per cent. The percentage ratio of scholars to population is, males 4·4, females 4·8; total 2·53.

Number of institutions and scholars.

The total expenditure from all sources was Rs. 3,01,50,957 or a little over ten lakhs more than in 1922-23. The increase in expenditure was met by fees (which increased by Rs. 3,00,039) and contributions (which increased by Rs. 12,82,025) from sources other than public funds and fees. Expenditure from provincial revenues decreased by Rs. 3,29,897 and from local board funds by Rs. 2,46,004. The reduction of expenditure from provincial revenues was due to a saving of Rs. 16,604 on direction and inspection, and to a large reduction of expenditure on Government educational buildings; also Rs. 81,558 less than in 1922-23 was expended on miscellaneous items.

Expenditure.

The retirement of Sir Claude de la Fosse, the appointment in his stead of Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D. LITT., as Vice-Chancellor, and the severance of the connection between the educational institutions of the Central Provinces and Berar and the Allahabad University, consequent on the establishment of the Nagpur University, are outstanding events in connection with the Allahabad University. The Benares University established a fifth college—the College of Law. The Aligarh Muslim University, with the assistance of a Principal lent by the Department, opened a Training College and awarded for the first time degrees in teaching. Two educational scholarships of the value of £290 per annum tenable for two years were awarded by the Government for study abroad.

University education.

Enrolment in English schools increased by 4,323, which may be compared with the increase of 1,854 in 1922-23. Institutions with intermediate classes number 26, three more than in the preceding year. Experiments in the Dalton plan have been undertaken with promise of success. A school certificate in first-aid and hygiene is now awarded to boys of secondary schools by

Indian secondary schools.

the St. John Ambulance Association. The activities of the Boy Scouts continue to grow. Enrolment in vernacular secondary schools has gone up by 2,328 to 47,102.

Indian primary schools.

In Indian primary schools a further substantial increase of 604 schools and 53,719 scholars marked the year. Expenditure rose by over rupees three lakhs. Four more municipalities introduced compulsory education. Islamia schools and maktabs increased in number by 150 and enrolment in them by 9,108, the total enrolment being 58,063. The conditions of the grants made to district boards from provincial revenues for vernacular education were revised to give them greater stability and the boards a freer hand in utilizing them.

The education of girls.

In the education of girls also more rapid progress was made; the number of institutions rose by 62 and enrolment by 3,429. The fine buildings of the Government Girls' High School, Lucknow, were transferred to the Muslim Girls' High School. The Isabella Thoburn College has been established in new buildings as the Women's College of the Lucknow University. Primary education for girls has improved and expanded.

The Ministers.

The resignations of the two Ministers, the Hon'ble Mr. C. Y. Chintamani and the Hon'ble Pandit Jagat Narayan, were notable events. The province suffered a grave loss by the lamented death of the Hon'ble Raja Parmanand, who succeeded them in charge of education. The Hon'ble Rai Rajeshwar Bali has taken up the task of Minister of Education.

SECTION II.

UNIVERSITY AND COLLEGIATE EDUCATION.

The first Vice-Chancellor, Sir Claude de la Fosse, M.A., C.I.E., went on six months' leave on the 12th May, 1923, and the Executive Council appointed Mahamahopadhyaya Dr. Ganga Nath Jha, M.A., D. Litt., to officiate as Vice-Chancellor. Sir Claude subsequently retired from service and tendered his resignation of the office of Vice-Chancellor and the Court elected Mahamahopadhyaya Dr. Ganga Nath Jha as Vice-Chancellor for a term of three years. Pandit Ram Prasad Dube, M.A., B.Sc., LL.B., was elected Honorary Treasurer of the University.

Allahabad
University.

There are 13 departments of teaching in the University: English, Philosophy, Sanskrit, Arabic and Persian, History, Economics and Commerce, Physics, Chemistry, Zoology, Botany, Mathematics, Law and Teaching.

The following statement gives the number of students in the various Faculties:—

Arts	..	..	..	..	387
Science	..	..	..	..	226
Law	..	..	..	..	301
Commerce	..	..	..	..	6
				Total	920

This figure marks an increase in enrolment of 126 over the number of students in the Degree classes last year.

The teaching staff of the University was strengthened by the filling up of the vacant Professorship of Physics, and by the appointment of a Reader in the department of Commerce, of two Lecturers in the department of Sanskrit, and of one Lecturer in the department of Arabic and Persian. The Vice-Chancellor thinks that the present staff is adequate in most departments for the purpose of research work.

Tutorial instruction in the University and in the hostels is being put on a sound basis. The two provincial vernaculars, Urdu and Hindi, have, for the first time, been recognised as independent subjects of study in the Degree courses of the University. The number of volumes added to the Library during the year was 12,000, making the total number of volumes 39,000. The University Magazine and the Athletic Association continue to thrive. A University Union, composed of the whole body of students, was inaugurated in August, 1923. The two platoons sanctioned for the Allahabad Detachment of the University Training Corps did good work during the season. Two of the hostels attached to the University—the Macdonnell Hindu Boarding House and the Muhammadan Boarding House—have both had a large number of vacancies.

The results of the University examinations of 1924 are given below :—

Name of examination.	Number appeared.	Number passed.
B. A.	505	267
M. A. Final	97	73
M. A. Previous	160	90
M. Sc. Final	26	23
M. Sc. Previous	51	37
B. Sc.	161	121
LL. B. Final	211	173
" Previous	391	199
L. T.	65	62
B. Com.	23	18

With effect from the 4th August, 1923, the date of the establishment of the Nagpur University, the educational institutions of the Central Provinces and Berar severed their long connection with the Allahabad University.

The Vice-Chancellor notices two disturbing elements in the life of the University, (1) the complicated constitution which keeps the minds of the teachers so engaged in the technicalities of meetings of University bodies that they have insufficient time left for their primary duties of teaching; and (2) the absence of a permanent endowment, which exposes the University to the danger of being obliged to curtail its activities as the result of an adverse vote in the Legislative Council.

Benares Hindu University.

Benares
Hindu
University.

The following improvements were made in the various departments of teaching :—

A B.Sc. degree in Mining and Metallurgy and an M.A. degree in Ancient Indian History and Culture were instituted. Civics was introduced as an optional subject for the Intermediate examination. The Ayurvedic department was strengthened by additional staff. Besides the four colleges already maintained by the University, a Law College was started in August, 1923. A University Corps composed of two platoons was enlisted and received regular training. A University hospital is under construction.

The total number of students in the various departments was as follows :—

Arts and Science	1,297
Training College	40
Engineering College	236
Law College	84
Total	<u>1,657</u>

The following statement shows the results of the various examinations conducted by the University :—

Name of examination.	Number appeared.	Number passed.
M.A.	16	13
M.Sc.	20	19
B.A. (Honours)	29	1
B.Sc. (Honours)	7	Nil
B.A. (Pass)	185	101
L.T.	41	38
Law (Previous)	73	46
Praveshika	30	14
Madhyama	22	10
Shastri	18	11
Shastracharya	2	2
Smiritaratna	1	1
Intermediate	967	224
Admission	238	148
Intermediate Examination (Engineering), Part I.	103	47
Part II	70	56
B. Sc. Examination (Engineering), Part I ..	35	29
Part II	12	12
Intermediate Examination in Mining and Metalling, Part I.	11	7

Aligarh Muslim University.

The number of students in the different institutions connected with the University was as follows :—

(1) University	711
(2) Intermediate College	712
(3) University School	245
(4) Branch School	132

Aligarh
Muslim
University.

The large increase of enrolment in the University classes from 389 to 711 has resulted in much pressure on the existing accommodation. During the year the University established a Training College and for the first time awarded degrees in teaching.

The results of the various examinations conducted by the University were as follows :—

Name of examination.	Number appeared.	Number passed.
M.A.	67	33
M.Sc.	6	5
L.L.E.	64	58
B.A. (Pass)	206	161
B.Sc. (")	22	20
Intermediate	503	345
High School	577	291
B.T.	29	24
C.T. and J.T.	16	12

*Lucknow University.*Lucknow
University.

The number of students in the various Faculties of the University is shown below :—

Arts	299
Science	180
Medicine	211
Law	251
Commerce	52
Total	943

This total is considerably less than the total of last year as originally reported by the University (viz., 1,515), but considerably higher than the correct total reported after the publication of the last annual report.

The results of the examinations held by the University in 1924 were as follows :—

Name of examination.	Number appeared.	Number passed.
M.A.	32	31
M.Sc.	11	11
B.A. (Honours)	11	8
B.Sc. (")	4	1
B.A. (Pass)	82	67
B.Sc. (")	39	31
LL.B.	57	57
M.B., B.S.	31	23
D.P.H.	2	1
Bachelor of Commerce	22	15

The teaching staff was strengthened by the appointment of a Lecturer in Political Science. The tutorial system was developed and the reports of the departments bear testimony to the improvement in the work of the students which can be traced to it.

The extension lectures continued to be a feature of University life, 57 of them being delivered during the cold weather. An interesting event of the year was the installation of an experimental wireless station under a special Government licence. A committee to consider the question of research work in indigenous drugs was appointed and the scheme prepared by the committee has been referred to the Faculties of Science and Medicine. The completion of the Harcourt Butler Hostel and of an addition to the Meston Hostel has extended the limit of accommodation in Canning College to 300. The different societies and associations did satisfactory work during the year. The Gumti floods of last autumn have turned the minds of the Athletic Association to the desirability of establishing a Boat Club for which the University situation is ideally suitable.

Degree Colleges.

The Degree Colleges associated with the Allahabad University have had a successful year. The Agra College celebrated its centenary on the 26th January, 1924 and following days. An M.Sc. class in Botany was started at the beginning of the last session. The St. John's College, Agra, has been granted association for the B. Com. course, for the M.A. degree in Persian and Economics, and for the M.Sc. in Physics, Botany and Zoology. The College contributes the Commanding Officer and 19 men to the Agra Platoon of the 3rd Allahabad Battalion, University Training Corps. The Meerut College was granted extension of association up to the M.A. standard in English and in History. The D. A. -V. College, Cawnpore, is building eight class rooms to provide additional accommodation. The Bareilly College has applied for association for the B.Sc. degree. The Sanatan Dharm College of Commerce, Cawnpore, has been associated with the Allahabad University for the B.Com. degree with effect from July, 1923. The St. Andrew's College, Gorakhpur, is maintaining its good reputation and is making provision for the teaching of science.

Degree
Colleges.

In each college the various associations and societies continue to work with vigour, and athletics, debates, dramatic performances, Old Boys' gatherings, college magazines, etc., have everywhere been recognized as important means of higher education. The larger colleges possess each a well-equipped library, but the smaller colleges are equally alive to the need and importance of good libraries. In the matter of buildings progress is necessarily slow; nevertheless, during the year under report the Agra College was able to complete the Rai Bahadur Bisheshar Nath Hostel and the Marris Physics block.

Law classes are retained at the Agra College and the Meerut College. In the former the enrolment was 92, in the latter 66.

Thomason Civil Engineering College, Roorkee.

In the Civil Engineering department the special courses in Railways, Roads and Tunnels have been abandoned. The course of Civil Engineering Design has been extended and developed on scientific lines. The revision of the Project course, which was begun in 1921-22, has been further developed. The Photographic section continued to have the support of the general public, and prepared hundreds of lantern slides for the Lady Chelmsford League in connection with the Infant Welfare Movement. The College raised one platoon in the 3rd Allahabad Battalion of the University Training Corps. In the field of athletics the College won the fourth "Olympic Contest."

Thomason
Civil En-
gineering
College,
Roorkee.

Consequent on the provincialization of State scholarships in 1921, a committee was appointed by the Government of the United Provinces to make recommendations for the provision

Foreign
scholarships.

of scholarships for study abroad. The committee recommended the award of 25 scholarships annually; but owing to financial stringency the scheme was started by the award of two only by the Education department. The Industries department also awarded one. The two scholarships awarded by the Education department are of the value of £250 (plus £40 on account of bonus) per annum and are each tenable for two years. They were awarded, on the recommendation of a Selection Committee specially appointed for the purpose, to Mr. B. K. Das, M.Sc., Lecturer in Zoology, University of Allahabad, for research in Zoology and to Khwaja Ghulam-us-Saiyidain, B.A., of the Aligarh Muslim University for the study of Western methods of education.

SECTION III.

ORIENTAL INSTITUTIONS.

The average number of scholars on the rolls of the Sanskrit College, Benares, during the year under report was 399 against 395 of the preceding year. 257 students appeared for the various Sanskrit College examinations and 169 passed. In the Sanskrit department there were 48 scholars, including 18 post-Acharya students.

Oriental colleges and schools.

The four Sadho Lal scholars worked under the personal supervision of the Principal in the Saraswati Bhawan Library. Three of them examined and classified the manuscripts acquired during the year and helped the Principal in preparing a descriptive catalogue of these, while one made a special study of the Pali canonical literature.

Two additional endowments, viz., the Ram Shanker Mishra Endowment Trust and the Annoda Prasad Mukerji and Gangamoni Devi Gold Medals Endowment Fund, were created for the benefit of the College. Sanskrit manuscripts worth Rs. 1,000 were purchased and transcribed. These included an important Srouta collection. The Sankhya Yoga section of the descriptive catalogue of the Sanskrit manuscripts in the Sanskrit Library was taken up and completed during the year. Five numbers of the Saraswati Bhawan texts and the third volume of Saraswati Bhawan studies were issued during the year.

The Inspector of Sanskrit Pathshalas inspected 45 pathshalas in 20 districts. His inspections were made mainly with the object of deciding questions of recognition and to see how Government grants were being utilized. He reports that during the year there has been a noticeable improvement in the pay and qualifications of the teaching staff of pathshalas and that the libraries of the pathshalas have improved and now contain books suitable for supplementary reading by the students. The number of recognized pathshalas was 431 with 5,000 scholars.

Pathshalas.

The number of candidates at the various examinations conducted by the Sanskrit College increased to 4,429 as against 3,763 last year.

Sanskrit College examinations.

The following table gives details of the results :—

Serial no.	Name of examination.	Number of candidates appeared.	Number of candidates passed.
1	Prathama	1,763	703
2	Madhyama	1,860	980
3	Acharya	806	419

Madrasas. The number of aided Arabic madrasas remained unchanged, but the number of scholars rose from 6,677 to 7,275.

The Inspector of Arabic madrasas visited 38 institutions in 21 districts. The quality of teaching has improved and is not unsatisfactory in aided madrasas, but in the unaided institutions it is poor.

As regards discipline, the Inspector reports that although Khilafat activities have ceased they have had a disturbing influence which has banished "the proverbially quiet atmosphere" of the madrasas. But the departmental examinations and the supervision of the department over aided institutions are having a valuable influence in directing the studies of these institutions and in raising standards.

Examinations in Arabic and Persian.

The number of candidates who sat for these examinations was 365 against 295 of last year. The Munshi Examination especially is gaining in popularity and is reviving an interest in Persian literature and language in the madrasas. There is a general demand for a higher examination in Persian.

The following statement gives details regarding the several examinations:—

Serial no.	Name of examination.	Number of candidates appeared.	Number of candidates passed.
1	Munshi	161	82
2	Maulvi	66	37
3	Alim	90	61
4	Fazil	48	39

SECTION IV.

SECONDARY EDUCATION.

The number of secondary schools, including Intermediate Colleges, English High and Middle Schools and Vernacular Middle Schools, is 801 as against 792 in the previous year. English High Schools have decreased in number by two and Intermediate Colleges have increased by three. Enrolment for the first time exceeds a lakh. It has increased by 6,651 to 105,822. The expenditure has increased by Rs. 4,32,779 to Rs. 60,22,713. These figures do not include the expenditure on Intermediate classes by the Arts Colleges associated with the University of Allahabad.

Schools,
scholars and
expenditure.

The number of educational institutions maintaining intermediate classes has increased by three and is now 26. Three aided high schools were raised to the intermediate standard during the year. The enrolment has increased by 622 from 2,514 to 3,136, and expenditure, excluding expenditure on intermediate classes maintained by degree colleges, by Rs. 3,81,708 from Rs. 8,41,940 to Rs. 12,23,648. Income from fees has increased by Rs. 1,10,954 and from other sources by Rs. 1,06,827. The expenditure on the eight Government Intermediate Colleges has increased by Rs. 61,290 to Rs. 5,39,308. Of the increase, the sum of Rs. 28,406 was met from fees, Rs. 4,347 from other sources, and Rs. 28,537 from provincial revenues. The three new Intermediate Colleges are the Nathimal Rai Bahadur Edward Coronation Intermediate College at Khurja, Bulandshahr, the Shiam Sundar Memorial Intermediate College, Chandausi, Moradabad, and the Kanya Kubja Intermediate College, Lucknow. The Dayanand Anglo-Vedic College, Cawnpore, has built a hostel for fifty students and is building a new block of eight class rooms. The Sanatan Dharm College at Cawnpore is still adding to its accommodation. The Kanya Kubja Intermediate College has moved into its new building which, however, is far from being complete. A hostel, quarters for the staff and offices have been completed at the Radha Swami Educational Institute, Agra. A number of Intermediate Colleges, both Government and aided, require more accommodation. The future of the intermediate classes in degree colleges is still under discussion, but it seems probable that financial considerations will prove decisive and that it will not be possible for some years to come to relieve degree colleges of these classes. Those Intermediate Colleges which comprise the ten classes from III to XII are found to be difficult to manage; opportunity will be taken, where possible, to organise their lower classes as separate junior

Intermediate
colleges

schools. From some quarters comes a complaint that teachers of intermediate classes tend to regard themselves as University professors; they prefer lecturing to teaching and are reluctant to help with the lower classes. It is hoped that this spirit will disappear with a better realization by the senior staff of their functions and responsibilities. The Muslim University Intermediate College is the only one which does not enter candidates for the Intermediate examination of the Board of High School and Intermediate Education. The Muslim University itself holds an Intermediate examination for which students from this college enter.

English high and middle schools for Indian boys.

The total number of English high and middle schools for Indian boys has increased by three from 217 to 220. Three high schools have been raised to the Intermediate standard, one middle school has been raised to the high standard and six new middle schools have been opened. The number of scholars in high schools has increased by 2,600, from 45,812 to 48,412, and in English middle schools by 1,101, from 6,071 to 7,172; a total increase of 3,701. Constant enlargement of accommodation, staff and expenditure is necessary to keep pace with the demand.

Expenditure.

The total expenditure on English high and middle schools for Indian boys has increased by Rs. 44,090 from Rs. 34,83,879 to Rs. 35,27,969. Income from fees has increased by Rs. 8,724; but while income from sources other than fees and grants has diminished by Rs. 37,902, provincial revenues have been called on to find an additional sum of Rs. 70,490. Of the total expenditure of Rs. 35,27,969, a sum of Rs. 18,47,062 was met from provincial revenues and a sum of Rs. 75,687 from district and municipal board funds.

Teachers in English schools.

The number of teachers in English schools has increased by 135, from 4,104 to 4,239. The number of trained teachers has increased by 126, from 1,340 to 1,466. In non-Government schools 574 teachers, of a total of 2,933, i.e., over 19 per cent., are trained. Last year the percentage was 16. The supply of trained teachers with English qualifications is now overtaking the demand, but many untrained teachers in non-Government institutions have still to be replaced by trained men. In certain aided schools untrained men are unfortunately being appointed, though the desirability of making use of the trained men now available has been urged on the managers. Complaints of inadequacy of pay, insecurity of tenure, delay in the payment of salaries, and too frequent changes of staff continue to be made. These defects do not conduce to efficient work. Government have done something to improve matters by the establishment of an aided Provident Fund scheme which has been widely adopted, but has not been working long enough to produce its full effect.

Teaching in English schools.

The Inspector of the Meerut division thinks that the teaching of all the subjects of the curriculum is generally improving and

that the teaching of history and geography has received much attention. The Inspector of the Rohilkhand division reports that some of the trained teachers are showing a real interest in teaching, are extending their knowledge by private reading and are improving the tone of schools. The Inspector of Jhansi division thinks the teachers do their work with interest and zeal. From Fyzabad the Inspector reports that he was favourably impressed by the teaching in the Intermediate and High section classes at the Government Intermediate College, Fyzabad, and that in other schools work is, generally speaking, satisfactory. The Inspector of Schools, Lucknow division, finds that "some teachers have taken to heart the plea for private experiment as the only real means of educational progress." He reports: "The Dayanand Anglo-Vedic School, Lucknow, held an interesting exhibition. A large number of parents of the boys visited the exhibition and were much impressed. An attempt to form a Lucknow teachers' association was only partially successful, but it is hoped this year to make it more real. The exhibition held in connection with the United Provinces Teachers' Association was a success, and for the first time one morning was given up to the discussion of purely educational matters. Some interesting lectures were given at the intensive training course arranged for Christian teachers at the Lucknow Christian College. Teachers from other institutions were invited to attend by the kindness of the Manager of the Centennial School, who was in charge. Teachers were also invited to some of the lectures given at the Lucknow University." The Inspector of Schools, Agra division, praises the enthusiasm and success of the teachers of the Radhaswami Educational Institute. The Inspector of Schools, Benares division, considers the result of the introduction of the teaching of nature study and elementary science to be encouraging.

There is however another side to the picture; great improvements are necessary before the teaching generally can truly be classed as satisfactory. Some of the defects were mentioned in last year's report, and they still, in large measure, remain unremedied. "Young teachers," says an Inspector, "may take to heart the warning that a year or two years of intensive training plus youth and inexperience are not sufficient to make a man a master of the pedagogic art." Practice and experience are necessary. Manual training is the most unpopular among the optional subjects. It is to be regretted that the Board of High School and Intermediate Education have been compelled, by practical difficulties to discontinue the oral examinations in English and the practical examination in science at the High School Examination. These two examinations had a real effect in making learning less bookish and more real. Efforts are being made to secure by other measures that no deterioration shall result.

With the advice and help of Mr. N. A. Rust, M.A., the Inspector of Schools, Lucknow division, the Dalton plan of work has been

The Dalton
plan.

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

The working of the system involves careful control and hard work on the part of the headmaster and the instructors. It is clear that to study each boy and to help him over his own peculiar difficulties involves more labour than teaching boys in batches, some of whom the teacher knows must fail to do the year's work properly in the year. But the teacher is relieved of the strain of trying to drive the members of an uneven team all at the same pace. The lazy boy, the dull boy, the backward boy do not hinder the industrious, bright and forward boys. All can go their own pace and the teacher's task is to see that each boy keeps up a pace suited to his own abilities.

So far at the Kanya Kubja Intermediate College the Dalton plan has been successfully introduced in classes V, VI, VII and VIII in the subjects English, Mathematics, History, Geography, Hindi, Science and Drawing, and it is proposed to extend it to Urdu and Sanskrit in 1925-26. A pamphlet on the plan has been published by the Principal.

Discipline.

To quote the Inspector of Schools, Benares division, whose report on discipline is typical: "There have been no disciplinary difficulties during the year under review. The conduct of the boys both in and out of school has been favourably reported on by all headmasters." The practice adopted by the Principal, Government Intermediate College, Almora, of holding an Assembly Parade daily before morning school is worthy of imitation in other schools. At this parade the boys pass in review before the Principal who can thus prevent habitual late-coming, check dirtiness or untidiness in dress, and watch over cases of sickness or weakness.

Games and
Boy Scouts.

Cricket, hockey and football retain their popularity and drill is a regular feature of instruction. In Kumaun the difficulty is the provision of a sufficiently large and level space to serve as a playground. An athletic league was successfully started in Lucknow; it is hoped it will not prove a source of ill-feeling between schools as has been the case elsewhere in the past. Boy

Scouting is deservedly increasing in popularity. From all divisions come reports that fresh troops are being started and old ones extending their activities. Mr. Cox continued his vigorous efforts; he held a training camp near Naini Tal in the summer and thus encouraged the movement in Kumaun; during the Christmas holidays he held a training camp at Nanpara in the Fyzabad division. The Inspector of Benares division reports that "all headmasters are united in praise of the good influence of scouting on the scouts and their fellows." Several troops from English schools rendered useful service at fairs and on other special occasions.

In spite of the shortage of funds fair progress with buildings was made. The Government High School at Banda moved into its new buildings, and at Hamirpur four new rooms were completed for occupation. The new hostel for the Government High School at Partabgarh was completed and occupied, as also was the second hostel for the Government Intermediate College, Fyzabad; two new rooms were added to the Government High School, Pilibhit, and a hostel was completed at Amroha. A new hostel was erected for the Government High School, Mirzapur, but there were defects in construction which will necessitate extensive repairs before the building can be used. The annual repairs and petty works necessary in Government institutions are now carried out by the Education department. The experiment is proving successful. Among aided schools, the Halim Muslim High School building is complete at Cawnpore; in the Gorakhpur division the new building of the Smith High School, Azmatgarh, is nearing completion, extensions are being built to the George High School, Azamgarh, and three rooms have been added to the Sri Krishna Pathshala; in Kumaun the Udairaj High School, Kashipur, has purchased a house for a hostel and the Methodist Episcopal Mission have completed the heavy task of erecting a spacious two-storied building for the Messmore High School, Pauri, Garhwal; in Fyzabad division a good new building for the Anglo-Vernacular Middle School at Akbarpur is nearing completion; in Lucknow division the fine building of the King George Kshatriya High School at Hardoi was completed and formally opened by His Excellency the Governor; the Managers of the Amir-ud-daula High School, Lucknow, purchased the site and building in which their school is held, and the extension to the Raja High School, Sitapur, was nearly finished; at Moradabad the Hewett Muslim High School building, which has taken some years to erect, was finally completed and occupied; in the Agra division four new rooms were added to the Kishori Raman High School, Muttra; and in the Benares division the new building of the Dayanand Anglo-Vedic High School made good progress. Much yet remains to be done; several Government and aided schools are unsatisfactorily housed, and more hostel accommodation is still necessary in some places.

Buildings.

The finances of aided schools.

Among the aided schools are many which maintain with difficulty a somewhat unstable financial position, with the help of Government grants, fees and occasional subscriptions. Permanent endowments are greatly needed to provide adequate wages for the teachers and to give stability to the finances. Out of a total expenditure of Rs. 19 lakhs on aided schools only a sum of Rs. 4 lakhs was met from sources other than fees and grants, whereas public funds were responsible for nearly Rs. 9 lakhs. Yet private charity has not been entirely wanting; among praiseworthy examples may be mentioned the generous endowment of the King George Kshattriya High School, Hardoi, an increase in the endowment of the Shiam Sundar Memorial Intermediate College, Chandausi, the endowment by the manager and founder of a lakh of rupees for the Smith High School, Azmatgarh, and the generous endowment of the Kshattriya High School, Tirwa, Allahabad, by the Raja Sahib of Tirwa. Considerable contributions were also made for building purposes as the list of buildings, completed and in hand, given in the preceding paragraph shows.

Government School Committees.

Government School Committees displayed but little activity. One Inspector reports that "there is nothing of special importance to note beyond the fact that in certain cases they appear to be too ready to acquiesce in proposals for adding to the list of special holidays." It may however be agreed that, as the Inspector of Schools, Lucknow division, writes, "too much need not be made of the fact that more meetings are not held; the main point is that the committee exists and would be available in time of emergency;" and, consequently, "it is a matter of congratulation and not of adverse comment if they do not have to meet often."

Examinations.

The following tables show the results of the High School and Intermediate Examinations:—

	Number of candidates who appeared.	Number who passed.	Percentage.
<i>Benares Hindu University.</i>			
Admission Examination ..	223	143	60
<i>Aligarh Muslim University.</i>			
High School Examination ..	577	291	50
<i>Board of High School and Intermediate Education.</i>			
High School Examination	6,760	3,609	54
Total	7,575	4,043	53
<i>Benares Hindu University.</i>			
Intermediate Examination	367	224	61
<i>Aligarh Muslim University.</i>			
Intermediate Examination	503	345	69
<i>Board of High School and Intermediate Education.</i>			
Intermediate Examination	1,708	920	54
Total	2,578	1,489	58
Intermediate Board's Commercial Diploma Examination.	198	139	70

At the Intermediate Board's Examinations 26 girls appeared for the Intermediate examination, of whom 19 passed, and 66 girls for the High School Examination, of whom 41 passed. It is encouraging that the number of girls taking these examinations is increasing.

The number of candidates who appeared at the High School Scholarship Examination of 1924 was 410 or 32 more than in 1923. 128 schools sent in candidates against 134 in the preceding year. 126 scholarships (100 Provincial and 26 District Board) were awarded.

High School
Scholarship
Examination.

The number of middle vernacular schools has increased during the year by 3 to 555 and the enrolment by 2,328 to 47,102. All the divisions report a fair increase in enrolment except Fyzabad division, which reports a decrease of 141, from 4,519 to 4,378, and Rohilkhand division, where there is not much change. Expenditure has risen from Rs. 12,64,115 to Rs. 12,71,096. All Inspectors would agree with the Inspector, Rohilkhand division, who says that "middle vernacular schools continue to be doing their work silently but at the same time creditably." Cramming is ceasing to be a feature of these schools, as old teachers are making room for men acquainted with intelligent methods of teaching. The schools maintained by the district boards are adequately staffed with trained teachers. Demands for more middle vernacular schools are pressing in some districts.

Middle
vernacular
schools.

Much remains to be done in regard to buildings, and it is doubtful whether district boards can find money from their own resources to extend the old buildings, which are overcrowded. Special grants from Government given from time to time for buildings have gone a long way towards relieving congestion. In several districts the school buildings are reported to be substantial and, with few exceptions, quite commodious. But hostels are mostly hired buildings which are generally insanitary and in bad repair. Grants from provincial funds amounting to Rs. 5,29,054 were distributed in the year under report to various district boards for school buildings and hostels. Without this assistance from provincial funds these boards would have made little progress with their building programmes.

Middle
vernacular
school
buildings.

English was taught in 33 middle vernacular schools as against 24 in 1922-23. The desire to introduce English as an optional subject in middle vernacular schools is manifested in several districts, but progress has been slow chiefly on account of lack of funds. Several districts have reported that there is a great demand for the introduction of English and people welcome it wherever it is introduced. The Commissioner, Fyzabad division, remarks that "vernacular secondary education can be made more popular by providing more facilities for teaching English." The Department is considering means for extending facilities.

English in
middle
vernacular
schools.

Agricultural middle vernacular schools.

As explained in the last year's report, steps are being taken to depute ten district board teachers for training at the Bulandshahr Agricultural School; when they are trained agricultural classes will be opened as an experimental measure in ten district board vernacular middle schools.

Examination.

The number of candidates who appeared for the Vernacular Final Examination rose by 262 to 14,004. 8,488, i.e., 60 per cent. of the candidates passed the examination.

784 candidates appeared for the Vernacular Teachers' Certificate Examination of whom 477, i.e., 61 per cent. passed.

Medical inspection of schools.

The revised rules for medical inspection were brought into force during the year. A tendency to demand that medical attendance and medicine during illness shall be free is observable. It may well be doubted whether this demand can be justified.

The teaching of hygiene in secondary schools.

The scheme to which reference was made last year for a combined junior course in hygiene, sanitation, and first-aid was brought into force in October, 1923. Up to the middle of May, 1924, 96 classes had been recognised in English schools. Of the schools recognised a number were unable to send up candidates for the examination, some because they were not able to finish the course before the close of the school year, and others for want of the necessary books; but 25 schools sent students in for the examination, at which 543 candidates sat, of whom 392 were awarded the school course certificate, issued by the St. John Ambulance Association. The department is greatly indebted to those who have voluntarily helped to make the course a success. Two excellent books have been written especially for the course by Sir Harry Waters, one for students and the other for teachers. The former has been translated into Hindi and Urdu by Mr. Kaushal Kishore, B.A., L.T., and into Bengali by Mr. F. B. Chatterji, B.A., L.T. Mr. W. G. P. Wall, Vice-Principal of the Government Training College, Allahabad, acted as Honorary Joint Secretary of the St. John Ambulance Association, Provincial Centre, for the purpose of the school course and it is largely due to his energy and organising powers that the scheme has made such a promising start. For the proper training of teachers classes in first aid were opened in all the Government Normal Schools and also at the Training Colleges.

SECTION V.

PRIMARY EDUCATION.

The grants sanctioned from provincial funds for expansion of primary education under the three years' programme of expansion which came to an end in 1921-22 were given on the condition, among others, that the amount allotted to each board in any one year would be the amount required to enable it to work up to the cost of its scheme in that year less the amount that it failed to expend from the recurring grant in the previous year. A new condition was made in the grant for the further expansion of primary education sanctioned in 1922-23 that charges only on account of the additional staff and institutions added after the 30th June, 1922, would, to the extent of the funds allotted, be debitable to the allotment then made for expansion. These conditions necessitated annual returns from the boards showing actual annual expenditure and actual staff employed before and after the 30th June, 1922. The scrutiny of these returns and the calculations involved in fixing the amounts due to the boards took considerable time and involved much correspondence, with the result that the actual payment of grants to district boards was delayed and some months elapsed each year before the boards knew what grants they would actually receive from Government. It was also found that on account of the uncertainty about the actual amounts of grants to be received, district boards had adopted a cautious policy and could not utilise to the full extent the funds available. Proposals for a three years' contract with the district boards were therefore worked out in the year under report and the scheme has been given effect to with effect from the 1st April, 1924. Under this scheme the savings that accrue to the boards from the recurring allotments under the various heads will be transferred by the boards to an education fund and the boards will be required to spend these savings on school buildings and equipment of new schools and other non-recurring charges. It is hoped that this new system will enable the boards to utilize the funds to full advantage and to increase the number of schools and staff at places where there is a demand for further expansion of primary education.

The number of schools increased during the year by 604 to 16,507 and the enrolment by 53,719 to 885,807. Expenditure rose from Rs. 65,05,724 to Rs. 68,47,526. In the Bahraich district, primary education has been made free and the concession has resulted in an increase in enrolment.

District board schools: Expansion of primary education.

Schools, scholars and expenditure.

Pupils in upper primary classes.

In the last report, an increase of 24,237 was shown in the number of pupils in the upper primary stage. Doubt was expressed at the time as to whether the figure was correct. On further inquiry it was found that the actual increase in 1922-23 was 4,987 only. The increase reported for 1923-24 is 5,889.

Number of trained teachers.

The number of trained teachers rose by 1,897 to 21,043, while the number of untrained teachers decreased by 1,028 to 9,710. The number of training classes has been further reduced in nearly all districts as it was found that the facilities for training were more than adequate.

Primary school buildings.

Many primary schools are reported to have no buildings of their own but meet in unsuitable borrowed or rented buildings or under trees. The Inspector, Benares division, says: "About 20 per cent. of the schools have no buildings at all and the boys read under trees exposed to the inclemencies of the weather." In the Rohilkhand division "school buildings were badly damaged in the last two years owing to heavy rains and repairs were not thoroughly done. Many of the rented and borrowed houses do not fulfil necessary hygienic conditions and are generally incommodious." In the Fyzabad division, however, "almost all the well-established schools are well housed, but the newly-started schools which cannot be regarded as stable meet in huts or unsuitable borrowed buildings."

Aided schools.

The number of aided schools has increased by 228 to 2,830 with 94,095 boys enrolled in them as against 82,270 reported last year. In some of the districts most of the aided schools are schools for the depressed classes or night schools for labourers. The increase in grants-in-aid sanctioned in 1922-23 has helped to improve the position of aided schools, but they are not likely to come up to the standard of district board schools, and are generally reported to be poorly housed, furnished and equipped and inefficiently taught. The managers are said to be taking little interest in them and actually contribute nothing to supplement the pay of the teachers.

An experiment in primary education.

A new experiment in combining a training in agriculture with education is being tried by the S. P. G. Mission, Moradabad. The mission maintains a boarding school at Umedpur in the Moradabad district for the education of children of the Christians of the neighbouring districts. There is attached to the school a farm of 250 bighas which is worked by the boys with very little outside labour. The staff consists of four teachers specially trained in agriculture at the Agricultural Institute, Allahabad. The agricultural readers sanctioned by the Punjab Government are used in the top classes. As a majority of the community belonging as it does to the class of small occupancy-holders mainly of Chamar origin, is engaged in agricultural pursuits, the mission has determined to educate

the children in a way that will not alienate them from the land, that will help them to improve agriculture on their small holdings and will enable them to raise the standard of living in their homes by their own efforts. It therefore aims at imparting a sound elementary education in the vernacular, combined with instruction in farming, carpentry, basket weaving and blacksmithy and also at giving instruction in the auxiliary industries in order to enable the scholars to repair their own implements, furniture and houses.

The problem of giving instruction in reading, writing, arithmetic and general knowledge without cutting the pupils off from their village life and occupations is yet unsolved in this province. The experiment now conducted by the S. P. G. Mission will, it is hoped, prove of service in helping the department to find the solution. The mission has started the work on its own initiative and has made considerable progress. A non-recurring grant-in-aid of Rs. 8,000 was given to it during the year under report, towards the cost of its secular school buildings. The progress of the mission's experiments in vernacular education will be watched with much interest.

Village school libraries are generally reported to be poorly equipped and seldom utilised either by the teachers or the pupils. The department has done its best to encourage these libraries, but there has been little response from the boards.

Village
school
libraries.

The Lantern Lecture Committee continued to do useful work. The budget grant for the purpose has now been fixed at Rs. 4,000 per annum recurring, so that this interesting method of imparting education by means of slides is now placed on a permanent footing. Reports from certain district boards show that the lectures are appreciated by the audiences. Of the 24 district boards which participated in the scheme during 1922-23, some dropped out owing to want of funds and others because the scheme did not prove a success in their districts. On the other hand, three new district boards agreed to participate in the scheme during the year. Nine district boards deputed lecturers and operators for training. The Registrar of Co-operative Societies, United Provinces, also deputed five men (Junior Assistant Registrars of Co-operative Societies) for training. The training of lecturers and operators was conducted, as usual, at the Training College, Allahabad. The committee purchased 700 slides on subjects of general interest, e.g., human physiology, first aid to the injured, bees, steam engines, alcohol and the human body. The newly-prepared sets of slides on hygiene (small-pox, cholera, flies, plague, tuberculosis and child welfare) as well as those on co-operation were the chief features of the campaign for the year under review. It is proposed to get prepared a set of slides on "cottage industries of the United Provinces" this year and it is hoped that these slides will prove of general interest. A slide library is being organised

Lantern
lectures.

for the issue of slides on loan. This library cannot be established on any extensive scale owing to the limited funds at the disposal of the committee, but it is expected to serve a useful purpose.

Compulsory
primary
education.

There has been much progress by municipal boards since the introduction of compulsory primary education for boys in municipalities. For the period under report, in addition to the municipal boards of Cawnpore, Bareilly, Moradabad, Balrampur (Gonda), Bulandshahr, Lakhimpur, Ghazipur and Kashipur, the municipal boards of Lucknow (Wazirganj ward), Brindaban, Konch and Roorkee also introduced compulsion on the terms offered by Government, i.e., Government undertook to pay two-thirds of the extra cost involved, including the cost of remitting fees, and also the total cost of bringing the minimum pay of the teachers employed in boys' vernacular schools up to the standard of pay prescribed for district board teachers, provided that the total contribution made by Government to the municipal board does not exceed 60 per cent. of the total cost of primary education for boys in the municipality. Applications from the municipal boards, Farrukhabad-cum-Fatehgarh, Meerut, Gorakhpur and Sitapur, for the introduction of compulsory primary education were considered by the advisory committee constituted under the rules framed by Government under section 18 of the United Provinces Primary Education Act, 1919, but for unavoidable reasons the schemes for these boards could not be introduced in the year under report. Schemes for some other municipal boards were worked out for consideration by them.

As regards the municipal boards which have introduced compulsion, it is clear from the progress reports received from the Inspectors that the administration of schools has considerably improved, the staff and equipment of schools are adequate and the boards have generally complied with the regulations on the subject. The progress made is reported to be satisfactory. In the case of Ghazipur municipality the Inspector, Benares division, says: "The schools are full and generally stand in need of additional teachers." Since the introduction of compulsion the enrolment has considerably increased and some of the boards have gone beyond the programme which they had agreed to work up to in the year under report. Minor defects, which were noticed in the administration of schools, were brought to the notice of the boards concerned. They appear to be willing to act on the advice of the inspecting staff and it is therefore hoped that they will show better results in the current year.

Inspecting
staff.

The district inspecting staff continued to work satisfactorily on the whole. With the expansion of vernacular education and the consequent multiplication of the number of schools it may possibly be found necessary in future to consider the question of increasing the number of sub-deputy inspectors of schools. The duties of deputy inspectors are becoming more important and

responsible as vernacular education is expanding. The question of the pay and prospects of the district inspecting staff as a whole is engaging the attention of the department and the Government.

No complaints have been received about discipline. Due attention is reported to be paid to the physical training of boys. *Desi* games are being introduced to supplement formal exercises, and the Boy Scout movement has been started and has proved popular in several districts.

Physical training and discipline.

In the districts of Gorakhpur, Basti and Azamgarh the medical inspection of vernacular schools has been undertaken by the District Medical Officers of Health, under the guidance of the Director of Public Health. In the Gorakhpur district "all the infectious and contagious diseases found amongst students were reported and proper steps taken to prevent their spreading to others. Medicines were given to students where necessary. Scabies, ringworm and trachoma were very common in the schools inspected." In the Basti district four schools were inspected and 94 scholars were physically examined; of these, four were found to be suffering from ear diseases, nine from skin diseases, 22 from malaria and 21 from caries teeth. In the Azamgarh district the public health staff visited the schools regularly. Special attention was paid to the health of the scholars, to the sanitary condition of the schools and boarding houses and to the water supply. Besides the lectures on personal hygiene and on the most common diseases prevalent among the children, teachers and students were told about the modes of the spread and prevention of the principal epidemic diseases prevailing in the district. In addition, a systematic medical examination of scholars was carried on. Each boy was examined and the condition of his health, together with any physical defects and ailments, were noted in a prescribed form. Suitable advice about the condition of the scholars was given to the teachers and parents. The chief common diseases noted among the school children were chronic malaria and enlargement of the spleen, trachoma and ringworm. The experiments made in these three districts show that the services of District Medical Officers can be utilised to great advantage by the boards for the medical inspection of schools.

Medical inspection of schools.

The boards recognise the value of maintaining school gardens, and are reported to be encouraging teachers to establish them. Lack of water supply hampers progress.

School gardens.

Half-time schools are not generally welcomed, and consequently have not shown any improvement in number or quality. Some boards are endeavouring to encourage the system as far as possible. An obstacle to progress was said to be the curriculum which is designed for full-time schools. A revised curriculum for half-time schools has therefore been drawn up and circulated by the department to boards.

Half-time schools.

SECTION VI.

TRAINING INSTITUTIONS.

Government
Training
College,
Allahabad.

Sixty-five students were under training at the College during the year; of these 16 were Muhammadans and two Christians. The prospect that training at the College affords to students of obtaining a Government post on the graduates' scale of pay continues to prove attractive and the students were of a high standard. Eight of them specialised in history, twelve in geography, four in mathematics, three in science and seven in nature study. Only two practising schools are now used, the City Anglo-Vernacular High School and the Government Intermediate College; by concentrating practice in these two, more effective use is made of the staff and closer supervision can be exercised over the students. Under Mr. A. A. Simpson, who has succeeded Mr. J. L. Watson as Principal, the College maintains its high reputation.

Benares
Hindu
University
Training
College.

The Benares Hindu University Training College had 40 students only during the year in place of 61 in 1922-23. The Principal in charge reports that "there was growth in the College owing to the reduction in the number of students. Distinctly better work was done by the smaller number of students for themselves and by the staff for the students." Thirty-six passed the L. T. Examination. The Central Hindu School, Benares, afforded the practising ground for the students. Twenty-seven students resided in the hostel. The College continues to be without a permanent Principal. Twenty of the students, resident in the United Provinces, received Government stipends of Rs. 30 per mensem each. A start has been made with games. The necessary funds were raised by subscription and football, hockey and tennis were played.

Government
Training
College,
Lucknow.

The Training College, Lucknow, continues to do good work under its energetic Principal, Mr. J. C. Kempster. During the year 58 students were on the rolls, 42 in the final class and 16 in the preparatory class. Of these, 11 were Muhammadans and two were Christians. Forty-five were in receipt of stipends. The Government Intermediate College, the Husainabad High school and the M. E. Mission school continued to be used as practising schools. All the students save three passed the Teachers' Certificate Examination. Six Drill Masters were trained. More hostel accommodation is required, for which land is available. Lectures on hygiene were delivered to the students by the Medical Officer of Health, Lucknow.

Forty-six students were on the rolls of the Training College, Agra, 12 in the preparatory class and 34 in the final class; 9 were Muhammadans and 1 was a Christian. All the 34 passed the Teachers' Certificate Examination. The courses at the College have been well organised and planned by the permanent Principal, Mr. Tinker. During his absence on leave for almost the whole of the session Mr. Talibuddin successfully officiated for him. A feature of the College is the specially good work in Geography and Nature Study. Thirty-three students secured First Aid Certificates from the St. John Ambulance Association. The Government High School, St. John's High school and the Baptist Mission High school continued to be used as practising schools.

Government
Training
College,
Agra.

The Muslim University opened a Training College during the year and granted degrees in teaching and a certificate. Twenty-nine students appeared for the B. T. Examination of whom 24 passed and 16 appeared for the Certificate Examination of whom 12 passed.

Aligarh
Muslim
University
Training
College.

The buildings of the new normal school at Muzaffarnagar were completed during the year under report, but, owing to financial stringency, the provision, recurring and non-recurring, on account of the establishment of a new normal school there had to be omitted from the budget. The normal school, Bareilly, which was held in a rented building, was therefore moved to Muzaffarnagar and housed in the new buildings available there. Thus the number of normal schools in the province was eight as in the previous year, although there is need for more normal schools. The projects for new normal schools at Sheopur (Benares) and at Chandausi (Moradabad) have not materialised; these will have to be taken up when financial conditions permit. The introduction of the teaching of English as an alternative subject in some of the model schools (attached to normal schools) has resulted in a considerable increase in the enrolment of these practising institutions and thus the facilities for practical work have been improved. In accordance with the recommendations of the committee on the training of teachers the curriculum for the Vernacular Teachers' Certificate Examination was revised and improved. Provision has been made in the curriculum for nature study, and the subject will be taught in normal schools from July, 1924, by teachers specially qualified in it. A course in first aid has also been introduced in all the normal schools and funds have been provided for the necessary equipment, books, and lecturers' fees for the purpose. 344 candidates from public recognised institutions and 440 private candidates appeared at the Vernacular Teachers' Certificate Examination, for which normal schools train their pupils, of whom 477 passed. The percentage of passes thus comes to 61.

Normal
schools.

The number of training classes has fallen from 303 to 180 and the number of candidates and passes in the Primary Teachers'

Training
classes.

Certificate Examination from 4,850 and 2,742 to 3,527 and 1,867, respectively. Expenditure fell from Rs. 5,92,452 to Rs. 3,74,710. The main cause of the decrease is that almost all districts have now got a sufficient supply of trained men to meet the present demand. The central training school at Narwal opened by the Cawnpore district board is reported to be doing well, and some other boards propose to establish a similar institution in their districts. But in view of the steady decrease in the demand for teachers trained in training classes it has to be seen whether it is worth while to maintain at all training classes for primary school teachers and whether the demand for trained teachers for primary schools cannot be met by normal school passed men. The matter as a whole is under consideration and will be examined among other questions connected with the expansion of vernacular education by the Deputy Director who has been placed on special duty to frame proposals for the improvement and expansion of primary education.

Islamia
training
classes.

These classes train teachers for makhtabs. The number increased from 10 to 12 and 78 out of 110 students passed the Islamia Training Class Certificate Examination of 1924. The Inspector of Muhammadan Schools reports that there is need for more Islamia training classes and that steps are being taken to increase the number.

Examination
in advanced
Hindi and
Urdu.

The number of candidates and passes for this examination in the year under report were 294 and 130, respectively, as against 235 and 104 in the preceding year. This examination greatly helps in raising the standard of the language qualifications of teachers; it is satisfactory to note that the popularity of the examination is increasing.

Training of
mistresses
for Indian
schools.

The number of Indian girls under training continues to increase and was 211 in 1923-24. Seventeen candidates appeared in the English Teachers' Certificate Examination of whom 16 passed. The corresponding figures last year were six and four. There are four training classes for this examination.

Three Government normal schools and six aided training classes prepare students for the Vernacular Teachers' Certificate Examination. Eighty-one candidates appeared for the examination and 53 passed. In 1922-23, 33 passed out of 54. The classes in the Government normal schools were all full and applicants had to be refused admission. The Normal school, Allahabad, is held in a hired building which has but scanty accommodation. The question of providing suitable Government buildings for the school and hostels is under consideration. In the aided training classes the students are almost all Christians who usually become teachers in mission schools. There is room for expansion of the number of Government normal schools and of training classes preparing for the Vernacular Teachers' Certificate Examination.

Fourteen training classes now prepare students for the Primary Teachers' Certificate Examination. Nine are at Government schools, three at municipal board schools and two are unaided. The numbers in each class are small and fluctuating.

Reference was made in last year's report to the conditions prevailing in the two training classes at the All Saints' Diocesan College, Naini Tal, and the Woodstock College, Mussoorie, and to the falling off in the number of candidates for the available stipends. Eleven students finished their course in December, 1923, and all passed. During the year under review the department considered the whole position and new regulations were framed. The courses were two, each of two years' duration, preparing for a Preparatory Teachers' Certificate and an ordinary (secondary) Teachers' Certificate. A three-years' course has now been added, which will include a training course and additional study in preparation for the Cambridge Higher Certificate Examination. This course should help to remove the grounds for the criticism made last year that the "fundamental weakness is the inadequate standard of general education upon which the training is superimposed." The class at Woodstock College for the Preparatory Teachers' Certificate has been closed. Twenty-three students are now reading at the two colleges, 14 of them being desirous of taking the three-years' course. The general standard of knowledge of the candidates is higher than formerly. Experience will show whether the changes made will produce the desired effect of providing an adequate number of well-trained capable mistresses for the European schools of the province.

Training
institutions
for women
teachers in
European
schools.

SECTION VII.

THE EDUCATION OF GIRLS.

Schools and
scholars.

There has been a net increase of 62 institutions teaching Indian girls. Public institutions have increased in number by 63 to 1,576 and private institutions have decreased by 1 to 135. High schools and Intermediate colleges number 13, English middle schools 31, middle vernacular schools 97 and primary schools 1,401. Middle vernacular schools have increased in number by 12 and primary schools by 53.

The enrolment in public institutions has increased by 3,496 and in private institutions has decreased by 67 leaving a net increase of 3,429. The total enrolment is now 66,636 of whom 63,932 are in public and 2,704 in private institutions. 5,689 girls are reading in English schools.

Expenditure.

Expenditure has increased from Rs. 11,40,571 to Rs. 12,38,082. Expenditure by district boards alone shows a decrease; it has fallen from Rs. 2,13,873 to Rs. 1,96,095. This retrenchment has been mainly at the expense of the primary schools, expenditure on which from all sources has fallen from Rs. 4,60,805 to Rs. 4,47,964 though enrolment has increased by 1,261. It is to be hoped that the new district boards will not relax efforts to spread education among girls. The Government grants now fixed for district boards allow for a certain amount of expansion.

Collegiate
education.

The Isabella Thoburn College moved in July into its new and spacious buildings in Chand Bagh on the Sitapur road near the Lucknow University. In their new home are housed the University classes, the intermediate classes, the high section and the training classes. The College authorities found it necessary to build more than was planned and accordingly expenditure on the new buildings and their equipment exceeded by a considerable sum the estimates of Rs. 7,65,118 towards which Government gave a grant of Rs. 1,65,118. Two girls passed the M.A. and four the B.A. Examination. There were no failures in either examination. The staff is a strong one consisting of 15 American and seven Indian ladies.

Secondary
schools.

Intermediate classes number three; they are attached to the Isabella Thoburn College, Lucknow, the Crosthwaite Girls' College, Allahabad, and the Theosophical College, Benares. Enrolment in these classes is 57 of whom 36 are at the Isabella Thoburn

Collego. Enrolment in English high and middle schools has increased from 5,569 to 5,618. The Government Girls' High School, Lucknow, which had not been able to compete with the Muslim and Hindu High schools in Lucknow, was closed during the year and its buildings were made over for use to the Muslim Girls' High School. The Chief Inspectress reports that "the change has been conducive to the comfort and happiness of the pupils and the staff and has led to an improvement in the enrolment of both boarders and day-scholars. The drawback of distance which was so serious before has been overcome by the gift of two motor buses and the bait of a daily drive appears to have made the attendance of the preparatory section more regular." Twelve secondary schools (including institutions with intermediate classes) teach up to the high school standard and eight of these prepare girls for a public examination. The total enrolment of the high sections is 144. 187 girls were successful in the English middle examination.

Twelve new middle vernacular schools were opened during the year under report, bringing the total to 97. The enrolment has risen by 2,141 to 10,404. The middle section is well established in most of the schools. The importance of letting the girls study further than the primary stage is now being recognised by parents. The Inspectress of Girls' Schools, IV Circle, reports cases of newly-married girls having been sent back to school to complete the middle course. 373 candidates appeared in the middle vernacular examination of whom 152 passed. The failures were largely amongst private candidates who were ill-prepared for the examination.

The number of primary schools for girls has risen from 1,348 to 1,401, and enrolment from 46,195 to 47,456. Expenditure on them has fallen; the amounts spent from district board funds, municipal funds, and from sources other than fees and public funds all showing a decrease. The Chief Inspectress reports that "these schools minister to the great majority of the pupils and to those who have an intimate knowledge of them their backward condition is most discouraging. Very few of the scholars enrolled complete the primary stage and large numbers leave from the preparatory section. It is futile to hope for any real improvement till the schools are suitably housed and staffed and till parents cease to withdraw their daughters at an early age. Buildings are expensive items and local boards plead poverty, nevertheless some little progress in this line should be possible each year. Were conditions in the schools more satisfactory parents might consent to prolong the school life of their daughters. The supply of capable teachers is a matter of time and money. At present the number is insufficient for schools in urban areas and for obvious reasons women teachers are unwilling

Primary
schools.

to live away from their homes in villages, nor is it advisable to place them in lonely situations. The brighter side to the picture is presented by a few schools in which good solid work is done largely because of the personality of the head mistress and the respect which she commands. Girls will continue to attend such schools after they have reached the age at which they are usually withdrawn." Improvements in the Government schools are being made, but these number only 23 of the total. Grants by Government to district boards for vernacular education generally have been increased; and the amount to be spent by district boards on female education has now been fixed at a higher level than in previous years. These measures should result in an improvement in district board girls' schools, but there can be no doubt that concerted efforts by all concerned are necessary if more rapid progress is to be made.

Scholarships, stipends and rewards.

Seventeen rewards of Rs. 50 were given to private candidates (prospective teachers) who passed the primary examination and 30 rewards of Rs. 100 to private candidates (prospective teachers) who passed the vernacular lower middle examination. The corresponding figures for 1922-23 were 11 and 17. Scholarships for study have similarly increased in number; 57 were awarded to prospective teachers for study in the middle section and 23 for study in the primary section. These figures are a marked increase over the corresponding figures of 5 and 17 in the preceding year. The stipends of Rs. 4 per mensem each, sanctioned for women teachers employed in recognised schools who declare their intention of appearing in the departmental language examination in advanced Urdu and Hindi were again much sought after and the four available were early allotted. These incentives to study have a valuable effect in improving the qualifications of mistresses.

Staff.

The total number of teachers on the staff of English and vernacular schools has further increased by 91 and is now 2,964. The number of trained teachers has increased by 52 from 557 to 609. The Chief Inspectress reports that "speaking generally English schools are sufficiently staffed and vernacular schools are understaffed."

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

The number of institutions for Europeans has decreased by one owing to the closing of the Railway school at Aligarh. Two schools, formerly shown as middle schools, have now been recognised as High schools (the Wynberg Orphanage and the Harry Allen Memorial School). Three High schools have been recognised by the Board of High School and Intermediate Education for the purpose of the Intermediate Examination. The total number of scholars has increased by 36 to 5,849. Of these 3,361 were boys and 2,488 were girls. Schools for Europeans.

A small increase of Rs. 29,881 occurred in expenditure, bringing the total to Rs. 13,79,332. Expenditure on boys' schools increased by Rs. 19,239 to Rs. 7,94,770, and on girls' schools by Rs. 10,642 to Rs. 5,84,562. These increases are due to the normal increase in teachers' salaries under the salary scheme. Government contributed Rs. 7,75,722 or 43.9 per cent. of the total expenditure. Expenditure.

Expenditure on new buildings, equipment and furniture totalled Rs. 2,05,676 of which Rs. 36,626 only was met from Government funds.

The schools are staffed by 450 teachers of whom 274 have been trained and 176 are untrained. Staff.

The results of the Cambridge Local Examinations of December, 1923, were as follows:— Examinations.

	Number appeared.	Number passed.	Honours gained.
School certificate ..	174	132	26
Junior certificate ..	297	193	26
Preliminary ..	299	209	..

No honours are awarded in the preliminary examination. Three candidates appeared at the Intermediate Examination under temporary regulations and one passed.

The new Code of Regulations for European schools in the United Provinces was issued during the year. Code of Regulations for European schools.

Colvin
Taluqdars'
School,
Lucknow.

The enrolment of the Colvin Taluqdars' School, Lucknow, during 1923-24 was 78, of whom 38 were Hindus, 26 Muhammadans and 8 Sikhs. Four old boys lived in the hostel, of whom one was reading for his B.A. at the Lucknow University and three for the Intermediate Examination, attending the Reid Christian College as day-boys. Eighteen boys appeared for the High School Examination of whom six passed. During the year one student gained admission to the Prince of Wales' Military College, Dehra Dun. The staff remained unchanged. During the September floods the school was completely isolated for 11 days, and non-resident masters and day-boys were unable to attend. In spite of this the work continued cheerfully. An annual medical examination of all wards studying in the school is now held. Riding continues to be the favourite sport of the students. Agricultural operations proceeded as usual. Though the kharif crops were destroyed by the floods, the rabi crops were a success.

Muhamma-
dan primary
ducatation.

Islamia schools and maktabs have shown considerable activity in the year under report. There was an increase of 150 in the number of institutious. As compared with the previous year the increase in the enrolment of boys in Islamia schools was 2,558, the total enrolment being 25,283. In maktabs the enrolment increased from 26,230 to 32,780 being an increase of 6,550. The total number of Muhammadan boys reading in all kinds of vernacular schools rose from 142,843 to 170,453, i.e., by 27,610. The total expenditure from all sources on Islamia schools and maktabs rose by Rs. 52,027 to Rs. 3,58,593. The total number of Islamia training classes rose to 12 as against 10 of the last year.

The housing arrangements are inadequate and the Inspector of Muhammadan Schools suggests that some relief would be afforded if villagers were persuaded to construct school buildings with financial assistance from the boards.

As regards tuition it may be noted that out of 775 Islamia schools and 999 maktabs in the province, 183 Islamia schools and 66 maktabs teach up to the primary standard and a fair proportion of boys pass every year from the primary to the secondary stage of education. But the majority of the children are in the lower primary classes and nearly half in the infant classes.

In view of the unsatisfactory condition of maktabs, Government approved the proposal to try the experiment of appointing supervisors for the inspection of maktabs in a few selected districts. The main duties of these supervisors are to advise the boards in regard to grants-in-aid to maktabs and to improve the tuitional condition of the maktabs by inspecting them and by giving demonstration lessons to teachers and advising them generally in regard to the teaching of the secular curriculum. Three district boards, Bareilly, Basti and Hardoi, were selected for the scheme and were given

special grants-in-aid during the year to enable them to employ supervisors of Islamia maktabas. The scheme is still in an experimental stage, and it is too early to say whether it will succeed.

The total number of Hindus under instruction has increased by 54,337 or by 6·2 per cent. and that of Muhammadans by 17,458 or by 9·3 per cent. This increase of Muhammadan scholars is encouraging. In Arts and Intermediate colleges the increase of Muhammadans is 38·6 per cent. The following table shows the increase or decrease in various types of institutions :—

Hindus and
Muhamma-
dans.

	Hindus.			Muhammadans.			Percentage increase.	
	1923-24.	1922-23.	In-crease + or de-crease—	1923-24.	1922-23.	In-crease + or de-crease—	Hindus.	Muham- madans.
Arts and Interme- diate colleges.	5,466	4,715	+751	1,570	1,133	+437	15·9	38·6
Professional colleges..	1,882	1,060	+822	289	169	+120	77·5	71·0
High, middle and pri- mary schools.	872,180	823,526	+48,654	171,063	155,928	+15,135	5·9	9·7
Special and other schools.	9,887	9,403	+484	4,110	3,180	+930	5·1	29·2
Unrecognised institu- tions.	37,770	34,144	+3,626	29,844	29,008	+836	10·6	2·8
Net increase ..	..	..	+54,337	..	..	+17,458	6·2	9·3

During the year under report Government gave to district boards grants from provincial revenues to the extent of Rs. 1,01,411 per annum for the encouragement of education amongst the depressed classes. The number of schools for the depressed classes was 687 with an enrolment of 22,943, as against 622 schools with 16,622 scholars during 1922-23. Government grants aggregating Rs. 5,000 to certain non-official bodies engaged in educational work amongst the depressed classes were continued during the year under report. The schools maintained by these bodies are reported to have done useful work. The increase in the number of schools and scholars is a hopeful sign. Reports from a number of boards show that the depressed classes have begun to realise the advantages of education and that there is demand from them for more schools. Dearth of suitable teachers for this class of schools is a reason for slow progress in several districts. It is gratifying to note that objection on the part of higher classes to the admission of the depressed class boys to ordinary board schools is diminishing.

Education of
depressed
classes.

SECTION IX.

MISCELLANEOUS.

The Board of High School and Intermediate Education.

The year 1923-24 is the second year of the Board's existence. Two meetings were held during the year, one in November, 1923, and the other in February, 1924, each preceded by meetings of the standing committees.

The Board passed a number of new and amended regulations. The High School Examination of European schools in the Central Provinces and in other provinces has been recognised as equivalent to the Board's High School Examination. "Metal Work" has been added to the list of optional subjects for the High School Examination, and a modern Indian language has been introduced as an optional subject for the Intermediate. Recognised institutions have been prohibited from preparing candidates for rival examinations conducted by any other authority in or outside the United Provinces, an exception being made in the case of institutions preparing students for the Cambridge Local Examinations.

With regard to the public demand for the introduction of vocational subjects into the High School and Intermediate courses the Board has carefully considered the whole question and expressed the view that this demand will be best met by the provision of special institutions which should grant diplomas in the various subjects offered. In its opinion the utmost that the Board should aim at is so to group the subjects offered that, while providing for a sound general education suitable as an introduction to University studies, they should also fit the students to enter upon higher specialised courses in technical and professional institutions. Accordingly the subjects prescribed for the Intermediate Examination have been divided into suitable groups for the guidance of students. In connection with vocational education the Board is also considering a proposal to institute a Diploma course in Agriculture leading up to a public examination. The scheme is not yet ripe for execution. The Board has also under consideration a special course for girls at the Intermediate stage which should fit them either for the teaching profession or for domestic life.

The Board recognised five new institutions for the High School Examination, six for the Intermediate and three for the Commercial Diploma Examination. Eleven of these institutions are situated in the United Provinces and three in places outside the United Provinces. Twenty-eight institutions were granted recognition in additional optional subjects. During the year under report

26 Intermediate Colleges, including the Intermediate classes attached to Degree Colleges, were inspected by members of the panel of Inspectors nominated by the Board. This system of inspection is a new departure and it is yet premature to say whether it is likely to work successfully in all cases or as a permanent arrangement.

In 1924 the Board held four examinations, viz.—

- (1) the Intermediate Examination,
- (2) the High School Examination, conducted on the lines of the School-Leaving Certificate Examination of the department,
- (3) the High School Examination, conducted on the lines of the Matriculation Examination of the Allahabad University, and
- (4) the Commercial Diploma Examination.

The total number of candidates registered for these examinations was 10,217, which is more than double the total number of candidates that appeared at the corresponding examinations of the Allahabad University held in the preceding year. The total number of private candidates permitted by the Board to appear at these examinations was 441, including seven who appeared for the Compartmental Examination.

The following changes have been effected or are contemplated in the system of examinations :—

- (1) Oriental scholars who have passed the qualifying examinations in Sanskrit, Arabic or Persian will be permitted to appear at the High School Examination in English only and to obtain a certificate of having passed that examination in English only.
- (2) Failed candidates have been authorised to have their results scrutinised and their marks checked on payment of the prescribed fee.
- (3) Candidates obtaining 75 per cent. or above of the total marks in any subject at any of the examinations are awarded distinction in that subject.
- (4) The Oral Examination in English and the Practical Examination in Science have been abolished in consequence of difficulties caused by the large number of candidates and by the extension of the Board's jurisdiction to Rajputana and Central India.
- (5) Candidates failing at any examination in one subject are permitted, on certain conditions, to appear at a subsequent examination in that subject only.

Inspectors' Conference.

The Inspectors' Conference met in Naini Tal on the 26th June, 1923. It discussed, among other matters, the duties of Inspectors in regard to compulsory education in municipalities, the teaching of hygiene and first aid in English and normal schools for boys, a proposal to open agricultural middle classes, and the admission to manual training and commerce classes at Government schools of boys from other recognised high schools.

Text-book Committee.

The Text-book Committee held two general meetings in the year while the number of meetings held by its various sub-committees amounted to 10. 537 publications including maps, charts, etc., were considered by the committee as compared with 581 last year. Of the 537 publications received by the committee, 170 were approved and recommended for various purposes, viz., text-books or alternative text-books, supplementary reading, libraries, prizes, etc. The question of reconstituting the text-book committee so as to make it a more representative body was taken up in the year under report and the reconstituted committee will shortly come into being.

Night schools.

Reports regarding these schools continue to be discouraging. There is generally little demand for them. The Government grants to the six municipal boards, viz., Allahabad, Meerut, Lucknow, Cawnpore, Agra and Bareilly, were continued during the year under review. Reports on the schools maintained by these boards (78 in number with 1,928 scholars) are satisfactory.

District boards.

The new district boards have in their reports expressed dissatisfaction with the present curricula and have urged the necessity of lightening the literary courses and adding vocational subjects, such as agriculture, carpentry, weaving, spinning, etc. But feasible constructive proposals have not been worked out. One or two boards have opened experimentally carpentry and agricultural classes in some of their primary schools. There is more prospect of the success of practical courses in middle schools. The question of introducing teaching with a vocational bias in these schools is engaging the attention of Government. A scheme for opening agricultural and manual training (wood-work) classes in selected middle vernacular schools, as an experiment at the outset, is under consideration. The new board of vernacular education when constituted may have to review the curriculum as a whole and suggest improvements where desirable and practicable.

Boy Scouts.

✓ Both the Boy Scouts' Associations, the Seva Samiti and the United Provinces Boy Scouts, were active throughout the year. Reports from Inspectors show that the movement is gaining ground in vernacular as well as English school. The Inspector of Schools, Lucknow division, writes that "particular attention has been paid to the extension of the movement to vernacular schools. Pupil teachers are being trained in the normal school and should

be of much assistance when they return to their districts. Scouting provides an interest in vernacular schools outside school hours which otherwise is lacking and should receive very special encouragement. Scouts have given valuable help at melas and on other public occasions."

There has been an increase in private institutions of 36 from 2,875 to 2,911, and of enrolment from 64,109 to 68,750. The increase has been confined to boys' schools; girls' schools show a decrease of one in the number of institutions and 67 in the number of scholars.

Private
institutions

The members of the Council took a keen interest in the working of the department. Numerous questions were asked. They touched on text-books, salaries of teachers, compulsory education, university work, school buildings, holidays and examinations. Three resolutions were moved. On the 27th October it was moved that the "conscience clause" should be so modified as to meet the requirements of those communities which regard compulsory religious instruction for their children in their own faith as essential. The mover pointed out that, as the regulations stood, no institution could enforce compulsion on members of its own faith. Government remained neutral. The motion was adopted by 17 to 12. On the 29th January Pandit Brijnandan Prasad Misra moved for the establishment of a school of Indian music. He pointed out the value of music and its historic importance and asked for one school only to begin with. He was well supported, but there were objections on the grounds of cost and overburdening the curriculum. Government gave the motion a sympathetic reception but pointed out the shortage of teachers and the difficulty of finance. The motion was withdrawn. On the same day the Council adopted a motion moved by Dr. Ziauddin Ahmad that Government should take early steps to establish a University at Agra, comprising the external colleges associated with the Allahabad University. Government promised to appoint a committee to formulate detailed proposals. The chief features of the budget debate were demands for more expenditure on primary education and criticism of the budgets of the Allahabad and Lucknow Universities. In reply to the criticisms regarding primary education it was pointed out that expenditure from provincial funds on primary education had increased in five years from Rs. 23,00,000 to Rs. 63,00,000. The motion for a reduction in the university grant was negatived by 57 votes to 25, but Government promised to appoint a committee to examine the finances of the universities. The whole demand of Rs. 1,67,88,500, including Rs. 8,03,676 of new expenditure and excluding Rs. 4,38,600 non-votable was voted after a reduction of Rs. 16,000 had been made with the concurrence of Government.

Education
in the
Legislative
Council.

Early in the year the two Ministers, the Hon'ble Mr. C. Y. Chintamani and the Hon'ble Pandit Jagat Narayan, resigned. The

The
Ministers.

former was in charge of English education, secondary and university, and the latter of vernacular education. They were succeeded by the Hon'ble Raja Parmanand who took charge of the whole of education, an arrangement which greatly facilitated the co-ordination of its various branches. His untimely death before the end of the year was a great loss to education. He was succeeded by the Hon'ble Rai Rajeshwar Bali, who also took charge of both English and vernacular education.

Adminis-
tration.

Mr. K. Kichlu returned to duty as Deputy Director of Public Instruction at the close of 1923, and Pandit M. L. Zutshi was thus relieved of his duty as Assistant Director. The year was marked by the amalgamation in April, 1923, of the Secretariat and departmental offices. The amalgamation has enabled the department to speed up the administrative machinery, but the abolition of the posts of Under Secretary and Assistant Secretary and the appointment of the Director of Public Instruction as Deputy Secretary to Government have thrown additional work on the departmental officers, and although the amalgamation has relieved the office to some extent it is still understaffed. It is necessary to strengthen the staff to enable it to cope with the expanding work of the department. It would not have been possible to carry on had the officers and clerks at headquarters not given of their best and worked with a devotion which I gratefully acknowledge. Inspectors, school managers and teachers also have loyally co-operated in the work of a successful year.

A. H. MACKENZIE, M.A., B.Sc.,
Director of Public Instruction,
United Provinces.

 GENERAL EDUCATIONAL TABLES.

	PAGE.
General Summary of Educational Institutions and scholars on 31st March, 1924	3A-4A
General Summary of Expenditure on education	5A
I.—Classification of Educational Institutions	6A-7A
IIA.—Distribution of scholars attending Educational Institutions for Males	8A-9A
IIB.—Distribution of scholars attending Educational Institutions for Females	10A-11A
IIIA.—Expenditure on Education for Males	12A-15A
IIIB.—Expenditure on Education for Females	16A-19A
IVA.—Race or creed of scholars in Institutions for the General Education of Males	20A
IVB.—Race or creed of scholars in Institutions for the General Education of Females	21A
VA.—Race or creed of scholars in Institutions for the Vocational and Special Education of Males	22A
VB.—Race or creed of scholars in Institutions for the Vocational and Special Education of Females	23A
VI.—Teachers (Men and Women)	24A
VII.—European Education	25A
VIII.—Examination Results	26A-27A

 APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending 31st March, 1924	30A-31A
PROVINCIAL TABLE B.—Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March, 1924	32A-33A

INDIANS AND EUROPEANS.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS FOR THE OFFICIAL YEAR 1923-24.

Area in square miles 106,497.		(a) Percentage of scholars to total population.				
		Recognized Institutions.		All Institutions.		
		1924.	1923.	1924.	1923.	
Population—						
Males ..	23,787,745	Males ..	4.13	3.9	4.40	4.1
Females ..	21,588,042	Females ..	.46	.45	.48	.47
Total ..	45,375,787	Total ..	2.38	2.24	2.53	2.38

	Institutions.			Scholars.			Percentage of scholars in each class of institutions.
	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	
	1	2	3	4	5	6		7
RECOGNIZED INSTITUTIONS.							
<i>For Males.</i>							
Universities ..	4	4	..	(d) 4,177	3,063	+1,114	.41
Arts Colleges including Associated Intermediate Colleges.	(b) 13	19	-6	1,985	2,391	-406	.20
Professional Colleges ..	13	11	+2	1,042	886	+156	.10
High Schools, including Intermediate Colleges.	(c) 185	181	+4	52,781	49,137	+3,644	5.20
Middle Schools { English ..	74	69	+5	7,580	6,504	+1,076	.75
{ Vernacular ..	555	552	+3	47,102	44,774	+2,328	4.64
Primary Schools ..	16,514	15,909	+605	8,86,202	8,32,498	+53,704	87.80
Special Schools ..	488	581	-93	14,261	14,111	+150	1.40
Total ..	17,846	17,326	+520	1,015,130	953,364	+61,766	100
<i>For Females.</i>							
Arts Colleges including Associated Intermediate Colleges.	(e) 2	2	..	50	56	-6	.08
Professional Colleges ..	..	..	..	..	..	..	..
High Schools including Intermediate Colleges.	(f) 30	32	-2	3,683	3,845	-162	5.50
Middle Schools { English ..	97	98	-1	4,665	4,489	+176	6.97
{ Vernacular ..	97	85	+12	10,404	8,263	+2,141	15.56
Primary Schools ..	1,406	1,355	+51	47,579	46,299	+1,280	71.14
Special Schools ..	38	39	-1	501	526	-25	.75
Total ..	1,610	1,551	+59	66,832	63,473	+3,404	100
UNRECOGNIZED INSTITUTIONS.							
For Males ..	2,776	2,739	+37	66,046	61,338	+4,708	96.07
For Females ..	135	136	-1	2,704	2,771	-67	3.93
Total ..	2,911	2,875	+36	68,750	64,109	+4,641	100
GRAND TOTAL ..	22,367	21,752	+615	1,150,762	1,080,951	+69,811	..

NOTE.—For explanations of certain figures please see the reverse.

GENERAL SUMMARY.

- (a) Percentage of scholars to total population has been calculated on the basis of the following number of male and female scholars separately :—

	Recognized Institutions.		All Institutions.	
	1923-24.	1922-23.	1923-24.	1922-23.
Males	983,237	920,274	1,046,970	980,333
Females	93,775	96,568	102,792	100,618
Total	1,083,012	10,16,842	1,150,762	1,080,951

- (b) This number consists of six Arts Colleges, six Associated Intermediate Colleges and one Oriental College.

- (c) The number includes 20 Intermediate for Indian boys and 3 for Europeans, 152 High Schools for Indian boys and 10 High Schools for Europeans.

- (d) The details of scholars are given below :—

Arts and Science	2,971
Law	638
Medicine	211
Education	63
Engineering	236
Commerce	58
- Total	4,177

- (e) The number includes the Arts Classes and the Intermediate Classes attached to Isabella Thoburn College, Lucknow.

- (f) The number includes 2 Intermediate Colleges, 9 High Schools for Indian girls and 19 High Schools for European girls.

General summary of expenditure on education for the official year 1923-24.

	Total expenditure.			Percentage of expenditure from—				Cost per scholar to—				Total cost per scholar.
	1924.	1923.	Increase or decrease.	Government funds.	Board funds.	Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11		12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection ..	12,04,951	12,21,220	-16,269	96.3	3.7	..	..	..	..	..	..	..
Universities ..	21,92,476	18,61,905	+33,057	71.25	.07	12.13	16.55	..	..	..	..	..
Miscellaneous* ..	84,13,621	80,99,701	+3,73,920	26.62	15.89	11.90	45.59	..	..	..	..	..
Totals ..	1,18,11,048	1,11,22,326	+6,88,222	42.01	11.71	10.73	35.55	..	..	..	..	..
<i>Institutions for males.</i>												
Arts colleges including Associated Intermediate colleges.	4,36,719	5,95,438	-1,58,719	49.92	2.53	33.09	9.46	109.13 4	5 9 3	83 12 6	20 18 0	220 0 0
Professional colleges ..	7,46,640	8,72,597	-1,25,957	79.07	..	6.59	14.34	566 9 5	..	47 3 4	102 11 11	716 8 8
High schools including Intermediate colleges.	50,36,429	45,67,267	+4,69,162	51.76	1.15	31.14	15.95	49 6 8	1 1 6	29 11 5	15 9 7	95 6 9
Middle schools { English ..	4,80,925	4,39,751	+41,174	38.74	4.55	23.78	27.98	24 9 8	2 14 2	18 4 2	17 11 7	63 7 2
{ Vernacular ..	12,71,096	12,64,115	+6,981	53.43	34.42	10.98	1.17	14 6 8	9 4 7	2 15 5	0 5 1	28 15 9
Primary schools ..	68,76,559	65,37,083	+3,89,476	70.33	24.09	9.67	1.86	5 7 5	1 13 11	0 4 6	0 2 4	7 12 2
Special schools ..	16,27,591	19,84,423	-3,56,832	33.25	4.77	1.69	10.29	95 0 2	5 7 1	1 15 0	11 11 10	114 2 1
Totals ..	1,64,75,959	1,62,60,674	+2,15,285	63.58	13.73	14.21	8.48	10 5 9	2 3 10	2 5 1	1 6 1	16 4 9
<i>Institutions for females.</i>												
Arts colleges including Associated Intermediate colleges.	53,319	46,624	+6,695	36.55	..	8.86	54.59	389 11 10	..	94 7 8	582 2 6	1,066 6 0
Professional colleges ..	6,65,553	6,13,799	+51,759	46.74	.86	34.95	17.95	84 7 7	0 10 3	63 2 7	32 7 0	180 11.5
High schools including Intermediate Colleges.	2,86,892	2,95,684	-8,792	44.72	5.25	10.33	39.20	27 8 0	3 3 3	6 10 7	24 1 9	61 8 0
Middle schools { English ..	2,09,547	1,71,450	+38,097	46.76	25.74	1.71	25.79	9 6 9	5 2 11	0 5 6	5 3 1	20 2 3
{ Vernacular ..	4,68,996	4,79,241	-10,305	23.13	65.44	1.15	10.23	2 4 6	6 7 3	0 1 9	1 0 3	9 13 9
Primary schools ..	1,79,698	1,54,496	+25,202	35.97	.31	4.21	9.51	308 5 8	1 2 0	15 1 8	34 1 6	353 10 10
Special schools ..												
Totals ..	18,63,950	17,61,294	+1,02,656	43.98	20.32	15.29	20.41	12 4 2	5 10 7	4 4 2	5 11 0	27 13 11
GRAND TOTALS ..	3,01,50,957	2,91,44,794	+10,06,163	53.92	13.34	12.92	19.82	15 0 5	3 11 6	3 9 7	5 8 4	27 13 10

*Includes expenditure on buildings.

GENERAL TABLE I.

Classification of Educational Institutions for the official year 1923-24. (Indians and Europeans).

6A

	For males.					For females.						
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS.												
Universities .. .. .	..	..	..	4	..	4	..	..	..	..	..	..
Colleges:—												
Arts and Science *	1	..	..	6	..	7	..	..	..	1	..	1
Law .. .. .	..	..	..	..	2	2	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Education	9	..	..	..	..	8	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	..	..	1	..	..	..	..	..	..
Commerce .. .. .	..	..	..	5	..	5	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges	8	..	..	20	1	29	..	..	..	3	..	3
Total	15	..	..	85	3	53	..	..	..	4	..	4
High Schools	47	..	3	110	3	162	..	..	..	26	2	28
English	1	..	4	57	12	74	..	..	1	85	1	87
Middle „	8	515	18	10	4	555	40	8	13	85	1	97
Vernacular	17	13,000	590	2,836	71	(a) 16,514	28	709	174	485	10	(b) 1,406
Primary „ .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Total	73	13,515	615	3,013	89	17,305	68	717	188	581	14	1,568

GENERAL TABLE.

Special Schools—

Art	1	..	..	..	..	1	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical	1	..	..	..	..	1	1	..	..	..	..	1
Normal and Training Schools ..	8	171	9	..	..	188	12	..	3	12	2	29
Engineering and Survey Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	12	1	..	15	1	29	..	..	..	1	..	1
Commercial Schools .. .. .	..	..	1	8	..	4	..	..	..	..	..	..
Agricultural	1	..	..	..	..	1	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1	..	..	..	..	..	..
Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Other schools	40	1	38	176	8	263	..	..	..	7	..	7
Total	64	173	48	194	9	488	13	..	3	20	2	88
Totals for Recognized Institutions ..	152	13,688	663	3,242	101	17,846	81	717	191	605	16	1,610
Unrecognized Institutions .. .. .	..	..	1	21	2,754	2,776	..	..	..	..	135	135
Grand Totals, all Institutions ..	152	13,688	664	3,263	2,855	20,622	81	717	191	605	151	1,745

* Includes one Oriental College.

(a) Out of the number there are 687 Primary Schools solely for depressed classes with 22,943 scholars in them.

(b) Out of the number there is one Primary School solely for depressed classes with 38 scholars in it.

GENERAL TABLE.

327
7A

GENERAL

Distribution of scholars attending Educational

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) and (c) }	415	297	..	..	..	..	..	..	..
	646	561	148	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education	169	163	157	..	..	..	..	..	..
Engineering	177	190	164	..	..	..	..	..	..
Agriculture	114	102	114	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Forestry	105	105	105	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..
Totals	1,626	1,408	638	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools	17,727	15,438	2,256	..	..	..	1,179	1,036	1
„ Middle Schools { English	95	81	80	..	..	..	410	305	..
„ Middle Schools { Vernacular	1,450	1,088	166	43,639	35,271	14,273	1,405	1,139	134
„ Primary Schools	1,130	816	..	785,983	524,401	1,111	51,928	96,796	..
Totals	20,402	17,423	2,452	779,672	559,672	15,384	54,922	39,326	135
In Art Schools	143	129	29	..	..	..	..	..	..
„ Law Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Medical Schools	447	340	..	..	..	..	..	..	..
„ Normal and Training Schools.	633	657	632	1,346	1,292	1,276	63	62	2
„ Engineering and Survey Schools.	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools.	936	811	239	6	5	..	..	..	..
„ Commercial Schools .. .. .	..	..	..	..	..	..	31	19	..
„ Agricultural Schools	43	34	43	..	..	..	..	..	..
„ Reformatory Schools	139	176	189	..	..	..	..	..	..
„ Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. .. .	..	..	..	..	..	..	..	..	..
„ Other Schools	1563	1,367	10	55	43	18	1,128	762	..
Totals	4,009	3,514	1,192	1,407	1,345	1,294	1,227	843	2
Totals for recognized institutions.	26,037	22,345	4,332	781,079	561,017	16,678	56,149	40,169	137
In unrecognized institutions	..	..	..	..	..	..	24	..	..
GRAND TOTALS, ALL INSTITUTIONS.	26,037	22,345	4,332	781,079	561,017	16,678	56,173	40,169	137

(a) Scholars reading more than one of the following subjects

(b) Includes 244 scholars also reading Law.

(c) Includes 415 scholars in the Benares Sanskrit College and

(d) University students reading Arts and Science.

(e) Number of students of Arts Colleges.

(f) Enrolment of classes XI and XII of Intermediate colleges.

(g) This excludes 22 students of Aligarh Muslim University

TABLE IIIA. INDIANS AND EUROPEANS.
institutions for males for the official year 1923-24.

Aided.			Unaided.			Grand total of—			Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
2,971	2,153	1,729	..	..	..	(d)2,971	2,153	1,729	13
(e)606	517	322	..	..	..	1,021	804	322	3
2,523	2,162	1,217	21	20	21	(f)3,190	2,743	1,886	..
638	515	275	133	95	59	771	610	334	..
211	210	187	..	..	..	211	210	187	..
(g)63	59	30	..	..	..	232	222	187	..
236	233	236	..	..	..	413	423	400	..
..	..	..	..	..	..	114	102	114	..
402	330	236	..	..	..	402	330	236	..
..	..	..	..	..	..	105	105	105	..
..
7,650	6,179	4,232	154	115	80	9,430	7,702	5,000	16
30,453	26,031	5,233	1,196	1,050	554	50,555	43,555	8,049	67
6,346	5,133	824	729	596	109	7,580	6,165	963	139
370	277	54	188	159	98	47,102	37,984	14,725	1
94,480	71,012	345	2,681	1,591	60	886,202	635,016	1,516	32,923
131,649	102,503	6,461	4,794	3,796	821	991,439	722,720	25,253	33,130
..	..	..	..	..	..	143	129	29	..
..
..	..	..	..	..	..	447	340	..	..
..	..	..	..	..	..	2,037	2,011	1,960	..
..
651	587	327	31	29	12	1,624	1,432	578	23
400	319	7	..	..	..	431	338	7	..
..	..	..	..	..	..	43	34	43	..
..	..	..	..	..	..	189	176	189	..
..
..
6,333	4,935	157	203	179	..	9,237	7,291	185	7
7,384	5,841	491	234	208	12	14,261	11,751	2,991	30
146,683	114,523	11,184	5,182	4,119	913	1,015,130	742,173	33,244	33,176
523	..	..	65,499	..	..	66,046	..	..	2,313
147,206	114,523	11,184	70,681	4,119	913	1,081,176	742,173	33,244	35,489

should be entered under only one head.

152 scholars in the Oriental department of Benares Hindu University.

who read Arts and Science also and who are included in that head.

GENERAL

Distribution of scholars attending Educational

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b)	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ..	..	..	..	..	..	..	..	..	..
„ Middle Schools { English ..	..	..	..	..	..	..	154	108	..
„ { Vernacular ..	4,261	2,861	98	529	384	6	1,506	1,002	..
„ Primary Schools ..	1,904	1,316	..	21,406	15,038	..	9,122	6,164	..
Totals ..	6,165	4,177	98	21,935	15,422	6	10,782	7,274	..
In Medical Schools ..	59	56	57	..	..	..	..	..	..
„ Normal and Training schools ..	82	77	52	..	..	..	9	9	..
„ Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for adults ..	..	..	..	..	..	..	..	..	..
„ Other schools ..	..	..	..	..	..	..	..	..	..
Totals ..	141	133	109	..	..	..	9	9	..
Totals for recognized institutions	6,306	4,310	207	21,935	15,422	6	10,791	7,283	..
In unrecognized institutions ..	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS ..	6,306	4,310	207	21,935	15,422	6	10,791	7,283	..

(a) Scholars reading more than one of the following subjects should be entered under only one head.

TABLE IIB. (INDIANS AND EUROPEANS)
Institutions for Females for the official year 1923-24.

Aided.			Unaided.			Grand total of—			Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
71	61	63	..	..	..	71	61	63	..
..
71	61	63	..	..	..	71	61	63	..
3,483	8,045	2,013	179	140	95	8,662	8,185	2,109	552
4,881	8,766	2,405	130	80	130	4,665	3,954	2,535	366
4,038	2,627	201	70	60	..	10,404	6,934	305	..
14,881	10,654	238	316	258	..	47,579	33,430	238	364
26,733	20,092	4,857	695	538	225	66,310	47,503	5,186	1,282
..	..	..	..	..	..	59	56	57	..
121	115	118	16	14	16	228	215	186	..
42	42	42	..	..	..	42	42	42	1
..
..
172	128	..	..	..	..	172	128	..	..
335	285	160	16	14	16	501	441	285	1
27,139	20,438	5,030	711	532	241	66,882	43,005	5,534	1,283
..	..	..	2,704	..	..	2,704	..	..	..
27,139	20,438	5,030	3,415	532	241	69,586	48,005	5,534	1,283

(b) Includes ————— scholars in *Oriental Colleges*.

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on buildings includes Rs. 4,59,271 spent

"Miscellaneous" includes the

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

	Government institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
<i>University and Inter-mediate Education.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..
Arts colleges ..	44,784	..	..	..	..	44,784
Professional colleges—						
Law ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	1,72,528	..	..	..	184	1,72,712
Engineering ..	1,97,627	..	..	28,637	1,05,897	3,32,161
Agriculture ..	40,634	..	..	3,511	..	44,195
Commerce ..	..	..	..	..	..	..
Forestry ..	1,61,198	..	..	..	..	1,61,198
Veterinary Science ..	..	..	..	..	..	..
Intermediate colleges ..	4,12,762	..	..	1,21,512	5,034	5,39,308
Totals ..	10,29,583	..	..	1,53,660	1,11,115	12,94,358
<i>School Education</i>						
<i>General.</i>						
High schools ..	9,46,873	309	..	3,35,239	7,963	12,90,384
Middle schools { English	8,152	..	..	1,690	..	9,842
{ Vernacular.	25,903	..	..	1,040	..	26,942
Primary schools ..	9,560	1,200	..	3	..	10,763
Totals ..	9,90,437	1,509	..	3,37,972	7,963	13,37,931
<i>Special.</i>						
Art schools ..	63,561	..	..	1,469	..	65,030
Law schools ..	..	..	..	..	..	..
Medical schools ..	1,26,333	..	..	775	3,432	1,30,540
Normal and Training schools ..	1,60,140	..	60	..	483	1,60,683
Engineering and Survey schools ..	..	..	..	..	..	..
Technical and Industrial schools ..	5,18,505	1,940	410	2,560	30,154	5,53,569
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	13,731	..	..	..	..	13,731
Reformatory schools ..	60,461	..	..	..	..	60,461
Schools for defectives ..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..
Other schools ..	27,750	2,354	..	9,024	1,817	40,945
Totals ..	9,70,431	4,294	470	13,828	35,836	10,34,959
GRAND TOTALS ..	29,90,551	5,803	470	5,03,460	1,54,964	36,57,248

EXPENDITURE ON EDUCATION FOR
Expenditure on Buildings includes Rs. 4,59,271 spent

"Miscellaneous" includes the

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

	Municipal Board institutions.		Aided institutions.					
	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	17	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>								
Universities ..			15,62,078		1,400	2,66,036	3,62,932	21,92,476
Arts colleges ..			1,73,242	7,450	3,625	1,66,304	41,814	3,91,935
Professional colleges—								
Law ..								
Medicine ..								
Education ..								
Engineering ..								
Agriculture ..								
Commerce ..			18,350			8,025	979	27,354
Forestry ..								
Veterinary Science ..								
Intermediate colleges ..			2,83,924		2,900	2,63,112	2,66,495	8,16,431
Totals ..			20,37,594	7,450	7,925	7,03,507	6,71,720	24,28,196
<i>School Education</i>								
<i>General.</i>								
High schools ..	43	78,245	9,37,497	890	23,182	7,97,773	4,25,944	21,90,266
Middle (English ..		22,937	1,72,556		8,833	1,04,905	1,07,637	3,93,931
schools. } Vernacular ..		36,130		5,004	960	1,107	4,749	11,820
Primary schools ..	202	4,56,823	2,56,151	75,550	59,422	13,056	81,186	4,85,365
Totals ..	245	5,94,135	13,66,154	81,484	97,397	9,16,341	5,19,516	30,81,332
<i>Special.</i>								
Art schools ..								
Law schools ..								
Medical schools ..								
Normal and Training ..								
schools ..		14,677						
Engineering and Survey ..								
schools ..								
Technical and Industrial ..								
schools ..			16,103	956	376	204	46,433	64,072
Commercial schools ..		1,203	4,680			13,123	15,955	33,753
Agricultural schools ..								
Reformatory schools ..								
Schools for defectives ..								
Schools for Adults ..								
Other schools ..		9,241	35,284	7,478	7,523	19	47,011	97,320
Totals ..		25,126	56,067	8,434	7,904	13,346	1,09,399	1,95,150
GRAND TOTALS ..	245	6,19,261	34,59,855	97,318	1,13,236	16,33,694	14,00,635	67,04,728

GENERAL TABLE.

TABLE IIIA. INDIANS AND EUROPEANS.

MALES FOR THE OFFICIAL YEAR 1923-1924.

by the Public Works Department on educational buildings.

following main items:—

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

			Total expenditure from—					
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction			1,57,782					1,57,782
Inspection			8,99,612	10,547	28,592			9,88,751
Buildings, etc. ..			12,87,178	6,12,094	44,004	27,040	15,85,451	34,56,667
Miscellaneous			7,60,678	5,13,523	1,08,180	8,43,824	13,68,947	35,95,162
Totals			30,55,250	11,37,064	1,80,776	8,70,874	29,04,398	81,48,362
Recognized unaided institutions.								
Fees.	Other sources.	Totals.						
25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.						
..	..	..	15,62,078	..	1,400	2,66,066	3,62,932	21,92,476
..	..	..	2,16,025	7,450	3,625	1,66,304	41,814	4,36,719*
9,020	..	9,020	..	..	..	9,020	..	9,020
..	..	..	1,72,523	..	..	..	184	1,72,712
..	..	..	1,97,627	..	..	28,637	1,05,897	8,82,161
..	..	..	40,684	..	..	2,511	..	44,195
..	..	..	18,350	..	..	8,025	979	27,354
..	..	..	1,61,198	..	..	..	..	1,61,198
8,530	49,994	58,470	6,96,686	..	2,900	9,89,160	3,21,463	14,09,209
12,556	49,934	62,490	50,67,177	7,450	7,925	8,69,723	8,82,769	47,85,044
20,185	48,140	68,325	19,10,172	1,189	53,656	11,80,113	4,82,090	86,27,220
27,525	26,650	54,215	1,86,300	96	21,796	1,38,406	1,84,327	4,80,925
92	4,042	4,134	6,79,145	3,96,565	40,967	1,39,540	14,879	12,71,086
610	28,078	28,688	48,89,736	12,56,359	4,00,032	2,52,178	1,28,185	68,76,559
48,412	1,06,950	1,55,362	76,15,408	16,54,208	5,16,471	17,10,297	7,59,481	1,22,55,800
..	..	..	63,561	..	..	1,409	..	65,080
..	..	..	1,26,393	..	..	775	3,492	1,30,540
..	..	..	4,81,445	87,303	16,157	..	483	5,95,398
..
..	9,196	9,196	5,34,608	3,078	788	2,764	85,783	6,27,014
..	..	..	4,680	..	766	13,565	15,955	84,966
..	..	..	13,781	..	..	..	..	13,781
..	..	..	60,461	..	..	..	..	60,461
..
..	10,534	10,534	70,030	9,682	2,718	2,043	61,778	1,60,456
..	19,730	19,730	13,54,909	50,213	27,422	27,616	1,67,431	16,27,591
60,968	1,76,614	2,37,582	1,50,92,736	28,48,935	7,92,594	84,78,450	46,64,079	2,68,16,797

* Includes expenditure also on 6 Associated Intermediate Colleges.

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on buildings includes Rs. 6,113 spent by

"Miscellaneous" includes the

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

	Government institutions.					Totals.
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	
	1	2	3	4	5		6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>						
Arts colleges ..	..	..	..	..	..	..
Professional colleges ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..
<i>School Education: General.</i>						
High schools ..	..	..	..	..	..	..
Middle Schools. { English ..	..	..	..	..	..	..
{ Vernacular ..	64,343	..	..	1,272	23	65,638
Primary schools ..	32,391	..	..	554	..	32,945
Totals ..	96,734	..	..	1,826	23	98,583
<i>Special.</i>						
Medical schools ..	38,742	..	..	..	..	38,742
Normal and Training schools ..	71,725	80	..	306	17	72,128
Technical and Industrial Schools ..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..
Totals ..	1,10,467	80	..	306	17	1,10,870
Grand totals, females ..	2,07,201	80	..	2,132	40	2,09,453
Grand totals, males ..	29,90,551	5,803	470	5,05,460	1,54,964	36,57,248
Grand totals, for all ..	31,97,752	5,883	470	5,07,592	1,55,004	38,66,701

TABLE IIIB. INDIANS AND EUROPEANS.

FEMALES FOR THE OFFICIAL YEAR 1923-24.

the Public Works Department on educational buildings.

following main items :—

recurring). 4—Petty repairs to school buildings, 5—*Educational Gazette* charges, 6—Cost of 11—Telephone charges, 12—Rates and taxes, 13—Other miscellaneous expenses.

District Board institutions.						Municipal Board institutions.			
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
..
..	..	..	..	..	..	7,416	..	7,740	228
2,497	6,574	1,972	..	..	10,443	1,850	..	24,040	..
50,420	1,37,711	2,150	154	525	1,90,960	3,207	747	1,02,816	75
52,917	1,44,285	3,522	154	525	2,01,403	12,473	747	1,34,596	303
..
..	52	..	..	..	52	2,426	..	69	..
..
..
..
..
..	52	..	..	..	52	2,426	..	69	..
52,917	1,44,337	3,522	154	525	2,01,455	14,899	747	1,34,665	303
54,02,981	16,06,761	49,554	3,63,097	27,223	74,49,616	1,84,102	1,389	3,88,568	44,357
54,55,898	17,51,098	53,076	3,63,251	27,743	76,51,071	1,99,001	2,736	5,23,233	44,660

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 6,113 spent by
"Miscellaneous" includes the

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

	Municipal Board institutions.		Aided institutions.					
	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	17	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>								
Arts colleges	19,487	..	..	4,724	29,108	53,319
Professional colleges
Medicine
Education
Intermediate colleges	45,580	..	..	377	18,447	64,404
Totals	65,067	..	..	5,101	47,555	1,17,723
<i>School Education General.</i>								
High schools	2,65,512	..	2,360	2,10,592	81,103	5,59,567
Middle schools	15,384	1,20,879	800	7,014	30,843	1,12,466	2,71,508
{ English	25,890	29,300	7,448	14,501	2,318	52,862	1,08,429
{ Vernacular	1,06,845	22,453	43,183	20,294	4,252	41,625	1,31,807
Primary schools
Totals	1,48,119	4,88,144	50,981	44,169	2,48,011	2,88,056	10,69,311
<i>Special.</i>								
Medical schools
Normal and Training schools	2,495	38,039	..	..	6,960	11,987	57,036
Technical and Industrial schools	2,324	240	..	..	..	2,564
Commercial schools
Agricultural schools
Schools for adults
Other schools	1,179	..	120	..	..	1,299
Totals	2,495	41,592	240	120	6,960	11,987	60,899
Grand totals, females	1,50,614	5,44,803	51,171	44,289	2,60,072	3,47,598	12,47,938
Grand totals, males ..	245	6,19,261	34,59,855	97,318	1,13,226	16,33,694	14,00,635	67,04,728
Grand totals for all ..	245	7,69,875	40,04,658	1,48,439	1,57,515	18,93,766	17,48,233	79,52,661

TABLE IIIB. INDIANS AND EUROPEANS.

FEMALES FOR THE OFFICIAL YEAR 1923-24.

the Public Works Department on educational buildings.

following main items :-

recurring), 4—Petty repairs to school buildings, 5—*Educational Gazette* charges, 6—Cost of 11—Telephone charges, 12—Rates and taxes, 13—Other miscellaneous expenses.

			Total expenditure from—					
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection			1,02,831	839	4,745	..	3	1,03,418
Buildings, etc.			99,605	14,587	1,391	34,982	6,72,727	8,23,243
Miscellaneous			1,42,113	20,085	22,518	95,638	2,58,195	5,38,549
Totals			3,44,550	35,461	28,654	1,30,620	9,30,925	14,70,210
Recognized unaided institutions.								
Fees.	Other sources.	Totals.						
25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.						
..	..	..	19,487	..	..	4,724	29,108	53,319*
..
..
..	..	..	45,580	..	..	377	18,447	64,404
..	..	..	65,067	..	..	5,101	47,555	1,17,723
21,671	19,916	41,537	2,65,512	..	2,360	2,32,263	1,01,019	6,01,154
..	..	..	1,28,295	300	14,754	31,077	1,12,466	2,86,892
..	1,147	1,147	97,990	14,022	39,913	3,590	54,032	2,09,547
320	6,059	6,379	1,08,471	1,81,641	1,25,260	5,355	48,209	4,68,936
21,991	27,124	49,113	6,00,268	1,95,963	1,82,237	2,73,235	3,15,726	15,66,529
..	..	..	38,742	..	..	..	..	38,742
303	5,079	5,382	1,12,240	132	69	7,569	17,083	1,37,093
..	..	..	2,324	240	..	..	..	2,564
..
..
..	..	..	1,179	..	120	..	..	1,299
303	5,079	5,382	1,54,485	372	189	7,569	17,083	1,79,698
22,224	32,201	54,425	11,64,370	2,31,796	2,11,130	4,15,575	13,11,239	33,34,160
60,908	1,76,614	2,37,522	1,50,92,739	23,43,935	7,32,594	34,78,450	46,64,079	2,68,16,797
83,262	2,08,815	2,92,077	1,62,57,109	30,80,731	9,43,724	88,34,025	59,75,363	3,01,50,957

* Includes expenditure also on one Associated Intermediate College.

GENERAL TABLE IVA. INDIANS AND EUROPEANS.

*Race or creed of scholars in institutions for the general education of males
for the official year 1923-24.*

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
		1	2	Higher castes.	Depressed classes.							3	4	5	6	7	8	9	10
Total Population	..	21,403	37,610	20,243,949		3,338,151	300	520	8,959	36,853	23,737,745
<i>School Education.</i>											
Classes.											
Primary	A	111	735	243,927	34,220	60,831	1	5	45	110	339,985
	B	228	348	141,466	14,414	23,183	12	4	30	61	134,746
	I	222	222	116,751	9,560	22,826	2	9	27	83	149,807
	II	236	294	79,643	5,119	15,526	12	8	16	20	100,924
	III	332	408	60,189	2,641	11,224	4	6	28	21	74,303
	IV	321	320	41,539	1,424	7,850	2	8	14	12	51,490
Middle	V	313	271	21,461	525	4,223	..	7	32	8	26,840
	VI	253	218	18,868	419	3,737	1	10	32	16	23,554
	VII	230	189	16,091	259	2,898	..	6	22	6	19,630
	VIII	197	159	5,410	80	1,318	..	8	15	3	7,190
High	IX	166	97	4,917	18	1,140	..	8	10	5	6,361
	X	128	87	4,628	19	1,104	..	5	12	5	5,938
Intermediate	XI	86	83	1,128	13	417	..	..	3	..	1,630
	XII	12	33	1,072	21	412	1	2	2	..	1,560
Totals	..	2,825	3,518	757,030	63,732	161,629	35	86	283	355	*994,508
<i>University and Intermediate Education.</i>											
Intermediate classes.	1st year	..	..	263	..	1	..	..	..	..	264
	2nd "	..	..	369	..	..	..	..	..	..	369
Degree classes	3rd "	2	16	729	..	273	..	..	2	2	1,024
	4th "	3	9	813	..	267	..	..	3	3	1,098
	5th "	1	4	232	..	87	..	..	1	..	325
Post-graduate classes.	6th "	2	6	180	..	101	..	1	..	1	291
	7th "	..	..	41	..	1	..	..	..	..	42
Research students	..	..	..	12	..	..	..	..	..	..	12
Oriental College	..	..	..	567	..	..	..	..	..	..	567
Totals	..	8	35	3,206	..	730	..	1	6	6	3,992
Number of scholars in recognized institutions	..	2,843	3,553	760,236	63,732	162,259	35	87	294	331	993,530
Number of scholars in unrecognized institutions..	..	..	789	32,473	3,886	28,736	..	8	105	49	66,046
GRAND TOTALS	..	2,843	4,342	792,709	72,618	191,095	35	95	399	410	1,064,546

*Excludes 21 scholars, all high caste Hindus, whose classwise distribution is not available.

GENERAL TABLE IVB. INDIANS AND EUROPEANS.

Race or creed of scholars in institutions for the general education of females for the official year 1923-24.

	Europeans and Anglo-Indians.		Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	
	1	2	Higher castes.	Depressed classes.							3	4
Total Population ..	10,540	81,153	18,366,513		3,092,881	188	405	5,275	31,087	21,583,042	
<i>School Education.</i>											
	Classes.										
Primary ..	A	310	1,024	23,955	1,002	6,168	4	2	9	32	32,506
	B	315	835	9,185	352	1,869	7	10	3	9	12,535
	I	275	672	6,739	183	1,187	2	8	3	9	9,078
	II	223	533	3,930	109	607	2	7	1	5	5,417
	III	283	440	1,550	36	196	..	10	1	1	2,517
	IV	283	371	892	28	132	1	11	1	1	1,720
Middle ..	V	261	278	349	14	46	..	8	1	1	958
	VI	197	186	223	6	19	..	6	2	..	699
	VII	161	149	70	1	16	..	3	..	..	400
	VIII	119	61	32	..	3	..	1	1	2	219
High.. ..	IX	80	53	25	..	11	..	2	..	1	172
	X	86	31	21	..	9	..	1	..	1	149
Intermediate ..	XI	..	12	7	..	2	..	..	..	..	22
	XII	2	9	17	..	7	..	..	..	..	35
Totals ..	2,595	4,655	46,945	1,731	10,272	16	69	22	62	66,367	
<i>University and Intermediate Education.</i>											
Intermediate classes.	{ 1st year	..	..	..	..	..	..	..	..	..	..
	{ 2nd "	..	..	..	..	..	..	..	..	..	..
Degree classes ..	{ 3rd "	1	4	2	..	1	..	..	..	..	8
	{ 4th "	2	2	..	..	..	..	..	..	..	4
	{ 5th "	..	..	..	..	..	..	..	..	..	..
Post-graduate classes.	{ 6th "	..	1	..	..	1	..	..	..	..	2
	{ 7th "	..	..	..	..	..	..	..	..	..	..
Research students ..	..	..	..	..	..	..	..	..	..	..
Totals ..	3	7	2	..	2	..	..	..	..	14	
Number of scholars in recognized institutions ..	2,598	4,662	46,947	1,731	10,274	16	69	23	62	66,381	
Number of scholars in unrecognized institutions ..	..	182	1,350	21	1,103	..	..	3	..	2,704	
GRAND TOTALS ..	2,598	4,844	48,337	1,752	11,382	16	69	25	62	69,085	

GENERAL TABLE VA. INDIANS AND EUROPEANS.

Race or creed of scholars in institutions for the vocational and special education of males for the official year, 1923-24.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Art schools .. .. .	..	1	89	..	47	..	..	6	..	143
Law schools .. .. .	..	..	..	..	..	..	..	..	..	..
Medical schools .. .. .	..	6	288	..	97	..	..	56	..	447
Normal and Training schools.	..	1	1,677	22	896	..	..	1	..	2,097
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	75	335	706	74	428	..	..	4	2	1,624
Commercial schools	11	78	217	..	120	..	1	4	..	431
Agricultural schools .. .. .	..	2	35	..	6	..	..	..	..	43
Reformatory schools .. .. .	..	2	37	81	69	..	..	..	..	189
Schools for defectives .. .. .	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	..	..	..	..	..	..	..	..
Other schools .. .. .	..	4	6,243	281	2,759	..	..	..	..	9,237
Total	86	429	9,292	458	3,923	..	1	71	2	14,261
<i>Colleges.</i>										
Law .. .. .	..	2	641	..	127	..	..	1	..	771
Medicine .. .. .	..	3	180	..	27	..	..	..	1	211
Education	1	4	170	1	56	..	..	..	..	232
Engineering	23	2	363	..	17	..	..	8	..	413
Agriculture .. .. .	..	..	87	..	25	..	..	1	..	114
Commerce	1	4	374	..	19	..	1	3	..	402
Forestry	5	2	66	..	17	2	..	13	..	105
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..
Totals	30	17	1,331	1	239	2	1	26	1	2,243
GRAND TOTALS	116	446	11,173	459	4,211	2	..	97	3	16,509

GENERAL TABLE VB. INDIANS AND EUROPEANS.

Race or creed of scholars in institutions for the vocational and special education of females for the official year 1923-24.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Medical schools ..	..	42	16	..	1	..	..	..	..	59
Normal and training schools	20	113	78	1	15	..	1	..	..	228
Technical and Industrial schools.	..	..	..	42	..	..	..	..	..	42
Commercial schools	..	..	..	..	..	..	..	..	..	..
Agricultural schools	..	..	..	..	..	..	..	..	..	..
Schools for adults	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	172	..	..	..	..	172
Total ..	20	155	94	43	188	..	1	..	..	501
<i>Colleges.</i>										
Medicine ..	..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..	..
Total ..	20	155	94	43	188	..	1	..	..	501
GRAND TOTALS ..	20	155	94	43	188	..	1	..	..	501

GENERAL TABLE VI. INDIANS AND EUROPEANS.

Teachers, men and women, for the official year 1923-24.

	Trained teachers with the following educational qualifications.					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand totals of teachers.
	A degree.	Passed Intermediate, Matric or School Final.	Passed Middle School.	Passed primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
<i>Primary Schools.</i>												
Government ..	..	..	28	15	..	..	..	..	69	43	59	112
Local Board ..	..	..	16,575	3,393	45	..	..	..	6,122	20,013	6,122	26,135
Municipal Board ..	..	..	746	251	7	..	..	..	1,087	1,004	1,087	2,091
Aided ..	..	15	141	56	1	..	2	..	3,890	213	3,892	4,105
Unaided ..	..	2	15	4	..	..	..	..	215	21	215	236
Totals ..	..	17	17,505	3,719	53	..	2	..	11,383	21,294	11,385	32,679
<i>Middle Schools.</i>												
Government ..	2	13	114	11	..	..	1	..	134	140	135	275
Local Board ..	1	6	2,524	93	6	..	..	..	81	2,575	81	2,656
Municipal Board ..	1	2	101	10	4	..	3	..	86	118	89	207
Aided ..	24	78	163	29	20	1	74	..	822	314	897	1,211
Unaided ..	2	7	11	..	..	..	7	..	97	20	104	124
Totals ..	30	106	2,913	88	30	1	85	..	1,220	3,167	1,306	4,473
<i>High Schools.</i>												
Government ..	392	371	49	2	71	..	72	..	338	835	410	1,295
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	8	9	3	..	1	1	9	..	34	21	44	65
Aided ..	283	276	136	8	35	5	520	33	1,320	738	1,878	2,616
Unaided ..	10	14	2	..	..	..	24	..	49	26	78	99
Totals ..	693	670	190	10	107	6	625	33	1,741	1,670	2,405	4,075
GRAND TOTALS ..	723	798	20,608	3,817	190	7	712	33	14,344	26,181	15,096	41,227

GENERAL TABLE VII.
European Education (1923-24)

Total European population	{ Male .. 18,171 Female .. 6,990 Total .. 25,161			Percentage to European population of those at school—							
	Males.		Females.		Total.						
	18.49		25.59		23.25.						
	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.	Teachers.		Expenditure from—				
					Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
							Rs.	Rs.	Rs.	Rs.	Rs.
<i>Institutions for males.</i>											
Intermediate Colleges	3	54	50	..	13	5	59,701	..	73,741	52,119	1,85,561
Training Colleges	..	..	..	..	..	..	..	..	..	..	..
High Schools	10	2,143	2,047	51	96	48	2,09,449	510	1,71,650	1,04,479	4,86,088
Middle Schools	6	408	368	126	19	22	39,961	540	31,162	22,425	94,088
Primary Schools	7	395	336	172	10	7	10,269	..	6,389	12,375	29,033
Training Schools	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	..	..	..	..	..	..	..	..	..	..	..
Totals	26	3,000	2,801	349	138	82	3,19,380	1,050	2,82,942	1,91,398	7,94,770
<i>Institutions for females.</i>											
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..
Training Colleges	..	..	..	..	..	..	..	..	..	..	..
High Schools	19	2,178	2,107	481	112	66	2,06,018	1,400	2,18,445	53,724	4,79,587
Middle Schools	6	531	505	184	17	19	34,805	1,280	19,157	9,871	65,113
Primary Schools	5	123	90	45	5	9	5,365	..	4,110	11,497	20,972
Training Schools	2	17	17	..	2	..	14,190	..	4,700	..	18,890
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	..	..	..	..	..	..	..	..	..	..	..
Totals	32	3,849	2,719	710	136	94	2,60,378	2,680	2,46,412	75,092	5,84,562
Grand totals for Institutions.	58	5,849	5,520	1,059	274	176	5,79,758	3,730	5,29,354	2,66,490	13,79,332
Expenditure on Buildings includes no amount spent by the Public Works Department—											
Inspection	..	..	..	..	..	..	32,174	..	..	..	32,174
Buildings etc.	..	..	..	..	..	..	36,626	..	56,817	1,12,233	2,05,676
Miscellaneous	..	..	..	..	..	..	1,27,164	..	..	21,569	1,48,733
Miscellaneous" includes the following main items:— Boarding grants to orphanages, stipends and travelling allowance to students at training class, Sanawar, and European School scholarships.											
Total	..	..	..	..	..	..	1,95,964	..	56,817	1,33,802	3,86,583
GRAND TOTALS	..	..	..	..	..	..	7,75,722	3,730	5,86,171	4,00,292	17,65,915

GENERAL TABLE VIII.

Examination results for the official year 1923-24.

Examinations.	Male.						Female.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
<i>Degrees Examinations</i>												
<i>Arts and Science.</i>												
D. Litt. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. A. ..	256	109	365	211	44	255	5	2	7	4	1	5
M. Sc. ..	108	5	113	90	4	94	1	..	1	1	..	1
B. A.—(Honours) ..	40	..	40	9	..	9	..	..	..	..	..	..
B. Sc.—(Honours) ..	11	..	11	1	..	1	..	1	1	..	..	..
B. A.—(Pass) ..	892	76	968	568	21	589	7	2	9	6	1	7
B. Sc. (Pass) ..	283	..	283	209	..	209	1	..	1	1	..	1
<i>Law.</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law ..	284	..	284	219	..	219	..	..	..	..	..	..
{ Previous ..	..	..	..	..	..	..	..	..	..	..	..	..
{ Final ..	512	..	512	314	..	314	..	..	..	..	..	..
<i>Medicine.</i>												
M. D. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. B. B. S. ..	31	..	31	23	..	23	..	..	..	..	..	..
L. M. S.—(Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S.—(Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M.—(Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M.—Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H. ..	1	1	2	1	..	1	..	..	..	..	..	..
B. Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M.—(Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.</i>												
Bachelor of C. E. ..	21	..	21	21	..	21	..	..	..	..	..	..
Military class II year ..	18	..	18	18	..	18	..	..	..	..	..	..
Bachelor of M. & E. E. class. ..	14	..	14	14	..	14	..	..	..	..	..	..
Industrial apprentice class. ..	14	..	14	14	..	14	..	..	..	..	..	..
B. Sc. Engineering, part I. ..	35	..	35	29	..	29	..	..	..	..	..	..
B. Sc. Engineering, part II. ..	12	..	12	12	..	12	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. & L. T. ..	134	..	134	123	..	123	..	1	1	..	1	..
<i>Commerca.</i>												
Bachelor of Commerce ..	42	3	45	30	3	33	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..

Benares Hindu University
Roorkee College
University lege examina-

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

GENERAL TABLE VIII.

Examination results for the official year 1923-24.

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Intermediate Examinations.</i>												
Intermediate in Arts	1,159	394	1,553	733	197	930	22	11	33	15	8	23
Intermediate in Science	962	26	988	523	9	532	4	..	4	4	..	4
Licentiate of Civil Engineering.	189	..	189	120	..	120	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	76	3	79	73	3	76	33	..	33	32	..	32
Intermediate or Diploma in Commerce.	188	10	198	134	5	139	..	..	..	..	..	..
Licentiate of Agriculture.	38	..	38	31	..	31	..	..	..	..	..	..
<i>Veterinary Examinations.</i>												
..
<i>School Examinations.</i>												
a) On completion of High School Course.	..	..	..	..	..	..	..	..	..	..	..	..
Matriculation	1,315	618	1,933	676	252	928	24	18	42	13	11	24
School Final, etc.	5,565	..	5,565	3,064	..	3,064	35	..	35	27	..	27
European High School	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior	115	35	150	92	3	95	59	4	63	40	1	41
b) On completion of Middle School Course.	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Junior	185	1	186	124	..	124	112	..	112	69	..	69
European Middle	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle.	..	..	..	..	..	..	218	11	229	154	6	160
Vernacular Middle	11,792	2,211	14,003	7,759	729	8,488	143	103	301	79	48	127
c) On completion of Primary Course.	..	..	..	..	..	..	..	..	..	..	..	..
Upper Primary	41,430	29	41,459	31,082	22	31,104	1,126	57	1,183	864	44	908
Lower Primary	89,824	189	90,013	73,602	130	73,732	5,862	107	5,969	4,046	90	4,136
d) On completion of Vocational Course.	..	..	..	..	..	..	..	..	..	..	..	..
For Teacher's Certificates.	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular, Higher	344	440	784	254	223	477	54	3	57	39	1	40
Ditto Lower	1,331	2,196	3,527	911	956	1,867	4	..	4	2	..	2
At Art Schools	15	..	15	14	..	14	..	..	..	..	..	..
At Law Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools	141	..	141	101	..	101	20	..	20	12	..	12
At Engineering and Survey Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	633	69	702	531	64	595	31	..	31	31	..	31
At Commercial Schools	160	..	160	126	..	126	..	..	..	..	..	..
At Agricultural Schools	46	..	46	43	..	43	..	..	..	..	..	..
At other Schools	1,297	474	1,771	820	249	1,069	..	..	..	..	..	..

* I. a. appearing from a recognized institution.

APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending 31st March, 1924.

District.	Population.			Number of scholars.			Percentage of male scholars to male population.	Percentage of female scholars to female population.	Percentage of total scholars to total population.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun	128,176	84,067	212,243	6,271	1,592	7,863	4·89	1·89	3·70
Saharanpur	515,908	421,563	937,471	23,240	1,738	24,978	4·50	·41	2·66
Muzaffarnagar	434,307	359,958	794,265	21,879	1,856	23,735	5·03	·51	2·98
Meerut	809,994	689,080	1,499,074	40,258	3,658	43,916	4·97	·53	2·93
Blandshahr	562,529	503,990	1,066,519	21,287	1,408	22,690	3·78	·27	2·12
Total	2,450,914	2,058,658	4,509,572	112,935	10,247	123,182	4·60	·49	2·73
Aligarh	575,879	486,366	1,061,745	25,339	3,215	28,554	4·40	·66	2·68
Muttra	341,150	277,938	619,138	16,652	1,858	18,510	4·88	·67	2·98
Agra	508,298	415,857	924,155	29,133	4,907	34,040	5·73	1·18	3·68
Mainpuri	411,981	336,046	748,027	16,070	2,773	18,843	3·90	·82	2·52
Etah	449,162	380,598	829,760	15,007	2,651	17,658	3·34	·69	2·12
Total	2,285,970	1,896,855	4,182,825	102,201	15,404	117,605	4·47	·81	2·81
Bareilly	544,385	468,990	1,013,875	20,114	3,678	23,792	3·69	·78	2·34
Bijnor	389,643	350,539	740,182	18,552	1,663	20,216	4·76	·47	2·78
Budaun	527,323	447,524	975,847	14,912	2,906	17,818	2·82	·65	1·83
Moradabad	639,022	559,631	1,198,653	24,238	4,301	28,539	3·79	·77	2·38
Shahjahanpur	452,337	386,278	838,615	18,912	2,525	21,437	4·17	·65	2·55
Pilibhit	229,130	202,471	431,601	8,285	1,348	9,633	3·61	·66	2·23
Total	2,783,340	2,415,433	5,198,773	105,014	16,421	121,435	3·77	·63	2·33
Farrukhabad	469,009	387,624	856,633	19,869	3,953	23,822	4·23	1·02	2·73
Etawah	404,323	329,209	733,532	13,631	3,055	16,686	4·61	·92	2·95
Cawnpore	637,319	511,345	1,148,664	31,991	4,471	36,462	4·92	·87	3·12
Fatehpur	341,527	310,865	652,392	14,066	1,074	15,140	4·11	·34	2·30
Allahabad	722,188	682,257	1,404,445	39,465	4,641	44,109	5·46	·68	2·14
Total	2,574,366	2,221,300	4,795,666	123,425	17,194	140,619	4·79	·77	2·93

Jhansi	..	..	315,590	250,909	606,499	15,256	1,836	17,092	4.83	.68	2.82
Jalaun	..	..	213,384	192,055	405,439	13,748	1,486	15,234	6.44	.77	3.75
Hamirpur	..	..	224,389	215,856	440,245	10,934	1,448	12,382	4.87	.67	2.81
Banda	..	..	313,644	299,470	613,114	15,371	1,496	16,867	4.90	.49	2.75
Total	..	..	1,067,007	998,290	2,065,297	55,309	6,266	61,575	5.18	.62	2.98
Benares	..	..	461,688	439,624	901,312	41,619	3,588	45,207	9.06	.81	5.01
Mirzapur	..	..	361,635	362,543	724,183	13,538	1,259	19,797	5.12	.84	2.73
Jaunpur	..	..	574,480	580,625	1,155,105	35,127	2,174	37,301	6.11	.87	3.23
Ghazipur	..	..	424,640	407,649	832,289	23,093	1,851	24,944	5.44	.45	2.99
Ballia	..	..	426,520	404,489	831,009	26,975	2,014	28,989	6.32	.49	3.48
Total	..	..	2,248,963	2,194,935	4,443,898	145,352	10,836	156,233	6.46	.41	3.51
Gorakhpur	..	..	1,658,592	1,608,233	3,266,830	54,973	3,333	58,306	3.31	.21	1.73
Basti	..	..	984,741	940,487	1,925,228	39,240	1,804	41,044	3.98	.19	2.13
Azamgarh	..	..	776,269	752,388	1,528,657	33,864	2,644	36,508	4.36	.35	2.39
Total	..	..	3,419,602	3,301,113	6,720,715	128,077	7,781	135,858	3.74	.23	2.02
Naini Tal	..	..	160,798	116,077	276,875	8,109	1,344	9,453	5.04	1.16	3.41
Almora	..	..	265,253	265,085	530,338	17,667	1,087	18,754	6.66	.41	3.53
Garhwal	..	..	232,863	252,323	485,186	16,963	338	17,301	7.23	.13	3.57
Total	..	..	658,914	633,485	1,292,399	42,739	2,769	45,508	6.48	.43	3.52
Lucknow	..	..	392,559	331,785	724,344	30,382	3,613	33,995	7.74	1.09	4.69
Unao	..	..	433,613	385,515	819,128	15,129	824	15,953	3.49	.21	1.94
Rae Bareilly	..	..	474,742	461,661	936,403	19,202	624	19,826	4.04	.13	2.11
Sitapur	..	..	581,655	507,826	1,089,481	19,643	1,493	21,141	3.37	.29	1.94
Hardoi	..	..	586,166	498,244	1,084,410	22,665	3,415	26,080	3.87	.68	2.40
Kheri	..	..	485,177	428,298	913,475	11,894	1,049	12,943	2.45	.24	1.41
Total	..	..	2,953,912	2,613,329	5,567,241	118,915	11,023	129,938	4.02	.42	2.33
Fyzabad	..	..	588,485	583,445	1,171,930	24,045	1,615	25,660	4.08	.27	2.19
Gonda	..	..	752,896	720,202	1,473,098	19,424	1,000	20,424	2.58	.13	1.38
Bahraich	..	..	554,548	510,829	1,065,377	16,467	507	16,974	2.97	.09	1.59
Sultanpur	..	..	494,598	509,319	1,003,912	17,027	855	17,882	3.44	.16	1.78
Partabgarh	..	..	417,339	437,791	855,130	19,335	651	19,986	4.63	.15	2.33
Bara Banki	..	..	536,896	498,058	1,029,954	16,705	1,173	17,878	3.11	.24	1.73
Total	..	..	3,344,757	3,254,644	6,599,401	113,003	5,801	118,804	3.33	.18	1.80
GRAND TOTAL	..	..	23,787,745	21,588,042	45,375,787	1,046,970	103,792	1,150,762	4.40	.48	2.53
GRAND TOTAL FOR PREVIOUS YEAR.	..	..	23,787,745	21,588,042	45,375,787	980,333	100,618	1,080,951	4.12	.47	2.38

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year

District.	Number of schools.							Number of scholars.						Expenditure on schools.		
	Under Public management.		Under Private management.				Total.	Under Public management.		Under Private management.				Total.	Under Public management.	Aided.
	Primary.	Preparatory.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.				
			Primary.	Preparatory.	Primary.	Preparatory.				Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Dehra Dun	38	34	5	7	..	..	84	385	2,709	25	445	..	..	3,564	Rs. 30,623	Rs. 3,889
Saharanpur	131	86	10	67	..	..	294	2,127	9,571	8	2,505	..	..	14,261	93,969	8,982
Muzaffarnagar	120	113	4	54	..	..	291	2,134	10,966	60	2,106	..	..	15,266	1,01,240	7,194
Meerut	220	255	12	196	..	..	683	3,881	19,466	191	6,282	..	..	29,820	1,84,840	22,095
Bulandshahr	149	98	7	48	1	1	304	2,749	11,660	114	2,149	20	25	16,717	1,28,584	15,462
Total	658	586	38	372	1	1	1,656	11,276	54,372	448	13,487	20	25	79,628	5,39,355	57,097
Aligarh	139	153	6	49	..	..	347	2,588	15,339	135	2,038	..	..	20,100	1,40,566	9,678
Muttra	109	115	1	39	..	1	265	1,748	10,822	28	1,626	..	85	14,259	99,055	10,511
Agra	174	163	7	41	1	..	386	2,583	17,632	122	1,971	3	60	22,371	1,57,602	9,390
Mainpuri	109	142	5	34	..	..	290	1,629	12,870	40	1,416	..	..	15,955	1,02,879	8,038
Etah	133	118	..	16	1	..	268	1,494	11,996	..	625	20	58	14,193	1,03,524	4,031
Total	664	691	19	179	2	1	1,556	10,042	63,659	325	7,676	23	153	86,878	6,03,626	42,148
Bareilly	91	85	30	64	..	..	270	1,507	10,718	259	2,743	..	..	15,227	1,05,135	15,112
Budaun	130	142	4	42	..	..	318	1,571	10,332	53	1,183	..	..	13,139	1,06,149	4,504
Bijnor	117	106	3	65	..	..	291	2,079	9,954	21	2,341	..	..	14,995	1,03,736	11,374
Moradabad	133	180	1	63	..	..	377	1,798	15,036	17	3,046	..	..	19,897	1,32,497	11,039
Shahjahanpur	125	212	..	104	..	..	441	1,959	12,982	..	2,936	..	..	17,877	1,19,159	15,142
Pilibhit	84	32	4	39	..	..	159	912	5,257	29	1,133	..	..	7,331	59,989	5,914
Total	680	757	42	377	..	..	1,856	9,826	64,279	379	13,382	..	..	87,866	6,26,665	63,065
Farrukhabad	169	192	1	41	..	..	403	2,326	14,870	51	1,229	..	..	18,476	1,47,951	4,659
Etawah	142	109	5	62	..	1	319	2,337	12,679	52	2,027	..	29	17,124	1,12,459	10,541
Cawnpore	219	221	3	40	..	2	435	4,416	20,812	46	1,145	..	156	26,575	2,32,898	14,489
Fatehpur	111	94	..	36	..	..	241	1,715	10,307	..	1,096	..	..	13,118	1,04,346	5,482
Allahabad	277	166	..	134	..	..	577	3,027	22,552	..	3,779	..	..	29,358	2,45,500	21,100

Jhansi	133	87	5	32	..	..	257	1,644	9,844	28	1,313	..	..	12,629	94,619	7,285
Jalaun	102	142	1	52	5	11	313	1,349	9,706	9	1,113	105	756	13,038	81,737	6,692
Banda	129	147	..	49	1	4	330	1,577	11,950	..	1,187	..	154	14,868	1,16,290	9,684
Hamirpur	128	69	2	86	..	..	235	1,388	8,244	9	999	..	..	10,540	83,751	8,077
Total	492	445	8	169	6	15	1,185	5,858	39,744	46	4,612	105	910	51,275	3,76,347	31,738
Benares	204	101	7	44	..	6	362	3,651	27,067	97	1,837	..	86	32,738	2,45,838	8,122
Mirzapur	126	135	..	20	..	15	296	1,753	13,813	..	516	..	407	16,489	1,07,158	1,620
Jaunpur	245	190	..	96	2	3	536	4,458	25,614	..	3,089	19	173	33,353	2,17,973	12,110
Ghazipur	149	161	1	61	..	..	372	2,687	17,303	13	1,677	..	..	21,680	1,58,400	7,790
Ballia	220	148	2	56	..	..	426	3,676	18,770	12	1,705	..	..	24,163	1,96,783	7,116
Total	944	735	10	277	2	24	1,992	16,225	1,02,567	122	8,824	19	666	1,28,423	9,26,152	36,758
Gorakhpur	367	227	1	78	..	..	673	5,753	35,997	29	3,065	..	..	44,844	3,09,306	11,344
Basti	224	257	6	103	..	..	589	4,197	25,836	41	4,232	..	..	34,406	2,27,371	13,101
Azamgarh	215	212	11	101	..	..	539	3,326	20,714	103	3,609	..	..	28,252	1,96,387	16,390
Total	806	696	17	282	..	..	1,801	13,776	82,597	173	10,956	..	..	1,07,502	7,33,064	41,335
Naini Tal	64	74	..	18	..	1	157	685	5,310	..	706	..	15	6,716	55,536	5,261
Almora	130	92	3	53	..	..	283	1,979	11,265	103	1,341	..	..	15,188	1,11,496	12,067
Garhwal	88	146	1	35	..	..	270	1,230	11,265	110	2,091	..	..	14,636	92,311	4,130
Total	282	312	9	106	..	1	710	3,894	27,840	213	4,638	..	15	36,600	2,59,343	21,453
Lucknow	122	130	3	62	..	..	317	2,420	16,074	40	2,035	..	..	20,567	1,49,233	8,323
Unao	96	111	10	60	1	..	273	1,622	10,235	64	1,730	10	37	17,201	1,22,153	8,271
Rae Bareli	131	80	..	86	..	..	297	2,137	12,813	..	2,432	..	..	17,382	1,21,375	11,517
Sitapur	142	160	4	95	1	..	342	2,245	13,399	24	1,368	7	28	17,071	1,23,012	2,612
Hardoi	197	223	5	43	..	..	463	3,335	16,307	71	1,476	..	..	21,639	1,63,275	11,093
Kheri	86	137	4	47	..	..	274	1,451	7,683	27	1,438	..	..	10,601	90,354	3,603
Total	774	841	26	333	2	..	1,976	13,210	77,013	226	10,527	17	65	1,01,053	7,45,521	49,679
Fyzabad	175	109	10	59	..	..	353	2,683	16,428	123	2,127	..	..	21,366	1,43,899	21,175
Gonda	154	126	2	44	1	1	328	1,929	13,460	22	1,708	10	72	17,201	1,22,153	8,271
Bahraich	138	142	6	10	..	1	297	1,609	12,270	68	799	..	81	14,777	1,08,061	5,317
Sultanpur	127	84	1	28	..	..	240	2,202	12,303	29	923	..	..	15,462	1,08,910	4,393
Partabgarh	162	65	17	27	3	..	274	2,031	14,334	135	1,230	47	142	18,029	1,13,652	6,683
Bara Banki	127	135	5	32	1	5	305	1,754	11,699	57	1,130	21	145	14,856	1,06,404	5,521
Total	833	661	41	300	5	7	1,797	12,263	80,559	434	7,967	78	390	1,01,691	7,08,079	51,360
Grand total	7,101	6,506	219	2,608	18	52	16,504	1,10,191	6,78,850	2,515	91,845	262	2,409	8,35,572	63,61,806	4,50,929
Grand total for previous year.	6,873	6,356	204	2,396	21	46	15,901	1,03,891	6,43,011	2,323	79,512	365	2,362	8,31,964	60,89,151	3,93,561

ORDERS OF GOVERNMENT.

No. 163G/

Dated the 27th February, 1925.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Read the General Report on Public Instruction in the United Provinces for the year ending 31st March, 1924.

OBSERVATIONS.

1. There are no striking developments to record, but quiet progress was made in many directions and much useful work was accomplished.

UNIVERSITY EDUCATION.

2. In university education the prominent feature has been the rapid increase in numbers. In the Aligarh Muslim University the number of post-Intermediate students increased from 389 to 711, while the total number of students including the Intermediate and school classes was nearly 1,800. The provincial Universities of Lucknow and Allahabad have each over 900 post-Intermediate students. The large increase in numbers has strained the financial resources of the universities and has created difficult problems of internal administration. If proper standards are to be maintained, an adequate and competent staff is required to give the students that individual attention and stimulus which is a marked feature of residential and teaching universities in England.

3. It is a matter for satisfaction that increasing attention is being paid at the universities to the study and development of the vernaculars. Debates in Urdu and Hindi, the staging of Indian dramas, and poetical exercises are now a common feature of university life. There is, however, considerable danger that the pendulum may swing to the other extreme and that the study of English may be neglected to an extent which may lead to grave consequences extending beyond the educational field. There is no reason why a thorough mastery of the mother-tongue should be incompatible with an accurate knowledge of English. The experience of bi-lingual teaching in Wales, in Canada, and in South Africa shows that the

difficulties of acquiring simultaneously a mastery of two languages are not insuperable.

The disparity in the percentage of passes in the degree examinations of the four universities in this province is a somewhat disquieting feature of university education and much vigilance will have to be exercised by the universities concerned against a possible deterioration of standards. A low standard of examination does much harm to the more brilliant student. He is able to pass his examination without much mental exertion and need not therefore acquire those habits of thoroughness and steady and continuous application to work which count so much for success when college days are over. It may be that under the existing system of university examinations the strain on the student of average capacity is too great, while the more talented undergraduates find the standards not sufficiently exacting for continuous mental effort. The solution perhaps lies in a proper system of honours schools for the more brilliant men at the universities, reserving the pass degree for the less ambitious and the less talented. Another noticeable feature is the inadequate provision for a working knowledge of French and German, without which the pursuit of higher Western learning is rendered particularly difficult. This is a matter which, no doubt, will receive proper attention from the universities concerned.

4. The Vice-Chancellor of the Allahabad University draws attention to the large amount of time spent by teachers in attending meetings of university bodies, to the detriment of their main function, namely, the teaching of undergraduates. The machinery of university administration may have to be simplified if teaching is not to be subordinated to administrative detail.

ORIENTAL INSTITUTIONS.

5. The number of scholars studying in recognised Sanskrit pathshalas was 5,000 and in aided Arabic madrasas over 7,000. These indigenous institutions maintain a high standard of teaching of the Oriental classics on traditional lines and are the main source of recruitment for language teachers in Government schools.

SECONDARY EDUCATION.

6. While no new Government Intermediate College was opened during the year, three aided High Schools were raised

to the Intermediate standard, bringing the total of such colleges to 17. The number of students in Intermediate classes was over 3,000. There are clear indications that Intermediate Colleges are rapidly gaining public confidence and there is a growing demand for the opening of more such colleges. The Director recognises that the administration of those colleges which comprise classes III to XII is difficult and he proposes to meet the difficulty by organising, where possible, the lower classes as separate junior schools. He also draws attention to the need for more accommodation both in Government and aided colleges. The Board of Intermediate and High School Education devoted considerable attention to the question of introducing vocational courses in the curriculum of High Schools and Intermediate Colleges and has now decided to institute a diploma course in agriculture.

7. The enrolment in secondary schools, English and vernacular, was for the first time more than 100,000, over 55,000 being enrolled in English schools and over 47,000 in vernacular schools.

8. The majority of the English schools are aided and though the proportion of trained teachers has increased, over 60 per cent. of the teachers are still untrained. To quote the words of the Report: "Complaints of inadequacy of pay, insecurity of tenure, delay in the payment of salaries, and too frequent changes of staff continue to be made." Some school managers fail to realise the importance of a contented and competent staff and are tempted to engage inferior men on inadequate salaries, but allowance must be made for the weak financial position of many of the aided institutions. The teaching in English schools has improved but it is not yet altogether satisfactory. Government note with regret that the oral examination in English and the practical examination in science at the High School Examination have been discontinued and they hope that the measures taken to replace these examinations will prove effective. If they fail in their purpose, there should be no hesitation in recasting the present arrangement. The Director reports that manual training is the most unpopular among the optional subjects. Efforts should be made to make such training as attractive as possible and to impress on teachers and students alike its educational value. The boy scout

movement is spreading rapidly in the schools and should prove a potent factor in moulding the character of boys and in training them in social service.

9. Middle Vernacular schools continued to do good work, but the education imparted in them has so far been of a literary character. It is proposed to introduce agriculture as a compulsory subject in ten of these schools and, if the experiment proves successful, to extend it gradually to others. The teaching of English as an optional subject is also much in demand in these schools and measures are being taken for increasing the facilities for imparting such instruction.

PRIMARY EDUCATION.

10. There was an increase of 604 schools and over 53,000 scholars, but the bulk of the increase was in the lower schools (about 48,000). The statistical tables appended to the Director's report show that one scholar out of every eight in the vernacular schools is in the upper primary class, while one in about 20 reaches the middle section. To keep the boys longer at school is still the main problem. The existing system of distributing grants to district boards was felt to be cumbersome and was consequently modified to enable the boards to work out their educational programmes with a clearer knowledge of the amount which they were likely to receive from Government.

The curriculum of primary schools has been much criticised. It is alleged that it creates a distaste among the scholars for following their hereditary professions. This criticism is not new nor are the remedies suggested always practical. However, the whole question of primary education has been examined by an officer on special duty whose report is being published.

11. The experiment of introducing compulsory education in municipalities has on the whole worked satisfactorily ; but some reports indicate that there has been a lack of proper supervision and the facilities provided for compulsory education have not been utilised fully.

12. A disquieting feature is the tendency among some local bodies to utilise vernacular schools for the purpose of political propaganda. This is likely to cause a serious setback to the progress of education on right lines and Govern-

ment trust that local bodies and public opinion will set their faces against such attempts.

EDUCATION OF GIRLS.

13. Progress has been slow for reasons which have been mentioned in previous reports and need not be repeated here. The Chief Inspectress comments adversely on the condition of primary schools, and it is clear that much concerted effort will be required for their improvement.

EDUCATION OF SPECIAL CLASSES.

14. European schools have maintained their position and three high schools have been recognised by the Intermediate Board for the purpose of the Intermediate Examination. The education of Mussalmans is now engaging the serious attention of that community.* The increased powers given to local bodies in regard to education have roused fears that a minority community may not receive fair treatment at the hands of the majority; and that in the employment of teachers, in the distribution of Government grants, and in the opening of new schools Muslim interests may not always be kept in view. Government recognise the importance of assisting in every legitimate way the expansion of education among Mussalmans and they feel confident that local bodies will not fail to realise their responsibilities in this matter. The report shows that Muslim education has made satisfactory progress during the year. While the number of Hindus under instruction has increased by 6·2 per cent. only, that of Mussalmans has increased by 9·3 per cent. The increase is especially noticeable in Arts and Intermediate Colleges and in Islamia schools and maktabas. In normal and training schools, in technical, industrial, and commercial institutions of lower-grade Mussalman students are well represented. In institutions of collegiate status, however, there is room for considerable improvement. The percentage of Mussalmans in the Medical College is about 12 and in the engineering and commercial colleges about 4. The percentage of scholars in the Training colleges for teachers is about 24 and shows that Mussalmans are beginning to devote themselves more and more to an educational career.

GENERAL.

15. The total expenditure on education was over three crores, 53·92 per cent. of which was contributed by provincial revenues. Government have been criticised for allotting a disproportionately large share of their grants to higher and

secondary education, while primary education is alleged to have received less than its due. Critics forget that since the Reformed Council came into existence the education budget has to be voted by the Council and all educational expenditure, with the exception of a few non-votable items, is expenditure, which has been approved by the Legislative Council. If Government have sinned, they have sinned with the approval of the Legislative Council, which passed their educational budgets. The criticism is, however, somewhat wide of the mark. The quinquennial report on education for the year ending 31st March, 1922, showed that during that period the total recurring expenditure on primary education has risen by 148 per cent. Education must be treated as a whole. The broadening of its base should not mean a sinking of the general level. Expansion is required in every direction to meet the growing needs of the country. All grades of education will need further funds if progress is not to be lop-sided. A prominent place is now given to education in the discussions of the Legislative Council and the constant play of public opinion on the administration of the department of education has a bracing effect on its activities. The report of the Committee on the finances of the Allahabad and Lucknow Universities has been received and has been published for general information, and will be considered by Government as soon as the views of the two universities have been received. The important questions with which Government will have to deal in the near future are, the expansion of primary education and the consideration of the report of the Agra University Committee.

ACKNOWLEDGEMENT.

16. The Governor, acting with his Ministers, congratulates Mr. Mackenzie and his subordinates on a year's hard and successful work.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order.

JAGDISH PRASAD,

Secretary to Government,

United Provinces.