

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
UNITED PROVINCES

For the quinquennium ending

March 31, 1937



Allahabad :
Superintendent, Printing and Stationery, United Provinces, India
1938

PREFACE .

THIS review of the progress of Education in the United Provinces for the five years ending 31st March, 1937, has been written by Mr. J. C. Powell-Price, M.A., Deputy Director of Public Instruction, United Provinces.

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*Director of Public Instruction,
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The February 24, 1938.

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General Report on Public Instruction in the United Provinces for the quinquennium ending March 31, 1937

CHAPTER I

PRELIMINARY

The effect of economic depression on the spread of education was referred to in the last quinquennial report as affecting the last two years of that quinquennium. Its effects were then stated to be likely to affect progress in the following quinquennium and that prophecy has proved to be true. As a result, therefore, consolidation rather than extension has been the watchword of the period under review—the years from 1932-33 to 1936-37. But there has been a further development from these years of depression in the emergence of a widely held impression that something is wrong with the whole system of education and especially with secondary education.

Reorganization of education has been in the air and it was in these provinces that proposals were first made for reform. The traditional division of education into the well defined stages of primary, secondary and university education has been questioned and a new grading of elementary, higher secondary and university has been proposed. The elementary stage would include the lower secondary or middle stage and would aim at giving a sound general education sufficient in itself without the need to proceed to a matriculation or school final stage which led nowhere but to the university. Such were the ideas which emerged from discussions to which the U employment Committee under the distinguished chairmanship of the Rt. Hon'ble Sir Tej Bahadur Sapru made a prominent contribution, while a Government Resolution of 1934 had already indicated the rough outlines along which reorganization might proceed. The Central Advisory Board of Education which included the Ministers for education of the various provinces and eminent educationalists of all views elaborated these suggestions and recommended reorganization along lines which it was hoped would divert into channels of useful employment many of those whose present goal was too literary and who formed the great majority of educated unemployed. There was, however, an impression in some quarters that the proposals would cause dislocation in the teaching body and in the effort to make education more practical might lose sight of the spiritual values. Accordingly the Government of the United Provinces appointed a committee representative of all interests under the same distinguished chairman to examine the proposals and to report on the steps necessary to bring into effect that reorganization of secondary education which all now recognized as essential. This committee met before the end of the period under review and agreed on the main lines of inquiry. The constitutional changes, however, and the consequent need for fresh consideration delayed the resumption of its sittings and the problem is still under discussion. In the meantime the Government of India brought out two educational experts from England to

Reorganiza
tion of edu
cation.

advise on the methods and extent of vocational education which would be necessary in the reformed curricula and their valuable report is now available for study and adoption as far as is found suitable. The diagnosis of our educational ailments is, therefore, now complete. All that remains is for the remedies to be put into effect. In addition to the problem of the reorganization of secondary education so as to minimize the effects of educated unemployment there have been other problems which have been studied and as far as possible dealt with during the period under review. These problems are those of primary education and its control, the extension of education among girls and the spread of education among the depressed and backward classes.

**Primary
education.**

With regard to primary education the main problem has been the prevention of wastage among the children who enter primary school. The position is far from satisfactory. Out of every hundred children who enter a primary school in the infants class only 27 reach class III which is considered to be the earliest class in which permanent literacy can be attained. This is a very serious matter and very earnest efforts have been made to improve the situation. The training of teachers has been improved, curricula revised and efforts made to turn the schools into better and brighter places. But the results have been disappointing. The hope for improvement has not been made.

Much was hoped for from compulsion but these hopes have not been realized and the figures for compulsory areas are worse than those for areas in which the voluntary system is in force. It must be remembered that the United Provinces is a province of small villages. Out of 1,05,640 villages only 28,000 have a population which will support a full primary school and schools which do not offer the full primary course cannot produce literates as they do not teach up to the standard at which literacy may be attained. No less than 40 per cent. of the primary schools are preparatory or incomplete schools ending with class II. Though as a result of Mr. Weir's survey of uneconomical schools 1,090 were abolished, 1,424 of these still remain and in many cases new and equally uneconomic schools were opened in the same district. The Department has no control over the opening or siting of schools. This is entirely a matter for the local education committees of the board and as they are indifferent to the wastage that occurs nothing can be done to eliminate this very serious loss. Concentration and consolidation has been preached in and out of season but with very little result.

Not only is there this disastrous wastage of the children who are in school but only 39 per cent. of the children of primary school age attend schools at all. The impossibility of providing schools for all these small villages and the small and uneconomic attendance which results if they are established accounts in part for this but the composition of the population is also partly responsible. The officer on special duty in connexion with depressed class education calculates that 26 per cent. of the population belongs to the depressed classes. These are so poor that they cannot spare the small amount that their children's services bring them in and thus will not send them voluntarily to school. In compulsory areas they evade sending them regularly and children who do not attend regularly cannot hope to obtain any benefit from even the best education. In addition there are the poorer tenants who also cannot

spare their children and thus the small proportion of children attending school is explained. Until this problem which is mainly an economic problem is solved it is idle to expect much improvement in the figures of primary education.

Control of
primary
education.

The control of primary education is in the hands of the district and municipal boards. For the last ten years it has been entrusted to education committees of the district boards, while in municipalities it has remained a function of the whole municipality which in some cases have formed education committees. In the last quinquennial report it was stated that "there is ground for hope that responsibility will beget responsibility and that the education committees will in time confine themselves to their proper duty—the spread of education among the rural population." This hope has hardly been fulfilled though it must be acknowledged with satisfaction that some education committees have functioned well. The majority, however, are not interested in education in itself but only in the power that membership of a committee gives. In time as the constituencies get more accustomed to their rights men who are really interested in education may be elected but in the meanwhile there is a real sacrifice of the province's youth. The dyarchy in education by which policy is in the hands of the boards and its execution in the hands of the district education staff who are not paid and only partially controlled by the chairman of the education committee has not had satisfactory results. The chairman has his prestige and the demands of his constituents to satisfy, the deputy inspector has the educational rules and the orders of Government to enforce. The result has been friction and often downright obstruction and in both cases education has suffered. When the greatest part of the money spent on primary education is from public funds it is natural that the Government as the people's representatives should demand a major share in supervision and in seeing that it is spent to the best advantage. The problem is how to associate local representation and local knowledge with the duty of Government to see that the taxpayers' money is spent to the best advantage. From the experience and results of the last ten years it does not appear that this problem has been solved.

Education
of girls.

There has been definite expansion in this direction and the decision of Government to employ their share of the 6½ per cent. cut in grants to district boards on the expansion of girls' education has been welcomed. A scheme has been drawn up by which due attention is given to all branches of girls' education and the provision of district inspectresses for girls' primary schools ensured. In addition it is proposed to provide women teachers in large boys' primary schools where sufficient numbers of girls are in attendance. A start has already been made in this direction as it is more and more being realized that in mixed schools lies the solution of much of the problems of primary education. It must be remembered that no less than 81,353 girls attend boys' primary schools. But this is not the only advantage of employing women teachers. Their employment will undoubtedly lead to better teaching in the early stages where the sympathy and intuition of women teachers are so valuable. The expansion of primary education among girls entails the need for the provision of more teachers and thus more secondary schools and more training facilities are necessary. This also has been engaging attention and secondary schools for girls and training classes and normal schools

have been increased. Finally compulsory primary education for girls has been started in three municipalities and by two district boards in rural areas, and the innovation has been well received. One of the main features of the quinquennium has indeed been the attention which has been paid to the education of girls, for it is recognized that all improvement in village life depends ultimately on the village woman; unless she is educated there is small hope of attracting and retaining the children in school, and smaller hope of economic and domestic betterment. Better living in the village depends on better education of the village wife and mother.

Education among the depressed and backward castes.

The importance of the spread of education among the depressed classes has come to be more recognized during the quinquennium and much careful consideration has been given to their educational needs. A quarter of the total population of the United Provinces belongs to the depressed classes and their uplift is, therefore, a matter of pressing importance. An officer was placed on special duty to survey the situation and special provision has been made to meet their needs chiefly by means of scholarships to enable deserving boys and girls from among these classes to continue their education. There is much leeway to be made up as only about 7 per cent. of those of primary school-going age actually attend school. Primary education is free to them except in two districts, and 42 districts have free middle school education also. Government have established 3,208 primary school scholarships, 576 middle and 48 training school stipends together with 440 high school stipends. Free books and stationery are given to 31,500 depressed class children in addition to the free issues under the compulsory education schemes. The Depressed Class Conference at which representatives of the Department of Education including the Minister and the representatives of the depressed classes met together to discuss needs provided very valuable opportunities for exchanging views and estimating difficulties and the method was extended to other backward communities and Muhammadan and Indian Christians conferences were also held with satisfactory results. The Depressed Class Conferences resulted among other things in the formation of a permanent Depressed Class Education Committee on a provincial basis and separate district depressed class education committees which serve as agencies to bring the educational needs of this large portion of the population before the Government.

Medical inspection of children.

The United Provinces was the first province in India to form a school health service. School health officers exist in all the big cities of the province and in smaller municipalities the municipal medical officer of health performs these functions. In rural areas where the district health scheme is in operation, and that is now in 34 districts, the district medical officers of health function as school health officers. This scheme which was originally meant for scholars in anglo-vernacular schools only is now being, especially in towns, extended to all school children. It involves the keeping of individual medical history sheets and the individual examination of every boy in school three times during his school career—at entrance, during the middle stage and in the final class. In addition frequent visits are made at least once a month to the schools and the whole school examined on parade and individual cases which need attention examined more carefully. Vouchers giving details of diagnosis and treatment required are then given to those that need them. In five large

cities school clinics have been established for the treatment of scholars where free treatment is given, small operations performed and, where necessary, spectacles provided for those unable to afford them. Free milk is also given to those who are judged to need it. Details are given elsewhere in this report. The scheme has been a success and it is proposed to extend the system of school clinics and include provision for girls.

Nor has the recreational side of education been overlooked. The three Superintendents of Physical Training have continued to train teachers in new methods of physical training suitable for school children and special attention has been paid to their extension into rural areas. An innovation has been the deputation of women teachers to the Y. W. C. A. course of physical education in Calcutta and as they return they will train women teachers in methods suitable for girls' schools. There has been during the quinquennium a marked increase in the interest taken in games and athletics among girls at school and some have even competed at Olympic meets. The remarkable increase in numbers of scouts and cubs as well as of guides during the quinquennium is referred to elsewhere and provided it is guided aright and quality and not quantity insisted on, the movement has great possibilities. The spread of the Junior Red Cross movement has also been noticeable and medical officers of health report a great improvement in cleanliness and good health habits among school children. Health weeks, education weeks, school exhibitions, tournaments and demonstrations have been a feature of the quinquennium and have succeeded in bringing to the notice of the public, especially in rural areas, the aims and objects of education generally. The results of this propaganda will undoubtedly be seen before long for the need to advertise his wares is being brought home to the educationist as a condition precedent to improvement.

Physical
training.

CHAPTER II

SUMMARY

Number of Institutions. The number of institutions of all kinds and enrolment at the end of this quinquennium is compared with the figures at the end of the last quinquennium below :

	Number of institutions				Enrolment				Remarks	
	1932	1937	Difference	Percentage Increase	1932	1937	Difference	Percentage Increase		
Government ..	255	275	+20	8	40,786	46,058	+5,272	12.9	No. of girls in recog- nized boys' schools .. 82,451	
Public	District Board	16,198	14,967	-1,226	-7.5	9,96,070	10,38,472	+42,402	4.2	Ditto in unrecognis- boys' schools .. 8,114
	Municipal Board	1,300	1,288	+83	7.3	121,090	146,040	+24,950	20.6	Total .. 85,565
Private	Aided ..	5,657	5,723	+66	1.2	238,434	334,017	+95,583	16.6	No. of boys in recog- nized girls' schools .. 8,155
	Unaided ..	216	810	+594	43.5	13,617	19,828	+6,211	41.9	Ditto in unrecognis- ed boys' schools .. 69
Unrecognized institutions.		28,521	22,568	-5,953	-4.7	1,457,997	15,88,915	+1,430,918	8.6	Total .. 3,228
		2,825	2,081	-744	-10.5	59,991	65,254	+5,263	9.	
GRAND TOTAL..	25,846	24,644	-1,202	-5	1,517,988	1,649,169	131,181	8.6		

The increase in numbers is 131 181 but the number of institutions has decreased by 1,202. These are almost entirely small and uneconomical district board schools and their closure as will be seen from the increase in enrolment has not had the effect of reducing numbers. The increase last quinquennium was phenomenal both in institutions and enrolment. The increase in numbers, it will be seen, has slowed down very considerably.

Expenditure Expenditure continues to increase as the table below will show but not so steeply as during the last quinquennium when the increase was Rs.51,41,946 against Rs.14,36,157 now,

SUMMARY

Statement of expenditure—

Heads	1981-82	1936-37	Difference	Percentage to total
	Rs.	Rs.	Rs.	
Government Funds ..	2,17,07,088	2,12,18,989	-5,78,044	52.6
District Board Funds	86,90,879	83,51,644	-3,37,279	8.8
Municipal Boards Funds	15,12,069	18,38,070	+3,26,001	4.6
Fees	67,57,617	82,93,902	+15,36,285	20.5
Other Sources ..	51,53,514	56,54,664	+4,91,150	14.
Total ..	8,89,21,112	4,03,57,269	+11,86,157	100

The increase is shown under fees and municipalities mainly; contributions from Government funds show a reduction of Rs.5,78,044 and from district board funds Rs.3,37,279.

The following table gives the enrolment and direct expenditure on the different stages of education:—

Stage	Numbers		Government fund		Other funds		Total	
	1982	1937	1932	1937	1982	1937	1982	1937
University	7,772	9,482	Rs. 80,30,577	Rs. 25,74,395	Rs. 16,82,996	Rs. 26,08,170	Rs. 47,18,578	Rs. 51,77,565
Secondary (English)	1,07,212	1,88,649	44,22,185	50,76,960	4,67,549	50,44,208	84,89,784	10,121,163
Vernacular Secondary.	1,12,779	1,81,008	12,78,315	14,62,857	10,02,710	14,63,286	22,76,025	26,25,643
Primary	12,01,542	12,70,846	62,01,989	60,65,670	83,08,844	84,39,360	95,10,783	95,04,980
Total ..	14,29,805	15,50,085	1,49,28,016	1,51,89,882	1,00,62,099	1,22,50,019	2,49,90,115	2,74,39,301

It will be seen that the increase of enrolment under universities is 1,710, anglo-vernacular secondary 14,895, vernacular middle 5,523 and primary 64,939.

There has been a slight reduction of Rs.67,312 in Government expenditure but a total increase of Rs.18,77,569.

The statement below shows the percentage under instruction in all institutions.

Boys	1931-32	1936-37	Percentages of population under instruction.
Girls .. ..	..	..	..	5.8	5.6
				.72	.98	
			Total ..	<u>8.01</u>	<u>8.29</u>	

SUMMARY

The total population on which these figures are calculated is that of the 1931 census when this was calculated to be 25,445,006 males and 22,963,157 females. The figures include all types of institutions but of course the overwhelming majority come from primary schools where the age ranges from six to eleven. The total possible percentage of children between these ages is 12 per cent. of the population. This optimum figure is for the ages 9-11 only. At the most only 15 per cent. of the population will under the most favourable conditions be attending schools of all grades. In these provinces however, the total is only 5.6 per cent. of boys and not one per cent. of girls.

The distribution of the total educational expenditure under the various heads is given below :—

			1931-32	1936-37
University education	..	..	12%	12.8
Collegiate	"	..	2.25	2.6
Secondary	"	..	29.75	38.6
Primary	"	..	24.5	28.6
Special	"	..	7.98	6.7
Buildings and Equipment	..	..	8.72	5.5
Direction	..	..	.5	.7
Inspection	..	..	8.4	3.5
Miscellaneous (scholarships (etc.))	..	..	10.9	11.1

The distribution of Government funds over the various items is given below :—

			1931-32	1936-37
University Education	..	..	18.9	12.1
Collegiate	"	..	2.1	2.4
Secondary	"	..	27.8	32.5
Primary	"	..	28.5	28.6
Special	"	..	10.4	9.
Buildings and Equipment	..	..	5.8	3.2
Direction	..	..	.9	1.4
Inspection	..	..	5.	5.
Miscellaneous (scholarships, etc.)	..	..	5.6	5.7

CHAPTER III

CONTROLLING AND ADMINISTRATIVE AGENCY

The Hon'ble Sir Jawala P. Srivastava, M.S.O., A.M.S.T., who first took office in February, 1931 continued to be Minister until the end of the quinquennium. Minister of Education.

Dr A. H. Mackenzie, C.S.I., C.I.E., continued to be Director and Deputy Secretary to Government until he proceeded on leave preparatory to retirement from August 25, 1934. During his absence on leave from April, 1932 to November of the same year the post was held by Mr. H. R. Harrop. Mr. H. R. Harrop officiated as Director from August 25, 1934 till February 8, 1935, when he was confirmed in the appointment. He proceeded on leave preparatory to retirement on October 26, 1936. From that date until the end of the quinquennium Mr. R. S. Weir officiated as Director and Deputy Secretary to Government in the Education Department. Director of Public Instruction, and Deputy Secretary to Government.

This post and that of Under Secretary to Government in the Education Department was filled by Mr. H. R. Harrop substantively until he became Director of Public Instruction in August, 1934. Deputy Director of Public Instruction.

Mr. R. S. Weir officiated from April 7, 1932 to November, 1932, while Mr. Harrop officiated as Director, and again from March 3 to November 11, 1933, while he was on leave, and again from August 25, 1934 until February 8, 1935. Mr. Weir was confirmed as Deputy Director of Public Instruction from February 9, 1935.

Mr. J. C. Powell-Price officiated as Deputy Director of Public Instruction and Under Secretary to Government in the Education Department from March 16, 1936, vice Mr. Weir on special duty, until May 25 when his services were placed at the disposal of the Government of India to officiate as Educational Commissioner. Mr. Nepal Singh officiated as Deputy Director from May 26 to November 12, 1936 when he was relieved by Mr. Powell-Price who officiated as Deputy Director until the end of the quinquennium.

Mr. R. S. Weir held this post substantively from the beginning of the period under review until confirmed as Deputy Director in February 1935, and Mr. J. C. Powell-Price from that date. Assistant Director of Public Instruction.

Mr. W. G. P. Wall officiated from April to November, 1932, and Mr. Said Uddin Khan from March 1933 to April, 1934. When Mr. Weir became officiating Deputy Director in August, 1934 Mr. Powell-Price became officiating Assistant Director. During Mr. Powell-Price's absence on leave from April to November, 1935 Mr. Nepal Singh officiated with an interval of two months when Mr. Said Uddin Khan officiated until Mr. Powell-Price returned. On Mr. Powell-Price's vacation of the post to officiate as Deputy Director in March, 1936, and later as Educational Commissioner with the Government of India, Mr. Nepal Singh officiated as Assistant Director until May, 1936 when he officiated as Deputy Director and Mr. Wanchoo officiated as Assistant Director until 12th November, 1936. On Mr. Powell-Price's return Mr. Nepal Singh again officiated as Assistant Director until the end of the quinquennium.

Chief Inspectress of Girl's Schools.

Miss J. A. McReddie continued to be Chief Inspectress until she proceeded on leave pending retirement in October, 1932. She was succeeded by Miss G. M. Reid who after holding the post for seven months died at Naini Tal in June, 1933. Miss E. C. Williams was then appointed as officiating Chief Inspectress and was confirmed with effect from March, 1937.

The Indian Educational Service.

Recruitment to this service ceased in 1924 but there has been great delay in constituting a service to take its place. As a result temporary appointments only could be made to fill vacancies. In July, 1936, the United Provinces Educational Service, Class I, was constituted. During the quinquennium 33 Indian Educational Service posts were abolished from the Indian Educational Service due to retirement and some of these have been transferred to the United Provinces Educational Service, Class I. Among the posts abolished and transferred to Class I are those of six inspectors of schools, two principals, Government Training Colleges, five principals, Government Intermediate Colleges and Chief Inspectress of Girls' Schools.

The following table shows the progressive diminution of the Indian Educational Service :

1931-32								1936-37							
Number of posts held by				Number of vacant posts		Total number of posts		Number of posts held by				Number of vacant posts		Total number of posts	
Europeans		Indians		Men	Women	Men	Women	European		Indians		Men	Women	Men	Women
Men	Women	Men	Women					Men	Women	Men	Women				
6	..	8	..	28	2	12	2	4	..	6	..	1	..	11	..

Dr. A. H. Mackenzie was appointed Pro-Vice-Chancellor, Osmania University, Hyderabad (Deccan) on his retirement from the province and was later selected to be Educational Commissioner with the Government of India from October, 1936, but his very much regretted death at Home in September of that year prevented his taking up the appointment. His death was a great loss to Indian education. He had been Director of Public Instruction in these provinces for over twelve years and had exerted a very great influence upon the course which educational expansion has taken. As an administrator of the largest department in the province he displayed remarkable qualities, and as a debater in the Legislative Council he won a high place. His relations with all he came into contact were characterized by urbanity, tact and commonsense. The departure of Mr. Harrop on retirement just before the end of the quinquennium was another serious loss to education in these provinces.

This was constituted and came into existence from July 1, 1936. The following comparative table gives a comparison with the Indian Education Service :

United Provinces Educational Service, Class I,

Indian Educational Service		United Provinces Educational Service, Class I	
Post	No.	Post	No
<i>A—Men's Branch</i>			
Director of Public Instruction, United Provinces	1	Director of Public Instruction, United Provinces.	1
Deputy Director of Public Instruction, United Provinces.	1	Deputy Director of Public Instruction, United Provinces.	1
Assistant Director of Public Instruction, United Provinces.	1	Assistant Director of Public Instruction, United Provinces.	1
Inspector of European Schools ..	1	Inspector of European Schools ..	1
Inspector of Schools	10	Inspectors of Schools	7
Principals of Training Colleges, Allahabad, Lucknow and Agra.	3	Principals of Training Colleges, Allahabad, Lucknow and Agra.	3
Principal, Sanskrit College, Benares.	1	Principal, Sanskrit College, Benares.	1
Principals of Government Intermediate Colleges.	6	Principals of Government Intermediate Colleges, Allahabad, Lucknow and Agra. .	3
Professors	16	Professors	2
Vice-Principal, Training College, Allahabad.	1	Secretary, Board of High School and Intermediate Education, United Provinces.	1
Headmaster, Government High School, Bareilly.	1		
<i>B—Women's Branch</i>			
Chief Inspectress of Girls' Schools, United Provinces.	1	Chief Inspectress of Girls' Schools, United Provinces.	1
Inspectress of Training Institution for Women Teachers, United Provinces.	1		
Total ..	44	Total ..	23

Actually 33 of the Indian Educational Service posts have already been abolished or transferred and there are at present only the Director of Public Instruction, the Deputy Director of Public Instruction, the Assistant Director of Public Instruction, the Inspector of European Schools, and Principal, Government Training College (the same officer) and one Principal of a Government Intermediate College left who are Indian Educational Service officers. In addition there are four Indian Educational Service officers on foreign service with the Allahabad and Lucknow Universities.

Of the 17 officers in United Provinces Educational Services, Class I, twelve were recruited by promotion from the old provincial service. Five were appointed by direct recruitment.

The following statement shows the distribution

Men's Branch

The Inspectors 6.

Year	Inspectors	Assistant Inspectors (United Provinces Educational Service Class II)	Deputy or District Inspector (Subordinate Educational Service.)	Sub-Deputy Inspectors Subordinate Educational Servior)	Total
1931-32 ..	11	7	55	209	282
1936-37 ..	11	7	55	209	282

Women's Branch

Year	Chief Inspectress of Girls' Schools, United Provinces (United Provinces Educational Services, Class I)	Circle Inspectresses (United Provinces Educational Services, Class II)	Personal Assistant to Chief Inspectress of Girls' Schools, (United Provinces Educational Service, Class II)	Assistant Inspectress of Girls' Schools, Lucknow (Subordinate Educational Service)	Total
1931-32 ..	1	10	1	1	13
1936-37 .	1	10	1	1	13

There are now only seven circle inspectors in place of ten. The additional inspectors include the Inspector of European Schools who is also principal of the Training College, Allahabad, the Inspector of Muhammadan Schools, the Inspector of Sanskrit Pathshalas and the Inspector of Arabic Madrasas. Actually the putting of the duties of the inspection of European Schools on the Principal, Government Training College, Allahabad, has reduced the inspectorate to ten. A new post of Assistant Inspector of Drawing and Manual Training has been created but it has not been shown under assistant inspectors as it is not in the United Provinces Educational Service, Class II. The posts of Superintendents, Physical Training which are in some sense inspecting posts and which are at present in the United Provinces Educational Service Class II have also not been shown as future holders will be in the subordinate educational service. It will be seen that there has been no increase in the number of inspecting officers of any grade. This is specially noticeable in the case of women inspecting staff. There has been a marked increase in girl's education but no increase at all in the inspecting staff. This is a serious obstacle to the consolidation of the advance made. Steps are being taken to appoint district inspectresses in connexion with the scheme of expansion in girl's education referred to elsewhere. The position as to sub-deputy inspectors is as bad as ever. These men are greatly overworked. A few have as many as 150 schools to inspect in a year and each school is supposed to be inspected twice and not only the tuitional side seen to but registers checked, payments audited and accounts scrutinised. The schools range from vernacular middle schools, sometimes with three sections in each class, to lower primary schools. Such a task is of course impossible, much more the giving of demonstrations and suggestions for improvement which in all

too many cases are crowded out by the routine duties. An increase in the number of sub-deputy inspectors has for long been an urgent necessity but financial considerations have prevented any relief being given. Until times improve some lightening of the routine checking of accounts and registers might be considered.

Deputy inspectors of schools remain as before the chief educational officers in the districts. They are also *ex officio* secretaries of the education committee of the district boards. Thus in addition to their responsibility for the educational efficiency of the district they have to spend much time in routine administration, and in carrying out the decisions of the education committee and the chairman. Often these decisions are contrary to the educational rules and when the secretary of the committee in his position as deputy inspector points this out he often incurs resentment. Education committees are empowered to pass a resolution by a two-thirds majority demanding the transfer of the deputy inspector. This has made the position of the deputy inspectors difficult.

Deputy
Inspectors

The pay of deputy inspectors has been regraded. The old scale was Rs.200—25—450. It is now Rs.180—12—300—15—360. Sub-deputy inspectors were paid in the old scale Rs.80—5—120—10—160 with a selection grade of Rs.170—10—300. The new scale is Rs.70—5—150—10—180.

The assistant inspectors of schools are officers in Class II of the Provincial Educational Service who act as assistants to the inspectors especially in connexion with vernacular education. They inspect the education offices of each district board and are also responsible for inspecting and reporting on compulsory primary education. During the cold weather they tour in the interior of two or three districts so that with the inspector doing likewise there is fairly continuous supervision of the vernacular system. There are seven such officers attached to circle headquarters.

Assistant
Inspectors.

This committee is responsible for the provision of vernacular education within the area of the district board. It consists of eight members selected by the district board by the single transferable vote and four members to represent special interests, namely girls' education, the depressed classes, Muhammadans and trained graduates. The committee elects its own chairman. The deputy inspector of schools is *ex officio* secretary. The chairman can be removed by a vote of the district board or of the education committee and individual members can similarly be removed. Government also has power to remove the chairman for flagrantly neglecting his duties. The committee has had transferred to it all the functions of the board with regard to education except that it cannot sanction new expenditure. This is still the boards' province. The education fund is now controlled by the committee and paid to it direct and the board also has to pay its own contribution into this fund by a certain time. The reason for the formation of a separate education committee of the board was the hope that it would result in a higher standard of administration, and that education would obtain greater attention. These hopes have hardly been fulfilled. Education in itself has received no greater attention nor have the needs of the district educationally been thought out adequately anywhere. Many members seek election to the committee for the power they consider it will bring them and the patronage they hope to wield. No committee has made any reference to the extravagance with which educational funds have been

District
Board
Education
Committee.

administered by boards and as a result of which so large a proportion of the money expended is wasted. It is clear that a different type of administrations of rural education at any rate, is required before the large sums which compulsion will necessitate can be expended on any scheme which is to do away with the present wastage. If Government is to embark on a large scheme of compulsory primary education the funds for which are to be provided by itself, it will probably not entrust it to the education committees.

The Inspector of schools, Lucknow, states in this connexion "In almost every local board there are parties and the energies of the chairman and members of the committee are dissipated in party strife and intrigue leaving hardly any time for constructive educational work."

The Inspector of Schools, Bareilly, says "The administration of district board education committees and municipal boards as regards schools is deplorable." The Inspector, Meerut, considers that "friction is inherent in the system." The Inspector, Benares, reports large numbers of transfers of teachers in excess of the number allowed and a general flouting of the rules by chairmen. With regard to two districts especially he states "The future is gloomy and there seems to be no prospect of stable and efficient administration in these mismanaged and disorganized districts. No amendment of the District Board Act or of the rules framed thereunder will solve the existing administrative difficulties and bring order out of the chaos which prevails in the majority of districts." This is the verdict after a trial of ten years. No further comment seems necessary. It may however be emphasized that out of an expenditure of Rs 1,05,09,000 in 1936-37 the Government grant was Rs.70,72,430 and the boards Rs.34,36,570.

CHAPTER IV UNIVERSITY EDUCATION

Five universities are situated in the province, but of these only three are provincial universities in the strict sense of the term. They all had their origin in the old University of Allahabad which dated from 1887 and had jurisdiction over the United Provinces, the Central Provinces, Rajputana and Central India. The Benares Hindu University was separated off in 1917 as a denominational university for the Hindu community with an all-India appeal. The Nagpur University was established to provide for the Central Provinces in 1923. At Aligarh the Muslim University developed from the Muhammadan Anglo-Oriental College founded by Sir Syed Ahmad and the Lucknow and Allahabad Universities became teaching universities. This was in 1920. In 1926 the Agra University was set up to take over from Allahabad the affiliating colleges whose control was no longer appropriate to a teaching university. The jurisdiction of this university was a mere shadow of the old Allahabad University but even so it included all the United Provinces outside the university enclaves of Lucknow, Allahabad, Benares and Aligarh and extends still over Central India and Rajputana.

The Aligarh and Benares universities are financed by the Government of India as their situation within the provincial borders is only fortuitous and they take students from all over India, while the existing universities are sufficient to provide for all provincial demands. Only for their teacher's training stipends do these universities get a grant from provincial revenues—while the grant of the old Muhammadan Anglo-Oriental College is still continued to Aligarh.

The provincial universities during the quinquennium have received annual grants in accordance with their requirements as judged annually by Government and the block grant system has been temporarily suspended. The affiliated colleges are given grants direct and not through the Agra University which is assisted separately by Government.

Statement of grants

University	Recurring 1931-32		Recurring 1936-37		Non-recurring 1931-32		Non-recurring 1936-37	
	Provincial funds	Central funds	Provincial funds	Central funds	Provincial funds	Central funds	Provincial funds	Central funds
Allahabad ..	Rs. 6,48,966	Rs. ..	Rs. 7,68,489	Rs. ..	Rs. ..	Rs. ..	Rs. 35,000 for women's hostel.	Rs. ..
Lucknow ..	8,55,080	..	8,76,984	..	..	..	..	..
Benares ..	6,000	3,00,000	4,000	3,00,000	..	6,00,000	..	..
Aligarh ..	150,400	3,00,000	68,400	3,00,000	..	6,00,000	..	..
Agra ..	48,500	..	88,700	..	..	..	..	..
Affiliated Colleges	4,47,542	..	5,60,597	..	..	..	..	..

*For stipends in B. T. classes.

†Includes Rs.6,000 in 1931-32 and Rs.4,000 in 1936-37 for stipants in B. T. classes.

There has been a disposition to multiply facilities for every branch of study in all these different universities with the result that there is much overlapping of courses and avoidable expense. There is, no doubt, much room for economic planning but the question is a difficult one and a solution unlikely to be reached by agreement and can only be imposed.

ENROLMENT

Comparative statement showing the enrolment of the universities (post-Intermediate Classes) for 1931-32 and 1936-37

Faculties	Allahabad University		Lucknow University		Benares Hindu University		Allgarh Muslim University		Agra University		Total	
	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32
<i>Arts and Science</i>												
Universities ..	1,559 46(a)	1,835	1,258 68(b)	1,090	1,101	1,108	735	446	..	..	4,797	3,979
<i>Arts and Science</i>												
Degree Colleges ..	..	..	..	..	..	..	..	..	1,957	1,839	1,957	1,839
Law ..	331	355	808	296	208	112	115	78	617	484	1,572	1,273
Medicine ..	..	..	255	297	..	..	..	..	..	..	255	237
Education ..	..	..	..	..	60	51	41	50	..	..	101	101
Engineering ..	..	..	..	..	504	564	..	..	..	..	504	564
B. Com. ..	61	56	66	55	..	..	..	..	287	111	364	222
Agriculture ..	42	..	..	..	..	..	..	..	..	..	42	..
Total ..	2,039	1,746	1,950	1,678	1,871	1,885	911	569	2,811	1,944	9,582*	7,77

(a) Degree class students of the Crosthwaite Girls' College, Allahabad.

(b) Degree class students of the Isabella Thoburn College, Lucknow.

* The number of students in 1935-36 was 9,044.

An increase from 7,772 to 9,582 namely 1,810 in five years is large and the unemployment among graduates shows that it is more than can be absorbed by the professions and trades which require and recruit graduates. The Sapru Committee on unemployment recognized this and had much to say on the subject which will no doubt receive the attention of the university bodies concerned.

Examination Results

The table below gives the percentages of passes in the various university examinations in 1936-37.

Examination	Allahabad		Lucknow		Benares		Aligarh		Agra	
	Candidates appeared	Percentage of passes	Candidates appeared	Percentage of passes	Candidates appeared	Percentage of passes	Candidates appeared	Percentage of passes	Candidates appeared	Percentage of passes
LL. D. ..	..	..	..	..	..	..	..	..	..	..
LL. M. ..	..	..	..	..	..	..	..	..	..	..
LL. B. ..	210	87.1	810	80.2	120	78.8	84	82.1	817	82
Ph. D. .	..	..	..	..	..	..	..	..	..	..
D. Lit. ..	..	..	..	..	1	100	..	..	..	..
M. A. ..	111	87.4	157	97	69	85.5	71	98	174	87.4
B. A. (Hons.) ..	10	100	47	81	15	93.8	6	100	..	..
B. A. (Pass) ..	502	69.5	841	66	811	63.8	212	65.5	1,625	50
D. Sc. ..	..	..	..	..	1	100	..	..	..	..
M. Sc. ..	62	84	50	98	46	87	27	66.6	25	96
B. Sc. (Hons.) ..	80	71	5	100	13	88.5	2	100	..	..
B. Sc. (Pass) ..	149	62.4	104	63.5	227	75	75	78.9	278	64.1
M. B., B. S. ..	..	..	79	58.2	..	..	..	..	..	..
B. Com. ..	68	95.4	28	89.8	..	..	..	..	107	81.8
B. Agriculture ..	19	84.8	..	..	..	..	..	..	41	95.1

University of Allahabad

The University's territory extends to a ten miles radius from the Senate House, Allahabad. In addition to the old Muir College, which, with the University buildings, forms the main part of the University, there are other colleges and hostels such as the Ewing Christian College, the Kayastha Pathshala College and the Agricultural Institute, Naini. The hostels maintained by the University are the Sir Sundar Lal Hostel, the Sir P. C. Banerji Hostel, Muir Hostel, Pandit Ganganath Jha Hostel and the Women's Hostel. Those recognized by the University are the Mac-Donnell Hindu Boarding House, the Muslim Hostel and the Sumer Chand Digambar Jain Hostel. All these hostels give accommodation for 1,012 students against 2,056 on the rolls. Students not residing in hostels or halls are in charge of the Delegacy.

Enrolment.

The enrolment in the different faculties was as follows :

		1931-32	1936-37
Arts and Science	.. ..	1,335 (25 women).	1,643 (69 women)
Commerce	.. ..	56	61
Law	.. ..	855	347
Total	.. ..	<u>1,747</u>	<u>2,056</u>

This increase of 309 includes a welcome increase in women students of 44. It is stated that admissions generally have had to be restricted owing to insufficiency of staff, equipment and accommodation to deal with more. The Women's Department of the University was housed in the Crosthwaite Girls' College, but was transferred to a bungalow near the university in 1936. A Women's Hostel was also established.

A Women's Advisory Board has been established to advise in regard to matters effecting the higher education of women and the supervision of the Women's Hostel.

Teaching staff and courses of study

There are now 12 Professors, 22 Readers, 49 Lecturers A grade, 25 junior Lecturers and six part-time teachers which is a decrease of one Professor and an increase of two Readers, two junior Lecturers and one part-time lecturer. The much regretted death of Sir Charles Weir, K.C., shortly after his appointment to be head of the law department has interfered with plans for its reorganization. Changes in courses include the institution of a lower research degree of D. Phil., while the ordinances for the degrees of D. Sc. and D. Litt. have been thoroughly revised. The first examination in the Diploma in Indian Music was held in 1937. Teachers serving in recognized schools situated within the territorial limits of the University have been permitted to appear for B.A. Third Year (now designated M.A. Previous) and M.A. examinations as private candidates. A scheme has also been sanctioned for the teaching of the LL.M. degree. Minimum pass marks in the B.Sc. examination have been raised to 33 per cent. Experimental psychology and child psychology have been introduced as optional subjects for women in the B.A. The B.Sc. in agriculture has also been introduced. Details of this are given in Chapter XI. Tutorial classes are held in the colleges and seminar classes are held in the different departments of the university for students not residing in colleges. It has not been found possible to adhere to the rule that such classes should not exceed six students and a larger number have to be taken in each group.

Extension lectures have been regularly delivered by members of the University staff. These were very popular and well attended.

Research.

The progress of research work in the various departments is reported to have been very satisfactory. Scholarships for research have been provided tenable in all departments except Law and Commerce. In addition many students pursue research without scholarships. Dr. M. N. Saha, D.Sc., F.R.S., received a research grant of Rs.5,000 per annum from Government for his special research work as before and has also been given a grant of £150 from the Royal Society for his researches on the theory of thermal ionisation of gases. Dr. N. R. Dhar, Head of the Chemistry Department, has received a grant of Rs.9,360 over three years from the Imperial Council of Agricultural Research for researches into nitrogen loss from soils and nitrogen fixation in soils. During the quinquennium the University conferred the degree of D. Litt. on three candi-

dates and that of D. So. on nine. The degree of Doctor of Laws was conferred on the Chancellor Sir Malcolm (now Lord) Hailey on account of his eminent services to the cause of education.

Games and exercises are reported to have received due attention. A chief instructor of physical training has been appointed in order to organize physical training and put it on a better footing. Physical training was compulsory for all undergraduates, but not for women.

Physical Education and recreation.

A sports pavilion and stadium has been constructed towards the cost of which Government gave a grant. A reference to the University Training Corps is made elsewhere. A certificate of proficiency in military science is now given by the university after a two years course. The course includes theory and a practical test.

The library receives an annual grant of Rs.10,000 which is stated to be inadequate. It is necessary to keep it up to date so that teachers and students should be up to date in their knowledge. A special grant of Rs.3,000 was made by the Executive Council in 1936-37. During the quinquennium 13,179 volumes were added. The total number in the library at the close of the period was 94,177.

Library,

Government gave a grant of Rs.31,700 for the Senior Physics Laboratory which was completed in 1934. Five blocks of residential quarters for the staff were completed in 1936. Government also gave a grant of Rs.35,000 for the Women's Hostel.

Buildings,

The University has no large endowments except for certain scholarships and a reserve fund. It is supported by a Government grant and income from fees. The position at the beginning and end of the period under review was as follows :

Finance,

				<i>Income</i>	<i>Expenditure,</i>
				<i>1931-32</i>	
				Rs.	Rs.
Government grant	..	..	..	6,48,965	10,06,189
Fees	..	..	..	2,72,858	
Other sources	..	..	..	89,869	
				<i>1936-37</i>	
Government grant	..	..	..	7,98,728	12,68,477
Fees	..	..	..	8,75,192	
Other sources	..	..	..	99,562	

There has been a deficit for most of the quinquennium. This is included under 'other sources' and the university looks to Government to make this good. With the other claims on Government resources however there seems little hope of this. Pandit Iqbal Narain Gurtu, M.A., L.L.B., succeeded Mahamahopadhyaya Dr. Gangannath Jha, LITT. D., LL.D., as Vice-Chancellor in December, 1932 and continued as Vice-Chancellor through the quinquennium. The post carries a salary of Rs.2,000. Rai Bahadur Pandit Kanhaiya Lal, M.A., LL.B., continued to be honorary treasurer.

University of Lucknow

The university consists of the old Canning College in whose buildings it is housed and the King Georges Medical College. The Isabella Thoburn College for Women is recognized by the university. There is also a hostel for women students.

Enrolment.

The following table shows the numbers taking the different schools.

	1931-32	1932-37
Arts and Science	1,008	1,304
Education	11	10
Medicine	237	257
Law	296	496
Commerce	55	67
Oriental learning	206	206
Total	1,813	2,340

The post-graduate students have increased from 299 in 1932 to 419 in 1937. The number of research scholars have also increased in the Ph. D. and D. Sc. from 34 to 42. The number of women students has grown from 66 to 93 in the Isabella Thoburn College and some have topped the list in university examinations.

Teaching Staff and Courses of Study.

There are 140 teachers of all kinds on the staff including two for education which is taken by women only, three for the diploma in Arabic and Persian and two for the diploma in Sanskrit.

Two research degrees have been instituted in the Faculty of Arts, namely a Ph. D. after three years work and a D. Litt. after a further five years after the Ph. D. and for original work of a high order. Similar conditions apply to the D. Ph. and D. Sc., in science.

A 75 per cent. attendance at tutorial classes has been made compulsory as with lectures. Small batches of from 6 to 12 students form the tutorial classes.

The Law classes have now been limited to 300. The University claims to provide education for the highest grades of students and to have created conditions of intellectual life in India akin to the best English universities. Members of the staff are encouraged to establish and renew contracts with the highest intellectual life of Europe and America by periods of study and research spent abroad. The work of the quinquennium, it is reported, has been characterized by consolidation rather than extension, indeed it is said that the limits of extension have been reached.

The Faculty of Science has introduced a new group of subjects for the B. Sc. degree which includes physiology for intending teachers. Besides reducing the law enrolment to 300, classes have been divided into 150 each and tutorial instruction has been made compulsory for whole-time students. Two whole-time Readers in law have been provided in addition to the part-time staff and instruction in mercantile law and law of conveyancing have been added for the LL. B. course. Provision has been made for instruction in French and German on a permanent basis and a certificate of proficiency is given after a two years course. All candidates proceeding to research degrees are now required to obtain the certificate in one of these languages.

Attendance at tutorial classes is insisted on for all undergraduates. Extra-mural lectures have been organized by the Faculty of Arts with a view to stimulate intellectual life in Lucknow. In the Medical College the degrees of M. B. B. S. have been recognized by the British Medical Council from 25th February, 1930. A definite advance in the facilities for medical education in the United Provinces has been made by the establishment of the Queen Mary's Hospital for Women and Children which cost Rs.2,68,000, by the appointment of a whole-time resident

professor of obstetrics and gynaecology and a lecturer, and by the appointment of a Superintendent of Hospitals on Rs.800—40—1,000. In addition a separate hospital for infectious diseases has been opened and an Anti-Tuberculosis Institute erected at a cost of Rs.1,13,238.

The University continues to aim at a high standard of research. Dr. Birbal Sahni was created a Fellow of the Royal Society and was also elected a Vice-President of the International Botanical Congress at Amsterdam in 1935 for a second time.

Research.

A long list of publications by members of the staff bears witness to the variety of work undertaken. In several cases money was advanced by the University to enable authors to publish their researches.

The library contains 55,271 volumes as against 43,572 in 1932. A new section known as the Bonarji Library has been opened to provide text-books for poor students and also for expensive books of cultural interest. This is the result of the generosity of Mr. D. N. Bonarji, who has made an endowment of Rs.11,000 for its maintenance.

Library.

The physique of the students is specially cared for by a whole-time physical director who trains group leaders, supervises physical training, organizes hostel games and tournaments, teaches boxing and conducts efficiency tests in physique for which certificates are awarded. Compulsory physical training was not found to be satisfactory and a voluntary system has been substituted with satisfactory results. A new playing field has been constructed but further accommodation is needed.

Physical Education and Recreation.

The University Training Corps, I. T. F., consists of a full company with six officers and 154 N. C. Os. and men. Students have shown considerable keenness, a high sense of discipline and aptitude for military life it is stated. Some have been selected for admission to the Military Academy at Dehra Dun. A fuller account is given at the end of this chapter.

University Training Corps.

A separate hostel for women students has been provided. This provides facilities also as a social centre for women home students. Government gives a grant of Rs.2,000 towards its maintenance. Four bungalows for the teaching staff of the university have also been erected at a total cost of Rs.54,000. The hospitals which have been built in connexion with the King George's Medical College have been referred to before. Their construction and equipment were entirely financed by Government.

Buildings.

The university is financed by Government grants, the cess contributed by the Taluqdars of Oudh, interest on endowments and fees.

Finance.

The position at the end and beginning of the period under review was as follows :

			Income Rs.	Expenditure Rs.
		1931-32		
Government grant	..	..	.. 11,41,080	16,33,797
Fees ..	..	..	.. 1,94,672	
Other sources ..	..	..	.. 3,03,045	
		1936-37		
Government grant	..	..	.. 12,41,109	18,25,868
Fees ..	..	..	.. 3,20,522	
Other sources ..	..	..	.. 2,64,232	

The funded capital was Rs.14,87,757 against Rs.13,61,400. The Vice-Chancellorship which is a paid post continued to be held by Dr. R. P. Paranjpe, D.Sc., while Mr. S. M. Habibullah continued to be honorary treasurer.

Isabella
Thoburn,
College,
Lucknow.

This is a women's college and while its degree classes are affiliated to Lucknow University its intermediate and school classes come under the Board of High School and Intermediate Education, and it is aided by Government by direct grants. In addition to the B. A. and B. Sc., the college is responsible for the teaching of the University Diploma of Teaching which is confined to women graduates. It also conducts an Intermediate Teachers Certificate and an English Teachers Certificate. The College which is maintained by the American Presbyterian Mission and the Methodist Episcopal Mission of Canada Women's Branch celebrated its jubilee in 1936. The new buildings which provide separate accommodation for the B. Sc. laboratories and lecture rooms and for the college library and the Janet Bonarji Reading Room were completed in the first year of the period under review. They cost Rs.1,75,360. The Janet Bonarji Reading Room provided by generosity of Mr. D. N. Bonarji of Gola Gokaran Nath, has been furnished by him with a number of beautiful pieces of porcelain, statuary, etc. to encourage students to love and appreciate beautiful things. He has further established an endowment for the maintenance of the Reading Room.

The academic standards of the college have been higher during the quinquennium than ever before. In no section has the percentage of passes fallen below 90 per cent. The results in the degree classes are given below :

			Candidates	Passes B. A.	Candidates	Passes B. Sc.	D. T.	
1932	..	..	23	21	8	8	11	11
1936	..	..	30	26	1	..	10	10

The Diploma in Teaching has always shown a cent per cent. result.

Numbers on roll in the degree classes were as follows :

1931-32	..	B. A. & B. Sc. I—18	B. A. & B. Sc. II—19	D. T.—11
1937	..	B. A.—61	B. Sc.—7	D. T.—9

The total numbers in the college were 127 in 1931-32 as against 174 in 1936-37. Drill and games are compulsory for all students. In addition folk dancing is taught and the less strenuous track events such as hurdling, jumping, and javelin and discus throwing. Tennis, badminton, volley ball, basket ball and baseball are played on the extensive playing fields. There is also a Ranger Company of Girl Guides.

Much of the internal discipline and control is carried on by the College Government Association composed of students and staff and there are various clubs and societies.

The Agra University is an affiliating university whose territorial jurisdiction extends over the whole of the United Provinces (except

The Agra
Univer-
sity.

within a 10-mile radius from the Senate Houses of the Allahabad, Lucknow, Aligarh and Benares Universities) and includes Rajputana (including Ajmer Merwara) and Central India. Sixteen colleges are affiliated of which nine are in the United Provinces and seven outside. The Governing Body is the Senate which consists of the principals, a member of the staff and one of the managing body of each constituent college and other elected and nominated members comprising 102 in all. The Executive Council of twenty-five members mostly elected by the Senate is the administrative body. The Vice-Chancellor is elected by the Senate from three names submitted by the Executive Council, he is an honorary officer and is elected for three years.

Lala Diwan Chand was succeeded by Dr. P. Basu as Vice-Chancellor during the quinquennium. The University office was erected at Agra during the period under review at a cost of about Rs.1,50,000 of which Rs.50,000 was contributed by the very Rev. the Dean of Worcester, better known in India as the Rev. Canon A. W. Davies the first Vice-Chancellor. Rs.10,000 was given by the late Mr. K. P. Kichlu, I.E.S.

A system of university lectures has been introduced by which distinguished lecturers deliver a course of three lectures at each of the colleges. The number of post-graduate scholarships has been increased and the university has increased the number of research scholarships from two to six. Geography has been included as an optional subject in the B. A. and statutes and regulations have been framed for a B. Sc. course in pharmaceutical chemistry. There is a D. Litt. degree which is conferred on M. A.'s of three years' standing whose theses are approved by the Executive Council similarly with the D. Sc. In addition to degrees in arts and science there are degrees in commerce, agriculture and law and after taking the LL. B. students may proceed to the LL. M.

Degrees.

Private candidates who are teachers or belong to the inspecting staff as well as women can also be admitted to the university's examinations.

The numbers on roll in the various colleges in the degree classes was 4,132 against 3,249 at the end of the last quinquennium. The colleges affiliated to the Agra University have been allowed to keep their intermediate classes as well though these do not come within the purview of the university, but of the High School and Intermediate Board.

Income was Rs.1,67,307 and expenditure Rs.1,85,486 as against Rs.1,53,575 and Rs.1,58,830 of 1932-33.

Finance.

The reserve fund amounts to Rs.89,000.

These colleges are constituent colleges of the University, but have their own separate managing and professorial bodies. They are financed by endowments, fees and subscriptions and are also in receipt of handsome maintenance grants from Government.

The affiliated colleges in the United Provinces.

They include:

- Agra College, Agra.
- St. John's College, Agra.
- Barcilly College, Bareilly.
- Meerut College, Meerut.

St. Andrews College, Gorakhpur.
 Christ Church College, Cawnpore.
 D. A -V. College, Cawnpore.
 S. D. College, Cawnpore.
 Government Agricultural College, Cawnpore, within the province
 and outside :

Maharaja's College, Jaipur.
 Christian College, Indore.
 Government College, Ajmer.
 Victoria College, Gwalior.
 Jaswant College, Jodhpur.
 Holkar College Indore.
 Dungar College, Bikaner.

The Mayo College, Ajmer, had also been granted affiliation at the end of the quinquennium.

Agra College,
 Agra.

The period has been one of steady progress and expansion. Numbers may now be regarded as stabilized at between 950 and 1,000 of whom about 400 are in the intermediate classes.

The figures for 1932-33 were 975 with 456 Intermediate, and for 1936-37 they were 968 with 371 in the Intermediate. In the year before, however, they were 1031 with 426 Intermediate.

The opening of new Intermediate colleges in both the United Provinces and Rajputana have affected numbers in the Intermediate classes.

There are fifty-two regular members of the staff of whom ten have European degrees. Hindi and Political Science have been added to the subjects for the B. A. Co-operation with St. John's College in post-graduate work in English history and chemistry continues. Dr. Mehta's work on cereal rusts which is financed by the Imperial Council of Agricultural Research is well advanced and the major portion of it will be completed within a year. The results, it is stated, are likely to be of considerable importance to Indian agriculture. The college is in receipt of a Government research scholarship in chemistry and university research scholarships in botany and physics. Another research scholarship has been founded by the members of the chemistry staff.

A new block of buildings consisting of Principal's room, office and staff room with four small class rooms for post-graduate work was constructed in 1933-34 at a cost of about Rs.17,000. The old power house, no longer required as electricity is taken from the town supply—has been turned into an M.Sc. laboratory for botany and a library for botany and zoology.

The college is financed by endowments which bring in about Rs.15,000 annually, fees, interest and grant. Owing to deficits the reserve fund is now exhausted, but the college is reported to have sound backing in influential past students and good traditions.

Income in 1932-33 was Rs.2,41,867 including Rs.86,914 Government grant and expenditure Rs.2,30,275.

In 1936-37 it was Rs.2,68,483 including Rs.96,252 grant, and Rs.2,66,801 expenditure.

Students in residence were 272 in 1932-33 and 228 in 1936-37. The drop is due to the opening of other Intermediate colleges. It is, however, felt that many who should be living in hostels live in undesirable surroundings in the city and a residence committee is being set up to deal with this. Facilities for games are adequate for all hostel students and for some of the non-resident students. A scheme of compulsory physical training is in operation and is about to be extended.

Examination results in the degree classes are :

		M. A.	M. Sc.,	B. A.	B. Sc.,	LL. B.
1932-33	{ Number passed ..	43	20	25	44	117
	{ Percentage ..	84	80	33	75	65
1936-37	{ Number passed ..	24	39	74	38	57
	{ Percentage ..	75	89	61	62	96.6

In the Intermediate classes results were 45 per cent. in 1933 and 54 per cent. in 1937.

There are 14,468 books in the main library in addition to the separate departmental libraries.

Discipline is reported to have been good. A series of music conferences have been held since 1933 with success and increasing popularity. A college restaurant has been started, and a social service league for rural uplift and a night school for depressed class children has recently been started.

The quinquennium has been marked by certain important developments in the college particularly in carrying out the recommendations of the Lindsay Commission. In accordance with these the Davies House has been opened as a hostel for women students attending the college and there has been a steady increase in women students. There have also been important developments in the direction of extension and research both in science subjects and in the linking of the economics department with rural uplift in a group of villages in the neighbourhood. These developments have already brought, it is reported, new interest and life into the college. In order to ensure efficient teaching and close contact between staff and pupils it is sought to restrict numbers to about 450. Thus in 1932-33 numbers were 443 of whom 238 were in the Intermediate classes and in 1936-37, 480 with 231 in the Intermediate; of these 47 are Christians, 327 Hindus, 101 Muhammadans and 5 others.

St. John's
College, Agra.

The composition of the governing body of the college was revised as a result of the Lindsay Commission recommendations and the revised constitution came into operation in 1936. While the Church Missionary Society retains the ultimate ownership and control the management is now in the hands of a governing body under the chairmanship of the Bishop of Lucknow, with representation of the diocese, staff, past students and other local interests. There is a small advisory staff council which considers and initiates matters of general policy. In addition there is an Academic and Finance committee.

An increasing number of members of the staff are now accommodated in close proximity to the College which enables the staff to develop its own fellowship and take an active part in the life of the College. Staff dinners are continued. One teacher has been assisted in taking a two years' course at the Toronto University and another to take a course in psychology in London. The great debt the college owes to the influence and work of the Rev. Canon, W. E. S. Holland who retired from the principalship in 1932 is thankfully acknowledged.

About 140 to 145 students live in the hostels. All who have not homes in Agra must reside in the College ; but the organization of the day scholars has not been neglected and their social and athletic needs are looked after. A swimming bath has recently been constructed which fills a long felt want. The number of books in the library has increased from 12,270 to 14,250. The library is increasingly used and training in library methods has been given to library assistants of other colleges of the university. New subjects of study are Geography for the B.A. and Hindi in the M.A. A 3-year's course for the Intermediate and English Teachers Certificate has also been provided for women students. The joint classes with Agra College in post-graduate studies lead to efficiency and economy and admit of more suitable methods while it prevents overlapping. Research work is carried on in the Chemistry and Zoology departments which has been encouraged by the award of Government and University research scholarships. The Physics department has taken up the study and practice of broadcasting and a licence has been obtained for experimental broadcasting. Under the leadership of Professor Puxley the Economics department has been developing extension and research in rural economics. Mr. and Mrs. Puxley and other members of the Economics staff have spent a considerable part of the winter months in camp in a village under the rural development scheme. An economics student of the College is using his university research scholarship for investigation of village industries. The social service league has continued its night school and started another. College societies of various kinds provide for social, athletic and other amenities. As to examination results the following shows figures for the beginning and of the quinquennium :

			B.A.	B.Sc.	M.A.	M.Sc.	B. Com., part II
1932-33	.. {	Passed	83	14	12	7	8
	.. {	Percentage	58.9	77.8	92.8	100	61.5
1936-37	.. {	Passed	25	14	10	5	17
	.. {	Percentage	55.6	70	100	100	73.9

During the period under review fifteen secured first divisions in the M.A. and M.Sc., and fourteen in the B.A., B.Sc., and B. Com. and thirteen were first in the university in their respective subjects. An interesting history of the college which had been started by a former principal the late Rev. J. P. Haythornthwaite was completed by the present incumbent the Rev. Canon T. D. Sully. This gives an account of the development of the College since 1850.

Bareilly
College.

The College is managed by a board of control of about fifty members representative of Rohilkhand, Kumaun and Garhwal with the Commissioner as President. There is an elected executive committee with the Collector as President consisting of 15 members and including the Inspector of Schools, Bareilly, as an *ex officio* member and Vice-President.

The teaching staff consists of ten professors, seventeen lecturers and six demonstrators as well as three law lecturers. Provision is made for the teaching of subjects up to the M.A. and M.Sc. standard in English, Economics, Mathematics and Hindi, while History, Philosophy, Persian and Urdu are taken in addition for the B.A. and Physics, Chemistry and Mathematics for the B.Sc., and Law for the LL.B. Enrolment has risen from 355 (including 380 Intermediate students) in 1932-33 to 727 (including 378 Intermediate students) in 1936-37. Resident students were 73 in 1932-33 and 80 in 1936-37. The increase in B.A. and B.Sc. students is from 135 in 1932 to 246 while post-graduate students have increased from 12 to 23 and Law from 75 to 80.

Results in university examinations were :

	B.A.	B.Sc.	M.A. and M.Sc.	LL.B.
	Per cent.	Per cent.	Per cent.	Per cent.
1932-33	49	72	100	87.5
1936-37	49	87.5	100	72.7

The library contains 10,883 volumes and has been growing steadily and the library grant has been increased to Rs.2,000 annually. There is provision for the students' recreation in the form of the usual societies and games. The latter are compulsory for the first year of the degree classes. There is a league of social service which runs a night school, maintains an unit of the St. John Ambulance Brigade Overseas and assists the Bareilly S. P. C. A. The annual recurring expenditure has risen from Rs.85,101 in 1932 to Rs.1,11,919 in 1936-37.

The Principal reports that during the period under review there has been a very remarkable and continued progress in every sphere of activity. Numbers have increased from 1,049 in 1932-33 to 1,210 in 1936-37, and it is stated that the College now attracts an increasing number of students of a superior calibre. An Academic Council has been set up to deal with admissions, promotions, scholarships and examinations consisting of the Principal and heads of departments of teaching. Recognition in an additional subject of Economics in the M. A. has been obtained and Biology in the Intermediate. English, History, Persian, Sanskrit, Philosophy, Mathematics and Economics are now subject for the M. A.

Meerut College.

Results in university examinations have been as follows :

	B. A.	B. Sc.	M. A.				
			English	Mathematics	History	Others	LL. B.
			Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
1932-33	44	57.5	50	100	60	100	67
1936-37	60.5	64.5	66.6	50	100	..	72

In 1932, one first division was obtained in the M. A. and five in B.A. and B. Sc. together. In 1936-37 one was obtained in the M.A. and one in the B. Sc.

There are three hostels for Hindus and one for Muslims. There is a dispensary and a full-time compounder on the premises and a segregation ward for infectious cases. The total accommodation in the Hindu hostels is 268 and in the Muslim 79. A new physics laboratory and a biology laboratory were completed during the period under review and the college and hostels were electrified.

The athletic activities of the College have been greatly assisted by the handing over of the extensive Victoria Park where extensive playing grounds have been laid out together with proper watering arrangements. This has been a very great boon to the College. There is compulsory physical training for every student and students are not promoted if they do not attend the required number of P. T. parades. Classes are divided into sections and training classes for leaders are held. Scouting has also been introduced and about fifty members joined. A gymnastic team is also run in addition to the usual cricket, football and hockey teams.

Finances are reported to be satisfactory. Income was Rs.2,02,692— in 1932-33 and Rs.2,32,102 in 1936-37 as against expenditure Rs.2,25,290 and Rs.2,28,933.

Christ
Church
College,
Cawnpore.

During the period under review the enrolment varied between 240 and 270. This was due partly to the opening of B.A. classes in Hindi and M.A. classes in Political Science and partly to the gradual increase in the size of the degree classes. The number of women students has increased from nine in 1932 to twenty-one in 1937.

The staff has been maintained at full strength including three European teachers provided by the S. P. G. Mission which controls the College. Classes in psychology, hygiene and child study for women were opened in 1934 and a woman teacher appointed. A common room for students has been provided and more classrooms electrified and new furniture provided. Substantial improvements have also been made in the library. The various social and athletic and literary associations and societies have functioned normally. In 1933, a night school for adults, mostly labourers, was started and in 1936, a primary school in a neighbouring village and the College institute gave a small grant of the salary of a part-time teacher.

D. A. V.
College,
Cawnpore.

The College building has been practically completed by the construction of back verandahs and parapets while the hostel buildings have received considerable additions providing accommodation for about 270 students. The total number of students on rolls has increased from 570 (including 275 Intermediate students) in 1932 to 730 (including 287 Intermediate) in 1937. M.A. students were eight in 1937 against twelve in 1932, LL. B. 113 against 57, B. A. and B. Sc. 257 against 207 B. Com. 65 against 20. The usual games are provided for and in addition rowing and swimming. College societies include a legislative assembly, historical, philosophical and science associations for lectures and discussion as well as a Hindi Sahitya Samiti. The total expenditure for 1937 was Rs.1,36,135 as against Rs.88,937 in 1932-33.

S. D. College
Cawnpore.

The Principal reports that the last five years have been a period of steady all-round progress. Enrolment has increased from 325 (including 102 Intermediate in Commerce students) in 1932-33 to 568 (200 Intermediate) in 1937. M. A. students have increased from 34 to 40. B. Com. from 62 to 127, B. A. from 73 to 97 and Law from 54 to 104.

Examination results at the beginning and end of the quinquennium were :

	B.A. per cent.	B.Com. per cent.	LL.B. per cent.	M.A. per cent.
1932-33	68	83	81	100
1936-37	46	86	69.2	100

Many first divisions have been obtained in the various examinations and students have obtained first places in the university in Commerce and other subjects from time to time.

The usual games are provided for and the College boating and swimming club has continued to flourish. A whole-time P. T. instructor has also been engaged. A commodious sports pavilion was built in 1935-36. The College Union continues to flourish and other literary and social clubs exist. Much attention is devoted to debates and elocution contests. The library has grown from 6,000 books to 8,000 and the commercial museum continued to be maintained. Two houses have been rented for use as a hostel, in addition to the main hostel to cope with the increase in enrolment.

Expenditure has increased from Rs.69,779 in 1932-33 to Rs.85,306 in 1936-37.

During the period under review negotiations were completed with the National Missionary Society of India to take over the administration and maintenance of the College from the Church Missionary Society and in 1934 a governing body of 17 members with the Bishop of Lucknow as Chairman took over the administration on their behalf. The buildings and land were leased to the National Missionary Society on a nominal peppercorn rent for a trial period of three years. The National Missionary Society, however, at the end of the period found itself unable to accept responsibility for the financing of the college and the Church Missionary Society has therefore recognized the governing body as the responsible authority for one year more. It is hoped to make this arrangement permanent. The body will continue to include two members of the teaching staff besides the principal and two citizens of Gorakhpur.

St. Andrew's
College,
Gorakhpur.

The existing staff have been continued in the College, and consists of the Principal and 19 professors.

The numbers at the beginning of the quinquennium were approximately 300 of whom 200 were in the Intermediate classes. The opening of two Intermediate colleges in Gorakhpur, however, in 1936 has affected enrolment in the Intermediate classes and the present enrolment is 268 only.

Examination results in the degree classes have been as follows :

						B. A.
1932 ..	..	..	..	..	..	51 per cent.
1936 ..	..	..	..	..	..	47 "

The library has steadily increased in size and now contains 6,584 books as against 5,903 in 1932-33.

The College Union Society arranges for debates, social functions, reading room, etc. and administers its own funds. In addition most of the teaching departments have subject associations devoted to their own special subject of study. The social service league has organized night schools, lantern lectures and village uplift activities and the students and scouts have played a prominent part in flood relief work.

The college possesses excellent buildings and playing fields. The hostel has been extended and electrified. The religious teaching classes have been appreciated by a considerable number of students and parents as a valuable contribution to the development of character and culture and no applications for exemption on conscience grounds have been made.

Benares
Hindu Uni-
versity.

This University which came into existence in 1916 has during the quinquennium under review pursued a policy of consolidation. The Viceroy is Lord Rector and the Governor of the United Provinces the Visitor. There is a Chancellor, two pro-chancellors, a vice-chancellor and pro-vice-chancellor, a treasurer and registrar. The Court is the governing body, the Council the executive body of the Court, the Senate the chief academic body and the Syndicate the executive body of the Senate. The Faculties are Oriental learning, theology, arts, science, technology law, medicine and surgery (Ayurveda). The Faculty of Technology was created in 1936 to bring under one head all the technological courses which had before been in the Faculty of Science. The science departments of the Central Hindu college were separated and constituted into a separate College of Science. The Women's College was also during this period raised to the B.A. standard. The following colleges are comprised in the University :

- The Central Hindu College of Arts.
- The College of Science.
- The Law College.
- The Engineering College.
- The Women's College.
- The Teachers Training College.
- The College of Ayurveda.
- The College of Oriental Learning.
- The College of Theology.
- The Department of Mining and Metallurgy.
- The Institute of Agricultural Research.

Courses of
Study.

The Faculty of Arts provides instruction for the B.A. both pass and honours which includes music and painting as optional subjects. The M.A. can be taken in a variety of subjects including Pali. There is also a D.Litt. conferred after approval of a thesis. The Faculty of Science gives a B.Sc., in the usual subjects and in geology, industrial chemistry, chemical engineering, pharmaceutical chemistry, pharmacognosy and pharmacy. The M.Sc. is given for the usual subjects and also for geology, industrial chemistry and agricultural botany.

The D. Sc., is conferred at least two years after taking the B. Sc., The Faculty of Technology is responsible for the following examinations and courses, Bachelor of Science in Engineering, Diploma in Engineering, B.Sc. in Mining and Metallurgy, B.Sc., in Industrial Chemistry, Diploma in soap manufacture, Diploma in metal enamelling, Diploma in pottery and porcelain, Bachelor in Pharmacy and M.Sc., in Agricultural Botany. The B. Sc., in engineering is a five years course after the Intermediate. University examinations are held at the end of the first, second, third and fourth year of study know as the Intermediate in Engineering Parts I and II and the B.Sc., in Engineering, Parts I and II. The fifth year is devoted to practical training. The Diploma in Engineering was in abeyance during the quinquennium. The B.Sc. in Mining and Metallurgy extends to four years after the Intermediate. The Diplomas in Soap, Metal Enamelling, Pottery and Porcelain are two-year courses for Intermediates and one year for B.Sc's. The M.Sc. in Agricultural Botany

is a two year's post-graduate course for graduates in Botany or Agriculture and includes agricultural plant physiology, genetics and plant breeding, farm crops and plant pathology. The Faculty of Law confers LL.B., LL.M. and LL.D. Oriental examinations include Madhyama, Shastri and Shastracharya of which the last two are degree examinations.

The post-graduate course in pharmaceuticals is a practical course consisting of advanced pharmacy, forensic pharmacy and clinical chemistry, food and water analysis and pharmaceutical economics.

The total number of students in the University was 3,385 as against 2,993 in 1931-32, of these 2,048 were taking arts and science (including 813 in the Intermediate classes) against 1,898. Sixty-nine took Education against 51 at the corresponding period of the last quinquennium, 504 Engineering against 505, 206 Law as against 112, 558 Oriental Learning including Ayurveda and Theology as against 427.

Enrolment •

Those who graduated in 1936-37 were :

M.A.	M.Sc.	B.A.	B.Sc.	B.Sc. (Phar.)
59	41	197	164	6
M.Sc. (Engineering)		B.Sc. (Mining)		B.Sc. (Metal)
	125		1	16
B.T.	L.L.B.			
70	45			

a total of 759 against 428 in 1932.

Several research theses were submitted and approved for doctorates and different departments have also been engaged on lines of research bearing on their own particular subject. The Department of Industrial Chemistry has been working on problems connected with the detection of adulteration in *ghes* and other butter fats. It has also worked on the utilization of essential oils, such as citronella, lemon grass oil and palmarosa oil in the production of perfumes. The Department was successful in manufacturing glass enamels for bangles and beads and these are now being used at Ferozabad and Puralpur. A liquid gold paint for the decoration of glass bangles was also produced.

Research.

The Geology Department has won second and third prizes from the Industrial Research Bureau, Simla, for papers on the utilization of gypsum for the production of sulphuric acid and on the use of an Indian rock in place of soda in the manufacture of glass. In Physical Chemistry methods for the preparation of electro-chemical products have been worked out. Other lines of research have been pursued in the Organic Chemistry section. In the Institute for Agricultural Research the distribution and frequency of weeds have been studied and the physiology of Indian crop plants. This last line of research has been favourably noticed in 'Nature.' An interesting invention in the maintenance of tyre pressure in motor car tyres has been made by a student of the Engineering College and patented.

The Sayaji Rao Gaekwar Library has continued to make satisfactory progress. No less than 18,995 books were added during the period under review bringing the total up to 94,632. An Art gallery and a numismatic section has been started, and Babu Durga Prasad of Benares very generously presented part of his collection of coins to the University.

Library.

The University takes credit in the fact that D. Company of the University Training Corps of which three platoons are provided by

University
Training
Corps.

Benares has since 1932 won the efficiency cup every year. The standard of training and efficiency is high. There are many more applications for joining than there are vacancies.

Finance.

The University receives a grant of three lakhs a year from the Government of India besides non-recurring grants. During the quinquennium income was Rs.61,34,613 and expenditure Rs.64,38,674 a deficit of three lakhs, while there is a large outstanding debt.

Pandit Madan Mohan Malaviya continued to be Vice-Chancellor. The Pro-vice-Chancellor Mr. Dhruva retired in 1936 and was succeeded by Raja Jwala Prasad, C.I.E., late Chief Engineer, Irrigation, United Provinces.

Muslim University, Aligarh.

The Muslim University grew out of the Muhammadan Anglo-Oriental College founded by Sir Syed Ahmad in 1875. It was separated from the Allahabad University in 1920 and is a mainly residential university aided by the Central Government. The Viceroy is the Lord Rector and the Nizam of Hyderabad the Chancellor. There is a visiting board appointed by the Lord Rector, with the Governor of the United Provinces as Chairman. The University bodies are the Court, the Executive Council and the Academic Council.

The number of members of the Executive Council have been increased from three to fifteen. Twenty-five members of the Court have now to be elected from among the members of the Central and Provincial legislatures. The Intermediate College which had been separated from the University was abolished during the quinquennium and the Intermediate classes re-united with the degree classes.

Courses of Study.

Research degrees have been instituted, namely the Ph.D., D.Sc., D.Litt. LL.D. and D.Th. New subjects introduced are Urdu for the M.A. and B. A. Honours. Besides the usual subjects of university study, Sunni theology and Shia theology are subjects of instruction. The study of Unani medicine is pursued in the Tibbiya College.

A technical institute to prepare students for second grade engineering and electrician diplomas was started in 1936. These courses are proving popular.

Research.

The various departments offer opportunities for research. The Department of Zoology provides facilities for research in helminthology and entomology. Most other departments have students proceeding to or preparing for the Ph.D. The science buildings were completed during the quinquennium and equipped for Chemistry, Zoology and Botany. The buildings used formerly by the Muslim University school have been converted into a large and well equipped physics laboratory. The funds for all this expansion were provided by the Government of India who gave a non-recurring grant of Rs.15 lakhs, and private donations.

The rooms vacated in the University buildings by the science departments have been utilized by the arts department and also for the growing needs of the Lytton Library. Arrangements have been made for the reception of wireless programmes at a central university station whence by land lines they are transmitted to the hostels, the University hospital and private residences in the university areas. This arrangement is also made use of for broadcasting. There is also a private university system of automatic telephones connecting the various offices.

The various university clubs have continued their healthy activities. A new gymnasium has been erected owing to the generosity of His Highness Sir Tukoji Rao Holkar of Indore and Sir Ahmad Sa'id Khan of Chhatari.

Games and
recreation.

The Aligarh Fort has been handed over to the University together with the lands appertaining thereto for a period of ten years.

Enrolment at the beginning and end of the quinquennium was 1,027 [449 Intermediate] and 1,438 (528 Intermediate). Post-graduate students increased from 272 to 365 and degree students from 263 to 505. Income was Rs.9,07,252 and Rs.9,06,275 and expenditure Rs.9,19,556 and Rs.8,65,362. .

Enrolment
and results.

The results in the different examinations of university standard were at the beginning and end of the period under review respectively :

	M.A.,	M.Sc.,	B.A.,	B.Sc.	LL.B.	B.T.
	Per cent	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
1932 ..	65.2	93.1	73.8	72.4	79.2	89.8
1937 ..	71.0	72.7	72.2	69.6	81.9	93.9

The late Sir Ross Masud resigned the Vice-Chancellorship in 1934 and Nawab Muhammad Ismail Khan was appointed to act until succeeded by Dr. Ziauddin Ahmad in 1935. Mr. R. B. Rambootham, I.E.S., retired from the Pro-Vice-Chancellorship in 1935 and Mr. A. B. Haleem, Professor of History was appointed in his place.

The 3rd United Provinces Battalion of the University Training Corps Indian Defence Force is distributed as follows :

Military
training.

Allahabad University	... A Company	4 platoons.
Lucknow	... B	4 "
Agra	... C	2 "
Aligarh	... C	2 "
Benares	... D	3 "
Meerut College	... D	1 "
Thomason Civil Engineering College, Roorkee.	Col-Headquarters Wing.	1 "

The training during the year consists of normally four parades a week, the annual musketry course and a camp for fifteen days. A training programme spread over two years has been drawn up and has proved a success. The battalion is officered by members of the University and College staffs with a regular adjutant. A pipe band provided by the Agra contingent consists of twenty performers.

The Bareilly College is anxious to have a detachment and also the Cawnpore colleges while Meerut and Benares especially report that applications are much in excess of vacancies. The men are keen and take to the training well.

CHAPTER V

SECONDARY EDUCATION

Kinds of Schools.

The anglo-vernacular system of secondary education and the vernacular system differ both in composition and control. The anglo-vernacular system is a system where the high school consisting of primary, middle and high sections (that is of Classes III to X) predominates, though there are also anglo-vernacular middle schools which Classes III to VIII and intermediate colleges with Classes III to XII or only IX to XII. The anglo-vernacular system is, however, divided in control as, while the final examination is controlled by the Board of High School and Intermediate Education and the courses from Class V prescribed by it, the courses of Classes III and IV of these schools are prescribed by the Department of Public Instruction. Again while the recognition of an anglo-vernacular middle school is in the hands of the circle inspector that of a high school, in other words the raising of a middle school to high school status, is controlled by the Board. There is no public examination after the VIII Class in a middle school so boys from middle schools have to gain entry in the high section of a high school and thus middle schools are all of them schools which are waiting till enrolment and support enable them to apply for admission to the rank of high schools—they are in fact the chrysalis form of the high school and there seems no really good reason for their existence. Indeed their existence in their truncated form simply leads to premature recognition as high schools and the deterioration of English education. The more normal form of middle school is the vernacular middle school which consists of Classes V, VI and VII ending with a public examination, the Vernacular Final Examination. These schools are recognized by the circle inspector, follow a curriculum devised by the Department and take an examination controlled by the Department. But not only is there a difference in form but in type and class. The anglo-vernacular high school and middle school is an expensive affair with buildings of a definite standard and a staff of trained graduates and undergraduates—expensive too in its equipment and educational paraphernalia. The vernacular middle school on the other hand does not boast of fine buildings and expensive equipment while it is staffed by the products of the system who have done a further two years training in a Normal School and have made their way generally through apprenticeship first in the village school. It may be that their attainments are somewhat too low for the subjects they have to teach and it is very possible that improvements in the teaching staff will have to be made, but education in the vernacular middle school is not as unsettling as in the still exotic high school which is too artificial and too urbanised. The vernacular middle school boy sits on a mat—the high school boy sits at a desk; one is vernacular in outlook, the other is something of a hybrid. Certainly the vernacular middle school boy is more practical minded. How far the vernacular middle school is worthy of being included in the term secondary education it is difficult to say. In England, before the Hadow Report, it would be still a part of elementary education and the separation of the 11 plus child into senior and central schools makes the resemblance closer. Vernacular education is, in fine, elementary

education with its primary stage and its senior or central school stage corresponding to the vernacular middle school. It is in these schools that the solution of the problem of finding a satisfactory system of general education may be found.

The medium of instruction in both systems is the vernacular though in the anglo-vernacular system English is compulsory as a subject of study and in the vernacular system it is optional. In the high sections instruction can be given either in the vernacular or English but in the Intermediate classes the medium is English.

Anglo-vernacular institutions are maintained by Government to the extent of one in every district but the majority are aided schools maintained by private agency in the form of governing bodies. Vernacular middle schools are provided by rural and urban boards assisted by a contract grant from Government for vernacular education. There are also a certain number of aided vernacular middle schools in receipt of grant-in-aid from the boards. The table below gives the number of all kinds of secondary schools and their enrolment.

Kind of institutions	Institution			Percentage increase	Enrolment			Percentage increase	Remarks
	1931-32	1936-37	Variation		1931-32	1936-37	Variation		
Government	65	65	..	..	28,370	24,510	+13,410	5.3	
District Board	630	660	+30	5	78,427	73,150	-277	-0.85	
Municipal Board.	87	42	+5	13.5	5,784	7,768	+2,029	35.2	
Aided ..	238	286	+48	2.2	66,566	81,090	+14,524	22	
Unaided ..	48	81	+33	7	5,924	8,841	+2,917	49.2	
Total ..	1,01	1,134	+116	11.4	2,79,921	3,00,354	+20,433	11.4	

It will be seen that the increase in enrolment has declined. It was 47,555 at the end of the last quinquennium against 20,433 this. There has been an actual decrease under district board schools, namely vernacular middle schools, where the increase was 22,799, in the last quinquennium, and the increase under aided schools which are mainly anglo-vernacular schools has declined from 21,440 to 14,524. The total increase is 20,433 against 47,555, last quinquennium. The position will be discussed under the appropriate heads—suffice it to say here that the decrease under vernacular middle schools is due to economic causes to some extent, because parents have been unable to pay even the small fees demanded, but also to the fact that local boards have been unable or unwilling to provide accommodation and teaching staff for extra sections.

The increase in institutions is largest among aided schools, namely English institutions, but the increase of thirty board schools is surprising

when the enrolment has decreased. It is due to the fact that boards have opened new schools on demand in localities which before sent their boys to schools at a distance with a corresponding decline in the number in the original school. This of course is an uneconomic practice but is perhaps unavoidable under a system of local control.

Expenditure from the different sources on secondary education is given in the table below :

Heads	1931-32	1936-37	Increase	Percentage increase
	Rs	Rs.	Rs.	
Provincial Revenues	47,59,854	53,21,977	5,89,992	11·8
District Board Funds	3,25,890	3,53,394	27,504	8·5
Municipal Board Funds	1,92,150	2,59,371	67,221	34·9
Fees .. - ..	28,50,791	33,88,085	5,87,294	15·3
Other sources ..	7,86,617	9,93,604	2,06,983	26·8
Total ..	89,15,302	1,08,16,427	14,01,125	15·7

It will be seen that although the period under review was a period of financial difficulty and stress there has been an increase of as much as 14 lakhs in expenditure—the largest increase coming from public funds. The percentage increase during the last three quinquennia under this head has been 42 per cent. in 1926-27, 27·5 per cent. in 1931-32 and 11·8 per cent. in 1936-37.

District boards have contributed little by way of increase but there was a decrease of 4·1 per cent at the end of the last quinquennium. Fees are up by 15·3 per cent. but this compares unfavourably with the end of the last quinquennium when the increase was 44·6 per cent. nor is the decrease proportionate to the small increase in numbers. Contributions from other sources, namely endowments and subscriptions towards the maintenance of schools, have increased with the increase of aided anglo-vernacular schools but the total of just under ten lakhs is very small when the number of institutions are taken into consideration. Public funds contribute 51·1 of this expenditure, fees 32·8 and other sources only 9·6 as against 53, 31·9 and 8·8 per cent. at the end of the last quinquennium.

A—English Education

Board of
High School
and Interme-
diate Edu-
cation.

The Board of High School and Intermediate Education which controls English education as far as examinations and the prescription of courses is concerned is also the recognizing authority for raising institutions to high school and intermediate status. The Department has thus no responsibility any longer for this. English schools are however recognized up to the middle school standard by the circle inspectors who are also responsible for the inspection of institutions up to the high school stage and are associated with a panel of inspection appointed by the Board for the inspection of Intermediate colleges. Rules governing the administration, discipline, fees and procedure in all institutions are contained

in an educational code which is applied by the Department through the circle inspectors.

The table below gives the numbers of institutions including girls schools recognized by the board during the quinquennium :

Year			High School	Interme- diate	Interme- diate in Commerce	Interme- diate in Agriculture	Music Indian
1981	..	..	212	38	9	8	..
1987	..	..	254	40	9	8	2

An increase of 42 high schools and four intermediate colleges is a large increase and doubts have been expressed as to whether recognition is not being given too easily by the Board. In the preceding quinquennium the increase was 24 and three respectively. Examination results are as follows :

Year	High School Examination		Intermediate		Intermediate in Commerce		Intermediate in Agriculture		Music Indian	
	Candidates	Percentage of passes	Candidates	Percentage of passes	Candidates	Percentage of passes	Candidates	Percentage of passes	Candidates	Percentage of passes
1931-32	.. 10,105	60.9	3,089	57.1	238	52.9	64	90.6	..	..
1936-37	.. 14,392	58.28	4,143	60.4	447	66.6	89	91.6	16	68.8

It will be seen that candidates for all examinations have increased. The following changes have been introduced in the Board's examinations. A diploma examination in Indian music has been introduced as well as an examination for a certificate in military science. As this latter does not include any proper practical training and there is no provision for the inclusion of intermediate students in university training corps battalions, the certificate has so far attracted no candidates. Music has been prescribed as an optional subject for the High School examination. In the place of the dictation in English which was a feature of the high school examination, a test in punctuation and arrangement of paragraphs has been substituted. This was due to the difficulty in getting suitable persons to give the dictation test as there were great complaints as to the varying standards of dictation and audibility.

The two examinations conducted by the Board are the High School examination and the Intermediate, which includes Commerce and Agriculture. The Intermediate is no longer divided into arts and science branches but arts and science subjects can be taken together. The Intermediate in Commerce and in Agriculture are separate examinations. The Board is a statutory body of 37 members with the Director of Public Instruction as *ex officio* chairman but with a majority of elected members

representing different interests including, of course, a majority of educationalists.

Statistics of passes during the quinquennium are given below :

High School

Year				Number appeared	Percentage of passes
1933	..	..	..	10,655	54.1
1934	..	..	..	11,937	63
1935	..	..	..	12,637	58.7
1936	..	.	..	13,422	53.2
1937	..	..	..	14,392	58.2

The increase is 4,287 over that at the end of the last quinquennium when the increase was only 1,524. The fluctuations in the results are again noticeable. The figures for the Intermediate are as follows :

Year	Intermediate in Arts and Science		Intermediate in Commerce		Intermediate in Agriculture		
	Number appeared	Percentage passed	Number appeared	Percentage passed	Number appeared	Percentage passed	
1933	..	3,583	58.4	825	54.9	70	65.7
1934	..	4,140	56.	872	50	76	64
1935	..	4,031	56.9	878	52.8	81	91.8
1936	..	4,173	59.2	437	57.4	77	88.8
1937	..	4,142	60.4	447	66.6	89	66.6

At the end of the last quinquennium there were 3,089 candidates for the intermediate in arts and science. There is therefore an increase of over a thousand. The percentage of passes has shown a steady increase which may or may not indicate a lowering of standard.

In the High School examinations the fluctuations are due probably as much to inequality of candidates as a result of weak schools, as to the vagaries of examiners. It is obvious however that some stabilising device is necessary.

The Board is the authority for prescribing text-books for all classes from Class V to Class XII. It works through different subject committees who examine and report on the books recommended to be prescribed. These books are prepared by members of the teaching profession generally and sent up by different publishers.

Recognition of schools as high schools and high schools as Intermediate colleges is given by the Board on the recommendation of the Recognition Committee which is a committee appointed by the Board. Applications for recognition are received through the inspector of the circle concerned who gives his recommendations which are scrutinised in the Board's

office and then go to the Director as chairman for his recommendations. Thereafter they go before the Recognition Committee. The Board's decision in the matter, however, is final.

Intermediate colleges consist of three types. There are high schools from Class III to X with Classes XI and XII added. These are the prevailing type among Government intermediate colleges which number eight. Then there is the type which has Classes IX to XII only. Others again consist of Classes V or VI to XII.

Intermediate Colleges.

There are at present forty intermediate colleges and in addition the Intermediate classes of the constituent degree colleges of the Agra University are controlled by the Board of High School and Intermediate Education. This was by way of being a concession to these colleges who were afraid that they would be unable to pay their way if deprived of their Intermediate classes.

The results of these classes attached to degree colleges are inferior to those of the real intermediate colleges thus emphasising the defects which the intermediate college system were expected to remedy and which indeed, when properly worked, they have remedied. The following table shows the position :

Year				Percentage of passes		
				Degree Colleges	Government Intermediate Colleges	Aided Intermediate Colleges
1933	..	..	..	53.7	65.1	60.8
1934	..	..	..	55.1	64.1	60.7
1935	..	..	..	59.8	64.5	65.9
1936	..	..	..	59.4	69.7	68.2
1937	..	..	..	56.4	71.1	65.7

The proposed system of reorganization referred to elsewhere would reunite one class to the degree college and place the other with the higher secondary school. Thus the logical system would at last be reached.

The numbers in the intermediate colleges have increased from 5,431 to 6,225 and expenditure increased from Rs.16,78,683 to Rs 21,05,915.

The share of provincial revenues increased from Rs.8,70,485 to Rs.10,19,418; fees from Rs 5,50,100 to Rs 7,98,754 and income from other sources from Rs 2,55,018 to Rs 2,80,208. Municipal Board funds contributed a small amount, viz., Rs 7,535. The percentages to the total expenditure are: provincial revenues 48.4 per cent. fees 38 per cent. and income from other sources 13.3 per cent. as against 52 per cent. 33 per cent. and 15 per cent. in 1931-32. There has been an increase of expenditure from all sources.

Expenditure on Intermediate Colleges.

It was stated in the last quinquennial report that intermediate colleges were a success and had come to stay. The increase in numbers

seems to prove this statement and it is generally agreed among those who have had experience of their working that the product of the intermediate college is better grounded and more able to benefit from advanced instruction than the product of the classes attached to degree colleges. The general agreement reached by the members of the Central Advisory Board of Education which envisages a higher secondary stage of the intermediate standard bears this conclusion out, while the suggestion that the universities should have a three year degree course as opposed to the present two should meet the objections often heard that in two years a student is unable to obtain sufficient colouring from the university background.

The Muslim University, Aligarh, which had an intermediate college separate from the university did, however, during the quinquennium revert to the original plan and restored the intermediate classes to the university. The Hindu University, Benares never adopted the separate intermediate college system and has always included its intermediate classes in the university.

English High and Middle Schools

Number and Enrolment.

The table below gives the number and enrolment of Anglo-vernacular high and middle schools.

	1931-32		1936-37	
	Number	Enrolment	Number	Enrolment
High Schools	181	75,269	210	89,433
Middle Schools	97	12,661	109	12,608

The increase of twenty-nine high schools shows that the demand for this type of education still persists and the growth in enrolment continues. It was 14,836 last quinquennium and is 14,164 this.

Expenditure.

The statement below shows the expenditure, on English high and middle schools.

	1931-32	1936-37	Increase	Per-centage increase
	Rs.	Rs.			Rs.
Government funds	28,85,422	32,51,376	3,12,554	11
Fees	19,04,785	21,37,858	2,33,118	14.8
Boards Funds	1,17,274	1,68,384	53,010	46.5
Other sources	5,01,074	6,70,758	1,69,684	33.8
Total	54,16,505	62,42,871	8,26,366	11.5

The total expenditure has increased from Rs.54,16,505 to Rs.62,42,871 or over eight lakhs—a percentage increase of 11.5 which may be compared with the increase in the last quinquennium of 30 per cent. Notwithstanding the difficult financial position there has been an increase of over three lakhs in fees, while contributions from other sources increased by over a lakh and a half. The increase in fees is explained by the increase in numbers and the increase of funds from other sources represents the private endowments and contributions from new schools mainly.

The proportion of expenditure met by Government is 52 per cent. of the total as against 53 per cent. at the end of the last quinquennium. Fees have remained steady at 35 per cent of the total, while contributions from other sources are 10.7 per cent. as against 9.

This refers to all expenditure including Government institutions. For aided high and middle schools the proportions are :

	1931-32	1936-37
Government grants	44	41.8
Boards grants	2	2.1
Fees	42	42.6
Other sources.. .. .	12	14

It will be seen that aided schools are practically entirely financed by fees and Government grants between them, and private benefactions and contributions are very small.

The cost per scholar in high and middle anglo-vernacular schools is Rs.62-8-6 per annum. In Intermediate colleges it is Rs.77-7-3.

Aided Schools
and their
management.

Aided schools have to be managed by a registered body. In most cases it is a body composed of gentlemen of the locality, who take a varying degree of interest in the school. In many cases the work is entirely done by the manager or secretary and the committees do little but register his decisions. Other schools are managed by trustees as defined by a deed of trust and others again are managed by missionary bodies. Whatever the form of management it is exceptional for the schools to be well endowed. Many live from hand to mouth and can only afford the bare minimum of equipment. The poverty of the schools is reflected in the poverty of the intellectual endowment of the products they turn out and one at least of the causes of educated unemployment is inefficient schools. The reports from inspectors are not encouraging in this respect. From Agra comes the remark "The financial condition of the majority of aided schools is not stable."

The Inspector, Fyzabad circle, says, "The managements now find it increasingly difficult to maintain their contributions on the old level. In most cases it is practically impossible to raise their share." The Bareilly Inspector thinks that the management of aided schools is as unsatisfactory as ever. "After the first wave of enthusiasm and generosity which results in the establishment of the school in its own building with or without a small endowment, is over, the public or the founders leave it to Government or the boys paying fees to maintain and develop it."

Turning to relations with teachers, the Inspector, Benares circle, considers that the administrative machinery is functioning more smoothly than in the last quinquennium. The Allahabad report echoes this.

“The relations of teachers with their managements have been steadily though gradually improving.” It is hoped that the new agreement forms prescribed by the Department and the arbitration committees which have been set up will improve matters but several inspectors report that teachers often suffer. The Inspector of Schools, Fyzabad states “Increments are not given; well qualified teachers are appointed on ridiculously low salaries (trained M A.’s on Rs.50 per mensem).” On the other hand some managing bodies do their work efficiently and conscientiously. They give their services voluntarily and deserve well of the community. Cases of victimisation do unfortunately occur but with the growth of teachers’ organizations and with the new safeguards now devised they should become rarer and ultimately cease altogether.

Buildings.

Government institutions have had few additions during the quinquennium owing to the financial situation. Many require considerable extensions and a few, entire rebuilding. In view of the schemes of reorganization which have been in the air it would have been a mistake to sink large sums of money in buildings which might have to be utilized on a different plan, even if the money had been available. The Government Intermediate College, Almora, has made some progress with the erection of a science block, but little has been done elsewhere. Several aided institutions have erected buildings some with the assistance of grants, some without any help. These have generally been for the purpose of obtaining recognition from the Board as a high school or to add intermediate classes as the Board insists on the provision of suitable accommodation before awarding recognition. In the Lucknow circle the Kanya Kubja Intermediate College has added ten rooms at a total cost of Rs.17,115 towards which Government gave Rs.4,900. The Queen’s Anglo-Sanskrit High School, Lucknow, constructed a block for the lower school at a cost of Rs.22,500 towards which Rs.7,500 was contributed by Government. St. Joseph’s High School in the same place built a science block and classrooms costing Rs.11,700 towards which Rs.3,900 was given as a grant. The Colvin High School, Mahmudabad, constructed three new rooms costing Rs.5,664 of which Rs.2,832 came from Government. The Amiruddaula Islamiya High School, Lucknow, and the Atal Behari High School, Unao, also built new rooms.

There was considerable building activity in the Fyzabad circle. The high schools at Padrauna and Majhauri completed their buildings. The Chunni Lal A.-V. High School, Chhaputti, also completed its main block and two hostels. The Brahmin School, Gorakhpur, also built a main block. The D. A.-V. School, Gorakhpur, the King George’s High School, Utraula, St. Andrew’s High School, Gorakhpur, Mian Sahib’s George Islamia Intermediate College, Gorakhpur, Madhusudan Vidyalaya, Sultanpur, Sri Anant High School, Khapradib, Forbes High School, Fyzabad and Hobart High School, Tanda, all added a block or a wing. The Balmakund Lal Intermediate College, Gorakhpur, is almost completed, while the Saraswati Vidyalaya, Fyzabad, is in the same state. The Thompson High School, Gonda, has added a science block. The Anglo-Sanskrit High School, Basti, built a gymnasium and a fine new hall thanks to the generosity of Mr Deo Raj Narain. The Seva Samiti School, Deoria, and the Bisheshwar Nath High School, Akbarpur, have added hostels. Towards the cost of some of these Government gave what money was available.

From Agra circle the only building activity reported is the construction of four rooms and a science practical room in the Islamia High School, Etawah.

There appears to have been little building activity in the Bareilly circle during the quinquennium.

In Meerut grants for buildings were given to the Islamia High School, Muzaffarnagar, the Faiz-i-am and B. A.-V. High School, Meerut, the G. H. P. High School, Nagina and the Islamia High School, Saharanpur, amounting to Rs.25,500 in all.

Grants amounting to Rs.39,841 were given for the construction of buildings and additions in the Benares circle.

The Theosophical National Boys' High School, Benares, constructed a fine building of its own and new buildings were also erected by the Shia Anglo-Vernacular school, Jaunpur and the D. A.-V. High School, Azamgarh.

The Allahabad circle received Rs.34,716 for building construction or the clearance of debts incurred through buildings. The total sum given by Government to aided institutions for building construction during the quinquennium was Rs.2,21,116 while Rs.69,797 were spent on additions to Government institutions.

There has been a reduction in the number of boys who live in hostels. Many schools have hostels which are only half full. The reason why this is so is said to be the fact that hostels are expensive but this is hardly correct as mess charges have been reduced considerably. Another reason for this is the multiplication of high schools in the country providing educational facilities at the students home. Another reason seems to be that students do not like the discipline of life in a hostel with its rules and regular hours and prefer the inconveniences of a dark room in some remote relative's house in the bazaar with its accompanying freedom. The idea that life in a hostel is part of the educational system has not yet been generally recognized. On the other hand headmasters and superintendents do not as a rule exert themselves to make hostels attractive by the provision of social and other amenities though during the quinquennium which has passed the need for extended extra-curricular activities has been emphasised.

Hostels.

The total number of boarders was 8,386 as against 9,309 last quinquennium, of these 1,794 were in Government institutions and 5,973 in aided institutions. Only 8 per cent. of the total enrolment live in hostels.

Equip. me

The complaint that Government schools are starved in this respect still continues as what money is available is given to aided schools, especially aided schools which are newly recognized, in order to enable them to reach the required standard. In Government schools the chief need is for replacement of furniture. Still essential requirements have been met—it is only desirable equipment which cannot be supplied to the extent which would be satisfactory. The Inspector of schools, Bareilly says "One thing must be mentioned that there is observed an effort everywhere to improve matters in this respect. Schools are anxious to start manual training classes, maintain nature study gardens, furnish history and geography rooms. The ill-equipped schools are those which have been started with insufficient funds or come into existence more by luck than by any inherent merit." The Agra Inspector

reports that the furniture in the majority of institutions is just sufficient. More apparatus for history and geography is required while work in science in some schools is held up for want of sufficient apparatus.

The luxuries of school equipment are seldom found. A few schools have cinema projectors and some have lanterns and epidiascopes—a very few have wireless sets. School museums are met with here and there but there is great lack of initiative. Schools wait for suggestions and seldom launch out on experiments of their own.

Teachers
a) Numbers

Not including specialist teachers such as language, drawing, manual training and commerce teachers who have, with the exception of manvis and pandits, all had some form of training in their speciality, the particulars of trained teachers are as given below :

	Government A. V. Schools			Non-Government A. V. Schools			Total	Trained	Per cent.
	Total	Trained	Per cent.	Total	Trained	Per cent.			
1931-32 ..	884	825	93	2,845	1,906	46	3,727	2,181	57
1936-37 ..	827	791	96	3,256	1,991	61.1	4,179	2,782	66.5

It will be seen that there has been an increase in the total percentage of trained teachers. Among the untrained teachers are included 801 who hold the A. T. C. (Acting Teachers Certificate) which was given to teachers employed before 1927 without examination on favourable report. Those who had joined a school between 1927 and August, 1931 and had passed as a minimum the Intermediate examination were given the certificate after going through a course of supervised teaching in their own schools and passing a practical test of two lessons before two examiners. Since 1931 all teachers appointed in A.-V. schools must be trained. The issue of the acting teachers certificate has now been discontinued.

(b) Pay.

There has been a regrading in the pay of assistant masters of all grades in Government anglo-vernacular institutions. Headmasters of Government High Schools were all promoted to the Provincial Education Service on a scale of Rs.250 to Rs.675 and a selection grade of Rs.700—50—800 in 1921. With the exception of five major schools, headmasters who joined the service after 4th July, 1931, will be in the Subordinate Educational Service on a scale of Rs.180—12—300—15—360. Those who joined earlier as assistant masters will be in the new Class II United Provinces Educational Service on Rs.200.—15—380—20—500—25—650, Principals of Government Intermediate colleges will also be in Class II except the Principals of Allahabad, Lucknow and Benares who will be in Class I.

The new scales of pay for assistant masters are as follows :

Post	Old scale		New scale	
	Rs.		Rs.	
Assistant masters (Special grade for Intermediate colleges).	200—25—450	..	120—10—300.	
Assistant masters trained graduates	100—10—300	..	75—5—150—10—180— efficiency bar at Rs.150.	
Trained under-graduates ..	50—5—100—150 and 25 per cent. to Rs.200.	and	40—4—100 efficiency bar at 80-25 per cent. up to Rs.140.	
Assistant masters of classical languages in Intermediate colleges.	100—10—300	..	75—5—150—180 efficiency bar at Rs.150.	
Assistant masters, Hindi and Urdu in Intermediate colleges.	100—10—300	..	120—10—300 with efficiency bar at Rs.200.	
Teachers of classical languages in High Schools.	50—5—125—5—150	..	40—4—100 efficiency bar at Rs.80.	
Drawing masters ..	50—5—150	..	Ditto.	
Manual Training instructors ..	50—5—100—10—150	..	60—4—100.	
Assistant Manual Training instructors	50—5—75 ..	..	40—2—60.	
Drill instructors ..	25—40 ..	..	25—1—35 (each circle one selection grade Rs.35—1—40).	

Pay in aided institutions is approximating to the new scale, but competition has reduced the starting pay of trained graduates and owing to the poor financial position of many schools increments in many cases have not been given for some time.

This is at the rate of 6½ per cent. of the teacher's salary which each contributes monthly. The management adds half of this sum. This is invested in the post office savings bank. When a teacher retires Government add one-third of the total including interest. The management's contribution is included in expenditure approved for the calculation of grant-in-aid.

(c) Provident Fund

There are complaints that in many cases the managements are very behindhand in paying their contribution with the result that there is a loss of interest. But on the whole the provident fund has been a great boon to teachers in aided schools. Teachers in Government schools may also contribute to a provident fund, but Government make no contribution in view of the pensions teachers are entitled to.

The Inspector, Bareilly, thinks that the position is not much improved and that the teachers' tenure is precarious. The Inspector, Lucknow, however, states that relations have considerably improved as a result of the agreements which are now compulsory. That the managers consider that these agreements are more than pieces of paper is shown by the

(d) Relations between staff and managers.

incorporation of a Managers' Association. The economic situation and the consequent unemployment have undoubtedly enabled managers to reduce salaries, but in case of real injustice the establishment of arbitration committees has given permanent teachers a real security against unjustified dismissal. It is the older teachers who were appointed before the agreements came into force who suffer, but specific cases of injustice are few. The arbitration committees are two in number—one consisting of the Director of Public Instruction or Deputy Director of Public Instruction and a headmaster nominated by the Secondary Education Association together with a manager nominated by the Director of Public Instruction for appeals from headmasters; and for assistant masters the circle inspector together with a representative of the Secondary Education Association and a manager nominated by the Director of Public Instruction.

(e) Quality
of teachers'
work

While better qualified and better trained teachers are joining the profession the results do not reflect this to any great extent. Mere mechanical teaching is certainly better, but the influence of teachers on students is not apparent. This is largely what is wrong with secondary education—the lack of conscious direction behind the teaching—so that it is not informed with a real ideal aiming at a full education in the real sense. Our schools are factories and not character forming institutions and thus the product they turn out is unformed, leading to frustration and ineffectualness. This is a world wide deficiency—the sense of frustration and failure which leads to discontent with things as they are and at the same time warps all efforts to set things right. In such an atmosphere of *malaise* there is a gulf between the younger and the older generations and a lack of sympathy and understanding which leads to maladjustment in all relations of life including education. Managements and headmasters do not understand the younger teachers and do not try to put themselves in their places with the result that there is no team spirit in the majority of schools and they become mere centres of dull routine. There are good schools, of course, places where one can feel the life that exists and where headmaster and staff work together with a common purpose, but they are all too few. We need a reorientation of ideals, not only a change of organisation and curricula. We need men in the teaching profession with a sense of the nobility of their profession—for the teacher must be inspired by a sense of vocation and realize that his ideal is more than the mere earning of his bread and butter—he must aim at the inculcation of a philosophy of life in his pupils and to do this he must himself have a definite code.

Thus the Inspector of Schools, Bareilly observes "The work of the teachers is not characterised by that amount of thought and care which is expected of them—the people responsible for the mental and moral growth of the nation. The majority of teachers do not take real interest in extra-curricular activities or the general welfare of the boy outside the class." The Inspector, Benares, considers, that ineffectiveness in teaching in aided institutions is economic in its cause. "Low starting salaries, uncertain future prospects and insecurity of tenure are reported to damp the enthusiasm of teachers of aided schools soon after their training. The wail of heads of government institutions on the other hand is that security of service and regular increments seem to have developed a sense of self-complacency in their teachers. They show

little initiative and drive and escape punishment by keeping their work just above the level of minimum efficiency. These complaints have been repeated from year to year but the disease seems to lie much deeper. It needs a thorough diagnosis and a radical remedy." He suggests an overhauling of the system of selection on the basis of natural aptitude for teaching. The Lucknow Inspector thinks that the work of teachers on the whole has improved but what is wanted is development of a higher sense of duty. The Inspector, Meerut, says "The general feeling is that teachers fresh from the training institutions do fairly respectable work in the beginning but eventually succumb to the deadening atmosphere of the routine of the schools. The efficiency of the teachers in a school is greatly influenced by the personality of the headmaster. Our teachers have no educational ideals and those that have them have no spiritual courage to work up to them." Referring particularly to teachers in aided institutions he goes on to say, "The insecurity of their tenure, the employment of their leisure hours in private tuition to eke out a livelihood, the wrangles in the management which have repercussions on the staff hardly provide the teacher any incentive or time for improvement." This is indeed a case where 'the letter killeth but the spirit maketh alive.' It is clear that while the modern teacher has the knowledge and has been taught how to apply it his environment is against him. It is stated by some inspectors that the results in aided schools are very often better than those in the better staffed government institutions and they attribute this to the security of the government servant which kills initiative, while the aided school teacher has always to be striving to avoid removal. The Inspector of Schools, Meerut, does not however subscribe to this view. "To gauge the efficiency of a teacher by examination results alone is not a very sound policy. The aided schools have been able to show better results because of the strict promotion from class IX to X and a very strict admission particularly in those schools which have been able to establish a reputation for good results." The habit of some schools of having two sections in Class IX but only one in Class X is another instance of this strict selection.

The medium of instruction nowadays in almost all schools is the vernacular up to the High School. In Classes IX and X it is not compulsory but permissive and permission is never refused.

Medium of instruction.

The Inspector of Schools, Lucknow, states, "It is reported by all headmasters that with the introduction of vernaculars as medium of instruction boys take a greater and more intelligent interest in the subjects but the standard of English has, as a result, gone down considerably. The quality of books in the vernacular has improved with the result that the teaching through the vernacular medium has become more efficient." The Inspector, Bareilly, however, does not agree, "It was hoped by the advocates of the vernacular as the medium of instruction that their proposal would enable the students to pass examinations in large numbers and devote more time to the study of English saved in this way. But sad disappointment awaited them all. A general weakness in the subject of English and a highest percentage of failure in it in examinations has become a feature. On the other hand students' knowledge of the vernaculars and expression in their mother tongue has shown no marked improvement". The Allahabad Inspector also says, "With the change in the medium of instruction from English

into the vernacular the apprehensions that efficiency in English would be adversely affected have only proved to be too true and moreover the change has to some extent affected the standard of the other subjects as well owing to the teachers having themselves studied the subjects in English and being not equally conversant with the vernaculars of the various students in the class. Great difficulties are experienced by the teachers owing to the diversity of vernaculars among the students in one class."

There is a departmental order that the vernacular used must be such as can be understood by both Hindi and Urdu speaking students but this is difficult to carry out and owing to the different scripts blackboard work has generally to be in English though Roman characters are often used. The script is indeed the main difficulty and it already seems certain that before long a single script will have to be adopted. But the teaching of the vernaculars themselves needs improving from the very start and to develop a common language which like the main languages of the world, will form a part of education in itself is a problem that time alone will solve. Latin, Greek, Arabic, Sanskrit, Persian, French and English are rich in imagery and hold enshrined the very lives of the people. It may be long before any common language formed from Urdu and Hindi can be anything more than a medium for the communication of common things and as an instrument of education it will have little value. The study and use of a well articulated, logical and flexible language becomes an education in itself and its absence leads to a poverty of thought and expression and is an obstacle to logical thinking.

Teaching of
subjects of
the curricu-
lum.

English—There is general dissatisfaction with the curriculum laid down by the Board in this subject. The Inspector of Schools, Meerut, says, "nearly all headmasters agree that much of the unsoundness of methods of teaching is due to the examinations which overshadow all the activities in the classroom." The Inspector of Schools, Allahabad, thinks that the whole technique of teaching the subject needs to be changed. The Inspector, Lucknow, considers too much attention is paid to the text books prescribed. The Bareilly Inspector agrees and thinks there should be no prescribed text books: "If the nature of the question papers is changed towards the right direction the teaching of the subject will adjust itself in a couple of years."

There is little doubt that the teaching has become too mechanical and too occupied with the dead bones of the language while little attempt is made to teach appreciation or how to use the language. In fact there is considerable misunderstanding or lack of agreement as to why English is taught at all. The High School examination papers seem to suggest that it is meant to be taught as an instrument of education in itself so they busy themselves with contexts and word meanings and explanations from set books which are learnt off by heart parrot-wise. Lower down in the school comes the attempt to teach English as a means of communicating thought and much play is made with the direct method. This is excellent as far as it goes but it does not go very far and drill in a few words along a stereotyped routine takes the place of practice and more practice in expression. The direct method is good to begin with but it must be carried on and adapted for the higher classes; actually it is used in Classes III and IV and then dropped entirely. Before English can be satisfactorily taught a decision must be reached regarding the purpose for which it is to be taught.

Is it to be a cultural subject or is it to be learnt merely for purposes of communication? At the stage when the High School examination ought to be taken—that is at the age of sixteen—is it doubtful whether the average boy's mind is capable of assimilating the cultural aspects of a language, but a beginning of appreciation of its aesthetic aspects may be made. This however cannot be done by a course in contexts and synonyms from set textbooks. The set textbook must definitely go and in its place there should be wider reading from a variety of books and considerably more practice in expression. As to the earlier stages, English should be taught as a means of communication and a much greater facility aimed at in its colloquial use.

The Inspector of Schools, Bareilly, laments that the Indian student is losing his natural genius for mental arithmetic both for lack of practice and the nature of the curriculum. "Fractional tables are neglected altogether and there is too much resort to pen and paper." However if the heavy grind of memorising tables which led to this agility is being lightened there are some who would not regard this as a loss at all. On the whole opinion is that the subject is adequately dealt with. Mathematics

The Inspector, Lucknow, considers that there has been an improvement in the teaching of both these subjects and that greater use of illustrative material is being made. Other inspectors refer to attempts to use school museums to help in the teaching and to excursions for both history and geography work. The teaching of history however in too many schools is little better than an ordinary text lesson with no illustrations, few maps and little attempt to bring it to life. Geography teaching in the higher classes is more scientific but in the lower classes it is still too little realistic. More equipment is required in the teaching of both subjects and much more should be done in the way of illustrative handwork in both. There has been, however, a distinct improvement in the equipment for the teaching of geography and of history in many schools. History and Geography.

The Agra Inspector states that signs of improvement are visible where these subjects are taken by graduate teachers. The Meerut Inspector says, "Perhaps the worst taught subject in Anglo-vernacular schools." All inspectors combine in stating that the vernacular teachers of the old type *maulvi* and *pandit* are no longer adequate for this purpose. The vernacular must now take its place as the first language taught in schools. To do this it must have proper trained teachers of a higher standard. What has so far stood in the way is cost, for a *maulvi* or *pandit* is cheap. Graduates and undergraduates, however, with either training qualifications or who have passed the advanced language examination of the department are now becoming available in greater numbers. Unfortunately, managements of aided schools still think that the vernacular does not matter and a low-paid *maulvi* or *pandit* educated along traditional lines is quite good enough to teach it. Vernacular languages.

Another difficulty is that few people speak idiomatic Hindi or Urdu. There are several varieties and the solecisms of the 'pahari' are no more reprobated than the easternisms of Gorakhpur. There is no canon of Hindi and even Urdu becomes very mixed in some parts of the country. The Hindustani Academy has not so far adopted the roll of the Academie Francaise and laid down models of correct usage. Till that is done there will never be a really accepted form of the vernacular. Until proper teachers are appointed in the schools this day will recede yet further.

Classical
languages

The Inspector of Schools, Benares, says "All efforts to change the stereotyped methods of the pandit and the maulvi seem to be thrown away on them. They continue to move in the old groove. With rare exceptions pandits and maulvis read aloud what they have to teach and then translate it in the boy's mother tongue." The number of students taking Persian and Arabic are stated by the Inspector of Schools, Allahabad, to be declining, especially the latter. Another inspector states that in some cases graduates in these subjects have been appointed and are doing well. The traditional Sanskrit or Arabic teacher, however, considers that the knowledge of a graduate in these subjects is beneath contempt. Actually the courses in Sanskrit and Arabic in the pathshalas and madrasas have greatly improved of late and the maulvi and pandit now turned out is a very much better equipped and up-to-date person than in the past. In addition many of them take the English subject in the High School examination and even in the Intermediate to add to their qualifications. What is now required is a course of training in the methods of teaching.

Science.

The complaint made in the last report that compulsory general science in the upper middle classes led to unwieldy classes and no opportunity for practical work, while it left the high school course much too truncated, still continues. Further, as is stated by the Inspector, Lucknow, sufficient attention is not paid to practical work due to the abolition of the practical test in the High School examination. More schools are taking the general science course for the High School examination which includes biology.

Nature
study.

This forms part of the general science course which is taught in all classes from III to VIII and includes elementary science and hygiene. As to nature study itself the Inspector, Benares, observes "at present its teaching is generally confined to the preparing of small plots and growing a few seedlings and observing their growth." From Bareilly comes the report that "the subject is being reduced to the text book-type . . . diaries and weather charts are not regularly and properly maintained." The Inspector, Lucknow, reports that the subject is not well taught and the boys are bored by it because it is not made interesting. The difficulty here of course is that most teachers come from urban areas where they have had no experience of flowers or plants and they do not take kindly to gardening nor have they ever been taught to study nature either in the form of weather, trees, flowers, plants, birds or beasts. The course they have to take at the training college is unreal to them and they soon forget it and take their knowledge from books and not from their own observation. With the great traditions of the Moghul flower gardens to inspire them it is strange that the people of the United Provinces as a whole are not interested in flowers except perhaps as component parts of garlands. This naturally from the very start puts an obstacle to interest in nature study.

Drawing.

While the improvement in this subject, which was due to the adoption of a new syllabus which gave more scope for the use of various mediums, and also to the training of drawing masters in refresher courses run by the department, is being maintained there is not sufficient variety in the lower classes and drawing is still the main item, not handwork in its various forms. Accordingly a new syllabus is being drawn up in which a definite place will be given to these forms of art work and more attention will be paid to imaginative and memory work. The Inspector, Lucknow, states that there has been considerable improvement and that

pastel work is particularly good. The Inspector, Bareilly, would do away with geometrical drawing entirely.

This is at present entirely confined to wood-working though in the early classes work in paper and cardboard is done. Where taken it is compulsory from III to VIII and optional in classes IX and X where it is not very popular. The Lucknow Inspector reports that the quality of work done in some of the high schools is of a very high order. The Inspector, Benares, thinks the teaching is too mechanical and that the boys' creative activity is not sufficiently stirred. "They should be able to conceive, plan, fashion new things and to give practical shape to new artistic ideas." Undoubtedly the instructors stick too closely to the curriculum and do not experiment sufficiently outside it.

Manual training.

This however is a matter of detail and inspectors should be able to indicate what is wanted.

This is a vocational course pure and simple. The Inspector, Lucknow, considers that the training does not quite fit the students for clerical posts and that there is need for revising the curriculum to meet the requirements of offices. In the Bareilly Circle, however, the subject has not attained any popularity. "Few schools teach it and there are not many students who offer it as it does not lead to employment directly." In large cities, however, there is a demand and classes are full, as other reports reveal.

Commerce.

Agriculture is a subject for the High School examination and is taken in a few schools throughout the province. It is stated to be popular but the lack of a practical test detracts somewhat from its utility. It is expensive to start and maintenance costs are heavy though properly worked a school farm should support itself.

Agriculture.

This subject is taught in some schools and at the Jai Narain High School, Benares, it has proved a success.

Spinning and weaving.

This is taken as a subject for the High School examination in some schools and in others is a part of handicrafts teaching.

Book-binding.

Several schools teach these either as part of the school course or as extra curricular activities. The Jai Narain High School, Benares, which has book-binding and spinning and weaving, also teaches cot-stringing, tailoring, stencil making, dyeing and carpet making, while the Theosophical National High School, Benares, has attempted a more ambitious and varied programme of handicrafts including the making of electric motors, furniture, leather work, etc. The Lucknow High School gives vocational training in book-binding, tailoring, jewellery, leather work, dairy farming and wood-work in special classes and the Kanya Kubja Intermediate College, Lucknow, has evening classes in typewriting and shorthand for high school passed boys and tailoring, carpentry and fret-work. The C. M. S. Anglo-Vernacular Middle School, Sikandra, gives regular instruction in tailoring, carpentry and gardening.

Handicrafts.

Several other schools also are experimenting with schemes of different handicrafts, but the majority are still wedded to a purely literary course.

The Meerut Inspector reports that this subject is growing in popularity, but so far only three schools take it. In the Agra Circle three schools take the subject but good teachers are hard to obtain. A similar number take it in the Bareilly Circle, but the inspector reports that there is still

Music in Anglo-Vernacular Schools.

a prejudice against it, though this is diminishing. Seven schools take the subject in Allahabad and it is growing in popularity. Two institutions in the Fyzabad Circle have introduced music and more are likely to follow their example. The Lucknow Circle Inspector states that the Marris College of Hindustani Music provides all that is required in Lucknow. The Benares Inspector refers to the want of trained instructors. Four institutions offer the subject. Expense is the chief difficulty and the Marris College does not apparently turn out sufficient instructors or else they are unwilling to go to schools.

Hygiene and first aid.

The teaching of hygiene is carried out in all Anglo-vernacular schools as it is part of the compulsory science syllabus. On the whole, the result has been beneficial and good health habits are inculcated. One or two inspectors complain that the teaching is too theoretical.

The Mackenzie School Course in first aid and hygiene is taught in most schools. Schools which have lay lecturers, and the number is increasing, continue with the St. John Ambulance First Aid course with satisfactory results. Each circle holds an ambulance competition annually where teams from the different schools compete and the best go on to the provincial competition. Cadet divisions have been formed in twelve institutions. The team from the Government High School, Mainpuri, won the Chetwode Challenge Shield in 1936 in Bombay at the All-India Competition.

The Junior Red Cross has also groups in practically every school and has done good work. This organization has been brought into closer touch with the St. John Ambulance Association and the two provincial competitions were held together in Lucknow in January, 1937, before Colonel J. L. Sleeman, C.B., C.M.G., C.B.E., Chief Commissioner of the St. John Ambulance Brigade Overseas and bearer of a name well known in the annals of Oudh. These two organizations are playing a great part in improving health and other conditions in schools and the collaboration of the Medical and Public Health departments is thankfully acknowledged.

Libraries.

It is a condition of recognition that every school should possess an adequate library. Inspectors however report great deficiencies and the provision of new books has been made more difficult by the general lack of money. Inspectors have made efforts to induce schools to buy reference and illustrated books while more attention has been given to the provision of juvenile books and books in the vernacular. The Inspector, Lucknow, says that Government School libraries do not compare favourably with those of aided schools as the latter can charge library fees which Government schools are precluded from doing. There is little doubt that more money is greatly needed for bringing libraries up to date. Further, it is essential that the libraries should be used. Many boys never take a book from the library.

Discipline.

This has been well maintained, but chiefly because there were no great waves of political disturbance to affect it.

Students' associations arose into some prominence at the end of the quinquennium and held various meetings at which certain demands were put forward. These chiefly had to do with the loosening of necessary school discipline. Some inspectors report that the tone of institutions has risen owing to the introduction of various interests and extra-curricular activities. Several schools have introduced a common dress, generally

shirts, shorts and safas as a school uniform, which has given a certain feeling of identity of interests. The weakness of the average school is however the lack of a sense of identity of interests and a common *esprit de corps* from which real corporate discipline arises.

The foundations of a school health service have been well laid. School Health Officers under the control of the Public Health Department exist in thirteen of the big cities of the province, namely Agra, Allahabad, Benares, Cawnpore, Lucknow, Meerut, Saharanpur, Jhansi, Gorakhpur, Fyzabad, Bareilly, Moradabad, and Shahjahanpur. In the remaining towns the municipal medical officers of health are *ex officio* school health officers. In the smaller municipalities and in the 34 districts where the district health scheme is in existence the district medical officers of health act as school health officers. There are separate medical officers who are paid to look after the health of boys living in hostels. Several school health officers have been deputed to special training in the eye, ear, nose and throat departments of the Lucknow Medical College and the Medical School, Agra, to qualify them better for their work.

Medical inspection.

Five of the largest centres have school clinics where remedial treatment is carried out. Thus in one year in Agra 82 operations were carried out including 31 tonsils and in Lucknow 22 cases of tonsillar enlargement were dealt with in this way. Boys with defective vision received particular attention and poor boys were supplied with glasses free. In one year 1,700 vision cases were treated at the clinics and 472 pairs of spectacles given free. In 1936-37, 455 pairs of glasses were supplied free and 219 purchased. Cases of defective teeth were seen by honorary dentists attached to the clinics. Dentists, oculists and a specialist in ear, nose and throat affections have worked free at the clinics and their kindness and sacrifice are much appreciated. In one year 500 boys were given dental treatment at the clinics. The total attendance was 25,000 in the first year, 37,000 in the next and by 1936-37 it had risen to over 43,000. The maximum daily average attendance at a clinic was 40 in 1935-36 and 57 in 1936-37. The average number of visits per school was four for medical examination. Free milk has been given to about 1,500 boys annually in cases of poor nutrition and poverty. Each school clinic costs Rs.3,000 annually in maintenance costs which is met by the imposition of a fee of one anna per mensem from each boy in attendance at an anglo-vernacular school. Arrangements have been made for the school health officers to attend at fixed hours at the sadar hospital for treatment of schoolboys in Meerut, Bareilly, Jhansi, and Gorakhpur. A supply of marmite sandwiches and milk was made to sufferers from epidemic dropsy in Benares and 203 were cured and 63 per cent. improved. Some laboratory work has also been done in the clinic and aid in diagnosis taken by free examination of laboratory specimens at the Provincial Hygiene Institute, Lucknow. Preventive treatment was given in several centres. In Agra 964 plague inoculations were given and on the outbreak of cerebro-spinal fever a campaign of throat gargles and nasal douches was organized as a prophylactic measure. In 1936-37, 9,000 vaccinations were performed in Agra, Allahabad, Cawnpore, Benares and Lucknow and 3,207 anti-plague inoculations in Benares. Investigations into nutrition were also made. In an intermediate college in Lucknow where a test was made it was found that the food of 52 per cent. of the boys was deficient in protein while the food of 65 per cent. was deficient in carbohydrates.

It was found that 70 per cent. took excess fat, only 5 per cent. being below the standard as far as this food factor was concerned. The deficiency in protein and carbohydrates was not due to poverty as most of the boys belonged to the middle classes and their food was not particularly deficient in vitamin contents as only 13 per cent. did not take fruit and 21 per cent. did not take milk. With regard to mental deficiency tests were made and in anglo-vernacular schools out of 4,180 boys 66 were found to be retarded. More information is required in this direction. Out of 51,000 boys in the schools of those centres where medical history sheets are kept 20,500 were examined in 1936-37. There are three medical examinations of each boy in an anglo-vernacular schools and medical history sheets are kept for all. This routine medical examination is conducted on admission, in the middle stage and at the end. In addition all boys are seen on parade from time to time and those who need it subjected to a closer examination and, if necessary, sent to the clinic or where no clinic exists given a voucher with a diagnosis. These vouchers are for the parents who may either consult a medical practitioner or send the boy to the hospital. It is reported by inspectors that parents pay little attention to these vouchers and only occasionally send their children for treatment. Efforts continue to be made by propaganda by headmasters and by parents' meetings to see that the school health officers' diagnosis are attended to but the response so far has been disappointing. In places where there are no school medical officers of health it is reported that the municipal and district medical officers of health are unable to carry out the scheme satisfactorily and the general opinion is that a school clinic is a necessity if treatment is to follow diagnosis satisfactorily.

Physical
training
and
games.

There are three superintendents of physical training and an assistant master who performs similar duties in the Meerut circle. These have been specially trained, two at Dunfermline—one in Denmark and one in Madras. The superintendents train all students of the three training colleges so as to fit them to superintend the physical training in a school. They also hold two special courses of six weeks each for the purpose of training assistant masters in anglo-vernacular schools. Since 1932 the number of assistant masters employed in anglo-vernacular schools who have been through these courses is 656. The Lucknow Christian College has a Physical Training College attached which turns out well-trained physical training teachers after a two years' course and these are finding employment in various schools. The Sewa Bharat Mandal, Benares, also trains teachers. Inspectors report a great improvement in physical training as a result. Several big cities have school athletic associations which provide inter-school leagues in football, hockey, cricket and athletics. The Inspector of Schools, Lucknow, reports that the Lucknow Inter-Schools and Colleges Athletic Association has done very useful and solid work in the matter of improving the standard of all games. Reports are, however, received of the insufficiency in many cases of playing-field accommodation especially in big cities. There is a great need for the provision of land for a school recreation centre in many cities and the matter is urgent. Games are compulsory but their popularity in many cases depends on the energy and interest of the staff and in non-resident schools, as the majority are, it is difficult to get the boys who live at a distance to attend. Still the importance of physical training and games from a health view-point is being more and more appreciated.

Some schools have started gymnasia on modern lines by utilizing the school hall where wall bars, vaulting boxes, balance beams and climbing ropes are provided. Where trained teachers are available these will prove most useful for the elder boys but the old fashioned outdoor gymnasium with horizontal and parallel bars and rings are more common though these have no real value. The Department has prepared a detailed syllabus of physical training exercises for boys from 6 to 14 in the vernacular on the lines of the English Board of Education's physical training syllabus and is proposing to publish a syllabus for gymnastics for older boys.

As a result of the issue of a departmental circular a school meal of sprouted gram has been introduced in all Anglo-vernacular schools. Boys pay a fee of two annas a month which serves to finance the provision. As by itself gram is monotonous, ground-nuts, almonds, chopped apple or pear, lemon juice, green ginger, etc. are mixed with it. During the rains fruit is sometimes substituted. The scheme has worked, on the whole, satisfactorily and there has been an appreciable improvement in general health, physique and weight. A test in one centre showed the average increase in weight in six months was 8 lb. compared with those who did not take the meal. Milk clubs have also been started in some schools. In Lucknow this was tried in eight schools where a supply of pasteurized milk was obtained from the military dairy. The possibilities of extending this are being investigated.

School meals.

This has been dealt with under other headings, notably handicrafts.

Special attention has been paid to these and a Departmental circular was issued at the beginning of the quinquennium indicating what could be done in this way. The response has, on the whole, been good and most schools have tried to do something on these lines in addition to scouting, Junior Red Cross and St. John Ambulance. A large number of schools produce school magazines. Dramatics, school bands, school excursions, various handicrafts, mushairas and kavi sammelans are popular. Debating societies have taken on a new lease of life and inter-school elocution contests are common. Some schools have made efforts in the direction of rural uplift.

Vocational training.

Extra-curricular activities.

The Inspector of Schools, Meerut, reports that a few schools here and there are trying this as an experiment "practically all the schools have the monitorial system but the devolution of power to young men in the schools is such a delicate thing and needs such a great amount of courage on the part of the staff that very few heads are willing to try this in a real and effective way." The Government Intermediate College, Moradabad, has a self-governing council which with the help of sub-committee is responsible for all the extra-curricular activities of the institution as well as sanitation and discipline. There are also class councils which deal with petty disputes. The principal reports that the plan is a success and the entire tone of the college has been raised. In the Parker Mission High School in the same place a similar scheme operates successfully.

Self-Government in schools.

Inspectors report that in many places where this was tried parents objected and it had to be given up. The Theosophical National High School, Benares, has tried the plan for the last seven years with a fair measure of success. The Udai Pratap Intermediate College in the same city also introduced it in Classes IV to VI from 1936, in English, vernacular arithmetic and geography.

The Dalton plan.

The value of the assignments system for controlled reading in intermediate colleges does not seem to have been realized. It had been tried with success in some institutions but appears to have been given up as being more laborious to the teacher than the time-honoured method of lectures and notes. This is a pity.

Scouting.

The Inspector of Schools, Benares, reports :

“The healthy spirit of rivalry between the two scout associations, i.e. the Boy Scouts Association and the Sewa Samiti Association continued without proving prejudicial to the interests or efficiency of either.” After detailing the excellent work done by scouts he proceeds “with all this, I feel that the opportunities and facilities which scouting provides for character building and social service are not being utilized to the full in our schools. The spectacular side of scouting seems to make a stronger appeal to boys and teachers alike rather than its potentialities as an instrument of social service and character building.” The Lucknow Inspector states that the number of scouts who have passed their first or second class tests is small. Still the troop of the Government High School, Aligarh, was first in the signalling competition at the All-India Jamboree, New Delhi, while the troop of the Municipal Middle School, Haldwani, was prominent in hut building. All anglo-vernacular schools have troops and of late much more attention has been paid to training. Many troops pay great attention to rural uplift while some contributed in kind and in money to the sufferers from the Quetta and Bihar earthquakes. The value of scouting in schools cannot be exaggerated and the marked increase in numbers is a proof of the popularity of the movement. Further details as to numbers are given in a later chapter.

Fees

Fees in Government schools and aided schools both are unchanged. For Government institutions they range from Re.1 per mensem in the primary classes, Rs.2 in lower middle to Rs.3 in upper middle and high sections. In Intermediate classes they are Rs.6-8. In view of the rising cost of instruction it is not improbable that these rates will have to be enhanced. Aided institutions are allowed to charge a minimum of 75 per cent. of the fees charged in Government institutions, but there is no upper limit and many aided institutions charge more than the Government rates. In addition they levy library fees, science fees and other special fees which are not charged in Government institutions. Fees are payable for the whole twelve months including vacations. Games fees are levied at the rate of annas 2 for primary, annas 3 for middle and annas 4 for high sections. Intermediate classes pay annas 6. The school meal fee is annas 2 per mensem during school sessions, while where school clinics exist there is a levy of one anna per mensem. Hostel fees in Government institutions are Re.1 per mensem for rent and annas 4 for medical attendance. Poor boys may be admitted without paying fees up to 10 per cent. on the rolls and 15 per cent. may only pay half fees. Two or more brothers or dependants may also be admitted at half rate provided one pays full. Each Government high school has an upper middle and a lower middle scholarship of Rs.5 per mensem respectively while there is also a primary scholarship for two years at Rs.3. In addition boys from middle schools are awarded according to merit one hundred vernacular final scholarships of Rs.6 for three years in the middle section rising to Rs.8 in the high section. These are tenable in any high school.

Further, each high school has a Government stipend of Rs.10 for two years in the high section for a poor and meritorious student. There is

a similar stipend for intermediate students at Rs.16. There are also two depressed class scholarships for four years in each district tenable in any high school at the rate of Rs.7 per mensem for precedence in the Vernacular Final examination. These carry free tuition and freedom from hostel fees also. Some schools have poor boys funds from which stipends are awarded in addition.

Aided institutions may receive a grant calculated on the difference between approved income and expenditure up to a maximum of half the approved expenditure. Approved expenditure is defined in the Educational Code, while income includes fees, endowments, subscriptions and grants from local and other bodies. If it is found that the income exceeded the estimate or if the expenditure was overestimated to any extent the excess grant is cut the following year, but schools are allowed to retain balances up to 1/11th of the expenditure. Grants are estimated a year in advance. The grant-in-aid rules are not altogether satisfactory. They tend to throw a very large share of the ever rising cost on to Government.

Grant-in-aid system.

A maximum age limit for each class has been laid down which has had a great effect in removing overage boys from classes which they have outgrown. This is 14 years for Class III, 15 for IV, culminating at 21 for Class X. Several headmasters, however, consider that this could be still more reduced with advantage to class discipline and an extreme case of boys of eight and sixteen in the same class has been reported. As six is the age at which boys are admitted in the Infants Class the normal age should be 9 for Class III and 16 for Class X. The maximum ages for each class of the high school are :

Age limit in high schools.

Class	Age
III	14 years
IV	15 "
V	16 "
VI	17 "
VII	18 "
VIII	19 "
IX	20 "
X	21 "

Promotion examinations from class to class are held annually. It has been felt by many that enough weight is not given to work all through the year. Terminal examinations are held generally twice a year and their results are sometimes taken into account, while some headmasters also include monthly record results. More might perhaps be done to push on promising boys by promotion during the year and this is done occasionally but difficulties of accommodation often make it difficult. Discontent has been expressed with the validity of the prevailing written examinations and a few interesting investigations have been made, but the subject is too big to treat piece-meal though there is little doubt that a reconsideration of methods is overdue. One inspector points out the effect that the unreliability of age entries has on any system of intelligence testing making it doubtful whether satisfactory correlations of mental and physical ages can ever be arrived at.

Examination.

B—Vernacular Education

Number and
enrolment.
Vernacular
Middle
Schools.

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

Kind of institution	Number		Variation	Enrolment		Variation
	1931-32	1936-37		1931-32	1936-37	
	Rs.	Rs.		Rs.	Rs.	
Government ..	8	8	..	1,496	1,787	+241
District Board ..	630	660	+30	78,427	78,150	-277
Municipal Board ..	29	32	+3	8,463	4,942	+1,479
Aided	31	62	+31	2,497	5,541	+3,044
Unaided.. ..	12	18	+6	677	1,718	+1,041
Total ..	710	780	+70	86,560	92,058	+5,528

The increase in the number of schools has only led to an increase of 5,528 students. This means that the new schools are mostly small—a fact which is borne out by the fact that while no less than thirty new district board schools have been opened there has been an actual decrease in number showing that the new schools have only taken away boys from existing schools. The increase of thirty-one aided schools is mostly in the east of the province where boards have adopted this method of providing for secondary education on the cheap. It cannot be said that these schools are very satisfactory as they have poor buildings generally and are poorly staffed and equipped. The Inspector of Schools, Fyzabad, states "Boards schools are not able to cope with the increasing number of students coming from primary schools especially in the districts of Basti and Gorakhpur nor have their funds allowed them to open their own middle schools. Public initiative was therefore encouraged to provide for full facilities for secondary education.. It is true that aided schools cannot compete in efficiency with Boards schools " The increase in enrolment at the end of the last quinquennium was 26,107. Some chairmen of district boards and education committees attribute the considerable falling off to economic considerations. Others state that there are many vernacular final passed boys who have returned to their family avocations, and seem to think that the only attraction for students is the hope of getting employment other than in their ancestral pursuits. But besides providing for the need for teachers and employment in the various local services the intention of the vernacular middle system is to give boys a sound general education which will make them more efficient also in their ancestral occupations. Nor indeed does it appear that there is excessive unemployment among boys who have passed through the vernacular middle schools. There are many chairmen who report a continued demand for admission in these schools and who state that this demand cannot be satisfied for lack of money to build, equip and staff new schools or add to existing ones.

The statement below shows the expenditure on vernacular middle education : Expenditure.

Heads	1931-32	1936-37	Variation
	Rs.	Rs.	
Provincial funds	9,93,947	10,51,183	+57,236
District Board funds	8,22,569	8,86,169	+18,610
Municipal Board funds	77,127	1,00,177	+23,050
Fees	8,95,956	4,01,478	+5,522
Other sources	30,525	42,694	+12,109
Total ..	18,20,114	19,31,641	+1,11,527

The increase of Rs.1,11,527 may be compared with Rs.3,56,637 last quinquennium. The increase in provision from Government funds is due mainly to extension of grants for special subjects such as manual training, rural knowledge and agriculture. The increase of fees is proportionate to the increase of numbers. The proportionate distribution is as follows :

Provincial funds 54·4, district board funds 17·4, municipal board funds, 5·2, fees 20·8 and other sources 2·2 which compares with 54·5 from provincial funds, and 22 per cent. from fees at the end of the last quinquennium. The average cost of educating each student is Rs.20-15-7.

There were 4,245 teachers employed in vernacular middle schools at the end of the quinquennium compared with 3,879 at the end of the last. Of these almost all were trained. Untrained teachers are mostly teachers of the special subject English. All teachers in vernacular middle schools have to be holders of the vernacular teachers' certificate which is obtained after two years in a Government Normal School but manual training instructors, teachers of agriculture and of English are not required to hold this qualification. Headmasters in vernacular middle schools draw from Rs.40 to Rs.60 per mensem and assistants from Rs.25 to Rs.35. Specialist teachers receive not less than Rs.30 and not more than Rs.60. All teachers contribute to a provident fund at the rate of one anna per rupee of pay and the boards add from 6 pies to one anna.

Number and pay of teachers.

It appears that boards do not provide sufficient money for the upkeep of their buildings. There has been a tendency to cut all repair and upkeep budgets down so as to provide money for extra schools in places where influential men or other considerations appear to the boards to require them. This is a very shortsighted policy and leads to the continued deterioration and ultimate collapse of buildings. Boards, in fact, show no foresight in the framing of their repair and building programmes. The Inspectors, Bareilly, says "The boards do not seem to give any attention towards the repairs of buildings nor have they any programme for the future." Agra reports some new buildings both board and private, but it is stated that overcrowding still persists.

Buildings and equipment.

The Inspector suggests the evolution of a new type of school building which will serve the purpose of a school and a hostel. As it is the classrooms are at present used for sleeping purposes owing to the absence, or inadequacy of hostels. He suggests a double storey plan with the upper storey for a dormitory. Out of 112 middle schools in the circle six have rented buildings and 33 are borrowed and generally completely unsuitable. From Lucknow circle comes a better report. At the end of the last quinquennium there were 21 middle schools which had no buildings of their own; now there are only six.

Two middle school buildings were erected in the Benares circle but there are still four schools which meet under *chappars*. In Allahabad circle one building was constructed with the help of a grant of Rs.1,400. Five new buildings were erected in the Fyzabad circle.

With regard to equipment the Fyzabad Inspector reports that the chief deficiency is the provision of books for teachers. A similar report comes from Allahabad. The Inspector of Schools, Agra, says, "The supply of maps and charts is usually of the barest. Insufficient money is provided for equipment in the district board budgets because the head is squeezed to open new schools."

There is little doubt that aids to teaching are almost entirely overlooked while even the matting the boys sit on is seldom renewed.

Tuition.

The Inspector of Schools, Meerut, says "Teachers are very amenable to suggestions and have enormous adaptability. The inspecting staff have been trying to vitalise the methods of the teachers through inspections and demonstration lessons and informal teachers conferences." The Inspector, Bareilly, considers that the teachers cannot be considered to be intelligent but the teachers feel greater responsibility. The Agra Inspector thinks that teachers are far better mentally equipped than they were ten years ago. From Lucknow, too, come reports of improvement. The Inspector, Benares, thinks the middle school teacher hard-working and sincere but his factual knowledge is limited and the Normal School course should be extended to give him more knowledge of the content of subjects. The Inspector, Allahabad, also considers his outlook much too limited. The Fyzabad Inspector, however, thinks teachers have not improved at all and still rely entirely on cram.

The influence of examinations on teaching has been very apparent in the methods employed in vernacular middle schools. An attempt therefore has been made to improve the type of paper set in the Vernacular Final examination in the hope that it will influence the teaching in the schools. It appears that this is having effect but one of the greatest obstacles is the reluctance of the boards to provide teachers with the necessary reference books and other teaching material. It is also true that the teachers have generally an insufficient foundation of knowledge, indeed little more than their pupils. Now that large numbers of Vernacular Final passed boys go on to the High School a certain number of these are becoming available for middle schools, but this is not enough. It appears that it will be necessary to have a longer Normal School course for teachers designed for middle schools. At present the V. T. C. goes to a primary school first and later is promoted to a middle school often forgetting on his way most of what he once knew.

The teaching of Urdu and Hindi is still uninspiring and mechanical. The Inspector, Benares, complains of the difficulty of getting rid of the

village dialect in compositions in all the eastern districts. The Fyzabad Inspector echoes this "The colloquial language of the home is the common medium of instruction in the classroom." Meerut reports efforts to amend this with some success. History has in some centres, notably Lucknow, improved considerably and to some extent the teaching of geography. Mathematics is thoroughly taught but often without imagination.

Meerut reports that this is still poorly taught and many of the teachers are not trained. Bareilly reports much the same. Bareilly and Lucknow comment on the popularity of these classes. From Benares comes the report that the teachers are "a hopeless lot" and the classes are losing their popularity, as parents owing to economic causes are unable to pay the extra fee. The Inspector, Fyzabad, attributes their popularity to the cheapness with which they can be maintained unlike Rural Knowledge, Manual Training and Agriculture which require heavy preliminary expenditure, and because the extra fee for English practically pays for the teacher. Another cause of their popularity as pointed out by the Inspector of Schools, Allahabad, is that they offer a cheap approach to the High School.

English in
Vernacular
Middle
Schools.

The moderators of the Vernacular Final examination have set their faces against this being a purely literary subject and the questions have been framed with a view to test the candidates' ability to use English as a means of communication of thought and a test of expression. The difficulty is to maintain proper or indeed any standards of pronunciation and where untrained teachers are employed this is almost hopeless.

No further grants have been given by Government for the establishment of these classes—the cost to Government being already Rs.44,160 per annum. Boards are at liberty to open and maintain classes themselves with the Inspector's approval. The number of schools which had English classes in 1936-37 was 230 with an enrolment of 3,938 against 195 and 2,853 in 1931-32.

There were 31 schools with 526 students which taught agriculture in 1931-32 and the number has increased to 39 with 864 students. Half the cost of establishing these classes was borne by Government and half and the total cost of maintenance by the boards. Five-acre farms are attached to these schools and some of them have done very well and spread knowledge of new and improved methods of farming in the neighbourhood. More schools would have taken the subject but for the heavy expense of establishment, but Government is so convinced of their utility that grants have been given to nine boards to start agriculture classes in nine schools where rural knowledge is now taken. The grants are at the rate of Rs.2,500 per school for the purchase of additional land, bullocks, seed and equipment. A special inspecting officer supervises the work in these schools.

Agriculture.

With regard to the utility of the course the Chairman, Education Committee, District Board, Sultanpur says "The rural bias behind agriculture and rural knowledge classes is now bearing some fruit. The difficulty of getting an appointment after passing the Vernacular Final examination has ultimately forced some of the young men to take up agriculture. Some of those who have some facility so far as land is concerned are gradually settling down as literate farmers but the progress in this direction is very slow." The Chairman, Gonda, is more pessimistic.

"The object of opening the class was to impart training in agriculture to the boys and through them to improve the agricultural section of the district but it could not be achieved as the outgoing schoolboys do not utilize their knowledge of agriculture at home in their fields, but hanker after jobs." This is hardly a correct statement of the object. The classes were instituted to impart an agricultural bias to rural education and from most accounts this object is being attained.

Rural
knowledge.

This subject has become extremely popular. At the beginning of the quinquennium there was 43 schools taking it, with 689 students; at the end there are 121 schools and 2,788 students. Government bear the cost of land and implements for the course and also give a grant to cover the pay of teachers and Rs.180 per annum for contingencies. This largely, of course, explains the popularity of the classes. The content of the subject is meant to cover the sort of general knowledge a country boy needs. It thus includes agriculture, animal life, hygiene, elementary science principles, the machinery of local Government, the working of the post office, the police, railways, education—in short the economics and civics of rural life. The Inspector of Schools, Fyzabad, says "The variety of topics that the subject embraces are so intimately connected with rural life that it has a natural attraction for village boys. Attempts have been made to encourage first hand observation of nature and to make the teaching realistic through models, charts and collections. The teachers take interest in their work and hence the subject has made satisfactory progress." The Inspector, Meerut, reports on their value as demonstration plots. "Many a villager now comes with his agricultural difficulties to the school farm."

Manual
training.

The number of schools taking this subject in 1931-32 was 26 with 437 students. It is now 34 with 650 students. The boards received recurring grants for the construction of manual training workshops and for the purchase of equipment and, in addition, are given maintenance grants of Rs.460 per annum. A sum of Rs.7,000 was given in 1936-37 for renewal of tools. A refresher course was held for teachers of the subject at the Government Drawing and Handicraft Training Centre, Allahabad, in 1936.

The Chairman, Education Committee, District Board, Naini Tal, remarks: "The training imparted is not sufficient to enable the scholars to work as carpenters independently." The Chairman, District Board, Ghazi-pur, says: "If country made tools were given to be used in the manual training class the subject might have met the popularity of the rural public." These remarks are due to a common misapprehension of the course. It is not a technical course and its object is not to train carpenters. There are carpentry schools run by the Department of Industries to do this. Its aim is to train the boys in habits of accurate manipulation and the co-ordination of mental and practical aptitudes. So far it has been confined entirely to wood-working but there is scope for expansion and other mediums will be tried when funds become available.

Libraries
in vernacu-
lar schools.

Libraries in 199 schools were started with a grant of Rs.500 per library by Government in 1926-27. Boards have made no additions and all inspectors report that the books are now old and out of date. Most boards supplied the same books to each library so that there has been no opportunity of exchange between school and school. In fact boards as a whole show a complete indifference to the need of vernacular middle

schools for even the slenderest library of reference books for teachers while provision for students is not thorough.

The Chairman, Education Committee, District Board, Garhwal, says "With increasing population of educated young men in the village there is a great scope for popularizing these libraries." Still no effort is made to find the money and in this district middle schools have been extended at the expense of money meant for books and equipment. In Gonda a library fee of four annas per annum has been charged and the money utilized in adding books to the libraries. Azamgarh opened a teachers' library which has proved a valuable addition. Some boards have been able to make small additions but it is clear that a real overhauling of the system is necessary.

Five districts started circulating and travelling libraries with Government assistance in 1926.

Circulating libraries.

In 1931-32 a total of 11,304 books were circulated. The issues were 73,465 to students; 34,117 to teachers and 45,345 to literates. In 1936-37 the figures were 13,515 books and issues 89,180 to students; 33,033 to teachers and 46,110 to literates. The boards of Jalaun, Gorakhpur, Pilibhit, Banda and Etawah which introduced the system get a maintenance grant of Rs.400 annually, being half the cost of maintenance. Gorakhpur reports: "Story books and novels were the chief attractions of the public. The movement has encouraged people to start private libraries in many places in the Gorakhpur area.

This examination which marks the close of the vernacular middle school course is conducted by the Registrar of Departmental Examinations. The number of candidates has increased from 30,563 in 1931-32 when 62.3 passed, to 37,530 in 1937 with 66 per cent. passes. There are 698 schools taking the examination and 121 take rural knowledge, 42 agriculture and 36 manual training. Agriculture and manual training involve a practical test. In order to improve the standard of papers those in language, mathematics, history and geography have been for the last three years set by a committee of experts with promising results.

The Vernacular Final Examination.

This has been as usual undisturbed by any serious incident. The Chairman, Gonda, reports, "The staff and students have all got a fair sense of discipline, though this amounts in certain cases to utter submissiveness to the orders of superiors and has led in most cases to unintelligent obedience to the orders of the teachers. The personality and individuality of the students has generally been crushed." There is much in this criticism. The discipline is passive and not an active force.

Discipline.

Inspectors report much progress in physical training and the new methods have been introduced in most districts as the instructors have all attended the courses run by the superintendents of physical training. Competitions are included in most district tournaments and exhibitions for squads in physical training; and at the provincial exhibition at Lucknow, demonstrations of physical training by teams from various middle schools were a feature and were much appreciated.

Physical training, games and scouting.

Games are mostly confined to football and *kabaddi* though hockey and even cricket are also played in some schools. Teachers are now more familiar with the rules as instruction in them is given both at the physical training courses and in the normal schools, so control of games is better. Volley-ball is popular and basket-ball is also played. Most

middle schools have adequate playgrounds but the upkeep and equipment is not always satisfactory.

Scouting has spread considerably among the middle schools during the quinquennium and troops of both associations are maintained. The Bareilly Inspector does not think that training has kept pace with the increase in numbers. The Fyzabad Inspector reports, "The scout movement has evinced considerable expansion and growth during the quinquennium. Almost all the vernacular middle schools have troops under trained teachers. In Bahraich district every boy of a middle school is a scout. Energies were devoted to improve the quality of scouts which it is expected will reach a very high standard." The Benares Inspector says: "Though gaining in numerical strength, scouting in middle schools still leaves much to be desired. Efficiency is suffering in the competition to increase numbers. The need of the moment is to focus attention on efficiency." The Chairman, Education Committee, Lucknow, states that a disappointingly large number of teachers take up scouting merely in order to obtain commendation from the inspectors. They are not animated by the genuine scouting spirit and do not train their scouts and cubs with real enthusiasm. It is infinitely preferable to have a small number of keen scouts up to a good standard than a very much larger number of slack and inefficient ones. The Chairman, Fyzabad, says: "I am sorry to say that scouting in vernacular schools is considered to be a form of social service only. I have not come across any scout who has gone beyond the Tenderfoot stage. As a matter of fact the majority have not passed even that." It is reported from several districts that the scouts have been taking part in rural uplift. Both associations work in the districts, the Boy Scouts Association and the Seva Samiti Boy Scouts Association. Naturally there is much competition and this accounts for the fetish of numbers rather than efficiency though things are improving in this respect and both associations are reported to be turning their attention to real training.

First aid
and Hygiene.

The Mackenzie School course of the St. John Ambulance Association is taken by more and more vernacular middle schools every year and a special shield has been presented for competition at the Provincial Ambulance competitions. The Junior Red Cross has expanded its activities considerably and there are Junior Red Cross groups in most schools. From Gonda comes the report that they have helped in the cleanliness of their own villages and surroundings and have permanganated wells and given the villagers instruction in sanitation and advised precautions against epidemics. Mirzapur reports: "All middle schools in the district have Junior Red Cross groups. These groups practice health habits and maintain regular diaries. Health dramas are played in almost all the schools." In Jalain a Junior Red Cross group constructed a culvert to cross a flooded path during the rains.

School
meals.

In Partabgarh parched and boiled gram with salt, pepper and *adrak* is given and in Etah sprouted gram. Ballia reports that the boys' health has improved as a result of this distribution. Gonda reports that the scheme is growing quite popular and that the gram seems to improve the general health of the students. Several other districts also report the use of sprouted gram as a school meal. Some vary it and some give fruit. No report of the use of skimmed milk in schools in rural areas, however, has been received. The Budaun Education Committee discontinued the scheme in 1936 on the ground that it

was expensive and that it made no difference to the students' health. This appears to have been a mere opinion unsupported by any evidence and directly contrary to the tests made elsewhere.

Districts report a large variety of work done. In some schools special periods are set aside for handwork and weaving, basket work, rope-making, manufacture of soap, ink, etc. Tats, dolls, *daris* and ball frames were made in Agra district under a regular scheme and on commercial lines. In Budaun paper modelling, flower cutting, carpet making and book binding are also done. The Inspector of Schools, Meerut, reports, "If local cottage industries are more abundantly introduced in our vernacular middle schools it will go a long way to make education more attractive and more worth while to the villager. Nearly half the *tat* and *pattis* needed by the Bulandshahr District Board were supplied by the schools of the district. Some of the rugs, carpets, *asans* and toys made by the schools were of real workmanship." The Inspector of Schools, Benares, refers to the handwork scheme introduced by the District Board of Jaunpur by which handicraft teachers were stationed at six middle schools in order to become centres of instruction. It appears that these handicrafts lay more stress on the side of the commercial rather than on the educational. It is not necessarily educative to keep boys at work to make ropes and mats and string beds for a commercial purpose and it is clear that the purpose of handwork in schools is in danger of being misunderstood. More attention must be given to instruction in and the development of these cottage industries in schools rather than to the repetition of the tasks requisite for commercial production.

Extra
curricular
activities.

Several schools have debating societies and the activities include school excursions to places of historical interest, while a much greater part is being taken in the staging of dramas. Co-operative societies have been started in some middle schools for the supply of books and stationery etc. Some schools have literary societies and reading rooms but lack of money rather circumscribes the latter. Gardening has been taken up in many districts with enthusiasm. In Garhwal experimental fruit tree nurseries have been started in selected vernacular middle schools and apple, orange and walnut trees planted. The boys are instructed in budding, grafting, etc. Almora reports flourishing flower and vegetable gardens. The Chairman, Gonda, says: "A taste for gardening has yet to be created in the teachers and the students." The planting of fruit trees is increasing. Reports however are more full of excuses of why gardens do not flourish than accounts of successful efforts. Water and soil, stray cattle and monkeys are difficulties which all gardeners have to contend with but are no obstacle to the enthusiast. The adoption of the plan followed at the Normal School, Lucknow, by which each student has his garden plot and where prizes are given for the best show of flowers should be followed in every normal school and central training school to give teachers the necessary training and interest.

CHAPTER VI

PRIMARY EDUCATION

Administra-
tion.

Primary education is the concern of local bodies who are responsible for its administration and the provision of schools in the areas under their control in accordance with general principles laid down by Government. Their duties as far as district boards are concerned are defined by various Acts and rules. A district board is, in accordance with the District Boards Act of 1922, expected to maintain a primary school within accessible distance of every village. It does not do so by any manner of means. There are 105,640 villages in the United Provinces, but only 28,000 villages with a population of over 200, that is sufficient to provide enough children to make a school worthwhile. There are actually 18,506 primary schools in the province but only 13,295 in rural areas. The large number of small villages explains the difficulty of extending primary education in the United Provinces. Indeed it is a province of small villages. The district board does not itself administer education in the district, but this is done by the education committee which is composed of eight members of the district board elected by the district board and four members appointed by the board to represent girls' education, Muslim education, depressed classes and trained graduates. The members elect their own chairman in whom is centred the executive authority of the committee. He can appoint, promote and dismiss teachers and also transfer them from school to school. These powers have to be exercised in accordance with the educational rules which lay down definite conditions. The educational policy of the district is determined by the education committee who frame the budget, but any new expenditure must be passed by the district board who pass the budget though they cannot interfere in details. Contract grants are given to boards by Government towards the expenses of vernacular education. They are given towards the total expenditure incurred under the seven heads:

- (a) Vernacular middle education.
- (b) Primary education ordinary and training schools for men.
- (c) Islamia schools and makhtabs.
- (d) Depressed class education.
- (e) Female education (ordinary).
- (f) Compulsory primary education for boys.
- (g) Compulsory primary education for girls.

Funds may not be transferred between these heads. Recognition of primary schools is given by the chairman of the education committee of the board on the advice and recommendation of the deputy inspector. Proposals for opening and closing schools shall be sent to the inspector who may offer his remarks. The district inspecting staff consists of the deputy inspector and a number of sub-deputy inspectors. While under the direct control of the inspector of the circle, district inspecting officers, who are government servants, are in matters relating to the administration of vernacular education the assistants of the chairman of the education committee and subject to his general control, It is the inspector's

duty to see that expenditure is incurred on proper objects, that the administration is carried out in accordance with the rules and regulations made in that behalf and to maintain as far as possible adequate educational standards in the districts.

This is shown in the table below :

Number of schools and enrolment.

Kind of institutions	Number of schools		Increase	Enrolment		Increase
	1931-32	1936-37		1931-32	1936-37	
Government	14	15	+1	1,089	1,019	-20
District board ..	14,538	18,295	-1,238	884,837	920,612	+35,725
Municipal board ..	809	829	+20	98,446	106,128	+12,682
Aided	4,286	4,220	-66	151,772	166,586	+14,814
Unaided	126	147	+21	5,457	7,195	+1,738
Total	19,768	18,506	-1,262	1,186,601	1,201,540	+64,939

The reduction in the number of schools, namely 1,262 is mainly due to the closing of uneconomical schools in accordance with the recommendations of the Weir Report. The wastefulness of these schools is shown by the fact that notwithstanding this there has been an increase of 64,939 in enrolment. The increase last quinquennium was 98,195. The increase then was due largely to the opening of small schools wherever anyone demanded them and they were mostly one-teacher schools which did not go beyond class II with the result that as purveyors of literacy they were comparatively useless.

Taking the numbers of children of the primary school age of 6 to 11 at 12 per cent. of the male population there should be in a male population of 25,445,006 a school-going population of boys of 3,053,400. Actually the number is 1,201,540 which is only 39 per cent. of the number possible. In 1931-32 it was 37 per cent. The figures taken, however, are the census figures for 1931 and since that period there has undoubtedly been an increase in the population with the result that in all probability the percentage of children attending shows no improvement. The United Provinces compares badly with some other provinces in the percentage of boys of primary school age in school to those who should be. It is, as has been said above, 39 per cent. In Madras it is 71, in Bombay 59, in Bengal 61 and in the Punjab 51 per cent. Of the bigger provinces only Bihar and Orissa show worse figures. But figures of attendance are not all. It does not matter how many children attend school if they do not achieve literacy and in many of the provinces which show greater numbers attending school the literacy figure is worse. By literacy figures for this purpose is meant the percentage of those who complete class III of a primary

school, that is the lowest class in which permanent literacy may be said to be attained. This figure for the United Provinces is 26.7 per cent. which is much better than Bengal which can only produce 14 per cent. literates though 61 per cent. of those possible attend school, and is about the same as the Punjab though there half those of the primary age are in school.

The question therefore arises as to why more children do not attend school in the United Provinces. There are many reasons. One of the most important is the fact that the United Provinces is a province of small villages which cannot produce enough children for even a single teacher school. If mixed schools for boys and girls were opened this would be more possible, but not to any great extent, as the great majority of villages are of less than 1,000 population. Undoubtedly schools are not distributed wisely in many cases and cannot serve a number of villages as they might. Many were started in isolated villages because an influential man lived there and it was intended to please him or for other reasons which were not in their essence educational. But even so parents will not let their children walk any distance to school and many schools within easy walking distance are not filled. Another reason is that all the children of the classes who are economically above the level of mere subsistence are already attending school. The balance who are not in school are the children of the small tenants, the village labourers and the depressed and backward classes to whom the labour of their children is a decided asset which they cannot give up.

Expendi-
ture.

Expenditure from the various sources is given in the table below :

Heads	1931-32	1936-37	Increase	Percentage increase or decrease
	Rs.	Rs.	Rs.	
Provincial revenues	59,84,201	58,07,930	-1,76,271	-3
District board funds	18,57,447	18,16,160	-41,787	-2.2
Municipal board funds	6,09,911	6,52,844	+48,933	+7.2
Fees	2,69,046	3,09,783	+40,736	+15
Other sources	1,67,468	1,96,167	+28,699	+17
Total	88,88,573	87,83,888	-1,04,685	-1.2

Total expenditure has decreased in conformity with the decrease in the number of schools maintained. The increase in fees is due partly to small increases imposed by some boards and also to the increase in numbers. The reduction in Government and district board contributions is due to the 6½ economy cut imposed by Government and the boards for the greater part of the quinquennium.

The cost per annum of educating a boy in a vernacular primary school works out at Rs.7-4-11 as against Rs.7-9 in 1931-32. At this rate it would

take an additional Rs.1,35,42,726 recurring, per annum, to educate all the boys of school-going age. This does not take into account the amount which would have to be expended on buildings, equipment and the training of teachers. It will thus be seen what an enormous task is before us.

Primary education in municipal areas is controlled by the municipal boards who generally in the case of large towns have superintendents of education appointed and paid by the boards. In small centres an arrangement is made with the district board for the district inspecting staff to inspect. Certain recurring grants were made in 1913 and 1916 to municipal boards for primary education to be used in consonance with the general educational policy of Government. Since then grants have only been given for schemes of compulsory primary education in accordance with the United Provinces Primary Education Act of 1919, to the extent of two-thirds of the extra recurring cost.

The expenditure of Rs.7-5 per boy, per annum, is in itself, extremely low; in the eyes of many far too low—but the extension of primary education will, of course, result in the economies attendant on large scale operations which will reduce the cost still more. The amount necessary for capital expenditure will be large but it is non-recurring and thus not so important. Consolidation and concentration will also reduce the cost but when all things have been taken into consideration the annual charges will be very large, and compared with the present annual income of the province which is at present 11·89 crores, undoubtedly excessive. The educational budget is already Rs.2,07,53,108. If another crore is added which is the least conceivable extra expenditure, the total educational expenditure will be over three crores, that is 25 per cent. of the provincial revenue.

In England the proportion of educational expenditure to revenue is 6 per cent. The figures for the major provinces in India are interesting. They are:

Province	Population in millions	Revenue in crores	Educational expenditure from Government funds in crores	Percentage of educational expenditure from Government funds to total revenue
		Rs.	Rs.	
Madras	46·7	16·29	2·55	16 per cent.
Bombay	21·8	12·03	1·76	15 "
Bengal	50·1	9·79	1·86	14 "
United Provinces ..	48·4	11·89	2·02	17 "
Punjab	28·6	11·41	1·6	14 "
Bihar and Orissa ..	37·7	5·54	·53	10 "

But before the question of bringing all boys of primary age to school is considered the prevention of waste must be tackled. At present when only 26·7 per cent. of those who enter a primary school become literate

it will be rank extravagance to expand numbers if they are going to gain nothing from it. It must be emphasized that it is not numbers attending which are significant but the percentage which become literate. In this connexion a passage from the report of Messrs. Abbott and Wood may be referred to. It is headed "Concentration on literacy a mistake" and goes on to say, "It has been impressed on us from many quarters that the main purpose of primary education is to secure permanent literacy. We regard this as an unbalanced view of the purpose of education at any stage. Literacy does not consist in reading and writing but in the use of reading and writing. It is no surprise to discover that this concentration at the infant stage on literacy as the goal of schooling finds its natural expression in the worship of literary facility at the higher stages of education." This seems to be based on a misunderstanding of the criticism directed to the failure of primary schools to produce in sufficient measure acquaintance with the tools of knowledge. There is no connection between literary facility and literacy except a similarity of letters. Unless children before they leave learn to read and write then primary schooling has failed and at present '73 per cent. of the children who enter our primary schools never attain to the permanent possession of these skills.

The total number of trained and untrained teachers is given below :

Number of teachers.

	1931-32	1936-37
Trained	25,548	28,584
Untrained	12,784	10,219
Total ..	38,332	38,803

The percentage of trained teachers was 66.6 in 1931-32 and has now increased to 73.6. A certain number of untrained teachers are candidates for training waiting for vacancies.

Pay of teachers.

The emergency cut on pay of teachers drawing above Rs.25 per mensem was restored in 1936.

Pay scales are as follows :

Trained headmasters Rs.22—30 per mensem.

Trained assistants Rs.17—20

Untrained teachers may be paid Rs.12—14 per mensem but these are now only engaged in temporary vacancies or in preparation for training.

The pay in municipal schools is not laid down by rule but is generally higher.

All teachers in permanent employ drawing Rs.20 or more contribute to a provident fund at the rate of 6½ per cent. of their pay. Boards may now extend this facility to teachers drawing Rs.15 and above. Municipal Boards have their own limits which may be as low as Rs.10. The limit of age for district board servants was 65. Board servants could be allowed extensions of a year at a time up to this limit. This led to abuses in the case of teachers and the retention of men when they had exceeded their usefulness as teachers. Accordingly at the end

of the quinquennium a new rule was made according to which the limit was placed at 55 years. This may be extended for a year at a time up to 60 by the chairman of the education committee on the written recommendation of the deputy inspector of schools. Boards are taking advantage of this rule and are generally retiring teachers at the age of 55.

Teachers are provided at the rate of one teacher per 30 boys in average attendance. There are 4,215 schools with only one teacher and 7,199 are incomplete schools that is schools which only teach up to class II and in which permanent literacy cannot be attained. Boys attending such schools generally discontinue their schooling after passing class II which is a great cause of wastage.

Standard of staffing and incomplete schools.

All inspectors take a gloomy view of the quality of teaching in primary schools. The Inspector of Schools, Benares, says "Teachers' methods, it can confidently be asserted have not deteriorated since 1931-32. Indeed they have shown appreciable improvement in districts where the administration was not very unsatisfactory. This is, however, a comparative view. Judged as a whole the methods of teaching still continue to be unsatisfactory. District board and Council elections, village politics, domestic feuds, etc. are only some of the pre-occupations of the primary school teacher. They claim more of his attention than his own legitimate duties. But in every district and in every sub-deputy inspector's circle one comes across teachers who perform their duties conscientiously. It is these teachers who profit by inspections and the refresher courses. The district education weeks owe their success mainly to the ungrudging and ceaseless efforts of these young enthusiasts."

Method and quality of teaching.

The Inspector of Schools, Fyzabad refers to ignorance and ineffectiveness on the part of the teachers. They "usually fall into a rut within a few years of their training and lose all knowledge of methods and principles of teaching." The Allahabad Inspector and the Fyzabad Inspector both refer to the excessive number of schools in charge of one sub-deputy inspector, who as a result are overburdened with checking of registers and accounts and cannot, or do not, give the attention they should to the tuitional improvement of the schools. The Inspector of Schools, Lucknow adds his testimony: "Trained teachers soon deteriorate into the deplorable habits of untrained teachers." A brighter note is sounded in the report of the Inspector of Schools, Agra: "The standard of tuition imparted is, on the whole, satisfactory though a great improvement is still needed in the methods employed in teaching of infants." The Inspector of Schools, Meerut, states "local boards, once the teacher is trained, do not provide him with any facilities for keeping his knowledge fresh. He has no books of his own, and reference books on methods of education are unknown to him. The district inspecting staff are in many cases overworked and find little time to establish personal contact with the teachers and their educational difficulties." Inspectors attribute this state of affairs to the fact that the district inspecting staff have no control over the teachers. Their instructions are ignored and the teachers take refuge under the aegis of their supporters on the boards. Their general impression is that under present conditions of control, where dyarchy exists in local educational affairs, there can be no hope of improvement. Efforts have for long been made to improve teaching. The curriculum of the normal schools and central training schools has been improved and

widened. Up-to-date methods of instruction are taught and a series of refresher courses and demonstrations arranged in most districts. Educational weeks and educational exhibitions, teachers conferences and so forth are regularly held and do good but as long as teachers can rely on immunity from punishment for bad or inefficient work owing to this divided control there is no likelihood of any marked improvement. All experience points to the need for a reorganization in the administration of education in the districts. The statement of the Hartog Committee may be recalled in this connexion "Provincial Governments have relinquished too much power in the field of education to municipalites and district boards, and educational reform is intimately bound up with Government's recovering some of that power to themselves or devising ways of insisting on honest and effective administration by local bodies."

Some boards report success in the use of play-way methods and self-corrective teaching apparatus in the infants classes. The Department has issued several pamphlets on the use of improved methods in teaching reading, writing and number and practical geography. The inspecting staff, however, have not pushed the use of these with sufficient enthusiasm and in many districts nothing at all has been done in improving methods. The inspecting staff cannot be entirely absolved of blame in this connection. It is agreed that they have, in many cases, too many schools to inspect, but their methods of inspection require readjustment and in some cases their enthusiasm needs spurring. It is recognized with appreciation that in some directions, work in the village schools has improved. The teaching of handicrafts has been pushed with enthusiasm. Physical training and games have been encouraged. Scouting and Junior Red Cross activities have been considerably extended and there is no doubt that the village school is now a brighter place than in the past. But all this has had to be imposed from above. There is little spontaneous development by the teachers themselves.

As for tuition in municipal schools the Inspector of Schools, Bareilly sums up the position when he states: "The condition of tuition in every municipal board is worse than that of the district board in which it is situated. The main reasons are—

- (i) no proper supervision of the work ;
- (ii) the majority of the teachers have a backing of some member or other and know they have a powerful shield to protect them whether they work or not ;
- (iii) inadequacy of buildings and equipment ; and
- (iv) entrusting the infant class to untrained teachers. "

Buildings.

Notwithstanding the idealistic picture of the village school meeting under the spreading nim or banyan tree in the clear air of heaven with each child listening rapt to the pearls of wisdom which drop from the lips of the guru, actual conditions are different. It is only in the winter months that the open air is suitable for schooling and the blue vault of heaven at all in evidence. At least three months of the year are months of heavy rain when no classes can be held except under cover ; at least three more are so hot that protection from the blazing rays of the sun are essential not only to protect eyesight but to avoid sunstroke. Thus buildings are a necessity and so that money on renewals should be

saved, permanent buildings are the best. An ordinary sized village school costs in the neighbourhood of Rs.3,000. Masonry buildings are in the long run more lasting and economical to maintain as being permanent and not needing periodic renewal as mud walls and thatched roofs require. But the great difficulty in rural areas is the difficulty of supervision over erection and repairs. Chairmen of Education Committees complain that the district board overseers who are responsible for the erection and repair of buildings are not under their control. The Inspector of Schools, Bareilly : says " Buildings which were built long ago are in a dilapidated condition and are on the verge of collapsing for lack of timely repairs ." He goes on to say : " There are many schools which are held in buildings or sheds which are unfit even to be cowsheds." The Inspector of Schools, Meerut, says that sixty to seventy per cent. of the schools are held in unsuitable rented or borrowed buildings. The Inspector of Schools, Benares reports 236 schools in the circle as having no buildings at all. The district of Ballia is the worst offender there being 117 schools with no buildings. There are in the circle 645 schools in rented or borrowed buildings and 1,251 in board buildings. He goes on to say : " The most depressing fact regarding school buildings is not so much their inadequacy of accommodation or even their non-existence at important places, as their wretched state of repairs. District boards particularly Azamgarh, Ghazipur and Jaunpur have become so niggardly in allotting money for annual ordinary repairs that some of the buildings are reported to be in a tottering condition and some have already tumbled down." In the Fyzabad circle there are 103 schools with no buildings. " The condition even of boards' buildings " says the Inspector " is deplorable . . . but they would not be so bad as they are if the boards devise means for prompt and regular repairs." An honourable exception is the Gorakhpur District. A typical example of how the system works is quoted from the case of Sultanpur. The board allotted Rs.12,000 for special repairs. In the revised budget this was reduced to Rs.6,559. Actually only Rs.840 was spent. The Inspector, Agra, says : " Mostly schools are located in private or rented houses that cannot accommodate big classes and are invariably dark and ill-ventilated. When the building belongs to the board, accommodation is better but the neglect of repairs and annual whitewashing makes conditions bad in them also."

The Inspector, Lucknow reports the decrease in rented buildings as 251. This is due to the abolition of uneconomic schools. Many reports speak of damage to buildings by floods and heavy rains. Such damage is of course beyond the reach of annual repair allotments to make good and this has complicated the position considerably. Several inspectors think that it is necessary for the Chairman, Education Committee, to have some control over the Public Works department of the district board as after all educational buildings form the greater part of their work. But the greatest need is for the working out of a proper programme of replacements and repairs. Almost all boards seem to live from hand to mouth in this respect.

As usual inspectors report that boards continue to neglect to supply teachers with text-books. They divert the money for this provision elsewhere. Provision of mats for sitting on is reported to be better. In several districts the boys make their own mats. " Whatever material for illustrating his teaching is required is generally expected of the teacher to provide " says the Inspector of Schools,

Equipment.

Agra. The Inspector of Schools, Benares, says: "owing to the mismanagement of funds by district boards very little money is available to supply teachers with text-books and teaching appliances. Even such indispensable things as blackboards and wall maps are not to be found in many schools." The provision of small reference libraries for teachers to keep them up to date which has been urged on boards so continuously has not been made anywhere. Teachers, however, in some districts have learnt to make their own apparatus for teaching the early steps in the infant class and some good work has been done in this way.

Fees.

Except in compulsory areas fees are charged in both rural and municipal areas. The rate prescribed is as follows:

Infants class minimum $\frac{1}{2}$ anna, other classes not more than two annas. Some boards have excused fees in the infants class, a practice which leads to fictitious enrolment, but this is being discontinued. It is even reported that cases are by no means uncommon where teachers pay the fees in the infants classes themselves in order to increase enrolment. The income of the district boards in 1936 from fees in primary schools was Rs.2,96,900 and vernacular middle schools Rs.3,59,608.

Statistics of compulsion are given in the table below:

Compulsory primary education.

Acts	Number of areas under compulsion in 1936-37		
	Urban areas	Rural areas	Number of villages in rural areas under compulsion
1. United Provinces Primary Education Act, 1919.	36		
2. United Provinces District Boards Primary Education Act, 1926.	..	In 857 selected areas of 25 districts.	1,224 including 5 town areas and 4 notified areas.

Compulsory primary education for girls is also in force in selected areas of three municipal boards and two district boards where it is already in force for boys.

About 10 per cent. of the children under instruction in primary schools are in compulsory areas.

Compulsory primary education in municipalities.

There are 64,751 boys enrolled in compulsory areas within municipalities, between the ages of 6 and 11. The United Provinces Primary Education Act of 1919 empowered municipalities to introduce compulsion. No fees are, of course, charged and poor boys are supplied with books, etc. free of cost.

When a scheme is put up for the sanction of Government, a grant is given of two-thirds of the additional cost involved including the cost of remitting fees. Government however restricts its grant to a maximum of 60 per cent. of the total cost of primary education within the municipality. The Act provides for more detailed control than is the case in ordinary primary education in municipalities and inspectors are given certain clearly defined powers. Thirty-six municipalities have introduced compulsion in a whole or part of their areas. Unfortunately the big cities have only introduced partial schemes.

The table below will show the progress made in a few representative municipalities :

Name	Area	Male population	Number Hablo	Percentage to population	Percentage admitted	Percentage attendance	Percentage reaching class III or efficiency figure
Lucknow ..	6 wards ..	79,718	8,246	10.8	80	73	21.8
Meerut ..	Within walls	45,591	3,209	7	59.8	77.8	12.8
Moradabad ..	Whole ..	61,846	5,992	9.7	61	63	15
Muttra ..	Do. ..	88,148	8,071	9.2	96.7	71.8	37.2
Naini Tal ..	Do. ..	6,996	864	12.4	..	86	79
Saharanpur ..	Do. ..	45,252	4,356	9.6	72.	67	14.7
Agra ..	8 wards ..	69,041	8,101	11.7	63	74	28.6
Allahabad ..	2 wards ..	89,438	8,761	9.5	91	65	15.4
Bareilly ..	Whole ..	72,580	3,651	11.9	57.8	64.4	14.5
Benares ..	1 ward ..	11,650	1,683	14	98	79	24.8
Cawnpore ..	4 wards ..	78,273	9,203	11.7	79	78.9	16.8

The last column refers to the percentage of boys who, starting in the infant class in 1933-34 reached class III and presumed permanent literacy in 1936-37. This is an index of the success of the scheme. Taking all municipal boards together this index of efficiency only reaches 20.7 per cent. That is 79 per cent. of the boys who start in infant class fall out by the way. In other words compulsion in municipal areas has so far proved to be a failure.

It may be significant that the only board which can produce a proper percentage of boys in class III, viz. Naini Tal, is the only board where regular attendance is really enforced as the percentage of 86 shows. In municipalities everything is in favour of success. The area is concentrated and easy to supervise and there are facilities for census taking, and evasion should be difficult. But, as will be seen from the figures shown above, the percentage of admissions is much below what it should be and large numbers escape compulsion altogether. Further the figures of attendance are poor and without regular attendance, little results may be expected. The municipal boards having made the gesture of imposing compulsion make little attempt to enforce it. They do not seem to realize the waste involved. The attendance committees often do not meet for months on end. When they do meet they do not authorize prosecutions or even the issue of notices—thus children can be as irregular in attending as they like. Accommodation is generally very bad. Boards like Lucknow, Allahabad and Cawnpore pay large sums in rent for unsuitable houses to use as schools when by capitalising the money they could erect large and up-to-date buildings. Supervision is poor, and tuition weak.

The superintendents of education do not appear to have sufficient control and in many cases are slack and uninterested. The attendance officers do not do their duty or if they do, no action is taken on their reports. The municipal boards themselves are supremely uninterested in the progress of compulsion. Examples of supineness in enforcing the Act may be quoted from the report of the Inspector of Schools, Agra. Here in nine municipalities where compulsion is in force 14,882 boys were enrolled out of 20,735 liable. In Benares during 1936-37, 249 notices for non-attendance were issued, but only 97 actually served, while 46 were complied with. Only thirteen cases were filed and six persons were fined. In Mirzapur things were better as far as notices are concerned. Out of 749 notices 563 were actually served and 125 complied with. Forty-seven cases were filed and forty-one were decided and twenty-six persons fined a total of Rs.13-6 or an average of 8 annas a head.

The recurring cost of compulsory primary education schemes in municipalities is Rs.5,07,134 to which Government contributes Rs.3,43,653. Funds for expansion have of late not been available.

Compulsory
primary
education
in rural
areas.

Compulsion in rural areas is governed by an Act passed in 1926. Most schemes were introduced in 1928 or 1929. Those boards which receive less than two-thirds of the prescribed minimum expenditure on primary education from Government were given the total extra expenditure as a grant up to a total grant by Government of two-thirds of their total expenditure. Boards which already received more than two-thirds were given two-thirds of the extra recurring cost. The total recurring cost of these schemes is Rs.3,76,600 towards which the Government contribution is Rs.3,55,970.

Progress in some representative areas is shown in the table below :

District	Area	Male population	Number of boys liable	Percentage to population	Percent enrolled	Percentage attending	Percentage in class III efficiency figure
Allahabad ..	88 villages ..	86,755	11,704	13	78	70	5
Bara Banki	One pargana ..	30,085	3,241	10.7	99	69	3
Mirzapur ..	10 villages ..	13,088	2,174	16.6	83	71	23
Moradabad	3 Town areas, 1 Notified area.	16,266	1,465	9.1	100	79	11
Saharanpur	16 school areas	39,798	4,678	11.7	71.3	63.7	5
Sitapur ..	Laharpur par- gana, 165 vil- lages.	53,597	5,714	10.5	98	78	12.5
Unao ..	8 school areas	23,980	2,567	11.1	82	67.4	13
Cawnpore ..	2 ditto ..	83,873	4,078	12	78	59	5
Lucknow ..	6 ditto ..	18,689	2,635	14	66.5	71.4	9

Out of 25,747 boys who started in the infant class in 1933-34 only 2,644 or 10.3 could get to class III by 1936-37. In other words compulsory primary education in rural areas is a worse failure than in urban

areas. The figure for ordinary primary schools is 26.7 per cent. The causes of these unflattering results have now been sufficiently investigated. They are inefficient machinery for enforcing attendance and an injudicious selection of areas for experiment. It will be seen that attendance is most irregular and few areas reach the minimum considered necessary to avoid prosecution—viz, 80 per cent. In this respect the machinery of compulsion has failed to function as attendance committees will not use their powers. In many cases they do not meet regularly and thus cases are not considered, or, if they meet regularly, they do not issue notices or, even if they issue notices, they will not sanction prosecutions and finally, even when prosecutions are sanctioned, the magistracy are reluctant to impose fines. In the big compulsory area, pargana Labarpur in the Sitapur District, some improvement in enforcement was made as 1,680 cases were instituted in 1936-37 as against 428 in 1931-32. Fifty-four were withdrawn, 37 dismissed and fines inflicted in 1,110 cases amounting to a total of Rs.409-10-6, less than an average of six annas an offence, but no less than 479 cases still await decision. In addition 1,928 cases were compounded in accordance with the rules by the school or attendance committees and Rs.356-12-9 realized as fines—this is not quite three annas per fine. Cases were, later in the quinquennium, handed over to the local *panchayat* to try and this is reported to have improved matters, but such fines can be no deterrent at all. In fact there are universal complaints that the magistrates do not treat these cases seriously and the law is brought into contempt. The reply often given is that the poverty of the parents makes the imposition of fines a mere pretence as they cannot be paid in any case. This same poverty is another big obstacle in the way of the success of compulsory primary education. Even the small earnings of the children make all the difference between semi-starvation and a mere subsistence. Some inspectors state that parents will pay the small fine rather than lose their children's labour which brings in say Rs.4 per mensem while the fine is only four or eight annas and, as the machinery of compulsion is so cumbrous, once a month is the most they are likely to be brought up. It is the children of this class which cause the bad figures. But before this can be improved several things require to be done. The attendance committees appear to be quite incapable of improvement and the issuing of notices and deciding of prosecutions will have to be handed over as in England to the attendance officer, either the deputy or a sub-deputy inspector. Teaching will have to be improved. There are 28 per cent. of the total number of teachers in primary schools who are still untrained and the majority of these are in compulsory areas.

The control of the educational system in municipalities is also responsible for much of the bad results there and this will have to be improved. Accommodation in municipalities especially is very bad. The areas chosen need reconsideration. In municipalities where only a few wards have compulsion it is necessary to extend it to all to prevent evasion. Unsuitable areas in rural districts where either the nature of the terrain or the excessive backwardness of the people make compulsion especially difficult should be avoided. The experimental small schemes should be given up as all that is necessary has been learnt. With the money saved promising schemes should be extended. The full primary curriculum is too literary and too extensive for compulsory areas where instruction in the three Rs for a maximum period of three hours daily is all that is required by the Act. A new and revised curriculum is necessary for this. But first

and foremost comes the need for a revision of the Act, and the placing of the machinery of compulsion in the hands of those who may be expected to carry it out. When this is done the possibility of the enforcement of compulsion in all villages or school areas where a school already exists and where there is accommodation should be investigated, but, in order to prevent the wastage which is so marked a feature of primary education as controlled by local boards at present, the question of the reorganization of the administration of education by local bodies must first be settled. It will be vain to waste more money by extending the scheme under present conditions.

Stagnation
in primary
schools.

The school course in the primary schools of the United Provinces extends over five classes i.e. infants to class IV and the curriculum is so designed as to make it easy for a boy to gain promotion from class to class every year. Thus a boy entering the infants' class at the age of six should pass out of class IV at the age of eleven. But owing to irregular attendance, bad teaching, illness and so forth boys stagnate for more than a year in different classes especially in the infants class. The following table shows the incidence in different classes :

Year	Infants	Class I	Class II	Class III	Class IV
1931-32	44.8	22.4	14.39	10.8	7.9
1936-37	41.4	23.8	14.6	11.6	8.6

Aided
schools.

District boards may aid private primary or preparatory schools in addition to maktabas, pathshalas or depressed class schools (which are discussed elsewhere in this report) up to half the salaries of the teachers employed. The grant is renewable annually on the recommendation of the district inspecting staff. Non-recurring grants not exceeding Rs.50 may also be given for equipment or repairs. There are 4,220 aided schools in all which includes maktabas, pathshalas and depressed class schools. This is a reduction of 66 on the numbers at the end of the last quinquennium. Enrolment has however increased by 14,814. Some of these schools are experimental and if successful are taken over by the district board. Others are either started as means of subsistence for teachers or for other reasons. The Inspector of Schools, Benares, referring to the increase of 144 such schools mainly in Jaunpur, Ghazipur and Azungarh states that they "owe their existence to party politics and hardly fulfil any educational purpose. They are generally one-teacher schools which far from promoting the cause of literacy only retard it. Their enrolment is generally fictitious." The Inspector of Schools, Bareilly, describes them as "inefficient and generally ill-equipped and ill-housed." It is obvious that the rule about the recommendation of the district inspecting staff is a dead letter. A recent rule that no school shall be established within $1\frac{1}{2}$ miles of another has had better results and will be effectual because grants given to schools established in contravention of this rule will not be counted towards the Government grant and equivalent deductions will be made.

An examination is held at the conclusion of class IV. This examination was a school examination set and corrected by the head teacher of each primary school. These, however, were not up to their responsibilities nor proof against external influences and the scheme was a failure. The examination is now conducted at fixed centres by a group of head teachers under the supervision of the sub-deputy inspectors who moderate the papers and check the results. It is universally agreed that this has led to a great improvement but of course it takes up a good deal of the district inspecting officers time.

Examina-
tions.

Primary certificates of passing the fourth class are issued under the signature of the deputy inspector of schools of the district.

There has been a great deal of progress in this respect in every circle but there is a good deal of misunderstanding as to what crafts should be taught. Some boards have an idea that they should teach cottage industries and give technical training to the young children in their primary schools. This shows a misconception of the aim of primary education. The compulsion which is put on boys by some boards to make ropes, mats and *nawar* on a commercial basis has led in many places to excessive attention to these activities to the detriment of the boys' other activities and has caused a falling off in their studies. Craft work and handwork should be indulged in on an educational basis. Their object is to train co-ordination of hand and eye and inculcate habits of neatness and accuracy, to illustrate lessons and to train to some extent the nascent artistic faculties. This will not be done by the monotonous twisting of rope or making of *nawar* which has little educative value as an exercise. The Inspector of Schools, Meerut refers to the need of finding money for the raw material and markets for the finished articles. The Inspector of Schools, Benares, states that basket making, jute spinning, rope-making, cot and mat weaving and *tat* weaving are the main forms of handwork, and in the progressive schools cloth weaving, *nawar* making, blanket weaving and the preparation of soap. The Inspector of Schools, Fyzabad, states "some sort of handwork is done in every primary school. Articles of daily use such as buttons, inkpots, penholders, caps, foot rules, money bags, cards, boxes, soap, baskets, and toys are prepared." The great drawback he states, lies in the fact that there is no market for these objects. With a view to improve the system a trade scheme has been introduced in some schools of the Fyzabad, Sultanpur and Bahraich districts. In Allahabad circle clay-modelling and paper-modelling is also done. The strictly utilitarian and commercial aspect appears to be overdone. More attention should be paid to decorative basket work, paper and cardboard modelling, designing, decorative lettering, book-binding and the making of models to illustrate lessons—that is handwork proper.

Handicraft
and hand-
work.

The Inspector of Schools, Fyzabad, reports that most primary schools maintain small flower gardens. The teachers of Gorakhpur District who have been trained in rural uplift work have shown considerable interest and skill in the improvement of gardening. The Inspector, Benares, states that "the school garden is now a necessary appanage of almost every primary and preparatory school". Other inspectors complain of the apathy of teachers. In Basti a period is devoted to gardening every alternate day in schools where there are gardens. Hamirpur reports visible improvement all over the district. It is clear that some results

school
gardens.

are appearing as a result of the propaganda devoted to this end, but much more requires to be done.

Physical
training
and games.

The Inspector of Schools, Benares, reports that boys have made remarkable progress in physical training in nearly all the districts of the circle. The Inspector of Schools, Fyzabad, also reports a marvellous improvement in physical drill and games. The Inspector, Allahabad, states that the new exercises have been introduced in most of the schools. The Inspector of Schools, Agra, makes a similar report and states that *desi kasrat* and scout games are also played. *Lesim, lathi* and *danda* exercises are also popular. Competitions and tournaments held in different centres in the districts with physical training contests and miniature athletic meets and so forth are a feature in most districts. The teachers from normal schools are trained in physical training according to the latest methods and have done much to improve the standard in the districts. The short courses held by the superintendents of physical training have also done much to spread the new methods and 857 teachers have gone through these courses and returned to their districts to train teachers of every full primary school. The extension of scouting into rural areas has led to a great impetus in all kinds of similar activities and really useful work has been done. The displays by physical training squads from vernacular schools at the Lucknow Exhibition were of a decidedly high standard. The new syllabus of graded exercises which is being published in Urdu and Hindi by the Department will complete the good work which has been begun.

Junior Red
Cross.

The Inspector of Schools, Agra, reports that the movement has had a great effect in improving and forming habits of cleanliness among school children. The Aligarh District has no less than 648 groups with 17,287 members. Sultanpur has 139 groups with 9,888 members. Village medicine chests have been provided in each group and medicines were given to 14,340 persons during the year. "Special emphasis is laid on neatness, health laws and sanitation," reports the Inspector of Schools, Fyzabad in this connexion. In Garhwal all schools on the pilgrim route have groups.

In every district groups have been formed and much work in the form of rural uplift has been done. Junior Red Cross competitions are held in most districts and teams sent to the provincial competition—two primary schools from Rae Bareilly and Gonda participating in the last competition. The total number of members in the primary schools of the province in 1936-37 was 87,647.

Medical
Inspection.

In those districts where the health scheme has been introduced, the health officer and his inspectors visit primary schools and examine school children. Medicine chests are purchased by boards and distributed to schools where there is a Junior Red Cross group. The health officers have been of great assistance in the formation of Junior Red Cross groups and in giving instruction in hygiene. Much more requires to be done however before the medical inspections of primary school children in rural areas is more than cursory.

Night
Schools
for adults.

Night schools for adults in municipal areas were started in 1921-22. Twelve were opened in each of the cities of Allahabad, Lucknow, Cawnpore Meerut, Bareilly and Agra. They were restricted to men and boys above 12 years of age and give instruction in reading, writing and arithmetic. No fees are charged and Government bears the entire cost. There are

76 in all with an enrolment of 2,115. Counting all night schools there are 153 in urban areas with an enrolment of 4,676. In rural areas there are 243 schools with an enrolment of 5,031. The Co-operative Department and the Rural Development Department have opened several such schools but details are lacking. These schools do not attract the adult and the majority of those who attend are boys. Attendance is irregular. It appears that night schools of the present type will do little to liquidate illiteracy. Seasonal schools which only function when agricultural operations are slack are the only type which will have any chance of succeeding as the labourer after his day's work is too tired to attend school; and working hours in rural areas are not controlled by trade union rules, but by the sun; thus there is little or no leisure for the rural worker. Experiments have been suggested for evening institutes or clubs where provision for study is also made and some attempts have been made in this direction in Benares and Jaunpur, but apparently without much success. The practice of getting primary school teachers with a small allowance to take up this work has failed as they are tired and do not make much effort. It is clear that the problem must be attacked from another angle.

It has been recognized that the village teacher is the most likely agent of village uplift and efforts have been made to use him as such. Government, therefore, in 1934-35 opened a special training class for village teachers at the Agricultural School, Bulandshahr, the Partabgarh Agricultural Farm and the Gorakhpur Agricultural School to train sixty teachers from selected tahsils with three sub-deputy inspectors who were put through a course of training for three months. The different departments of Government co-operated in the scheme and officers of the departments of Agriculture, Public Health, Co-operative Societies and Veterinary assisted. The total cost was Rs.17,000. After training the teachers returned to their schools and were required to put their knowledge into use. They were to get into touch with the local officers of the various departments and put their knowledge and advice at the disposal of the villagers. Further they were expected to organize the social side of village life by encouraging games, dramatic performances, organizing kathas, Ramayan reciting, singing and the like. For this they are given an honorarium of Rs.30 on receipt of satisfactory reports of their activities. Reports are encouraging. In addition to these special areas, the Rural Development Department is making good use of village teachers in their activities.

Rural uplift.

There has been a great development of scouting activities in rural areas. Basti reports 7,342 cubs and scouts; Bahraich has 7,000; Aligarh has 621 scoutmasters and 11,840 scouts and easily leads the way as far as numbers are concerned. Jhansi reports that all the primary schools have cub-packs and most other districts also report progress. Efforts have been made by both associations to cope with the great increase in numbers as there is a danger that numbers and not efficiency will be the criterion. Scout trainers have been engaged by several districts and the two headquarters have also sent trainers to hold training camps all over the province. The scouts and cubs have done good work in helping with rural uplift activities and the formation of troops and packs has brightened village schools considerably. It is hoped that the advance will now be consolidated and special attention paid to training.

Scouting.

The District Board Educational Rules direct that for each primary circle a local committee of three or more of the residents of the villages

School Committees.

included therein should be formed. Their duties are to increase enrolments, to insist on regularity of attendance and punctuality by children and teachers, to suggest necessary improvements, to advise as to holidays, fees and hours of attendance and generally to assist in making the schools attractive. They should inspect the school and record their remarks in the inspection book. They may also arrange for religious teaching out of school hours. This is the intention with which they were started. Unfortunately they have not fulfilled expectations. The Inspector of Schools, Benares, states: "The members of these committees are mostly illiterate. They unnecessarily meddle with school affairs and harass teachers. With rare exceptions they have proved a handicap." The Inspector of Schools, Bareilly, says that persons suitable for membership are hard to find and that the members are interested only in transfers. The Inspector of Schools, Lucknow, reports: "They were as usual dormant but when active they have a tendency to be more interfering than helpful." All the districts which mention them in their reports declare that they do no good. Only in Garhwal is there any sign of progress. Yet these committees, if properly selected, should be able to do good work. A better selection of personnel and personal attention to their formation by the inspecting staff should have results.

Factory
Schools.

The Army Clothing Factory at Shahjahanpur maintains a primary school attached to its Anglo-Vernacular Middle School for the children of employees.

The Government Harness and Saddlery Factory at Cawnpore also maintains a primary school with an enrolment of 75. The cost is Rs.1,550 of which Rs.576 comes from Government funds.

Primary Education in Cantonment

Statement showing particulars of primary schools situated in Cantonment areas

District	Primary schools		Expenditure met from					Total
	Schools	Scholars	Provincial funds	Cantonment Board Fund	Fees	Other sources		
			Rs.	Rs.	Rs.	Rs.		
Agra	4	511	..	2,452	..	1,811 District Board Fund.	3,762	
Fatehgarh	1	88	..	556	..	..	556
Bareilly	8	241	240	895	246	..	1,384	
Shahjahanpur	1	81	1,404	..	884	2,902	4,690	
Almora	2	226	429	3,427	449	174	4,479	
Benares	1	90	..	822	822	
Lucknow	7	643	..	4,218	4,218	
Sitapur	1	68	..	522	522	

PRIMARY EDUCATION

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District	Primary schools		Expenditure met from				
	Schools	Scholars	Provincial funds	Cantonment Board Fund	Fees	Other sources	Total
			Rs.	Rs.	Rs.	Rs.	Rs.
Fyzabad	1	76	..	625	..	..	625
Allahabad	8	335	..	3,786	..	..	3,786
Cawnpore	8	401	..	7,423	..	..	7,423
Jhansi	1	116	..	1,207	..	..	1,207
Dehra Dun	8	370	2,093	150	144	..	2,887
Lausdowne	2	181	..	3,673	181	..	3,854
Total	88	3,422	4,166	29,756	1,407	4,386	39,715

There has been an increase of eight schools and 1,211 pupils since 1931-32. Total expenditure has increased from Rs.26,455 to Rs.39,715. Contribution from provincial funds have increased from Cantonment funds us from Rs.929 to Rs.4,166 and from Rs.23,879 to Rs.29,756.

Inspectors report that these schools are efficient.

CHAPTER VII

The education of girls

The impetus given to girls' education during the last quinquennium gathered momentum during the quinquennium under report. In fact girls' education has now gained the first place for consideration in all schemes for expansion. Were it not for this added interest, the progress indicated in the table below could not have been possible during a period of such stringent financial difficulty, reports the Chief Inspectress of Girls' Schools.

Number of institutions and enrolment

Kind of institution	Number of institutions				Enrolment			
	1931-1932	1936-1937	Increase	Percentage of increase	1931-1932	1936-1937	Increase	Percentage of increase
Colleges	6	9	3	50	172	379	207	120
High schools ..	13	19	6	46	4,051	7,081	3,030	75
English middle schools	47	64	17	36	6,635	9,542	2,907	44
Vernacular middle schools.	186	249	63	34	26,219	38,920	12,701	48
Primary schools ..	1,719	1,735	66	3·8	64,291	78,860	14,569	22
Other schools ..	50	58	8	16	690	782	92	13
Total	2,021	2,184	163	8	102,058	185,504	83,506	88
Unrecognized institutions.	220	119	-101	46	3,802	2,716	-1,086	-29
GRAND TOTAL ..	2,241	2,303	62	2·7	105,860	188,280	82,420	81

The closing of 101 unrecognized schools is a happy feature of the quinquennium. The slogan now is not only more schools for girls, but better schools for girls. The figures in the table above do not include girls reading in boys' schools. There were 85,565 girls reading in boys' schools on 31st March, 1937, against 57,000 in 1932. Of these 81,353 were in primary schools. The large increase in enrolment at this stage is due to the encouragement given by inspecting officers and others, and to co-education assisted by the removal from the Educational Code of the rule which had hitherto restricted girls beyond a certain age from reading in boys' schools. It is also due to the awakening of parents to the advantages of education for their girls. Co-education is more popular in the eastern districts of Ballia, Basti and Gorakhpur than in the other districts of the province. Co-education is doubly welcome here, as it not only helps to solve, to some extent, the problem of insufficient staff and accommodation in girls' schools in general, but makes education possible

for a large number of girls in areas where there are no schools for girls at all. It is encouraging to note that *pardah* objections have been set aside by the girls themselves in this new enthusiasm for education.

The numbers in the various stages of instruction are given in the table below, showing in each case the increase for the quinquennium.

Stage	1931-32	1936-37	Increase	Percentage of increase
College	172	379	207	120
High school	835	828	488	146
Middle section	4,474	9,154	4,680	104
Upper primary section	9,890	16,117	6,727	71
Lower Primary section	25,768	34,697	8,929	84
Preparatory section	61,220	78,612	12,392	20

It will be noticed that the figures in the middle school, high school and college stages have more than doubled themselves. The number of girls in the lower primary and preparatory sections together is now 79 per cent. of the total enrolment in recognized schools. In 1932 it was 86 per cent. and in 1927, 90 per cent. A steady decrease in admissions in these infant sections in girls' schools would be a just cause for alarm, were it not counterbalanced by a proportionately large admission of girls into boys' schools at the primary stage. The problem which needs immediate attention is the employment of women teachers in boys' schools where co-education has become popular. At present there are only a few women engaged in boys' schools.

Classifying the girls in girls' schools according to their communities, the relative progress of the different communities is shown in the table below:—

Community	1931-32	1936-37	Increase	Decrease
			per cent.	per cent.
Europeans and Anglo-Indians	21	25	19	..
Indian Christians	4,938	5,178	5	..
High caste Hindus	75,292	100,910	34	..
Depressed class Hindus	2,772	3,686	31	..
Muhammadans	16,897	22,476	33	..
Buddhists	127	39	..	69
Sikhs	155	376	148	..
Jains	817	686	..	16
Parsis	30	185	516	..
Others	263	1,162	341	..

The largest increase among the majority communities has been made by high caste Hindu girls. In the last quinquennium they took second place. This advancement is largely due to the enthusiasm shown by the Hindu public. Some of the best schools opened during the last five years have been for Hindu girls. The increase in the enrolment of Muslim and depressed class girls is proportionate.

The following table gives details of expenditure on girls' schools from the various sources :

Source		1931-32	1936-37	Increase or decrease
		Rs.	Rs.	Rs.
Provincial revenues	.. ..	9,74,940	12,78,899	+2,99,559
District board funds	.. ..	1,70,243	1,57,893	- 12,350
Municipal board funds	.. ..	2,97,458	4,42,781	+1,45,273
Fees	.. ..	1,49,781	2,95,181	+1,45,350
Other sources	.. ..	8,36,875	4,09,678	+71,796
Total		19 28 697	25,78,327	+6,49,630

The total expenditure on girls' education has risen from Rs.19,28,697 to Rs.25,78,327 during the quinquennium registering an increase of Rs.6,49,630 for the year under report against an increase of Rs.4,86,514 in 1932. The additional expenditure from provincial revenues is accounted for under the following heads :

- (1) The opening of a Government high school at Bareilly, (2) The opening of a normal school at Meerut and at Budaun, (3) The opening of an English Teachers' Certificate class at Bareilly, (4) The opening of seven primary teachers' training classes in the districts of Sultanpur, Fatehpur, Orai, Benares, Shahjahanpur, Etawah and Unao, (5) The opening of a special tailoring school at Allahabad, (6) Grants-in-aid to new schools and increased grants to old schools.

The expenditure on all the above items was recurring expenditure. The non-recurring expenditure on Government buildings during the quinquennium was Rs.64,186. Non-recurring grants given to district boards and aided institutions for buildings was Rs.2,73,062.

The expenditure from district board funds has decreased due to the withdrawal of certain grants to aided schools. On the other hand, the expenditure from municipal board funds has considerably increased. The increase was occasioned by the opening of 41 municipal and seven municipal aided girls' schools in the compulsory areas by the municipalities of Cawnpore, Agra and Mirzapur. The increase in fees is due to the increase in the numbers and an increase in fee-paying pupils. Fees are charged in colleges, high schools and English middle schools. The increase is welcome as the future security of girls' schools must depend more and more on the willingness of parents to co-operate as

readily and as fully as they have done in the education of their boys. At present a number of girls' schools have to depend on the monthly subscriptions of benevolent subscribers to make up the difference between expenditure and income from Government grant. Voluntary subscriptions are always a variable factor, and therefore the payment of staff and other demands become uncertain when schools have to depend on donations. At present the enrolment in girls' schools and the subsequent fee income is too small to allow managers to divert private donations into a permanent reserve fund. The number of girls colleges, high schools and English middle schools has sufficiently increased to have appreciably diminished the average cost per student per annum. Vernacular education and the training of women teachers is almost entirely free. The table below gives the annual cost per student in the various types of institutions :

Kind of institution	Average annual cost per student in 1931-32	Average annual cost per student in 1936-37
Intermediate colleges	144.6	108.67
High schools	109.14	70.64
English middle schools	49.21	48.91
Vernacular middle schools	17.38	17.83
Primary schools	8.84	8.8
Training class for teachers	475.46	289.55

There is only one women's college in the province, which prepares women for university degrees. This is the Isabella Thoburn College at Lucknow, which celebrated its fiftieth anniversary during the quinquennium. It prepares girls in both science and arts for the bachelor's degree of the Lucknow University and for the degree of master of arts of the same university. The university class attached to the Crosthwaite Girls' College, Allahabad, was closed down during the quinquennium, and a hostel attached to the Allahabad University was opened in its stead for the admission of women students reading in the Allahabad University. The same sort of provision has existed for some time for women students attached to the Benares University. There is also a small women's hostel attached to the Lucknow University.

University
Education.

There are eight intermediate colleges in the province. All of them, except the Isabella Thoburn College, Lucknow, have a full high school enrolment attached to them, as they are a natural development out of high schools. The Isabella Thoburn College, Lucknow, has had to separate itself from its collegiate school because of its association with the University of Lucknow. In this institution the intermediate classes are the lowest classes, whereas in the other seven intermediate colleges, the intermediate classes are the highest classes in the institution. The table below gives details of enrolment and the increase of scholars in girls'

Inter-
mediate
Colleges.

intermediate colleges of the province during the quinquennium under report.

Name of college	Class XII		Class XI		Class X		Class IX		Classes A-XII	
	1931-1932	1936-1937	1931-1932	1936-1937	1931-1932	1936-1937	1931-1932	1936-1937	1931-1932	1936-1937
1. Isabella Thoburn College, Lucknow.	32	32	28	46	..	..	..	..	60	78
2. Crosthwaite Girls' College, Allahabad.	9	24	22	44	27	25	25	31	328	365
3. Theosophical Girls' College, Benares.	8	9	12	15	16	22	8	17	295	301
4. Muslim Girls' College, Allahabad.	1	17	4	21	4	29	6	19	166	237
5. Mahila Vidyalaya Intermediate College, Lucknow.	2	7	7	20	6	28	9	24	422	568
6. Balika Vidyalaya Intermediate College, Cawnpore.	..	7	..	7	..	14	..	18	..	432
7. Muslim Girls' College, Lucknow.	..	..	..	4	..	12	..	18	..	186
8. Gokul Dass Girls' Intermediate College, Moradabad.	..	6	..	6	..	35	..	24	..	464

The Balika Vidyalaya, Cawnpore, the Muslim Girls' College, Lucknow, and the Gokul Dass Girls' Intermediate College, Moradabad, developed from high schools into intermediate colleges during the quinquennium. The Gokul Dass Girls' Intermediate College, Moradabad, has not as yet been given recognition. The Mahila Vidyalaya, Lucknow, which existed as an unrecognized intermediate college before 1932 has since been recognized by the Board. The number of intermediate students on 31st March, 1937, was 253 against 125 of the year 1932.

Secondary Education.

The place of greatest expansion during the quinquennium has been at the secondary stage. Here also as in the intermediate stage the enrolment has more than doubled itself. The number of girls now reading in the secondary stage is 9,977 against 4,809 in the year 1932. The increase is distributed between the high school and middle stages as shown below:

Year	High school stage	Middle stage
1931-1932	885	4,479
1936-1937	823	9,542
Increase	488	5,063

The number of high schools for girls has increased from 13 to 19. Three high schools were raised to the status of intermediate colleges, so the total number of new high schools is nine. Of these eight were developed from existing middle schools, and one enterprising new school opened as a high school in 1934. This was the Murari Lal Khatri School at Agra. All 19 schools have been recognized by the Board. The only high school for girls maintained by Government was opened in Bareilly in July, 1933. This school existed as a vernacular middle school since 1916, providing a practising ground for a normal training school for vernacular teachers. When the school developed into a high school, the normal department was shifted to Budaun and an English training class was opened at Bareilly and attached to the high school for the training of teachers of a higher grade. Of the eight new non-Government high schools that have been opened, seven are for Hindus and one for Muslims. The Muhammadan Jubilee Girls' High School opened at Cawnpore has been established by Christian enterprise. The school is a day school and most of the girls are Muhammadans. None of the new high schools opened, except the Government Girls' High School, Bareilly, have hostels attached to them. A list of the new high schools opened during the quinquennium is given below :

High
Schools.

- (1) Jubilee High School for Bengali Girls, Lucknow.
- (2) Arya Kanya Pathshala, Allahabad.
- (3) Mohamadaul Jubilee Girls' High School, Cawnpore.
- (4) Morari Lal Khatri High School for Girls, Agra.
- (5) Raghunath Girls' High School, Meerut.
- (6) Arya Kanya Pathshala High School, Bahadurganj, Shah-jahanpur.
- (7) Balrampur Girls' High School, Balrampur.
- (8) Hewett Model Girls' High School, Muzaffarnagar.
- (9) Government Girls' High School, Bareilly.

Of all the aided high schools in the province, ten are meant mainly for Hindu girls, five for Indian Christians, one for Muslims and two for Bengalis. The Government Girls' High School at Bareilly is a non-sectarian school, and admits Hindus, Muslims and girls of other creeds. Most of the aided high schools are maintained by private bodies, except the Balrampur School which is a state school and the Muzaffarnagar school which is a district board school. The Christian high schools are maintained largely by foreign mission money. All these institutions get Government aid.

The number of English middle schools has increased from 47 to 64. The increase is virtually 24, instead of 17 new schools as several existing schools were converted into high schools during the quinquennium. The number of scholars increased from 4,474 to 9,542. The large increase in scholars as well as schools bears witness to a greater demand for English education than heretofore. Hitherto the largest number and the best English schools were maintained by Christian missionaries for Indian Christian

English
middle
schools.

girls. But these institutions, because of a cut in mission funds, have made little or no progress during the quinquennium, and other institutions have sprung up which bid fair to surpass them. Of the 24 new schools that were opened, two were Government schools at Ghazipur and Mainpuri meant for girls of all creeds. Of the remaining 22 schools, 21 were opened by the Hindu public and one by Muslims. All of these are day-schools. Boarding institutions are not popular with non-Christians, except at the high school and university stage, and even here the facilities provided by Christian institutions are by far the best. Unfortunately, these Christian schools, because of the regulations controlling their hostels, have tended to segregate themselves from the other communities. At a period when English education is becoming popular, these mission schools could have enlarged their enrolments and their funds by the admission of a large number of Hindu girls who were anxious to learn English. Conditions that operated against their admission was lack of provision of conveyance or of hostel arrangements. A further obstacle in the way of those who seek admission is the medium of instruction, which in most Christian mission schools is Urdu. In the Adams Girls' School, Almora, where no conveyances are necessary, and where Hindi is the first vernacular 47 per cent. of the girls are Hindus. A number of other Christian institutions are now realizing that if they wish to expand, they ought to remove these conditions by trying to provide more facilities for the admission of non-Christian girls. Some have already taken up seriously the introduction of Hindi in their time-table.

Vernacular
Education.

Vernacular schools for girls may be divided into primary and middle schools. Primary schools are maintained for the greater part by municipal boards in urban areas and by district boards in rural areas. Vernacular middle schools are maintained by Government, municipal boards, district boards and other agencies. Aid to vernacular middle schools is given largely from provincial funds, though district boards and municipal boards give grants on a smaller scale to some vernacular institutions. The tables below give the details of increase under the two heads:

1. Vernacular middle schools

Kind of institution	Number of schools			Enrolment		
	1931-32	1936-37	Increase	1931-32	1936-37	Increase
Government ..	65	76	11	9,987	13,375	3,488
District board ..	28	50	27	1,761	4,317	2,556
Municipal board ..	26	38	12	3,878	5,723	2,245
Aided	70	82	12	10,976	15,273	4,297
Unaided ..	2	3	1	167	208	41
Total ..	186	249	63	26,219	38,896	12,677

2. Primary schools

Kind of institution	Number of schools			Enrolment		
	1981-82	1986-87	Increase	1981-82	1986-87	Increase
Government ..	15	9	-6	870	565	-305
District board ..	909	906	-3	29,356	33,995	4,639
Municipal board ..	207	252	45	15,449	22,280	6,831
Aided	573	600	27	18,023	21,254	3,231
Unaided	15	18	3	549	766	217
Total	1,719	1,785	66	64,246	78,860	14,614

The small decrease in the number of primary schools controlled by Government and district boards can be accounted for by the large number of vernacular middle schools now in existence.

The condition of primary schools has remained more or less the same. What is needed is better qualified staff and more suitable school-houses for primary schools. The policy now is not to open more primary schools in rural areas, where girls' education is almost entirely primary, but to develop existing schools, particularly as the necessity for more schools has been diminished by the spread of co-education in villages. In urban areas, where co-education has made itself evident only at the university stage, more primary schools have been opened. A large majority of these new schools are compulsory area schools. Much advancement, however, in primary education has not been made during the quinquennium. The general trend of expansion has been more in the higher stages of education and whatever funds were available were concentrated on the improvement of middle schools and high schools, which have shown an appreciable improvement in all directions. Reorganization at the foundation has now begun to occupy serious-minded educationists, for the bulk of the girls in school are still in the lower classes. It is already recognized that there is too great a wastage here. Only one in every eight girls in school reaches the middle stage, and those who do are usually in big towns where there are facilities for them. Most of the schools in villages are one-teacher schools, and here a much larger percentage of girls leave off before they reach the upper primary stage than they do in towns. The total percentage of one-teacher primary schools is 51.7. To bring about more stable conditions in rural areas, village schools must in future be made more attractive and be better supervised. Material conditions also are deplorable. The average village school-house is not only over-crowded but insanitary. But whatever plans are put forward for improvement, changes can only be gradual. The number of such schools all over the province is far too large to permit of a rapid marked change when funds are so limited. The Department, however, has already schemes on foot for a greater output of trained teachers, with the object of reaching the village

school, and has in mind the appointment of district inspectresses so that work in rural areas may be better supervised.

Wastage.

The table below shows the wastage in girls' primary schools :

	Number of girls in—				Proportion of girls in—	
	Infant class, 1933-34	Class I, 1934-35	Class II, 1935-36	Class III, 1936-37	Infant class, 1933-34	Class III, 1936-37
United Provinces	112,165	35,994	21,891	13,341	100	11·95 or 12 per cent

The proportion in 1931-32 was 9·08 per cent.

Though an improvement since 1931-32, the figures are still depressing and mean that 88 per cent. of the girls entering primary schools do not attain literacy.

The table below shows the number of girls between 6 and 11—the primary age—actually attending school :

1936-37

Total female population	Number of girls between 6 to 11 calculated at 12 per cent. of female population	Number of girls attending primary schools	Percentage of girls attending primary schools to those of school going age between 6 and 11
22,968,757	2,755,650	78,860 in girls' schools 85,547 in boys' schools	5 per cent.
		1931-32	
22,968,757	2,755,650	64,221 in girls' schools 57,000 in boys' schools	4·4 per cent.

These figures show the magnitude of the task still to be done.

Co-education.

The statement below shows the extent of this :

Number of girls reading in boys schools in 1936-37	Number of boys reading in girls' schools in 1936-37
85,547	2,205

Examina-
tions.

The Chief Inspectress is the Registrar of girls' examinations. These include three middle examinations and training examinations for teachers. The Vernacular Lower Middle Examination and the Anglo-Vernacular Middle Examination have been conducted in this province for a period of over twenty years. A third examination of this nature was organized and candidates were admitted to the Vernacular Upper Middle Examination for the first time in 1933. This examination

has become quite popular within this short period of time. It is equivalent to the Vernacular Final Examination. Of the training examinations, the English Teachers' Certificate examination and the Vernacular Teachers' Certificate examination are conducted by the Registrar. The Primary Teachers' Certificate examination is not a uniform examination, as each Circle Inspectress enrolls, supervises and examines independently for certificates the candidates in the primary training classes of her circle. It is felt that a greater uniformity is necessary here, as the standard of work produced has begun to vary greatly in the different circles.

The opening of a sewing and cutting-out class at the Government Girls' Normal School, Allahabad, and the holding of two refresher course classes in drawing during the quinquennium were attempts made to provide some practical courses in education for women. The drawing courses were for short periods of two months each. A few students who already knew something about drawing were greatly benefited. The training in sewing is of a more permanent nature. Thirty stipends of Rs.15 per mensem each and a suitable staff was sanctioned in 1933 for the opening of this class. The course is a two years' course, and the purpose behind the scheme is to produce better needle-women so as to improve the art of sewing and cutting-out in girls' schools. The class is meant primarily for village school teachers. The number forthcoming from villages, however, is small though there is a rush on the sewing class from towns people who are probably lured by the largeness of the stipend sanctioned.

The table below gives details of examinees and the various examinations :

Examination	Total number of examinees			Total number of successful candidates		
	1931-32	1936-37	Increase	1931-32	1936-37	Increase
Degrees	95	181	86	92	118	81
Intermediate Arts and Science, High School ..	86	179	893	60	181	71
Vernacular Upper Middle, Anglo-Vernacular Middle, Vernacular Lower Middle, English Teachers' Certificate, Vernacular Teachers' Certificate, Sewing Class ..	189	582	393	110	343	293
	..	1,921	..	..	726	..
	714	1,176	462	379	809	480
	1,541	3,422	1,881	815	2,202	1,387
	18	50	32	14	31	27
	120	169	49	74	128	54
	..	17	..	..	17	..

The number of women teachers engaged in girls' institutions increased from 3,783 to 4,939 during the period under report. This includes 1,715 trained teachers against 979 of the year 1932. Unfortunately the number of untrained teachers is larger than the number of trained teachers, though the proportion has now been reduced to two to one as compared with three to one in the previous quinquennial report.

Teachers.

The table below gives the distribution of trained and untrained teachers in the various kinds of schools, showing their detailed increase :

Teachers	Primary schools		Middle schools		High schools and colleges	
	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37
Trained ..	202	380	652	1,072	125	268
Untrained ..	1,888	2,060	844	1,029	127	185

The number of men teachers in girls' schools has increased from 418 to 476. An effort has been made to discourage the employment of men teachers in girls' schools. The increase of 58 men teachers is negligible when compared with an increase of 1,021 women teachers, particularly when trained women teachers are not available in large numbers. Two-thirds of the men engaged are engaged in rural areas where no women are available even of the primary grade. These figures show the need for more training classes and the necessity to make village schools attractive enough to draw women teachers from urban areas. Enrolment in the different training classes is shown below for 1936-37 :

Kind of institutions					I year	II year	Total
E. T. C.	..	..	..	..	47	42	89
V. T. C.	..	..	..	..	116	129	245
P. T. C.	..	..	..	..	134	188	267
Total				..	297	804	601

Pay of teachers.

There are no fixed scales for district board schools. In Government schools the rate is Rs.15—1—20 for P. T. C.'s and Rs.30—2—40 for a V T. C. Boards pay untrained women teachers about Rs.10 in primary schools which is clearly insufficient to attract suitable women.

Curricula.

Primary schools teach the three R's and handwork, including sewing, geography, drawing and hygiene. The middle course takes in also history, physiology and hygiene, cooking, geometry and algebra and music with Sanskrit and Persian, gardening or general science as optionals. The high school curriculum is the same as the boys with domestic science and music as optionals.

Compulsory education.

Compulsory education for girls was introduced into the province for the first time during the quinquennium under report. Government entertained schemes from several municipalities and district boards, but only the best schemes were allowed to materialize. The municipalities of Cawnpore, Muttra and Mirzapur opened 49 compulsory area schools in certain wards; 48 of these schools were primary and preparatory schools. Only one was a middle school. The district boards of Etawah

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and Lucknow opened primary schools of the same nature. All five boards were aided from provincial funds to carry out their schemes.

The statement below shows the names of district boards and municipal boards with wards and areas where compulsory primary education for girls has been introduced :

District or municipal board	Village or ward	Enrolment	Average attendance	Number liable to attend	Percentage of enrolment to the number liable	Percentage of attendances	Total expenditure
District boards							Rs.
Lucknow District Board.	Itaunja and Kakori	142	114	251	56.5	80	2,563
Etawah District Board.	Ekdil	205	138	227	90	67	2,514
Municipal boards							
Muttra Municipal Board.	Shahi-darwaza Ward II.	442	358	561	78.7	80.9	5,087
Cawnpore Municipal Board.	Patkapur, Sadar Bazar, Moolganj, Anwar-gunj.	5,814	4,004	6,528	89.1	89.9	8,446
Mirzapur Municipal Board.	Ganesganj, Welleslyganj.	615	321	718	85.65	52.2	7,457

The quinquennium closed with brighter prospects for district board schools than there were at the beginning of the period. The 6½ per cent, cut which was levied on district boards in March, 1932 was restored by Government in January, 1936. The boards unanimously agreed to let the entire amount of 3.17 lakhs which thereby accrued to them be spent on the expansion of female education. A special officer, Miss T. J. Gandhi was placed on duty, to draw up a scheme of expansion showing how Rs.3 17 lakhs could be profitably spent annually. The scheme has since then been formulated and presented to Government for acceptance. The scheme includes (1) the expansion of a certain number of primary board schools into vernacular middle schools, (2) the appointment of women teachers in boys' primary schools where a large number of girls are enrolled, (3) the appointment of district inspectresses, (4) the provision of stipends and hostel accommodation in existing normal schools for the training of women for district board schools and (5) the aiding of certain English middle and high schools at the headquarters of districts and the providing of hostel accommodation in them for the benefit of girls from rural areas.

The scheme was too extensive to be accepted without careful scrutiny by Government. In the meanwhile, the income from this source for the year 1936 was distributed in large grants for building and equipment to certain district boards and aided institutions, preparatory to giving effect to the individual schemes presented by them. In fact the general policy

underlying the scheme is to let non-recurring grants in almost every case precede sanction of recurring or tuitional expenditure, so that the material condition of the schools controlled by this fund shall be better than that of the existing board schools.

Buildings.

In spite of the shortage of funds, an effort was made to improve the material condition of schools. Rs.1,44,133 were spent on Government buildings and Rs.1,45,857 were given from provincial funds to aided schools for the extension of existing buildings. From the Rs.3.17 lakhs Rs.2,00,000 were given to over forty district boards for the building of new village school houses or for the extension of old ones; and Rs.93,062 were given to aided institutions from this same fund for the extension of their school buildings and for the construction of hostels. In accordance with the general spirit of expansion a number of new buildings have been put up or acquired for girls' schools for which no grants were necessary. Among these was the Gokul Dass Intermediate College building, which was presented to the Pratap Singh Girls' High School, Moradabad, for its expansion into an Intermediate College. The Isabella Thoburn College, Lucknow, put up another large hostel during the quinquennium for which no grant was given. The Morari Lal Khattri High School for girls, Agra and the Tika Ram Girls' School, Aligarh, which opened as new schools opened in comfortably large and well constructed buildings. A small number of new buildings constructed for Government girls' schools has reduced the number of rented buildings in which these schools are housed. The number of these rented buildings is far too large to allow of displacement for some time yet. New buildings were constructed at Mirzapur, Rath, Kasganj, Khairabad and Bansaon for the Government schools there; and the Canal bungalow at Etawah and the Opium bungalow at Budaun were acquired for Government institutions there. Extensions were made to the existing buildings at Lalitpur, Mainpuri, Bareilly and Lucknow, and a new hostel, matron's and headmistress's quarters, a garage and a boundary wall were constructed in extension to the property acquired for the new Government Girls' Normal School opened at Budaun in 1933.

Physical Training and Health.

Drill is on the time table of most schools, and in the larger institutions, it is taught every day except in the hot weather. Housing conditions in the majority of vernacular schools not only operate against the usual 15 minutes callisthenics being enforced, but also against organized games which are becoming more and more popular in the better schools. During the quinquennium inter-school sports were encouraged in most of the larger towns, and schools and colleges sent teams to compete in the Olympic sports held in the province every year. Girls were even chosen to compete in the All-India Olympic Tournaments. This healthy zest for sport is becoming more and more general and must eventually contribute towards the improvement of the general physical condition of the girls in school. Realizing the need for more trained physical culture teachers, the Department for the first time sent on deputation to Calcutta one of its Government school mistresses for a nine months' course of physical training during the year 1936. The plan is to send a teacher a year for training to Calcutta. These in their turn will train the girls in the schools, where they are posted after their return.

Medical and Hygiene.

There is no general system of medical examination in girls' schools. The mission schools have usually a mission doctor, who

renders them whatever service they need. The Government normal schools have access to the Dufferin or Mission female hospital in town by the payment of an honoraria of Rs.200 per annum to the doctor-in-charge, who also gives in return to the senior girls a course of lectures in First-Aid and Home-Nursing. The teaching of hygiene is compulsory for all middle schools in the province; and a Domestic Science course for the high school examination which contains the whole of the St. John Ambulance Course of First-Aid and Home-Nursing as one section of it, has been introduced in practically all of the high school for girls in the province, though it is an optional subject in the high school curriculum. Centres too where the Mackenzie School course or the Red Cross course for junior girls is taught have multiplied in number. What is needed is an organized system of medical inspection of girls' schools. Nothing along this line is done. Clinics established at an early date, for the treatment of girls' eyes, or for the discovery of defective vision, would be a first step in this direction. At present neither the parent nor the teacher is competent to deal with the situation. In the year 1932-33 the School Health Officer, Allahabad, conducted the medical examination in some girls' school in Allahabad and reported that the main defects in the girls were the same as in the boys, but they were 35 to 50 per cent. less common in dirt diseases. The percentage of anaemia, however, was twice as much, and was attributable to the restrictions of society which prevented the girls from making a fuller use of open air life.

In 1933-34, an officer of the Hygiene Publicity Bureau gave training in first-aid to a class of girl guides of various girls' schools in Lucknow. Such training was also given to girls at Bareilly and Jhansi.

Girl-guiding has made progress in the province during the quinquennium. Lady Haig as Provincial Commissioner has pushed forward the movement by making adequate arrangements for both vernacular and English camps all over the province. During the winter of 1936 an All-India Girl Guide Camp was held in Lucknow which proved a great success, and was well attended by guides and guiders from all over India.

Girl-guiding.

CHAPTER VIII

EDUCATION OF SPECIAL CLASSES

A—Education of Europeans and Anglo-Indians—The Inspector of European schools reports that during the period under review, there has been a decrease of 8 in the total number of institutions. There were 58 in 1931 and 50 in 1937. Apart from this change in the total there have been changes in the various classes as shown in the annual statistics. There are now 2 middle schools for boys as compared with three in 1931. Colvin Free School and Bishop Johnson Orphanage, Allahabad (a middle school) was amalgamated with the Boys' and Girls' High School, Allahabad, with effect from 1st January, 1936. The number of high schools for girls has decreased from 16 in 1931 to 15 this year, owing to the closing of St. Cecilia's School, Allahabad. The number of primary schools for girls has also decreased from 14 in 1931 to 9 this year due to the abolition of (1) E. I. Railway School, Ghaziabad, (2) E. I. Railway School, Allahabad, (3) E. I. Railway School, Cawnpore, (4) G. I. P. Railway School, Jhansi, and (5) B. B. and C. I. Railway School, Fatehgarh.

The abolition of the training class attached to Woodstock College, Mussoree, accounts for the reduction in the number of training institutions for women teachers from 2 to 1.

There are, as before, 4 Intermediate Colleges for boys. The number of high and primary schools for boys is 9 and 1 respectively, which is the same as five years ago. There has also been no change in the number of middle schools for girls.

Enrolment.

The number of scholars on roll has risen from 6,564 in 1931 to 6,853 in 1936-37 an increase of 289 or 4·4 per cent. These may be classified as follows :

					1931-32	1936-37
European ..	..	..	..	..	5,845	5,703
Non-European	..	..	..	..	919	1,150
European, boys	..	..	..	..	8,148	8,077
Do. girls	..	..	..	..	2,497	2,628
Non-European, Boys	..	..	..	..	540	679
Ditto girls	..	..	..	..	879	471

There has, thus during the last five years, been an actual increase of 58 in the number of Europeans and an increase of 231 or 25·13 per cent. in the number of non-Europeans. Among Europeans, there are 71 less boys and 129 more girls, whereas the number of non-European boys and girls have both risen by 139 and 92 respectively. In most schools non-Europeans have been admitted to the maximum limit of 25 per cent. of the total enrolment. Owing to the influx of non-Europeans for admission to the lower classes of European schools in the United Provinces, where the handicap of imperfect English is very great in their case, Government has, on the recommendation of the Provincial Board of Anglo-Indian and European Education, United Provinces, laid down that schools may admit non-Europeans up to a limit of 25 per cent. of the total enrolment as a whole, but the enrolment of non-Europeans in any class below Class VI shall not exceed 33½ per cent. of the total enrolment of each of these classes. There appears to be a wide spread tendency among Indian

parents to send their little boys and girls to European schools, with the object of helping them to acquire fluency in speaking and writing English, and to shift them to anglo-vernacular schools for Indians as soon as they have passed the primary stage. There are, however, a number of non-Europeans who continue their studies in and pass out of the European institutions after having taken the Cambridge School Certificate or Intermediate examinations.

The total percentage of non-Europeans at present is 16.78 as against 14 at the end of the preceding quinquennium.

The total expenditure has fallen from Rs.26,55,902 in 1931 to Rs.26,12,134 in 1936, a decrease of Rs.43,768 or 1.64 per cent, which is mainly attributable to a reduction in expenditure from fees and other sources. Provincial revenues account for 35.8 per cent. of the total expenditure in 1936 against 33.78 per cent. in 1931. The table below shows the expenditure since 1931-32.

Expenditure.

	1931-32	1936-37	Increase or decrease from the last quinquennium
	Rs.	Rs.	Rs.
Direct expenditure ..	16,16,898	16,46,014	+29,176
Indirect expenditure ..	10,39,084	9,66,120	-72,944
Total expenditure ..	26,55,902	26,12,134	-43,768

With the exception of expenditure from fees in which there is a slight decrease, there has been a general increase during the quinquennium in total expenditure from the remaining heads which constitute the direct expenditure. The decrease of Rs.72,944 in the indirect expenditure over the figures for 1931-32 is mainly due to the fact that (1) there was no full-time Inspector of European Schools, (2) for want of funds little building work was undertaken and (3) there has been an appreciable reduction in boarding house expenditure.

There has been a marked decrease in total expenditure on buildings and equipment during the last 10 years. The figure stood at Rs.2,26,758 in 1926-27, was reduced to Rs.1,73,543 in 1931-32 and to Rs.1,35,256 in 1936-37. Economic depression and financial stringency seem to be responsible for this state of affairs. The Government share of the cost amounted to Rs.1,52,182 in 1926-27, Rs.10,257 in 1931-32, and Rs.83,547 in 1936-37, which represents 67.11 per cent., 5.91 per cent. and 24.20 per cent., respectively, of the total expenditure under the head. A number of big building schemes are pending for lack of funds.

The position relating to the teaching staff of European schools is noted below :

Teachers.

	1932	1937
Total number of teachers	494	491
Trained teachers	377	385
Graduate teachers	97	133
Percentage trained	76 per cent.	80 per cent.

The total number of teachers has decreased by 13 as compared with the figure for 1932. The number of trained teachers has increased 377 in 1932 to 345 in 1937. Schools are well staffed. The proportion of trained teachers shows an appreciable increase from 68 per cent. to 80 per cent. during the last 10 years. The rise in the number of trained teachers may be accounted for by the assistance from Government which schools receive to meet half the salaries of such teachers, which enables them to offer attractive salaries. All the aided European schools (excepting railway schools, which participate in the railway provident fund) have a provident fund system to which the Government contributes at the rates of 10 per cent. of the total salary bill, and which, therefore, provides an additional attraction for them. Most of the untrained teachers of Urdu which is now a compulsory subject from Standard IV up to and including Standard VIII have been replaced by trained teachers eligible for half salary grants.

The number of graduate teachers has also risen from 19.6 per cent. to 27 per cent. of the total number. It is gratifying to note that while the total number of teachers fell during the quinquennium, by 13 owing to closing of 8 institutions, the number of graduates rose by 36.

Training
activities.

The supply of women trained teachers comes from the training department of All Saints' Diocesan College, Naini Tal and the Isabella Thoburn College, Lucknow, and the remaining teachers are recruited from colleges outside the United Provinces. There are two training classes at the All Saints' Diocesan College, Naini Tal. The first is a two year course for the Preparatory Class teachers certificate which is taken by girls who have passed the Cambridge School Certificate and includes training on Froebel and Montessori lines qualifying teachers to teach up to standard IV of European schools. For teachers of higher classes there is the Secondary Teachers Certificate for Women Teachers which is of two standards one for those who have taken the Cambridge School Certificate qualifying after a two years course to teach up to Standard VII. The second is a three years course and includes taking the Cambridge Higher Certificate and qualifies to teach up to Class X. The taking of the Cambridge Higher Certificate and the training given results in turning out teachers who are quite equivalent to trained graduates of Indian Universities. The All Saints' College also specialises in special qualifications in physical training and has reached a high standard. The All Saints' College takes the training examinations of the Department of Public Instruction, United Provinces.

The Chelmsford Training College, Ghora Gali, takes annually 4 or 5 men, who receive stipends from the United Provinces Government. They must have passed the Cambridge School Certificate and take the Intermediate Examination at Ghora Gali in addition to their training. A few graduates take the L. T. of the Government Training College, Allahabad. They are required, after completing their training, to serve for at least three years in recognised European Schools in the United Provinces. A certain number are still recruited in England and in this number must be included members of the different religious orders who run certain of the institutions of the province.

The schools do not find any difficulty in filling vacancies that arise nor is there any wastage among the trained teachers. Difficulties are, however, being experienced in getting trained science and mathematics

mistresses and also trained Urdu teachers who are Anglo-Indians or Europeans. The demand for the latter is great now that Urdu is a compulsory subject and also because they are better able to maintain discipline than the munshis largely employed at present.

The following table shows the Cambridge Local Examination results :

Examina-
tions.

Examinations	December, 1931			December, 1936			
	Number appeared	Number passed	Percentage	Number appeared	Number passed	Percentage	
Cambridge School Certificate.	boys	161	112	69.57	179	128	71.50
	girls	98	73	75.49	81	67	82.71
Total ..	254	185	72.83	260	195	75.00	
Cambridge Junior	boys	191	123	64.39	202	166	82.17
	girls	122	72	59.02	121	97	80.16
Total ..	313	195	62.30	323	263	81.42	

All Saints' Diocesan College, Naini Tal and Sherwood College, Naini Tal (formerly called the Diocesan Boys' School) present candidates for the Cambridge Higher School Certificate Examination, which is held annually in July. Of the 11 candidates who appeared for the examination in July, 1936, 6 passed as compared with 8 girls out of 10 set for the examination of July, 1931. This examination is considered as equivalent, on certain conditions, to the Intermediate Examination and the successful candidates are allowed admittance into the B.A. courses of the Allahabad, Lucknow and Agra Universities. Sherwood College, Naini Tal has decided to cease presenting boys for this examination after the examination of July, 1937, as very few candidates apply for admission to the class. Instead the college has decided to prepare candidates for the local Intermediate examination. In future therefore All Saints' Diocesan College will be the only institution presenting pupils for the Cambridge Higher School Certificate Examination and most of these will be girls who will take it as part of the three years training course for teachers in secondary schools.

Out of the 54 boys presented this year from the four intermediate colleges for Europeans for the Intermediate Examination of the Board of High School and Intermediate Education, 38 passed. In 1931, 55 candidates sat for the examination of whom 30 passed. The percentage of passes works out to 70.37 and 54.54 respectively. Students from European schools are allowed to appear for the Intermediate Examination of the United Provinces Board 15 months after passing the Cambridge School Certificate Examination.

The University of Cambridge have abolished Honours, having decided to class the successful candidates in the School Certificate Examination in three grades—First, Second and Third. These grades are not indicated in the pass lists but are shown in the detailed reports and certificates.

Courses.

The Cambridge Junior and School Certificate (as the Senior is now called) examinations continue to be taken at the end of the middle and high school courses respectively. Science (Physics and chemistry) has now been introduced in practically all the high schools of the province although much still has to be done in improving the equipment and accommodation for the proper teaching of the subject. In many schools one room is used as a combined physics and chemistry laboratory, whereas to permit of sufficient practical work being done in each branch, separate laboratories are necessary.

Woodwork and metal work have been introduced into some schools and the department has arranged for teachers to take a course of training at Woodstock College, Mussooree, but since the course was introduced, only two teachers have availed themselves of the privilege. Lack of accommodation for a handwork room and the difficulty of freeing teachers from their regular school work to enable them to take the training seem to be the chief reasons why the course is not more popular with schools.

In girls' schools increased attention is being paid to teaching cooking. The teaching is usually done by the house-keeper or one of the teachers. Needlework continues to be popular and consists largely of dressmaking and the embroidering of articles of utility.

An increased number of schools are teaching the commercial subjects, typewriting, shorthand and book-keeping.

In some schools the cultural implications of the curriculum are being stressed but in the majority it is narrowed down to examination requirements. This is especially the case in English literature, where the study is confined to the texts set for the Cambridge examinations, and often two years are spent on one set of texts.

Kindergarten teaching continues to improve along modern lines. The value of play projects and individual work in number and reading is being gradually realized and less time is devoted to the old fashioned and tedious exercise book work. Percussion bands have been formed amongst the junior children of most schools and their value in teaching the fundamentals of good music and concentration is being realised.

There is still room for improvement in the surroundings of the pupils, especially is there need for more pictures of artistic merit. Few schools seem to be willing to spend money in this direction.

While organized games such as hockey, football, etc. are played in most schools, adequate provision is not made in many schools for the pupils to do a regular course of physical exercises. The chief difficulty seems to be in securing teachers, especially in boys' schools, who have been trained to instruct in this branch of the school curriculum. In some schools army instructors are employed, but they do not make ideal instructors as they lay too much stress on drill, whereas in a course suited to school children the play-spirit should be encouraged wherever possible.

Cadets and
Girl Guides.

Thirteen schools for boys have regular cadet corps [which form part of the local contingent of the A. F. I.] aided by the Government under Article 46 of the Code.

Girl guide organizations exist in 17 schools. The total number of guides and blue birds is 709. Vincent Hill School, Mussooree, has a "Missionary Volunteers Corps," which is said to have all the advantages included in the girl guide movement, and is a world-wide organization sponsored by the Seventh Day Adventists.

The creation of the Provincial Boards of Anglo-Indian and European Education in India is the result of the recommendations made by the Irwin Sub-Committee of the Round Table Conference regarding the education of the Anglo-Indian and Domiciled European community. The report which was signed in December, 1932 was adopted unanimously by the Conference, and provincial Governments were asked to establish Boards of Anglo-Indian and European Education in advance of the inauguration of the new constitution so that such boards might go forward as part of the new scheme of reforms. The sub-committee also recommended that Anglo-Indian and European education should have special protection accorded to it in the several provinces and that means should be found to secure its better co-ordination.

Provincial
Board.

After consulting the interests concerned the Government of the United Provinces set up in November, 1933, a board consisting of 13 members with the Inspector of European Schools as Secretary. The first meeting of the board was held on 9th June, 1934, and in all six meetings were held during the quinquennium under review.

At the second meeting the board recommended that every student in a European school should be compelled to study Urdu from standard IV up to VIII, except when he or she comes from another province where compulsory Urdu is not in force, and joins a school in the United Provinces at Class VI or above. This recommendation was accepted by the Government and Urdu is now a compulsory subject in all the European schools of the United Provinces.

At the request of the Government, the board draw up revised scales of pay applicable to new entrants to the teaching service which have since been approved by Government, and given effect to.

The proposal of the board that the scholarships available under the Code of Regulations for European schools be allotted according to the means of the parents was accepted by the Government, and the scholarships for 1936-37 were awarded accordingly.

At the instance of the board, refresher and manual training courses for trained teachers have been organized at All Saints' Diocesan College, Naini Tal and Woodstock College, Mussoorie.

The post of Inspector, European Schools, was held by the Principal, Government Training College, Allahabad, in addition to his own duties from 22nd October, 1933. The office was also transferred from Naini Tal to Allahabad.

B—The Colvin Taluqdars' Intermediate College Lucknow

The Colvin Taluqdars' School has been completely reorganized during the past five years. The most important changes which have taken place are the following:

The school has become an Intermediate College. It has been granted recognition in eight Arts subjects besides English. It has been thrown open to non-taluqdars. Of the 97 boys on the roll on 31st March, 1937, no fewer than 36 came from non-taluqdar families.

The staff has been immensely strengthened. Scouting has been introduced. Nearly 75 per cent. of the boys are scouts or cubs. Scouting is now one of the most important educative influences in the college. Nearly 40 per cent. of the boys on the roll now come from non-taluqdar

families. This has been an unmixed benefit and blessing to the taluqdar boys. The college has been fortunate in attracting a number of brilliant students from other spheres of life, the spirit of competition, spurring on their taluqdar class fellows, has brought about a remarkable improvement in the standard of work. The messing system has been introduced. There is a Muslim mess and a Hindu mess, with Brahman cooks, where the religious susceptibilities of the boys receive careful attention. Every Muslim boarder and about 40 per cent. Hindu boarders belong to the messes.

Religious instruction every alternate day, and Hindu and Muhammadan prayers every day are regularly conducted in the old Boarding House by a Hindu Pandit and a Shia and a Sunni Maulvi appointed by the British Indian Association.

A Physical Training Inspector holding the D. P. E. Madras diploma is in charge, and both the Principal and Vice-Principal turn out for this every morning. There is also a swimming bath, 50 feet by 24 feet broad. Attendance is optional but over 80 per cent. of the boys take part, most of them learn to swim by the end of the session. The education and general training given is of a high standard and the Colvin Taluqdars' College may be considered the Public School of Ondh.

Number and enrolment.

C, I) Primary Education of Muhammadans

Year	Number of Muslim scholars in ordinary schools maintained or aided by boards	Islamia schools		Aided maktabas		Unaided institutions		Grand total of Muslim scholars
		Number of schools	Number of Muslim scholars	Number of schools	Number of Muslim scholars	Number of schools	Number of Muslim scholars	
1936-37 ..	117,219	656	80,465	1,542	60,218	1,493	26,775	284,672
1931-32 ..	115,496	679	80,618	1,411	53,070	1,859	28,853	223,037
Increase or decrease	1,723	-23	-153	131	7,148	134	2,922	11,635

The percentage distribution of Muslim scholars in different schools was as under :

			Ordinary primary schools	Islamia schools	Aided maktabas	Unaided institutions
1936-37 ..	..	..	49.9	18.0	25.7	11.4
1931-32 ..	..	..	51.8	13.7	28.8	10.7

The number of Muslim scholars in all kinds of vernacular institutions, imparting primary education increased during the quinquennium ending 31st March, 1937, by 11,635 to 234,672. The number of Islamia schools and scholars fell by 23 and 153, respectively, while in maktabas there was an increase, the number of institutions having risen by 131 to 1,542 and scholars by 7,143 to 60,213. The number of Muslim children on the rolls of the ordinary boards, and aided primary schools was 117,219 against 115,496 showing an increase of 1,723. The unaided institutions increased by 134 and the number of Muslim scholars in them by 2,922. The above statistics, says the Inspector of Muhammadan Schools, lead to the inferences that Muslim parents now realize the need of educating their children more than they did in the past and that the popularity of maktabas has increased during the period under review. The unaided institutions meet to an appreciable extent the growing demand for schools. If more funds were available to aid the deserving indigenous institutions, many of them can be converted into aided maktabas.

The expenditure on the special Muhammadan schools rose from Rs.4,47,100 in 1931-32 to Rs.4,69,126 in 1936-37, showing a total increase of Rs.22,026. Separate figures for Islamia schools and maktabas for the last quinquennium are noted below :

Expenditure on Islamia schools and maktabas.

				1931-32	1936-37	Increase
				Rs.	Rs.	Rs.
Islamia schools	..	..	..	2,57,984	2,72,867	14,883
Maktabas	..	..	..	1,69,116	1,96,259	7,143
			Total	4,47,100	4,69,126	22,026

As reported by the Circle Deputy Inspectors of Muhammadan Schools in detail, additional funds are needed in almost all the districts of the Province, to meet the increasing demand for new Muhammadan schools, chiefly maktabas, and to provide the legitimate requirements of the existing institutions.

Graduated series of books in Urdu, Persian, Arithmetic and Geography, specially suited to maktabas were prepared and introduced. Tuitional.

At the close of the quinquennium, the Provincial Muslim Education Committee, United Provinces, finally revised the optional religious curricula for the Sunni and Shia boys reading in maktabas.

The new physical exercises and improved methods of teaching the infant class were adopted in many of the Islamia schools. Steady efforts were also made to introduce useful extra curricular activities, such as Boy Scouting, Junior Red Cross, gardening, handicrafts and the scheme of rural development in Islamia schools and some maktabas with varying degrees of success, in different parts of the Province. On the whole, the record of the Benares Circle is noteworthy in connexion with the above activities. The scheme of cleanliness launched in the Saharanpur district,

poultry farming taken up in a few maktab of Bijnor District and carpet weaving in a maktab of Hardoi district also deserve mention in this connexion,

Reports from all the circles show that the tuitional state of Islamia schools is in no way inferior to that of the ordinary primary schools, maintained by the boards. Their efficiency has generally improved during the quinquennium, owing to a marked increase in the number of trained teachers on their staff and the introduction of intelligent methods of teaching and useful extra curricular activities. They have indeed an advantage over the ordinary schools as they only have to teach in Urdu and not in two vernaculars as the ordinary schools have to do. Throughout the Meerut Circle, the condition of the infant class has remarkably improved during the last two years, owing to the adoption of the play-way methods. Extra curricular activities were introduced in the Bareilly Circle. A number of Islamia schools in the circle take real interest in them. In the Allahabad Circle, handwork and gardening were encouraged in many of the Islamia schools also the Junior Red Cross activities were introduced in some of them. The Benares Circle which was ahead in these respects during the previous quinquennium, has maintained its reputation during the last one. Marked improvement is reported to have been made in Partabgarh District,

Maktaba.

In maktaba the proportion of teachers, possessing some kind of certificate, increased during the quinquennium by 50 per cent. Naturally this has been helpful in improving the general tone of work in maktaba to some small extent.

The reports show that, in the Meerut, Bareilly and Benares circles the tuitional condition of maktaba has steadily improved during the quinquennium. In point of efficiency, however, they are not yet on a level with Islamia schools. The classes taught by uncertificated teachers, though well up in reading and writing, are often found to be weak in arithmetic and geography. The reasons for their present condition are not far to seek. Of the certificated teachers employed in them, only five per cent. are trained, while 45 per cent. are maulvis who have not passed any secular examination. The other handicaps these institutions labour under are unsuitable or insufficient accommodation and inadequate equipment. Effective measures can be taken to remove the existing difficulties only when more funds become available for the purpose. The weak point about maktaba is that parents do not care about the secular qualifications of the teachers, but only their standing in religious learning. The course in this subject comprises the teaching of the Quran, rudimentary knowledge of the tenets of Islam and the performance of religious practices. The optional religious curriculum for maktaba, prescribed by the Provincial Muslim Education Committee, United Provinces, is general not strictly followed. It, however, serves as a guide.

The number of full primary Islamia schools and maktaba on 31st March, 1937, stood at 344 and 196 as against 322 and 154 respectively, on 31st March, 1932. The above figures show that at the end of the quinquennium 52.4 per cent. of Islamia schools and 12.7 per cent. of maktaba taught up to the full primary standard, as compared with 47 per cent. and 11 per cent. respectively, in March, 1932. As reported by the Deputy Inspectors of Muhammadan Schools, at least 36 Islamia preparatory

schools and 98 preparatory maktabas deserve now to be raised to the full primary status, if extra funds were available for the purpose.

	Number of scholars in upper primary classes		Percentage		Percentage of scholars in the upper primary classes.
	1936-37	1931-32	1936-37	1931-32	
Islamia schools	5,100	4,849	14.7	12.5	
Maktabas	3,179	1,799	5.0	3.8	
Total	8,279	6,648	8.4	7.0	

In judging the above figures it is to be remembered that 48 per cent. Islamia schools and 87 per cent. maktabas are preparatory institutions.

The following table shows the strength of Muslim girls reading in Muhammadan schools in each circle.

Girls attending Islamia schools and maktabas.

	Girls reading on 31st March, 1937 in—		Total
	Islamia schools	Maktabas	
Meerut	98	220	318
Agra	192	452	644
Bareilly	280	448	728
Allahabad.. .. .	144	831	975
Benares	1,026	1,357	2,383
Lucknow	91	575	666
Fyzabad	277	1,337	1,614
Total	2,048	5,220	7,268
Total for 1935-36	2,087	5,060	7,097

The number of indigenous institutions and Muslim scholars in them rose, during the period under survey from 1,359 and 23,853 to 1,493 and 26,775 respectively. As pointed out in the general summary a number of them can, with advantage, be converted into regular maktabas, if additional funds be available.

Unaided Institutions.

As compared with 1931-32, the number of teachers in Islamia schools rose by 32 to 1,170 and in maktabas by 291 to 2,305 in 1936-37. The corresponding figures in 1935-36 were 1,173 for Islamia schools and 2,232 for maktabas. The increase in staff in the maktabas was caused by a substantial increase in the number of institutions.

Teachers in Islamia schools and maktabas.

The qualifications of teachers in both kinds of institutions is shown in the following comparative tables :

TABLE A
Number and qualifications of teachers in Islamia schools

Year		V. T. O.	P. T. O.	V. F. E.	Uncertified	Total
1936-37	No. ..	119	756	285	60	1,170
	% ..	10.2	64.6	20.1	5.1	100
1931-32	No. ..	77	597	331	183	1,188
	% ..	6.8	52.5	29.0	11.7	100

TABLE B
Number and qualifications of teachers in maktabas

Year		Trained	V. F. E.	Other departmental examinations	Uncertified	Total
1936-37	No. ..	115	961	170	1,059	2,305
	% ..	5.0	41.7	7.7	45.6	100
1931-32	No. ..	88	511	131	1,284	2,014
	% ..	4.4	25.4	6.5	63.7	100

There has been a slight increase in the number of trained teachers in maktabas but it is insufficient.

Muslim teachers in ordinary primary schools.

In the ordinary primary schools maintained by the district and municipal boards, there were on 31st March, 1937, 3,767 Muslim teachers, out of a total number of 31,772 as compared with 3,485 out of 31,524 on 31st March, 1932. Thus the percentage of Muslims at the close of the quinquennium under review was 11.9 against 11.5 five years ago. Taking both the boards and aided schools together, the proportion of Muslim teachers on the staff was 11 per cent. against 10.4 per cent.

Physical trainings

Physical training receives proper attention in Islamia schools. In the Meerut, Benares and Lucknow circles, boys from them competed in the tahsil and district tournaments. In some of the schools in each circle, which have trained scout masters on the staffs, boy scouting was also introduced. The new physical exercises were also practised in a number of schools.

In maktabas with certificated teachers, some attempt is made to train the students in physical exercises, but in a majority of cases physical

training is neglected. It is gratifying to note that in a few maktab in the Benares and Fyzabad Circles Boy Scouting has also been started.

In 1936-37 the proportion of the Islamia schools accommodated in board's buildings, rented buildings and borrowed houses, were respectively 23·2 per cent., 43 per cent. and 33·8 per cent. The corresponding percentages for 1931-32 were in order 20·8, 41·1 and 38·1. Buildings.

Most of the borrowed and hired houses, occupied by Islamia schools are not suitable for school purposes. Thirty Islamia schools were provided with new buildings during the quinquennium. Of these 25 were built by the district boards with the balances in education funds of Islamia schools and maktab and five by the people of the localities concerned.

Reports from all the circles show that a number of schools in each stand in need of new buildings, or extension or special repair of the existing ones.

About 80 per cent. of maktab are accommodated in borrowed houses of various descriptions, i.e. portions of residential houses, mosques, Imambaras or verandahs or rooms attached to mosques, etc. which are mostly inadequate or otherwise unsuitable. During the last five years suitable buildings were constructed for maktab at Utraon, Dhankayat and Barant in Allahabad District and Maktab Rahmania at Maudaha, in Hamirpur District.

As regards the supply of necessary furniture, etc. to Islamia schools the position seems to have improved during the last quinquennium. In a majority of circles, these schools are reported to be fairly well equipped. Except in a few cases the equipment of maktab continues to be deplorable, for the evident reason that the boards have no funds for the purpose and the managers are often without resources to meet expenditure under this head. In the Lucknow Circle some progress is said to have been made in this respect. The equipment of maktab in the Meerut, Garhwal, Bijnor, Allahabad, Cawnpore, Lucknow and Unao Districts is reported to be satisfactory, owing to the sympathetic and helpful attitude of the district boards concerned. Equipment.

In 1936-37 there were supervisors for maktab in Bareilly, Basti, Hardoi, Bijnor, Allahabad and Jaunpur Districts. The cost of the first three was borne by Government. Nos. 4 and 5 were maintained by the district boards concerned, out of their own resources, and no. 6 out of the minimum standard allotment for Islamia schools and maktab. The work of all of them, except the last one, is reported to be satisfactory. Supervisors for maktab.

The posts of supervisors for maktab in Naini Tal and Sultanpur districts which existed in 1931-32, were abolished, as the boards were unwilling to maintain them out of their own funds. There is as before a demand for supervisors in several districts.

In February 1934, a conference of Muslim representatives was convened by the Hon'ble Minister of Education to consider the educational problems of the Muslims of the United Provinces. Several resolutions were passed and important decisions arrived at. Muhammadan Education Conference.

The annual meetings of the Provincial Muslim Education Committee, were held at Bareilly, Aligarh, Muzaffarnagar, Moradabad and Jaunpur, during the last five years. Provincial Muslim Education Committee.

Special
Maktab
Text Book
Committee.

The Special Maktab Text Book Committee met five times during the quinquennium at the following places, on the dates noted against each :

1.	Bareilly	..	..	..	28th and 29th October, 1932.
2.	Aligarh	..	..	..	17th, 18th and 19th October, 1933
3.	Muzaffarnagar	..	..	..	20th and 21st November, 1934.
4.	Allahabad	..	..	..	30th and 31st October and 1st and 2nd November, 1935.
5.	Do.	..	..	..	11th November, 1936.

In addition to the improved text books for use in different classes, suitable books for libraries of maktabas and prizes and for the use of teachers were also approved on its recommendation by the Department.

District Mu-
hammadan
Education
Commit-
tees.

There were Muhammadan Education Committees in each district of the Province. In Gorakhpur district there were two—one at Gorakhpur and the other at Deoria.

The total number of meetings held in 1936-37 was 211, against 224 in 1935-36 and 173 in 1931-32.

The varying degree of interest shown by the different Muhammadan Education Committees, in their corporate capacity, can be inferred from the number of times each met during the year. It is to be regretted that the District Muhammadan Education Committee, Fyzabad met only once and those of the Garhwal, Dehra Dun, Mattra and Kheri districts not even once.

These committees advised the education committees of district boards, as usual, in matters relating to the administration of Islamia schools and maktabas. Some committees passed resolutions regarding the needs of the Muslim community in other branches of primary education as well. Considered as a whole, a majority of them discharged their functions creditably.

The members, in general, are not reported to have done anything to popularise Muslim education. Some of them, however, inspect Muhammadan schools.

The recommendations of the District Muhammadan Education Committees concerning the administration of special Muhammadan schools and routine business, relating thereto, are duly considered by nearly all the education committees of district boards. But proposals involving expenditure or grants are mostly not accepted.

C-(2) Education of Depressed Classes.

The education of the depressed classes received particular attention during the quinquennium under review. Indeed the Education Department made it one of the special features of its activities during the period. According to the census of 1931, the depressed classes claim over a quarter of the total population, and about one-third of the total Hindu population of the Province. The actual figures are :

				Total population of United Provinces	Per cent.
Depressed classes	..	..	..	48,408,768	..
Other Hindus	..	..	..	12,640,706	26
Muslims	..	..	..	28,264,880	58
				7,181,927	15

Literacy amongst the depressed classes is as low as 6 per 1,000 males and 6 per 10,000 females in comparison with 59 per 1,000 amongst the Muslim population of the province, who claim only 15 per cent. of the total population of the United Provinces. The figures of literacy among the general population of the province are 55 per 1,000 aged 5 years and

over. This illiterate mass of the depressed class population, says the officer on special duty in connexion with depressed class education, is to a large extent responsible for the low position of the United Provinces in the matter of literacy in comparison with the other provinces and states in India. The United Provinces as far as this is concerned, occupies the 11th position amongst the 18 provinces and states of India. All the major provinces of India are ahead of the United Provinces in this respect,

The number of depressed scholars attending schools showed steady improvement from year to year more so in the ordinary vernacular schools than in the special schools opened for the depressed classes exclusively. The following table gives the figures at the beginning and end of the quinquennium :

Schools and scholars.

Year	Number of depressed class scholars	Enrolment depressed class	Others	Total	Number of depressed class scholars in ordinary schools	Total number of depressed class scholars in all kinds of schools
1931-32 ..	757	17,868	8,186	26,074	87,154	1,13,228
1936-37 ..	667	19,090	8,702	27,792	1,83,615	1,61,497
Increase or ..	—90	1,202	516	1,718	46,461	48,179
Decrease ..	—12 per cent.	7	6 per cent.	6½ per cent.	53 per cent.	42½ per cent.

While the decrease of 12 per cent. in the number of schools is due to the abolition of inefficient and uneconomical schools the increase of 6½ per cent. in their enrolment indicates a better and more popular use of these schools which had, at an average, 42 pupils each as against 34 in the preceding quinquennium. Along with this slight increase of 6½ per cent. in the enrolment of depressed class special schools, the increase of 53 per cent. in the enrolment of depressed class scholars attending ordinary schools is very significant, as these schools claimed 88 per cent. of the total enrolment of depressed class scholars, while the special schools had only the remaining 12 per cent. This is in the best interest of the depressed classes themselves. It also affords a clear indication of the waning of caste prejudices against them.

In 1934-35, when an additional recurring grant of Rs.75,000 was sanctioned for expenditure on the expansion of education among the depressed classes, large savings accrued, which were utilized to the extent of Rs.53,100 in giving non-recurring grants to district boards for the improvement of buildings and equipment of depressed class schools. The building grants were given to 27 boards and the equipment grants to each of the 48 boards in the United Provinces. The former are the first of the kind in the history of depressed class education, and have provided many of the schools with permanent habitations.

Buildings and Equipment.

The demand for the training of depressed class teachers both for the vernacular and the anglo-vernacular schools was very keen throughout the quinquennium. In July, 1932, Government were pleased to order that one additional place would be reserved annually in each of the

Depressed Class Teachers and their training.

Government Normal and Central Training Schools of the province for candidates from the depressed classes, thereby reserving 15 places in these schools for depressed class candidates every year. Provision was also made for the training of 48 depressed class men annually in the district boards training class which were each given a recurring grant of Rs.84 per annum for the cost of an additional stipend to be given to the depressed class candidate. The attention of the Inspectors of Schools and the Principals of Government training colleges, in the United Provinces was again invited to the instructions already issued relating to the admission of depressed class candidates to training institutions and they were asked to keep them in view when nominations and selections of candidates for admission to training institutions were being made.

The result was that a larger number of depressed class men was sent to Government training colleges, normal and central training schools during the last three years of the quinquennium, but the majority of district and municipal boards continued to be as unsympathetic as before. The percentage of depressed class teachers, both trained and untrained, in the employ of these local boards continued to be negligible, being only 1 per cent. of the total strength of their teaching staff in 1935, in spite of the fact that there was no dearth of depressed class men and that they were repeatedly urged to employ more trained men belonging to the depressed classes. What is needed most is the practical sympathy and good will of the education committees of these local bodies in the cause of depressed class education rather than the passing of rules and regulations describing a definite quota for depressed class men.

Girls schools.

In the matter of the education of depressed class girls much leeway has to be made up. The opening of girls schools presents many difficulties. Five such schools were, however, started during the quinquennium in the cities of Agra, Bareilly, Jhansi and Allahabad, and given grants in-aid direct from provincial revenues. Enquiries made by the Chief Inspectress showed that there were 1,663 depressed class girls in vernacular schools, 107 in anglo-vernacular, and one in a training school. With the introduction of scheme for separate stipends and scholarships for depressed class girls under contemplation, it is hoped that these numbers will soon go up.

Night schools.

The rapid diffusion of education amongst the depressed classes depends to a large extent, on the success of night schools for depressed class adults, and consequently special stress was laid on the opening of new night schools in preference to day schools in the areas occupied by these people. In addition to the night schools run by district and municipal boards, 31 such schools were maintained by non-official bodies who were given grants direct from provincial revenues. But the working of these schools admits of much improvement. In fact the principles governing of these schools require revision and the schools a thorough overhauling before they can be made effective.

Fees concessions

Primary education of the children of the depressed classes was free throughout the province, except in the two districts of Ghazipur and Almora. The district board of Bara Banki, also charged fees, but was recently persuaded to make the primary education of depressed class students free. In the vernacular middle schools, these students were exempted from payment of fees in 42 districts, but concessions were available in the other districts also. One hundred and forty-four depressed

class students awarded scholarships annually under the provision of paragraph 347B of the Educational Code were exempt from payment, as a rule. In the Anglo-Vernacular schools also, 38½ students awarded scholarships annually under paragraph 347A of the Educational Code were admitted free both in the school and the hostel where one is maintained; and the loss of their fee income amounting to Rs.14,000 per annum (approximate) was made good by Government. The few students of the depressed classes reading in the degree colleges mostly enjoyed the necessary concessions in fees.

In order to create a taste for and interest in private study, special reading rooms and libraries for the depressed classes but open to men of all castes and creeds, were started during the quinquennium, in seven important towns of the province, one each in Agra, Bareilly, Almorā, Cawnpore, Lucknow and Gorakhpur, and four in Allahabad alone. Each was given an initial grant for the purchase of books and necessary equipment, and a recurring grant of Rs.200 per annum or more for its upkeep.

Libraries and reading rooms.

In 1931-32, the prescribed minimum expenditure for "Depressed Class Education" under the system of contract grants to district boards for financing vernacular education introduced in 1921-25, stood at Rs.1,50,000 including Rs.1,10,200 from provincial revenues. But by the end of the quinquennium under review, the prescribed minimum had risen to Rs.1,96,000 (approximate), or by 30 per cent. of which a sum of Rs.1,54,540 or 79 per cent. was contributed by Government, and the balance of 21 per cent. by district boards from their own funds.

Expenditure.

In addition to the above prescribed minimum of Rs.1,50,000 the only other expenditure on depressed class education in 1931-32 was the small separate allotment of Rs.5,600 for grants to non-official bodies for the maintenance of depressed class schools. Thus the total expenditure on depressed class education on 31st March, 1932, amounted to Rs.1,55,600 of which Rs.1,15,800 or about 75 per cent. was met from Government funds. By 31st March, 1937, the total expenditure had swelled to Rs.2,78,000 (approximate) or by 80 per cent. in comparison with the figures before the quinquennium. The increase of Rs.1,22,400 (2,78,000 - 1,55,600) was borne almost entirely by Government, who sanctioned a recurring annual expenditure of Rs.45,000 in 1932-33 towards a scholarship scheme for depressed class children and an additional recurring grant of Rs.75,000 in 1934-35 towards implementing the resolutions of the Bareilly conference. Of the total expenditure of Rs.2,78,000 on 31st March, 1937 Rs.2,36,000 or 85 per cent. was met from provincial revenues and the remaining 15 per cent. by district boards. This total expenditure of Rs.2,78,000 does not, however, include the expenditure incurred on depressed class education by non-official bodies, e.g. the municipal boards, the Christian Mission Societies, the Arya Samaj, the Criminal Tribes Prevention Association, the Salvation Army and the like; nor does it indicate the total proportionate cost of educating the 161,000 depressed class children attending school on 31st March, 1937, in various stages of instruction.

Government in 1934-35 placed an officer of the status of Inspector of Schools on special duty in the office of the Director of Public Instruction to enquire into and report on the education of the depressed classes as to the means by which education could most suitably and economically be advanced among them, and in particular to make recommendations for giving effect to the resolutions passed at the Provincial Depressed Classes

Appoint-ment of a special officer

Conference held at Bareilly in 1933. The special officer was subsequently given an assistant also, both of whom, though appointed as a temporary measure, continued throughout the quinquennium.

Special scholarships and stipends. The special scholarships sanctioned for the depressed class students in 1921-22 at an annual cost of Rs.12,600 for vernacular middle schools were inadequate to attract them to school or to persuade their parents to send their children to school. Fresh schemes were, therefore, introduced during the quinquennium, in 1932-33, 1934-35 and 1935-36, providing for the award of 4,300 scholarships and stipends annually at a recurring cost of Rs.75,000 per annum as shown below :

	Rs.
(1) Two post-graduate scholarships of Rs.20 per mensem each ..	400
(2) Four degree scholarships of Rs.15 per mensem each ..	660
(3) Eight intermediate stipends of Rs.10 per mensem each ..	960
(4) 440 high school scholarships and stipends of Rs.2 to Rs.7 per mensem each ..	34,608
(5) 576 vernacular middle school scholarships and stipends of Rs.2 to Rs.5 per mensem each ..	17,856
(6) 3,208 vernacular primary school stipends of annas 6 to annas 8 per mensem each ..	15,890
(7) 48 vernacular training school stipends of Rs.7 per mensem each ..	4,082
(8) Non-recurring stipends and assistance ..	512
4,286 scholarships and stipends at an annual cost of ..	74,918

The total cost of all the scholarships and stipends on 31st March, 1937, thus amounted to Rs.87,518 (12,600+74,918) as against Rs.12,600 on the corresponding date in 1932.

Side by side with the provision for scholarships and stipends in ordinary educational institutions, Government have also provided similar facilities for the depressed class students reading in technical and industrial institutions of these provinces. Twenty-five per cent. of the stipends and scholarships sanctioned for these institutions by the Industries Department are reserved for depressed class students if they are forthcoming in sufficient numbers.

Supply of free text books and writing materials.

This scheme was introduced for district board schools only in the first instance and a sum of Rs.6,000 was sanctioned in 1934. The scheme was extended to municipal boards also in the following year, but confined to areas in which compulsory primary education had been introduced. The expenditure on this item and the number of depressed class students who benefited by the scheme each year since its introduction are shown below :

Year	Expenditure	Number of depressed class students supplied with free text-books, etc.
1934-35 ..	Rupees 6,000 for district board schools only ..	17,000
1935-36 ..	Rupees 12,000 for district board schools ..	27,000
	Rupees 1,500 for municipal board schools ..	8,000
1936-37 ..	Rupees 12,000 for district board schools ..	27,000
	Rupees 1,500 for municipal board schools ..	4,500

The question of extending the scheme to those municipalities also which have not yet introduced compulsory primary education is under consideration.

Another step taken for the educational uplift of the depressed classes was the appointment of a provincial advisory committee with the Deputy Director of Public Instruction as *ex-officio* chairman and five other members belonging to the depressed classes themselves, including two representatives from the United Provinces Legislative Council. This committee was reorganized and renamed the Provincial Depressed Classes Education Committee, United Provinces in April, 1935, with the Deputy Director as *ex-officio* chairman the special officer for depressed class education as *ex-officio* secretary, three depressed class members of the United Provinces Legislative Council and 15 other depressed class members nominated by the Hon'ble the Minister for Education, United Provinces as members. The committee held four meetings during the quinquennium and made a number of useful recommendations to Government.

Provincial
Depressed
Classes Edu-
cation Com-
mittee.

In addition to this provincial committee at the centre there are 49 depressed class education committees, one at the headquarters of each district in United Provinces and the Deoria-Kasia sub-division in the Gorakhpur District to advise the local educational authorities in regard to the education of the depressed classes in the district. The chairman of these committees are mostly officials selected from among the joint magistrates or deputy collectors in consultation with the district magistrate. There is also a vice-chairman, a secretary and 10 to 30 ordinary members all selected from among the depressed classes of the district. The supervisor of depressed class schools attached to the district or municipal board, one of the district inspecting officers and the Education Superintendent of the municipal board, where available, are *ex-officio* members of the committee. These committees generally meet once a month and have aroused consciousness among the depressed classes for active work. Each committee is given a small contingent grant for its clerical and contingent expenses and is expected to work up to the standard laid down by the department in a printed memorandum for the purpose.

District
Depressed
Classes Edu-
cation Com-
mittee.

To look after the special schools opened for the children of the depressed classes and to stimulate a demand for education among the community by visiting their villages and persuading them to send their wards to schools, there is a supervisor of depressed class schools attached to each district board, the Deoria-Kasia sub-board and 9 selected and bigger municipal boards of the United Provinces. This measure was adopted as early as 1920-21, when 40 district boards were given grants aggregating Rs.24,000 for the appointment of a supervisor of depressed class schools. But in 1933 only 27 boards had supervisors of whom 14 belonged to the depressed classes. Three other boards were persuaded to revise these posts, but the remaining 17 district boards had each to be given a supervisor again in 1934 whose salary is payable from the provincial revenues direct. Thus there are now 58 supervisors in the United Provinces of whom 47 belong to the depressed classes, 3 to the backward community and only 8 are high caste Hindus. Thirty of them are district board servants and 28 are government servants in non-pensionable service. These supervisors follow a set of instructions issued by the department during the quinquennium and are proving to be useful agents

Supervisors
of depressed
class schools

for the dissemination of education among the depressed classes of the province.

Educational
Conferences
of depressed
classes.

In 1933 at the June session of the Legislative Council, Government were asked to spend more funds on the education of the depressed classes, and in their reply Government promised to further, within funds available, any definite schemes of an educational character that would advance the interests of the depressed classes, and of which these classes themselves felt they could take full advantage. But in the absence of an organized body that could speak for the depressed classes, the department was not in a position to ascertain their views in the matter. The representative members of the depressed classes were, therefore, gathered together in a conference held for the first time at Bareilly on 9th and 10th September, 1933, and they were given the opportunity of speaking for themselves direct to Government. The conference was held with a view to discussing the measures which could be adopted for helping through education in the uplift of the depressed classes. The conference made a number of recommendations of far-reaching importance, which were implemented by action as far as possible, for which an additional recurring grant of Rs.75 000 per annum was sanctioned in July, 1934. Similar conferences were also held in November, 1934 and October, 1936, both at Lucknow. The existence amongst the depressed classes of several associations, at variance, and, in some cases, in conflict with each other, was another reason for inviting these conferences. The object of Government was to weld them into one or to prevail upon them to unite together and speak with one voice on matters educational. The experiment of giving these men an opportunity to stand upon their own legs was worth trying and it has been justified by results.

D—Education of Defectives

Tests made in 1936-37 in Cawnpore showed only one case of mental deficiency. Allahabad reported three mental defectives, four blind and five deaf mutes. From Lucknow, Benares and Agra no cases were reported at all. An investigation in border line cases of mental deficiency in Anglo-vernacular schools in Agra showed 1.6 per cent. mentally retarded. This corresponded with the results obtained in a similar investigation the year before in vernacular schools. The Director of Public Health thinks that the recorded cases of mental deficiency are too few to require special schools. Investigations are, however, continuing.

Schools for
the blind.

There are two schools for the blind at Mainpuri and Aligarh maintained by private agency. Reading by the Braille system is taught and some form of handicraft such as cane-chair making. In the Mainpuri school music is also taught. No fees are charged and maintenance is free. The average number at each school is from 12 to 15. A school for blind girls is maintained at Rajpur (Dehra Dun) as the North India Industrial School for the blind which is supported by the Zenana Bible and Medical Mission. There are 66 inmates. The total expenditure is Rs 9,340 per annum towards which the Dehra Dun Municipality contributes Rs.60 for scholarship.

School for
deaf mutes.

The United Provinces Deaf and Dumb Institute, Allahabad, has 19 students. The total expenditure is Rs.2,530 including a Government grant of Rs.960 and a municipal board grant of Rs.175. The staff consists of a headmaster and a graduate assistant both trained at the Deaf and Dumb

School, Calcutta, and two instructors for drawing and tailoring. Most of the students receive free board and lodging. They are trained as tailors, blacksmiths, gardeners and illustrators.

E—Schools for criminal tribes

During the quinquennium, there has been a remarkable development in the matter of reformation of the criminal tribes generally and the education of their children in particular. Of the seven settlements in the province, one at Kalianpur (Cawnpore District) is managed by Government, the other at Arvanagar (Lucknow District) by the Arya Samaj, and the remaining five at Bareilly, Gorakhpur, Fazalpur and Kanth (both in Moradabad District) and Sahibganj in Kheri District are managed by the Salvation Army. These tribes consist of castes belonging to the following untouchable depressed classes.

Education
of the crim-
inal tribes.

Haburas, Bhanua, Kānjars, Kalwars, Aberias, Doms and Sansias.

There is a proposal to transfer the Bareilly settlement to the two settlements in the Moradabad District. There is a vernacular primary school in each settlement, attended both by boys and girls. The progress made is satisfactory and the girls are found particularly promising. In fact, they are above the average of students of the depressed classes attending the schools under local boards, both in respect of tuition and cleanliness. Some of the students have passed out of the settlement schools and are now receiving education in high schools. These young people are evincing a keen desire for literacy and for handicraft training. The children as well as men and women are trained in various industries and occupations such as weaving on handlooms, swab and basket-making, making *munj* matting, *durris*, smaller carpets, niwar making, poultry farming, drawn thread, and agriculture. Some have also been trained as motor drivers, oil engine drivers, carpenters, etc. Many of them now earn their own livelihood both inside and outside the settlements. Each settlement is provided with extensive agricultural plots which provide an occupation and settled life for the tribes and make them self-supporting and independent. The younger generation of these tribes are now growing up with ideas which have to a very large extent ousted the old criminal tendencies.

F—Reformatory School, Chunar

This institution is controlled by the Department, the Director of Public Instruction being also Inspector General of Reformatory Schools. It is housed in the historic fort of Chunar. The limit for detention is up to the age of 18. All boys attend school and are taught a trade, and various reformatory influences are brought to bear on them in the shape of games, scouting, excursions and similar activities. Efforts during the quinquennium have been directed to getting rid of the jail atmosphere and the amenities of the place have been improved. The number of admissions have shown a progressive decline from 38 at the beginning of the quinquennium to 20 at the end and the total numbers have declined from 159 to 83. These figures are difficult to explain, but the result has been that the expenditure has now become disproportionate. It appears that trying magistrates do not take sufficient advantage of the existence of this school. Expenditure which was Rs.46,325 at the beginning of the quinquennium was reduced to Rs.40,778 at the end. This works out at a cost of Rs.479 a head.

The ages of boys showed a majority of over fifteen. As to their education qualifications 77 are literate and six beginners. When admitted none could read and write. The crimes for which they were sentenced were mainly theft and robbery.

The trades taught and their distribution were as follows :

Shoemaking .. .. .	..	..	..	..	..	..	11
Carpentry .. .. .	..	..	..	..	..	..	80
Weaving .. .. .	..	..	..	..	..	..	19
Tailoring .. .. .	..	..	..	..	..	..	11
Market gardening ..	..	..	..	..	..	..	7
Masons .. .. .	..	..	..	..	..	..	8
Attending vernacular middle school ..	..	..	..	..	..	..	2

Out of 76 boys released during the quinquennium whose after career was reported on, only fifteen were pursuing the trades they had been taught. Twenty-four were engaged in other avocations, four were unemployed, five had relapsed into crime, one had died and 27 were untraced. In order to enable boys to set up in the trades they have learnt on release, arrangements are now made to provide them with the necessary tools and apparatus. This, it is hoped, will have a marked effect. The primary school has made progress and new methods have been introduced. A teacher has been given special training in new physical training methods. The *Qila Magazine* brought out four issues during 1936-37. Visits to the Lucknow Exhibition were arranged and boys as usual played hockey matches with outside teams at different centres. There are 45 boy scouts. Nine boys obtained St. John's Ambulance first aid certificates. Articles to the value of Rs.1,953 were made during 1936-37 and sales were made to the value of Rs.805.

CHAPTER IX
ORIENTAL INSTITUTIONS
A—Sanskrit

The Sanskrit College, Benares, which was started by the East India Company in 1791, and has had many distinguished Sanskrit scholars connected with it, has been responsible, until this quinquennium, for all Sanskrit examinations sponsored by Government in the province. In 1932 however the control of these examinations was given over to the Board of Sanskrit Studies and the Registrar, Sanskrit Examinations, and the college confined itself to its proper task, the training of its own students.

Sanskrit
College,
Benares.

The number of students increased from 610 in 1931-32 to 653 in 1936-37 and from 55 to 65 in the Anglo-Sanskrit department. There were changes during the quinquennium in the staff of the college. The Principal was relieved of the duties of Registrar, Sanskrit College examinations which was made a separate office to which the Librarian was appointed; while the Assistant Librarian was made Librarian, the post being as a consequence transferred to the Subordinate Educational Service in the grade of Rs.100—10—300.

A new post of professor of Madhva Vedanta was created in 1933 for five years in the first instance through the generosity of Swami Sri Satyadhyan Tirtha of Uttaradhi Math. The post of professor of Itihasa and Purana created through the liberality of Seth Gauri Shankar Goenka in 1930 has now been made permanent from December, 1935, by the Gauri Shankar Goenka Charities for Sanskrit studies.

The eighteen post Acharya scholars and the Sadho Lal scholars continued to carry on advanced studies and research work generally. The Princess of Wales Sarasvati Bhavana texts and the Studies continued to be published. The former consists of critical editions of rare and hitherto unpublished Sanskrit works and the latter are studies in the form of papers on oriental subjects. The Principal is the general editor of both and is assisted by the Registrar, the college staff and outside scholars.

Swami Satyadhyan Tirtha of the Uttaradhi Math added to his other benefactions by financing the publication of Madhava Vedanta works and a Sanskrit monthly journal known as *Amar Bharati*.

Printed books to the value of Rs.2,577 have been added to the library and 1,232 Sanskrit manuscripts including many rare and important Sanskrit works. These cost Rs.3,604.

Examination results in the various Sanskrit examinations are as follows :

Examination.	Candidates		No. passed		Percentage	
	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37
					Per cent.	Per cent.
Prathama ..	65	65	26	36	43	62.2
Madhyama ..	178	149	99	84	57	59.7
Shastri ..	124	182	84	84	67	50.9
Acharya ..	67	121	33	59	49	56.2

Sanskrit
Pathshalas.]

The number of recognized Sanskrit pathshalas and their enrolment has steadily increased from 746 with an enrolment of 8,380 in 1931-32 to 1,089 with an enrolment of 11,751 in 1936-37. They consist of pathshalas teaching up to the various standards from Prathama to Acharya and are recognized by the Board of Sanskrit Studies on the recommendation of the Inspector of Sanskrit Pathshalas. There are now 71 pathshalas teaching up to the Acharya standard, 185 to Shastri, 673 to Madhyama and 827 to Prathama against 59, 161, 595 and 676 respectively in 1931-32. The entire course to the Acharya covers about twelve years in all. Efforts have been made during the quinquennium to improve the efficiency of the pathshalas and the Inspector reports that steady progress is being made. The pathshalas are poorly staffed and the teachers are badly paid, untrained and over-worked. The Inspector considers that recognition is given too easily in the cases of pathshalas of the Prathama and Madhyama standard. Inspections were only 59 in 1936-37 against 92 in 1932-33 and 135 in 1933-34. The decrease is attributed to pressure of office work. Attempts are being made to improve management and to get the managing bodies registered. In some cases where endowments exist it has been found that the management is unsatisfactory. The financial condition is generally poor, as the pathshalas depend on public charity and subscriptions and this is declining year by year. Ninety-seven pathshalas are in receipt of Government grant amounting to Rs 56,648 as against Rs.49,728 in 1931-32. Local bodies also give grants amounting to Rs.14,394 as against Rs.18,245 in 1931-32 while endowments and subscriptions come to Rs.77,284 as compared with Rs.91,348 in 1931-32. Figures for unaided pathshalas are not available.

Buildings and equipment are generally poor. The Inspector reports that most of the buildings are dark and unventilated while very few have any libraries. Efforts are being made to encourage games in pathshalas where ground is available.

Board of
Sanskrit
Studies.

This consists of the Principal, Sanskrit College, *ex-officio* chairman, the Registrar as Secretary and ten members. It advises as to courses of studies, recognizes pathshalas and advises on matters which may be put before it. It also has disciplinary powers over examinees. The Education Committee of the Board appoints examiners and moderators for the Sanskrit examinations, and declares the results. Sub-committees are appointed to consider changes in courses and report. The following new subjects were introduced; ancient Vyakarana (Prachin Vyakarana), Jain philosophy, Madhava Vedanta and General Indian Philosophy (Sadharan Darashana). Title-holders of other Sanskrit examining bodies such as the Punjab and Benares Hindu Universities and the Jaipur institution were exempted from the Madhyama and admitted straight to the first year Shastri.

Sanskrit ex-
aminations.

The Sanskrit College examinations for the Prathama and Madhyama are now held at thirty-one centres in the United Provinces and thirteen outside including Bombay, Jubbulpur, Raipur, Jamnagar, Gwalior, Rewari and Indore. This shows the high standing and importance of these examinations. The Shastri and Acharya examinations however are held only at Benares.

The number appearing at the different examinations and the percentage of passes were as follows :

Examination	Number of candidates		Percentage of passes	
	1932-33	1936-37	1932-33	1936-37
			Per cent.	Per cent.
Prathama	3,713	5,576	48.5	48.8
Madhyama	4,947	6,281	57	57.9
Shastri	1,455	1,966	54	64.7
Acharya	387	605	49	63.9/

A total increase of 3,876 candidates.

The number of recognized pathshulas outside the Province, which take these examinations is 262.

The object of these examination has been to encourage and foster the study of Sanskrit on the old traditional lines. That study was mostly confined to mediaeval literature, and the ancient literature of India was mostly neglected. An effort has recently been made to remedy this and some of the important works of ancient Sanskrit literature have been included in the courses of study. The elements of Arithmetic and Hindi have been introduced in the Prathama.

The number of girls taking these examinations has grown. In 1931-32 there were 28 which increased to 94 in 1936-37. Sixty-two passed.

Blind candidates also continue to take the examinations. In 1936-37 23 were enrolled and nine passed. Non-Brahmin candidates also take these examinations and 329 were successful in 1936-37.

B—Arabic and Persian

All madrasas teach both Arabic and Persian though they are known as Arabic madrasas even in cases where Persian predominates.

The number of recognized madrasas has increased from 63 in 1931-32 to 107 in 1936-37. Of these 32 receive grants from Government amounting in 1937 to Rs.49,753 as against Rs.51,744 in 1931-32. Grants from local bodies have fallen from Rs.1,833 to Rs.1,074 while contributions from other sources have risen from Rs.69,014 to Rs 87,279. This latter is due to the increase in numbers of madrasas recognized. The Inspector of Arabic Madrasas reports an improvement both in courses of study and in methods. Greater interest is taken in history and composition. A separate curriculum for primary classes has been introduced, which is reported to be up to the general primary standard with a higher standard of Urdu while it includes Shia and Sunni theology and elementary Arabic and Persian. The tone of administration in aided institutions is improving and the departmental curriculum is more and more taking the place of the old unreformed traditional curriculum.

There are two examinations in Persian, viz. Munshi and Kamil.

The Munshi examination includes two papers on classical and modern Urdu literature, history of literature and Urdu grammar. Two papers are set on Persian literature, history, grammar and composition. There is

Examina-
tions.

one paper on Indian history and general world geography with special reference to India. One paper is set in mathematics including arithmetic and elementary algebra and geometry. There is also one paper on elementary Arabic. It will be seen that the curriculum has been considerably modernized and the result is a useful test of general and specialized ability.

The Kamil is the highest examination in Persian and is set and answered entirely in Persian. There are papers in Persian prose, Persian poetry, history of literature, history of Persia and Moghal India from original sources, moral and mental philosophy and Arabic literature.

The Arabic examinations are Maulvi, Alim, and Fazil. Owing to the somewhat conservative nature of the public interested in these studies, these have not been modernized to the same extent as the Persian examinations.

The Maulvi examination consists of papers on Arabic prose, poetry and grammar, commentary on the Quran, traditions of the Prophet, Islamic jurisprudence and logic.

The Alim examination has Arabic, rhetoric and prosody, commentary on the Quran, Islamic Law and jurisprudence, philosophy and logic, history of Arabia and composition. The medium of examination is Arabic.

The Fazil examination offers a choice of three subjects for more intensive study. They are Arabic Literature, Theology and Medicine.

The Fazil in Literature includes a paper in English of the middle standard. The theological examination has alternate papers for Shias and Sunnis. In Medicine there are papers on principles, anatomy, pharmacetics, treatment methods, surgery and midwifery.

The Board of Arabic and Persian Studies prescribes the courses and appoints examiners and moderators for these examinations. It includes representatives of the traditional and modern schools of oriental learning.

Results at the beginning and end of the period under review are given in the table below :

Name				Number appeared		Passed	
<i>Arabic Examinations</i>							
Maulvi	1931-32	84	40
					1936-37	98	60
Alim	1931-32	87	44
					1936-37	86	44
Fazil	1931-32	62	30
					1936-37	62	44
<i>Persian Examinations</i>							
Munshi	1931-32	429	200
					1936-37	570	340
Kamil	1931-32	181	95
					1936-37	207	127

CHAPTER X TRAINING INSTITUTIONS

A—Training institutions for men teachers

There are six colleges for training teachers in anglo-vernacular schools, three being for undergraduate teachers and three for graduates. The vernacular teachers are trained in Government Normal schools and also central training schools and training classes. The graduate training colleges are the two training colleges attached to the Hindu University Benares and the Muslim University Aligarh and the Government Training College, Allahabad. These give a somewhat similar course of training, the university colleges basing their courses on that of the Government Training College, Allahabad. Government prefer however to keep the setting of standards in their own hands in the important matter of teacher training certificates and thus the diploma at Allahabad is given by the Department of Education and the examination conducted by the Registrar of departmental examinations. This examination sets the standard for the other colleges and thus the general level is kept steady. In the same way the undergraduate college candidates appear for the O. T. examination set by the department. The universities of Benares and Aligarh give a B. T. degree as a result of their examinations, while the department gives a L. T. diploma.

The examinations for vernacular teachers are also conducted by the Department. They are the V. T. C. (vernacular teachers' certificate) which is taken after two years in a Normal school and the P. T. C. (primary teachers' certificates) taken after one year in a central training school or in a training class.

The following table gives details :

Kind of institutions	1931-32		1936-37	
	Institution	Enrolment	Institution	Enrolment
Colleges for graduates	3	168	3	179
For undergraduates	2	114	3	183
Normal schools	8	722	8	705
Central training schools	13	399	14	458
Training classes	62	501	28	251

The expenditure on these institutions is as shown below :

Year	Provincial revenue	District board funds	Municipal boards	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1936-37	4,61,186	30,410	16,593	2,937	5,054	5,16,180
1931-32	5,16,159	66,350	8,523	236	1,369	5,92,642
Increase	-55,023	-35,940	+8,065	+2,701	+3,685	-76,512

The decrease is explained by the reduction in training classes as the untrained teachers are being trained, and classes abolished both for this reason and because the central training schools now largely supply the numbers of trained teachers required.

Training colleges for graduates

(a) Govern-
ment
Training
College,
Allahabad.

The college session extends over ten calendar months from July to April. Admissions were made until 1934 by the Principal on the recommendations of the circle inspectors of schools and a fixed number was taken from each circle. Since 1935 however admissions have been made by a committee appointed by Government consisting of the Deputy Director of Public Instruction, a member nominated by Government and the Principal. This committee considers all applications with the recommendations of the circle inspectors and selects 65 candidates while the Director nominates five more. Thus the total admissions number 70. Numbers applying have increased from 473 at the beginning to 684 at the end of the quinquennium. The academic qualifications of those admitted continues to improve as the following table will show :

Year		M. A. and M. Sc.			B. A. and B. Sc.	
1932	.. ..	Division I	2	..	..
		Do. II	12	..	12	
		Do. III	10	..	24	
1936	.. ..	Do. I	13	..	6	
		Do. II	26	..	14	
		Do. III	11	..	3	

In order to improve the qualifications of women teachers a certain number have been admitted since 1933-34. In 1936-37 eight were admitted of whom one was a first class M. A., three second class and four second class B. A. They practise on classes of boys and have been successful while they mix well with the other students. Stipends are given— 22 at Rs.15 and 48 at Rs.12. It does not appear necessary any longer to attract male students by means of stipends. The stipends have been reduced from Rs.20 per mensem for 58 students. Students specialize in the following subjects : mathematics, general science, history, geography, nature study and physical training. The number who took these subjects in 1936-37 and those who passed was as follows :

Mathematics 8 and 4 general science 3 and 2, science 5 and 5, history 5 and 5, geography 3 and 2, physical training 9 and 7.

Special attention has been paid to the use of illustrative material in the teaching of history, and the use of handwork. Models in wood, cardboard and plaster of Paris have been made and special attention has been paid to the construction of wall charts and time lines. Local excursions to study local history are a feature of the teaching. Other experiments were also made. In geography regional surveys have been started and Dalton plan assignments used. During the last two years special attention has been given to the teaching of English and experimental classes held with

specialized study of literature bearing on the subject. Handwork is another subject which has been given special attention. It includes drawing and blackboard sketching, the construction of models in various materials and also painting. The standard has definitely improved and some good work has been done. Results have been good. In 1932-33, 56 out of 59 passed. In 1936-37, 66 out of 69 passed. The improvement in academic qualifications has not, however, made a very marked difference in excellence of results. The examiners remarked in one report, "Some of the popular combinations taken up by candidates for the B. A. are a positive disadvantage for a would-be teacher; students with these qualifications are definitely handicapped by their ignorance of the content of class subjects like history, geography and mathematics."

A scheme of tutorial groups was started in 1935-36 and promises well.

The Literary Society has flourished and in addition to debates, lectures were given by experts on different topics. All students take the First Aid course of the St. John Ambulance Association. In 1937 60 out of 65 passed. A course of instruction in moral and social hygiene has been started. The aim was to present the facts of sex from a natural and biological point of view and to impress on the students the importance of proper sex instruction and the proper methods of imparting the same to children. A course in magic lantern manipulation is also given. Games continued to be energetically played and an athletic meeting was held with success. The main idea was to give the students training in the laying out of tracks and the conduct of athletic meetings. Scouting continues to be popular. In 1936-37, 40 students joined the college troop and in addition to ordinary scout training received instruction as scoutmasters and in scoutcraft generally. The hostel has accommodation for 61 students. Women students and local students live out. The total expenditure on the college was Rs.80,683 against Rs.75,920 at the beginning of the quinquennium. There appears to be a certain amount of overproduction of trained graduates as some appear to fail to get employment at once on leaving the college and these by no means the least worthy. There is a tendency on the part of managers to beat applicants down and force the L. T. to work on a C.T.'s pay.

Training Colleges attached to Universities

The Principal reports that the period under review has been one of steady progress and consolidation. The college has at last obtained a building of its own which has resulted in much better work being done. The staff has also been strengthened. There are 45 students admitted and applications vary from 300 to 400. Candidates come from various provinces all over India and some are deputed by the Indian States but it is stated that half the number taken belong to the United Provinces. Twenty stipends of Rs.20 each are given by Government to students from the United Provinces. It is stated that students are of late beginning to experience difficulties in obtaining employment after training. During the quinquennium a feature has been made of tutorial work which has been better organized. The students are trained as scout masters. There is an Education Society which holds academic as well as social functions. Educational problems have received attention. The school curriculum has come in for study and amendment and various publications have been published by members of the staff.

(b) Muslim
University
Training
College, All-
garh.

(c) Teachers Training College, Benares Hindu University.

The college provides facilities for training about 70 teachers a year, one-third recruited from Indian States and the rest from the different provinces. During the quinquennium 801 out of 309 obtained the B. T. degree. The origin of students in 1936-37 is shown below :

Banaras University	Other United Provinces universities	Universities outside the province
80	27	15

The number of applications average about 500 a year.

Pre-vocational group tests for the selection of candidates were tried in 1934-35 but owing to the distance from which candidates come it was impossible to give the same tests to all and the method had to be discontinued. Government gives twenty stipends of Rs.20 per mensem to students from the province. The college at last moved into a building of its own in 1935. There is also a hostel near by. The staff has been increased by two whole time teachers. Expenditure rose from Rs.30,659 at the beginning of the quinquennium to Rs.38,692 at the end. Facilities are offered for specialisation in an extra subject and 197 took these courses. A compulsory course in physical training is also given and there are optional courses in music and in scouting. There is a training college annual published yearly.

With regard to new methods some work has been done on mental tests for children. Group tests in Hindi were given to 1,500 children in the United Provinces. As a result the tests were revised and modified in the light of what was learnt. These tests were then given to 1,100 children. An Urdu version has also been prepared. The following conclusions were arrived at:

"It is impossible to devise suitable tests in Hindi because English is introduced so early that linguistic efficiency in the mother tongue is not attained and children cannot understand the full meaning of the tests. The percentage of children in the higher grades of intelligence is considerably lower than in the West. Also the percentage in the lowest grade is lower in India than in the West. The girls show a higher average of intelligence than boys. With further experiments however it is possible that these conclusions will be modified." In addition to this a psychological laboratory has been started and apparatus worth Rs.500 purchased. The Montessori section of the Central Hindu Girls' school has been shifted to the college for the special training of the women students. It is difficult to see however the connexion between a graduate teachers training college and instruction in methods for infant classes. The principal reports that salaries offered to trained teachers by managers of private schools are getting lower each year.

Lower Grade Training Colleges

This college prepares for the Anglo-Vernacular Teachers Certificate (C. T.) of the Department. The course is a two-year course and both those who have passed the High School examination and the Intermediate are eligible, while graduates are occasionally taken. Candidates are selected by an admission board in the same way as in the Government Training College, Allahabad. Formerly Intermediate students only

Government Training College, Allahabad.

took a one-year course, but a common course for all was introduced from 1935. Enrolment was 87 at the beginning of the quinquennium and was 79 at the end. About five women students are also admitted but owing to the existence of the E. T. C. with its stipend of Rs.20 this C. T. with a stipend of Rs.12 does not get the best students and generally only local girls apply owing to the difficulty of finding suitable lodgings. The Principal reports that all students ultimately obtain employment but at lowered salaries as L. T's. and B. T's. are now being employed on the salaries which C. T.'s used to get. A system of group and tutorial work has been made possible by the extension of the course to two years for all. Scouting is practically compulsory for the first year class and training as scoutmasters and cubmasters has been given. An annual reunion and educational conference is held and is well attended. Combined with this has been the running of refresher courses in various subjects. The Mackenzie Music competition is also run annually by the college. An annual bulletin of high standard is published and has appeared for the last six years. Literary activities have flourished and a system of lectures by eminent men has been inaugurated. Various educational investigations have been carried out by the principal and the staff and some interesting work has been done on age distribution in anglo-vernacular schools, analysis of high school marks and wastage in anglo-vernacular schools.

This is similar to the Agra College and takes in the same class of students. Numbers in 1931 were 57 and in 1937, 80. Applications for admission were 526 in 1936-37. The cost of maintenance in 1936-37 was Rs.65,192 against Rs.53,939 in 1931-32. Five women students have been admitted annually during the last few years. All students are trained in First Aid and all men students as scouts. A start has been made with fitting up rooms to serve as model history, geography and nature study rooms. An addition of 21 single rooms was made to the hostel and various other improvements carried out.

(b) Govern-
ment Train-
ing College,
Lucknow.

Training consisted chiefly in aiming at turning out men who would be capable of taking all class subjects and specialization was discouraged. Practice was given at all stages, namely primary, lower and upper middle in all subjects except languages but including physical training. Refresher courses for old students have been instituted during the fortnight immediately preceding the Christmas holidays. These courses consist of lectures, demonstration lessons, excursions, use of library and criticism lessons.

This was started in 1932 with an enrolment of 15 students as a result of the recommendations of the Lindsay Commission on Christian education in India. The college is now housed in a separate building formerly the hostel of the Centennial School which was remodelled to suit the needs of a training college. It is close to the Centennial school which belongs to the Lucknow Christian college and serves as a practising school. The number of students is now 31. Specialization is allowed in one subject. Results in 1937 were 93 per cent. There appears to be no difficulty in passed students obtaining posts after training. The College played a large part in the formation of the New Education Fellowship branch in the United Provinces. Since 1934 it has conducted a summer school of education in the hills during May and June. Starting with 20, the numbers attending this year reached 60. Staff members are drawn from the various colleges in the United Provinces and subjects

(c) Lucknow
Christian
Training
College.

of study, were mental hygiene, community civics, educational tests and measurements, extra curricular activities in schools and methods of teaching different subjects. A scoutmaster training camp has also been run in connexion with this summer school since 1936.

Normal
schools.

The eight Government Normal schools continue to do good work and efforts have been intensified to liberalise the training given in them. They are staffed by secondary school teachers with a head master in Class II of the provincial educational service and trained assistants in the subordinate educational service. They have attached to them as model schools Government vernacular schools consisting of classes from Infants up to class VII. Thus efforts are made during the two years' course to train teachers for vernacular middle schools as well as primary school teaching. The latter is inclined to suffer as a result and efforts are made to prevent this, but a training which is both secondary and primary in the same school must naturally present difficulties. It would be no solution to restrict normal schools to the training of vernacular middle school teachers as the primary school teacher needs this advanced form of teaching. It may be that in time a special training for the vernacular middle school teacher will be evolved or he will be more and more recruited from the C. T. who has been through the vernacular course at school, and the normal school be kept purely for the primary school teacher. Students are selected by a committee in each district consisting of the chairman of the education committee, the deputy inspector and the assistant inspector of schools of the circle. The final choice is made by the Inspector. Stipends are given by Government at the rate of Rs.8 per mensem to each student.

Special attention is given to teaching of rural knowledge which is now a compulsory subject while a new syllabus for physical training has been introduced and handwork and play-way methods of teaching have been emphasized. The Inter-Normal School Tournaments which are held every year at one or other of the normal schools have had great influence on the life of the schools. These tournaments consist of contests between teams from each normal school in demonstration lessons, elocution, scouting, athletics, and physical training and are most eagerly looked forward to. The standard has improved in a remarkable way since they were first started in 1932 through the enthusiasm of Mr. S. N. Chaturvedi, Inspector of Schools, Fyzabad. An interesting and creditable result has been the publication of a normal school annual.

Central
Training
Schools.

The central training school was started to improve the training for the primary teachers certificate, the P. T. C. which had heretofore been given in small training classes attached to district board primary schools. They are meant to obtain the advantages of large scale production and they have certainly proved very much more efficient than training classes. Government started six of these schools in 1928-29 at Faridnagar (Meerut), Karauli (Mainpuri), Bahjoi (Moradabad), Kerkat (Jaunpur), Biswan (Sitapur) and Bara Banki. The Bahjoi school has since been transferred to Aonla (Bareilly). Each school has 31 students selected from the different districts of the circle in which they are situated. The head master is a trained undergraduate recruited either from among assistant masters in Government High Schools or from sub-deputy inspectors. There are four assistants who are V. T. C.s and are lent by district boards for a period of five years. The stipends which are Rs.7 per mensem are given by the boards concerned. The practising

school is a district board school attached. The Narwal district board central training school was taken over by Government in 1935. There are in addition to these Government central training schools six district board central training schools, five in the Benares circle and one in Allahabad maintained by the respective boards.

The Cutting Memorial High School, Benares, has a training section, and another mission-run school is the Ingraham Institute, Ghaziabad. The Rural Education Society, Allahabad, started a central training school at Jhusi in 1933 and this has been recognized by the Department. The courses in these schools are for one year. Special attention has been directed to methods of teaching in the infants class and teachers are taught how to construct the necessary apparatus. Training in rural knowledge is given to all students and there is a demonstration plot attached to each school. Physical training and scouting is also taught. The schools are used for refresher courses for district board primary school teachers and serve as a centre for the whole district. All inspectors bear testimony to the good work they do and to their great superiority over the ordinary training class.

The decrease in the number of these classes from 62 to 28 need occasion no regret. They were only temporary expedients and their place has been taken by the central training school. They are classes of nine pupil teachers attached to primary schools. In order to improve the teaching Government gave a grant for the employment of a master of method for 21 such schools in 1928-29. Eleven of these boards however closed classes as the normal and central training schools fulfilled their needs.

Municipalities maintain their own training classes but also depute teachers for training to normal and central training schools. Candidates for training classes are selected by the Chairman, education committee, on the recommendation of the Deputy Inspector.

The table below gives the results in the various training institutions :

Training
Classes.

Examination

Name of examination	1931-32			1936-37		
	Number appeared	Number passed	Percentage	Number appeared	Number passed	Percentage
L. T. and B. T. ..	177	141	79.1	186	181	98
C. T. ..	124	88	70.9	139	108	81
V. T. C. ..	695	474	68.2	1,140	711	62
P. T. C. ..	1,361	839	61.6	1,618	1,052	65

This centre trains instructors in manual training in a two years course. Candidates must have passed the high school examination. In addition refresher courses in drawing have been held to train drawing masters in anglo-vernacular schools. The last batch of manual training instructors passed out in 1936 and no new class has since been started. A refresher course in manual training was however given in the hot weather of 1936 and all tools from 35 schools were overhauled and reconditioned. In 1933 a refresher course was held for 20 drawing teachers from girls' schools and in 1936 another course for 16 teachers was held. These courses were most successful. During the quinquennium 127 drawing masters have been through the refresher course making 342 in all thus trained. The number of instructors of manual training who have been through the two years course is 79. More will shortly be required. The centre is now housed in the Government Carpentry School, Allahabad. The post of officer on special duty has been abolished and that of an

Government
Drawing and
Handicraft
Training
Centre,
Allahabad.

assistant inspector of Drawing and Manual training created from June 1936. The assistant inspector is also in charge of the centre.

B—Training Institutions for women teachers

The number of training institutions for women increased from 43 to 53, and the enrolment of students in these institutions in 1936-37 was 639 against 404 of the year 1931-32. The table below gives details of training classes for 1936-37.

Kind of Training class	Government	Government aided	Municipal	Enrolment
Graduate	*	2	..	26
English Teachers' Certificate ..	1	4	..	89
C. T. course (men)	2	..	..	12
Vernacular Teachers' Certificate ..	4	8	..	245
Primary Teachers' Certificate ..	32	2	2	267
Total	40	16	2	639

* Men's training college.

Of the 10 new training classes opened, 9 were opened by Government. One of these is an English Teachers' Certificate class at Bareilly meant for the training of high school passed women. Another new Government institution is the Meerut Normal school opened in September 1933, which trains vernacular women of the middle grade. Another Normal school of this grade which existed at Bareilly was shifted to Budaun during the quinquennium. Seven more training classes for women of a lower grade were opened in the districts of Sultanpur, Fatehpur, Orai, Benares, Shahjahanpur, Etawah and Unao. The only training class opened by private enterprise was opened at Benares by the authorities of the Arya Mahila Maha Vidyalaya. It is meant for vernacular teachers and receives Government aid.

The Isabella Thoburn College, Lucknow, prepares women graduates for the Diploma of Teaching of the Lucknow University. The Government Training College, Allahabad, reserves a certain number of seats for women graduates, who secure the diploma of Licentiate of Teaching thereby given by the Department; and the Benares University confers the degree of Bachelor of Teaching on women graduates admitted into the men's training college, Benares. The total number trained in 1936-37 was 26.

To increase the output of women teachers, a certain number of stipends were earmarked for the first time at the men's training colleges at Lucknow and Agra. The women admitted into these colleges are of high school standard. They numbered 12 in 1936-37.

A new grade of training class evolved during the quinquennium. Some of the managers of English training classes discovered that a fair part of the course required for the English Teachers' Certificate in English and Psychology was the same as required for the Intermediate Certificate. The two years' teachers course was therefore extended to a three years' course, so as to provide for extra subjects in the curriculum of the Intermediate syllabus. A candidate who undertakes the new course secures two certificates at the end of three years study; one from the Intermediate Board of Education and the other, a teacher's certificate from the women's department. The Isabella Thoburn College, Lucknow, converted its English Teachers' Certificate training class into this higher grade of training class in July 1936; and the authorities of the training class attached to the Queen Victoria Girls' School, Agra, took preliminary steps for a similar change at a subsequent date.

Training institutions for European schools are shown under that head.

CHAPTER XI

TECHNICAL AND PROFESSIONAL EDUCATION

Technical education especially as regards industries is in the hands of the Department of Industries. Agricultural training in its severely technical stage is controlled by the Agricultural Department, but the Board of High School and Intermediate Education and the Universities of Agra and Allahabad prescribe the standards and tests for the higher stages. The University of Lucknow provides the training and sets the standards for higher medical training, as do Aligarh and Benares for the Unani and Ayurvedic systems. Engineering training is given by Government in the Thomason College, Roorkee, especially for civil engineering while mechanical engineering is taught at the Benares University. The Industries department also provides engineering schools among its technical institutions while the medical department is responsible for a less advanced form of medical training.

A—Engineering

The recommendations of the retrenchment committee which sat in 1931 resulted in the reduction of departments of teaching from five to three. They now comprise civil engineering, pure and applied mathematics and mechanical and electrical engineering and the staff consists of a principal who is a member of the Indian Service of Engineers and two professors of civil engineering, a professor of pure and applied mathematics and physics, an assistant professor of mechanical and electrical engineering and an assistant professor of survey and drawing together with seven lecturers.

Thomason
Civil
Engineering
College,
Roorkee.

The course comprises a civil engineering course extending over three years, an overseers course of two years duration and three years draftsman's course. The college controls its own examinations and sets its own final examinations for a Government diploma. Admission to the various classes is through an entrance examination which is competitive. Owing to world wide depression the popularity of the college fell greatly but as prices have gradually recovered and the market for employment of civil engineers and overseers has improved so has the popularity of the college recovered as is shown by the following table :

Year	Civil Engineers		Overseers		Draftsmen	
	Candidates	Admissions	Candidates	Admission	Candidates	Admissions
1933	47	17	62	31	4	3
1934	50	18	77	33	2	..
1935	55	23	84	33	7	3
1936	83	24	184	42	21	7
1937	105	27	234	45	17	9
1937	245	30	156	41	23	6
1938	81	17	89	24	3	2

After 1929 all guaranteed appointments in the two branches of the Public Works Department of the United Provinces to passed civil engineering students of the college were abolished and this had an effect on the enrolment of the civil engineering class. Unpaid apprenticeships are however given to passed civil engineer students in both the Punjab and the United Provinces for practical training. Seven vacancies are reserved every year in the civil engineering class for those Punjab students who qualify. Eighteen paid apprenticeships are available for competition by Roorkee passed overseers in the Subordinate Engineering Service, United Provinces, which if satisfactorily completed lead to appointments. Out of eight apprentices in 1936 six obtained appointments. Seventeen obtained apprenticeships in 1937. Since 1930 out of 180 who passed out from the civil engineering class 79 are in government service, fifteen in the service of various states, eight with local bodies, twenty with firms, twenty-nine serving apprenticeships, seven unemployed, one dead and twenty-one untraced. In the same period 247 overseers qualified out of which number thirteen are unemployed, three have died and twenty-five are untraced. The figures of employment disclosed are decidedly satisfactory. During the past five years ten past students have obtained appointments in the Superior Posts and Telegraphs Engineering Service and the Railway Service of Engineers. Since 1934 the Government of the United Provinces agreed to take three students per year from the Indian Military Academy for a three-year course in engineering. These are officers destined for engineer commissions in the Indian Army. The first batch joined in 1935 and the second in 1936. The United Provinces Government has now agreed to take up to five a year. To supervise these students Army Headquarters have posted to the staff of the college a R. E. officer of field rank.

The College has been intimately associated with the Public Works Department of the United Provinces since its inception and officers of both the irrigation and buildings and roads branch of the department have served on deputation as professors from time to time and their practical experience of actual conditions has been most valuable. Members of the Indian Educational Service have also held professorships but since recruitment to that service ceased in 1924 special appointments have been made. The college is controlled by the Education Department of Government with an advisory committee consisting of the Chief Engineers, Irrigation and Buildings and Roads, the Director of Public Instruction, a representative of the Punjab Government, two representatives of the United Provinces Legislature, a representative of the Institute of Engineers, India and one of the Institution of Civil Engineers, London, and a university representative.

The college pays great attention to the health and physique of the students. Games are regularly played and special attention is paid to rowing which has at last been extended to the overseers class. There is a platoon of the University Training Corps attached to the college which does good work. Physical training is compulsory for all and is carried out by the University Training Corps instructional staff with great benefit to students. There are various clubs and societies and the college magazine *The Lion* is flourishing. The college has its own dairy and maintains its own electrical installation and water-supply.

The college in spite of difficulties has undoubtedly maintained its reputation during the quinquennium.

The Benares Hindu University also provides training in engineering, mining and metallurgy. Particulars will be found under that head in Chapter III—Universities.

Benares Hindu University Engineering School.
Hewett Engineering School, Lucknow.
Civil Engineering School, Lucknow.

These two private institutions have been recognized by the Education Department with effect from April, 1934 as schools for the training of overseers. Students who have passed the High School examination with mathematics are admitted for a two years course. The examinations are conducted by the Registrar, Departmental Examinations. Results are as follows :

			Year	Candidates	No. passed
Hewett Engineering School	..	..	1936	16	9
			1937	34	18
Civil Engineering School..	..	.	1936	11	5
			1937	29	6

The three Government technical schools continued to give instruction in engineering and electrical mechanics. They are administered by the Department of Industries. The Technical Schools, Lucknow and Gorakhpur, are run on essentially similar lines and the Director of Industries reports that there was no change in their curricula. A new reorganization scheme was introduced into the Lucknow school at the beginning of the quinquennium. In 1935 the school was recognized by the Director General of Posts and Telegraphs, by the Chief Inspector of Factories and Boilers and by the Licensing Board, Bombay, for electrical supervisors in that presidency.

Technical Schools, Lucknow and Gorakhpur.

This school is modelled and run on different principles. It provides theoretical instruction to the apprentices engaged by the Great Indian Peninsula Railway. The engagement of apprentices had been suspended in the closing years of the last quinquennium but it was revived in 1933. Of the twenty students admitted each year five are selected in order of merit, ten as railway nominees and five nominated by the Industries Department. The period of apprenticeship has been extended from four to five years. All successful students are taken on by the railway.

Technical School, Jhansi.

There is as a result of the reorganization an increase in the number of successful candidates and in the number who obtain employment. A large number from these schools appear every year in the City and Guilds Institute Examinations, London. Students from Jhansi have done well in competition for training as aircraft ground engineers and fitters at Karachi. The products of the Gorakhpur school are finding ready employment in the sugar factories of the province. The number of applications shows the popularity of the schools as will be seen from the following table :

	1932-33		1933-34		1934-35		1935-36		1936-37	
	App	Ad.	App.	Ad.	App.	Ad.	App.	Ad.	App.	Ad.
Technical School—										
Lucknow ..	221	50	144	58	128	55	194	58	153	55
Gorakhpur ..	181	59	268	51	373	85	336	75	363	103
Jhansi ..	144	..	234	20	137	20	193	30	174	20

The enrolment in the three schools at the beginning and end of the quinquennium is given below :

School	1932	1937
Lucknow	124	120
Gorakhpur	254	224
Jhansi	88	75

Dayal Bagh
Technical
College,
Agra.

This is aided by the Industries Department. Its enrolment in 1932 was 89 and expenditure Rs.60,147. In 1937 it was 111 and Rs.62,181 respectively. The Government grant increased from Rs.26,205 to Rs.38,237. A non-recurring grant of Rs.12,000 was also paid in 1934-35 for equipment.

B— Medical Schools

King
George's
Medical
College,
Lucknow.

The qualification for admission to the five year M. B. B. S. course is the Intermediate with Science including Biology. Forty-eight admissions are made every year as the result of a competitive examination and the total number of students at the end of the quinquennium was 257. Practical training is obtained in the King George's Medical Hospital, the new Queen Mary's Hospital, the Leper Hospital and the Infectious Diseases Hospital. The number of beds is 276, 54 and 35 respectively. Forty-five students were sent to Agra for a course in mental diseases. The local training of students in midwifery was continued and no students, as heretofore were sent to Madras for practical training in these cases. The number of maternity cases available were 280 for the year ending 1936. This was due to the growing reputation of the Queen Mary's Hospital. Considerable research work of a high standard was carried out in the various departments. The pharmacology department was handicapped in its researches in indigenous drugs by failure to obtain the active principles which had before been sent by the Chemistry department of the Allahabad University. The assaying of drugs was continued and the number of drugs received is increasing yearly. The anatomical and pathological museums were added to Radiology, hygiene, pharmacology and physiology also have useful museums of their own. The college has a library of 6,009 books.

The recognition of the medical degrees of the Lucknow University by the Medical Council of India and by the General Medical Council of Great Britain as a result of the inspection by the Indian Medical Council has retrospective effect from 1930. The appointment of a whole time professor of Obstetrics and Gynaecology has resulted in a great impetus to this work and made easier the training of students. The number of resident students is 230 and 27 non-resident. The life and interests of the students in the two hostels is reported to continue satisfactorily at an adequate level and full provision is made for their social and recreational needs.

Agra
Medical
School.

Qualifications for admission are the High School examination with physics and chemistry. The number of students in 1932 was 338 of whom 58 were in the military class. This is in the process of being abolished and the numbers for 1936-37 are 268 with only 9 in the military class. In 1936-37 three passed the Final Membership examination of the State Medical Faculty as against 4 in 1932-33. In all 15 have obtained this qualification during the quinquennium. This is a five-year course. The Licentiate examination taken after a four-year course showed 43 passes in 1936-37 as against 66 in 1932-33. The staff

consists of an I. M. S. officer as Principal, eight lecturers, seven assistant lecturers besides several part-time lecturers. Expenditure increased from Rs.1,26,928 in 1932-33 to Rs.1,31,218 in 1936-37. In the physiological laboratory there is accommodation for forty students and accommodation for twelve in the experimental physiology section. Pharmacology has an adequate laboratory with accommodation for forty. Lectures in pathology are illustrated by an epidiascope and the laboratory has a Ziess micro-projection apparatus. The X-Ray department which was under the control of the Principal has now been handed over to the Civil Surgeon. In medicine daily bedside clinics are taken by the Principal for fourth year students and by lecturers for third year students. There are also three clinics a week in the out-patient department. In surgery fifty systematic and ten ear, nose, and throat lectures are given and twenty practical classes in operative surgery in addition to instruction in the operation room and in-patient clinics. Instruction in ear, nose and throat and in dentistry are given by the honorary lecturers. Students are practised in the use and administration of anaesthetics. A separate practical examination is taken in ophthalmology. Instruction in gynaecology consists of fifty lectures to third and fourth year students and bedside clinics are attended for three months as well as demonstrations in the out-patients department. Students attend and conduct normal cases in batches of four at a time. An ante-natal clinic is held for an hour every week and efforts are being made to provide more facilities.

The educational standard required for admission is the Matriculation with mathematics or physics or chemistry. The staff consists of a lady principal and five lecturers belonging to the Women's Medical Service, two other lecturers and three demonstrators.

Womens'
Medical
College,
Agra.

Two bungalows for junior W. M. S. officers have been constructed and the assistant midwives quarters have been rebuilt. The enrolment was 95 against 79 in 1932. Twenty-one students appeared in Part II of the Licentiate examination of the State Medical Faculty in 1937 and twelve passed against twenty-one and eleven in 1932. Five failed in one subject only and will be re-examined in October.

This college teaches the Unani system of medicine and prepares for the examinations of the Board of Indian Medicine, which has revised the courses and raised the standard. It is stated that the qualified hakims thus sent out are better equipped than those educated at institutions where the methods of modern medicine are not taught. It is claimed that the students possess the requisite knowledge to use modern appliances in the diagnosis and treatment of disease as they have been trained in modern scientific laboratory and bedside clinical methods.

Tibbiya
College,
Aligarh
Muslim
University.

The pathology department is equipped with sufficient apparatus for all laboratory tests. The electro-medical department has ultra violet rays, an X-Ray outfit and other necessary apparatus and there is an anatomical and pathological museum. The Tibbiya College magazine in Urdu includes articles and translations on western medical methods and practice. Members of the staff have also written text-books in Urdu on important subjects which have proved useful. Research work on indigenous drugs is carried on in a special research laboratory. The numbers on roll in 1932 were 84 and in 1937, 89. Twelve students appeared for the final examination in 1936 and eleven passed. The admission standard includes the Maulvi Alim, Maulvi Fazil and Dabir Kamil.

Ayurveda
College,
Benares
Hindu Uni-
versity.

The admission standard is either Sanskrit or the Praveshika examination with English or the Matriculation or equivalent examination with Sanskrit of an university or board, or the Madhyama examination of the Government Sanskrit College or equivalent provided the student passes within nine months a preliminary in English. The course is six years. The examinations are the first professional examination consisting of Swasthbrit (hygiene) Rasayanshastra (chemistry), Bhautic Vijnan (physics), Jantushastra (zoology) and Banaspati Shastry (botany). The second examination has Sharirshastra (anatomy), Sharir Karya Vijnan (physiology), Dravyagun Shastra (materia medica) and Bhaishajya Kalpa (pharmacy). The third professional examination Part A includes (a) Prastoot Shastra (obstetrics) namely Strirog (gynaecology) and Kumarbhrit (diseases of children), (b) Vyacharaywan consisting of Agad Tantra (medical jurisprudence and toxology) and (c) Manasrog (mental diseases). Part B includes (a) Rogvijnan aur Chikitsa (diagnosis and treatment), (b) Shalyatantra (surgery) and (c) Vikritvijnan (pathology). The degree is the Ayurvedacharya. The number of students was 198 in 1932 and 168 in 1937. Of the 28 students who appeared in 1937 nineteen passed.

C—Institutions teaching agriculture

These consist of the Government Agricultural College, Cawnpore and two Government Agricultural Schools at Bulandshahr and Gorakhpur. In addition there is the Allahabad Agricultural Institute supported by the American Presbyterian Mission. These are administered and aided by the Department of Agriculture. There is also an aided Intermediate College at Lakhaoti near Bulandshahr which takes agriculture as a subject for the Intermediate examination of the Board of High School and Intermediate Education, and a few high schools which also teach agriculture as an optional subject. Agriculture is also a subject for the vernacular final examination and several vernacular middle schools teach the subject. These are all controlled by the Department of Education.

Agricultural
College,
Cawnpore..

The College trains students for the Intermediate examination in agriculture of the Intermediate Board and the B.Sc. (Ag.) degree of the Agra University. The subjects provided for are agriculture, agricultural botany, agricultural chemistry and agricultural zoology. The actual subjects taught for the B.Sc. (Ag.) are agriculture, which includes agricultural engineering, agricultural economics and statistics, dairying, animal husbandry and veterinary science, pests, diseases and common weeds: agricultural chemistry and either botany with plant pathology, botany with horticulture or zoology with entomology and parasitology. Practical field work is given a prominent position and there are instructional and dairy farms of a 100 acres. The students have also access to the research farm of the Department of Agriculture. A short course of six months has been started for unemployed young men in the handling of milk and milk products, in order to give practical experience in the running of a dairy. Each student is given a stipend of Rs.25 per mensem. The first course started in February 1937, and consisted of ten students. Other short courses on such subjects as preservation of fruit, estate management, silkworm rearing, bee-keeping are also contemplated. The enrolment in 1936-37 was 155 against 153 in 1932. Thirty-nine out of 40 passed their B.Sc. (Ag.) this year with seven first classes and twenty-eight second. In the Intermediate the same number passed out of 40 with four in the first and 21 in the second division. The College has several hostels and large recreation and

playing fields. The students have access to the library of the Agricultural Department which is housed in the college building. In addition there is a Union society with reading room and various sections including a science society, a games section and a general section which organizes social functions. Out of 173 students who passed out during the quinquennium, 109 were employed and only 19 definitely without employment though particulars were not available about 45.

This school was established in 1921. It has a farm of about 82 acres and a dairy farm. The courses consist of a diploma course lasting two years, and two short courses for farm mechanics and fieldmen of six months each. The number taking the diploma course was 53 against 62 in 1932; farm mechanics eight against nine and fieldmen six against six. In addition sixty teachers of agriculture for middle vernacular schools were trained in 1935 and 112 organizers for rural development schemes in 1936. The products of this school are stated to have no difficulty in obtaining employment.

Agricultural School, Bulandshahr.

This school was started in 1931. It provides a two years' diploma and a short six months' course in practical agriculture. There is no educational standard for admission and all instruction is carried out in the vernacular. Mechanical engineering for agricultural purposes is taught as well as dairying and horticulture. In the diploma course the admissions were 32 in 1932 and 43 in 1936; while the fieldman's course admitted 10 in 1932 and 12 in 1936. The fieldman's course has no restriction of age for admission. The staff consists of a principal who is in the Agricultural Service, Class II and four lecturers. There is a boarding house which has 81 rooms. Equipment is up to date and includes botanical and chemical laboratories and an engineering workshop. There is also a dairy for training purposes. Expenditure was Rs.27,522 against Rs.27,511 in 1932. There has been no unemployment among the products of this school.

Agricultural School, Gorakhpur.

This is an aided institution run by the American Presbyterian Mission. In 1932 the Allahabad University established a B.Sc. (Ag.) course which was to be provided for in the Institute which heretofore had only taught up to the Intermediate. The number passing in 1937 was 19. Applications for admission have increased considerably and more apply than can be admitted. The staff is strong and consists largely of high qualified teachers from American agricultural colleges. In addition to the Intermediate and degree courses there is an apprentice course in farm mechanics for those who wish to apply power to farming. There is also an Indian Dairy diploma course recognized by the Government of India. The institute has been prominent in experiments with rural broadcasting to villages in the neighbourhood.

Agricultural Institute, Allahabad.

D—Institutions controlled by the Industries Department

Industrial Education continued to occupy an important position in the activities of the Industries Department and eighty-seven per cent. of the department's budget was devoted to industrial education as shown below :

	1932	1937
	Rs.	Rs.
Total budget provision	14,44,83	11,73,025
Industrial education	12,80,766	10,27,590

Expenditure on industrial education by sources is shown below :

	1927—32		1932—37	
	Total	Average	Total	Average
	Rs.	Rs.	Rs.	Rs.
Government funds	85,14,188	7,02,828	81,81,677	6,66,836
District boards	75,848	15,069	25,874	5,175
Municipal boards	32,008	6,402	85,220	7,044
Fees	69,982	18,986	51,658	10,382
Other sources	6,69,375	1,33,675	6,27,179	1,25,486
Total	48,59,796	8,71,959	39,21,608	7,84,822

There was an all-round decrease in expenditure over institutions, only municipal boards showing an increase. The decrease was due to the prevailing financial stringency. The number of institutions and enrolment is given in the table below :

	Institutions		Enrolment	
	1932	1937	1932	1937
Government	27	25	1,487	1,586
Aided	48	47	1,590	1,552
Total	75	72	3,077	3,092

There was thus an increase of 75 in enrolment. The number of artisans enrolled in government institutions has increased and now stands at 423 or 28 per cent. of the total enrolment. The increase in applications has led to keener competition and raising of the standard of qualifications. The distribution of enrolment and expenditure is shown below :

Industry	Number of institution	Enrolment	Expenditure
			Rs.
Chemicals	1	885	5,86,154
Engineering	4	2,138	8,98,165
Textiles	30	8,655	9,11,780
Carpentry	12	2,400	7,75,484
Leather	5	929	2,24,258
Arts & Crafts	4	1,773	5,12,878
Others	16	8,126	5,84,725

"It will appear" says the Director of Industries "that the textile group is the most important consisting of thirty schools and accounting for a fifth of the total expenditure and a quarter of the total enrolment. Except for the difference in the number of schools the technical and

carpentry group are almost on a-par and come next to the textile group As many as 65 per cent. of the successful candidates are reported to be employed. With the exception of the Government Technical School, Jhansi, and the Government Textile School, Cawnpore, commercial operations are now carried on at all Government technical and industrial institutions with a view to afford facilities for senior students to make articles from start to finish and to record data, such as raw materials used, labour involved, overhead charges, etc." A system of advances to students who have passed out of the schools was introduced as long ago as 1921 with a view to enable them to set up in their own business. Only five however were made within the quinquennium amounting to Rs.2,435 in all. Technical scholarships for study abroad were given as follows:

One of £216 per annum and five of £150 per annum in addition to 2nd class passages and certain other approved expenditure. These are for two years. In addition three short-term scholarships of Rs.2,500 and six of Rs.2,000 were also given. The subjects of study were industrial utilization of the by-products of sugar, sugar engineering, pigments, paints and varnishes, pharmaceutical chemistry for long-term students, and textiles, disinfectants, files and steel tools, fruit canning, starch, metal pressing, improved types of furnaces and fountain-pen making for short term. Training as an air pilot was also recognized as a part of industrial education and grants were given to the United Provinces Flying Club, Ltd, on condition that they trained eight Government nominees at concessional rates. Two pilots have obtained their B licence and three others are under training.

The Director of Industries reports as follows:

"The leather chemistry section and the teaching side of the general research section were abolished in 1932 as a result of the recommendations of the second Mackenzie Committee. Of the remaining two sections, Sugar and Oil, the former became very popular due to the phenomenal development of the sugar industry and very good material offered itself for enrolment. Owing to its all-India importance it was handed over to the Imperial Council of Agricultural Research in October, 1936 and has become the Imperial Institute of Sugar Technology. The Sugar Technologist who was the *ex officio* head of the Sugar section is now the head of the institution under the new designation of Director of the Institute. A new two years' course of Sugar engineering has been added to the existing courses and admission to it can be sought only by those who have taken a mechanical engineering degree from the Benares Hindu University. The admission to the Sugar Technological course now extended to three years has been confined to B. Sc. with Physics, Chemistry and Mathematics."

Harcourt
Butler
Technological Institute,
Cawnpore,

A scheme was worked out in 1932 for developing the Oil section into an all-India Institute of Oil Technology but it has not materialized. The Imperial Council of Agricultural Research is however giving a grant on a yearly basis. The following table shows the progress of the institute:

Year			Expenditure	Enrolment	Cost per student
			Rs.		Rs.
1931-32	..	..	1,42,252	28	6,155
1936-37	..	..	1,08,090	192	799

This welcome fall in the cost of training is mainly due to increased enrolment. Of 188 students who passed during the last five years 168 are reported to have been employed.

Textile and Weaving Schools.

This group includes the Government Textile School, Cawnpore, the Government School of Dyeing and Printing, Cawnpore, the Government Central Weaving Institute, Benares and the Government Weaving and Cloth Printing School, Bulandshahr, in addition to model weaving schools. These latter decreased from ten in 1931-32 to six which number continues. There has been no change in the courses of study. The enrolment increased from 336 in 1932 to 379 in 1937. Out of the latter 153 passed and 121 have obtained employment.

Government Textile School, Cawnpore.

Enrolment in 1932 was 46 and in 1937, 75 and expenditure Rs.37,784 and Rs.37,708 respectively. In 1936-37, 31 artisans were admitted. The enrolment of artisans is increasing which is an encouraging feature. The equipment has been increased by the provision of a 40 inch reed space calico loom and a ring frame with high drafting mechanism and experimental cork rollers for 60 inch spindles.

School of Dyeing and Printing, Cawnpore.

Numbers have gone down from 99 to 81 and expenditure from Rs.44,403 to Rs.42,401. It draws students from long distances—Kashmir, Bhawanagar, Bombay, etc. The peripatetic dyeing school worked over the province in two sections and visited Muzaffarnagar, Almora, Moradabad and Hardoi districts. This school has been instrumental in establishing fast dyeing and aerograph printing.

Leather working schools.

There are three Government schools of this type at Cawnpore, Meerut and a tanning school at Fatehpur. There was no change in courses of study. The numbers attending declined being 64 against 68 at the beginning of the quinquennium at Cawnpore, 47 as against 64 at Meerut, and 21 against 25 at Fatehpur. There was a decline also in the number obtaining employment after training. There were only two aided schools of this class. Enrolment in these increased from 43 to 60 and grants from Rs.3,812 to Rs.6,852.

Arts and crafts schools.

This group includes two metal working schools at Aligarh and Benares and the School of Arts and Crafts at Lucknow. There was no change in the courses of study in any of these.

Government School of Arts and Crafts, Lucknow.

This school continues to be popular. The enrolment in 1932 was 221 and in 1937 it was 234 of whom 62 were of the artisan class. Expenditure increased from Rs.72,314 to Rs.73,977. The following branches are taught: fine art, drawing for reproduction, architectural design, art, printing both litho and process, goldsmith's work, silversmith's work, wood carving and decorative iron work. These are normally five-year courses and the qualifications of those applying for admission have appreciably improved. There are in addition special short courses for artisans. These include clay modelling, enamelling and engraving, metal casting, sculpture, wood carving and art printing.

The school also provides a two-year course for teachers. These must have passed the High School Examination and from them are recruited the teachers of drawing in anglo-vernacular schools. Fifteen are taken each year.

Metal Working School, Aligarh.

This school provides training in metal working and electro-plating. There is a three-year course for mechanics and a two-year course for artisans engaged in the local industry. Enrolment has increased from 47 in 1932 to 59 in 1937. Experiments have been conducted on the manufacture of pressed metal fittings and locks,

This was amalgamated with the Government brassware school in 1928-29. The Batuk Prasad Khattri Trust, Benares, makes an annual contribution of Rs 3,000. Numbers have increased slightly from 29 to 32 of whom 30 are artisans.

Batuk Prasad Khattri Industrial Institute, Benares. Aided schools.

The only aided schools in this group are the Municipal Industrial School, Moradabad, where the enrolment is 26 as compared with 22 in 1932 and the S. S. K. School of Commerce and Industry, Moradabad, is similar which was recognized in 1936.

The Central Weaving Institute, Benares, is reported to have done useful work in introducing several improved appliances and labour saving devices. These in conjunction with the model weaving schools have been attracting boys from the artisan class in increasing numbers. In 1932 out of a total enrolment of 81 only 18 were artisans while in 1937 out of 80 46 were artisans.

Central Weaving Institute Benares.

The enrolment in these schools in 1932 was 110 of whom 50 were artisans. In 1936-37 it was 97 of whom 62 were artisans. In the Bulandshahr school enrolment was 29 and expenditure Rs.14,880. The other model schools are situated at Muzaffarnagar, Najibabad, Mau, Khairabad, Agra and Almora. The schools participated each year in various district and other exhibitions where they gave practical demonstrations and won awards.

Weaving and Cloth Printing School, Bulandshahr and model schools.

Aided schools of weaving, knitting and tailoring number 20 and had an enrolment of 313 in 1932 which rose to 427 in 1936-37. Expenditure rose from Rs.25,093 to Rs.36,851 and Government grants from Rs.10,250 to Rs.12,315.

Aided schools.

Numbers have been reduced from 207 in 1932 to 173 in 1937 while expenditure has gone down from Rs.1,42,492 to Rs.66,190. Of all the Government institutions this undertakes the greatest amount of commercial operations. It passed orders valued at Rs.29,932 during 1934-36 to local concerns for execution. It has done a great deal in introducing improved methods and technique and evolving new designs and patterns.

Wood Working Institute, Bareilly.

Numbers here too have been reduced from 122 to 101 and expenditure from Rs.56,563 to Rs 49,274. The post of Vice-Principal was abolished and that of Cabinet Instructor on a lower pay created. It has organized an Information Bureau and an Industrial Museum for the benefit of local manufacturers.

Government Carpentry School, Allahabad.

These exist at Naini Tal, with 39 students on roll, Dehra Dun with 26 and Fyzabad with 17. This latter shows a decline from the 50 students on roll in 1932. In all Government institutions there has been a reduction of students in the carpentry group from 436 to 356. Aided schools, however, show an increase from 133 to 153. Expenditure on these is practically stationary at Rs.14,862 of which Rs.6,578 against Rs.8,028 in 1932 is grant.

Other Government Carpentry schools.

Miscellaneous aided schools were sixteen in number and their enrolment was 758 as against 559 in 1932. Total expenditure amounted to Rs.81,782 in 1932 and Rs.1,03,318 in 1937. Grants in aid rose from Rs.19,853 to Rs.22,962. Mention should also be made of the night classes attached to the various government technical schools—Lucknow, Gorakhpur, Jhansi, the School of Arts and Crafts, Lucknow and Leather Working Schools at Cawnpore and Meerut. The total attendance fell from 825 to 476 due, the Director of Industries reports, to the enormous fall in enrolment in non-engineering trades. In engineering technical trades the schools continued to be popular.

Other Aided schools.

CHAPTER XII

MISCELLANEOUS

Education in
the Legisla-
tive Council.

Education as usual held a prominent place in the deliberations of the Legislature and several resolutions were moved. The chief objects of attention were the expansion of girls' education, improvement in the education of backward and depressed classes and the subject of the educated unemployed. In the 1932-33 session a resolution was passed recommending that Government should take the necessary steps to make primary education compulsory for girls in areas where it was already compulsory for boys. This has been already implemented and compulsory primary education for girls has been introduced in those urban and rural areas where boards were willing to try the experiment. A further resolution recommended that immediate steps be taken to provide anglo-vernacular schools for girls at all district headquarters. This had already to some extent been carried out and the principle is rapidly being applied so that soon there will be no districts where there is no anglo-vernacular school for girls. Two resolutions relating to unemployment were also passed. One aimed at the re-organization of secondary education and recommended the introduction of vocational subjects based on the requirements of the locality in each educational institution and the second required the appointment of a committee to enquire into the question of unemployment and to suggest remedies. The first recommendation was dependent on the second and action was postponed until the committee reported. The committee set up in consequence of the latter was the Sapru Committee whose report is referred to elsewhere. The re-organization of education was the subject of a Government resolution which led to further discussion by the Central Advisory Board of Education and ultimately to the arrival in India of two educational experts Messrs. Wood and Abbott whose report has lately been published. A further committee on educational re-organization under the presidentship of the Right Hon'ble Sir Tej Bahadur Sapru was set up, but its deliberations were interrupted by the constitutional changes. The question is however to be examined further. An act to amend the United Provinces District Board Act was also passed to bring in certain improvements relating to education committees which had been suggested by a committee. An Act to amend the Agra University Act of 1926 was also passed. Its object was to allow members of the district inspecting staff to appear as private candidates for degrees on a par with teachers. A resolution was carried in the June session of 1933 to the effect that immediate steps should be taken for the rapid expansion of education among the depressed classes and that a minimum of ten lakhs should be given within the next five years. An officer was placed on special duty to consider needs, and extra funds for scholarships and other items were allotted. This appointment has been continued from year to year since. A further resolution recommending the appointment of members of the depressed classes to all branches of the public service was also carried. The condition of the backward classes also attracted attention and a resolution was passed in the December session recommending similar measures to meet the needs of the backward classes and that a conference similar to that called for the depressed classes, should be held to consider the educational needs of the backward classes, including Muslims and Indian Christians in rural areas.

These conferences were subsequently held and steps taken to implement the conclusions reached. In 1934 a further resolution was moved calling for the establishment of a high school for girls in districts where there were none and where the municipality or public body applied for one. This was circulated to the municipalities at the headquarters of districts concerned and schemes were asked for. These have subsequently been received and assistance is being given to put them into execution. In this same year the question of the education of the backward classes was further discussed and a resolution was passed that the Government should take exactly the same measures for the education of the backward classes as it was taking in the case of the depressed classes. After some discussion Rs.10,000 was sanctioned for scholarships for Indian Christians from rural areas and for provision of books. A bill to amend the Agra University Act so as to provide increased representation of public men and governing bodies of colleges on the Senate and Executive Council was discussed and passed in 1936-37. In 1935-36 a resolution requiring Government to give equal treatment to the two scout organizations, namely the Boy Scouts Association, United Provinces Branch and the Seva Samiti Boy Scouts Association was also passed. As this was already being done no further action in the matter was necessary by the Department. A resolution for the appointment of a committee to revise the Education Code was withdrawn. In addition to these main resolutions many questions and discussions on matters of educational administration or organization were brought up and answered.

This body was constituted to advise Government on such matters relating to vernacular education as are referred to it and any others it may bring forward with the chairman's permission. It is largely concerned with the curriculum in vernacular schools and in the primary classes of anglo-vernacular schools but its chief business is to advise in all matters affecting text-books. In this duty it is assisted by seven text-book committees which submit recommendations to the Board on all books sent in for review and use in vernacular schools and the primary classes of anglo-vernacular schools as text-books, library and prize books and books for teachers. Each book committee consists of eight members who consider the reviews sent in by the official reviewers on each book and recommend books for final approval by the Director of Public Instruction. The Board consists of the Deputy Director as chairman; four official educationalists; the Chief Inspectress of Girls' Schools, the Inspector of Muhammadan Schools and the Registrar, Departmental Examinations, *ex officio*; three members elected by the Legislature; five non-officials nominated by Government, of whom three represent local bodies and two are educationalists one being a representative of the depressed classes; and two ladies nominated by Government. The Board ordinarily meets in July and December. During the quinquennium a sub-committee of the Board drew up a five-year plan for text-books to prevent substitution every year and to make the system work more smoothly and prevent excessive competition between publishers. A committee drew up special instructions for the preparation of common language readers for classes I to IV. It also drew up instructions for the preparation of infant class primers so as to embody the most modern methods of teaching reading based on the latest educational principles.

Board of Vernacular Education.

This committee consists of twelve members appointed by the Director of Public Instruction with the Inspector of Muhammadan Schools as

Provincial Muslim Education Committee

President. It considers questions connected with the education of the community and meets once a year at different centres. It also reviews the work of the district Muhammadan education committees. The optional religious curriculum for Sunni and Shia boys reading in maktabs was revised and it was resolved to call for a separate series of text-books covering the curriculum. A census of Muslim sweepers in certain municipalities and the number of their children reading in Islamia schools and maktabs was also called for. Various other suggestions were also made and are being considered.

Students Advisory Committee.

The duties of this body were carried on by the Department under the supervision of the Deputy Director. He deals with inquiries as to courses of studies abroad and arranges with the High Commissioner to obtain admission for students. Inquiries as to courses of study abroad were received from between 400 and 500 persons annually. The total number who finally forwarded applications for transmission to the High Commissioner in London were 110.

National Academy of Sciences, India.

This Society has been now in existence for six years. It originated as the United Provinces Academy of Sciences and receives a grant of Rs.2,000 from Government. There are 184 members of whom 100 are Fellows. The Academy publishes proceedings which includes papers contributed by eminent scientists of a high order. Membership is now on an all-India basis and not confined to this Province. Fifty-four papers were read before the Academy in 1936. The sixth annual meeting was addressed by Sir John Russell, F.R.S., Director of the Rothamsted Experimental Station, England.

Hindustani Academy.

This Academy was founded in 1927 by Government to preserve, foster and develop Urdu and Hindi literature. To this end the Academy has published standard works in Hindi and Urdu in different branches of knowledge with a view to enrich Hindustani literature. During the period under review the Academy has published 36 volumes in Hindi and Urdu. In addition prizes are given to encourage the production of original works. Four such prizes of Rs.500 have been given, namely, to Mr. Jainendra Kumar for his novel "Parakh" in 1931-32, to Mr. Syed Ali Abbas Husain, Government Jubilee College, Lucknow, for his novel "Rafiq-i-Tanhai," also in 1931-32, to Babu Maithili Saran Gupta for his "Saket," considered the best poetical composition in Hindi in 1932-33, and to Maulana Syed Sulaiman Nadvi for his "Khayyam" in 1935-36. In addition three prizes of Rs.100 were given to university students. The library has now over 7,312 books but owing to lack of funds fresh acquisitions have been few. The Academy maintains a literary staff to compile and edit books for the Academy. The anthologies of Urdu and Hindi have been completed and the first three volumes of the Urdu anthology have been published. Various translations have also been made. The scheme for the compilation of technical terminologies has had to be abandoned for want of funds. The *Hindustani*, the Academy's journal appears quarterly in Hindi and Urdu. They have "endeavoured to make available through the media of the two important languages of the province, knowledge on the various subjects on sound and modern lines and have enlisted the support of some of the most distinguished writers of the two languages" reports the Secretary.

The fourth literary conference of the Academy was held at Allahabad in January, 1936, with Mr. Sachidanand Sinha presiding over the general section and Mahamahopadhyaya Dr. Ganga Nath Jha and Maulvi

Abdul Haq of Hyderabad over the Hindi and Urdu sections. The fifth session was held at Lucknow under the general presidency of Dr. Rai Rajeshwar Bali. Eight Indian universities were officially represented and many scholars and writers of Hindi and Urdu all over the province, and some from outside, took part. Government gives an annual grant of Rs.25,000.

This society has been more active over the quinquennium. An important meeting presided over by His Excellency the Governor of the United Provinces, who is patron of the society, was held in Lucknow in 1933 at which an appeal for members and funds was made with some success. Various lectures have been given by distinguished scholars at Allahabad, Agra and Lucknow and preliminary investigations and surveys of archaeological sites in the United Provinces have been and are being carried out. An important collection of suitable coins and inscriptions for the teaching of history was made available at the Lucknow Museum with replicas at nominal prices for schools which has been widely taken advantage of. A descriptive list of coins and inscriptions was prepared for the Department of Public Instruction by the Society and published. The journal of the society maintains its high level and has appeared with commendable regularity twice a year. Two non-recurring grants have been given by Government during the quinquennium.

United
Provinces
Historical
Society.

This institution was established in 1926 and has done much to raise the standard of music in the province and to remove the stigma which unfortunately attached to its practice. The number of students has grown from 242 at the beginning to 311 at the close of the quinquennium. Of those half come from the United Provinces and the rest from outside. Twenty per cent. are women. There are two courses: a three-years course known as the certificate examination, or the intermediate, and a five years' course, the Sangit Visharad, which corresponds to a degree course in music. There is also a sixth-year course or post-graduate course. The Intermediate certificate is recognized by the Board of High School and Intermediate Education as a qualification for music teachers in high schools and intermediate colleges. All who have passed the Sangit Visharad are reported to be employed or in private work on their own account. Fees for vocal classes range from Rs.2 to Rs.5-4 and for instrumental classes from Rs.3 to Rs.6. The fee income has increased from Rs.4,623 to Rs.5,174. The staff has been increased. Government contributes half the expenditure up Rs.8,000, and also the rent of the old Council Chamber which is used for the College, viz. Rs.3,600. Scholarships to the extent of nine at Rs.10 each are also given by Government. Dancing in the Kathak style is also taught and is proving popular. Public support is however poor and the college needs increased funds for expansion and to construct a building of its own.

The Marris
School of
Hindustani
Music.

The Samiti holds weekly demonstrations of classical Indian music. There is also a music academy which gives instruction in music for the degree of Sangit Prabhakar. The first convocation was held in October, 1934, in connexion with a successful music week. The Academy also conducts a special class for students preparing for the diploma examination in music of the Board of High School and Intermediate Education. A building has been erected at a cost of Rs.30,000 with a hall to accommodate 1,200 persons and 12 other rooms. The Samiti receives a grant from Government.

Prayag
Sangit
Samiti,
Allahabad.

Provincial
Depressed
Classes
Education
Committee.

This was reorganized in 1936, and its personnel extended. It now consists of fifteen members and all the depressed class representatives in the Legislature. The Deputy Director is Chairman. The committee meets ordinarily twice a year. An important educational conference of the representatives of the depressed classes was held in Bareilly in 1933 as a result of which it was decided to establish district depressed classes education committees. A second conference was held at Lucknow in 1934 to re-examine the proposals of the Bareilly conference in the light of the Special Officer's inquiries and to suggest action. A farewell address was also given to His Excellency Sir Malcolm (now Lord) Hailey.

Physical
Training.

There are three superintendents of physical training—two of whom were trained at Dumferline and one at Madras, and one assistant master of physical training in the Normal School, Muzaffarnagar, who was trained in Denmark. The superintendents are members of class II of the United Provinces Educational Service. They are attached to the three Government training colleges and train all students in methods of taking a class in physical training so that they may be capable of taking charge when they take service in a school. After Christmas the superintendents take two courses of six weeks each for teachers already in Anglo-vernacular schools and for vernacular school teachers. The object of these courses is to give training in the new physical training methods so that they may spread throughout the province as it will be some years before the teachers trained in the training colleges will have entered the schools in sufficient numbers. A committee consisting of the Deputy Director and the superintendents of physical training met at the end of the quinquennium to draw up a detailed syllabus and to establish an agreed terminology in the vernacular, as great difficulty had been experienced in this matter of a terminology especially in the case of village teachers. The syllabus has been drawn up in Hindi and Urdu and will be adopted throughout the province. This will be for ages 6 to 14. More advanced training with apparatus such as wall-bars, vaulting box, balance beams, etc. will be given for elder boys and a few schools have already fitted up their school halls with these apparatus. It is proposed to produce another suggestive syllabus on these lines and train teachers for the more advanced exercises as well. It is felt that a definite advance has been made and results should be good.

The Lucknow Christian College has established a College of Physical Training with a two-year course. The purpose is to train teachers of physical exercises for work in Anglo-vernacular institutions. The certificates in physical training of the college are recognized by the Department and the teachers may be employed in high schools and Intermediate colleges and their pay count for grant on a scale of Rs.40—2—60. The students are well trained, not only in physical training in the strict sense, but also in the running of games and in athletics. They will be useful directors of physical activities in schools. In connexion with the college a summer camp is run in the hills near Naini Tal from the middle of April to the middle of July to which teachers in high schools and colleges are admitted for a one or two-month course in physical training, including swimming, camp craft, life saving, scouting, etc. The Department has given a non-recurring grant to the college for its useful services which are capable of development to meet requirements. The Bharat Seva Mandal, Benares, also gives training in physical exercises concentrating chiefly on the

indigenous system including *lathi*, *lezim*, yogic exercises, etc., but it also teaches along the lines of the modern system and is intending to extend this. It has received latterly a non-recurring grant from Government. It has been of much assistance in training teachers in the Benares circle and has already passed 1,300 teachers through short courses. The needs of girls' schools have not been neglected and two women teachers have been sent to the physical training class for women run by the Y. W. C. A. at Calcutta. It is hoped to send at least one woman teacher every year. On their return they are posted to girls' normal and high schools and will themselves organize classes to train others.

Boy Scouts.

The two associations of boy scouts in the province continued to flourish, viz. the Boy Scouts Association, United Provinces Branch, which is part of the world organization of boy scouts and the Seva Samiti Boy Scouts Association. The strength of the Seva Samiti Boy Scouts including cubs and rovers was 85,398 in March, 1937. Two hundred and thirty-five training camps for scouters were held and 3,470 scouters trained. Several of these camps were meant for rural development and co-operative society workers. Hikes were made to the Pindari Glacier, Badrinath, Kashmir and Pauri, Garhwal. Special attention was paid to first aid and ambulance work. The Jhansi Scouts distinguished themselves by winning all-India and provincial trophies in first aid and ambulance work. The all-India rallies at Allahabad and Agra were attended by 5,275 and 3,400 scouts from the United Provinces. A collection amounting to Rs.5,170 was made for the Bihar earthquake relief fund and officials and scouters rendered assistance. The scouts also took part in a Buy Swadeshi Campaign. Pandit Madan Mohan Malaviya is Chief Scout and Pandit Sri Ram Bajpai, Chief Organizing Commissioner.

The Boy Scouts Association, United Provinces Branch, has made great strides, its number having risen during the quinquennium from 6,792 to 67,200. During 1936-37, 109 training camps were held at which 3,592 scouters and cubmasters were trained. In view of the extension into rural areas, special emphasis was placed on the training of cubmasters. A large rally was held at Lucknow in 1934 to greet Mr. Wilson, the Camp Chief from Gilwel Park, and much enthusiasm was evinced. In 1935 a special Silver Jubilee provincial rally was held at Naini Tal when scouts from every district assembled. A wood badge training camp was held in 1936 in the Naini Tal District by Mr. Thaddeus, Travelling Secretary for India, and another in 1937 by Mr. Stephens, Deputy Camp Chief in Mussoorie. Various social service camps were held for the Ard-Kumb Mela and other melas at Allahabad and at Bamrauli for the England-Australia air race. A large training camp and rally were held at Talibnagar in the Aligarh District at the beginning of 1937 for 400 scouters. His Excellency the Governor, Provincial Chief Scout, visited the camp. The chief event of the quinquennium was, of course, the first All-India Jamboree at Delhi which was attended by 303 scouts from the United Provinces in honour of the visit of the Chief Scout, Lord Baden Powell. In 1933 headquarters were transferred from Lucknow to Allahabad and housed in the Balrampur House kindly given for the purpose at a nominal rent by the Raja of Balrampur. This forms a convenient centre for training camps and rallies and is much appreciated. The *U. P. Scout* the magazine of the association has appeared regularly in English, Urdu and Hindi and is fulfilling a very useful purpose. Much

credit for the expansion of the movement is due to Sir Douglas Young, now Chief Justice of the Punjab, who was greatly responsible for the revival of the movement as Provincial Scout Commissioner and to Mr. Justice Iqbal Ahmad who succeeded him and has carried on the good work with the greatest energy. During the quinquennium six awards for gallantry and merit were given to scouters and scouts by the Chief Scout for India. Government gives an annual grant of Rs.12,000 to each association. Representatives of the United Provinces attended the Jamboree at Godolo in Hungary and also the last in Holland.

Girls guides. The numbers of Guides and Bluebirds in 1936 was 4,335 against 1,793 in 1931. Of these 78 per cent. are in vernacular companies and flocks. There are 44 separate districts against 19 at the end of 1931. Training camps for Guiders are held annually at Naini Tal and several vernacular training camps have been held. The All-India Training Camp was held at Lucknow in January, 1936, followed by a trainers conference, the first ever held in India. In March, 1936, the first Commissioners and Secretaries Conference was held at Government House Lucknow and in February, 1937, a successful Guides Handicrafts Exhibition was also held in Lucknow. Lady Haig became Provincial Commissioner in 1936 and her enthusiasm and sincere interest in the movement has been of the greatest help. The outstanding event of the quinquennium was the visit of the Chief Scout and the Chief Guide to India and the province. Lady Baden Powell, the Chief Guide, visited Lucknow in March, 1937. A provincial rally was held at which nearly 900 guides and bluebirds were present. The province has maintained a permanent trainer for the last seven years. She visits all the districts and arranges training camps from time to time. A very successful training camp for vernacular Guiders was held at the Boy Scouts centre at Allahabad in 1937. Miss Tarapore was Trainer for the last part of the period and did very valuable work and Miss Richards before her. The Bluebird book has been translated into Hindi and Urdu and other translations are contemplated. Government gives an annual grant of Rs.5,000.

Medical inspection of schools.

The scheme for the medical inspection of schools was started in 1931. School health officers were appointed in 13 big cities under the control of the Public Health Department. Before this ten medical officers of schools had been under the control of the Education Department. The scheme is primarily for the inspection of anglo-vernacular students and normal schools and training colleges. In the remaining towns the municipal medical officers of health are *ex officio* school health officers. In the 34 districts of the district health scheme the district medical officers of health perform the duties. In the bigger cities like Lucknow, Cawnpore, etc. inspection of children in municipal primary schools is also carried out but not on the regular scale laid down for anglo-vernacular students. Medical history sheets of 20,000 boys in the bigger centres were filled up in 1936-37 and 15,000 boys in primary schools examined. In the smaller municipalities 8,000 boys were given the detailed examination and 19,000 the ordinary examination. In the districts 6,000 boys were examined in detail and 12,000 ordinarily. The main defects found were poor nutrition which was 17.6 per cent. of the cases examined in the larger urban areas in 1936-37 against 13.9 in 1931. In rural areas it was 17.5 against 19.2 in 1931-32. Defective teeth accounted for 10.4 in urban areas in 1936-37, a decrease of 1.6 per cent. Pyorrhoea was 6.8 in urban against only 1.7 in rural areas. Enlarged tonsils and adenoids were 12 per cent. in urban

against 2 per cent. in rural areas—the latter showing an improvement from 1931-32. Anaemia due to malaria has shown a marked fall in urban areas 7 per cent. to 3·8 and in rural from 7·2 to 3·8. Skin diseases due to dirt have decreased from 9 per cent. to 3·4 in rural areas. This is attributed to propaganda work by the Junior Red Cross. Defective vision was 13·3 in urban areas in 1931-32 and is now 14 per cent. In rural areas it was only 1·3. The number unvaccinated was reduced from 14 per cent. to 4 in urban areas and from 24 per cent. to 7 per cent. in rural areas a great tribute to the work of the school health officers. With regard to treatment the school clinics in the five biggest cities did a remarkable amount of work. Details are given elsewhere under secondary education. The village aid medicine chests provided the best means of giving medical relief or first aid in rural areas. The educational work of the Junior Red Cross is much commended by the Director of Public Health in his report. In 1931-32 the number of groups was 1,049 with 29,000 members including 33 girls. In 1936 it was 4,576 groups with a membership of 100,810 including 6,521 girls—over 90 per cent. of the groups being in rural areas.

One scholarship a year is given to a woman student for foreign study to the value of £216. In addition Government bears the cost of passages, tuition fees and incidental expenses amounting to about £190 more. Three women students were admitted into the Maria Grey Training College, London, and two into the Institute of Education of London University.

Among the more important donations for educational purposes may be mentioned the endowment created by Swami Bhikshanand of Bulandshahr of Rs.25,800 to maintain a Sanskrit pathshala at Bulandshahr, Pandit Sitla Prasad Bajpai, C.I.E., Chief Justice, Jaipur, gave a sum of Rs.27,000 for scholarships for poor Kanyakubja students of the United Provinces. Rai Sahib Pal Chand Rae of Lucknow made a trust of Rs.32,000 for the maintenance of the Hari Chand High School, Lucknow. The Central Hindi Vidyarthi Sahayak Sabha, Benares, placed on trust Rs.53,700 for prizes and scholarships in the Central Hindu High School, Benares. The generous donor of the Gauri Shankar Goenka Charities for Sanskrit studies added a further Rs.35,000 to the original donation of Rs.1,76,500. These generous donations and other smaller gifts are gratefully acknowledged and it is hoped that they will point the way to other benefactors.

The following educational pamphlets or publications have been published by the Department during the quinquennium :

- (1) Studies in agricultural improvements with special reference to the United Provinces.
- (2) Self corrective apparatus in Urdu and Hindi for Teaching Early Steps in Reading, Writing and Number for Use in the Infants class.
- (3) The Teaching of History in vernacular middle schools.
- (4) An inexpensive scheme of handwork and play methods for vernacular primary schools.
- (5) Descriptive list of coins and inscriptions suitable for use in the teaching of history, prepared by the United Provinces Historical Society.
- (6) Experiments in rural schools.

All but 1 and 5 are in the vernacular.

In addition the pamphlet on school and class excursions in primary schools has been revised and published in Urdu and Hindi under the title of Practical Geography for primary schools.

Other publications in the press include "Our Forests" which gives an account of the work of the Forest Department and its value to the province not only commercially, but as a preventive of floods and the other consequences of denudation, and a detailed illustrated syllabus of graded physical exercises, and games. Both are in the vernacular.

Teachers
associations.

There are two associations recognized by Government. One is the Non-Gazetted Educational Officers Association which is confined to assistant masters in Government high and middle schools and members of the district inspecting staff. The Association concerns itself with the professional interests of its members and also discusses subjects of educational bearing including matters of organization and curricula. It publishes a journal *U. P. Education* which deals with questions of educational interest. It holds a conference once a year at some centre in the province and performs very useful functions. It is not as popular as it might be and needs to recruit more than the 50 per cent. of the service its members at present number. The other association known as the United Provinces Secondary Education Association is open to all teachers in aided institutions. It numbers 2,468 members and 142 life members. Its objects are similar to those of the other association and it also publishes a journal *Education* which appears monthly. Annual conferences are held and a variety of educational topics discussed. The association has organized a summer vacation course in mathematics. Properly guided it has the makings of an useful and influential body.

The
Managers'
Association.

This association of managers of aided institutions was started in 1934 to safeguard the interests of institutions and ensure their efficient management. To some extent it is a reply to the organizing of teachers associations and a consequence of the establishment of teachers agreements which give teachers the right of appeal to a board of referees on which the managers are represented. It has possibilities of useful work.

Exhibition.

The Department of Education organized an educational exhibition in connexion with the United Provinces Industrial and Agricultural Exhibition held at Lucknow from December, 1936 to February, 1937. Pandit S. N. Chaturvedi, Inspector of Schools, Fyzabad, was put in special charge of the Education Court. The Education Court was considered by many to be the most attractive and interesting part of the whole exhibition. The entrance was a copy of the eastern gate at Sanchi and a smaller replica of the Asoka pillar in the Allahabad Fort stood near. All forms of educational activity were represented, not only the work done in schools and colleges of every type in India, but examples from schools in England, Europe, and Japan and teaching devices of every kind and for every stage; charts and graphs showing educational progress and conditions all over the world including India, and a remarkable visual representation of education in India through the ages. There was a separate lecture hall where educational films were shown every other evening and demonstrations of dancing, singing, etc. were given by girls from schools in Lucknow and Benares. An Educational Week was also held which included competitions in debating, elocution, anyakshari, baitbazi and dramatics. School teams competed against each other in physical exercises, scouting, kabaddi and volley ball and demonstrations of

lathi and lezim, were given. Over 2,500 boys from anglo-vernacular and vernacular school participated. A grand rally was held on the final day in the stadium which was attended by at least 22,000 boys and girls. It is estimated that about 98,000 ladies and about 3,82,000 men visited the Education Court in all, not counting the conducted parties of students from different institutions. An educational exhibition was also organized in connexion with the golden jubilee of the All-India Muslim Educational Conference held at Aligarh in March, 1937, and the exhibits from the elementary schools in England collected by Mr. R. S. Weir were sent on loan from the Education Court at Lucknow. Certain of the exhibits at Lucknow were also sent to Japan to be shown at the Peace Exhibition at Nagoya.

School activities in first aid have been touched on under the different chapters of this report. The feature of the quinquennium was the approximation of the organization of the St. John Ambulance and Junior Red Cross to each other and their much closer co-operation, and the formation of two Brigade divisions of the St. John Ambulance Brigade Overseas at Allahabad and Bareilly.

St. John
Ambulance.

The Mackenzie Course was as popular as ever and in 1936, 3,107 obtained pass certificates, 709 first re-examination and 255 second re-examination certificates. The number of schools recognized for the course was 870. Cadet divisions exist at 12 institutions and a special grant from the Silver Jubilee fund was allotted for their equipment. The annual provincial competitions were held in 1936 in the presence of Col. J. L. Sleeman, Chief Commissioner of the St. John Ambulance Brigade Overseas. This was the tenth year of the competition for the Mackenzie School Course Shield for anglo-vernacular schools, the third year for the Mustajab Khan Shield for teams for vernacular schools and also for the Trilok Nath Bhargava Shield for girls schools, the seventh competition for the Kanhaiya Lal Bhargava First Aid Challenge Shield, the fourth year for the Cadet Division Shield and the first year for the Brigade Division Shield. In connexion with this meeting the second United Provincial Junior Red Cross competition for the Harrop Jubilee Trophy was also held. Up to the end of 1936 no less than 55,000 had taken the Mackenzie school course in first aid and hygiene.

GENERAL EDUCATIONAL TABLES

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Provincial Table A.—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1937 ..	38A-39A
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General summary of Educational Institutions and Scholars for the official year 1936-37

Area in square miles—106,248				Percentage of scholars to total population (1)			
				Recognized institutions		All institutions	
				1937*	1936†	1937*	1936†
Population—							
Males ..	25,445,006	Males ..	5.36	5.3	5.6	5.52	
Females ..	22,963,757	Females ..	.9	.95	.98	.94	
Total ..	48,408,763	Total ..	3.27	3.22	3.4	3.35	

	Institutions			Scholars			Stages [§] of instruction of scholars entered in column 4
	1937*	1936†	Increase or decrease	1937*	1936†	Increase or decrease	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS							
<i>For Males</i>							
Universities ..	5	5	..	6,606	6,556	-542	(a) 4,716 (b) 1,298
Arts Colleges..	49	43	+6	8,932	8,937	-658	(a) 1,957 (b) 6,322
Professional Colleges.	8	8	..	4,788	4,461	+327	(a) 2,955 (b) 531
High Schools ..	219	218	+1	91,980	88,938	+3,042	(c) 75,541 (d) 18,439.
Middle Schools	891	874	+17	104,874	1,01,102	+3,772	(c) 99,521 (d) 5,353
Primary Schools	18,507	18,571	-64	1,201,577	1,189,204	+12,373	(d) 1,201,577.
Special Schools	665	639	+26	25,528	24,993	+535	
Total ..	20,344	20,358	-14	1,444,285	1,424,191	+18,840	
<i>For Females</i>							
Arts Colleges ..	9	8	+1	379	335	+44	(a) 114 (b) 265
Professional Colleges.	..	..	..	9	10	-1	
High Schools ..	34	33	+1	9,691	8,898	+793	(c) 4,202 (d) 5,489
Middle Schools	322	313	+9	49,357	48,525	+832	(c) 7,209 (d) 42,328
Primary Schools	1,794	1,742	+52	79,306	75,061	+4,245	(d) 79,306
Special Schools	60	60	..	888	924	-36	
Total ..	2,219	2,156	+63	139,630	1,33,753	+5,877	
UNRECOGNIZED INSTITUTIONS							
For Males ..	1,962	1,945	+17	62,538	59,655	+2,883	
For Females ..	119	113	+6	2,716	2,661	+55	
Total ..	2,081	2,058	+23	65,254	62,316	+2,938	
GRAND TOTAL	24,644	24,572	+72	1,649,169	1,620,260	+27,664	

* Year under report.
† Previous year.

§(a) In graduate and post-graduate classes.
(b) In intermediate classes.

(c) In secondary stages.
(d) In primary stages.

GENERAL SUMMARY

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

	Recognized institutions		All institutions	
	1937	1936	1937	1936
Males	1,364,985	1,347,901	1,424,177	1,401,625
Females	218,926	210,043	224,688	215,635
Total	1,583,915	1,557,944	1,649,169	1,620,260

(2) The number does not include 592 scholars reading in the Oriental Departments of the Benares Hindu and Lucknow Universities.

(3) The number does not include 653 scholars of the Benares Sanskrit College.

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

General Summary of expenditure on education for the official year 1936-37

	Total expenditure			Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	1937	1936	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 ..	16,84,114	17,27,849	—43,735	81.2	18.8	..	..	..	..	..	..	..
Universities ..	51,47,712	47,07,590	+4,40,122	49.8	..	23.1	27.1	..	..	..	..	..
Board of Secondary and Intermediate Education.	2,83,752	2,67,367	+16,385	..	..	99.6	..	..	..	..	..	..
Miscellaneous*	64,17,708	60,42,364	+3,75,344	29.8	16.1	24.1	30.0	..	..	..	..	..
Totals ..	1,35,33,286	1,27,45,170	+7,88,116	43.2	10.0	22.3	24.5	..	..	..	..	..
<i>Institutions for males</i>												
Arts colleges including Associated Intermediate colleges.	10,09,856	10,35,697	—25,841	49.2	0.8	41.9	8.1	87 1 0	1 8 1	74 2 0	14 5 7	177 0 8
Professional colleges ..	7,35,675	7,05,564	+30,111	61.5	..	33.3	5.2	494 9 7	..	267 3 3	42 2 3	803 15 1
High schools including Intermediate colleges.	85,86,989	83,10,269	+2,76,720	52.0	1.8	35.6	10.6	46 1 8	1 9 11	30 10 2	9 6 6	87 12 3
Middle schools ..	25,49,831	25,43,700	+6,131	47.3	17.8	24.9	10.0	11 7 11	4 5 6	6 0 10	2 6 6	24 4 9
Primary schools ..	88,01,493	87,31,053	+70,440	66.0	23.1	3.6	2.3	4 13 4	2 0 10	0 4 2	0 2 8	7 5 0
Special schools ..	17,13,692	16,17,453	+66,239	72.5	8.2	2.0	17.3	48 10 5	5 8 2	1 5 5	1 2 7	56 10 3
Total ..	2,33,97,536	2,29,43,736	+4,53,800	38.5	13.8	20 1	7.6	10 3 11	2 6 8	3 8 2	1 5 4	17 8 1
<i>Institutions for females</i>												
Arts colleges ..	29,953	35,054	—5,201	30.0	9.2	24.2	36.6	116 10 5	35 8 4	93 16 9	141 8 6	387 11 0
Professional colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate colleges.	11,74,255	10,83,487	+90,768	47.0	1.5	32.4	19.1	55 5 10	1 11 9	39 3 7	22 11 7	118 15 9
Middle schools ..	12,53,124	12,28,475	+24,649	53.0	17.0	12.8	17.2	13 10 7	5 2 8	3 14 2	5 3 8	27 14 1
Primary schools ..	7,21,047	6,85,267	+35,780	35.7	51.5	2 9	9.9	3 4 0	4 10 10	0 4 2	0 14 4	9 1 4
Special schools ..	2,45,168	2,27,980	+17,188	81.4	..	4.2	14.4	224 12 10	0 0 6	11 7 10	39 12 3	276 0 5
Total ..	34,26,447	32,60,203	+1,66,184	49.1	17.7	17 0	16.2	12 12 10	4 9 6	4 6 7	4 3 9	20 0 8
GRAND TOTAL ..	4,03,57,269	3,89,49,169	+14,08,100	52.6	12.9	20.5	14.0	9 12 10	1 15 4	3 5 10	1 8 0	16 10 0

* Includes expenditure on buildings.

NOTE—The amount of Rs.51,47,712 entered against the side heading "Universities" includes Rs.17,50,160 as miscellaneous expenditure of which Rs.38,700 was met from Government funds, Rs.4,25,568 from fees and Rs.13,15,892 from other sources.

GENERAL TABLE I

Classification of Educational Institutions for the official year 1936-37

	For males						For females					
	Government	District board	Municipal board	Aided	Unaided	Total	Government	District board	Municipal board	Aided	Unaided	Total
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS												
Universities .. ..	..	..	..	5	..	5	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	1	..	..	..	..	1	..	..	..	..	..	..
Colleges—												
Arts and Science* ..	1	..	..	8	..	9	..	..	..	2	..	2
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education	(a) 4	..	..	..	..	4	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	1	..	2	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade colleges.	8	..	..	31	1	40	..	..	..	7	..	7
Total ..	17	..	..	45	1	63	..	..	..	9	..	9

High Schools	48	..	6	160	5	219	1	1	..	31	1	34	
Middle Schools ..	English ..	1	..	4	46	60	111	3	..	6	61	3	73
	Vernacular ..	8	660	32	62	18	780	76	50	38	82	3	249
Primary Schools	15	13,295	829	4,221	147	(b)18,507	9	906	252	608	19	1,794	
Total ..	72	13,955	871	4,489	230	19,617	89	957	296	782	26	2,150	
Special schools—													
Art Schools	1	1	..	..	..	2	..	..	..	..	..	..
Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1	..	..	1	..	2	1	..	..	..	..	1
Normal and Training Schools ..	15	26	8	3	..	52	37	..	2	15	..	54	
Engineering Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	24	6	3	57	1	91	..	..	..	4	..	4
Commercial Schools .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Agricultural Schools	1	..	..	..	1	2	..	..	..	..	..	..
Reformatory Schools	1	..	..	..	..	1	..	..	..	..	..	..
Schools for Defectives .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Schools for Adults	5	16	105	124	36	286	..	..	..	..	..	..
Other Schools	11	6	3	193	14	227	..	..	..	..	1	1
Total ..	59	55	119	380	52	665	38	..	2	19	1	60	
Total {	for Recognized Institutions	148	14,010	990	4,914	283	20,345	127	957	298	810	27	2,219
	Unrecognized Institutions	1	5	1,956	1,962	119	119
GRAND TOTAL, ALL INSTITUTIONS..	148	14,010	991	4,919	2,239	22,307	127	957	298	810	146	2,338	

* Includes one Oriental College maintained by Government.
 (a) The number includes the Prince of Wales' Royal Indian Military College, Dehra Dun.
 (b) The number includes 667 Primary Schools for depressed classes with 27,792 scholars in them.

Distribution of Scholars attending Educational Institutions

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science ..	653	575	214	..	..	..	..	..	..
Law ..	1,236	1,088	214	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	354	340	303	..	..	..	..	..	..
Engineering ..	126	127	127	..	..	..	..	..	..
Agriculture ..	155	135	143	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..
Forestry ..	27	27	27	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	2,561	2,292	814	..	..	..	..	..	..
<i>School and Special Education</i>									
In High Schools ..	21,410	19,281	1,530	..	..	..	2,346	2,145	..
" Middle Schools (English ..	117	105	50	..	..	..	475	420	..
" Middle Schools (Vernacular ..	1,737	1,535	174	78,150	66,760	13,365	4,942	4,418	180
" Primary Schools ..	1,019	792	..	920,612	708,808	507	106,128	82,037	..
Total ..	24,285	21,713	1,754	998,762	775,568	13,872	113,891	89,020	180
In Art Schools ..	274	265	37	70	56	..	..	..	..
" Law Schools ..	..	..	..	..	..	..	..	..	..
" Medical Schools ..	268	247	191	..	..	..	..	..	..
" Normal and Training Schools ..	943	911	942	338	334	338	69	69	43
" Engineering Schools ..	..	..	..	..	..	..	..	..	..
" Technical and Industrial Schools ..	1,581	1,420	332	52	44	5	16	12	..
" Commercial Schools ..	..	..	..	..	..	..	..	..	..
" Agricultural Schools ..	78	56	78	..	..	..	..	..	..
" Reformatory Schools ..	74	70	74	..	..	..	..	..	..
" Schools for Defectives ..	..	..	..	..	..	..	..	..	..
" Schools for Adults ..	110	72	..	570	464	..	2,953	1,943	..
" Other Schools ..	729	640	..	220	180	14	155	113	..
Total ..	4,057	3,685	1,654	1,250	1,078	357	3,193	2,137	43
Totals for Recognized Institutions ..	30,901	27,690	4,222	1,000,012	776,646	19,229	117,084	91,157	223
In Unrecognized Institutions ..	..	..	..	..	..	..	41	41	..
GRAND TOTAL, ALL INSTITUTIONS.	30,901	27,690	4,222	1,000,012	776,646	19,229	117,125	91,198	223

(a) Total number of scholars reading Arts and Science in the Teaching Universities. The number includes 240 students reading Law along with Arts and Science and 592 scholars of the Oriental Departments of the Lucknow and Benares Universities.

(b) Includes 653 scholars of Benares Sanskrit College and 1,957 scholars reading Arts and Science in the degree colleges.

TABLE II A

for males for the official year 1936-37.

Aided			Unaided			Grand total, of—			Number of females included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll	Average attendance	Residents in approved hostels	
10	11	12	13	14	15	16	17	18	19
6,606	5,450	2,935	..	..	..	(a) 6,606	5,450	2,935	(f) 160
1,957	1,695	606	..	..	..	(b) 2,610	2,270	606	14
4,971	4,392	1,381	115	52	52	(c) 6,322	5,532	1,647	40
1,401	1,240	561	171	146	57	1,572	1,388	618	..
504	470	389	..	..	..	504	470	389	3
(d) 139	108	132	..	..	..	493	448	435	29
504	449	499	..	..	..	640	576	620	..
(e) 190	178	176	..	..	..	345	313	319	..
1,207	1,078	409	..	..	..	1,207	1,078	409	..
..
..	..	..	..	..	..	27	27	27	..
..
17,479	15,060	7,083	286	198	199	20,326	17,550	8,011	246
67,029	60,230	6,229	1,195	918	286	91,980	82,574	8,045	272
6,242	5,422	181	5,952	5,156	364	12,786	11,103	595	191
5,541	4,664	835	1,718	1,513	153	92,088	78,890	19,707	81
166,623	133,436	245	7,195	5,755	42	1,201,577	930,823	794	81,353
245,135	203,752	7,490	16,060	13,342	845	1,398,431	1,104,395	29,141	81,897
..	..	..	..	..	..	344	325	37	5
..
79	74	..	..	..	..	347	321	191	..
82	81	60	..	..	..	1,432	1,395	1,383	..
..
2,039	1,755	718	8	6	..	3,696	3,237	1,055	15
18	15	..	..	..	..	18	15	..	..
..	..	..	40	36	..	118	92	78	..
..	..	..	..	..	..	74	70	74	..
19	14	10	..	..	..	19	14	10	..
3,635	2,773	8	868	621	..	8,136	5,873	8	33
9,592	7,711	412	648	484	147	11,344	9,128	573	255
15,464	12,423	1,208	1,564	1,147	147	25,528	20,470	3,409	398
278,378	231,235	15,786	17,910	14,687	1,101	1,444,285	1,141,415	40,561	82,401
94	264	..	62,203	35,392	150	62,538	35,697	150	3,114
278,672	231,499	15,786	80,113	50,079	1,251	1,506,823	1,177,112	40,711	85,665

(c) The number of scholars in the Intermediate classes.

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

(e) Number of students reading Agriculture in the Allahabad University, Agricultural Institute in Allahabad and K.-E. M. Udai Bhan Jat School, Lakhaoti.

(f) The number includes 4 girls reading in the Oriental Department of the Lucknow University.

Distribution of Scholars attending Educational

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science .. }	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education</i>									
In High Schools ..	393	349	26	148	135	..	..	..	..
In Middle Schools ..	387	342	..	..	..	..	942	763	..
{ English ..									
{ Vernacular ..	13,375	10,137	108	4,317	3,281	..	5,723	4,183	..
In Primary schools ..	565	487	1	33,995	25,270	..	22,280	15,246	..
Totals ..	14,720	11,315	135	38,460	28,686	..	28,945	20,197	..
In Medical Schools ..	73	81	70	..	..	..	..	..	..
" Normal and Training Schools.	364	338	203	..	..	..	11	10	..
" Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..
" Commercial Schools ..	..	..	..	..	..	..	..	..	..
" Agricultural Schools ..	..	..	..	..	..	..	..	..	..
" Schools for Adults ..	..	..	..	..	..	..	..	..	..
" Other Schools ..	..	..	..	..	..	..	..	..	..
Totals ..	437	422	273	..	..	..	11	10	..
Total for Recognized Institutions.	15,157	11,737	403	38,460	28,686	..	28,956	20,207	..
In Unrecognized Institutions.	..	..	..	..	..	..	..	..	..
Grand totals, all Institutions for females.	15,157	11,737	403	38,460	28,686	..	28,956	20,207	..
Grand totals, all Institutions for Males and Females.	46,058	39,427	4,630	1,038,472	805,332	19,229	146,081	111,405	223

(a) Graduate and post-graduate students.

(b) Intermediate class students.

TABLE II-B

Institutions for females for the official year 1936-37

Aided			Unaided			Grand total of—			Number of males included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on rolls	Average attendance	Residents in approved hostels	
10	11	12	13	14	15	16	17	18	19
114	106	75	..	..	..	(a) 114	106	75	..
265	239	98	..	..	..	(b) 265	239	98	..
..
9	9	9	..	..	..	9	9	9	..
388	354	182	..	..	..	388	354	182	..
8,968	7,944	2,016	182	187	187	9,691	8,615	2,229	879
8,907	7,262	1,549	201	183	..	10,437	8,550	1,549	778
15,297	11,352	302	208	151	..	38,920	29,109	410	104
21,683	16,670	..	783	577	..	79,306	58,250	1	1,390
54,855	43,228	3,867	1,374	1,098	187	138,354	104,524	4,189	3,151
..	..	..	..	..	..	73	84	70	..
259	258	192	..	..	..	634	606	395	..
137	135	137	..	..	..	137	135	137	4
..
..
..	..	..	44	40	..	44	40	..	..
396	393	329	44	40	..	888	865	602	4
55,639	43,975	4,378	1,418	1,138	187	139,630	105,743	4,973	3,155
..	..	..	2,716	1,644	..	2,716	1,644	..	68
55,639	43,975	4,378	4,134	2,782	187	142,346	107,387	4,973	3,223
334,311	275,474	20,164	84,247	52,861	1,438	1,649,169	1,284,409	45,684	(c) 88,788

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

GENERAL

EXPENDITURE ON EDUCATION FOR
*[Expenditure on buildings includes -Rs.1,00,177 spent by
 ["Miscellaneous" includes the*

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

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	..	..	..	2,82,574	1,178	2,83,752	..	..
Arts Colleges ..	60,090	..	..	..	..	60,090	..	..
Professional Colleges :								
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	1,77,702	..	..	1,34,387	63	3,12,152	..	..
Engineering ..	79,002	..	..	92,428	9,180	1,80,610	..	..
Agriculture ..	1,38,683	..	..	10,245	..	1,48,928	..	..
Commerce ..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..
Forestry ..	35,171	..	..	..	..	35,171	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..
Intermediate Colleges	6,00,936	..	..	1,62,762	5,152	7,68,850	..	..
Totals ..	10,91,584	..	..	6,82,396	15,573	17,89,553	..	..
<i>School Education—General</i>								
High Schools ..	16,73,167	..	..	4,29,191	10,189	21,12,547	..	..
Middle { English ..	12,102	..	..	2,325	38	14,465	..	..
Schools. { Vernacular ..	35,877	..	..	1,275	..	37,142	10,04,505	3,25,353
Primary Schools ..	10,259	..	..	117	..	10,376	52,13,507	16,04,589
Totals ..	17,31,405	..	..	4,32,898	10,227	21,74,530	62,18,012	19,29,942
<i>Special</i>								
Arts Schools ..	52,968	..	..	4,064	..	57,032	..	4,781
Law Schools ..	..	..	..	..	..	..	..	..
Medical Schools ..	1,18,205	..	..	10,067	2,946	1,31,218	..	..
Normal and Training Schools ..	2,48,755	5,243	1,009	..	761	2,55,768	49,471	24,076
Engineering Schools ..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	5,80,213	..	..	1,374	..	5,81,587	1,430	6,071
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	18,711	..	..	..	..	18,711	..	..
Reformatory Schools ..	40,779	..	..	..	..	40,779	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..
Schools for adults ..	309	..	..	..	..	309	..	..
Other schools ..	11,531	..	..	3,737	2,298	17,566	963	845
Totals ..	10,71,462	5,243	1,009	19,242	6,005	11,02,961	51,864	36,865
GRAND TOTAL ..	38,94,451	5,243	1,009	11,34,536	31,805	50,67,044	62,69,876	19,66,07

GENERAL

EXPENDITURE ON EDUCATION FOR

[Expenditure of buildings includes Rs. 1,00,177 spent by

["Miscellaneous" includes the

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

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	25,26,713	..	..	7,64,648	76,191	33,67,552
Board of Secondary and Intermediate Education.	..	..	..	..	..	..
Arts Colleges	4,36,525	,2600	6,002	4,09,766	81,842	9,36,735
Professional Colleges :						
Law .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education	2,000	..	..	2,475	2,400	6,875
Engineering .. .. .	..	..	..	..	..	..
Agriculture	20,000	..	..	5,023	26,916	51,930
Commerce .. .. .	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..
Intermediate Colleges	5,41,737	..	7,535	7,47,869	3,11,974	16,09,165
Totals	35,27,025	2,500	13,537	19,29,781	4,99,323	59,72,276
<i>School Education—General</i>						
High Schools	16,32,307	16,425	55,744	15,78,813	4,78,891	37,62,182
Middle Schools { English	1,40,932	800	8,653	1,19,058	77,079	3,46,552
{ Vernacular	10,501	10,816	1,305	17,850	16,156	56,928
Primary Schools	2,08,848	2,11,571	92,411	24,507	1,51,895	6,89,232
Total	19,92,915	2,39,612	1,58,113	17,40,228	7,24,021	48,54,892
<i>Special</i>						
Arts Schools .. .. .	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..
Medical Schools .. .. .	..	540	140	..	..	680
Normal and Training Schools	2,214	1,091	..	462	739	4,506
Engineering Schools .. .. .	..	..	..	..	..	..
Technical and Industrial Schools	75,768	16,651	19,384	10,522	1,60,560	2,82,883
Commercial Schools .. .. .	..	..	72	..	..	72
Agricultural Schools .. .. .	..	..	..	..	..	..
Reformatory Schools .. .. .	..	..	..	..	..	..
Schools for defectives	960	..	175	392	1,003	2,530
Schools for adults	3,376	2,966	2,896	..	4,649	13,887
Other schools	22,789	17,054	12,807	1,093	98,837	1,52,560
Totals	1,05,085	38,302	35,474	12,469	2,65,788	4,57,118
GRAND TOTAL	56,25,028	2,80,514	2,07,124	36,82,478	14,89,132	112,84,276

(a) Expenditure on unaided Law classes.

TABLE III-A (continued)

MALES FOR THE OFFICIAL YEAR 1936-37
the Public Works Department on educational buildings]
 following main item :

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

			Total expenditure from—					
			Government funds	District funds	Municipal funds	Fees	Other sources	Grand total
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction			2,80,824	.. .. .	.. .. .	.. .. .	.. .. .	2,80,824
Inspection			9,57,439	2,10,149	91,495	.. .. .	46	12,56,129
Buildings etc. .. .			5,01,268	3,34,177	45,483	89,506	10,03,891	19,74,325
Miscellaneous .. .			9,66,795	3,46,714	1,65,174	16,42,933	19,62,049	50,83,668
Total			27,12,329	8,91,940	3,02,152	17,32,439	29,65,980	86,03,940
Recognized unaided institutions								
	Fees	Other sources	Totals					
	25	26	27					
.. .. .	..	..	..	25,26,713	.. .. .	.. .. .	7,64,648	33,67,552
.. .. .	..	..	..	.. .. .	.. .. .	.. .. .	2,82,574	2,83,752
(a) 13,031	..	..	13,031	4,96,615	2,600	6,002	4,22,797	10,09,856
..
.. .. .	..	..	..	1,79,702	.. .. .	.. .. .	1,36,862	3,19,027
.. .. .	..	..	..	79,002	.. .. .	.. .. .	92,428	1,80,610
.. .. .	..	..	..	1,58,683	.. .. .	.. .. .	15,268	2,00,867
..
.. .. .	..	..	..	35,171	.. .. .	.. .. .	.. .. .	35,171
18,005	38,574	56,579	11,42,723	.. .. .	7,535	9,28,636	3,55,700	24,34,594
31,036	38,574	69,610	46,18,608	-2,600	-13,537	26,43,213	5,53,470	78,31,470
50,011	69,794	1,19,805	33,35,850	16,425	1,33,728	21,07,489	5,58,903	61,52,305
1,02,928	1,32,547	2,35,475	1,55,680	800	18,396	2,33,596	2,09,718	6,18,190
1,737	18,580	20,317	10,51,183	3,36,169	1,00,177	4,01,478	42,634	19,31,641
2,149	30,661	32,810	58,12,454	18,16,160	6,53,844	3,17,669	2,01,366	88,01,493
1,56,825	2,51,582	4,08,407	1,03,55,167	21,69,554	9,06,145	30,60,232	10,12,621	1,75,03,719
.. .. .	..	..	52,968	4,781	.. .. .	4,064	3,588	65,401
.. .. .	..	..	1,18,205	540	140	10,067	2,946	1,31,898
.. .. .	..	..	3,02,588	30,410	16,593	462	2,591	3,52,641
..
360	236	596	6,57,409	22,722	21,849	12,406	1,60,874	8,75,260
.. .. .	..	..	.. .. .	.. .. .	72	.. .. .	.. .. .	72
.. .. .	993	993	18,711	.. .. .	.. .. .	.. .. .	993	19,704
.. .. .	..	..	40,779	.. .. .	.. .. .	.. .. .	.. .. .	40,779
.. .. .	..	..	960	.. .. .	175	392	1,003	2,500
.. .. .	1,323	1,328	16,077	3,811	5,762	41	5,977	31,668
.. .. .	15,092	15,092	34,300	18,146	15,751	6,818	1,18,724	1,93,739
360	17,649	18,009	12,41,994	80,410	60,342	34,250	2,96,696	17,13,692
1,88,221	3,07,805	4,96,020	1,89,28,098	31,43,604	12,82,176	74,70,134	48,28,773	3,56,52,780

GENERAL

EXPENDITURE ON EDUCATION FOR FEMALES

[Expenditure on buildings includes nil spent by the

["Miscellaneous" includes the

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

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	..	..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..
<i>School Education—General</i>								
High Schools ..	28,511	..	..	6,735	1,107	36,353	5,076	2,429
Middle English ..	20,033	..	..	3,904	..	23,937	..	..
Schools. } Vernacular	2,73,634	..	..	25,328	111	2,99,073	21,850	23,163
Primary Schools ..	8,166	..	..	652	..	8,818	1,57,937	98,088
Totals ..	3,30,344	..	..	36,619	1,218	3,68,181	1,84,763	1,23,680
<i>Special</i>								
Medical Schools ..	34,130	..	..	..	..	34,130	..	..
Normal and Training Schools.	1,06,599	..	..	1,231	73	1,07,903	..	..
Technical and Industrial Schools.	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..
Totals ..	1,40,729	..	..	1,231	73	1,42,033	..	..
Grand Totals Females	4,71,073	..	..	37,850	1,291	5,10,214	1,84,763	1,23,680
Grand Totals Males ..	38,94,451	5,243	1,009	11,34,536	31,805	50,67,044	32,69,876	19,66,807
Grand Totals for all ..	43,65,524	5,243	1,009	11,72,386	33,096	55,77,258	64,54,639	20,90,487

TABLE III-B

FOR THE OFFICIAL YEAR 1936-37

Public Works Department on educational buildings.]

following main items :

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

Board institutions				Municipal Board institutions					
Municipal funds	Fees	Other sources	Totals	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals*
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
..
..	..	..	7,505	..	..	..	..	..	..
..	..	..	..	12,624	..	30,563	9,825	10,087	57,099
..	29	..	45,042	4,044	..	86,601	2,006	..	92,651
420	140	1,440	2,57,925	33,670	..	2,18,679	281	47	2,52,677
420	169	1,440	3,10,472	50,338	..	3,35,843	6,112	11,034	4,03,327
..
..	..	..	..	2,564	..	28	..	..	2,592
..
..
..
..
..	..	..	..	2,564	..	28	..	..	2,592
420	169	1,440	3,10,472	52,902	..	3,35,871	6,112	11,034	4,05,919
14,675	6,42,387	33,435	89,27,180	4,26,415	..	7,57,216	90,073	610	12,74,314
15,095	6,42,556	34,875	92,37,652	4,79,317	..	10,93,087	96,185	11,644	16,80,223

GENERAL

EXPENDITURE ON EDUCATION FOR

[Expenditure on Buildings includes nil spent by

["Miscellaneous" includes the

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

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education</i>						
Arts Colleges	8,982	..	2,736	7,237	10,898	20,853
Professional Colleges .. ..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..
Intermediate Colleges	1,11,067	..	3,080	73,115	42,067	2,29,329
Totals	1,20,049	..	5,816	80,352	52,965	2,59,182
<i>School Education—General</i>						
High Schools	4,07,601	1,300	10,441	2,84,148	1,54,139	8,57,629
Middle Schools (English	2,21,254	1,244	19,479	1,04,676	1,26,183	4,72,836
{ Vernacular	1,11,646	7,533	45,163	20,629	68,777	2,53,748
Primary Schools	58,067	24,136	29,842	19,170	60,542	3,91,757
Totals	7,98,568	34,213	1,04,925	4,28,623	4,09,641	17,75,970
<i>Special</i>						
Medical Schools .. ..	..	..	..	..	..	..
Normal and Training Schools	55,254	..	..	8,967	20,715	84,936
Technical and Industrial Schools	1,080	..	..	..	5,187	6,267
Commercial Schools .. ..	..	..	..	..	..	..
Agricultural Schools .. ..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	..	..	..	..
Other Schools .. ..	..	..	..	..	..	..
Totals	56,334	..	..	8,967	25,902	91,203
Grand Totals Females	9,74,951	34,213	1,10,741	5,17,942	4,88,508	21,26,355
Grand Totals Males	56,25,028	2,80,514	2,07,124	36,82,478	14,89,132	1,12,84,276
Grand Totals for all	65,99,979	3,14,727	3,17,865	42,00,420	19,77,640	1,34,10,631

(a) The two schools for adults were abolished from August, 1935.

TABLE III-B—(continued)

FEMALES FOR THE OFFICIAL YEAR 1936-37

the Public Works Department on educational buildings]

following main items :

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

			Total expenditure from—					
			Government funds	District funds	Municipal funds	Fees	Other sources	Grand total
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..	..	..	1,22,641	1,417	14,101	..	2	1,38,161
Buildings, etc.	..	..	2,07,279	31,961	25,721	5,297	38,835	3,09,093
Miscellaneous ..	..	..	2,77,281	16,769	69,040	2,37,522	2,30,170	8,30,782
Totals ..	..	..	6,07,201	50,147	1,08,862	2,42,819	2,69,007	12,78,036
Recognized Unaided Institutions								
Fees	Other sources	Totals						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	8,982	..	2,736	7,237	10,898	20,853
..
..
..	..	..	1,11,067	..	3,080	73,115	42,067	2,29,329
..	..	..	1,20,049	..	5,816	80,352	52,965	2,59,182
16,458	26,981	43,439	4,41,188	3,729	10,441	3,07,341	1,82,227	9,44,926
350	7,000	7,350	2,53,911	1,244	50,042	1,12,755	1,44,170	5,62,122
170	3,318	3,488	4,11,174	30,696	1,31,764	48,162	72,206	6,94,002
720	9,150	9,870	2,57,740	1,22,224	2,48,941	20,963	71,179	7,21,017
17,698	46,449	64,147	13,64,013	1,57,893	4,41,188	4,89,221	4,69,782	29,22,097
..	..	..	34,130	..	..	..	..	34,130
..	..	..	1,64,417	..	28	10,198	20,788	1,95,431
..	..	..	1,080	..	..	..	5,187	6,267
..
..
..	9,340	9,340	..	..	..	..	9,340	9,340
..	9,340	9,340	1,99,627	..	28	10,198	35,315	2,46,168
17,698	55,789	73,487	22,90,890	2,08,040	5,56,894	8,22,590	8,27,069	47,04,483
1,88,221	3,07,805	4,96,026	1,89,28,099	31,43,604	12,82,176	74,70,134	48,28,773	3,56,52,786
2,05,919	3,63,594	5,69,513	2,12,18,089	33,51,644	18,38,070	82,92,724	56,55,842	4,03,57,269

GENERAL TABLE

Race or creed of male scholars receiving

		Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans
				Higher castes	Depressed classes	
		1	2	3	4	5
Total population ..		23,416	88,231	21,488,425		3,780,453
<i>School Education</i>						
	Classes					
	Infants	514	1,358	303,129	75,966	92,926
Primary ..	I	280	594	188,007	33,289	43,539
	II	252	428	127,622	16,676	23,622
	III	279	460	98,779	9,592	20,631
	IV	289	431	74,966	4,970	15,460
Middle ..	V	326	410	37,357	2,076	8,070
	VI	269	264	34,501	1,567	6,984
	VII	259	277	33,043	1,416	6,348
	VIII	226	201	10,518	199	2,833
High ..	IX	150	163	10,039	124	2,619
	X	177	153	8,966	71	2,601
Intermediate ..	XI			<i>Vide entries made against</i>		
	XII			<i>Ditto</i>		
Totals ..		3,021	4,739	926,927	145,946	230,633
<i>University and Intermediate Education</i>						
Intermediate classes ..	1st year	38	46	2,780	14	773
	2nd year	45	45	2,907	11	795
Degree classes ..	1st year	9	29	1,768	5	505
	2nd year	9	29	1,879	1	535
	3rd year	..	..	36	..	25
Post-graduate classes ..	1st year	2	17	616	2	190
	2nd year	2	11	486	1	115
Research students ..	..	..	..	100	..	24
Totals ..		105	177	10,552	34	2,962
Number of scholars in recognized institutions..		3,126	4,916	937,479	145,980	233,595
Number of scholars in unrecognized institutions.		..	821	26,806	4,045	27,123
GRAND TOTAL ..		3,126	5,737	964,285	150,025	260,718

IV-A

General Education for the official year 1936-37

Buddhists	Parsis	Sikhs	*Others	Total	Pupils from rural areas	Total number of married pupils.	Number of married pupils of and above the age of 18 years.
6	7	8	9	10	11	12	13
400	563	26,662	36,856	25,445,006	..		
1	16	282	1,828	476,020	353,718	12,382	189
211	9	130	1,131	267,190	205,249	19,556	133
76	3	80	862	174,621	132,355	15,923	143
33	15	116	727	130,632	94,644	15,929	165
23	19	107	674	96,939	66,921	15,946	352
43	17	68	338	48,708	28,880	4,688	213
83	10	64	334	44,076	26,073	5,544	546
63	24	66	308	41,804	24,650	6,338	1,655
2	8	38	224	14,249	4,966	411	337
1	12	37	172	13,317	5,083	678	570
..	6	28	127	12,129	4,244	1,047	905
Intermediate Class, 1st year.							
ditto				2nd year.			
539	139	1,016	6,725	1,319,685	946,783	98,442	5,208
1	3	10	47	(a)3,712	1,231	413	343
..	3	10	48	(b)3,864	1,189	632	546
..	1	1	47	2,365	658	645	639
..	5	6	42	2,506	664	863	850
..	..	..	1	62	3	15	15
..	1	2	14	844	145	257	239
..	..	4	7	606	95	206	192
..	..	..	..	124	2	33	33
1	13	33	206	(c)15,324	(d)4,502	3,064	2,857
540	152	1,049	6,931	1,335,009	951,285	101,506	8,065
18	..	40	639	59,492	30,813	1,840	246
558	152	1,089	7,570	1,394,501	982,098	103,355	8,311

* The column include figures of Jain scholars also.

(a) The number includes 3,086 boys reading in class XI of Intermediate Colleges.

(b) The number includes 3,196 boys reading in class XII of Intermediate Colleges.

(c) The number includes 1,086 Hindus and 151 Muhammadans and 4 others reading in the Benares Sanskrit College and in the Oriental Departments of Lucknow and Benares Hindu Universities.

(d) Includes 515 students of Benares Sanskrit College who reside in rural areas.

Race or creed of female scholars receiving General

		Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammedans
				Higher castes	Depressed classes	
		1	2	3	4	5
Total population	..	11,328	82,031	19,417,161		3,401,474
<i>School Education</i>						
	Classes					
	Infants	554	1,423	91,117	4,837	21,415
Primary	J	251	550	32,218	1,120	4,811
	II	243	515	18,643	519	2,694
	III	279	543	10,896	276	1,131
	IV	261	541	7,088	107	765
Middle	V	250	402	2,960	23	399
	VI	232	372	2,331	13	323
	VII	180	216	1,079	11	148
High	VIII	142	156	711	4	130
	IX	105	85	286	3	67
	X	113	93	261	..	55
Intermediate	XI			<i>Vide entries made against Inter</i>		
	XII			<i>Ditto</i>		
Totals	..	2,610	4,896	167,590	6,913	31,938
<i>University and Intermediate Education</i>						
Intermediate classes	1st year	5	31	135	..	28
	2nd year	2	21	97	..	24
Degree classes.	1st year	6	20	62	..	7
	2nd year	3	23	50	..	6
	3rd year	..	..	..	..	..
Postgraduate classes	1st year	..	8	18	..	2
	2nd year	..	4	17	..	2
Research students	..	..	1	2	..	..
Total	..	16	108	381	..	69
Number of scholars in recognized institutions.	..	2,626	5,004	167,971	6,913	32,007
Number of scholars in unrecognized institutions.	..	..	224	2,640	246	2,499
GRAND TOTAL	..	2,626	5,228	170,611	7,159	34,506

TABLE IV-B

Education for the official year 1936-37

Buddhists	Parsis	Sikhs	*Others	Total	Pupils from rural areas	Total number of married pupils.	Number of married pupils of and above the age of 18 years.
6	7	8	9	10	11	12	13
330	428	19,838	31,107	22,968,757	..	..	..
4	114	204	1,248	120,916	64,648	1,146	158
4	45	45	445	30,489	22,536	649	126
13	26	31	293	22,977	11,701	716	221
18	23	46	199	13,411	4,612	679	224
13	15	40	189	8,969	2,541	522	284
..	11	17	34	4,096	308	224	163
..	12	13	30	3,326	238	257	213
..	8	9	9	1,660	81	107	96
..	7	12	12	1,174	43	85	81
..	2	3	2	553	21	18	16
..	2	2	3	529	16	24	23
mediate class, 1st year.							
ditto 2nd year.							
52	265	422	2,414	217,100	106,745	4,427	1,605
..	..	2	3	(a) 204	2	10	10
..	1	3	..	(b) 148	1	9	9
..	..	1	1	97	..	4	4
..	..	2	..	84	..	6	6
..
..	..	..	1	29	1	4	4
..	..	..	1	24	..	1	1
..	..	..	..	3	..	..	..
..	1	8	6	(c) 593	4	34	34
52	266	430	2,420	217,693	106,749	4,461	1,639
10	..	23	120	5,762	3,317	83	6
62	266	453	2,540	223,455	110,066	4,544	1,645

*This column includes number of Jain scholars also.

(a) The number includes 23 girls reading in the Benares Hindu University.

(b) Ditto 24 ditto.

(c) The number includes 4 girls reading in the Oriental Department of the Lucknow University.

GENERAL TABLE V-A

Race or creed of male scholars receiving Vocational and Special Education
for the official year 1936-37

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans	Buddhists	Parsis *	Sikhs	* Others	Total	Pupils from rural areas	Total number of married pupils	Number of mar- ried pupils of and above the age of 18 years
			Higher castes	Depressed classes									
	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>School Education</i>													
Arts schools ..	..	3	201	22	109	..	..	4	..	339	141	57	45
Law schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical schools ..	..	2	300	..	44	..	..	1	..	347	44	120	120
Normal and Train- ing schools,	..	9	1,038	96	286	..	..	1	2	1,432	1,178	1,106	1,019
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and In- dustrial schools.	56	226	2,228	283	823	..	6	18	45	3,685	1,332	716	631
Commercial schools	1	..	15	1	1	..	..	..	..	18	..	..	..
Agricultural schools	..	2	95	..	21	..	..	..	..	118	36	40	40
Reformatory schools	..	1	34	19	20	..	..	..	..	74	27	22	22
Schools for defec- tives.	..	1	12	..	5	..	..	..	1	19	10	..	..
Schools for adults	..	15	3,462	3,099	1,518	..	..	..	9	8,103	3,340	2,594	1,992
Other schools ..	..	1	8,530	116	2,400	5	..	9	28	11,089	5,695	1,806	862
Totals ..	57	280	15,915	3,636	5,227	5	6	33	85	25,224	11,803	6,461	4,631
<i>University and Inter- mediate Education</i>													
Law ..	..	3	1,286	4	241	..	1	4	33	1,572	532	897	827
Medicine ..	..	4	385	..	105	..	..	1	6	501	106	119	119
Education ..	2	27	281	5	123	..	2	23	1	464	114	204	200
Engineering ..	3	20	553	1	16	..	11	14	22	640	120	78	77
Agriculture ..	3	35	268	2	26	..	5	3	3	345	202	70	66
Commerce ..	..	7	1,091	..	58	..	1	4	46	1,207	256	417	398
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry ..	..	1	14	..	12	..	..	..	..	27	..	9	9
Veterinary Science	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	8	97	3,878	12	581	..	20	49	111	4,756	1,330	1,794	1,696
GRAND TOTAL ..	65	357	19,793	3,648	5,808	5	26	82	196	29,980	13,133	8,255	6,327

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

GENERAL TABLE V-B

*Race or creed of female scholars receiving Vocational and Special Education
for the official year 1936-37*

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadians	Buddhists	Parsis	Sikhs	Others	Total	Pupils from rural areas	Total number of married pupils	Number of mar- ried pupils of and above the age of 14 years
			Higher castes	Depressed classes.									
	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>School Education</i>													
Art schools ..	1	..	4	..	..	..	..	..	..	5	..	..	..
Medical schools ..	..	31	33	1	5	..	..	3	..	73	20	8	8
Normal and Training schools.	36	183	334	7	68	..	3	2	1	634	127	254	243
Technical and Industrial schools.	..	107	40	..	1	..	..	..	..	148	16	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	17	16	..	..	..	..	..	33	15	..	..
Other schools ..	..	20	74	16	176	..	9	..	4	299	184	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	37	341	502	40	250	..	12	5	5	1,192	362	262	251
<i>University and Intermediate Education</i>													
Law ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	2	1	..	..	..	..	..	3	..	..	..
Education ..	..	..	10	26	..	2	..	..	..	38	9	..	9
Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	12	27	..	2	..	..	..	41	9	9	9
GRAND TOTAL ..	37	353	529	40	252	..	12	5	5	1,233	371	271	260

GENERAL TABLE VI-A

Men teachers for the official year 1936-37

CLASS OF INSTITUTIONS	Trained teachers with the following educational qualifications					Untrained teachers				Total, trained teachers	Total, untrained teachers	Grand total of teachers
	A degree	Passed Intermediate, Matric. or School Final	Passed middle school	Passed primary school	Lower qualifications	Possessing degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary schools</i>												
Government ..	..	..	17	7	..	..	..	4	5	24	9	33
Local Board ..	..	1	22,234	3,466	4	..	1	767	2,728	25,705	3,496	29,201
Municipal Board ..	..	9	2,095	332	1	..	11	126	881	2,437	1,018	3,455
Aided ..	2	4	298	37	1	..	8	754	4,636	342	5,398	5,740
Unaided ..	..	1	22	3	..	..	2	22	274	26	298	324
Totals ..	2	15	24,666	3,845	6	..	22	1,673	8,524	28,534	10,219	38,753
<i>Middle Schools</i>												
Government ..	1	6	63	..	..	..	..	..	5	70	5	75
Local Board ..	10	79	3,223	2	1	4	23	27	170	3,315	224	3,539
Municipal Board ..	8	15	225	2	..	4	5	13	27	250	49	299
Aided ..	67	118	235	4	7	28	18	79	211	431	336	767
Unaided ..	55	68	68	2	..	31	40	46	283	193	400	593
Totals ..	141	286	3,814	10	8	67	86	165	696	4,259	1,014	5,273
<i>High Schools</i>												
Government ..	502	377	76	4	64	3	80	10	243	1,023	336	1,359
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	31	25	7	..	3	12	3	10	31	66	56	122
Aided ..	1,130	502	129	12	64	419	261	513	874	1,837	2,067	3,904
Unaided ..	23	14	2	1	2	4	17	5	27	42	53	95
Totals ..	1,686	918	214	17	133	438	361	538	1,175	2,968	2,512	5,480
GRAND TOTALS..	1,829	1,219	28,694	3,872	147	505	469	2,376	10,395	35,761	13,745	49,506

GENERAL TABLE VI-B

Women teachers for the official year 1936-37

	Trained teachers with the following educational qualifications					Untrained teachers				Total, trained teachers	Total, untrained teachers	Grand total of teachers
	A degree	Passed Intermediate, Matric. or School Final	Passed middle school	Passed primary school	Lower qualifications	Possessing degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS												
<i>Primary Schools</i>												
Government ..	..	..	8	3	..	..	..	3	2	11	5	16
Local Board ..	..	..	74	92	6	2	7	155	741	172	905	1,077
Municipal Board ..	..	14	113	21	1	10	1	221	280	149	512	661
Aided ..	1	26	28	9	1	7	..	84	537	65	628	693
Unaided ..	..	..	9	..	..	..	..	2	16	9	18	27
Totals ..	1	40	232	125	8	19	8	465	1,576	406	2,068	2,474
<i>Middle Schools</i>												
Government ..	12	32	270	36	..	..	2	105	70	350	177	527
Local Board ..	..	5	40	21	..	..	3	17	110	66	130	196
Municipal Board ..	4	11	62	10	1	10	..	74	89	88	173	261
Aided ..	40	120	386	48	2	16	22	163	352	596	553	1,149
Unaided ..	..	4	12	..	..	1	..	3	7	16	11	27
Totals ..	56	172	770	115	3	27	27	362	628	1,116	1,044	2,160
<i>High Schools</i>												
Government ..	4	7	9	..	..	..	..	..	1	20	1	21
Local Board ..	2	1	5	..	..	..	..	..	3	8	3	11
Municipal Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	128	191	67	10	1	29	65	33	97	397	224	621
Unaided ..	7	13	..	..	..	..	..	2	2	20	4	24
Totals ..	141	212	81	10	1	29	65	35	103	445	232	677
GRAND TOTALS	198	424	1,083	250	12	75	100	862	2,307	1,967	3,344	5,311

GENERAL TABLE VII
Anglo-Indian and European Education, 1936-37

Total European and Anglo-Indian population.	Male .. 23,416		Female .. 11,323		Percentage to European and Anglo-Indian population of those at school—						
	Total .. 34,744		Males 16.0	Females 27.4	Total 19.1						
	Institutions	Scholars on roll on March, 31	Number of males in institutions for females and vice versa	Number of non-Europeans	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>											
Arts colleges ..	4	97	..	26	51	8	1,23,305	..	1,29,882	75,492	3,28,679
Training colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	9	2,557	55	439	93	16	2,25,761	465	1,48,031	94,829	4,69,086
Middle schools ..	2	178	66	46	8	7	14,393	..	5,201	3,034	22,628
Primary schools ..	1	37	6	11	3	..	4,524	..	7,887	5,199	17,610
Training schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	16	2,869	127	522	155	31	3,67,983	465	2,91,001	1,78,554	8,38,003
<i>Institutions for females</i>											
Arts colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training colleges ..	1	33	..	1	4	..	17,480	..	3,930	..	21,410
High schools ..	15	2,610	549	413	164	44	2,60,161	2,175	2,13,196	1,06,713	5,82,245
Middle schools ..	9	895	262	152	39	13	69,969	2,126	51,338	19,587	1,43,040
Primary schools ..	9	446	203	62	23	8	26,950	..	16,176	18,190	61,316
Training schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	34	3,984	1,014	628	230	65	3,74,580	4,301	2,84,640	1,44,490	8,08,011
Grand totals for institutions.	50	6,853	..	1,150	385	96	7,42,563	4,766	5,75,641	3,23,044	16,46,014
Inspection ..	..	..	..	..	..	..	15,929	..	..	..	15,929
Buildings, etc. ..	..	..	..	..	..	..	33,547	..	5,850	95,859	1,35,256
Miscellaneous ..	..	..	..	..	..	..	1,43,056	..	4,15,541	2,56,338	8,14,935
Expenditure on buildings includes nil spent by the Public Works Department, etc.											
"Miscellaneous" includes the following main items :											
(1) Stipends at the Chelmsford Training College, (2) scholarships, (3) Grant under article 45, (4) poor scholarship grant, (5) poor and deserving girls grant, (6) war orphans grant, (7) boarding house expenses, and (8) examination.											
						Total ..	1,92,532	..	4,21,391	3,52,197	9,66,120
						GRAND TOTAL ..	9,35,095	4,766	9,97,032	6,76,241	26,12,134

* The term "non-Europeans" does not include domiciled Europeans or Anglo-Indians.

GENERAL TABLE VIII

Examination Results for the official year 1936-37

Examinations	Male						Female					
	Number of examinees			Number passed			Number of examinees			Number passed		
	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Degree Examinations, Arts and Science</i>												
D. Litt	1	..	1	1	..	1	..	..	..	..	..	..
Ph. D.	1	..	1	1	..	1	..	..	..	..	..	..
D. Sc.	1	..	1	1	..	1	21	5	26	19	4	23
M.A.	462	96	558	423	80	503	2	1	3	2	1	3
M.Sc.	203	4	207	177	4	181	1	..	1	1	..	1
B. A.—(Honours) ..	79	..	79	57	..	57	1	..	1	1	..	1
B.Sc.—(Honours) ..	49	..	49	33	..	33	1	..	1	1	..	1
B.A.—(Pass)	2,593	263	2,856	1,550	94	1,644	95	40	135	80	26	106
B.Sc.—(Pass)	815	4	819	552	1	553	6	3	9	3	2	5
<i>Law</i>												
Master of Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law ..	1,029	12	1,041	843	8	851	..	..	..	..	..	..
<i>Medicine</i>												
M.D.	1	..	1	..	..	..	..	..	..	..	..	..
M.B. B.S.	79	..	79	42	..	42	..	..	..	..	..	..
L.M.S. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	1	..	1	..	..	..	..	..	..	..	..	..
M.—Obstetrics .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B.Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M.—(Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. O. (Diploma Ophthalmology.)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering</i>												
Master of E. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E. ..	138	..	138	125	..	125	..	..	..	..	..	..
Bachelor of C. E. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	19	..	19	17	..	17	..	..	..	..	..	..
<i>Education</i>												
B. E. B. T. & L. T. ..	162	6	168	159	4	163	17	1	18	17	1	18
<i>Commerce</i>												
Master of Commerce ..	..	..	..	..	2	..	..	..	..	..	..	..
Bachelor of Commerce ..	193	5	198	170	..	172	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture	60	..	60	55	..	55	..	..	..	..	..	..
<i>Intermediate Examinations</i>												
Intermediate in Arts†	3,597	674	4,271	2,340	250	2,590	148	88	236	133	46	179
Intermediate in Science	362	21	383	186	9	195	1	..	1	1	..	1
Licentiate of Civil Engineering.	16	..	16	16	..	16	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	82	18	100	79	3	82	56	8	64	41	3	44
Intermediate or Diploma in Commerce.	408	31	439	275	23	298	..	..	..	..	..	..

* i.e. appearing from a recognized institution

† This includes the number of Science candidates who appeared in the Intermediate Examination held by the Board of High School and Intermediate Education, United Provinces.

GENERAL TABLE VIII—(concluded)
Examination Results for the official year 1936-37—(concluded)

Examinations	Male						Female					
	Number of examinees			Number passed			Number of examinees			Number passed		
	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total	*Public	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Intermediate Examinations—(concluded.)</i>												
Licentiate of Agriculture.	89	..	89	86	..	86	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations</i>												
(a) On completion of High School Course.												
High School School Final, etc.	11,966	2,883	14,849	7,762	1,031	8,793	375	421	796	296	199	495
Cambridge Higher certificate.	5	5	10	1	..	1	5	1	6	5	..	5
Cambridge School certificate.	176	118	294	127	16	143	80	10	90	67	2	69
(b) On completion of Middle School Course.												
Cambridge Junior	202	..	202	166	..	166	121	..	121	97	..	97
Vernacular Upper Middle.	..	..	..	..	..	..	336	378	1,214	260	460	720
Anglo-Vernacular Middle.	..	..	..	..	..	..	868	125	993	667	50	717
Vernacular Middle..	25,905	6,768	32,673	15,991	3,642	19,633	16	27	43	10	12	22
(c) On completion of Primary Course.												
Upper Primary ..	79,672	19	79,691	65,919	17	65,936	5,653	484	6,137	4,030	274	4,304
Lower Primary ..	154,235	743	154,978	128,084	674	128,758	13,333	156	13,489	10,368	107	1,0476
(d) On completion of Vocational Course.												
European Women Teachers.	..	..	..	..	..	..	19	..	19	17	..	17
For Teachers' Certificates.	..	..	..	..	..	..	..	..	..	..	..	..
{ Vernacular, Higher	405	703	1,108	360	312	672	111	33	144	88	26	114
{ Vernacular, Lower	861	736	1,597	608	424	1,032	142	19	161	87	9	96
At Art schools ..	37	..	37	34	..	34	..	..	..	..	..	..
At Law schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical schools	75	..	75	46	..	46	22	..	22	13	..	13
At Engineering schools..	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial schools,	1,317	35	1,352	1,166	26	1,192	..	11	11	..	7	7
At Commercial schools..	..	..	..	..	..	..	..	..	..	..	..	..
At Agricultural schools..	42	..	42	40	..	40	..	..	..	..	..	..
At other schools ..	233	37	270	136	17	153	..	..	..	..	..	..

* i.e. appearing from a recognized institution.

GENERAL TABLE IX

Statistics of educational institutions in rural areas, United Provinces, for the year 1936-37

Types of institutions	Number of institutions and scholars								Expenditure on institutions				Number of teachers			
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total expenditure	In Government schools	In District Board schools	In private schools	Total
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
									Rs.	Rs.	Rs.	Rs.				
I—RECOGNIZED INSTITUTIONS																
<i>For males</i>																
Arts colleges .. ..	..	..	..	..	3	730	3	730	42,591	48	1,49,103	1,91,742	..	..	81	81
High schools	1	286	..	..	13	3,448	14	3,734	1,28,938	9,132	1,55,297	2,93,367	16	..	206	222
Middle schools } English	1	117	..	..	12	1,206	13	1,323	22,088	147	56,767	79,002	11	..	97	108
} Vernacular .. ..	..	..	402	53,174	62	5,379	464	58,553	6,47,997	3,44,932	1,65,585	11,58,514	..	1,992	210	2,202
Primary schools	13	743	12,866	8,71,805	3,437	1,18,510	16,316	991,058	51,33,204	22,43,428	2,39,690	76,16,322	23	26,334	3,663	30,020
Training schools	15	943	25	329	3	82	43	1,354	3,42,291	33,302	10,766	3,86,359	109	1,095	364	1,568
Agricultural schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults	5	110	15	484	104	2,481	124	3,075	3,639	3,038	1,525	8,282	95	14	61	80
Other schools *	6	415	4	65	157	6,231	167	6,711	22,198	17,619	31,990	71,807	10	18	191	219
Total	41	2,614	13,314	925,874	3,791	138,067	17,146	1,066,555	63,50,110	26,51,646	8,10,723	98,12,479	174	29,459	4,873	34,506

GENERAL TABLES

GENERAL TABLE IX—(concluded)

Statistics of educational institutions in rural areas, United Provinces, for the year 1936-37—(concluded)

Types of institutions	Number of institutions and scholars								Expenditure on institutions				Number of teachers			
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total expenditure	In Government schools	In District Boards schools	In private schools	Total
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<i>For females</i>									Rs.	Rs.	Rs.	Rs.				
Arts colleges ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Middle schools. { English ..	..	..	..	..	7	510	7	510	8,920	..	14,933	23,853	..	..	39	39
{ Vernacular ..	2	264	19	1,293	6	298	27	1,855	13,082	10,157	5,955	29,194	6	63	21	90
Primary schools ..	1	16	750	25,650	398	11,278	1,149	36,944	1,58,449	1,22,266	7,311	2,88,026	6	916	405	1,327
Training schools ..	8	58	..	..	2	31	10	89	6,411	..	2,832	9,243	8	..	7	15
Agricultural schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other schools * ..	..	..	..	..	1	38	1	38	720	..	3,279	3,999	..	..	3	3
Total ..	11	338	769	26,943	414	12,155	1,194	39,496	1,87,582	1,32,423	34,310	3,54,315	20	979	475	1,474
Grand total for all recognized institutions.	52	2,952	14,083	952,817	4,205	150,222	18,340	1,105,991	64,37,692	27,84,069	8,45,033	1,00,66,794	194	30,438	5,348	35,980

II—UNRECOGNIZED INSTITUTIONS			
For males	..	1,188	34,588
For females	..	75	1,667
Total		1,263	36,255
GRAND TOTAL for all institutions.		19,603	1,112,246

Explanatory notes :

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

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

Scholars by classes and age

Ages	Primary						Middle			
	A	B	I	II	III	IV	V	VI	VII	VIII
	<i>Infants</i>									
Below 5 ..	2,628		52	2	11	5	..	..	..	..
5 to 6 ..	55,357		2,126	296	132	18	..	..	..	..
6 to 7 ..	162,680		17,564	3,071	2,166	327	23	3	..	..
7 to 8 ..	151,323		55,377	10,911	5,634	1,872	236	31	1	..
8 to 9 ..	98,209		72,596	32,130	9,717	5,168	1,362	247	22	3
9 to 10 ..	56,669		68,808	42,593	19,407	7,525	3,067	1,317	207	24
10 to 11 ..	33,788		46,070	43,211	30,218	14,006	4,773	3,056	1,051	184
11 to 12 ..	18,848		23,497	30,221	30,235	21,288	7,773	5,039	2,501	755
12 to 13 ..	9,662		12,069	18,490	22,411	22,290	9,959	6,810	3,934	1,688
13 to 14 ..	3,870		5,581	8,722	12,952	16,677	9,386	8,613	6,180	2,490
14 to 15 ..	1,647		2,164	4,565	6,590	9,557	7,545	8,113	7,353	2,608
15 to 16 ..	856		987	1,946	2,668	4,137	4,616	6,760	7,517	2,420
16 to 17 ..	479		444	805	1,113	1,761	2,454	3,948	6,553	2,059
17 to 18 :	222		203	318	473	719	928	2,075	4,109	1,507
18 to 19 ..	123		106	193	162	299	424	985	2,199	1,062
19 to 20 ..	108		64	102	75	134	127	436	1,126	404
Over 20 ..	175		88	111	104	185	117	269	607	237
Total ..	596,644		307,794	197,687	144,068	105,968	52,790	47,702	43,400	15,441

TABLE X

(quinquennial) for the official year 1936-37

High		Intermediate		Total	Intermediate		Degree			Post-graduate		Total	Grand total ¹
IX	X	XI	XII		1st year	2nd year	1st year	2nd year	3rd year	1st year	2nd year		
..	..	..	..	2,698	..	..	..	..	..	..	..	..	2,698
..	..	..	..	57,929	..	..	..	..	..	..	..	..	57,929
..	..	..	..	185,834	..	..	..	..	..	..	..	..	185,834
..	..	..	..	225,385	..	..	..	..	..	..	..	..	225,385
..	..	..	..	219,454	..	..	..	..	..	..	..	..	219,454
..	..	..	..	199,615	..	..	..	..	..	..	..	..	199,615
15	..	..	..	176,372	..	..	..	..	..	..	..	..	176,372
129	9	..	..	140,295	..	..	..	..	..	..	..	..	140,295
448	72	1	..	107,834	..	..	..	..	..	..	..	..	107,834
1,358	453	32	5	76,319	8	1	..	..	..	..	..	9	76,328
1,942	890	122	13	53,109	68	10	3	..	..	..	..	81	53,190
2,276	1,601	309	106	36,199	92	54	19	1	..	..	..	166	36,365
2,431	1,952	641	298	24,938	120	121	132	5	..	..	..	378	25,316
2,146	2,076	646	601	16,023	105	124	303	125	6	..	..	663	16,686
1,583	1,816	590	635	10,171	122	128	420	292	6	54	13	1,035	11,205
926	1,605	424	531	6,102	79	128	485	501	11	119	39	1,362	7,464
617	2,137	482	919	6,048	105	243	1,100	1,666	47	731	591	4,483	10,531
13,874	12,610	3,237	3,108	1,544,325	690	809	2,462	2,590	70	904	643	8,177	1,552,421

APPENDICES

PROVINCIAL TABLE A—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1937

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 ..	137,569	92,678	230,947	10,043	3,103	13,146	7.33	3.34	5.69
Saharanpur ..	573,810	470,110	1,043,920	30,946	3,573	34,519	5.21	.76	3.3
Muzaffarnagar ..	489,306	405,356	894,662	24,558	4,072	28,620	5.01	.1	3.19
Meerut ..	871,267	730,651	1,601,918	57,994	7,297	65,291	6.65	.99	4.07
Bulandshahr ..	603,978	532,907	1,136,885	31,570	5,687	37,257	5.22	1.06	3.27
Bijnor ..	443,667	391,802	835,469	23,604	4,226	27,830	5.31	1.07	3.33
Garhwal ..	257,987	275,898	533,885	18,315	648	18,963	7.09	.23	3.55
Total ..	3,377,584	2,899,462	6,276,986	197,030	28,606	225,436	5.83	.97	3.59
Aligarh ..	636,037	535,708	1,171,745	32,225	6,304	38,529	5.06	1.18	3.2
Muttra ..	364,292	303,782	668,074	21,105	3,893	24,998	5.79	1.24	3.74
Agra ..	572,958	475,358	1,048,316	40,793	9,844	50,637	7.11	2.07	4.82
Mainpuri ..	412,600	337,033	749,633	15,375	3,424	18,799	3.72	1.01	2.5
Etah ..	466,414	394,064	860,478	17,502	3,928	21,430	3.75	1.0	2.49
Etawah ..	413,071	332,934	746,005	24,285	5,395	29,680	5.85	1.12	4.0
Farrukhabad ..	480,178	397,214	877,392	23,225	6,192	29,417	4.83	1.55	3.35
Total ..	3,345,550	2,776,093	6,121,643	174,510	38,980	213,490	5.21	1.4	3.48
Bareilly ..	579,860	492,519	1,072,379	27,843	6,051	33,894	4.8	1.23	3.16
Almora ..	292,004	291,298	583,302	24,829	2,714	27,543	8.5	.93	4.72
Budaun ..	546,519	463,661	1,010,180	18,415	4,937	23,352	3.36	1.06	2.31
Moradabad ..	687,850	596,258	1,284,108	37,543	6,361	43,904	5.44	1.06	3.42
Shahjahanpur ..	493,101	412,030	905,131	22,096	3,530	25,626	4.46	.85	2.83
Pilibhit ..	240,790	208,048	448,838	11,298	2,435	13,751	4.69	1.17	3.06
Naini Tal ..	162,337	114,949	277,286	9,547	2,025	11,572	5.88	1.76	4.17
Total ..	3,002,461	2,578,763	5,581,224	151,571	28,071	179,642	5.04	1.08	3.21
Hamirpur ..	257,028	245,661	502,689	14,428	1,979	16,407	5.61	.8	3.26
Jalaun ..	223,336	202,696	426,022	14,295	2,491	16,786	6.4	1.22	3.94
Jhansi ..	357,551	332,862	690,413	20,160	4,348	24,508	5.63	1.3	3.54
Banda ..	322,927	302,844	625,771	19,311	2,490	21,791	5.97	.82	3.48
Cawnpore ..	669,817	542,436	1,212,253	51,738	15,899	67,637	7.72	2.93	5.57
Katehpur ..	361,406	327,383	688,789	19,551	2,177	21,828	5.43	.66	3.14
Allahabad ..	767,405	724,508	1,491,913	67,493	8,062	75,555	8.79	1.11	5.06
Total ..	2,959,460	2,678,390	5,637,850	207,066	37,446	244,512	6.99	1.39	4.33

PROVINCIAL TABLE A—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1937

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
Benares ..	481,047	464,497	945,544	57,891	9,371	67,262	12.03	2.01	7.11
Mirzapur ..	394,465	393,944	788,409	25,138	4,074	29,212	6.37	1.03	3.7
Jaunpur ..	612,908	623,162	1,236,070	45,040	5,285	50,325	7.34	.84	4.07
Ghazipur ..	437,984	414,528	852,512	28,844	4,749	33,593	6.58	1.14	3.94
Ballia ..	469,195	444,100	913,295	42,064	8,299	50,303	8.95	1.86	5.5
Partabgarh ..	441,992	464,241	906,233	29,948	3,306	33,246	6.77	.71	3.66
Azamgarh ..	797,960	773,617	1,571,577	54,937	7,901	62,848	6.88	1.02	3.99
Total ..	3,635,551	3,578,089	7,213,640	283,804	43,985	327,789	7.8	1.22	4.54
Lucknow ..	432,865	354,507	787,372	38,412	5,798	44,210	8.87	1.63	5.61
Unao ..	452,825	402,875	855,700	23,820	2,890	26,510	5.21	.71	3.09
Rai Bareilly ..	493,730	480,337	974,127	23,507	1,920	25,427	4.76	.39	2.61
Sitapur ..	621,993	545,146	1,167,139	30,152	2,828	32,980	4.84	.51	2.82
Hardoi ..	608,391	519,235	1,127,626	25,624	5,247	30,871	4.21	1.01	2.73
Kheri ..	504,665	439,814	944,479	16,064	2,474	18,538	3.18	.56	1.96
Bara Banki ..	554,803	508,976	1,063,779	21,663	1,664	23,329	3.9	.32	2.19
Total ..	3,669,272	3,250,950	6,920,222	179,042	22,821	201,863	4.87	.7	2.91
Fyzabad ..	610,051	594,738	1,204,789	29,057	3,788	32,845	4.76	.63	2.72
Gonda ..	806,532	769,471	1,576,003	27,276	3,140	30,416	3.38	.4	1.92
Bahraich ..	592,716	543,632	1,136,348	20,071	2,111	22,182	3.38	.38	1.95
Sultanpur ..	519,311	531,973	1,051,284	21,600	2,081	23,681	4.15	.39	2.25
Basti ..	1,067,501	1,010,523	2,078,024	47,897	4,728	52,625	4.48	.46	2.53
Gorakhpur ..	1,830,288	1,737,273	3,567,561	85,553	8,935	94,488	4.67	.51	2.64
Total ..	5,426,399	5,187,610	10,614,009	231,454	24,783	256,237	4.26	.47	2.41
GRAND TOTAL ..	25,445,006	22,963,757	48,408,763	1,424,477	224,692	1,649,169	5.59	.97	3.4
GRAND TOTAL FOR 1932,	25,445,006	22,963,757	48,408,763	1,350,977	167,011	1,517,988	5.3	.72	3.13

PROVINCIAL TABLE B—Giving particulars of Vernacular Printing Schools for boys for the year ending March 31, 1937

District	Number of schools							Number of scholars							Expenditure in 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	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Dehra Dun ..	55	14	5	21	..	..	95	943	3,809	77	1,255	..	..	6,084	Rs. 40,920	Rs. 5,281
Saharanpur ..	183	50	18	91	..	..	342	2,784	11,629	249	4,868	..	..	19,330	1,35,501	13,517
Muzaffarnagar ..	150	101	..	62	1	..	314	3,080	11,724	..	1,874	10	49	16,737	1,38,724	6,597
Meerut ..	348	172	51	207	3	4	785	7,463	25,855	592	8,652	72	200	42,834	2,95,875	35,528
Bulandshahr ..	171	75	27	80	..	2	355	3,902	14,369	439	4,515	..	64	23,289	1,37,224	16,400
Bijnor ..	146	81	10	91	..	..	328	3,200	11,777	129	3,438	..	..	18,544	1,28,747	14,724
Garhwal ..	148	188	1	35	..	..	372	3,054	12,299	45	1,071	..	..	16,475	1,33,686	2,169
Total ..	1,201	681	112	587	4	6	2,591	24,426	91,462	1,531	25,479	82	313	143,293	10,08,677	94,214
Aligarh ..	181	142	8	71	4	8	414	3,989	17,085	202	2,997	29	472	24,774	1,76,610	10,587
Muttra ..	165	53	1	31	..	..	249	3,393	13,405	23	1,288	..	..	18,109	1,35,080	5,387
Agra ..	245	100	19	45	..	2	411	4,909	21,736	385	2,286	..	76	30,392	2,13,042	35,643
Mainpuri ..	148	81	3	22	..	..	254	2,818	10,758	124	706	..	..	14,406	1,23,252	2,039
Etah ..	176	49	8	33	3	..	269	1,563	12,697	294	1,084	52	127	15,817	1,20,254	7,933
Etawah ..	198	100	2	53	..	3	356	4,193	15,328	4	1,780	..	78	21,426	1,45,369	6,819
Farrukhabad ..	203	84	2	123	..	..	412	3,948	13,326	35	3,542	..	..	20,851	1,49,047	13,823
Total ..	1,316	608	43	378	7	13	2,365	24,813	104,335	1,110	14,683	81	753	145,775	10,62,654	82,221
Bareilly ..	150	121	10	85	3	21	390	3,087	14,206	141	3,329	80	717	21,560	1,54,582	17,915
Budaun ..	135	132	9	67	..	..	343	2,491	11,591	102	2,138	..	..	16,322	1,17,669	10,768
Almora ..	221	59	4	72	..	..	356	3,699	15,515	34	2,605	..	..	21,853	1,52,818	7,152
Moradabad ..	249	95	17	105	9	12	487	4,043	19,725	301	4,789	128	1,348	30,339	2,12,375	22,738
Shahjahanpur ..	144	199	8	97	..	..	448	3,033	14,392	2	3,104	..	..	20,531	1,37,685	13,524
Pilibhit ..	81	92	7	49	..	..	229	1,636	6,695	92	1,861	..	..	10,284	75,658	8,871
Maini Tal ..	96	65	1	..	..	1	163	1,411	6,522	23	118	..	23	8,102	74,765	267
Total ..	1,076	763	56	475	12	34	2,416	19,405	88,648	695	17,944	208	2,093	128,991	9,25,552	81,235

Hamirpur	..	142	53	4	71	..	..	270	1,973	9,317	278	2,174	..	..	13,742	1,01,259	9,942
Jalaun	..	120	72	3	41	..	9	254	2,043	8,595	99	1,250	269	712	12,848	94,277	3,530
Jhansi	..	153	99	16	44	..	..	312	2,935	11,718	300	2,293	..	..	17,246	1,28,632	17,297
Banda	..	149	122	4	44	..	..	319	3,496	13,468	143	1,370	..	..	18,477	1,31,305	8,070
Cawnpore	..	306	159	13	51	..	2	531	7,562	29,720	359	2,918	38	117	40,714	3,42,536	36,148
Fatehpur	..	158	87	..	59	..	..	254	3,397	13,021	64	2,029	..	..	18,511	1,27,332	6,441
Allahabad	..	338	178	21	191	..	..	728	6,748	35,977	545	7,412	..	..	56,682	3,41,873	25,694
Total	..	1,366	750	61	501	11	9	2,698	28,154	121,816	1,728	19,446	247	829	172,220	12,67,214	1,07,122
Bénares	..	314	59	23	53	..	..	449	8,228	32,658	518	3,406	..	..	44,810	3,27,718	22,161
Mirzapur	..	213	80	3	49	..	1	347	3,525	18,519	63	1,713	10	64	23,894	1,81,284	5,649
Jaunpur	..	315	72	4	121	..	1	513	7,132	29,648	121	4,984	9	38	41,932	2,59,180	11,854
Ghazipur	..	246	29	11	78	..	..	368	5,343	17,504	240	3,564	..	125	26,776	1,95,782	7,563
Ballia	..	323	85	7	65	..	..	487	7,209	29,837	175	3,257	..	..	40,478	2,26,687	8,738
Partabgarh	..	196	36	6	29	..	1	268	5,094	21,660	142	1,755	36	94	28,781	1,90,959	7,152
Azamgarh	..	291	138	110	185	..	..	724	7,612	30,760	114	12,395	..	..	50,881	2,45,969	26,214
Total	..	1,898	499	164	580	3	5	3,149	44,143	180,586	1,373	31,074	55	321	257,552	16,27,579	89,331
Lucknow	..	167	83	7	51	..	3	312	3,948	17,369	75	2,263	40	219	23,914	2,21,940	9,631
Unao	..	168	47	13	65	..	..	293	3,970	14,244	175	3,061	..	..	21,450	1,32,336	10,426
Rae Bareli	..	155	87	..	60	..	..	302	3,894	15,308	..	1,971	..	..	21,173	1,43,141	7,718
Sitapur	..	190	136	9	71	..	..	406	3,851	18,658	186	3,195	..	..	25,890	1,82,758	15,058
Hardoi	..	225	204	5	57	..	..	491	4,198	18,184	148	2,109	..	..	24,639	1,90,697	14,306
Kheri	..	126	51	5	48	..	1	231	2,415	9,191	79	1,787	..	80	13,552	93,396	6,832
Bara Banki	..	170	85	8	40	..	..	303	3,178	14,139	129	1,731	..	..	19,177	1,51,048	6,546
Total	..	1,201	693	47	392	3	2	2,338	25,454	107,093	792	16,114	40	299	149,795	11,15,316	70,517
Fyzabad	..	190	52	10	75	..	..	327	4,100	16,615	140	3,668	..	..	24,523	1,52,374	22,690
Gonda	..	185	106	5	102	..	2	400	3,349	16,760	69	4,610	..	38	24,826	1,56,113	16,425
Bahraich	..	182	116	6	45	..	2	351	2,614	13,321	187	2,099	..	48	18,269	1,39,612	25,129
Sultanpur	..	169	43	9	63	..	..	284	3,801	13,127	349	2,866	..	..	20,143	1,22,216	13,409
Basti	..	320	128	28	235	..	..	711	7,523	26,291	401	9,181	..	..	43,396	2,55,287	23,455
Gorakhpur	..	480	116	16	227	..	1	871	36,351	23,574	776	9,958	44	1,661	72,364	4,04,552	27,097
Total	..	1,526	561	74	747	1	35	2,944	57,738	109,638	1,922	32,382	44	1,747	203,521	1,230,154	1,38,205
GRAND TOTAL	..	9,584	4,555	557	3,660	41	104	18,501	2,24,133	803,626	9,151	1,57,125	787	6,355	1,201,147	82,37,146	6,52,845
Total for the previous quinquennial 1932.	..	9,755	5,601	407	3,875	34	91	19,763	1,85,180	793,985	7,090	1,44,515	789	4,418	1,135,977	81,34,894	7,11,360