

Report on the Progress of Education in the Punjab

FOR THE YEAR

1927-28.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

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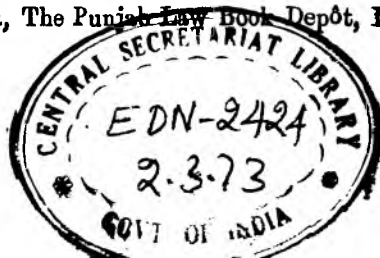
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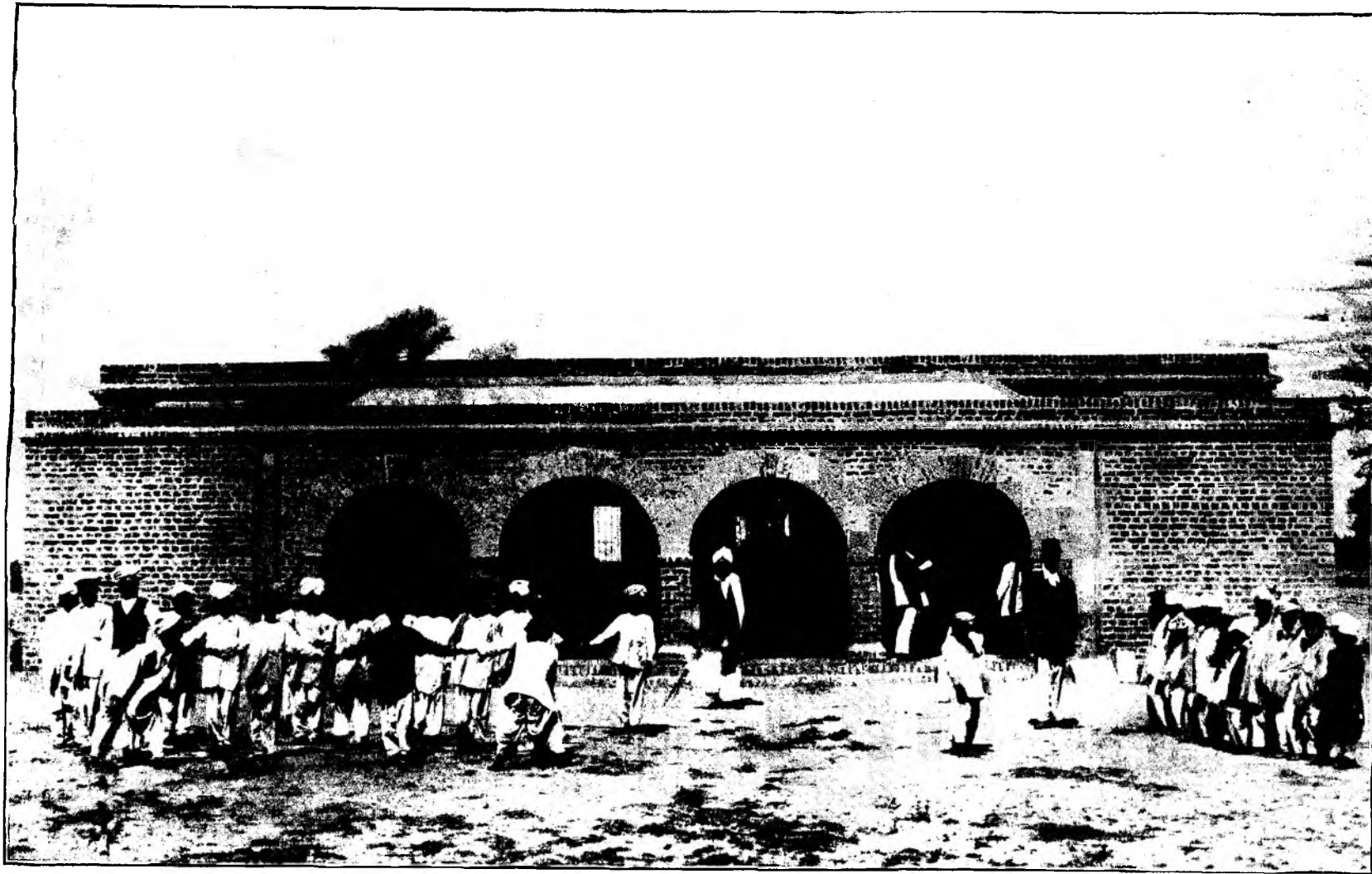
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D. B. VERNACULAR LOWER MIDDLE SCHOOL, GONDLANWALA, GUJRANWALA DISTRICT.

CHAPTER I.

General Summary.

The tables appended to this chapter give the number of schools and scholars and the main items of educational expenditure.

2. The grand totals at the end of the first table—General summary of educational institutions and scholars—show that there was an increase of two hundred and eighty-seven in the number of institutions. A little closer examination of the figures discloses the fact that this increase is confined to institutions for females and unrecognised schools for boys, the recognised schools for the latter recording a fall of two hundred and twenty-six. But this drop need not cause any anxiety, due as it is to the closing down of inefficient schools for adults as a result of the enquiries started towards the concluding months of the year into the working of these schools. Nor is there any reason to be alarmed at the fall of two hundred and eighteen in the number of recognised primary schools for boys, which is more than counterbalanced by an increase of three hundred and thirty-one in the number of lower middle schools - the six-class primary schools of the future. It is indeed these schools that are the pivot of the advance of mass education on the right lines. Their efficacy will be measured not by the swollen number of schools or scholars but by the number of literates they succeed in turning out every year. The six-class lower middle school with its better staff, better equipment and surroundings is a far more effective agency in ensuring a firm grasp of literacy than an ill-housed and ill-staffed primary school at times with a single teacher in charge of its four classes. It is, therefore, a matter for great satisfaction that the boards, their contracting resources notwithstanding, have been able to convert more than three hundred primary schools into schools of the lower middle type and also raise about ninety lower middle to the upper middle grade with the assistance of liberal Government grants. These schools are the backbone of the vernacular system, and their growing popularity, as will be obvious from the descriptions in the relevant chapters of the report, is an index of the solid character of the advance made by mass education in the past few years.

The number
of pupils.

3. A further study of the general summary table reveals certain interesting facts in regard to enrolment. Whereas the number of recognised schools has decreased by two hundred and eighteen and their attendance by 3,658, the total enrolment in the primary stage of instruction shows an increase of 43,689—the gratifying result of the policy of steady and rapid conversion of flourishing primary schools into lower middle schools that has been consistently followed in recent years. The Punjab has believed in this policy of conversion from the very outset, and its faith in the efficacy of lower middle schools as agencies for imparting lasting literacy has strengthened as the years have rolled by. Sir George Anderson's reports of the last four years speak eloquently in the relevant chapters of the great part these institutions have played in the campaign against illiteracy. It is to the vigorous pursuit of this policy that we owe the largely augmented attendance of primary pupils in secondary schools. They now number 377, 383 or 49·2 per cent. of the total number of pupils in the primary stage—a proportion unattained so far by any other Indian province. The far-reaching effects of this beneficent reform have been fully recognised by the Royal Commission on Agriculture who counsel in the following excerpt from their recently published report its extension to the rest of India :—

Although other provinces also have a certain number of primary pupils in middle schools they have not so far initiated a definite policy of converting primary schools into lower middle schools, and the number of primary scholars in these schools is accordingly much fewer than it is in the Punjab as is shown by the following comparison :—

(1926-27).

Province.	Primary pupils in primary schools.	Primary pupils in secondary schools.	Total primary pupils.	Percentage of primary pupils in secondary schools to total primary pupils.
Assam	199,313	25, 87	225,030	11·4
Bengal	1,399,535	187,566	1,587,101	11·8
Bihar and Orissa ...	875,666	45,756	921,422	5·0
Central Provinces and Berar	270,072	46,184	316,256	14·6
Punjab	393,160	330,054	723,214	45·6
United Provinces ..	1,038,452	18,644	1,057,096	1·8

Similar figures for Bombay and Madras are not available as the middle vernacular schools in those provinces are classed as primary schools."

"The reasons which have led to the conversion of primary schools into lower middle schools in the Punjab appear to be convincing and we commend the desirability of adopting a similar procedure to the consideration of other local Governments."

It is customary to give for the purposes of comparison the figures of total enrolment since 1921-22, the year which marks the dawn of the new order of things :—

<i>Year.</i>	<i>Enrolment.</i>	<i>Increase.</i>
1921-22	626,690	...
1922-23	776,978	150,288
1923-24	841,906	64,928
1924-25	919,649	77,743
1925-26	1,062,816	143,167
1926-27	1,182,736	119,920
1927-28	1,248,131	65,395
	Total	621,441

4. The following small table shows the contribution each division has made to the increase which has taken place during the year in the enrolment of recognised institutions :—

<i>Division.</i>	<i>Increase.</i>
Ambala	21,802
Multan	15,416
Jullundur	9,959
Lahore	9,722
Rawalpindi	1,991

This year's advance in numbers does not compare favourably with the increases of previous years as given in one of the foregoing tables. Though at first sight this may appear somewhat disappointing it is fully in keeping with the main objective of the year—consolidation of the unprecedentedly large gains of the new era. The intense activity in the field of expansion cried loudly for a pause and the pause has come not a moment too soon as will be seen from the figures relating to special schools. These schools which in other years have made such substantial contributions to the total roll, record a drop of more than five thousand on account of the closure of a large number of inefficient schools

as a result of the campaign started from headquarters in the latter half of the year with a view to secure their development on sound lines and rid them of evils inseparable from rapid growth.

Turning to the divisions more than a third of the total increase for the year has been contributed by Ambala which with its 21,802 additional pupils easily stands first. Next comes Multan with its 15,416, and Rawalpindi with its 1,991 brings up the rear. Had it not been for the slackening of effort in Rawalpindi due to an unfortunate misinterpretation of the inspector's instructions regarding consolidation the provincial increase for the year would have been much better. Mr. Wilson thus explains the situation created by the over-zeal of his assistants:—

“ Unfortunately it would almost appear as if inspecting officers had misunderstood the above objects of consolidation and had not attached sufficient importance to the maintenance of their roll in their schools. In other words while the number of areas brought under compulsion has been increased and while the number of trained teachers employed has also been increased the roll in primary schools has not been maintained at previous level, nor has there been any marked lessening of the leakage between the first and fourth classes of primary schools.”

Percentage of
population
under instruction.

5. The percentage of pupils under instruction to the total population is now 6·04 as against 5·72 last year. If the figures for boys only are taken into account then the percentage is 9·77 as against 9·32 in 1926-27. Perhaps the statistics for the decade that has elapsed since the initiation of the first systematic scheme for mass education in 1917-18, will give a truer idea of the advance made during the period:—

Year.	Percentage.
1917-18	2·4
1918-19	2·4
1919-20	2·6
1920-21	2·7
1921-22	3·03
1922-23	3·75
1923-24	4·07
1924-25	4·44
1925-26	5·13
1926-27	5·72
1927-28	6·04

The percentage of boys only over the same period is—

<i>Year.</i>					<i>Percentage.</i>
1917-18	...	...	...	...	3.72
1918-19	...	...	...	...	3.78
1919-20	...	...	...	...	4.14
1920-21	...	...	...	...	4.26
1921-22	..	...	...	...	4.77
1922-23	...	..	...	...	6.04
1923-24	...	...	...	...	6.6
1924-25	...	...	...	...	7.28
1925-26	...	...	...	...	8.44
1926-27	..	...	...	...	9.32
1927-28	...	...	...	...	9.77

These steadily improving percentages bear testimony to the unremitting efforts that have been made in the past few years to expand facilities for the education of the masses. Important as these annual increases in the enrolment are, their significance would have been greatly enhanced had the position in regard to literacy been not so depressing as the following figures indicate :—

<i>Year.</i>	<i>Class I.</i>	<i>Class II.</i>	<i>Class III.</i>	<i>Class IV.</i>
1921-22	225,517	91,245	69,280	50,496
1922-23	313,608	99,899	75,402	57,221
1923-24	317,520	108,269	78,871	64,229
1924-25	338,849	121,505	80,450	67,442
1925-26	409,644	140,249	93,490	73,720
1926-27	440,561	178,109	96,132	82,911
1927-28	457,046	203,316	105,812	84,244

6. The most distressing feature of these statistics is the great preponderance of pupils in class I. All through the years that the campaign of expansion has proceeded, the wasteful leakage between standard and standard which these figures

The predominance of class I.

Ameliorative
measures.

show has been engaging the most careful attention of the Department, and the pages of the annual reports are replete with references to the concern with which the question has been studied, its causes analysed and ameliorative measures suggested. The results of the latest enquiry undertaken a few months after the close of the year in compliance with a request from the Education Committee of the Statutory Commission not only confirm the diagnosis but also encourage the hope of the eventual success of the counter-acting measures, *e.g.*, the steady elimination of the one-teacher school, the rapid conversion of primary into lower middle schools, the care bestowed on the proper staffing of schools in rural areas—preferably with men belonging to these areas—rendered possible by the convenient device of attaching training classes to high schools in those localities, and above all the increased emphasis now laid on improved methods of instruction and care of the infants. It would be interesting to quote here from R. S. Ch. Gyan Singh, Inspector, Lahore division, where special efforts are being made for the improvement of teaching in infant schools :—

The Daska
Experiment.

“ If we secure proper interest and effective supervision on the part of local inspecting officers and senior teachers a great deal can be done to reduce this wastage. We are carrying on a very interesting experiment in the normal school at Daska under the personal care of L. Vishnu Das, the headmaster. The school has no practising school of its own, but uses the local district board primary school for this purpose. On its transfer to the control of the headmaster only one out of the four teachers was retained. Under the changed regime each class was divided into sections of twenty scholars, each section being put under a pupil teacher. The members of the normal school class under the guidance of the headmaster checked daily the work of each section. The school soon became very popular so much so that in the course of two months the roll rose from one hundred and thirty-six to one hundred and ninety. The results of the promotion examination applied at the end of the year were highly satisfactory. From the fourth class twenty-six out of twenty-eight boys passed, three of them winning middle school scholarships. The infant class was specially looked after and its teaching conducted on altogether new lines, the method employed being a blend of the kindergarten, look-and-say and project methods. The element of fear was banished altogether from the atmosphere of the school and nothing was left undone to make the class-room as pleasant a place for infants as possible. The result of these improvements was that in about eight months' time the pupils were found quite fit for promotion to the second class ”.

7. Still more important is the success that has attended the plan of model infant departments initiated in central localities of the division to which the inspector refers in another part of his report. Evidence of increasing interest in the teaching and care of infants also comes from Ambala, Jullundur and Multan. Model infant schools.

It is satisfactory to note that the yearly insistence in the provincial reports on the need of measures calculated to secure better teaching and better care of the infants is at last beginning to bear fruit. Already in the Lahore division there is for the first time a decrease in the enrolment of the first class as against an encouraging increase in the higher primary classes, notably in the second ; it is too early as yet for the other classes to be influenced sufficiently by the ameliorative measures adopted only a year ago.

If vigilant care, sympathy and sustained effort on the part of inspectors and teachers succeed in a general improvement of the efficiency of primary schools the waste of money on those who never attain literacy or else acquire literacy of a very evanescent type will soon be a thing of the past. The following excerpt from the Times Educational Supplement, dated the 23rd January, 1928, would seem to support such an expectation :—

“ As Agency Inspector, Mr. H. Dippie, I.E.S., has seen some 2,000 schools in the Orissa Feudatory States, and has reached the conclusion that the root cause of nearly all the weaknesses and failures of the system lies in the neglect of the small boys and girls at the very beginning of their school career ”. Similar experiments elsewhere.

“ Mr. Dippie compares the figures of 1922 with those of 1927 for some 491 schools, and states that as a result of four years' concentrated effort to compel sub-inspectors and teachers to attend to the beginners from the outset, the centre of gravity of the schools has moved markedly forward, and the number of boys receiving instruction in class III has doubled and increased by 78 per cent. in class IV, and what is more important is that as a general rule only four or five years have been taken to do the course as against seven or eight years in the past.”

“ The obvious deduction from these results is that premature withdrawals from school can be checked and its wastage of effort can be prevented in a large measure by improved methods of infant teaching ”.

Regularity of attendance.

8. It would be appropriate to note here that alongside, of the efforts to improve the teaching steps are being taken to ensure more regular attendance. Only in September last a circular was issued to the divisional inspectors drawing their attention to the disparity between the enrolment figures and figures of attendance in the areas under their charge and explanations invited where the difference was more than ten per cent. The figures supplied and the explanations submitted indicate that there is much leeway to make up especially in the Ambala division where the attendance is as low as 74.4 per cent., the variations in the several divisions ranging from 13.6 in Rawalpindi to 25.6 in Ambala. The explanations suggest that the percentage of attendance would have been much better had it not been for the fact that most of the new admissions to the first class take place in the months of October and March. It is hoped that in future local inspecting officers will put forth increased exertion to secure more regular attendance. They must realise that regular attendance is far more important than mere enrolment. As remarked in a previous report, if by better teaching and by more regular attendance the pupils spend only one year in each class, not only would the enrolment be satisfactory but the number of literates turned out each year would be immensely greater.

Compulsion.

9. The most potent remedy, however, for the ills of the elementary school system is the application of compulsion on a wider scale than has been the case heretofore. 'Optional' compulsion through co-operative societies which bind themselves under penalties to keep their children at school for the full primary course has proved of much service in paving the way for legal compulsion, but cannot replace it. This will be apparent from the comments of the Lahore inspector :—

“The co-operative compulsion societies are not reported to be working well except in Amritsar and Gurdaspur districts. It seems that they have had their day and are now generally disappearing, yielding place to compulsion under the Act.”

In the cities of Lahore and Amritsar where compulsion has been enforced for some time, 93 and 94 per cent., respectively, of the boys of school age are reported to be at school. At Lahore about 2,200 notices had to be issued and 34 prosecutions launched. On this point the Lahore inspector's remarks are instructive. “The methods of persuasion so helpful in the past no longer succeed and it is necessary

that steps be taken to enforce the penal provisions of the Act and also to secure some simplification of the existing procedure which is dilatory". The inspectors of Jullundur and Multan, where from 60 to 65 per cent. of the boys are in receipt of instruction of some kind, also press for the further extension of compulsion. It is not so much as increased enrolment that matters, but the certainty that under the system of compulsion boys will stay to the end of the course and thus attain lasting literacy-- a view which receives unequivocal support from the findings of the Royal Commission on Agriculture as recorded in their recently issued report (page 523, paragraph 445) :—

“ We are convinced that the progressive adoption of the compulsory system is the only means by which may be overcome the unwillingness of parents to send their children to school and to keep them there till literacy is attained.”

It is, therefore, pleasing to notice the increase that has taken place in the number of rural and urban areas brought under compulsion during the year. From the details discussed towards the close of the chapter on controlling agencies it will be seen that the rural areas under compulsion have increased from 835 to 1,613 and the urban from forty-seven to fifty-five. Most of the inspectors bear testimony to the great keenness of the people for education. Applications for compulsion continue to pour in, but the boards owing to the increasing financial strain, intensified by the abolition of the haisyat tax in some cases, are reluctant to take action. So the question of future advance is mainly a question of funds.

10. But all these measures for stamping out illiteracy from the land will not fully achieve their end so long as the problem of the education of the adult is awaiting satisfactory solution. Much has been done in the past few years in the matter of opening special schools for adults and in persuading them by means of persistent propaganda to join these schools. But signs were not wanting to show that there was a considerable waning of the enthusiasm which characterised the effort put forth by the teachers and local inspecting officers in the early stages of the experiment. These suspicions were confirmed by the reports of the headquarters staff to which reference has already been made in the opening paragraph of this chapter. The beneficial effects of this campaign are beginning to be seen not

Adult education.

only in improved organisation but also in the outlook of those engaged in the task. Bogus schools are disappearing, methods of teaching improving, and new avenues are being explored to make the adult's stay at school as profitable to him as possible. The number and strength of these schools have, as a result of the scrutiny just alluded to, somewhat diminished, but there is an encouraging increase in the number of literacy certificates issued to adults on the successful completion of the course. Lala Sukh Dyal, the officiating Muftan inspector, describes the present position thus :—

“ The main problem of the adult school continues to be the attainment of regular attendance. Efforts have been made to remove the obstacles in the way and with some success, through the missionary spirit and sympathetic attitude of the teachers in charge, through talks and lectures delivered by departmental officers and those of other beneficent departments on the value and need of education and by arranging hours of work more suitable to the adult. Steps have also been taken to make instruction interesting and more appealing to the adult mind by the recital of stories and popular songs and by occasional poetic contests, and last but not least by associating the pupils with schoolmasters and children in games like foot-ball, volley-ball and hockey.”

Village
libraries.

11. Another important agency of recent growth which is expected to help in the spread of literacy in the countryside is the establishment of village libraries. The movement is steadily gaining in strength and influence. The Lahore inspector's report below is typical of other divisions also :—

“ There are altogether 581 village libraries in the whole division of which 120 are attached to primary schools. During the year under report as many as 131,818 persons are reported to have taken advantage of these libraries. The teachers in charge of village libraries read out interesting items from papers and pamphlets to people and also talk to them on subjects of importance.”

K. B. S. Maqbul Shah, Inspector of Vernacular Education, furnishes further interesting particulars about these libraries :—

“ The Rural Community Board pays the librarians' allowances at the rate of Rs. 40 per annum in a full middle school and Rs. 30 per annum in a lower middle school in over 1,700 village libraries which have been opened by the district boards for the use of school boys and literate adults. Government contributes Rs. 50 and Rs. 35 respectively per annum towards each type of library.



GOVERNMENT INTERMEDIATE COLLEGE, LUDHIANA (MAIN ENTRANCE GATEWAY).

In addition to this any expenditure in excess of these amounts is deemed as approved expenditure for the purpose of educational grants made to local bodies. The Rural Community Board supplies *gratis* pamphlets on agriculture, co-operation, public health, hygiene, forestry, canals, village industries, natural history and so forth, issued by the departments concerned."

This is all very good, but as the Lahore inspector observes in his report there does not seem to be sufficient supply of literature that may interest more the general reader. The remarks made last year by Mr. E. M. Jenkins, Deputy Commissioner, Hoshiarpur, on this subject will bear repetition :—

"It would be good if literature could be supplied to the libraries such as is likely to interest men who have been working in the fields all the day. The literature that I have myself seen (Red Cross tracts, etc.), is very well in its way but would hardly tempt me to literacy even on a desert island."

It is obvious that there should be more books dealing with travel and life in other lands and good works of fiction.

II.—Other recent developments.

12. Previous reports deal at length with the efforts made in recent years to equate the balance between rich and poor, urban and rural. Much has been achieved in this regard by the uninterrupted pursuit of the policy of basing government grants to district boards on their needs rather than their resources; the provision of local teachers by the institution of training units in connection with high schools in remote places *e.g.*, Kot Adu (Muzaffargarh), Launsa (Dera Ghazi Khan), Pasrur (Sialkot) and Dharmsala (Kangra); and by admitting men from backward areas on special terms to the Central Training College at Lahore for anglo-vernacular training. Nor in any way less striking are the benefits that have been conferred on the countryside by the unimpeded progress of the scheme of provincialisation of schools. These schools have not only been the means of providing good anglo-vernacular education in a free healthy atmosphere untainted by narrow sectarian influences, but also of furnishing rallying points in the campaign of rural uplift.

13. Mention must also be made of the steady growth of the intermediate colleges, the outcome of the recommendations of the Sadler Commission. There are now ten such institutions maintained by government, scattered over distant parts of the province. These are yet too young to develop an individuality

Measures for rural advancement.

Provincialisation of schools.

Intermediate Colleges.

of their own, but it is pleasing to note that some of them have begun to influence the general culture and welfare not only of their pupils but also of their neighbourhood. There are already unmistakable signs of a strong desire at least in some of these colleges to develop into institutions for the people of the Ilaga. Teams are sent out into the villages to play matches and arouse an interest in games amongst the zamindars, and dramatic performances given to which the outside public has been invited. This aspect of the activities of these colleges was specially emphasised in the terms of reference of the committee appointed during the year to inspect them, review the present position and submit for the consideration of government proposals for improving their efficiency and general usefulness. The committee finished its labours and submitted its report after the conclusion of the year; thus the interesting problems discussed and suggestions made would, more appropriately, be treated in next year's record.

The new
physical supervisors.

14. A further impetus has been given to the development of a desire for games and healthful recreation among the people, rural as well as urban, by the new type of physical training supervisors of whom some forty have been sent out from the Central Training College since the opening of the class there in 1926-27. For the present they have been posted to intermediate colleges and training institutions though ultimately the intention is to provide each district at least with one such supervisor. Already requests for their services in the organisation of games in rural areas have begun to be received from the civil authorities of some districts. The duties of these men, apart from their work in the institutions to which they have been assigned, include the training of existing drill instructors and village teachers by holding refresher courses and the organisation of games in their neighbourhood. Great pains were taken in the selection of these men at the time of the formation of the class, admission being generally limited under the orders of the department to men possessing B. T. or S. A. V. qualifications. Their training during the course was carried on under rigid military conditions. Some idea of the nature of the course will be formed when it is remembered that besides first aid, scouting and Red Cross work and general social service, every opportunity was given to the men to assimilate the organisation of games, sports, tournaments and general play methods. Practical training in handling large numbers for the purposes of games was afforded them in the organisation of physical training for boys of the local municipal schools. Some two thousand children took part twice a week in the games and other exercises



CENTRAL TRAINING COLLEGE LAHORE PHYSICAL TRAINING CLASS DANCING STEPS 1927-28

provided in the prescribed syllabus. In addition to this, they gave displays at Gakhar and Gurgaon on the occasion of the refresher courses. They also visited Bombay for the All-India Boy Scout Rally where they are reported to have made a very good impression. These displays culminated in the great physical training exhibition in Lahore to which reference is also made in another chapter of this report. About three thousand school boys participated in it, and the demonstration was, in the opinion of competent judges, a credit both to the class and its indefatigable instructor, Captain Hogg, to whose devoted services physical training in the province owes so much.

15. Equally interesting developments are taking place in the training of the general teacher especially the type intended for work in rural areas. A reform of considerable importance to which reference is made in the appropriate chapter of this report is the increased care now taken in the staffing of normal schools and classes. An experiment fraught with great potentialities has been launched in the establishment of a two-years' course for senior vernacular candidates. The value of such a course in affording facilities for adequate training in the activities which will fit these men eventually for leadership in the countryside—activities that have come in the wake of the 'New Learning'—can hardly be over-rated.

The new type
of village
teacher.

In the case of the ordinary junior and senior vernacular one-year classes experiments on a larger scale are being made with new methods such as the project method, and great emphasis has been laid on bringing the work of these schools into intimate relationship with rural life and conditions. Some idea of these developments may be gathered from the paragraph on community work and propaganda in the chapter on training institutions. Young men from these institutions have, under the guidance of their staff, not only lectured on sanitation, co-operation and other topics pertaining to rural reconstruction but also actually swept village streets and cleaned the drains. Service, such as this, is bound to kindle in the breast of villagers a genuine desire for clean and tidy surroundings and happy, healthy homes. This will be evident from the following excerpt from Messrs. Sanderson and Parkinson's "Rural Education in England and the Punjab", describing the transformation wrought in the countryside by the steady propaganda work carried on by devoted bands of workers in one area :—

"Seven years ago the tahsil was one of the most backward in the Punjab, neighbouring tahsils despised it... . To-day the two hundred and twenty-eight villages of this tahsil are all clean, it is probably the cleanest tahsil in Asia. Eight thousand

five hundred pits have been dug for village refuse, and the making of dung cakes has been greatly reduced; hence the soil has been enriched. There are only 36 schools in the tahsil but out of every three children attending boys' schools, one is a girl. The people of the tahsil have voluntarily subscribed more than half a lakh of rupees to establish a high school and a scholarship fund. In addition to this they subscribe regularly to the district scout association and to all other district institutions for the betterment of the people. There are banks in eighty-six villages and one hundred and fifty applications for more banks are awaiting consideration In agricultural progress also a beginning has been made . . . The improvement in village sanitation has meant that vast quantities of manure have been put into the fields".

The anglo-vernacular teacher.

16. The improvement of the anglo-vernacular teacher also is keeping pace with that of his vernacular compeer, as will be apparent from the portion of training institutions' chapter dealing with the bachelor of teaching and senior anglo-vernacular training at the Central Training College, and the junior anglo-vernacular in some of the colleges in Lahore and in the mofussil. Apart from the steady advance in the quality of the recruit and the methods of teaching pursued, much is being done to equip the anglo-vernacular teacher for his work, whether in the field of higher grade teaching, inspection, or supervision and control of games. The geography and science associations are proving instrumental in bringing the work of the college into direct touch with those interested in these studies in and outside Lahore. Very good results are expected from this newly established contact. There is evidence in the detailed notes on the work of these associations supplied by the college authorities of the stirrings of a new spirit of inquiry and research which will lift the teaching of these subjects out of the mere bookishness which has hitherto been their bane. Another hopeful feature is the increasing popularity of the magic lantern and photography classes which among other things impart instruction in the handling of magic lanterns and the preparation of slides. The success of the first-aid and scouting classes also is noteworthy in view of expanding notions of the teacher's duties in the class room and to the people at large.

The payment of the teacher.

17. It is pertinent here to examine the important question of the emoluments of the teacher—vernacular as well as anglo-vernacular. As regards the anglo-vernacular teacher his lot of late has been sensibly improved by the scheme of provincialisation and by the recent decision to increase progressively the proportion of headmasterships in the provincial educational service and in the higher grades of the subordinate educational service. Of the benefits that have come in the train of provin-

cialisation the most noteworthy is the security of tenure which Government service affords. How much this is valued will be apparent from the eagerness with which men already in board and private employ seek service in the provincialised schools. Repercussions of these salutary measures are beginning to be felt in schools managed by private bodies as will be seen from the deliberations of the newly organised non-Government schools association. Mention should also be made in this connection of the recent insistence by the department on school authorities instituting provident funds for the benefit of their teaching staffs.

The inspector, Lahore division speaks of the inadequacy of the pay and prospects of junior vernacular teachers and suggests that the starting salary should not be less than Rs. 30 per mensem, the wage that an ordinary unskilled labourer can easily earn. While admitting that there is need for improvement in the present payment of the village teacher it is only fair to add that our rates do not compare unfavourably with those current in other parts of India. It should also be remembered that of late the increasing number of allowances, such as those for the teaching of adults, the charge of the rural library, the cattle-pound and the post office, has afforded appreciable relief to this most useful class of public servants.

18. Reference must also be made in this connection to the growing popularity of the thrift societies started some years ago with the special object to create and foster a desire for saving. It was in the Lahore division that the movement was initiated, and it is pleasing to note from the latest report from that division that such societies there now number 223 with a membership of 3,316, their total contributions upto date amounting to Rs. 68,755. The Jullundur division has 183 societies and Rs. 85,961 to their credit. Equally encouraging reports come from Multan and Rawalpindi. In the division last named in some places even the students have joined these societies. In Ambala, however, owing to a somewhat belated start the movement has not spread so widely though there too Hissar has progressed remarkably through the keenness of the local inspector of the Co-operative Department. There is no doubt that these societies are proving a source of great benefit to the teachers. A little more propaganda on the part of the officers of the Co-operative Department and personal interest on that of our district inspectors would help greatly in the further expansion of this beneficent movement.

19. These new phases of educational advance which have helped so much to break down the isolation of the village school

and develop it into a village institution teaching villagers new ideas and new ideals of life would not have come into being without the hearty co-operation of the Departments of Health, Agriculture and Co-operative Credit. This co-operation, which had its beginnings in the chance friendships of individual officers, has seen remarkable developments in the past few years, the most noteworthy being the constitution of the Rural Community Board under the presidency of the Honourable Minister for Education with branches at the headquarters of each district. The vital importance of this organisation and its activities will be apparent from the value attached to co-operation as a force in the work of rural reconstruction in the following extract from His Excellency Lord Irwin's speech delivered at the opening of the Agricultural Conference :—

“ The Agricultural Commission recognised that the conditions of rural life have to be viewed and studied as a whole, that there is an organic affinity between rural education, rural sanitation and rural economics, that material prosperity will not by itself complete a ryot's happiness ; indeed such prosperity can only be achieved if education widens his horizon, if improved sanitation makes his life longer, if his environment is so improved as to send him with a cheerful mind, a quickened interest and a zest for work for his daily task in the field.

The problem of agricultural improvement is identical with the problem of rural reconstruction. The amelioration of the agriculturists' lot cannot be effected without co-ordinating activity in several fields of administration besides agriculture proper, particularly in the fields of education and public health.”

The truth of this weighty pronouncement is fully borne out by the record of the achievements of the Rural Community Board in the short space that it has been in existence. Reference has already been made in an earlier paragraph of the service it has rendered to village school libraries and to the uplift work in Gurgaon. The following extract from the report of the Inspector of Vernacular Education gives a fuller account of its ramifications in rural Punjab :—

“ Apart from the free supply to the libraries of up-to-date literature on agriculture, co-operation, public health and so forth, the Rural Community Board has purchased a cinema lorry and suitable films. The cinema lorry tours in the province. It has already traversed more than half the Punjab and everywhere its shows have been very successful, thousands of men and women gathering to see them. Each district council has been supplied with at least four magic lanterns and the touring officers and other members have given talks and lectures to the people as

they go about in the countryside. On the occasion of melas, cattle shows, horse shows and other rural gatherings, special arrangements are made for cinema and lantern demonstrations, competitions in village games and the like; while parties of school boys singing uplift songs add greatly to the attractions of these functions. The Amritsar council has provided a cinema lorry of its own to which a gentleman of the Naqa has made a substantial donation. In many districts, e.g., Dera Ghazi Khan, Sialkot, Gurgaon and Ferozepore uplift work is carried on in selected villages, zails etc., where pucca sanitary wells have been constructed, pucca drains built, manure heaps removed and sweepers engaged. Vaccination, inoculation and other anti-sepidemic measures are growing very popular. The staff and students of the normal schools have participated whole-heartedly in the work of uplift in the neighbouring villages, specially in the field of health and sanitation, and the librarians have instructions to do all that is possible to encourage reading among the literate and to read out to the illiterate passages from useful books and pamphlets."

20. The contribution of the North-Western Railway demonstration train to this campaign of uplift also deserves notice. Reports from all quarters testify to the unbounded enthusiasm which greets it at the places it visits. The variety and novelty of the exhibits and the courtesy, capacity and patience of those in charge of them and their lucid talks appeal very much to keen, interested crowds of men and women that pour in from all quarters. The scouting displays of students, the songs of parties of school children, and the dramatic performances arranged by the local officers of the education department with the help of senior students lend their own charm to the proceedings.

21. Not less encouraging are the accounts of the expanding activities of the Red Cross societies notably in the Lahore and Jullundur divisions. Their value lies in the training they afford to youngsters in social service and in developing a spirit of general helpfulness. It is, therefore, pleasing to note the rate at which they are spreading. In the Lahore division alone there are three hundred and one such societies with a membership of more than seventeen thousand. Their total receipts were nearly ten thousand rupees, half of which was spent in providing clothes and scholarships to needy students and in the relief of the suffering poor and on propaganda work. The inspector also refers to the great assistance rendered at fairs, railway stations and at the hospitals. In this connection special mention is made of the great work the society attached to the Government high school, Amritsar, is doing under the guidance

Red Cross
Societies.

of Mr. Bhanot, the headmaster, and his wife. The following quotation from R. S. Ch. Gyan Singh's report shows how useful and varied is the programme followed:--

"The society arranged magic lantern lectures for purdah ladies and held public meetings in order to spread a knowledge of hygiene amongst the people. It also started first-aid classes for boys, girls and women. The examination was conducted by the St. John Ambulance Association. Twenty-nine boys, nineteen ladies, and twenty-four girls obtained certificates in first-aid, fifteen girls were successful in hygiene, and nineteen ladies in home nursing and hygiene. Arrangements were also made to impart instruction to necessitous women in useful occupations."

Scouting.

22. It is perhaps not too much to say that the success of the Red Cross and other allied activities is to a considerable extent due to the recent development of scouting and the scout spirit which has given to the young a consciousness of their own. The relevant paragraphs in the chapter on secondary education in this report refer to the share of this great movement in brightening the lives of the boys by creating interests at once useful and pleasurable, and in training their character. The question for the future, as remarked elsewhere is not so much of expansion as of consolidation. The success so far achieved has been very marked indeed, thanks to the untiring zeal and enthusiasm of Captain Hogg. The proportions that the movement has attained in the past few years, however, may make it desirable to call a halt until arrangements are made for an adequate supervising agency which can tour widely, organise camps and keep scout masters and their troops fully up to the standard.

The education of girls.

23. We have so far confined our attention to those phases of advance which mainly concern the education of boys and the male adult. The past twelve months, however, have witnessed gratifying progress in several important directions in the field of female education also. The figures discussed in the opening page of the appropriate chapter are very encouraging. Not only has the total roll risen by 13·6 per cent., but also the attendance in the high stage and colleges which shows a considerably higher percentage of increase, viz., 19·6 and 20·8, respectively. Another important feature of the statistics of the year is the presence of 10,333 girls in boys' schools for Indians as compared with 3,845 in 1924-25. That the number of such girls should have more than doubled in the course of three years is of good augury for the future of co-education. The Government Resolution on the education of girls and women issued at the close of the year under report rightly stresses the importance of

The Government Resolution.



co-education as an agency for the spread of elementary education in rural areas. If people are taking to it more and more in conservative Mianwali in the west with its preponderating Muhammadan population and Gurgaon in the east, which is predominantly Hindu there is no reason why it should not be tried more widely and on a larger scale than has been the case hitherto.

24. The Government Resolution to which reference has just been made is an important landmark in the history of girls' education in this province. It is the first systematic attempt to tackle this baffling problem. The study of the present position reveals many distressing features, *e.g.*, the small percentage of girls of school-age under instruction; the wastage resulting from a large proportion of them giving up their studies before attaining even a semblance of literacy; the apathy of the rural public accentuated by the ungenerous attitude of the boards as seen in the refusal of grants and irregular and inadequate payment of teachers; the scarcity of women teachers and their unwillingness for work in the countryside with its lack of suitable residences and its uncongenial environment. There is, however, a silver lining to the cloud. There are unmistakable signs in large towns all over the province of a greater realisation on the part of people of the great need for female education. This is borne out by the remarkable success of the Government high schools opened in recent years in places like Multan, Lyallpur, Rawalpindi, Sialkot and Jullundur—nearly a dozen in all. And this feeling is gathering fresh strength from the increasing consciousness of the women themselves as indicated by the keenness and interest aroused by their conferences held from time to time in the Punjab and elsewhere. In view of these favouring circumstances it has been felt that the most fruitful line of advance lies in the sphere of secondary education. The Resolution, therefore, fittingly urges the opening of more high schools as rapidly as funds permit. The programme also contemplates the establishment of vernacular middle schools in the countryside with classes to train teachers for service in primary schools in their neighbourhood. Surveys for suggesting suitable localities are afoot and three places have already been proposed for the institution of such vernacular middle schools. It is hoped that in course of time as this scheme develops it will prove of immense help in providing efficient teachers whose inadequate supply at present stands in the way of progress.

The Resolution also invites the continued co-operation and assistance of philanthropic and missionary bodies to whose

labours the cause of female education in this province owes so much. To save schools under private management from the uncertainties and delays of the mode of payment some of the boards have adopted it is under consideration whether grants to the secondary departments should not be paid from provincial revenues. If this proposal is accepted it will not only give a fresh impetus to private endeavour, but also help the boards to improve their attitude towards primary schools by being thus relieved of their commitments in this behalf.

25. A more detailed discussion of this important Resolution would naturally fall within the purview of the next year's report, but even this brief notice will not be complete without reference to the insistence the Resolution puts on the imperative necessity of bringing the education of girls into intimate relation with their homes and surroundings and of so planning the courses as to link them with training in occupations which may fit them for their future life. Mention must also be made in this connection of the pioneering efforts of the Red Cross Society under the vitalising guidance of Mr. and Mrs. King in Gujrat. Some idea of these activities will be gathered from Mrs. King's report :—

“ The Red Cross Society has for three years tried to arrange some form of education for adult women. We started with a weekly purdah club. To this were added later badminton and games, a good library and lectures on home nursing.”

Then follows an interesting account of courses in a variety of subjects for the benefit of young ladies of the town and for teachers from schools in the countryside. Encouraging reports of similar classes which were attended by inspectresses and teachers in the Lady Maclagan High School and the Punjab School of Health, Lahore, have been received from Misses Simon and Howe. The thanks of the Department are due to these ladies and to Mrs. Sanderson for the systematic efforts made by them in stimulating the interest of teachers and others in domestic science, home nursing, the care of children and other kindred subjects. Excursions to the city also formed part of the course. Their importance as a means of connecting the work of schools with actual life cannot be overrated.

The Legislative Council. 26. The attitude of the Legislative Council towards education in general and that of girls in particular has been most encourag-

ing. In regard to the latter a resolution was recorded to the effect that we should spend all further money on girls' schools. Equally keen has been the interest taken by the members of the Standing Committee of the Council who have been pressing at its meetings for quickening the pace of expansion. The new policy launched under such happy auspices will, it is hoped, help to surmount most of the difficulties which have hitherto beset the path of progress.

27. The year under review has in many ways been a year of intense activity in many directions. Alongside of the survey of the education of girls an exhaustive enquiry was instituted into the problems presented by the educational backwardness of the depressed classes. The ground for this enquiry was prepared by the Government's circular C. M. No. 210-G. S., dated the 13th June, 1923. This important circular reviewed the then position and offered suggestions of advance along well defined lines. Schools were henceforth asked to maintain lists of low caste children to enable inspectors to see how far they were attending schools. Further fee concessions were announced, expenditure of local bodies on free supply of books to the children of these classes declared approved expenditure for grant purposes, and inspectors directed to encourage recruitment of candidates from among them for training institutions.

Committees
and Confer-
ces.

The Educa-
tion of de-
pressed classes.

28. As a result of these measures there was a great rise in the enrolment of pupils belonging to these classes, but the proportion of those reaching stages beyond the primary continued woefully small. A special officer was, therefore, placed on duty during the year to study the whole position and advise Government as to lines of future advance. The report and suggestions made therein will, however, be discussed in next year's account.

29. Another committee that completed its work during the year was the one appointed under the presidency of Mr. Sanderson to enquire into the progress of agricultural education in schools. The committee expressed great satisfaction with the system in vogue and the advance made since its adoption. In its opinion the agricultural teaching provided in our schools gave the pupils good preparation for their work in life by creating in them a background to profit in later years from the discourses and demonstrations of the officers of the agricultural department. The detailed recommendations of this committee are being considered by Government.

Committee on
agricultural
training in
schools.

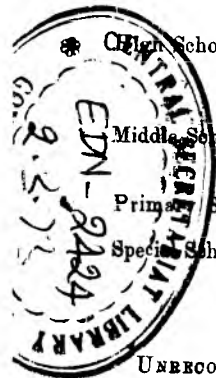
30. In conclusion reference must also be made to the conference of inspectors and officers of the headquarters staff held as usual on the conclusion of the inspection season as also to the divisional conferences convened by the inspectors at the commencement of that season. Their usefulness as clearing houses of ideas and experiences cannot be exaggerated.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

Area in square miles ... 99,866	PERCENTAGE OF SCHOLARS TO POPULATION.				
Population—		<i>Recognised Institutions.</i>		<i>All Institutions.</i>	
Males ... 11,806,265	Females ... 9,378,759	1927-28.	1926-27.	1927-28.	1926-27.
Total ... 27,685,024					
	Males ...	9.28	8.82	9.77	9.32
	Females ...	1.06	.80	1.53	1.37
	Total ...	5.55	5.25	6.04	5.72

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—CONCLUDED.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 4.
	1927-28.	1926-27.	Increase or decrease.	1927-28.	1926-27.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
Universities ...	1	1	...	15	19	-4	
<i>For Males.</i>							
Arts Colleges ...	30	28	+2	9,728	8,805	+923	{ (a) 2,626 (b) 5,247 (c) 1,705 } *
Professional Colleges ...	8	7	+1	1,846	1,827	+19	{ (a) 1,406 (b) 359 } †
High Schools ...	302	301	+1	116,298	114,863	+1,435	{ (c) 88,769 (d) 27,529 }
Middle Schools ...	2,753	2,332	+421	435,345	376,830	+59,015	(e) 85,991 (d) 349,854
Primary Schools ...	5,694	5,912	-218	389,520	393,178	-3,658	(d) 389,520
Special Schools ..	3,458	3,891	-433	101,325	106,923	-5,598	
Totals ...	12,246	12,472	-226	1,954,577	1,002,445	+52,132	



For Females.

Arts Colleges ...	2	2	...	93	77	+16	(a) 27 (b) 66 (c) Nil.
Professional Colleges ...	1	1	...	32	27	+5	(a) Nil. (b) 32
High Schools ...	27	21	+6	5,890	3,641	+2,249	(c) 2,132 (d) 3,758
Middle Schools ...	93	93	...	17,342	16,868	+474	(c) 1,770 (d) 15,572
Primary Schools ...	1,335	1,232	+103	68,529	61,480	+7,049	(d) 68,529
Special Schools ...	50	39	+11	2,105	1,549	+556	
Totals ...	1,508	1,388	+120	93,991	83,642	+10,349	
UNRECOGNISED INSTITUTIONS.							
For Males ...	2,797	2,707	+90	54,978	58,117	-3,139	
For Females ...	2,509	2,206	+303	44,585	38,532	+6,053	
Totals ...	5,306	4,913	+393	99,563	96,649	+2,914	
GRAND TOTALS ...	19,080	18,773	+287	1,248,131	1,182,736	+65,395	

(a) Graduate and Post-graduate classes ; (b) In Intermediate classes ; (c) Secondary stage ; and (d) Primary stage.

* Excludes 150 students in the Oriental College, Lahore, of whom 2 attend the Post-graduate classes and 148 Oriental Title classes.

† Excludes 58 students in the Oriental Teacher's Training class and 23 students in the Physical Training class.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1928.	1927.	Increase or decrease.	Government funds.	Local funds.*
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ...	11,66,529	11,00,048	+ 66,481	89·60	10·40
Universities ...	8,45,594	11,12,462	-2,66,868	21·17	...
Boards of Secondary and Inter- mediate Education.	...	...	...	...	...
Miscellaneous† ...	67,33,038	67,50,983	-17,945	63·28	13·36
Totals ...	87,45,161	89,63,493	-2,18,332	62·72	11·67
<i>Institutions for males.</i>					
Arts Colleges ...	18,49,534	16,84,101	+ 1,65,433	35·10	·14
Professional Colleges ...	11,94,764	10,90,682	+ 1,04,082	87·85	...
High Schools ...	53,60,811	52,54,007	+ 1,06,804	35·94	4·31
Middle Schools ...	60,24,800	51,70,754	+ 8,54,046	58·54	21·10
Primary Schools ...	34,81,446	34,99,920	-18,474	60·68	32·65
Special Schools ...	13,92,216	11,26,995	+ 2,65,221	86·87	2·82
Totals ...	1,93,03,571	1,78,26,459	+ 14,77,112	54·26	13·89
<i>Institutions for Females.</i>					
Arts Colleges ...	68,453	74,270	-5,817	65·37	...
Professional Colleges ...	20,858	21,950	-1,132	70·85	...
High Schools ...	5,89,896	4,49,760	+ 1,40,136	60·74	4·91
Middle Schools ...	4,51,829	4,85,872	-34,543	28·89	30·07
Primary Schools ...	8,08,426	7,84,544	+ 23,882	39·78	42·96
Special Schools ...	2,22,861	2,09,375	+ 13,486	79·75	3·15
Totals ...	21,61,823	19,75,811	+ 1,86,012	45·46	24·0
GRAND TOTALS ...	3,02,10,555	2,87,65,763	+ 14,44,792	56·29	13·97

*Local Funds include both District

†Includes expenditure on buildings.

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds *	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...
71.47	7.36	...	...	...	...	...
4.07	19.29	...	...	...	...	...
10.05	15.56	...	...	...	...	...
47.50	17.26	66 11 9	0 4 4	90 5 0	32 12 11	190 2 0
11.66	.49	568 9 6	...	75 6 10	3 3 2	647 3 6
45.96	13.79	16 9 0	1 15 10	21 3 0	6 5 8	43 1 6
15.28	4.48	8 1 6	2 14 8	2 3 1	0 8 11	13 .3 2
1.97	4.7	5 6 9	2 14 8	0 2 10	0 6 9	8 15 0
5.67	4.64	11 15 0	0 6 2	0 12 6	0 10 2	13 11 10
23.76	8.09	9 14 11	2 8 8	4 5 7	1 7 8	18 4 10
14.9	19.73	431 3 1	...	109 10 8	145 3 1	736 0 10
18.65	10.5	461 12 6	...	121 9 6	68 7 0	651 13 0
20.77	13.58	60 13 4	4 14 9	20 12 9	13 9 7	100 2 5
6.50	34.54	7 8 3	7 13 3	1 11 1	8 15 10	26 0 5
1.16	16.10	4 11 1	5 1 1	0 2 2	1 14 5	11 12 9
6.22	10.88	84 6 11	3 5 4	6 9 5	11 8 3	105 13 11
8.75	8.79	11 2 4	5 3 4	2 0 2	4 5 2	23 0 0
18.72	11.02	14 2 11	3 10 10	4 14 9	2 14 4	26 4 10

Board and Municipal Funds.

CHAPTER II.

Controlling Agencies.

Sir George Anderson continued in office as Director of Public Instruction up to 6th October, 1927. He then went to serve on the Aligarh University Enquiry Committee prior to his proceeding on leave. I was appointed to officiate for him ; my place as Inspector of Training Institutions was taken by Khan Bahadur Sh. Nur Elahi, Officiating Inspector of Schools, Lahore Division, and Rai Sahib Chaudhri Gyan Singh, the Deputy Inspector, was given temporarily the charge of the inspectorship of the Lahore Division rendered vacant by the Khan Bahadur's appointment as Inspector of Training Institutions.

The Head-
quarters staff.

2. Last year's report, which was a quinquennial one, referred to the creation of the headquarters staff and reviewed at some length its expanding functions. I endorse with pleasure the appreciative remarks Sir George Anderson makes in the appropriate paragraphs of this report in regard to the warm co-operation of these officers and the cheerful way in which they have responded to heavy demands on their time and attention imposed by the great educational expansion and developments of the past few years. The personnel of the staff has practically remained unchanged except that Lala Ram Chandra (since made a Rai Bahadur for his long and faithful service) on his attaining the age fifty-five, was relieved of the office of Reporter on Books which he had held with distinction for a number of years, and placed on special duty to report and advise on the education of the depressed classes ; Lala Rang Behari Lal, District Inspector of Schools, Delhi, succeeded the Rai Bahadur as Reporter.

Clerical estab-
lishment.

3. Mr. W. E. McMurray, the Superintendent of the office, continues with the loyal and willing assistance of his staff to cope successfully with the volume of work which has of late increased immensely. Of the head assistants, mention must be made of Pandit Kesho Ram for the keenness and intelligence shown in assisting in the disposal of cases relating to educational finance with its increasing intricacies. Equal-

ly worthy of praise has been the work of Lala Indar Bhan whose sad and sudden death in the midst of his activities deprived the office, early in the current year, of the services of a most loyal, conscientious and willing worker. Messrs. Ross and Ghulam Jilani have rendered very valuable service throughout the year.

4. The situation created by the large increase in numbers was fully discussed by Sir George Anderson in the corresponding paragraphs of his report last year and the resultant improvement in the strength and organisation of the department of examinations has been helpful not only in accelerating the compilation and announcement of examination results but also in initiating important reforms, *e.g.*, the new plan whereby papers for the J. V. and S. V. certificate examinations for men teachers are set by a committee of experts and the answer books of candidates corrected under the supervision and guidance of the Principal, Central Training College, and the Registrar, Departmental Examinations, by men specially selected from the ranks of the inspecting and teaching staffs for their knowledge of, and sympathy with, recent developments in the education of the countryside.

5. The most striking feature of the appended statement of examinations is the tremendous pace at which the vernacular final examination is developing. In 1926, 6,251 candidates entered for this examination and in the year following their number rose to 9,273—an increase of 48·34 per cent. This year the number of candidates from the British Punjab alone aggregates 12,840, which means a further increase of 38·46 per cent. These statistics have a vital bearing on our expanding system of vernacular education. It is the vernacular final passed men that fill our normal schools from which go forth teachers to all corners of the province. It is a matter for satisfaction that the examination continues to maintain its essentially vernacular character notwithstanding its recent ramification into the field of anglo-vernacular education in connection with the award of scholarships and promotions from the eighth class of unrecognised schools on the result of this examination. While on this subject it has to be admitted that unrecognised schools are not the only sufferers from the peril of injudicious promotions. It is therefore encouraging to note the measure of success that has attended the institution of divisional promotion tests in Rawalpindi and Multan.

Mr. Wilson's remarks on this point are interesting.—

“ The Anglo-vernacular Middle School Examination for the Division was held in February 1928, with the greatest success. The institution of this examination has met with the complete approval of all the headmasters. It not only places a definite responsibility upon the teachers in the middle departments but relieves headmasters of the unenviable task of deciding promotions from the middle to the high Departments.”

Inspectors.

6. The personnel of the inspectorate has for some years in succession seen no change except in the Lahore Division where as already stated Ch. Gyan Singh, Rai Sahib, relieved K. B. Sh. Nur Elahi, the officiating Inspector, when the latter was temporarily appointed as Inspector of Training Institutions. S. B. S. Bishen Singh, Rai Bahadur Atmaram, Mr. Leitch Wilson and Ch. Fateh-ud-Din remained throughout the year in charge of their respective divisions.

Deputy inspectors and the district inspecting staff.

7. Transfers, however, were made in the public interest in the ranks of the deputy inspectors as a result of which L. Ram Nath, District Inspector of Schools, Jullundur, succeeded Mr. Behari Lal as Deputy Inspector of that Division. Bawa Kanhaya Lal Bedi relieved R. S. Ch. Gyan Singh at Lahore on the latter's appointment as Inspector. Sh. Allah Rakha and Raja Fazal Muhammad, the deputies at Ambala and Rawalpindi, changed places. Lala Sukh Dyal, however, remained throughout the year in his post at Multan. The inspectors speak in terms of praise of the devotion and energy displayed by their deputies in the discharge of their duties which have considerably increased with the development of all grades of school education and with the change in the angle of vision which has opened up for our officers new *vistas* of helpful endeavour. The following quotation from “ Rural Education in England and the Punjab ” by Messrs. Sanderson and Parkinson issued a few months ago by the Bureau of Education, India, will give an idea of this altered outlook :—

“ The inspection staff had turned its eyes from the boy at the desk to the boy in his environment ; and then to those dimly envisaged inhabitants of that environment, fathers and big brothers.”
The report further adds : “ No thinking men could see these without feeling deeply that the duty of an Education Department is to seek out those that sit in darkness and to give them light.”

The developments which have brought about this transformation in the scope and methods of inspection were

described at some length in last year's report. It will, therefore, be sufficient to say that the inspecting officer of today is no longer a mere soulless examiner of subjects and classes. In this connection the subjoined excerpt from Rai Sahib Chaudhri Gyan Singh's report will be of interest :—

“ Every effort has been made to ensure as far as possible the success of the campaign against illiteracy. A pleasing awakening is noticeable among the people in respect of sanitation, health, agriculture and thrift—the result of talks, magic lantern lectures, school processions, rural melas, encouragement of village games and the institution of sanitation committees. The visits also of the demonstration train and cinema lorries were fully utilised. Special interest has been developed in school farming and school gardening. There is also evidence of a growing taste for reading in the illiterate village adult. Not only are village libraries becoming more popular but insistent demands are also made for the addition of new books.”

All this, the report adds, is due to the untiring efforts put forth by the district inspectors and assistant district inspectors of the whole division. Similar testimony to the energy and willingness with which these officers are bearing the increasing burden is forthcoming from other divisions also. These rapidly multiplying duties, however, lead Mr. Leitch Wilson to sound a note of caution :—

“ There is a general feeling among the district inspectors of schools that during the last decade their duties and responsibilities have increased enormously and it is felt that the time has come when for their own protection and the efficient discharge of work, their duties and responsibilities should be outlined by the department.”

It may be appropriate to remark here that the department, realising the increase of work that came in the wake of the widening scope of the district inspectors' duties, sanctioned some time ago additional appointments of assistant district inspectors with the special object of affording them relief in the performance of these new duties, *e.g.*, district community work, supervision of adult education and village libraries. The provincialisation of portions of the offices of the district inspectors was also a step in the same direction. The whole position must be reviewed when sufficient experience has been gained of the working of these remedial measures.

8. The work of the following inspecting officers is specially commended :—

(a) *District Inspectors*—Bawa Barkat Singh (Amritsar), L. Bhana Ram (Gujranwala), Sheikh Muhammad Nawaz Khan (Sialkot), L. Ram Chand (Sheikhpura, since transferred to Multan), Sh. Ghulam Hussain (Lahore), Pir Yaqub Shah (Shahpur), Pt. Pran Nath (Gujrat), Mian Mahmud-ul-Hassan (Rawalpindi), Ch. Muhammad Hussain (Montgomery), S. Mohammad Zahur-ud-Din (Lyallpur), Malik Ghulam Rasul Shauq (Dera Ghazi Khan), L. Sita Ram (Rohtak), M. Rahim Bakhsh (Hissar, since transferred to Gurdaspur), L. Ram Nath (Jullundur, now working as deputy Inspector), S. Bikram Singh (Ferozepore).

The Jullundur Inspector makes a feeling reference to the loss sustained by the department in the death of Sardar Jawand Singh, who had done excellent work as District Inspector, Kangra.

(b) *Assistant District Inspectors*.—S. Gyan Singh, M. Abdur Rasul, P. Labh Chand, Ch. Muhammad Yusuf Ali, S. Ishar Singh, Bedi Narinjan Singh, and Ch. Bahawal Khan of the Lahore Division ; M. Aziz-ur-Rahman, M. Dabir Hussain, L. Sri Ram Soni, M. Shabbir Hussain and M. Sardar Khan of the Rawalpindi Division ; Dewan Dharam Chand, Khalifa Ghulam Haider, L. Ganda Ram, Sh. Rahmat Ullah, L. Bhagpat Rai, Sh. Fazl Ilahi Chishti and M. Rasul Bakhsh of the Multan Division ; Pir Misbaha-ud-din, Diwan Chetan Das, Pt. Suraj Bal and M. Abdus Sattar Khan of the Ambala Division ; B. Inder Singh, M. Nazir Ahmad, L. Harbhagwan, B. Ganda Singh, M. Yusuf Ali and L. Balak Ram of the Jullundur Division.

Among headmasters of Government high and normal schools the following have been specially mentioned :—

(1) Hafiz Ahmad Din (Gurdaspur), (2) Mr. P. D. Bhanot (Amritsar), (3) Lala Paras Ram (Gujranwala), (4) S. Sohan Singh (Gakkhar), (5) Lala Vishnu Das (Daska), (6) Lala Harkishan Das (Montgomery), (7) Lala Dhanpat Rai

(Kamalia), (8) M. Sher Muhammad Tirmzi (Muzaffargarh), (9) Ch. Sardar Alam (Kot Adu), (10) Pt. Murli Dhar (Jagadhri), (11) Lala Mangoo Lal (Rewari), (12) Lala Sham Chand (Jullundur), (13) M. Sadr-ud-Din (Jullundur), (14) Lala Sundar Das (Tanda), (15) S. Balraj Singh (Patto Hira Singh), (16) Mir Muhammad Mohsin (Bhera), (17) Ch. Nabi Bakhsh (Kahuta), (18) Lala Mansa Ram (Lalamusa), (19) M. Izhar-ul-Hasan (Shahpur), (20) M. Fazal Ilahi (Bhagtanwala) and (21) M. Umar Din (Jhelum).

The Inspector, Lahore, while referring to the good work of the heads of aided and unaided institutions in his division, pays a touching tribute to the late R. B. B. C. Chatterji of the American Mission High School, and his long and devoted service to the cause of education in Gujranwala.

9. The annual inspectors' conference was held near the close of the touring season, whereas the divisional conferences were held at the headquarters of each division just before its commencement. The Lahore divisional conference was also attended by some of the members of the headquarters staff. It included in its programme a visit to the infant department of the Rang Mahal Mission School where the enthusiasm and initiative of Mr. K. L. Ralia Ram, the headmaster, have done so much to make the first steps in learning so pleasant for the infant classes. A good deal of the wastage and leakage in our primary schools would disappear if our infant classes were properly taught and suitably handled. Conferences.

10. The educational activities of the district boards have with an exception here and there been favourably mentioned by the inspectors. In this connection the Inspector, Jullundur, brings specially to notice the earnestness and enthusiasm of the education committees of the Hoshiarpur, Kangra and Jullundur boards; he praises the readiness with which they respond to suggestions for the improvement of institutions in their charge. The outstanding feature of this year's advance is the emphasis laid on the development of existing institutions rather than the opening of new schools. This seems to have been the only wise course to adopt in view of the financial stringency due in the main to the remarkably rapid rate at which vernacular education has advanced in recent years. The abandonment of the 'haisiat' tax has added to the difficulties of the situation. Rai Sahib Chaudhri Gyan Singh thus sums up the position in the Lahore Division :—“ The resources of the district boards are District Boards.

limited. In the expansion of education they appear to have reached the limit beyond which they cannot go ; nor can they be reasonably expected to do so unless some other sources are tapped to meet the present stringency caused by the abolition of the ' haisiat' tax ". Sardar Bahadur Bishen Singh writes in a still more depressing strain :—

“ To break down illiteracy in the backward parts of the division it is absolutely necessary to apply compulsion. The boards, however, have reached the end of their tether and some of them have positively refused to sanction the opening of even a new branch school. The people are very keenly insistent in their demand for primary education and scores of applications for the introduction of compulsion are lying with the district inspectors, but the boards are not prepared to entertain them.”

Nor are the reports from Multan and Rawalpindi more encouraging. In Ambala, however, the outlook is decidedly cheerful as will be seen from the following statistics :—

Divisions.	No. of school areas under compulsion.	
	1926-27.	1927-28.
Ambala ...	334	590
Jullundur ...	...	30
Lahore ...	189	389
Rawalpindi ...	50	256
Multan ...	212	348
Total ...	835	1,613

Helpful co-operation of civil officers.

11. All the inspectors unite in acknowledging the keen interest of the civil authorities in education and their readiness to assist the educational officers in their efforts to bring the work of the schools into intimate relationship with life in the areas they serve. Mr. Brayne, Deputy Commissioner, Gurgaon, may be quoted in this connection :—

“ The education department has done a great work in the Gurgaon district during the last seven years and its effects are being felt all over Northern India. It is on the threshold of far greater things, however, if it will take its courage in both hands and exploit the magnificent success already achieved. The field is now won and it only remains to consolidate the victory. The age-old conservatism of the people has gone and they are thoroughly awake and it is for the Education Department now to put the whole of its strength into ' Gurgaon Uplift. ’ ”

Municipalities

12. The reports from Lahore, Jullundur and Ambala, notably Ambala, are aglow with accounts of healthy growth in the interest shown by municipal committees in education. R. B. Mr. Atmaram says :—

“ So far as the municipalities are concerned we are in a position to say that now all the committees of the division have definitely

accepted the principle, and compulsion has been introduced in fourteen out of the twenty-six that secured Government sanction."

Equally encouraging are the comments made by the Lahore and Jullundur inspectors, except in the case of the Jullundur headquarters committee which continues apathetic. Multan also has done very well in the past though its further progress is reported to have been checked owing to lack of funds. The number of urban areas in which compulsion has been introduced is given below :—

Divisions.	NUMBER OF URBAN AREAS UNDER COMPULSION.	
	1926-27.	1927-28.
Ambala	22	26
Jullundur	2	4
Lahore	5	6
Rawalpindi ... ..	...	1
Multan	18	18
Total	47	55

13. Of all cantonment areas in the Punjab, Ferozepore is by far the most advanced in education. It has two high schools one of which is the cantonment committee's own school. The committee also maintains two girls' primary schools and aids six girls' schools and fifteen boys' primary schools. This committee has also introduced compulsory primary education for boys. In Ambala, also, there are two privately managed high schools for boys and six boys' and two girls' primary schools; moreover the committee is taking steps to introduce compulsion. In Rawalpindi cantonments there are one high school and one anglo-vernacular middle school for boys and four privately managed primary schools for boys and as many for girls. In Lahore cantonments there are one high and five primary schools for boys; but there is no satisfactory provision for girls' education. In Jullundur though there are two high schools for boys, no satisfactory provision has yet been made for boys' primary education or for girls' education. Multan, Sialkot, Dalhousie and Kasauli committees have each an anglo-vernacular middle school for boys. In Multan there are two private primary schools for boys and one primary school for girls,

Education in
cantonment
areas.

but the cantonment committee so far has made no grants from its own resources to the two aided boys' primary schools. The district board of Simla maintains one anglo-vernacular middle school for boys and a primary school for girls at Sabathu, a lower middle school for boys at Dagshai and a primary school for boys at Jatogh to each of which a male adult school is also attached. The district board of Attock maintains a primary school for boys in the Campbellpur cantonment; and the municipality of Dharmsala, a primary school for boys in the Dharmsala cantonment. In the Jhelum cantonment area there is no school of any kind.

In this province cantonment committees receive educational grants from provincial revenues for maintaining or aiding schools in their jurisdiction on the same conditions and at the same rates as municipal, notified area and town committees. It is, therefore, disappointing to find that district boards and municipalities should have to go out of their way and maintain or aid schools in cantonment areas. It is also to be regretted that in a good many cases primary education (both male and female) is not receiving as much attention as it should under cantonment authorities. Against this cantonment authorities have at times urged that their revenues are so closely earmarked for other purposes under the regulations governing their activities that nothing remains for education.

Private enter-
prise.

14. Private enterprise continues to take a prominent part in the educational development of the province and what is most gratifying is the quickening interest of the backward areas in the education of their young. In this connection Mr. Atmaram remarks :—

“The demand for anglo-vernacular education for which these societies are striving hard continues to be great. The Sikhs of Kharar, Kurali, Rūpar, Chamkaur and Ambala (Ambala district), the Meos of Nuh in the Gurgaon district and the Jats of Rohtak and Hissar continue to take increased interest and deserve credit for what they are doing to have their schools in a flourishing and well developed condition.”

But admiration for the enterprise of the various communities is tempered by occasional doubt as to whether communal schools are the best channel of educational development towards democracy. Sir George Anderson wrote on page 24 of his report for 1925-26, “The real question for decision is whether the future should be with schools under private or public management”; while a well known public man has declared that the Department of Education should forthwith provincialise all anglo-vernacular schools!

No.	Name of Departmental Examination.	No. OF CANDIDATES.	
		1926-27.	1927-28.
1	Vernacular Final Examination ...	9,273	12,840
2	Middle Standard Examination for Indian Girls.	763	905
3	Junior Vernacular Certificate Examination for men.	2,467	2,637
4	Senior Vernacular Certificate Examination for men.	560	885
5	Junior Vernacular Certificate Examination for women.	122	159
6	Senior Vernacular Certificate Examination for women.	98	103
7	Junior Anglo vernacular Certificate Examination for men.	278	283
8	Senior Anglo-vernacular Certificate Examination for men.	135	131
9	Oriental Teacher's Certificate Examination	60	58
10	Trained Teacher's Certificate Examination for Europeans.	23	18
11	Diploma Examination of Chelmsford Training College, Ghoragali.	12	13
12	Gyani Teacher's Certificate Examination ...	34	24
13	Physical Training Certificate Examination	22	23
14	Clerical and Commercial Certificate Examination.	117	207
15	Junior Clerical Certificate Examination ...	30	36
16	Middle School Examination for Europeans	258	188
17	High School Examination for Europeans ...	97	108
	Total ...	14,349	18,618

CHAPTER III.

Collegiate Education.

Numbers in
arts colleges.

The following table shows the enrolment in the several arts colleges as it stood on the 31st March in each of the following five years :—

				1924.	1925.	1926.	1927.	1928.
Arts (males)	...	...		5,370	6,583	7,239	8,676	9,578
Arts (females)	...	...		96	110	84	77	93
Oriental	...	...		157	138	145	129	150
Total	...	...		5,623	6,831	7,467	8,882	9,821

These figures are instructive. They show that the total enrolment has been steadily increasing year after year, till at the end of the quinquennium the increase over the first year of the quinquennium (1924) was 4,198 or about 75 per cent. The numbers of the women students as well as those of the oriental scholars show no appreciable change except that they underwent a slight fluctuation during the quinquennium.

Matriculation
candidates.

2. *Table II.*—Showing matriculation results 1924-28 :—
(*Males and females.*)

Year.			No. of candi- dates.	First division.	Second division.	Third division.	Total of success- ful candi- dates.	Percentage of passes.
1924	...	...	9,200	1,202	3,993	979	6,174	67.04
1925	...	...	12,938	1,580	5,428	1,524	8,532	65.7
1926	...	...	12,192	1,333	1,114	4,537	6,984	57.28
1927	...	...	13,020	1,162	4,589	1,153	6,904	53.02
1928	...	...	13,707	1,625	4,624	1,809	8,058	58.78

Rise of 48·9 per cent., or 900 candidates a year.

Average of passes—60·36 per cent.

The figures for the matriculation given in the above table form an interesting study. In the first place these figures show a large increase in the number of candidates.

Secondly, when looked at from the point of view of yearly increase these figures appear to be rather disturbing. In 1925 there is a sudden increase—more than 3,700 candidates over the number in the previous year. In the year following there is a drop of about 800, while in the next two years the figures show a steady rise of more than 700 candidates a year. The sudden rise of 3,700 may be explained by the fact that a very large number of students from “other provinces had recourse to the matriculation examination of the Punjab University as private candidates because the Punjab standard specially in English had the reputation of being low” (Report 1925-26, pages 27-28).

Though the University authorities have endeavoured to check this influx of outside candidates, the evil is still there, and it is widely felt that the matriculation examination requires considerable overhauling to be effective as an educational test. The tendency is now strong among professional institutions, such as the Veterinary College, Lahore, and the Engineering College at Rasul, to adopt the intermediate rather than the matriculation as their standard for admission.

Thirdly, when worked out with a view to arriving at the average rise during the five years these figures do not reveal any extraordinary increase. A rise from 9,209 in 1924 to 13,707 in 1928 gives an average increase of 900 candidates per year in the whole province.

Fourthly, the percentage of successful candidates had gone down, with the improvement in the standard of marking, from 67·04 to 53·62, although during the last three years it has varied only within the limits of 53 to 59 per cent.

Again it may be apprehended that these several thousands of boys who are every year declared successful in the matriculation must impose inevitably a severe strain on

the teaching resources of the colleges. The following table may be of some use in solving this problem, at least it indicates clearly the tendency of both the parents and the boys with regard to the pursuit of higher education. The figures for the last five years show that on an average about thirty-five per cent. of the matriculates apply for higher education in colleges whereas the remaining sixty-five drop out and are absorbed in various other activities. The matriculation is the first great junction and clearing house in the University education.

Year.			Number of successful candidates in matriculation.	Number on the rolls of the first year classes.	Percentage seeking admission.	
1923	4,935	1,868	37.85	Average 34.75 join the colleges after mat- riculation.
1924	...	...	6,117	2,070	33.84
1925	...	..	8,464	2,448	28.92
1926	...	...	6,894	2,465	35.76
1927	..	...	6,845	2,560	37.4

These figures exclude the female candidates.

3. The main reasons why such a large percentage of the successful matriculates do not pursue higher studies are briefly summarised below :—

- (a) The chief cause appears to be economic. Education up to the matriculation standard can be achieved at very small expense inasmuch as there is a network of high schools all over the province within easy access of all towns from which students generally come. Beyond that stage the opportunities, expense and the distance of educational centres, invariably tend to dissuade the parents who are usually too poor to afford further studies.
- (b) Students in India are generally without any ultimate goal—the main object being to pass an examination. Large number of these are therefore content with the matriculation alone.

(c) The matriculation examination is the only preliminary examination which entitles a student to seek admission to various other avenues either for technical education or for employment. Thus a large number of students after they have passed it are diverted to various other activities though, as remarked above, the tendency to make the intermediate the entrance test in the technical institutions will have considerable effect in the future.

(d) The standard of the college curriculum appears to be rather high in comparison with the poor attainments that a boy possesses after passing the matriculation examination and this to some extent prevents a number of students from prosecuting further studies.

Intermediate.

4. The following table shows the number of candidates that appeared and those that passed, as well as the percentage as shown against each year in the intermediate examination (arts and science) during the 5 years from 1924 to 1928 :—

F. A. & F. Sc. (Males and females).

Year	Number of candidates.	Number of successful candidates.	Pass percentage.	
1924	1,906	1,087	57·08	Average results 48·65 per cent.
1925	2,618	1,337	51·07	
1926	2,747	1,219	44·37	
1927	2,835	1,234	43·53	
1928	3,064	1,444	47·13	

Showing an increase of 1,158 candidates in 5 years.

A cursory glance at the table will show an increase of 1,158 candidates in 1928 as compared with the number in 1924 (or in other words 232 candidates every year).

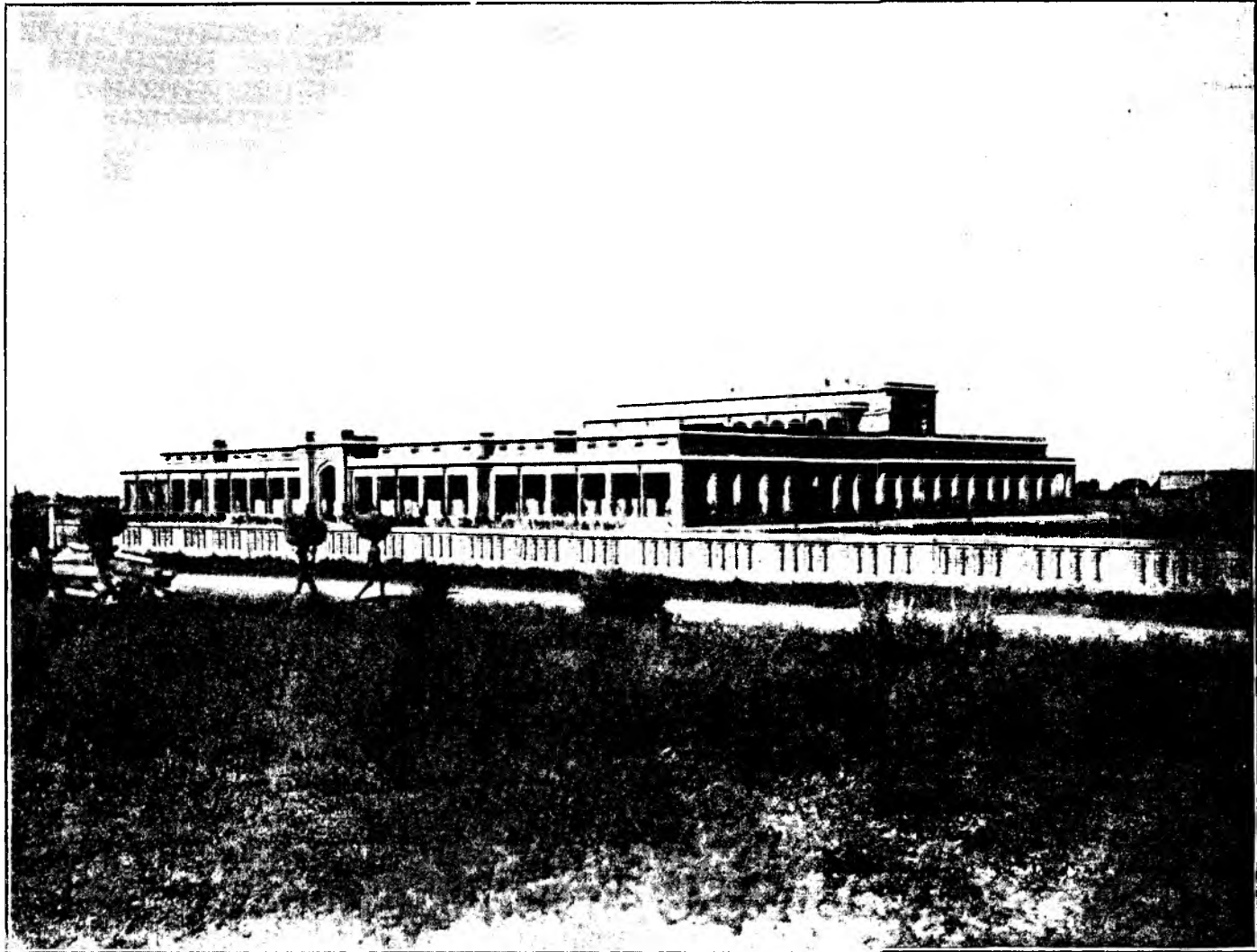
The main reason for this rise appears to be the opening of various government and private intermediate colleges at suitable educational centres in the province—thus bringing intermediate education within easier access of the students in the province, both from a monetary point of view and from the point of view of distance.

A beginning in this direction was made in the year 1920 with the opening of government intermediate colleges both at Multan and Ludhiana. Since then their number has been steadily increasing and we have to-day Government intermediate colleges fairly well distributed all over the province; Lyallpur, Gujrat, Campbellpur, Jhang, Hoshiarpur, Dharmasala, Rohtak and Pasrur are now provided with such colleges and others are in contemplation.

During the past year (1927-28) these institutions have been the subject of a systematic inspection by a committee of I. E. S. officers from Lahore; and a co-ordinated report on the colleges, their needs, functions and future has been laid before the Department.

While the opening of these colleges has to some extent decreased the pressure on the Lahore colleges, as noted below, it has produced a new problem which will become increasingly serious in the future.

The opening of colleges in backward areas—like Jhang for example—has led to an increased interest in education which does not stop at the intermediate stage. The result is that there will be an ever-increasing number of students demanding degree education in a Government institution. Only one such institution exists—Government College, Lahore—and that is already seriously overcrowded. On September 30th, 1928, there were 891 students on the rolls of this institution, which was built some fifty years ago to accommodate some 300 students. Even if the intermediate classes are removed, the present college will not be large enough to entertain the increasing number of degree students likely to apply in the future. In September 1928 one hundred and fifty-nine students were admitted to the third year. Of these 102 were Government College students, rejoining. The remaining fifty-seven—all that could be admitted without gross overcrowding—were selected from some two hundred and fifty applicants.



GOVERNMENT INTERMEDIATE COLLEGE, LUDHIANA (GENERAL VIEW).

Many of the unsuccessful were the sons of parents with strong claims on Government who naturally considered that they had a distinct grievance.

Besides the efforts of the Government in this direction private enterprise has also contributed its share by establishing various intermediate colleges in various districts in the province such as Ambala, Ferozepore, Moga, Jullundur, Amritsar, Gujranwala and Rawalpindi. The total number of such colleges in the province, both Government and private, has now reached twenty with as many as 3,500 students in round numbers. (This figure includes the fourth and fifth high classes which form the first and second year classes in this type of four year institution).

The establishment of these intermediate colleges at various centres in the province has served a two-fold purpose. Firstly, as has been remarked above, these colleges have made intermediate education both popular and economical. Secondly, they have contributed to a large degree in lessening the strain (from 65·35 to 44·96 per cent.) on the intermediate classes in Lahore colleges—as will be seen from the following table :—

Year.	Enrolment in intermediate classes.	Enrolment in intermediate classes of the mofasil intermediate Colleges.	Enrolment in intermediate classes of the mofasil degree Colleges.	Enrolment in intermediate classes of the Lahore colleges.	Percentage of intermediate students in Lahore colleges.
1924 ...	3,527	556	666	2,305	65·35
1925 ...	4,092	1,001	658	2,433	59·46
1926 ...	4,646	1,447	750	2,449	52·71
1927 ...	4,884	1,710	827	2,347	48·05
1928 ...	5,247	2,048	840	2,359	44·96

Degree Education.

5. We may now deal with the number of students seeking admission to degree classes after they have passed the intermediate examination :—

Year.	No. of successful candidates in the Intermediate.	No. on the rolls of third year classes.	Percentage seeking admission to degree classes.
1923	973	783	80.47
1924	1,075	903	84.00
1925	1,293	982	75.95
1926	1,181	1,051	88.99
1927	1,202	1,010	84.03

Average 82.69 per cent. join the degree classes.

This table shows that on an average 82.69 per cent. of the successful intermediate students go on to the degree courses. This appears to be a very large percentage as compared with the matriculates who join the intermediate classes, *viz.*, 35 per cent. But this high percentage is attributable to the fact that, after having passed the intermediate examination, a student is in the middle of the stream. Having spent two years in a college after matriculation he feels that he may better his prospects materially by taking a degree in another two years. The mere passing of the intermediate examination does not give a student a much higher chance of obtaining employment as compared with a matriculate.

B. A. and B. Sc. Results.

B. A. and B. Sc. (including female candidates) :—

Year.	No. of candidates.	No. of successful candidates.	Percentage of passes.
1924	1,139	586	51.44
1925	1,270	530	41.73
1926	1,555	597	38.39
1927	1,315	671	51.02
1928	1,606	756	47.07

} average pass percent-
age 45.98.

showing an increase of 467 candidates in five years or 41 per cent.

The above table shows the results of the B. A. and B. Sc. examination for the last five years. It is more correct than previous statements, because hitherto the honours students have been counted twice over in the totals, whereas they are the same individuals taking the additional papers. While the pass percentage is not unduly high it should be noted that the bachelor's degree is no longer so frequently regarded as the *end* of a student's career. The Law College absorbs a certain number at this stage, but there is an increasing tendency to proceed to the M.A. or M.Sc. degree. This is largely due to economic reasons as the market value of a B. A. or B.Sc. is now so low as to offer small inducement to cease education at this stage.

Post-Graduate Education.

6. The effect of the circumstances in regard to the bachelor's degree mentioned in the last paragraph has been to cause, in two colleges at least, a very large increase in the numbers of post-graduate students. On March 31st, 1928, there were 213 post-graduate students on the rolls of the Government College as against 160 in the previous year, while in the Forman Christian College there were seventy-three as against eighty-three in the previous year. The other degree colleges showed a combined total of fifty-one. In Government College alone the percentage of such students has risen by twenty-five in two years. This increasing demand for more advanced education naturally involves a heavy strain both on the teaching capacity and the hostel accommodation of the colleges concerned; but it is a demand which will certainly increase in the future and which will have to be met.

7. The following table shows the general distribution of students in the various degree colleges :—

*The enrolment in arts colleges affiliated to the Punjab University
as it stood on the 31st March, 1928.*

	P. A.		B. A.		HONOURS SCHOOL FINAL YEAR.		M. A.		TOTAL.	
	1927.	1928.	1927.	1928.	1927.	1928.	1927.*	1928.	1927.	1928.
<i>For Males.</i>										
Government College, Lahore.	284	303	300	290	9	12	160	213	753	818
Forman Christian Col- lege, Lahore.	409	498	443	423	In- cluded in 413	21	83	73	935	1,013
Dayanand Anglo-Vedic College, Lahore.	709	665	427	405	...	4	6	8	1,142	1,082
Dayal Singh College, Lahore.	358	295	227	233	...	1	5	9	690	538
Murray College, Sial- kot.	234	241	96	112	...	...	...	...	330	353
Gordon College, Rawalpindi.	206	203	80	102	...	...	...	...	286	305
Islamia College, Lahore.	390	386	259	262	...	...	8	16	657	664
Sanatana Dharma Col- lege, Lahore.	184	178	225	221	3	2	6	11	418	412
Khalsa College, Amritsar.	387	396	207	201	...	...	...	7	594	604
Total ...	3,161	3,163	2,264	2,249	12	40	263	337	5,705	5,789
<i>For Females.</i>										
Lahore College for Women, Lahore.	39	48	13	12	...	...	...	...	51	60
Kinnaird College for Women, Lahore.	16	18	10	15	..	...	...	...	26	33
Total ...	55	66	22	27	...	...	...	...	77	93

* The total of figures in this column for 1927 differs from that given in table IV (a) owing to a wrong interpretation of instructions in that year.

Research.

8. The science schools of the University have shown creditable activity during the period under review and various publications have emanated from the zoological, botanical and chemical departments—the latter under the stimulus of Dr. Bhatnagar's enthusiastic leadership having been particularly prolific.

It is to be regretted that physics still lags behind its sister sciences. It has no University honours school and, though there have been recently some signs of awakening in the Government College laboratory, the standard of physics as a whole is far lower than it should be in a University like that of the Punjab. On the arts side the economic students have conducted a number of useful economic enquiries in various villages and districts of the province and a number of these have been published.

There is now a regular school of historical research in the Punjab Record Office under the direction of Professor Garrett who is Keeper of the Records and a series of monographs based upon the researches of the post-graduate students of the school have been appearing regularly under his editorship.

A number of publications have also appeared from the oriental side, and the Punjabi dictionary is still in preparation.

Staff.

9. Two leading figures have quitted the University stage during the period under review.

By the retirement of Mr. Hemmy in September 1927 the Department lost its oldest officer and Government College a valuable member of the staff who had served in that institution for twenty-nine and a half years continuously—an unusually long period. Mr. Hemmy came originally in 1898 as Professor of Chemistry and Physics. On the separation of the subjects he became Professor of Physics and in 1919 he succeeded Col. Stephenson as Principal. His eight years of office witnessed many important events in the history of the College—including the Diamond Jubilee of 1924—and he was regarded with respect and affection by his colleagues and by the students. His best memorial is the new physics laboratory—constructed almost entirely under his direction—and the transformation of the arid waste surrounding the college into the fair gardens to be seen to-day. Mr. Hemmy will also be much missed in the University where he was for many years a member of the Syndicate and a patient worker on numerous boards and committees.

In 1928 Mr. A. Yusaf Ali resigned the Principalship of the Islamia College and left for England. Though his stay in Lahore was regrettably short he had made his mark in educational circles. A man of great culture and versatility he threw himself with enthusiasm into all educational movements, and his departure was much regretted by his colleagues in Lahore and the Punjab. Mr. Yusaf Ali was one of the first educationalists to be associated with the new movement inaugurated by the University in 1927-28. This was the provision of lectures in certain selected subjects to be delivered in various centres outside Lahore. The experiment was tried on a small scale and proved a complete success. For 1928-29 a longer and more ambitious programme has been drawn up. There is no doubt that the lectures will not only serve a valuable educational purpose but will serve to bring the functions and the mission of the University to the notice of many who are ordinarily not in contact with them.

10. The statistics of the Oriental Titles and Vernacular Languages Examinations conducted by the University during the year under report are subjoined :—

Examinations.	NUMBER APPEARED.		NUMBER PASSED.	
	Male.	Female.	Male.	Female.

Oriental Titles.

Sanskrit	...	...	806	31	274	15
Arabic	...	...	102	1	34	1
Persian	...	...	341	2	137	1

Vernacular Languages.

Urdu	..	...	110	12	58	7
Hindi	...	...	145	132	85	95
Punjabi	...	...	129	27	61	9
Punjabi (Persian script)	...	...	3	...	2	...
Pushto	...	...	4	...	2	...

*Comparative statement of Direct expenditure on collegiate education (Arts) for Indians for the years
1927-28 and 1926-27.*

	Government Funds.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.	REMARKS.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges for Males—							
1927-28	3,80,594	900	1,722	6,07,877	2,12,068	11,83,151	
1926-27	3,57,450	850	1,566	5,95,065	2,05,277	11,60,208	
Increase or decrease	+23,144	+50	+156	+12,812	+6,781	+22,943	
Intermediate Colleges for Males—							
1927-28	2,44,655	...	...	2,57,528	71,043	5,73,226	
1926-27	1,64,804	...	...	2,11,041	66,717	4,43,462	
Increase or decrease	+79,851	...	...	+45,587	+4,326	+1,29,764	
Arts Colleges for Females—							
1927-28	44,751	...	...	10,199	13,503	68,453	
1926-27	44,982	...	...	7,841	21,447	74,270	
Increase or decrease	-231	...	...	+2,358	-7,944	-5,817	
Oriental College—							
1927-28	31,500	...	...	1,217	36,046	68,763	
1926-27	31,500	...	...	1,312	34,199	67,011	
Increase or decrease	...	...	...	-95	+1,847	+1,752	
University—							
1927-28	1,78,995	...	...	6,04,363	62,236	8,45,594	
1926-27	2,04,210	...	...	8,44,676	63,576	11,12,462	
Increase or decrease	-25,215	...	...	-2,40,313	-1,340	-2,66,868	
Total (University, Oriental College and Arts and Intermediate Colleges for Males)—							
1927-28	8,15,744	900	1,722	14,70,985	3,81,363	26,70,734	
1926-27	7,57,964	850	1,566	16,52,994	3,69,769	27,83,143	
Increase or decrease	+57,780	+50	+156	-1,82,009	+11,614	-1,12,409	

Collegiate Education (Arts Colleges for Indians).

Comparative statement of institutions and scholars for 1926-27 and 1927-28.

Particulars.	1927-28.	1926-27.	Increase.	Decrease.	Detail.	1927-28.	1926-27.	
<i>Institutions—</i>					<i>Institutions—</i>			
English (Males) ...	28	26	2	...	(a) English— Government ...	{ Males ... Females ...	10 1	8 1
English (Females) ..	2	2	...	...	Aided ...	{ Males ... Females ...	10 1	10 1
Oriental Colleges ...	1	1	...	...	Unaided ...	{ Males ... Females ...	8 ...	8 ...
					(b) Oriental College, Aided ...	{ Males ... Females ...	1 ...	1 ...
<i>Scholars -</i>					<i>Scholars -</i>			
English (Males) ..	9,493	8,646	847	...	(a) English— Government ...	{ Males ... Females ...	2,629 60	1,994 51
English (Females) ...	93	77	16	..	Aided ..	{ Males ... Females ...	4,209 33	3,951 26
Oriental Colleges ...	150	129	21	...	Unaided ...	{ Males ... Females ...	2,655 ...	2,701 ...
					(b) Oriental College, Aided ...	{ Males ... Females ...	150 ...	129 ...

CHAPTER IV.

Secondary Education.

During the year secondary schools have risen in number^S from 2,626 to 3,048, an increase of four hundred and twenty-two, or sixteen per cent. Of these additional schools, four hundred and four are vernacular secondary institutions. Of the remainder, seventeen are anglo-vernacular middle and one is a high school. It is interesting to observe the rapid advance of vernacular secondary education as compared with anglo-vernacular education. There are now 2,518 vernacular middle and lower middle schools to 5,691 primary schools in the province, which leads to the hope that if the financial situation does not become increasingly more stringent we may be able to look upon the lower middle school as the elementary school of the province in a short time, and look forward at no very remote date to an elementary system of eight classes. This will mean a literate province.

Schools and
Scholars.

2. The increase in the number of scholars is 60,414, giving us a total of 551,193. This is an increase of 12.3 per cent. as against the sixteen per cent. increase in the number of schools. At first sight this appears to be uneconomical, but it must be realised that the greater part of the increase in secondary schools is due to the raising of primary schools to the lower middle school level. Thus until at least two years have passed the schools cannot be expected to fill up to their proper numbers.

3. The number of agriculturists is steadily increasing. At the beginning of the year under review there were 65,643 agriculturists in our secondary schools. There are now 73,225; an increase of 11.5 per cent.

Agriculturists.

4. Under the heading of secondary education expenditure has risen by 9,61,920 to 1,11,41,898, an increase of 9.4 per cent. When this percentage is compared with the percentage increase in scholars, it will be seen that our expansion is not uneconomical. In fact per capita cost has fallen by Re. 0-8-5 from Rs. 20-11-10 to Rs. 20-3-5. This is due to the fact that the expansion has been almost entirely on the vernacular side. It is claimed that our vernacular system is efficient and economical.

Expenditure.

An examination of statistics shows that more than two-thirds of this increase in expenditure is provided from provincial

revenues. Rs. 7,13,684 out of Rs. 9,61,920 are paid by Government, while other agencies, district and municipal boards, fees and other sources taken together contribute a little less than one-third. Yet Government maintains directly only eighty-two schools against 2,966 (aided and unaided) managed by local and private bodies; thus its direct commitment is comparatively a small fraction.

These figures suggest the question whether Government would not have been better advised in the first instance to provide the whole educational system of the province and maintain it entirely under its own control. The figures in the above paragraphs relate to secondary schools and not to the secondary stage of education; there are 25,636 pupils in the secondary departments of Government schools, and 55,448 in the secondary departments of aided schools.

(ii) PROBLEMS OF SECONDARY EDUCATION.

5. In the course of her address at the women's educational conference held at Delhi in February last Lady Irwin observed "Next to mothers, teachers are, in a sense, the makers of the country. They are true missionaries of civilization, laying that foundation without which no politician or statesman can rear any permanent structure." Thus the teacher is the pivot of any educational system, and one of our greatest problems is the conditions under which our teachers work. Most of our inspectors quote cases of hardship in the lot of teachers employed in private schools. Occasionally their salaries are not paid for months on end; salaries are not always incremental; there is no real security of tenure. That these complaints are not without foundation is obvious from the eagerness with which teachers will enter Government service at a rate of pay distinctly below that which they can obtain in private service. In Government service also there is some discontent at the absence of a time-scale in the subordinate service, but those who favour it forget that with the many grades of teachers that we employ we should have to have almost as many time-scales as we now have grades, and that promotion from scale to scale would necessarily be infrequent. Headmasters often complain that the chief topic of conversation in staff common rooms is promotion and supersession. This must continue to be the case unless promotion goes entirely by seniority and selection is abolished—a state of affairs which none can advocate. Despite these drawbacks, the teaching profession is attracting more highly qualified men as may be seen from Mr. Parkinson's remarks in the chapter on the training of teachers. A sense of social service

is increasing amongst our schoolmasters, and while we have nothing like the English National Union of Teachers in this province, the formation of the Science Association and the Geographical Association point to an increase in professional interest and professional unity, while the growth of a fondness for games among our schoolmasters makes for better health and increased vitality which in themselves must lead to greater happiness.

6. The number of teachers working in secondary schools is 19,955, of whom 13,972 or 70 per cent. are trained. Compared with last year the number has risen by 2,313 or 13·11 per cent. Though the proportion of trained teachers to the total number employed has remained stationary for many years, yet in view of the great expansion of education carried on year after year, this is not unsatisfactory. Trained Teachers.

The following comparative statement will be of interest :—

Division.	No. of trained teachers.	No. of untrained teachers.	Total.	Percentage of trained teachers.
Lahore	3,407	1,325	4,732	72
Ambala	2,147	1,264	3,411	63
Multan	2,739	1,405	4,144	66
Jullundur	2,844	943	3,787	75
Rawalpindi	2,835	1,046	3,881	73

Efforts are being made to improve the personnel. Sardar Bahadur Bisban Singh writes :—

“ There is no untrained teacher in any Government or board school except some oriental teachers or pundits; but the supply of senior vernacular teachers is still inadequate and does not keep pace with the demand, in view of the fact that the number of lower and upper middle schools is rapidly multiplying.”

7. In general, through the schools of the province, there is the breathing of a new spirit. Masters are experimenting more than they used to, and there is a feeling abroad that teaching must be made more interesting, and that the outlook of our pupils must be broadened. There are experiments afoot both in matter and in method. General reading is increasing; singing and Instruction.

acting are developing the imagination and the powers of expression of our school children. There are those who view these changes with unfavourable eyes and who would strictly limit teaching to the narrowest sense of instruction, but the general current of opinion flows the other way. In some quarters it is held that the instructional side of our vernacular schools is unsatisfactory. On the other hand members of the Hartog Committee expressed the opinion that the vernacular system of the Punjab was the best thing they had seen in India. The anglo-vernacular schools of the province are not as good as they should be. Visitors from other provinces have frequently expressed the opinion that in vernacular education the province leads the way; in anglo-vernacular education it is behind the times. During the past year there has been greater strictness in promotions, particularly from the eighth to the ninth classes—a vital point in a boy's school life. In two divisions an eighth class examination has been established for anglo-vernacular schools, and this will help to better our high classes, but until the standard of the matriculation examination is considerably raised we cannot hope to be the foremost province in India in anglo-vernacular education.

Middle
Schools with
Optional
English.

8. This type of school is of a comparatively recent birth. Throughout the countryside there was a clamour for English teaching, and it was offered in these schools in such a way that it might appeal to the children of the more well-to-do parents who might hope to go on for further education in neighbouring towns. It is perhaps too early to speak definitely of the value of this experiment. It may perhaps find its highest utility as a gauge of the chances of success of a full-fledged high school in an area, and in preparing the ground for such a school. Fears have been expressed that the teaching of English in these optional classes is inferior to that in anglo-vernacular schools. The following tabulation of this year's results suggests that these fears are not really justified :—

Number of candidates who appeared from Vernacular schools in the Vernacular Final Examination taking English as an optional subject.

Number appeared.	Number passed.	Pass percentage.
1,095	670	61.2



GOVERNMENT HIGH SCHOOL, GUJRANWALA, BUILT IN 1915.

Number of candidates who appeared from Anglo-vernacular schools in the Vernacular Final Examination taking English as an optional subject.

Number appeared.	Number passed	Pass percentage.
4,387	2,922	66.6

9. The Department is constantly being urged to institute vocational training in its schools. This popular demand is based perhaps upon a misunderstanding. Vocational training belongs to the Department of Industries. The duty of the Education Department is to give general education, and without a previous general education vocational training loses its highest value. All that the Department of Education can do is to give a bias to the work in its schools. The pupil should be kept in harmony with his environment. In a rural area he should be trained to find interest and instruction in the common problems of the countryside, and all his studies should be directed towards strengthening his initiative, his reliance and powers of application. In an urban area also, his school education should be kept in touch with his environment, and he should always be made to realise that his work in the class room can be linked up with industry and commerce. Thus in our rural schools farm work and gardening should form part of the curriculum, and in town schools various handicrafts should find a place, the general purpose being to prevent the pupil thinking that in learning to read and write he has left manual occupations behind him.

Vocational
Training.

10. From all divisions we have reports of the rivalry between schools in the same locality at the beginning of the year. In fact all Inspectors in speaking of discipline refer to this in particular. Managers and masters resort to the most undignified means of attracting pupils, and this must lower the children's respect for their masters. In fact some hold that it has a lowering effect on the tone of our schools. In general, the behaviour of school boys may be described as quiet, the Indian boy gives much less trouble than an English school boy. Inspectors feel that the discipline of the teacher is less satisfactory. Mr. Wilson writes :—

Discipline.

“The discipline in our schools can be regarded as satisfactory on the whole as far as the boys are concerned. But the same cannot be said of the teachers, inasmuch as they begin to write anonymous complaints against their officers as soon as disciplinary measures are taken against them.”

The Multan Inspector deplors the fact that the happy relations between the masters and boys do not continue in

after-life, and that boys lose touch with their school from the day on which they leave it. This is a weakness which strikes all who compare our Punjab schools with those in England. A flourishing old boys' association is a very rare thing in this province.

School
Farms
and
Gardens.

11. *Special Features.*—There are seven farms attached to high schools and 136 farms and gardens attached to vernacular middle schools. These are primarily intended to keep village school boys in touch with manual work on the land, to afford facilities for instruction in the practice of agriculture, and in the use of agricultural implements both indigenous and improved, and in the growing of various crops. In addition school farms are intended to serve as laboratories where boys can conduct experiments to lead up to, or to verify theoretical work in the class room. Incidentally these farms can also be employed to demonstrate to pupils and their parents the value of improved methods of agriculture, and of better varieties of seeds. Reports from the various divisions show that this incidental vocation is developing in many farms, and the committee to enquire into agricultural education in schools has recorded that this work is of great value in creating a receptive atmosphere in the minds of the pupils so that later in life they will listen more readily to the experts of the Agriculture Department.

Manual
Training.

12. This is most popular in the Ambala division where some four thousand pupils attend the manual training centres every week. Throughout the province the general standard of work needs much improvement, and arrangements have been made with the Department of Industries to inspect our manual training centres and advise us on their proper organisation. Those interested in education in the Punjab are apt to take a wrong point of view of these institutions, and to ask us to make them vocational in purpose, whereas manual training is in reality intended to quicken the intelligence, to give an interest to certain types of boys, who do not take readily to book learning, and to train them in persistent effort. As recorded last year, in some centres there is marked indifference to the subject on the part of headmasters of privately managed schools and on the part of parents. In fact a number of these hold manual training as a mere waste of time which should be devoted to ordinary school subjects. This is because of the general ignorance of the fact that experiments in England and elsewhere have shown that the introduction of manual training has improved the work in the ordinary class subjects.

13. These movements have a two-fold purpose. The direct intention is to supply books and other necessities of school life, and to enable teachers and pupils to save money. The indirect is similar to that suggested in connection with school farms, *i.e.*, to prepare people's minds to give a sympathetic hearing to the experts of the Co-operative Department. The movement has not spread evenly throughout the province. It has been most successful in Jullundur and Multan divisions though the Hissar district has done well; this may be attributed to a very energetic co-operative inspector in that district. Of Jullundur Sardar Bahadur Sardar Bishan Singh writes :—

Co-operative
Supply and
Thrift Societies.

“The number of co-operative societies dealing with school requirements is seventy, an increase of twelve in the year. The total membership stands at about 7,600 with a capital of Rs. 20,000. The total turn-over of these societies was in the neighbourhood of Rs. 65,000. There are also 183 thrift societies with a membership of 2,974, the savings during the year are just short of Rs. 86,000.”

Lala Sukh Dyal, offg. Inspector, Multan observes :—

“These societies besides bringing actual profits to students have taught them how to organise business on co-operative lines, and have brought home to them the economic value of such co-operation. They have given the students some practice in the keeping of accounts and the working of a shop. Some of the societies are regularly inspected by officers of the co-operative department who have generally spoken well of them. The co-operative societies attached to the Government high schools at Kamalia, Dera Ghazi Khan and Multan are the most successful.”

RECREATION AND HEALTH.

14. The quality of physical training varies throughout the province from division to division and school to school, but it may be claimed that it is improving. A special course has been instituted at the Central Training College for physical training supervisors. About twenty are trained each year. They live under canvas like soldiers, and undergo a severe nine months' course which includes scouting. These men are mostly graduates and trained teachers, so that they have sufficient education to understand the principles underlying their work. It is intended to have at least one in every district of the province. They are posted to intermediate colleges and training institutions. In addition to their work in the institution to which they are attached, they are expected occasionally to aid the divisional inspector to hold courses for drill instructors and village schoolmasters in their neighbourhood. They have also been instructed

Physical
Training.

to organise games for adults in the neighbourhood of the school or college. Mr. Hogg reports that a very marked improvement in physical training and games is taking place where these supervisors have been appointed. It is probably safe to claim that more boys are playing games for pleasure than ever before in the history of the province, and with the development of the recreative aspect of the games there has come an improvement in the spirit in which games are played. Mr. Wilson states :—

“ It is gratifying to note that it has been possible to revive the sports tournaments throughout the division ; they are reported to have a great success as perfect harmony and co-operation prevailed and the public evinced a keen interest by the award of prizes.”

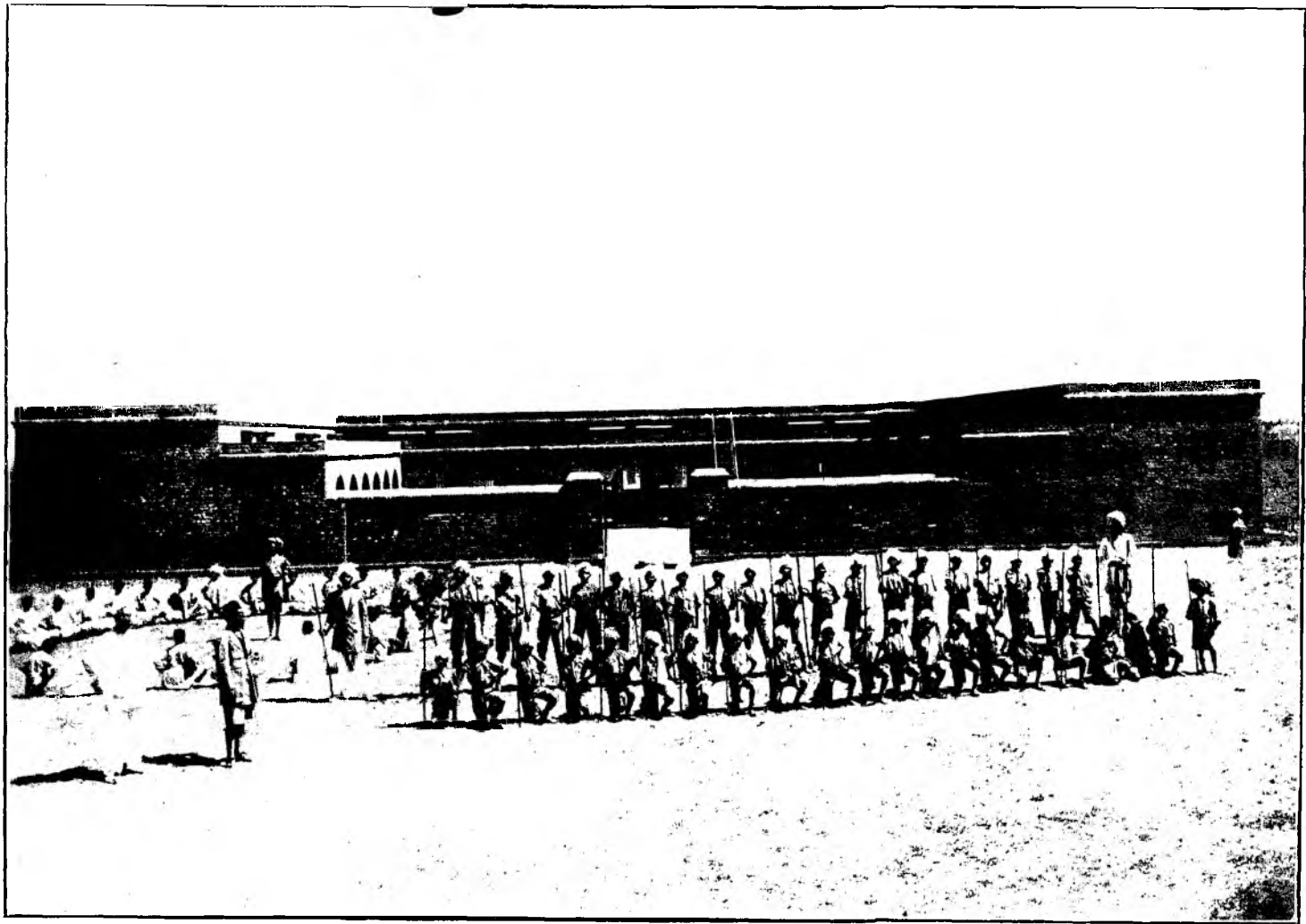
Mr. Atma Ram observes :—

“ Scouting, play-for-all and our system of drill have effected a distinct improvement in general health and physique. The boys appear happy and lively and seem to enjoy the games.”

As a result of a series of questions in Council, it was decided to hold a physical training display in Lahore in the autumn of 1927. This was organised by Messrs. Parkinson and Hogg. The display was given on the 30th November, 1927, on the University grounds. Between two and three thousand school boys took part, and the display was of a standard that would not have disgraced any large town in the west. The fact that such a display could be given with a few days' training is proof that the physical training in our Lahore city schools is good.

Medical Inspection of Schools. 15. Medical inspection of school children has been carried on in five experimental districts in the province. Inspectors vary in their opinions of its effectiveness. In the first year of the experiment its value was reduced by want of experience which resulted in faulty organisation. Organisation has now been improved, but it is reported that the following up of the inspection by treatment often leaves much to be desired. Parents are sometimes not anxious for their children to have the treatment, and in some cases the hospital authorities find the handling of the large number of school boys troublesome. The inspectors of Rawalpindi and Ambala are satisfied with the arrangements obtaining in their respective experimental districts. The Multan Inspector, however, writes :—

“ The number of students found suffering from ailments continues to be large. Regular treatment has not followed up the inspection in all cases.”



D. B. MIDDLE SCHOOL, QILA DIDAR SINGH, GUJRANWALA DISTRICT.

16. The Rawalpindi and Jullundur inspectors state that steady progress has been made in the increase of libraries. Mr. Wilson observes :—

“Village libraries are developing fast and form a sort of mental recreation for the village literates. The number has risen from 235 to 245. These are attached to vernacular middle schools. In addition to these, it is reported that there are fifty libraries attached to primary schools.”

Mr. Wilson doubts the utility of these primary school libraries as he considers that a junior vernacular teacher is not really competent to guide villagers in their reading or to interest them in it. He records, however, that he has discovered—

“A keen and persistent demand for libraries in a number of places in his division, and that they are actually proving a source of rural uplift and advancement and have been brought on a much sounder footing than in the past.”

The Jullundur inspector writes :—

“Libraries in connection with upper and lower middle schools in rural areas continue to do useful work. They are being replenished with good and healthy literature which is made available not only for school boys and teachers, but also for the general public who attend the libraries after school hours. These libraries are exercising a great educative effect. The teachers in charge are generally senior vernacular men who have been specially trained for this work in our normal schools.”

17. It is probable that this great institution is the most powerful influence for good in our schools. The Multan inspector writes :—

Scouting.

“The movement has done great good to schools in improving their tone; in providing an agency for physical and manual training in an interesting fashion; in creating a common brotherhood and in preparing students for social service. Meanwhile a note of caution must be sounded lest the movement tend to outward show.”

The Jullundur inspector writes in a similar strain. Mr. Wilson emphasises a warning :—

“The boy-scout movement continues to expand, but I regret to point out that our scout-masters have not yet imbibed the spirit of social service in the true sense of the word. Hence it is that mere display is given undue prominence and many boys do not make real advance in their knowledge of scouting or in their appreciation of the spirit of brotherhood which should inspire our scouts.”

It is time for consolidation rather than expansion in this great movement so that the tendency mentioned in the two quotations above may be firmly checked, and the utmost emphasis laid on the fact that to be made a scout-master or to become a scout is a great honour reserved only for those whose character can be trusted.

School
Dramatic
Societies.

18. These are of comparatively recent growth. They have developed most in the Ambala division. Mr. Atma Ram claims that—

“These dramas can play a powerful part in raising the moral tone of the schools as well as in contributing to the cheerfulness of spirit that ought to pervade a school.”

He has reason to conclude that they are not at all likely to impair the academic efficiency of the school. In other divisions these dramatic societies are chiefly confined to normal and vernacular middle schools where they are used in connection with propaganda work. It is an experiment which must be extended cautiously, but it undoubtedly has an educative effect in stimulating the pupil's imagination and in developing his powers of expression.

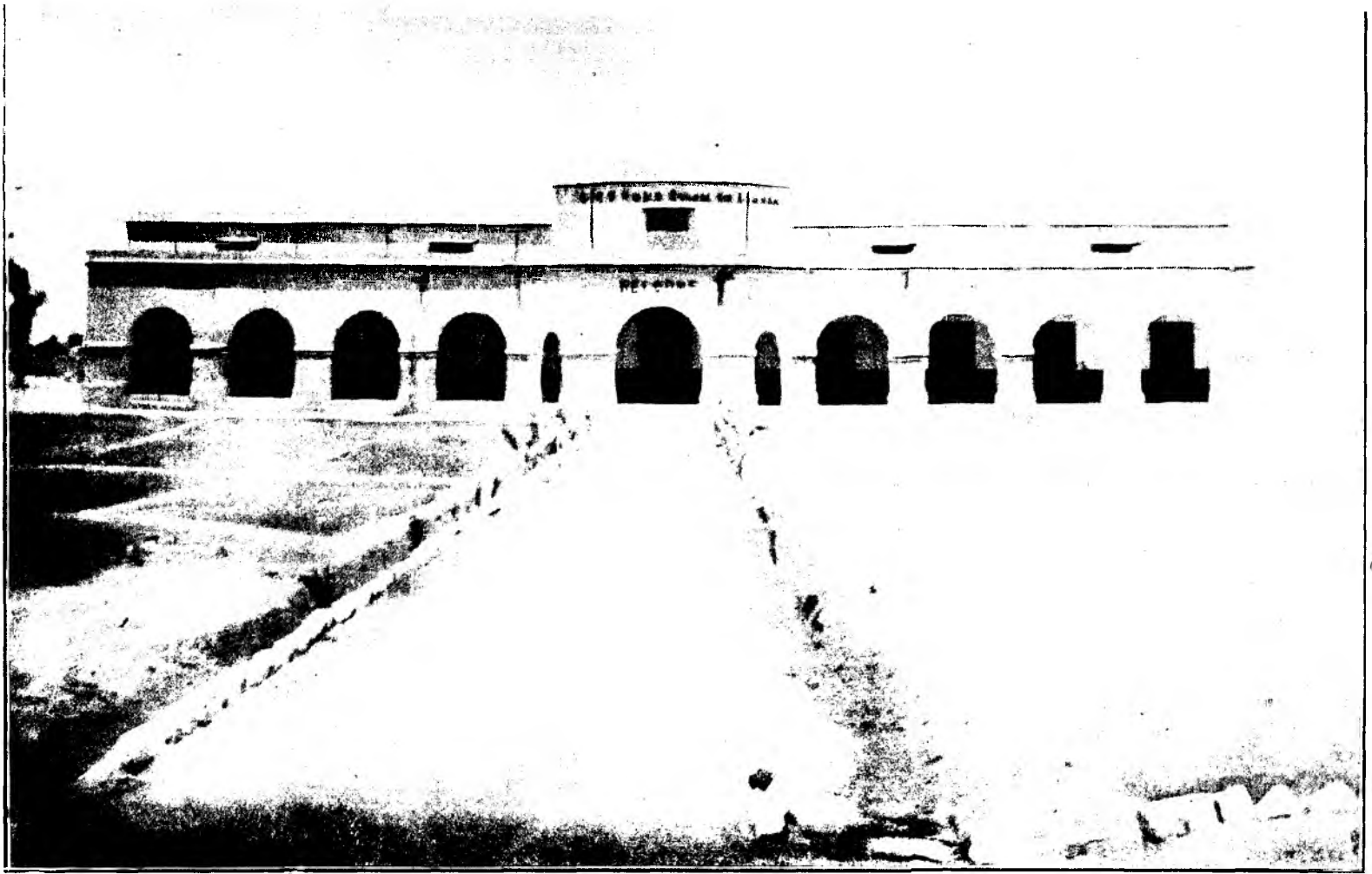
School
Buildings.

19. There has been considerable building activity almost throughout the province, particularly in the Lahore, Multan and Jullundur divisions. Nevertheless more and better accommodation is needed in many places, particularly in the Rawalpindi division. The vernacular side of education has claimed a larger share of the expenditure under this heading. Mr. Atma Ram writes :

“It is satisfactory to note that the effort to build and to spend grants out of provincial funds in time continues. The Rohtak, Hisar and Ambala districts deserve special mention with regard to building activity under district boards.”

He regrets, however, that in spite of liberal grants from Government and the efforts of other agencies, accommodation is still insufficient because of the expansion in vernacular education. The Rawalpindi inspector reports that a disappointingly small number of high schools own adequate buildings, and vernacular board schools are in a worse state. The following tabulation supports the inspector's statement :—

Distr'ct.		No. of upper middle schools.	No. of upper middle schools with adequate buildings.	No. of lower middle schools.	No. of lower middle schools with adequate buildings.
Rawalpindi	...	28	1	84	4
Attock	...	17	12	44	20
Shahpur	...	25	2	89	Nil.
Gujrat	...	13	6	57	17
Jhelum	...	16	5	72	7
Total	...	99	26	346	48



D. B. VERNACULAR MIDDLE SCHOOL, KOT SULTAN, MUZAFFARGARH DISTRICT.

20. Hostel buildings are, comparatively speaking, more satisfactory than school buildings except in the Rawalpindi division.

Some of the inspectors complain that parents do not seem to appreciate the benefits of hostel life. Mr. Wilson, quite rightly, attributes this chiefly to pecuniary considerations. It must also be recognised that with the increase of schools there is less need for boys to go home for education. Insufficient care has been taken in the past to make hostels popular. Life in them is dreary, and there is insufficient contact between the superintendent and his pupils. The importance of appointing a superintendent of influence and striking personality has not been grasped in the past. Headmasters and principals of intermediate colleges are now realising the importance of selecting good men for the charge of hostels. In many places a system of self-government has been established, and special attention is given to sound physical training, through early morning drill for example, and to character training. In addition to physical training, indoor games and hobbies are provided in some places. Supervised study makes for much more efficient work, and where it is conducted in the class rooms of the school it prevents the hostel atmosphere being vitiated before the time for sleep comes. The regularity of hostel life in meals, study, exercise and general habits provide a discipline that is sorely needed amongst our school boys.

21. The subjoined table gives the number of pupils in secondary schools (excluding lower middle) of the three principal communities enjoying free and half-rate fee concessions in the several divisions. The table also gives the number of agriculturists in receipt of these fee concessions : —

STATEMENT REGARDING FEE CONCESSIONS (FREE AND HALF-RATES).

Division.	MUSLIMS.				HINDUS.				SIKHS.			
	Free.		Half-rates.		Free.		Half-rates.		Free.		Half-rates.	
	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.
Ambala ...	394	671	289	460	1,098	941	609	1,224	89	39	103	69
Jalandhar ...	966	1,364	364	776	756	1,865	374	1,311	564	239	408	222
Lahore ...	1,121	2,489	343	1,084	328	1,730	100	1,449	375	455	225	485
Multan ...	1,712	866	1,213	428	264	1,299	440	719	285	121	78	84
Rawalpindi ...	5,749	3,421	5,763	1,340	132	1,848	262	2,543	377	669	235	778

CHAPTER V.

Primary Education.

The number of primary schools has decreased during the year by two hundred and seventeen to 5,691. So far as Number of schools. district board primary schools are concerned—and they form the vast majority—this decrease is only nominal, as it is due to the conversion of as many as more than three hundred primary into lower middle schools during the year. The small number of Government primary schools is due to the fact that Government only maintains a primary school where it is required as a practising school for vernacular training classes. The number of municipal board primary schools and of primary schools under private management remains practically stationary; the latter form one-fifth of the total number of primary schools in the province. These privately managed schools are chiefly useful for pioneer work in backward areas among apathetic people, where it would be unwise to try a full board primary school at a greater cost involving also capital expenditure.

2. The total enrolment in primary schools has decreased by 3,667 to 389,343. This is also chiefly due to the conversion of four hundred and four flourishing district board village primary into lower middle schools, in consequence of which the boys in the primary classes of the schools thus converted are classed as secondary school boys. There are, however, as many as 371,052 boys (or 41,501 more than last year) in the primary classes of secondary schools and if these be included, then the total number of boys at the primary stage is 760,395 or 37,834 more than last year; to this number may also be added the 90,834 adults in the 3,338 elementary adult schools; thus the grand total amounts to 851,229 against 820,975 last year. The total percentage of males at school works out at 7·53 against 7·26 last year. The average enrolment of a primary school is now sixty-eight against sixty-six last year. Number of scholars.

3. Owing to the decrease in the number of primary schools the total expenditure on these schools has also decreased by Rs. 17,209 to Rs. 34,61,143. Expenditure. The chief fluctuations are increases of about a lakh under district, and half-a-lakh under municipal, funds respectively, and decreases of about Rs. 1½ lakhs under provincial revenues, Rs. 11,000 under fees and Rs. 9,000 under private sources, respectively. The decrease under provincial revenues

and consequent increase under district funds are due to the fact that no new special grants were made to district boards during the year and in a number of cases smaller grants were available for "additional expenditure" than were asked for. The increase under municipal funds and decrease under fees are due to the expansion of free compulsory education. The average cost per pupil per annum is Rs 8-14-3 which is about the same as last year.

Buildings.

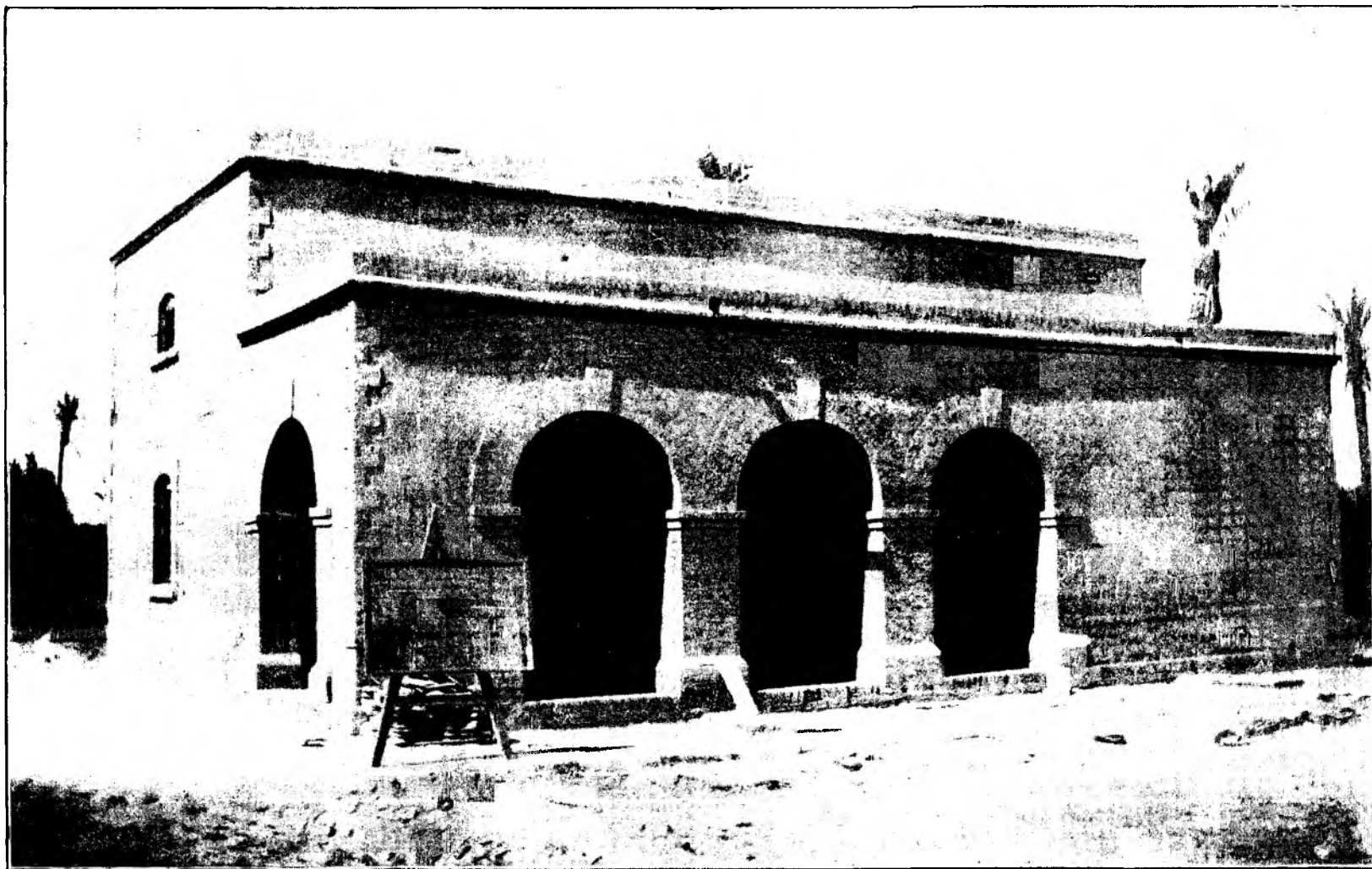
4. Primary schools under private management are generally miserably housed; this is also true of a large number of municipal board schools; but it is pleasing to note that Lahore, Amritsar and a few other municipalities have now begun to provide decent school houses with the assistance of Government grants. On the other hand, it is necessary to record that even the offer of 50 per cent. assistance from Government fails to improve matters in the case of many urban committees. District boards have built two hundred and eighty-eight new schools (forty-three upper middle, one hundred and twenty-seven lower middle and one hundred and seventeen primary); they have extended the buildings of one hundred and ninety-two schools of the various grades during the year. At present, however, about half our district board primary schools are without suitable buildings of their own. This is chiefly due to the fact that in these days of rapid expansion good public buildings for primary schools are only provided in places where these schools are thoroughly well established and are likely soon to be converted into lower middle schools. The few Government schools are all well accommodated.

Teachers.

5. In spite of a largely increased supply of trained teachers, it has not been possible to keep pace with the ever increasing demand for more trained men. This difficulty is chiefly due to the rapid and somewhat indiscriminate multiplication of branch schools in recent years; their number has risen from 2,707 to 3,058 during the year. In the case of board schools the proportion of trained teachers had risen to over 70 per cent. before the institution of branch schools; but now it has gone down to 59 per cent.

Compulsory education.

6. At the close of the year under report there were forty-seven urban areas and 1,613 rural school areas under compulsion. At the moment of writing the number of rural areas has increased to 1,892. A school area includes the whole population within a radius of two miles from the school to which compulsion is applied; therefore the number of villages under compulsion must be somewhat greater



D. B. PRIMARY SCHOOL, PANJ GIRAIN, MUZAFFARGARH DISTRICT.

than the number of school areas given above. This is, however, by no means a sufficiently satisfactory advance and the distribution of compulsory areas is also still very uneven; but fortunately, some of the backward districts seem to have realised the great importance of compulsion and are forging ahead with great alacrity. If for nothing else, at least for preventing the serious wastage in the progress of children from the infant class to the end of the primary school course, a much more rapid expansion of compulsory education is an urgent necessity. During the past seven years between 23,000 and a lakh of pupils have been added to our schools every year; the result of this should have been an approximately equal number of boys in all the four primary classes after the first four years. As a matter of fact, however, while there are now 398,004 boys in the first class, there are only 188,990 in the second, 95,916 in the third and 77,485 in the fourth; thus the fourth class has only one-fifth of the number in the first. Again, out of 281,673 boys in the first class in 1923-24 only 76,650 at the utmost reached the fourth class in 1926-27, and similarly out of 301,923 in the first class in 1924-25 only 77,485 at the utmost reached the fourth class in 1927-28.

7. At the end of the year under report there were 3,338 adult schools with 90,834 pupils in them against 3,784 and 98,414, respectively last year. The decrease is due to a stricter supervision which has resulted in the closing of many unsuccessful schools that were not worth maintaining. The number of adults who pass the literacy test every year is, however, steadily increasing. Another pleasing feature is the fact that adult schools for women are also now springing up in various districts and the Jhelum district has as many as eight such schools this year from one of which a woman has already passed the primary examination. Adult schools.

8. In this province primary education is so linked up with the whole of vernacular education that a brief reference to the latter will not be out of place in this chapter. During the past few years, side by side with expansion and consolidation, special encouragement has also been given by means of separate additional grants to the conversion of well placed and flourishing primary into lower middle and lower middle into upper middle schools. When the five year programme was introduced there were only one hundred and fifty-one upper middle schools in the province and there were no lower middle schools. At the close of the year under review there were five hundred and twenty-nine vernacular upper middle and 1,989 lower middle schools against

4,252 district board primary schools. This process of conversion will go on, as far as funds permit, until there is a sufficient number of upper middle schools in every district, and every primary school capable of development has been converted into a lower middle school. The upper middle school is in every way by far the most efficient institution in our vernacular system; the lower middle school comes next, while the primary school often fails to impart permanent literacy. The branch school is only a temporary institution opened for the benefit of little children in the first and second classes who cannot attend the parent school at a distance of a mile or two; it is treated as a part of the main school and is under the direct supervision and guidance of the headmaster of that school. The adult school is also generally attached to a day school and held in the building of that school.

**Village
Libraries.**

9. Another recent development is the institution of village libraries. There are now over 1,600 such libraries attached to upper and lower middle schools. These libraries are maintained by the district boards with the assistance of Government grants, and are open not only to school boys and those who have passed out from the school, but also to village people at large, while the librarians are required to give lectures and talks to the people in general on topics useful to the countryside, in addition to assisting literate people in the use of these libraries. For this purpose, in addition to ordinary books, pamphlets and magazines, supplied by the district boards, the best available literature on agricultural, co-operative and health subjects and other topics of special interest to the village community is supplied by the Rural Community Board which also provides the librarian's allowances.

**Rural
Community
Board.**

10. This board is a joint organisation of the various beneficent departments, with the Honourable Minister of Education as its president; it has similarly constituted but considerably larger branch organisations in every district under the presidentship of the Deputy Commissioner. All these branches have been supplied with magic lanterns and slides while the local officers of the various beneficent departments and others interested in rural uplift and enlightenment give lectures and talks in villages as they go about on tour, particularly on the occasion of *melas*, fairs, cattle-shows and other rural gatherings. The Rural Community Board's cinema lorry has also made an extensive tour covering more than half the province and visiting many important fairs and *melas*. The demonstration train of the North-Western Railway has also visited a large number of places. Both the lorry and the train have received whole-hearted co-operation

from the local officers of the beneficent departments and the members of the district councils, with very satisfactory results. All this propaganda is intended to break down the isolation of our villages and to show the people the way to better farming, better living, and better economics in general.

CHAPTER VI.

The Training of Teachers.

(i) *The Training of Anglo-Vernacular Teachers.*

Organisations The changes in the organisation of facilities for the training of anglo-vernacular teachers were given in last year's report, and during the year under review no change of any importance has taken place. The numbers in each class of the Central Training College (which is the only college in the province for the training of senior anglo-vernacular teachers) are given in the table below :—

Numbers of Senior Teachers,			1926-27	1927-28
B. T. ... ...	...	...	57	60
S. A.-V. ... ...	...	...	113	102
			170	162
P. T. ... ...	...	...	28	28
Arabic ... ...	...	...	17	20
Persian ... ...	...	...	19	19
Sanskrit ... ...	...	...	20	19
			249	248

The demand falling.

2. It will be seen that 162 senior students left the college after their year of training. Mr. Parkinson, the Principal of the Central Training College, believes that the output of senior teachers is now outstripping the demand, as the rate of expansion of anglo-vernacular education has slowed down very considerably during the last two or three years. He writes :—

“ I am of opinion that the province cannot now absorb this number of senior teachers annually. For the last two or three years a fairly large number of men have not obtained posts at the end of their course of training.”

This opinion is strengthened by the Inspector of schools, Lahore Division, who states in his report :—

“ I have on my waiting list 100 B. Ts. and S. A.-Vs. and 78 J. A.-Vs. for whom there is not a single post to offer. I do not know much about the conditions prevailing in other divisions, but as the applicants come from all the five divisions of the province, I conclude that the prospects of employment are as poor elsewhere as in Lahore. Under such circumstances, I would suggest that the number of admissions to the B. T., S. A.-V. and J. A.-V. classes should be restricted.”

It should not however be concluded that there is great unemployment amongst senior trained teachers because it is customary for students at the end of their course of training to apply to all the divisional inspectors for posts but there seems strong evidence to show that the output of senior trained teachers is now outstripping the demand.

It is noteworthy that for the first time for many years there was no lady student in the Central Training College.

3. J. A.-V. classes are held in the same institutions as last year, and the number of units remains the same, though there is a decrease of 19 students to 294. The average cost of training each J. A.-V. student (including stipends) has risen from Rs. 126 to Rs. 141 per annum. J. A.-V. units.

4. The lowest qualification for admission to the classes held at Lyallpur, Multan and the D. A.-V. College, Jullundur, is a pass in the F. A. or F. Sc. examination, while the Khalsa College, Amritsar, has reverted to the old practice of admitting matriculates for a two-years' course of training. There is still a conflict of opinion whether a two-years' course of training after matriculation is preferable to a one-year's course after the intermediate examination, but opinion is becoming more insistent that the J. A.-V. teacher is not competent to teach English, and therefore, his course should be re-organised to make him a teacher of vernacular subjects in the middle classes. Qualification for admission.

5. It is also a matter for consideration whether all the J. A.-V. teachers now receiving training can be absorbed. Information from the different colleges shows that a considerable proportion of the students have not received posts at the end of their course of training. The Principal of the Multan College writes :— Over-supply.

“ The J.-A. V. teacher is now a drug on the market. He is not considered efficient as a teacher of English. As a teacher of other subjects the cheaper S. V. is preferred. ”

The Inspector of the Jullundur Division writes :—

“ The supply of J. A.-V. teachers is far in excess of the demand. About 200 men are trained from the J. A.-V. training classes for whom there is absolutely no room as very few anglo-vernacular middle schools are started in these days. These men hang about the schools and the Inspector's office, and there is evidently no employment for them. It would be good if these classes are closed for a time to stop overflowing the market and creating discontent. ”

6. In last year's report Mr. Parkinson stated that the standard of academical qualifications of candidates admitted to the Central Training College tends to rise. In the year under Quality of candidates admitted to the C. T. C.

report the Principal reports that thirteen students with the M. A. degree, three with the M. Sc. degree, and several with very high classes in the B. A. and B. Sc. examinations were admitted. It is sometimes stated that the teaching profession is the last resort of the mediocre, but such a statement is not borne out by an examination of the academical attainments of students now applying for admission to the Central Training College. It must be remembered that there are far fewer avenues of employment open to graduates in the Punjab than in western countries, and also that the cream of University intellect in India as in England is not likely to take up the teaching profession.

The Principal reports that he is finding difficulty in providing suitable facilities for practice in view of the large number of students under training. Some of the local headmasters have stated that the handing over of the schools for so long a period as six weeks to the students under training is not conducive to efficiency or to smoothness of work. On the other hand there are schools which welcome the students and believe that the period of practice is of great help both to the pupils and to the regular teachers. Mr. Parkinson reports that it is very probable that schools outside Lahore will have to be used for the purpose of school practice.

Removal of
Oriental
classes.

7. Mr. Parkinson still pleads for the removal of the Oriental classes from the Central Training College on the ground that the students have not a sufficiently wide background of knowledge to profit by the course of training. He is of opinion that these classes would be more suitably located in the Oriental College.

Special P. T.
class.

8. The special physical training class was continued last year and did excellent work. It is anticipated that these students who have been appointed to normal schools and other institutions will considerably quicken the interest taken in games and other activities by the boys of the primary classes.

Courses.

9. The University made one fundamental change in the regulations for admission of private candidates to the B. T. course by removing the rule regarding the necessity for training, but later re-introduced it. One result of this change of regulation was that there were nearly fifty private candidates for the B. T. examination last year. Mr. Parkinson writes :—

“ In my opinion it will be regrettable if the highest degree in education in the Punjab can be obtained by a student who has undergone no course of training.”



CENTRAL TRAINING COLLEGE, LAHORE, PHYSICAL TRAINING CLASS CAMP, 1927-28.

10. There have been no changes of any importance in the methods of teaching. The assignment system discussed in the report of last year has continued, and the Principal is of opinion that this form of organisation is far preferable to the lecture system in so much as the students are thrown more on their own resources and do not merely take down what they are told.

Methods of teaching.

11. The introduction of a measure of self-government in the college through a system of boards was described in the report of last year. This system was continued and works successfully. Mr. Parkinson points out that one difficulty of obtaining efficient functioning of these boards is on account of the shortness of the course, and of the impossibility of creating a tradition as the course for every student in the college is nominally of one year only.

Various forms of Self-Government.

12. The year under report saw the inauguration of the Punjab Geographical Association, the work of which largely centres in the Central Training College. This Association hopes to do for the teaching of geography what the Punjab Association of Science Teachers is doing for the teaching of science. Under the auspices of this association lectures were given each month throughout the session and excursions under the supervision and guidance of Rai Sahib Lala Sohan Lal, Honorary Secretary of the Association were made to the Khyber, Pass, Karachi, Khewra and other places of interest.

Punjab Geographical Association.

13. Special attention was paid to the physical training of the students and to first aid. All the students undergo physical training every day. Many of them are trained as scoutmasters and practically all take up special courses in hygiene and first aid. In the University competition, the college regained possession of the Maclagan First Aid Cup and in the All-India Challenge Competition, won the Lord Irwin Challenge Shield open to all training institutions in India.

Physical Training.

14. An interesting feature of the college work is the invitation of experts on various subjects to lecture to the students. During the last session six such lectures were given.

Other lectures.

(ii) *The training of vernacular teachers.*

15. *Training.*—In the foregoing paragraphs of this chapter have been discussed the main features of the problem of training; what follows is a brief review of that aspect of the question which relates only to the vernacular section of training.

Change in
view-point.

16. As before, the arrangements for the training of vernacular teachers are divided between combined institutions and the normal schools which are scattered over the province. The distribution is shown in detail in an attached statement. Compared with last year there have been only a few unimportant changes, such as the transfer of the Moga School to Ferozepore and the removal of the two J. V. units from Srigobindpur to Ajnala. But vitally important to notice, in respect of organisation and distribution of the above training facilities, is the radical change in the view-point of the majority of inspectors of schools and of several headmasters. In fact even last year doubts were expressed as to the ultimate success or achievement of the "combined institutions" which came into being as a measure of economy in a period of rapid expansion. Remarks under this heading in the last year's report are significant. The Inspector of Training Institutions took up the question in an earnest spirit and in the course of a letter addressed to one of the divisional inspectors he observed —

"There are as many as six places in the division where J. V.'s and S. V. s are being trained. This in my opinion is a dissipation of energies and presents difficulties."

Among the difficulties he instructively mentions the rarity of a suitable teacher who, he rightly considers, should be much more efficient than the average high schoolmaster and should be endowed with strong rural sympathies. He hopes to find in "concentration" the solution of the difficulty of obtaining suitable teachers for his ideal training. Continuing further and taking up another stand he writes:—

"I also find that the combined institution is educationally rather unsound, and from the point of view of training has not been an unqualified success. . . . It places the future village school master in a very uncongenial atmosphere, where he is looked upon as an interloper and is not infrequently jeered at by the better-dressed and better-fed students of the high classes. . . . Then the urban surroundings and association with urban school boys are also likely to give him urban sympathies and somewhat expensive tastes and thus make him less suitable for his future work in rural areas. I also think that the present arrangement is not truly economical, inasmuch as it necessitates separate provision of equipment, books, etc., at so many places. It also presents serious difficulties in the way of practice of teaching and I think a good practising school is an absolutely necessary appendage to a training institution."

There is considerable force in all this. Khan Bahadur Sheikh Nur Elahi raises, for consideration, three important problems:—

(i) Concentration of the present system of training ;

- (ii) Detachment from all high schools of all training units ;
- (iii) Provision of a practising school for each normal school.

As regards the first item there is a consensus of opinion from all quarters. As to the second, the Inspector of Schools, Multan Division, holds in its favour very strong views and recommends the separation on more considerations than one, both moral and educational. Mr. Atmaram, however, is satisfied with his combined institutions and finds nothing unsound about the idea. "In this division," he says, "the combined institution cannot be said to have been a failure, though in some cases, the results have not been what they might have been expected." The third point is dealt with in the appropriate section below.

These arguments against the combined institution are cogent. But the system must continue throughout the period of expansion until the saturation point is reached when the Department may be able to determine the number and location of its permanent, full-fledged normal schools.

17. Reports from all quarters are almost unanimous in holding that there is no dearth now of suitable recruits for admission to our training units even from amongst the agricultural tribes. So large a number appear for admission that one district inspector thinks it is not an easy task to apply judicious selection. With such an abundant supply it should be possible satisfactorily to staff our vernacular schools. There has been complaint in certain quarters that there is a tendency on the part of headmasters to give relatively less weight or value to the scholastic attainments of the candidates and that the selection is mostly governed by the consideration of a candidate's aptitude for community and propaganda work ; thus all concerned have been asked to give due importance to personality and educational qualifications. Admissions.

18. This question from its very nature is linked closely with questions of staffing, admission, practice of teaching, and so forth. There are some who hold that under the pressure of propaganda and community work instruction has deteriorated. This criticism overlooks the fact that the community work which appears so absorbing at first sight is not encouraged at the expense of class work ; it utilises spare hours and does not seriously interfere with the academic progress of the pupil. The splendid examination results of the past two years achieved by those institutions which also excel in these out-door activities Class work
in Normal
Schools.

constitute an assurance against the above fears; the variety of activities has enriched the back ground of the students and has quickened their imagination. Again, our normal schools are no longer backwaters in which stagnate the failures of the Department. In most of the schools the staff has been specially selected. In some schools a number of successful assistant district inspectors are working—in one as many as three. In the selection of the vernacular staff also efforts have been made to send to these schools men of ability.

S. V. Two-
years Course.

19. An experiment of vital importance in the provision of teachers for the middle schools of the province has been made in the establishment of a two-years course for senior vernacular candidates. It is unnecessary to emphasise the value of such a course in developing *esprit de corps* and professional zeal.

Practice of
Teaching.

20. The Inspector of Training Institutions' last year's remarks are applicable to this year also and may be quoted :—

“The theoretical side of the profession is being lightened and simplified in order to give more time to the practice of teaching, to which insufficient attention has been paid in the past.”

In the year under report it is recorded that “wooden, stereotyped customs are dying out, yielding place to realistic methods.” The practice of teaching is being brought into harmony with the conditions prevailing, and the appliances available in the village school where the pupil teacher is ultimately to work. Criticism lessons and the bookish form of the so-called criticism are engaging the attention of the Department and it is hoped that they will be shortly remodelled in the light of experience gained. An important part of training is actual practice in a full-fledged school; this necessity has been recognised by the Department and several training institutions have been provided with practising schools of their own.

A disquieting feature brought to notice is, that some neighbouring schools, municipal and private, do not extend a warm welcome to our students and will not let them attempt experiments such as the project method and the like for fear of interference with their own plan.

A notable aspect of some of the training schools such as Daska and Campbellpur is almost the entire conduct of teaching work in the practising school by the pupil teachers. The system, besides providing a copious field of practice to the students, has effected considerable economy in the staff of the practising school. It is important to note that in the Daska school a marked improvement in enrolment has followed the reorganisation of the practising school on these lines while stagnation has completely disappeared.

Besides the usual teaching practice in term time, each student when at home on vacation, is required to put in full one month's work in the school of his neighbourhood. The district inspectors of schools have been asked to see that he does so satisfactorily.

21. The project method, taken in hand only last year, is being ^{New methods,} further tried in a few more institutions and the results are being watched with much interest.

At Gakhar His Excellency the Governor observed :—

“ Again in its adoption of the newer methods of teaching it emphasises the fact that education is not (as I fear it tends to be in India) something exotic and alien to the life of the people, but a training in the better conduct of the ordinary activities of life.....”

All these impressions and the measures taken from time to time in this behalf assure us that we are now proceeding in the right direction.

22. It is a pleasure to note that some of the institutions, ^{Community work and propaganda.} notably Gakhar, Gurgaon, Lala Musa and others, have specialised in propaganda and community work. The pupil teachers have not only been lecturing on laws of sanitation, health, benefits of co-operation, advantages of modern scientific farming, etc., but have also actually been taken out to villages where they have held meetings of the people, talked to them about their social and economic evils, suggested remedies, have opened adult schools, and what is still greater, have even swept the village streets, and cleaned and cleared the drains. This is all very great work and speaks of extraordinary labours and interest. “ Never in the history of the cattle fair in this district,” observes the Deputy Commissioner, Sialkot, “ has such an amount of community work been carried out before at these fairs. Over 50,000 persons from all over the northern and central Punjab came to the fair and most of them did benefit one way or another.” As a natural result of such work the newly trained youth is no longer apt to be considered the passive munshi of yore, cooped and confined within his school house with nothing to contemplate except his domestic troubles when at home, and his rut of a syllabus when at school. He has to play a diverse rôle to-day. His school is to be looked upon as a centre of enlightenment for the village peasantry and he is to be regarded as their community leader and friendly guide. Such is the high ideal held up before the modern teacher and it is for the normal school to equip him with the necessary qualifications.

“ It is a satisfaction to note that our schools are acquitting themselves creditably well in this behalf. We have been using every opportunity to push forward the village welfare movement and have been pressing to our aid all legitimate means to that end,” says a headmaster of a prominent school. “ It is because we with brooms in hand actually cleaned the dirty streets of a particular village that the villagers resolved to keep it clean ever after ” remarks another. A very interesting feature of this branch of work is the practical teaching of Civics and Self-Government through the institution of various boards for health, sanitation, etc. In one school there is a school council to which all members are elected by vote on the lines of our Legislative Council ; the students hold portfolios and to some extent govern the school. Thus the old narrow limitations are breaking down and yielding place to wider, more humane and more social interests harmonising with the natural surroundings of a village school.

Lest we over-emphasise these many activities we should heed Mr. Parkinson’s word of caution given on the occasion of a visit to a normal school :—

“ My main criticism is that excellent though many of the activities and methods are, the training will not be successful unless the foundation of the work, *i.e.*, the teaching of the usual primary school subjects is not forgotten.”

Games and
Physical
training.

23. The physical training experts from the Central Training College are revolutionising the work in our training institutions. Most encouraging reports of their success have been received. Efforts have also been made to revive as many of our desi games as lend themselves to some sort of organisation. Wrestling has been tried but found unsuccessful ; our young men have lost interest in this fine sport. Kabaddi has established itself with a tenacity which warrants its continuance ; it rouses more excitement and interest than any other game so far tried. Sialkot has done a service in codifying its rules.

Farming and
Gardening.

24. Almost every normal school has a farm or garden attached to it. A headmaster writes “ Agriculture has been started this year on a profit sharing principle and has added to the boys’ sources of income. The surplus income goes to the pupil teachers working on the field as so many tenants.” Another headmaster says :—“ Our boys working in the field in shirts and shorts strike the neighbours as ideal farmers.”



PHYSICAL TRAINING DISPLAY BY SCHOOLBOYS OF LAHORE UNDER DIRECTION OF THE STUDENTS OF THE
CENTRAL TRAINING COLLEGE, LAHORE, 1927.

A recent educational report observes :—

Adult education.

“ An important feature of every normal school should be the school for adults in which the students in turn would not only teach reading, writing, and arithmetic, but would also be trained to expound circulars and pamphlets published by the Departments of Public Health, Agriculture, Co-operation and the like. ”

This ideal is yet to be achieved ; but our beginnings are neither depressing nor disappointing. The villager whose education is the chief aim of this enterprise, does not take very readily to new things ; thus progress is not rapid. Few normal schools are without an adult school, and in a number of cases more than one school is maintained ; there are as many as five schools with a roll of two hundred and six pupils attached to one training institution. A pleasing feature of this movement is the teaching of reading and writing to prisoners. At Jullundur one school is devoted to the teaching of chamars inhabiting an entire village.

25. Some normal schools have a record of exceptional services rendered by their scouts mostly on the occasion of big gatherings, melas and other public functions. In several instances life and property are reported to have been saved through these timely and zealous services. Of one troop of scouts, Sardar Bahadur Sardar Bishen Singh writes :—

Scouting.

“ They have rendered a good account of themselves ; and on more than one public occasion have readily come forward to co-operate with the authorities whenever their services were required. ”

Of another troop we hear that under the supervision of the local health officer during the days of an outbreak of an epidemic they successfully carried out disinfection of an entire village, and that on another occasion the same troop did good service in a malaria-stricken area by attending to the sick and by administering quinine. Almost all normal schools now have a scout troop under a duly qualified scoutmaster.

That the movement is playing a great part in building up character and in removing communal barriers, amongst the scouts at any rate, is recognised by all well-wishers of the country. Thus its value is high in a training school whence the movement has a chance of spreading through the countryside.

26. There is a multitude of other activities besides those noticed above. The list thereof varies with each institution. Each activity, in its own way, contributes its humble share to the all-round development of the pupil teacher. Some of these

Other activities in normal schools.

stand out more conspicuously than the rest and as such deserve comment :—

(1) *Co-operative Societies*.—The value of these societies is two-fold ; they save our students money and prepare their minds for the spread of the movement in their villages. So great is the benefit derived through co-operative stores that in one school they were able to effect a “ decrease of Rs. 1,200 in their annual mess expenditure.” Another headmaster feels confident that with the further development of co-operative enterprise it will not be impossible in the ensuing years to make his students almost self-supporting.

(2) Another useful activity is the Red Cross Society with its record of services to the sick and the needy.

(3) *Poultry farming* is another useful activity taken in hand in a few schools ; but to have economic and educational value it must be organised on scientific lines.

(4) Among interesting innovations one is tempted to mention the “ Anti-Tahband and Pro-Pajama Society ” and “ Short Hair Society ” of Shahpur district. Those who know the ilaqa will appreciate the purpose of these societies. It is a peaceful crusade directed against the loose loin cloth and long dishevelled hair so much in vogue in that part of the province.

(5) *Dramatic Clubs*.—These are of recent growth but most of our training institutions have established such clubs. The plays, which are mostly the composition of the normal school staff and students, are all of rural interest : village epidemics, village sanitation, evils of certain social customs and of extravagance prevailing in the village and so forth. Of the Gakhar dramatic club which performed at a fair in the Sialkot district, the Deputy Commissioner observed : “ The dramatic club performed two community dramas which I personally attended ; they were very musical, interesting and highly instructive.” A headmaster of experience holds that these plays stimulate the imagination of his pupils and lead to better powers of oral and written expression.

Refresher
Courses.

27. As already observed in last year's report the need of these courses was keenly felt first by Mr. H. G. Wyatt—an keen educationist and thinker, who arranged them for anglo-vernacular teachers at the Central Training College. In 1926 Mr. Wilson of Rawalpindi held three courses at different places in his



GOVERNMENT HIGH AND NORMAL SCHOOL, SHEIKHUPURA.

division chiefly for vernacular teachers. The success of these led to a more ambitious experiment in 1927 :—

“The Inspector of Training Institutions, Punjab, held a special refresher course at Gakhar before the opening of the new normal school year. The course was attended by the senior masters of all the normal schools except those of the Ambala division. Specially selected officers of the Departments of Education, Public Health, Agriculture and Co-operation were deputed to lecture and give demonstrations; the Board of Economic Survey lent the services of one of their officials who was carrying out an economic survey in a village near Gakhar; and the Public Works Department sent a lecturer from the Engineering School at Rasul to deal with survey work. Study groups were formed to read up various topics in spare hours, and to read papers or initiate discussions with members of the class. There was physical drill of a strenuous type every morning and games were played every evening. On one night there was community singing, and on other nights lantern lectures; and on two occasions the North-Western Railway cinema gave a picture show. At the second performance the spectators numbered some fifteen hundred, and villagers trudged twelve miles to witness this rare treat.”

“The staff of the Ambala division attended at Gurgaon a similar refresher course which was conducted by Mr. Brayne, Deputy Commissioner, and Mr. Atmaram, Divisional Inspector of Schools. Both the courses were attended by a number of inspectors of various grades”

A number of similar courses were subsequently held in each district under the instructions of the inspector of schools concerned; and reports suggest that a distinct improvement in work is visible as a result of these courses.

28. Mention must be made of the interest evinced by other Extra Help. beneficent departments of Government in the work of the Education Department; not only at the refresher courses held throughout the province but on many other occasions have the officers of the various departments addressed our normal school students on the topics and interests that they represent. The Department is grateful for this friendly co-operation which helps to broaden the outlook of the village school master and makes him of greater value to his neighbours.

29. The American Presbyterian Mission at Moga continues to Activities at
Moga and
Gurgaon. do good work. Its activities are chiefly confined to the uplift of the Christians of the depressed classes. The training given is a definite preparation for village life.

Of the school of Rural Economy, Gurgaon, a brief description has already appeared in the Education report for the

year 1925-26. The following details are quoted from Mr. Brayne's book " Village Uplift in India " :—

This school of rural economy is put up with three-fold objects—

- (a) to teach the villager the dignity of labour, for, it is contended, that ' until he will put his hand to it, he will never clean or improve his village ' ;
- (b) to instil in him the idea of service, the desire to help one's self and other people ; and
- (c) to convince him, by actual instruction given that we have a complete remedy for all the ills of village life.

Patwaris and teachers were believed to be the best recruits for the training. The first batch of candidates who underwent the training consisted mostly of teachers and a few patwaris. The latter, however, have disappeared and the entire training and the scheme now centres about the teachers only.

A big farm of fifty-one acres has been acquired on a long lease. This provides, on an extensive scale, for practical work and demonstration. Among the subjects taught scouting and co-operation loom large ; they are intended to instil into the student the spirit of self-help and social service. There is, besides, a long list of other subjects taught. Practical agriculture, domestic and village hygiene and sanitation, infant welfare and public health are typical.

Those who pass out well are either taken as village guides or go back to their schools with improved prospects. Mr. Brayne has reasons to believe that his school ' has caught the imagination of the people and they look to it to inaugurate a new era in village life.' "

Separate Normal Schools.

Division .	Institutions.	UNITS.		No. of Junior Vernacu- lars.	No. of Senior Vernacu- lars.
		Junior Vernacu- lar.	Senior Vernacu- lar.		
Multan ...	<i>Nil</i>	...	...	...	...
Rawalpindi	1. Lala Musa ...	4	...	155	..
	2. Gujar Khan ...	2	...	80	...
	Total ...	6	...	235	...
Jullundur ...	1. Jullundur ...	1	3	44	137
	Total ...	1	3	44	137
Lahore ...	1. Daska ...	3	...	117	...
	2. Gakhar ...	...	3	...	128
	Total ...	3	3	117	128
GRAND TOTAL ...		10	6	396	265

Statement showing the Distribution of Training Units.

COMBINED INSTITUTIONS.

Division.	Institutions.	KIND AND NO. OF UNITS.		No. of Junior Vernaculars.	No. of Senior Vernaculars.
		Junior Vernacular.	Senior Vernacular.		
Multan	1. Muzaffargarh ...	1	..	43	..
	2. Kot Adu ...	2	..	86	..
	3. Multan ...	..	3	..	126
	4. Montgomery ...	2	..	84	..
	5. Kamalia ...	2	..	75	..
	6. Dera Ghazi Khan...	2	..	87	..
	7. Taunsa ...	1	..	48	..
	8. Jhang ...	2	..	82	..
	Total ...	12	3	505	126
Rawalpindi	1. Mianwali ...	1	1	34	34
	2. Bhagtanwala ...	1	..	40	..
	3. Campbellpur ...	2	1	63	36
	4. Shahpur ...	..	2	..	78
	Total ...	4	4	137	148
Ambala	1. Jagadhri ...	1	3	43	120
	2. Gurgaon ...	3	..	117	..
	3. Karnal ...	5	3	202	126
	4. Hissar ...	2	..	84	..
	5. Rohtak ...	4	..	173	..
	Total ...	15	6	619	246
Carried over ...	31	13	1,261	520	

Statement showing the Distribution of Training Units—concid.

Division.	Institutions.	KIND AND NO. OF UNITS.		No. of Junior Vernaculars.	No. of Senior Vernaculars.
		Junior Vernacular.	Senior Vernacular.		
	Brought forward ...	31	13	1,261	520
Jullundur	1. Phillaur ...	2	...	83	...
	2. Dharmsala ...	1	...	41	...
	3. Ferozepur ...	2	...	88	...
	4. Hoshiarpur ...	3	...	131	...
	Total ...	8	...	343	...
Lahore	1. Kasur ...	2	...	78	...
	2. Pasrur ...	2	...	79	...
	3. Gurdaapur ...	2	...	80	...
	4. Gujranwala ...	...	1	...	41
	5. Sheikhpura ...	1	...	43	...
	6. Sharaqpur ...	...	2	...	82
	7. Srighobindpur ...	2	...	80	...
Total ...	9	3	360	123	
GRAND TOTAL ...	48	16	1,964	643	

NOTE.—The above statement excludes two district board, three aided, one unaided training classes and the Gyani training class at Khalsa College, Amritsar.

CHAPTER VII.

Professional, Technical and Special Education.

(i) Professional Education.

Law College,
Lahore.

The total number of students enrolled during the year was 526 of whom 283 joined the F. E. L. and 243 the LL.B. class. This showed a decrease of forty-three as compared with last year. The number of resident students also fell from 241 to 213. With the appointment of a second whole-time Law Reader the number of full time teachers increased from two to three while that of part-time lecturers decreased from nine to seven. In 1927, 206 out of 337 candidates or 61 *per cent.* passed in the F. E. L. and 178 out of 332 or 53 *per cent.* in the LL.B. examination ; the preceding year's percentages were 51 and 73 respectively. The college has raised a detachment of the University Training Corps under its own commissioned officers, and the Union Committee has continued to control the various activities of the college with efficiency.

King Edward
Medical College,
Lahore.

2. The year closed with 456 students on the rolls of the college on 31st March 1928, as compared with 488 on the same date of the preceding year. The decrease of thirty-two was due to the restriction of new admissions to seventy-five students after the year 1924. The following figures show the communal distribution of the total on roll :—

Indian Christians	...	...	...	6
Parsis	...	...	...	1
Hindus (including two Jains)	...	...	...	192
Muhammadans	...	...	...	182
Sikhs	...	...	...	75

As compared with last year the number of Muslim students rose by five and that of Hindu and Sikh students fell by twenty-four and fourteen respectively. The staff saw several changes during the year, the most noteworthy being the going on leave of Major T. A. Hughes, professor of clinical medicine and Lt.-Colonel H. M. Mackenzie, professor of pathology ; their places were taken by Captain Hari Das and Rai Bahadur Dr. Jiwan Lal. Dr. M. R. Sawhney reverted to his substantive post of clinical assistant on the return from leave of Major A. M. Dick, professor of diseases of the eye, ear, nose and throat. The results

of the various University examinations were better on the whole than those of 1926-27, as the following percentages will show :—

	1926-27.	1927-28.
First M. B., B. S. Examination ...	47·7	53·4
Second „ „ ...	60·0	69·1
Final „ (April 1927) ...	60·4	51·9
Final „ (October 1927)...	35·3	41·6

Commenting on these figures, Colonel J. W. D. Megaw, Inspector-General of Civil Hospitals, observes :—

“ But the necessity for complying with the requirements of the General Medical Council is tending to raise the standard of the examinations.....If, as is likely, still higher standards will be exacted in the future, it is a mistaken kindness to admit students who have little prospect of being able to pass their examinations. ”

3. The problem of teaching midwifery to satisfy the regulations of the General Medical Council was not so acute as in the preceding year. Twenty-two students were trained locally at the temporary maternity hospital, Lahore, as compared with fourteen in 1926-27 ; the remaining students completed their training at Madras. The new maternity hospital with fifty-six beds will be, it is hoped, a final solution of this vexed problem. It is expected to be ready for partial occupation by 1st October, 1928. On the pertinent question of the employment of qualified men the remarks of Colonel J. W. D. Megaw deserve a prominent place. In reviewing the report of this college he writes :—

“ There is acute unemployment among the medical graduates who have qualified from this college, and some of them have been forced to accept appointments as Sub-Assistant Surgeons. The hard fact is that the supply of medical graduates is considerably in excess of the demand : in other countries this state of affairs is immediately followed by a diminution in the number of candidates for admission to the medical schools but hitherto there is no sign that such an adjustment is taking place in the Punjab ”.

Medical
School, Am-
ritsar.

4. The number of students on the rolls fell from 384 in 1926-27 to 372 on 31st March 1928. Of these 145 were Hindus, 145 Muhammadans, 81 Sikhs and 1 Christian as compared with 157 Hindus, 143 Muhammadans and 84 Sikhs in the preceding year. The number of new admissions was eighty-five, the same as last year. That the competition for admission to the school continues to be keen is clear from the fact that as many as two hundred and twenty-two candidates had to be refused. The permanent buildings of the school reached completion during the year with the exception of sanitary and electric installations which are expected to be ready by 1st October 1928—the date provisionally fixed for the occupation of the new building. The pass percentage in the various examinations was satisfactory and compared as under with the previous year :—

	1926-27.	1927-28.
First Professional Examination ...	92·9	90·8
2nd " " " ...	76·5	67·7
3rd " " " ...	77·6	81·2
Final " " " ...	58·2	60·6

Major Amir Chand, the permanent Principal of the school, was on leave for a considerable period of the year and Captain R. N. Bhandari officiated for him. The teaching staff was strengthened by the appointment of two sub-assistant surgeons as demonstrators, but the lack of proper buildings and the inadequacy of the nursing and menial staff at the hospital continued to hamper clinical teaching. The remodelling of the hospital was undertaken at an estimated cost of Rs. 1,50,000 but the hospital having been provincialized with effect from 1st November 1927, the construction work was stopped and the question of building an entirely new hospital is at present engaging the attention of Government. The health of the students remained good on the whole. Four students however developed phthisis and had to proceed on sick leave.

Women's
Christian
Medical
College,
Ludhiana.

5. The college had 209 students on the rolls of the various classes. Of these 151 were Christians, 29 Hindus, 19 Muhammadans and 10 Sikhs. Construction work has gone on apace during the year under report. The babies' ward in the

maternity block has been completed, the new dispensary is well in hand and a small *post-mortem* room at the hospital and a septic tank for the medical ward have been built. Fifteen students passed the final licentiate examination, two passed the test for compounders, thirteen nurses, seventeen midwives, and thirteen nurse dais passed in their respective qualifying tests. Two health centres have been opened and it is intended further to develop this work. A scheme is being matured for supervising the work of district dais, who are sent in for a few months' training in midwifery, in their own villages. This is an important activity and its progress will be watched with interest. The Principal complains of the staff and students having suffered severely from malaria in the last autumn and attributes the trouble to the existence of an old *nala* within a hundred yards of the college premises. The college has not yet been able to secure a better water and light supply. The attached hospital offered treatment to 2,188 adults and 487 children as indoor patients. The number of outdoor patients was 47,955. The institution continues to do excellent work under the able management of Dr. Edith Brown.

6. The enrolment in this institution has steadily increased from seventy-five in 1922-23 to ninety-nine in 1926-27 and one hundred and sixteen on 31st March 1928. This is a sure indication of the popularity of the Ayurvedic classes. An up-to-date dissection block, a surgical hospital, small family quarters for out-station in-patients and a hostel for resident students are the chief needs of the Vidyalaya. The number of patients attending the two out-door dispensaries and the in-door hospital rose from 16,947 and 127 in the preceding year to 17,163 and 175 respectively in the year under report. Training in practical pharmacy continues to occupy an important place in the scheme of work. A new departure was made in September 1927, by arranging an excursion to Udhampur hills—40 miles beyond Jammu—with a view to study medicinal herbs not available in the plains. About seventy students took the trip and gathered about a hundred new herbs and plants. An attempt was also made in the direction of doing some research work on tuberculosis. Kaviraj Balwant Singh Mohan, Vaid Vachaspati, made a special study of this disease and travelled far and wide over the country. An observation dispensary is being arranged at Lahore with a view to advising and treating cases of this dreadful disease.

7. The Unani Tibbiya classes, though attached to the Islamia College, Lahore, are under the control of a special committee, consisting of a few members of the college council and some

Dayanand
Ayurvedic
Maha
Vidyalaya,
Lahore.

The Unani
Tibbiya
classes,
Lahore.

local physicians of repute. Classes are of two kinds, Urdu and Arabic. The former had fifty-five and the latter four students on the rolls on 31st March, 1928, showing a decrease of thirty-eight as compared with last year. Of this number ten were Hindus. The duration of the course has been reduced to two years. In the final examination of 1927, twenty-two out of thirty passed from the Urdu class and four out of seven passed from the Arabic class. The expenditure for the year amounted to Rs. 6,409, out of which the University contributed Rs. 600. A museum, a clinical laboratory and English and Unani dispensaries have been opened and models of the various organs of the body have been supplied.

8. Mr. T. A. Miller Brownlie on return from leave out of India took over charge of the office of the Principal on the 14th March, 1928, from Dr. P. E. Lander, agricultural chemist, and Mr. D. P. Johnston joined as professor of agriculture on 26th July, 1927, relieving S. Labh Singh of the additional charge. The Hailey Hostel, completed during the year, was opened by His Excellency the Governor on 20th July, 1927, and the cubicals of the old hostel were suitably enlarged. At the time of admission there was an extraordinary rush of candidates, four hundred and fifty applying for seventy-one vacancies. The college was thus able to secure a very good type of recruit. Of the total number admitted four were non-agriculturists. The examination results of the English classes may be summarised as below :--

Examination.	Appeared.	Passed.	Pass percentage.
F. Sc. (Agriculture) ...	58	43	74
B. Sc. (Agriculture) ...	31	16	51
Leaving Certificate ...	23	21	91

The percentages for the previous year were 55, 69 and 87. Two of the successful students of the leaving certificate examination were selected for nomination as zilladars. The six

months' vernacular class was attended by seventy-nine students, of whom twenty-one were sent by the co-operative department. Seventy-seven of these passed the final test. Thirty senior vernacular certificated teachers successfully completed the nine months' training course. The rural economy class of one month's duration was attended by thirty officers from the revenue, political, irrigation and co-operative departments. Twenty candidates joined the *lohar* class and seventeen were awarded certificates. The special dairying class was held for a month and was attended by eleven sub-inspectors of the co-operative department. Seventeen men attended the farmers' week. The innovations of the year are (i) the fifteen days' practical fruit growers' course, to which forty-five men were admitted out of seventy applicants, and (ii) the five days' refresher course which was attended by seventeen to thirty agricultural assistants from other stations. The photograph and cinema section displayed great enthusiasm in the preparation of a very large number of photographs, lantern slides and cinema films. The photographs and lantern slides sold to the public brought in a net income of Rs. 1,412-12-6 and the touring cinema lorry did a good deal of useful propaganda by screening seventy-six free open air cinema shows at sixty-nine places in Lyallpur, Jhang and Sheikhpura districts to demonstrate modern methods of scientific agriculture. The college maintained the University Training Corps detachment at its full sanctioned strength and gained several distinctions in military sports. The question of having an armoury at the college is under the consideration of the military authorities.

9. The charge of the institution remained with Mr. Taylor throughout the year except for about two months when he was on leave out of India. Capt. Walker officiated for him and L. Durga Das acted as professor of medicine besides doing his own work. Mr. J. F. Shirlaw joined as professor of pathology early in April and during his absence on medical leave for two months S. Riaz ul Hasan carried on the duties of the professor of pathology in addition to his own. One hundred and thirty-four candidates offered themselves for admission for thirty-one vacancies and nine were nominated by Indian States. At the close of the year there were one hundred and forty-six students in the four classes and two were taking the post-diploma course. It is surprising to note, however, that while there has been keen competition for admission to the college for the last three successive years, no less than twenty students left in the course of the year—eleven from the first year, four from the second year, three from the third year and two from the fourth year

Veterinary
College,
Lahore.

class. Some Mysore students left Lahore during the communal riots in May 1927, and never returned. The year marked the completion of the new hostel, the Principal's bungalow and a tube well that were reported to be under construction last year. The installation of an X-ray apparatus has proved to be a valuable addition to equipment. The scope for the employment of qualified veterinary assistants has steadily expanded, and it is pleasing to quote from the Principal's report that "the demand for qualified men is much greater than the supply." In order, however, to improve conditions and ultimately the supply of "qualified candidates" the Principal adds that the local Government has sanctioned the raising of the standard of admission to the intermediate in science or arts. The college is to be credited with a number of experiments that have been carried out in the course of the year on horses for the treatment of glanders and on poultry for a disease widely prevalent in the Punjab. The results so far achieved have been sufficiently encouraging to warrant further sustained investigation. An instrument invented by Ch. Mushtaq Ahmad, a member of the college staff, for the treatment of *prolapsus recti* in all animals deserves special mention inasmuch as the experiments carried out so far are reported to have resulted in *cent. per cent.* cures of this troublesome malady.

Maclagan
College of
Engineering,
Moghalpura.

10. The Maclagan College of Engineering commenced work on 1st October, 1923, and is now in its fifth year of existence. The number of students under training at the end of the year was forty-one in class A and one hundred and eighty-six in class B — a total of two hundred and twenty-seven as against two hundred and seven last year. Of this number one hundred and fifty were resident students.

School of
Engineering,
Rasul.

11. While Mr. C. E. Blaker was on eight months' leave the post of Principal was held by Mr. R. Trevor Jones for seven months and by Pt. Jagan Nath for one month. As was noted in the last report the rapid increase of engineering works in the Punjab and the heavy demand for qualified men explain the increase in the attendance at the School of Engineering, Rasul, which rose from one hundred and twenty-nine in 1926-27 to one hundred and fifty-three in the beginning of the session under review. To compete for eighty vacancies at the time of admission there were six hundred and thirty-four candidates including forty-two nominees of Indian States for the fifteen vacancies allotted to them. The calibre of the candidates for the draftsman class was however not as good as it might have been. The results of the

examinations of both the classes were very creditable, fifty-one out of fifty-two passing the final examination for overseers and ten out of eleven qualifying themselves as draftsmen at the end of the second year. The five third-year draftsmen all qualified in the special course in reinforced concrete. It is very gratifying indeed to note that all the British Punjab students who passed obtained employment under Government immediately and the requisitions of local bodies for two overseers had to wait. The special annual course in reinforced concrete, which has become a regular feature of the school activities, lasted for four and a-half months and was attended by eight subordinates sent by the Chief Engineers and five draftsmen students of the third year, all of whom qualified at the end of the course. The testing laboratory was used as before for training the concrete class and for testing materials sent by departmental officers. Fees realised for testing amounted to Rs. 295. In order to remove over-crowding in the hostel four new dormitories were put up during the year at a cost of Rs. 9,871. The grounds have also been improved considerably; the large open space in front of the school and hostel and the planting of trees and shrubs has added to the beauty of the premises. The Principal makes a special mention of the prize day on 28th February, 1928, when His Excellency the Governor of the Punjab presided. Referring to the Principal's remarks about all the qualified students immediately succeeding in gaining employment, His Excellency observed "If that is a testimony to the activity of our engineering services and the increasing scope of the work which we place in their hands it is equally a recognition of the value of your school to the province."

12. Mr. L. Heath resumed charge of the post of Principal on his return from seven months' leave in the end of June 1927, relieving Mr. Cowie who officiated in his absence. Mr. Heath is now serving on one year's extension till July 1928. The average number of students on the rolls rose from one hundred and ninety-eight in 1927 to two hundred and twenty-nine this year; there is a marked increase in the industrial arts section. The special sanitary inspectors' class with a roll of thirty-nine is also very popular. The recruitment is now ordinarily made from amongst youths who have passed the industrial middle standard and as anticipated the work of the school generally shows a material advance in dexterity and fine finish. Orders from outside continue to multiply, and "inasmuch as the demand is for a constant variety of objects involving a variety of problems to be worked out," says the Principal, "it is all to the good as practice for school students."

Mayo School
of Arts,
Lahore.

The Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore.

13. The decrease of eight in the enrolment of the Victoria Diamond Jubilee Hindu Institute, which had a roll of one hundred and fifty-five at the end of the year as against one hundred and sixty-three last year, is due to the oil engine class having attracted only five students as compared with fourteen in 1926-27. The institute has steadily grown during the last seven years, the maximum number, one hundred and seventy-six having been reached in 1925-26. The recruits hail from all districts of the province and it is gratifying to see that the youths of high caste non-artisan classes, who almost entirely constitute the enrolment, are taking to technical education eagerly and their old prejudice against manual labour is fast dying out. In the year under report the institute awarded the mechanical engineer's diploma to twenty-five and the engine driver's certificate to ten men; eleven passed the test of the oil engine class. The secretary notes with pleasure that all the successful students have been able to secure suitable jobs without having to wait long and thinks that there is still a vast field for employment in this line for properly equipped young men. Workshop accommodation continues to be inadequate for practical training in engineering, and for lack of funds there is no improvement to record in the supply of equipment.

The Hailey
College of
Commerce,
Lahore.

14. The Hailey College of Commerce, to which a brief reference was made in the last report, owes its existence to the generosity of the late Sir Ganga Ram. The buildings were declared open by His Excellency the Governor of the Punjab on 4th March, 1927, and the actual work was begun in September the same year. The college has a small but efficient staff and is managed by a committee of fourteen members representing not only academic but also industrial and commercial interests. It aims at imparting a sound commercial training to young men, who, possessing a good general education, wish to qualify themselves for positions in the higher branches of commercial life. The curriculum provides for a full three years' course of preparation in all the subjects required for the degree of Bachelor of Commerce in the University of the Punjab. Arrangements have also been made for most of the students to be placed in different works and offices for a considerable part of the summer vacation with a view to giving them an opportunity of studying the actual practice of commerce and industry at first hand. The necessary qualification for admission is a pass in the intermediate examination of the Punjab University. Out of one hundred and ten applicants for admission only forty were selected to form the first batch.

Of these thirty-two resided in the hostel which has been erected in the college grounds by the generosity of the donor of the college building. A good library has been provided, and occasional visits to places of industrial and geographical interest are arranged.

(ii) *Special Schools.*

15. Mr. Bateman held charge of the office of the Superintendent throughout the year. The only change in the staff was the transfer on promotion of P. Munshi Ram, as assistant superintendent, Reformatory farms, Nili Bar, after twenty-five years' faithful service in the school. Mr. Jalal-ud-Din, B.A., B.T., of the Christian Training Institute, Sialkot, was selected to succeed him. With the extensions carried out in 1925-26 the school provides accommodation for one hundred and forty-four boys, excluding twelve beds in the hospital. The school was quite full during the year and the question of further extensions is under consideration. The year began with one hundred and fourteen boys on the rolls and the new admissions numbered fifty-eight—the largest admitted in a single year since the opening of the school. "This influx," says the Superintendent, "is undoubtedly due to the interest which is being taken by magistrates in the school as a result of the orders of Government permitting them to come and visit it and see the advantages it offers." Twenty-six boys were discharged and thus at the end of the year the roll stood at one hundred and forty-six as against one hundred and nineteen last year. The superintendent gives interesting figures in support of his belief that the main cause of juveniles lapsing into crime is the removal of home influence due to the loss of father, mother or both. The general conduct of the young convicts was on the whole satisfactory. There were no escapes, though one unsuccessful attempt was made. The monitorial system, which was worked more fully this year, was found to be very helpful in maintaining discipline and improving the tone of the school. The health of the inmates was not quite satisfactory, malaria continuing to prevail on account of the existence of two breeding grounds for mosquitoes in the immediate vicinity of the school. The municipal dumping ground in the neighbourhood is also reported to be a great nuisance. Considerable improvement is however noticeable in the physical condition of the boys both because of an increase in the diet scale and of better organised games. The experiment of licensing boys to outsiders for training under careful supervision was again tried this year. Two boys were licensed out, as carpenters, to the

Reformatory
School, Delhi.

superintendent of the horticultural division, New Delhi, and both proved successful. One returned to his home on the expiry of his term of detention and the other found employment in Delhi. Of the twenty-six boys discharged during the year all found employment with the exception of three and of those discharged during the three years preceding the year under report 58 *per cent.* have been traced as leading honest lives. Referring to the difficult question of finding employment for the boys discharged from the school the superintendent makes a valuable suggestion :—

“ The only practicable way in which the problem of these boys can be satisfactorily solved, it seems, is the institution of ‘ after care ’ societies in all important centres who would look to the welfare of discharged boys and help and advise them when necessary.”

Government
Technical
School,
Lahore.

16. The roll at the close of the year stood at 769 as against 704 last year with 86 *per cent.* of artizan pupils. This is a fair indication of the growing popularity of the school even among the non-artizan classes. The class rooms are full to overflowing but the removal of the lower classes to the city is expected to afford some relief from the existing congestion. Proposals to run lathes by electricity instead of an oil engine as at present are under consideration. Electroplating and nickelplating are the new crafts introduced and polishing will be a useful auxiliary to carpentry work. The staff has been strengthened by the addition of an electroplater, a padder, a polisher, a pattern maker, a carpenter and a smith. A large proportion of the students leaving from the higher classes are reported to have secured employment. The school sent some of the articles made by the pupils to the demonstration car and gave a practical demonstration of work with modern appliances at the Palwal show. The question of the expansion of the present school or the opening of more schools of this type in Lahore is engaging the attention of Government.

The School
for the Blind,
Lahore.

17. There is no change in the roll of the school which stands at twenty-five. Twenty-three of these are Punjabis, one comes from the Central, and one from the United Provinces. The school gives instruction in reading, writing and arithmetic on the Braille system, while cane and bamboo work provide industrial training. The hostel attached to the school has seventeen inmates who are given free board and lodging. This useful institution has great scope for development when it is remembered that blind boys in the province between the ages of five and fourteen number 2,433.

(iii) Vocational Training.

18. The principles underlying the Punjab plan of vocational training were discussed at some length last year. The expanding system bears testimony to the soundness of the decision that vocational training, to be effective, should be given along with general education in ordinary schools and not imparted in special institutions.

19. In consequence of the continuous expansion of agricultural training the post of an additional assistant inspector of agriculture, with headquarters at Lyallpur, was created in the course of the year and Lala Lachhman Das was attached to the Central Training College, Lahore.

Supervising
staff for
schools teach-
ing agricul-
ture.

20. The four Government high school centres at Hoshiarpur, Ferozepore, Jullundur and Ludhiana continued to do well. The plot of land at Hoshiarpur needs to be permanently acquired with full proprietary rights as under the existing arrangement no improvement of a permanent character can be effected on the farm. At Ferozepore the farm has been extended by three acres, but the adequate supply of water is still a problem. The boring operations at Jullundur have been successful and the difficulty of irrigation, it is hoped, will soon be a thing of the past. The soil of the Ludhiana farm is at present too poor to yield any remunerative crops, but the newly appointed agricultural teacher has not lost hope. The farm attached to the newly provincialised school at Ajnala has not yet been transferred to Government control. The assistant inspector of agriculture regrets that the excellent facilities provided at Gurgaon could not be utilised by the Government high school as the qualified agricultural teacher was removed just when he was most needed. The experiment of teaching agriculture more as a hobby than as a regular subject has met with great success at Renala Khurd and is being tried in other Government and Board schools with hopes of achieving equally satisfactory results. Besides these schools agriculture is being taught as an optional subject in more than twenty high schools, mostly under private management, but in a vast majority of them the instruction imparted is merely theoretical and therefore unsatisfactory. Lala Lachhman Das impresses the necessity of imposing definite conditions which must be satisfied before a school is permitted to send up students for M. S. L. C. examination with agriculture as one of their subjects. In this regard the University might consider the desirability of incorporating rules similar to those adopted by the Department for the vernacular final examination. In spite of the slow progress agricultural training has made in high schools, Lala Lachhman Das is very optimistic about its future

Agricultural
teaching in
high schools.

and enters a strong plea for its further development. "I believe", he says, "that in spite of gloomy forebodings, high school agriculture is destined to have a place of importance in our educational policy. Its present state of stagnation cannot last long; in due course, it must play the pioneer in vocational education in the province. Our high school education cannot always be guided by considerations of the requirements of arts colleges; the department will have to cater for the needs of the thousands of matriculates who are turned out each year by the University only to sit idle. These require more urgent attention than the few who successfully enter colleges, and agriculture is the only industry in the province that can absorb these large numbers".

Agricultural
teaching in
middle
schools.

21. Turning to vernacular middle schools one notes with pleasure the steady and satisfactory rate of progress maintained in them. Agriculture as a subject is gaining popularity among students, teachers are taking a keen interest in it, and what is more significant zamindar parents appreciate the work that their sons do on school farms. In most vernacular middle schools with optional English, however, agriculture is the only optional subject taught, and since provision for the teaching of agriculture does not exist in all high schools boys find themselves stranded on entering the high stage. This is a just grievance and at present a great stumbling block in the progress of agricultural education. In the course of the year the number of middle schools teaching agriculture rose from one hundred and two to one hundred and twenty-eight. Of these sixty-two had farms and fifty-seven garden plots as against fifty and fifty-two last year. Three more farms and six more plots are being organised to complete the number. Lahore undoubtedly occupies the top-most place in this respect; Ambala has pulled itself up to the second place together with Jullundur, followed closely by the Multan division. Rawalpindi division, however, continues to lag behind owing chiefly to the difficulty of finding a good and cheap supply of irrigation water. It is indeed distressing to note that Rawalpindi district is the only district in the province where agriculture has not yet been introduced in any vernacular middle school. As regards staff it is very gratifying to observe that all the Government high schools have qualified teachers of agriculture, and there are only five middle schools without properly trained men. The increase from 1,312 to 1,486 in the number of candidates taking up agriculture in the vernacular final examination is also reassuring and speaks well for the popularity the subject is maintaining in the middle schools.

The Moga
mission
school.

22. The fifty acre farm of the Moga mission school records another year of successful work on the self-help system. Every

grown up boy is given two *kanals* of land for growing major crops and five *marlas* for growing vegetables. Out of the produce of his field work he pays land revenue, water rate and the cost of seeds and manure and the balance (Rs. 60 per annum in several cases) goes to meet the cost of his education.

23. The year under report, though better than last year, experienced conditions affecting agricultural prospects adversely. Locusts in the Rawalpindi division, blight in the Thal tract and failure of winter rains in the eastern and central districts caused some damage. In spite of these unfavourable conditions, however, the financial aspect of the school farms and plots is reported to be sufficiently encouraging. Out of forty-two farms in working condition fifteen ran at an actual profit ranging between Rs. 13 and Rs. 271; four were almost self-supporting, the deficit in no case exceeding Rs. 30; six showed a deficit between Rs. 30 and Rs. 100—the limit of Government grant towards farm deficits, and seventeen (of which ten were in their first and second year and loss in their case was inevitable) ran at a loss ranging from Rs. 131 to Rs. 385. The farms at Makhnanwali and Ajnala (Gujrat), Musa Khel and Kamar Mashani (Mianwali) and Qadir Pur Rawan (Multan) were the poorest in the province and Dasuya could have easily shown a profit had the district board realized, as advised, that the hiring of bullocks was more expensive than their maintenance. The farms at Chak No. 101-S. B. (Shahpur), Patti (Lahore), Chak No. 379-J. B. (Lyallpur), Kalanaur (Gurdaspur) and Kunjpura (Karnal) were the most successful and deserve special mention. Out of forty-three garden plots in working order twenty-six actually showed profits and the rest with the exception of three suffered small and almost negligible losses. The worst plots were those at Palampur and Kot Khai. That the financial position of the farms and plots is steadily improving from year to year is borne out not only by the increase in the number of those running at a profit and by higher figures of these profits but also by the fact that during the year under report the deficit contribution claimed from Government comes to Rs. 2,380 as compared with Rs. 2,020 last year or in other words there is an increase of Rs. 360 only for twenty-six extra schools.

Farm
finance.

24. To a necessarily limited extent school farms are incidentally serving also as demonstration farms for the good of the zamindars in the neighbourhood. At several places the farmers have begun to adopt improved methods of cultivation and to use better varieties of seeds and the agricultural teacher has been a great help to them in the procuring of modern equipment. The zamindars' appreciation of the work on the school farms can be

Value of
farms and
plots.

best judged from the fact that in Ludhiana, Amritsar, Jullundur, Gurdaspur and Jhang districts free offers of land have been made for the starting of more farms and the prominent zamindars of Patti have shown their enthusiasm by organising an agricultural club with the object of introducing up-to-date methods of farming on their lands. As to the usefulness of garden plots Sardar Bahadur Sardar Bishen Singh speaks rather discouragingly. He writes "The garden plots in the various districts have not made that useful impression either upon the minds of the boys or on their parents as they do not afford the same facilities for practical agriculture as farms."

Subsidiary
rural indus-
tries.

25. Mention might also be made of the subsidiary rural industries that were tried during the year in Rawalpindi, Multan and Jullundur divisions with some measure of success, *viz.*, sericulture and poultry farming. The Government entomologist is very keen on the former and has distributed free of cost two thousand mulberry plants in schools. Provided requisite funds are available, there seems to be an ample scope for development in this direction.

Agricultural
committee.

26. An important event of the year was the appointment of a committee by the Ministry of Education with the object of inquiring into the whole question of agricultural training as at present conducted with the help of small farms and plots and to make suitable recommendations for its further development. The report of the committee will, it is hoped, be available for mention next year.

Pamphlet on
management
of farms and
plots.

27. Another very helpful innovation of the year was the publication by the department of a pamphlet on the management of school farms and plots by Mr. Sanderson and Lala Lachhman Das. This booklet will not only serve as an authorised manual of useful instructions for the guidance of agricultural masters but will also dispel misunderstandings from the minds of the people in regard to the true aim and object of the school farms and garden plots.

Clerical
training.

28. In order to improve the qualifications of young men seeking clerical appointments and in accordance with the recommendations of the committee appointed in 1925 to consider the question of clerical training post-matric clerical classes have been established by the Education Department at the following centres :—

Lahore, Amritsar, Sialkot (Lahore division).

Jullundur, Ludhiana (Jullundur division).



D. B. VERNACULAR MIDDLE SCHOOL, BURJATTARI, SHEIKHUPURA DISTRICT.

Multan, Lyallpur, Jhang (Multan division).

Ambala and Rohtak (Ambala division).

The total number of students under training at the end of the year was one hundred and seventy five as against sixty-nine last year. The course of instruction covers two years and examinations conducted by the Education Department are held at the end of each year; only those who qualify at the end of the first year are permitted to proceed to the second year's course. During the period under review one hundred and twenty-eight out of one-hundred and fifty-six passed the preliminary and forty-six out of fifty-seven the final test known as the advanced clerical final examination. It is encouraging to learn that the majority of those who successfully completed the course have been able to find suitable employment and have won the appreciation of their employers.

29. The Y. M. C. A. and Y. W. C. A. have continued to do useful work for another year. The number of students enrolled was four hundred and twenty-seven (including twenty-four graduates and thirty-eight undergraduates) and nineteen in the two institutions respectively. Short-hand, typewriting, book-keeping and correspondence were taken up by a very large majority. Drawing and mathematics classes were utilised mainly by students preparing for the Rasul, Rurkee and Moghalpura competitive examinations. The Y. W. C. A. sent up sixteen and the Y. M. C. A. twenty candidates for the Junior clerical certificate examination held by the department. Of these fifteen and nineteen were declared successful. Fifty-three men were awarded certificates for having passed the Association's test in the various subjects.

Y. M. C. A.
and Y. W. C.
A. contin-
uation classes,
Lahore.

30. One more school (Montgomery) was provincialized during the year and thus Government industrial middle schools numbered seventeen besides the Mayo School of Arts and the Government Technical School, Lahore, of which mention has already been made in this chapter. Five schools maintained by local bodies or private enterprise were in receipt of grant-in-aid. The total enrolment, of which 64 *per cent.* were Muhammadans, 26 *per cent.* Hindus, 7 *per cent.* Sikhs and 3 *per cent.* Christians, stood at 2,905, showing an increase of three hundred and eighty-one over the last year's figure, as below :—

Industrial
schools.

17 Government industrial middle schools	...	2,287
5 Aided schools	... ..	618

Expenditure incurred by Government on its own schools amounted to Rs. 2,25,933 or Rs. 66,025 more and the Government grant-in-aid to Rs. 22,435 or Rs. 1,987 less as compared with the previous year. Mr. Heath complains of the inadequacy and insufficiency of staff in the following terms :—

“ A much larger increase in number would have been shown but for the deficient staff. Some schools I inspected showed a large recruitment on provincialization but nearly all were lost when the parents saw that the teaching was defective for want of staff.”

and then again,

“ Most of the headmasters and staff are inexperienced and some are ill-fitted to be teachers, so much so that the chief block to progress in industrial education is due to this cause. It is imperative that confirmation in Government service must be refused or delayed until each teacher has been proved out to the utmost.”

and later in the report he adds :—

“ I am most strongly against putting uneducated teachers into pensionable posts. They have not the personal pride in their work or the mentality to make continuous progress if their position is assured. I request the department to consider this question most seriously in the near future.”

It is a pleasant surprise, however, to note in the same report that the pass percentage in the industrial middle school examination has risen from forty-one to sixty-seven and that the standard of work is considerably higher this year than in former years. An appreciable advance has been made in providing buildings and new equipment. The building at Kulu has been completed and occupied, that at Jullundur is nearing completion; Ambala and Lyallpur buildings are being improved and extended and funds have been provided for Dera Ghazi Khan. New equipment and furniture costing Rs. 45,800 have been given to nearly all the Government schools and Rs. 80,000 spent out of a lakh of rupees allotted for the purchase of machinery. Towards the end of his report Mr. Heath urges the necessity of re-opening the drawing teachers' class at the Mayo School of Arts, as the industrial schools require many more drawing masters and are compelled at present to employ unqualified men.

31. Referring to the newly sanctioned post of a whole-time inspector of industrial schools offered to Mr. Cowie — Mr. Heath remarks ;

“ I am entirely in accord with this appointment and I hope this will lead to an early decision upon the policy to be adopted with regard to the future of these schools. After seventeen years' experience I am as convinced as ever of the necessity for this form of education and its ultimate success in this province.”

32. The report of the inspector of industrial schools is silent on the most important point of the future careers of the students who successfully complete the middle school course. Of the divisional inspectors Sardar Bahadur Sardar Bishen Singh alone makes a passing reference, perhaps based on his general impression, when he says that boys passing out of these industrial middle schools can easily earn Rs. 2 a day and feel more self-confident and independent than those turned out by the high schools.

33. The Central Weaving Institute, Amritsar, Government Institute of Dyeing and Calico Printing, Shahdara, and Government Hosiery Institute, Ludhiana, also deserve mention. The first-named institution trains students in the latest methods of hand-loom weaving and demonstrates to the public the use of automatic hand-loom. That the training imparted is appreciated is evident from the fact that over a hundred boys applied for admission, but on account of limited space only sixty-six could be taken as last year. Eleven students were sent up for the City and Guilds Institute of London Examination and seven passed. Successful students are reported to find no difficulty in securing suitable employment in weaving factories or in starting business of their own.

The Central
Weaving
Institute,
Amritsar.

34. More than a hundred and fifty applications were received for admission to Government Institute of Dyeing and Calico Printing, Shahdara. The number admitted was eighty-five, including eight graduates, as against sixty-six in the previous year. Nine students appeared in the examinations of the City and Guilds Institute of London and seven were successful. Side by side with the training of the students the Institute also advised the managers of industrial concerns in the solution of problems connected with their work. The calico-printing class which was opened last year is reported to have made a good beginning.

Government
Institute of
Dyeing and
Calico Print-
ing, Shahdara.

35. The Government Hosiery Institute, which has completed the first year of its existence, had forty-six students on its rolls, of whom two were blind men from the School for the Blind, Lahore. During the first year the institution was looked upon rather suspiciously by the local traders, but they soon realised that the function of the Institute was purely educative and in no way inimical to their interests; and it is interesting to note that at the last admissions, out of a total of forty-six students, twenty were the nominees of the local factory owners themselves. From the information supplied by the hosiery expert it appears that of the thirty-five students, who passed from the institution last year, twenty-four were able to find employment.

Government
Hosiery
Institute,
Ludhiana.

Government
senana in-
dustrial
school,
Lahore.

36. During the year under review the school shifted to another building, where it hoped to serve a larger area, with the result that the roll experienced a sudden fall from one hundred and twenty-five to sixty but through the efforts of the lady superintendent the lost ground was gradually recovered and the number on 31st March, 1928, stood at one hundred and forty-five. It now attracts students from well-to-do families who evince keen interest in the course of instruction provided. The exhibits sent by the school to the demonstration train and to a local exhibition were much appreciated.

Lady Mac-
lagan indus-
trial girls'
school,
Lahore.

37. This school owes its origin to the benevolence of the late Sir Ganga Ram. It had one hundred and fifty-three students on the rolls at the close of the year and could not have more for want of accommodation. The staff was strengthened by the useful addition of one tailor mistress.

CHAPTER VIII.

The Education of Girls.

The number of educational institutions for girls in the Punjab is 3,998 against 3,573 last year. Of these unrecognised schools number 2,509. Recognised schools have increased from 1,367 last year to 1,489 this year. The total number of scholars is 137,086, against 120,637 last year—an increase of 13·6 per cent. The number of girls in colleges has increased by 20·8 per cent. during the year. In high schools there are now 5,074 pupils, the increase in the high department being 19·6 per cent. In the anglo-vernacular middle schools there are 1,029 pupils, and in vernacular institutions for girls 15,790.

Number of
schools and
scholars.

Teachers under training number 565, and medical students 155.

2. The most advanced districts are Lahore, with 8,484 girls in schools, Amritsar with 7,218, and Sialkot with 6,387; Ferozepore, Gujranwala, Ludhiana have each over 4,000 girl pupils. The number of girls learning English has increased by 1,000.

Distribu-
tion of
schools and
scholars.

The number of girls reading in boys' schools is now 10,333, and the number of little boys in girls' schools is 4,970.

Girls in
boys' schools,
and vice versa.

3. The direct expenditure in 1926-27 was Rs. 16,67,927, and is now Rs. 18,33,426, or roughly, eighteen and a half lakhs, distributed thus :—

Cost of Edu-
cation.

	Rs.
	(In lakhs.)
Government Funds	... 8 $\frac{3}{4}$
District Funds	... 1 $\frac{1}{2}$
Municipal Funds	... 3 $\frac{3}{4}$
Other sources	... 3 $\frac{3}{4}$
Fees	... 3 $\frac{3}{4}$

4. The number of unrecognised schools is still incredibly large and dwindles when enquiries are made as to the exact situation of these institutions. The number of pupils in such schools is returned as 44,585. Schools which expect neither aid nor recognition often do not keep very accurate records of the

Unrecognis-
ed and un-
aided schools.

number of pupils and attendance ; in the interests of efficiency it is desirable to diminish the number of these unrecognised schools by persuading managers to improve their schools and apply for recognition and aid. There is one high school for girls, the Kanya Maha Vidayala, Jullundur, which does not desire aid and recognition, and is working on the lines of a national school. There is only one unaided middle school, so the majority of the 2,509 schools returned as unrecognised are primary schools ; many must do very little to remove illiteracy. A certain number are maktabas and dharmshalas where little secular education is given. There is, however, a large residue of unrecognised schools which are doing good work and need aid. It is very unfortunate that the attitude of local bodies is so ungenerous to girls' education that rather than undergo all the trouble needed to secure the grants-in-aid recommended by inspectresses, even if in the end, and after several years, some portion of the grants earned are paid, schools prefer to carry on without them as best they can. Even Lahore municipality pays the grants after the general meeting in October, and last year teachers of the Sikh middle school had no pay for five months, as the school had not received the grant. If this is the case in towns where there is a certain amount of interest in the education of girls, it can be easily realised that the district schools fare much worse. The manager or teacher has not much influence with the notified area committee or district board, and the needs of girls' schools are pushed aside because the district is already spending 10 per cent. of its income on education for boys. The only remedy is for grants-in-aid for girls' schools to be paid direct from Provincial Revenues.

**College
education.**

5. College education is becoming increasingly popular ; the number of students in the two colleges (the Government College for Women, Lahore, and the Kinnaird College), is ninety-three. Of these sixty are reading in the Government College for women. Better provision for buildings is being made in both colleges. The Kinnaird authorities purchased a fine site and have walled it in, and are proposing to erect a hostel for forty resident students. The Government College extended its accommodation by taking over the rooms formerly used for the domestic science classes. This college, however, is unfortunately situated in a part of the town where it is overlooked by high houses and where a street of small shops, workshops and tea-shops is springing up and altering the style of the locality. This college certainly deserves a better site and buildings planned to give the students suitable and dignified environment during their college career. The staff of the Government College is very well qualified and so is that of the Kinnaird College ; but the

latter have had a difficult time owing to illness. Miss Edwards, the Principal, was invalided after enteric and several of the most brilliant members of the staff have left during the year, notably Miss Anderson-Scott, who had to go home owing to ill health, and Miss Sircar who is devoting herself to other missionary work.

6. The results of examinations are good. Twenty-one students appeared for the F. A. and seventeen passed. For the F.Sc., seven appeared and three passed, and for the B. A., ten appeared and six passed. Results of examinations from these Colleges.

7. Queen Mary College has suffered a great loss in the retirement of the Principal, Miss Neve, M.A., who has held charge for some years and been so efficient and kind that she will be much missed. Till the appointment of a permanent Principal, Miss Ebbut, M.A., a lady of great experience, has taken over charge. Queen Mary College is full to overflowing, there are one hundred and fifty-four girls, of whom sixty are boarders. In the boys' preparatory school attached to the college there are fifty-six pupils, of whom thirty-two are boarders. One girl was sent up for the Matriculation and passed in the first division. The college does not aim at preparing for examinations, but gives a general liberal education with accomplishments suitable to fit the girls for social and home life. This is the only girls' college or school with an art mistress. Queen Mary College.

8. During the year under report the policy of opening Government high schools for girls has been carried on, and two new high and normal schools were opened at Moga and Sialkot. The number of high schools is now eighteen. Of these ten are Government high schools (the four Government middle schools were raised to the high grade this year) and six are aided. The unaided high entered in the list is the Kanya Maha Vidyalā, Jullundur. There is also a large modern Convent high school in Lahore which has an excellent Kindergarten, good secondary and primary classes and very successful collegiate classes from which girls appear each year for B.A. and F.A. (sometimes also M.A.). The fees charged are high, but this does not appear to have affected the large number of pupils. Secondary education.

The point in girls' education has now been reached where, if a school is well staffed and efficient, it is overcrowded almost as soon as it is started, e.g., Sialkot, where the numbers rose to over five hundred during the first few months. The Lahore

high schools, Lady MacLagan and Victoria, are so full that admissions have to be stopped. The former has over seven hundred and eighty pupils and the latter over six hundred, and it is satisfactory that the increase in the secondary classes is much greater each year. The schools at Lyallpur and Rawalpindi do not grow so rapidly, but are steadily increasing, those at Jullundur and Ludhiana have far outgrown their buildings, and are much put to it to accommodate the classes. Even Ambala has three hundred pupils and this is wonderful for the Eastern Circle and a great credit to Miss Howe who has taken endless trouble to move the school to a respectable part of the town and to induce children to attend regularly. Five of the six aided high schools have fine buildings. The Alexandra and Kinnaird are the pioneers of girls' education in the Punjab and will both celebrate their jubilees in 1928. The Avalon high school, Pathankot, follows them closely and is very efficient, and the Ferozepore Sikh Kanya Maha Vidyalā and Dev Samaj high schools, though hampered by the difficulty of getting lady teachers and obliged to employ several masters on the staff, are well managed and do particularly well in University examinations.

The only high school maintained by a local body is that at Amritsar. It is very badly housed and badly managed. The health of the teachers has suffered and that of the children been seriously affected owing to the unhealthy conditions of study.

83

9. There are eighty-three vernacular middle schools and five anglo-vernacular. Many of the vernacular middle schools wish to add the teaching of English but are hampered by the dearth of anglo-vernacular mistresses. This year there has been a great advance in this direction and many have applied for recognition as anglo-vernacular schools on the strength of one, more or less qualified, anglo-vernacular teacher—sometimes a retired master from a boys' school. The vernacular middle schools usually do thorough and good work. Till now we have tried not to spoil a good primary school by adding middle classes which take up the time and attention of the trained mistress, to the detriment of the lower primary and primary work, but in future efforts will be made to encourage lower middle schools and to develop them gradually into full middle schools, efficient in all classes.

10. In villages it is now fully recognised that the position of the imported woman teacher is most difficult. Girls are coming for training much more freely and are returning to their own villages

if the local authority is willing to pay the salary of a trained mistress ; but often it is found that the cheapest teacher is considered the best by the local body, and the trained girl has to look for a post elsewhere.

The assistant inspectresses' diaries show that even though progress is slow, there are a number of really good primary girls' schools in villages, and whenever the school is good the children come willingly and the numbers are large. Much has been done by the inspectresses demonstrating and helping in the teaching, instead of merely noting on the work of the school. The expected increase in the number of assistant inspectresses will reduce the number of districts to be toured by each, and will enable an inspectress to consolidate and improve one district by concentrating her energies on it. The divisional inspector, Multan, writes :—

“ It is in the rural areas that the problem (of girls' education) is acute, for facilities are the scantiest there and the prejudice against female education is the strongest, and there the money spent is least expected to bring a suitable return. . . Co-education appears to be the most economical method of spreading female educationbut the experiment is a delicate one and the opposition to it, especially from Muhammadan parents, has not yet subsided.”

11. The training of teachers is one of the most hopeful aspects of the present position. Last year a unit of forty was added to the normal school for women, yet this year again there were twice the number of applications for the available vacancies. The senior training is really good and the teachers turned out are efficient and reliable ; with few exceptions they have ideals and are really keen on their work. The junior courses are considered to be too similar to the senior and it is suggested that a more practical course with less bookwork might be introduced. On the other hand, the student who has only passed the primary standard has too little general education to be a good teacher for upper primary classes.

Training of
vernacular
teachers.

The number of teachers under training has risen to five hundred and sixty-five from four hundred and thirty-eight last year, and there is every prospect that the increase will be larger during the next few years. The former difficulty of getting girls to come in for training from villages is being overcome by starting Government middle schools in rural areas with a small training class for junior teachers attached thereto. Preparations for opening two such schools in May next are in full progress.

Training of
anglo-verna-
cular teachers.

12. The need of a training college for anglo-vernacular women teachers is being increasingly felt. The junior anglo-vernacular class attached to the Kinnaird High School has supplied many good teachers in the past, but the number trained each year is small and the best are absorbed by the mission schools. In fact this year there was not one available for appointment to the new Government schools. It is proposed to open a junior anglo-vernacular class at the Ladv Maclagan, Lahore, next October, and this will give an opportunity of training to purdah and orthodox girls. This will be a help, but still a women's training college will be needed to provide better qualified mistresses and teachers of domestic science, games mistresses, art and music mistresses and fully trained kindergarten teachers, so that all schools may gradually be able to employ an efficient staff. The cost compared with the numbers will be excessive for experts will be needed to teach the various branches, but the value to the province will be very great, and the number of the students will be increasing each year.

Domestic
Science.

13. The Inspectress of Domestic Science was on leave this year, so the usual courses were not held in January, but an intensive and very thorough and interesting course was started in March. The students were selected from among the teachers and assistant inspectresses; they were a picked set, keen and capable, so should do well and be able to help the schools in getting on to lines more connected with the home life of the girls.

Sewing.

14. Sewing is a very good subject in girls' schools. Many kinds of beautiful embroideries are carried out in good colouring, and plain sewing receives attention.

Machining is taught as the Council wished it introduced into girls' schools, and knitting of useful garments for little children is well taught in most middle schools.

Cooking and
Laundry.

15. Practical cooking, invalid cooking, and washing and dyeing are liked by the girls, and are taken up in most secondary and in several primary schools. The improvement in estimating required quantities of ingredients for the family, the care and cleanliness and the deftness with which food is prepared are remarkable. The children know what to do and how to do it and prepare palatable and healthy food. Washing-up, cleaning, etc., is well done. Laundry work does not amount to much, but the girls are learning to wash their best things nicely.

Buildings and
equipment.

16. Very few girls' primary and middle schools have buildings of their own and those rented or lent are very inconvenient. In town schools hundreds of children are crowded

into space which would be comfortable for fifty at most. This is especially the case in the baby and lower primary classes, where restless little mortals who feel the need for free movement are crowded into rooms with hardly space to sit still. This checks the natural activities of the little ones, and it is small wonder that the numbers drop off in the primary and middle classes; for school, instead of being a happiness, is a weariness when carried on in conditions antagonistic to the needs of the child. In any school where there is a garden or even playing space on the roof, it is difficult to get the children away. They come long before school to play and try to be the last to go home. Some of the Government and aided secondary schools have very fine buildings with good grounds and attractive class rooms, but too often the artistic bent which is so strong in Indian children is starved by bare walls and lack of beauty in line or design in the buildings. Efforts are being made to get standard plans for village middle schools for two or three hundred pupils, and about fifty boarders. Solid brick buildings are not needed—in fact the health of the children demands that as much work as possible be done in the open air, in wide verandahs or under trees. Yet it seems impossible to get an economical plan at a cost of some Rs. 25,000. The estimates, even for village school kitchens with wide verandahs to serve as dining rooms seem to work out at Rs. 3,000, and it is said that the simplest buildings with insufficient bathing rooms and sanitation will cost anything from Rs. 60,000 to Rs. 65,000.

17. It is, however, refreshing to refer here to the girls' school at the Bhagwat Bhakti Ashram, Rampur, about a mile and a half from Rewari, held in surroundings that provide for the health and well-being of the pupils. Besides studying, reading, writing and arithmetic the pupils are trained from the outset in house-hold work, the girls doing their own cooking, tailoring, washing and dyeing. Growing vegetables in the attached plots is another of the many useful activities of the pupils who are reported to enjoy fully this part of the school programme. Swimming in the school tank is compulsory. The most pleasing feature is the air of neatness and tidiness that pervades the whole place as borne out by the reports of distinguished visitors like Mr. Brayne and Rai Sahib Chaudhri Chhotu Ram. The girls are described as looking very intelligent and healthy, clad in simple but scrupulously clean garments. Great credit is due to Rao Bahadur Captain Balbir Singh and his wife, the founders of this institution, for the measure of success achieved in the attainment of their high ideals.

Bhagwat
Bhakti
Ashram,
Rampur.

For the town schools the greatest difficulty is the keeping pace with the numbers. The schools outgrow their buildings almost before they are put up. This, however, will right itself gradually, especially if open air kindergartens in the purdah parts of the city gardens can be held for a few hours in the morning.

Conferences.

18. A most interesting All-India Women's Conference on Education was held in Delhi in February, and the needs of all parts of India as regards girls' education and higher education for women were brought forward. The evil effect of child marriage on girls' education owing to the shortening of school life and girlhood was much emphasised, and it was urged that every means which could tend to keep children longer in school should be tried. In the Punjab we are clinging to the five-year primary school largely for this reason. Schemes for giving the primary child a practical training in home crafts were mooted, and it was agreed that even at this stage elementary first-aid and home nursing invalid as well as ordinary cooking, and the care of younger children should be introduced in classes in the simplest way. Agriculture was suggested as a compulsory subject for girls' schools, and though this is quite impracticable, yet it is a step in the right direction for even gardening needs space and work in the open air which would be most beneficial to growing girls.

The inspectors' conference this year opened by the Minister and presided over by the Director, gave a most sympathetic hearing to the needs of girls' schools and their difficulties. The discussions were most useful and already practical help has been given in some of the matters discussed.

General
marks.

re- 19. The interest evinced in the Press, in the Councils, in the Department, and in the homes in the education of girls is one of the most hopeful features of the future. It is generally recognised now that girls must be educated and their latent powers developed, if the country is to derive the full benefit from the money spent lavishly on expansion of education for boys. The Punjab is a practical and go-ahead Province, so directly the need of girls' education is fully realised, steps will be taken to provide funds, and give the necessary impetus.

It only remains to insure that no effort is wasted and that the movement is in the right direction.

CHAPTER IX.

Education of Europeans.

THE number of European schools for boys decreased by one, and that for girls by two. Thus the total number of European schools is reduced by three to twenty-six. During the year under report, St. Martin's Primary School, Simla, and the Station Primary Schools at Multan and Ferozepore were closed, whilst the St. Edward's High School, "Milsington", Simla, was granted permanent recognition.

Number of
Schools.

2. The number of scholars attending boys' schools has increased by forty-five whilst the number of scholars attending girls' schools has decreased by fifty-eight. Thus there is a net decrease of thirteen scholars. The number of Indian pupils in European schools has increased by thirty-two to 318.

Number of
pupils.

3. The total direct expenditure on European schools from provincial revenues is Rs. 2,63,855, the same as last year. The revenue from fees has increased by Rs. 16,234. This increase is mainly due to the increase of fees from the Ghoragali School, and to the fact that there are many more students in high classes this year than there were last year. The total direct expenditure has increased by Rs. 16,516 to Rs. 5,59,678. The indirect expenditure has however decreased by Rs. 30,802 to Rs. 2,60,484. Thus the net decrease in the direct and indirect expenditure amounts to Rs. 14,286.

Expenditure.

4. The total number of scholarships held has decreased by eleven to seventy-two with a corresponding decrease of Rs. 1,738 in the expenditure thereon. At present special professional scholarships are being held in the Women's Christian Medical College, Ludhiana, the MacLagan Engineering College, Moghulpura, the Y. W. C. A. Clerical and Commercial Classes, Lahore, the Thomason Civil Engineering College, Roorkee, and the Agricultural College, Lyallpur. The abolition of the State scholarship in 1926-27 and the consequent release of funds for the provision of scholarships for professional courses in India is proving very popular, and the change is likely to benefit considerably the domiciled community in India.

Scholarships.

5. The total number of teachers employed in European schools is 212, against 214 last year. Of these, 141 are trained and 71 untrained, against 135 and 79 respectively last year. The revision of the grant-in-aid rules by which salary grants are not allowed in respect of newly appointed untrained teachers is

Teachers.

tending towards the appointment of more and more trained teachers. The Standard Provident Fund Rules have now been adopted by practically every school, thus tending towards greater stability of staff.

**Examination
results.**

6. The departmental examination results show a considerable improvement. In the high school and scholarship examination out of 108 candidates (49 boys and 59 girls), 86 (38 boys and 48 girls) passed against 67 out of 97 last year. In the middle school examination 160 candidates (59 boys and 101 girls) out of 188 (73 boys and 115 girls) passed against 199 out of 258 last year. Possibly this improvement which has been most marked during the last few years is partly due to the efforts which have been made to bring the examination into closer touch with the work in the schools. A new regulation was embodied in the Code under which candidates who fail by a few marks in any one subject have their results revised by a board of moderators in the light of their school report and house examination results.

**School
Courses.**

7. During the year under report the Department has had under consideration the question of more closely co-ordinating the Departmental examinations with the Cambridge school examinations. All the high schools in the province prepare their children for the Cambridge junior and the Cambridge certificate examinations, because these examinations are recognised not only in the Punjab, but also in England as qualifying examinations for higher study or for entrance into professions. The Department insists on its own examinations, so at present the children in most of the high schools have to take four public examinations in each of four successive years. This inflicts too great a strain upon the children, and possibly also upon the teachers. In addition to this, the Departmental high school examination is in certain subjects regarded as being more difficult than the Cambridge certificate examination which is usually taken one year later than the High school examination. The Department appointed a committee to investigate the relation of the Departmental examinations to the Cambridge examinations and that committee has submitted its report which, if accepted, will considerably lighten the strain both on teachers and pupils, and will probably result in a more carefully worked out curriculum for the high schools. This report, amongst other proposals, recommends the discontinuance of the Cambridge junior examination and the substitution of the Cambridge certificate examination for the Departmental high school examination but in order to guarantee that pupils receive a broad foundation of learning, certain subjects will be made compulsory.

8. A pleasant innovation is the introduction of a choral contest for European schools. This was held in the theatre at Simla. It proved most popular with the schools and attracted a large audience. Choral
contest.

9. The year under report has seen considerable activity in extending school buildings and in effecting improvements in one way or another. Schools and class rooms which were considered suitable years ago are now recognised as being unsuitable as the standard of school hygiene has risen. The Loreto Convent School has in hand a scheme for pulling down the old school building and re-building another at a cost of about two lakhs. St. Edward's Day School, Milsington, Simla, has completed an excellent block of class rooms which are in striking contrast to the old rooms which were formerly used as class rooms. The new science and art block of the Bishop Cotton School was completed and put into use from the beginning of the last school session and facilities for bathing were extended and improved. The Ayreliff Girls' High School, Simla, has taken in hand the construction of a domestic science block. New teachers' quarters were built and electric lighting installed at the Jesus and Mary Convent, Simla. Buildings.

10. In the report of last year, the Inspector of European Schools was critical about much of the teaching. There is little doubt that a higher standard should be reached in many of the subjects. Arithmetic, generally speaking, is very badly taught. Far too much time seems to be given to the working out of long cumbersome sums ; short methods are rarely emphasised. It is by no means exceptional to find children even in the high classes using the method of long division to divide by a number less than ten. Oral work receives too little attention and many teachers do not seem to appreciate the fact that rapid progress in arithmetic is impossible until the routine work of addition, subtraction and " tables " is so well known that simple work of this kind requires no thought. Geography is not well taught especially in high classes, and far too little attention is given to an examination of cause and effect. There still exists the idea that geography is merely a list of names. The work in the kindergarten has considerably improved, and the experiment of individual work which has been introduced in several of the schools has been distinctly successful. A criticism that might be made against the work in many schools is that oral expression in English is very weak. In some schools the " essay " seems the only type of exercise set. With the numerous text books on English composition which are now on market, there should be no excuse for a keen teacher of English not knowing Teaching.

that in order to improve oral and written expression varied types of exercises are necessary, and that each one of these exercises should have a definite aim. Oral expression would be improved if class libraries existed in the schools. Many of the books in school libraries are entirely unsuited for the children as they are either too difficult in language or unsuitable in matter. Every school should begin to build up a library of modern books suitable for the different ages of the children in the school.

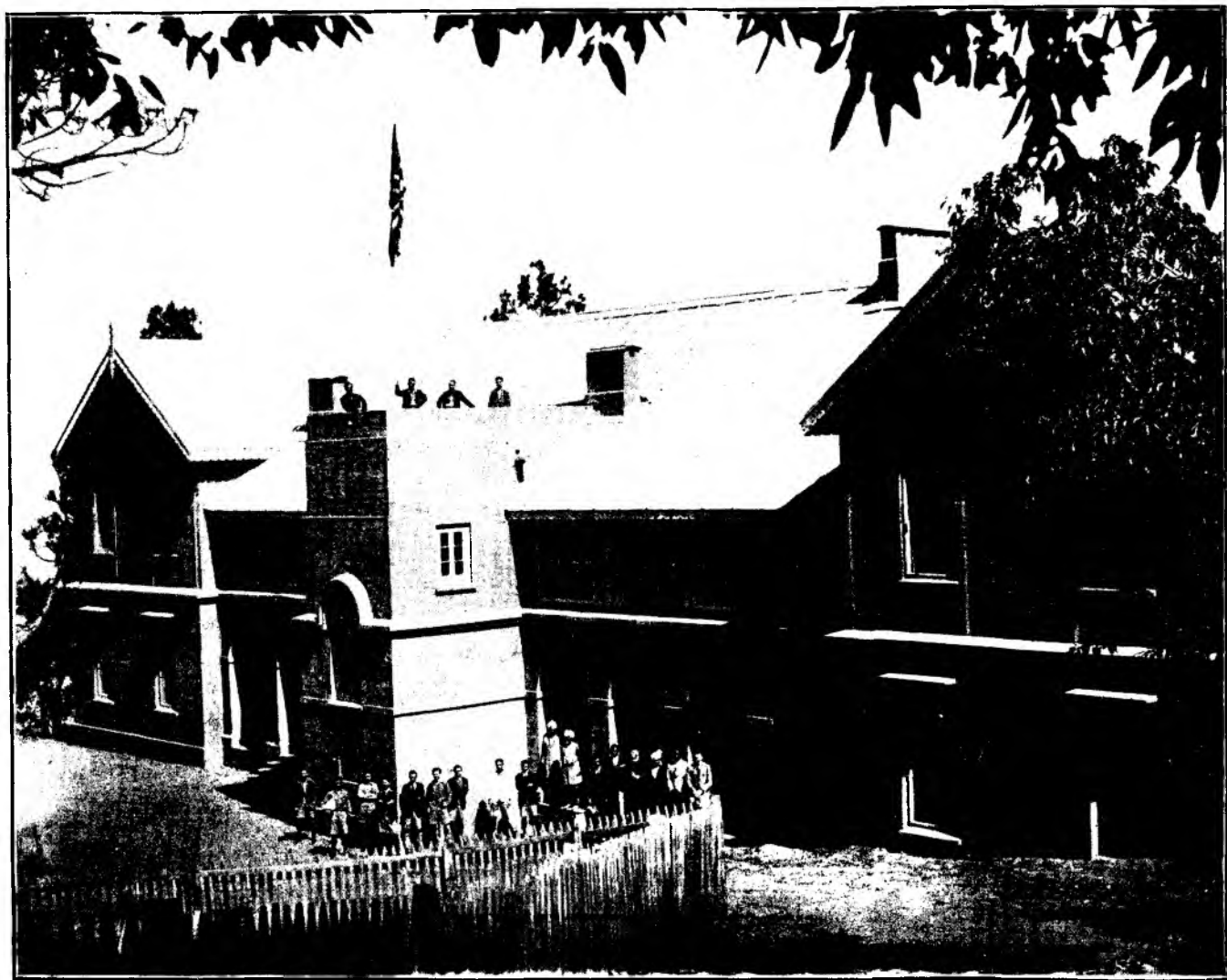
11. The teaching of science is almost entirely neglected in European schools of the province. This is regrettable, because in these days of mechanical and industrial development, the boys of the Anglo-Indian and European communities without a knowledge of science will be handicapped not only in the search for employment but also in their progress to higher education on the scientific side. With the exception of the Intermediate College, Ghoragali, the Royal Military School at Sanawar and the Bishop Cotton School, Simla, no school possesses even an apology for a laboratory. Possibly expense may be a large factor in this neglect of science teaching, but no boys' high school in the province can regard itself as being efficient until it provides facilities for the teaching of at least chemistry and physics.

12. In many of the schools physical training and games receive far too little attention. This is particularly true of the majority of the day schools. Some of the hill schools excuse the neglect of physical training by stating that the children receive sufficient exercise in their walk to and from school, while several other schools have neither play grounds nor teachers capable of organising physical instruction. In some of the schools, are keen Boy Scout troops or Girls Guides, but it seems certain that the physical instruction in European schools generally is not as satisfactory as it should be.

Training of
Teachers.

13. The training of European women teachers is still carried on by the St. Bede's College at Simla. For kindergarten teachers there is a small training class at St. Denys' School, Murree. It has been felt for some time that an attempt should be made to offer facilities to the students under training at St. Bede's to progress further in their studies, with the hope that some at least will continue their studies towards the degree standard. With this aim in view the scheme of work has been re-organised in order to bring certain subjects into closer relation with university courses.

The Chelmsford Training Class for men is still located at Ghoragali and the conversion of the school into an intermediate



college offers additional facilities for higher study by many of the students under training. In this connection the Principal, Colonel Wright, states in his report "It is also a very great gain indeed to our students undergoing training as schoolmasters for European schools in India that this All-India Training College which has been located in our midst since 1924 now affords a greatly extended curriculum and we hope this year to turn out our first batch of efficient science teachers".

14. In last year's report developments at the Lawrance School at Ghoragali were mentioned. The new intermediate college buildings at this place are almost complete, and the college is now in full working order. Other movements towards providing better facilities for the higher education of the domiciled community have taken place at the Royal Military School, Sanawar, and at Bishop Cotton School, Simla. The school at Sanawar is now affiliated to the London University for the purposes of its examinations, and hopes to carry on the education of its boys up to the intermediate standard of the London University, particularly on the scientific and biological side. The Bishop Cotton School too is considering the desirability of seeking affiliation to the Punjab University in certain sciences in order that the education of its boys may be carried on to a more advanced stage than is at present possible. Such provision of higher education in the European schools of this province should be of great benefit to the community. As was mentioned in last year's report, the raising of the status of these schools will give an opportunity for brighter boys and girls of continuing their school training until they become eligible for admission to a professional college.

Intermedi-
ate College,
Ghoragali.

CHAPTER X.

The Education of Special Classes.

(i) *The Encouragement of Backward Areas and Communities.*

The policy of giving special and appropriate encouragement to backward areas and communities as briefly described in last year's report has been continued during the year under review in the main with success and with happy results. Some of the chief measures adopted to achieve this object were described in detail last year. The assessment of grants for the improvement and expansion of vernacular education to each district is still made in accordance with its needs. Rich districts have therefore been awarded maintenance grants amounting to fifty per cent. of their approved additional expenditure, while poor districts have received amounts varying from fifty to ninety per cent. of the approved expenditure in accordance with their respective needs, Simla, Jhelum and Rawalpindi being allotted cent. per cent. of the approved expenditure. Provision for the training of vernacular teachers required for rural and particularly backward areas was increased from 3,160 to 3,680 or by some five hundred men. In regard to the provision of additional facilities for anglo-vernacular education it may be mentioned here that since the publication of the last report three more schools, at Kot Khai, Pindi Bhatian and Fatehjang, respectively, have been provincialised, and one more intermediate college started at Pasrur. Besides these a number of night schools have been opened for the education of adults. A synopsis of these activities may be given in tabular form thus :—

Comparative statement showing the enrolment of males of the three principal communities of the province in educational institutions of all kinds on 31st March 1928 and 1927.

Particulars.	MUSLIMS.				HINDUS.				SIKHS.			
	1927-28.	1926-27.*	Increase.	Decrease.	1927-28.	1926-27.*	Increase.	Decrease.	1927-28.	1926-27.*	Increase.	Decrease.
UNIVERSITY (RESEARCH STUDENTS.)	English	1,975	1,842	133	15	15	...	...	...	4	...	4
	Oriental	82	53	29	4,469	4,122	347	...	1,320	1,295	25	...
	Total	2,057	1,895	162	78	68	10	...	10	8	2	...
	Professional Colleges.	Law	103	95	8	321	359	...	38	74	89	15
		Medicine	182	177	5	192	216	...	24	75	89	14
		Commerce	2	...	2	31	...	31	...	6	...	6
		Teaching	80	91	11	107	116	9	...	42	34	8
		Agriculture	73	59	14	48	44	4	...	93	82	11
		Veterinary	49	48	1	72	62	10	...	26	20	6
	Engineering	58	46	12	97	80	17	...	32	30	2	
Total	557	516	41	...	...	...	9	348	344	4	...	
Scholes General (Including IX and X Int. Col.leges.)	Secondary stage	87,877	61,642	26,235	77,466	71,761	5,705	...	28,927	27,732	1,195	...
	Primary stage	395,619	380,296	15,323	256,795	241,327	15,468	...	95,050	89,824	5,226	...
Total	483,496	441,938	41,558	334,261	313,088	21,173	...	123,977	117,556	6,421	...	
Special Scholes.	Training	1,762	1,483	279	1,471	967	504	...	407	332	75	...
	Medical	194	225	...	268	267	1	...	84	88	...	4
	Art	129	111	18	45	41	4	...	11	7	4	...
	Engineering	40	31	9	91	74	17	...	28	24	4	...
	Industrial	2,459	1,974	485	935	862	73	...	355	282	73	...
	For Defectives	13	9	4	28	27	1	...	2	3	...	...
	Commercial	52	28	24	123	56	67	...	34	24	10	...
	Reformatory	70	62	8	71	55	16	...	2	1	1	...
	Adult	41,178	45,040	...	41,471	44,282	...	2,811	6,866	8,008	...	1,142
	Others	486	352	138	776	352	424	...	144	107	37	...
Total	46,382	49,315	...	2,933	45,279	47,013	...	1,734	7,931	8,875	...	944
Grand Total (Public Institutions).	512,472	493,664	18,808	384,910	365,183	19,727	...	138,588	138,082	5,506	...	
Private Scholes	40,694	39,908	786	9,752	12,131	...	2,379	4,420	5,551	...	1,131	
GRAND TOTAL, ALL INSTITUTIONS.	553,166	533,572	19,594	394,662	377,314	17,348	...	143,006	143,633	4,873	...	

*Girls in boys' schools were also included in the figures for 1926-27.

(ii) *Muhammadans.*

2. The number of Muhammadans under instruction in all kinds of educational institutions in the province has risen from 533,567 in March 1927 to 553,166 in March 1928. An increase of about eight thousand is shared almost equally by the Ambala, Jullundur and Lahore Divisions, while the Multan Division shows an increase of 12,512 and Rawalpindi a decrease of 327. It is noted with regret that the figures received from Rawalpindi show a decrease not only in Muhammadans but a decrease of six hundred and forty-nine and twenty in the case of Hindus and Sikhs also, respectively. It is noticed, however, that the total number of Muhammadan pupils in the province exceeds that of the two sister communities taken together by over twenty thousand. It is satisfactory to find from the preceding tabular statement that the enrolment of Muhammadans has increased during the year under report in all kinds of institutions except in medical and special schools which indicate a decrease of thirty-one and 3,862, respectively; the greatest advance is naturally among those in the primary and secondary stages of education, since this community has much lee-way to make up. The following statistical table shows the rate of progress made by Muhammadans in each of the five divisions during the year under review :—

	1927-28.	1926-27.	Increase.	Decrease.
Ambala	45,008	41,292	3,711	...
Jullundur	63,602	61,760	2,042	...
Lahore	140,094	137,933	2,161	...
Rawalpindi	147,650	147,977	...	327
Multan	152,617	140,105	12,512	...

NOTE.—This statement does not include figures relating to attendance in Arts and Professional Colleges and special schools not under the control of the divisional inspectors.

Inspectors' opinions.

3. The following observations are made by Mr. Atma Ram from Ambala :—

“ The total number of recognised institutions maintained by Muhammadan Anjumans is eighty-seven with a roll of 7,557, the corresponding figures for the year 1926-27 being sixty-two and 5,685, respectively. It is gratifying to note that Muhammadans are gradually awakening to the need of modern education for boys, and the enlightened section are taking steps to make up for lost time in the matter of anglo vernacular educa-

tion. The facilities for providing English education in rural areas by the introduction of optional English in vernacular middle schools continue to be a boon to Muhammadan agriculturists, the majority of whom cannot afford to incur the expenses of sending their boys to towns to learn English."

The following remarks are reproduced from the Jullundur Inspector's report :—

"The Muhammadans form about 32 per cent. of the population in this division and it is a matter of satisfaction to note that out of a total of 206,432 boys in all kinds of schools no less than 30.9 per cent. are Muhammadans. Every facility is being given to them in the matter of concessions in fees and scholarships. The Muhammadan societies in the division are alive to the necessity of the education of their children and have been doing their best to promote literacy amongst Muhammadan boys and girls. Their high and middle schools are all aided with the exception of one at Kot Abdul Khaliq, and in backward areas where Muhammadans themselves could not establish their own schools local bodies and Government have helped them with liberal grants and a large number of Muhammadan teachers. In fact every facility is being afforded to them to bring them up to the same level as their sister communities."

The Lahore Inspector observes :—

"The Muhammadan community is going ahead of its sister communities in the field of vernacular education. Even in the anglo-vernacular field Muslims are not now far behind the Hindus and Sikhs whose percentage of increase works out respectively as 7.4 and 5.7 against 5.4 in the case of Muhammadans."

The observations made by Mr. Wilson from Rawalpindi are not as encouraging :—

"During the year under report the number of Mussalmans increased by 3,924 from 65,688 to 69,612 in secondary schools, but it has gone down by 3,140 to 54,067 in primary schools, showing an increase of 784 in both kinds of schools. . . The number of schools managed by Muhammadans remains ten, the same as last year, but the roll therein has gone down from 4,130 to 3,525. Their apathy coupled with their poverty remains the cause of their backwardness."

These remarks are disconcerting, especially when almost all the districts in this division have been placed under Muhammadan District Inspectors.

The Multan Inspector has submitted a more hopeful report :—

“ The increase of 12,512 in the total enrolment of Muhammadans is very satisfactory, but it is chiefly confined to the lowest stage, as shown by the following figures :—

<i>Schools.</i>	<i>1927-28.</i>	<i>1926-27.</i>	<i>Increase.</i>	<i>Decrease.</i>
High stage ...	1,186	1,081	105	...
Middle stage ...	13,220	11,319	1,901	...
Primary stage ...	114,769	106,873	7,896	...
Special schools...	12,038	12,585	...	547
Private schools...	11,404	8,247	3,157	...
Total ...	152,617	140,105	12,512	

“ The chief cause of the dropping off of Muslim students before they reach the secondary stage is their poverty, especially in backward areas like Muzaffargarh and Dera Ghazi Khan. The institution of special scholarships may remedy this drawback to a great extent.”

(iii) *Jains.*

4. The total number of Jain pupils under instruction has increased by one hundred and twenty-three from 3,560 to 3,683 during the year under report. Of these sixty-one attend arts colleges and 3,622 are reading in schools. The following figures indicate their strength in each division :—

	<i>In Schools.</i>	<i>In Colleges.</i>
Ambala ...	1,971	18
Jullundur ...	599	3
Lahore ...	743	40
Rawalpindi ...	254	...
Multan ...	55	...
Total ...	3,622	61

Our Jain pupils are chiefly found in the Ambala division where the community maintains a number of schools. The Anglo-vernacular middle school maintained by the Jains at Ambala city is reported to have made very good progress while the Jain high school at Panipat is once again advancing after having shown signs of retrogression.

(iv) *The Upper Classes.*

Aitchison
Chiefs' Col-
lege.

5. The upper classes in this province send their boys for education to the Aitchison Chiefs' College. This college has been passing for some time through financial embarrassment as reported last year. Mr. Richey, Educational Commissioner with the Government of India, who inspected the college in April, 1927, made the following observations :—

“ The financial position of the college remains unsatisfactory. At present the college is just meeting its expenses owing to a

large number of boys (110), generosity of the Maharaja of Patiala and the fact that there are only two European members of the staff. There is no doubt that the college needs a permanent endowment such as is possessed by all the other Chiefs' colleges."

The last Diploma Examination results were quite satisfactory. Of the eleven candidates who took this all-India examination from this college eight were declared successful. Mr. J. Kelly continues to be the Principal of the college. Mr. R. G. Wright officiated during his absence on leave.

(v) *Depressed Classes.*

6. The education of the depressed classes has received special attention during the year under report. Towards the close of the year an officer was placed on special duty to tackle the problem and submit definite proposals and suggestions for the consideration of Government. His report is shortly expected; action will be taken on it in due course.

7. Reference was made last year to the circular of 1923 on the education of the depressed community; in this the position was reviewed and suggestions were offered for the encouragement of the children of the depressed classes. For facility of reference the measures adopted may be summarised here. (i) Lists of low caste children who are of school age are now maintained by inspectors who are thus in a position to ascertain the extent to which these children are attending school. (ii) They are treated as village kamins and, therefore, enjoy all the concessions allowed to agriculturists. (iii) The Education Department contributes the grade percentage of each district board's expenditure on the maintenance and grant-in-aid for all schools for the depressed classes and in the case of municipalities rupees two hundred per annum for each boy's primary school, rupees one hundred and fifty per annum for each girl's primary school and Rs. 1,300 per annum for each vernacular middle school maintained for these classes, and two-thirds of what municipalities spend in aiding such schools. (iv) The cost of providing books, etc., free is also included in the approved expenditure for grant purposes. (v) Inspectors make special efforts to encourage recruitment of suitable candidates from these classes for normal schools. (vi) The expansion of facilities for the education of adults has given a further impetus to these classes.

8. As a result of all these measures the number of pupils of the depressed classes in all kinds of educational institutions has increased since 1923 from 8,042 to 26,731; and this large increase has mainly occurred in ordinary schools, as special schools for these classes carry a stigma which is repugnant to them. The present situation may be judged from the following figures

which further show that the depressed classes have been making steady progress in education since 1923 :—

Kind of institutions.	NUMBER OF SCHOLARS.						Increase or Decrease since 1923.
	1923	1924	1925	1926	1927	1928	
<i>(For males).</i>							
1. School for General education.	6,530	8,576	9,261	15,027	14,908	20,703	+14,173
2. Arts Colleges ...	..	1	...	...	...	1	+1
3. Special schools ...	269	1,317	1,733	3,137	3,471	4,524	+4,255
4. Professional colleges ...	...	...	...	...	...	...	...
Total ...	6,799	9,894	10,994	18,164	18,379	25,228	+18,429
<i>(For females)</i>							
1. Schools for general education.	851	384	41	872	400	631	-220
2. Arts Colleges ...	...	...	...	...	...	...	...
3. Special schools ...	36	...	3	13	102	262	+232
4. Professional colleges ...	...	...	...	...	...	...	...
Total ...	887	384	44	885	502	899	+12
Grand total for males and females.	7,686	10,278	11,478	19,049	18,881	26,127	+18,441
Unrecognized institutions—							
(i) for males ...	389	317	482	281	511	583	+244
(ii) for females ...	17	2	14	42	110	21	+4
Grand total in all institutions.	8,042	10,597	11,974	19,372	19,502	26,731	+18,689

There are altogether 20,703 boys and 631 girls of these classes (reading in ordinary schools), 19,885 boys and 630 girls at the primary stage, 781 boys and 1 girl in the middle stage, 37 boys at the high stage and 1 boy at college, the total number of boys and girls in all kinds of recognised institutions being 25,228 and 899, respectively. If unrecognized institutions are also included the total number of children under instruction comes to 26,731 against 19,502 last year and 8,042 in 1923.

These figures indicate that the community is awakening to the value and importance of education, and that the old prejudice of pollution and untouchability is gradually dying out. It is important to note that members of the depressed community possessing the requisite qualifications are now freely admitted to normal schools. During the year under report six members of the depressed community were trained as junior vernacular teachers and two as senior vernacular teachers. In May, 1928, no less than sixteen applied for admission to Junior Vernacular and Senior Vernacular training classes, and of these all were admitted with the exception of one who was too young for admission. These men are said to mix freely with others and live in hostels attached, taking their food in the common kitchen.

9. Mr. Atmaram is, as usual, very optimistic and has submitted the following views :—

Inspectors' opinions.

“ The number of low caste boys in ordinary schools has, during the year under report, risen from 4,882 to 8,886, the rise of 4,004 in a single year is phenomenal, there being 5,901 chamars against 3,372 in the year 1926-27. I believe the time has gone when the ordinary public objected to the admission of depressed class students in ordinary schools. In any case if even fifty students withdraw as the result of admission of a single depressed class student, we should still welcome the admission of one single student belonging to these classes. I need hardly add that if by any chance, unmeaning opposition takes place anywhere, the opposition would be a very short-lived one. We should thus consider the admission of depressed class students into ordinary schools as the best line of advance. It may be said generally that the depressed classes are taking a larger share in the educational advance, and that the outlook is full of promise.”

The Multan Inspector has submitted the following opinion :—

“ There is only one separate school for depressed classes (sweepers) in Dera Ghazi Khan district with twenty-four students. The

number of students belonging to these classes has fallen this year and there has been a set-back. Last year's suggestion that they should be supplied with books, writing material, and, if possible, clothes by the boards free of cost, is repeated."

(vi) *Criminal Tribes.*

Numbers.

10. Primary schools for the education of criminal tribes are established in all their settlements. The number of boys and girls attending these schools has risen during the year under report to 1,230 and 665 from 1,167 and 570, respectively, or by one hundred and fifty-eight in all. Moreover, a large number of their children attend ordinary schools which are situated near their settlements and over six hundred youths are attending the night schools which have been established for the benefit of those who have to work during the day.

Remarks of Deputy Commissioner, Criminal Tribes.

11. The Deputy Commissioner for Criminal Tribes makes the following observations :—

"During the year eighty-one boys and seventeen girls passed the upper primary examination and one hundred and seventy-eight boys and fifty-seven girls passed the lower primary examination, while in the competition test two boys won district board scholarships. In all three hundred and eighty-seven boys and eighty-four girls have so far passed the upper primary examination and fifteen boys and one girl have passed the middle school examination. Further progress in education has so far been hampered by the difficulty experienced in obtaining admission for primary passed boys to public middle schools, where prejudice still prevails against the children of this class and also by the want of a special secondary school for them. In spite of these difficulties admission has been secured for thirty-seven primary passed boys in public schools close to the settlements. The Kacha Khuh anglo-vernacular middle school, however, which is a tangible instance of the indigenous efforts of these backward people, is expected to be of great help in this respect. . . . With a view to removing the prejudice referred to above, it has been thrown open to the public and twenty-eight children of well-to-do zamindars have joined so far. The boys belonging to this school attended the local district tournament and won two silver trophies and a number of cash prizes."

Inspectors' opinions.

12. Mr. Atmaram submits the following opinion :—

"The introduction of compulsory primary education under the Criminal Tribes Act, exemption of fees and the free supply of books, etc., in the primary department have had some effect.

There are a score of Mina teachers working in the Gurgaon district. It is satisfactory to note that Mina youths are reported as giving up crime. After receiving education they get employ-

ment as teachers, putwaris and policemēn, and exercise a wholesome effect on the uneducated members of their tribe.

Free education has been provided for boys of criminal tribes in almost all the districts of the division. It may be of interest to add that these children are reading in ordinary schools as it is not possible to open separate schools for the children of criminal tribes as a sufficiently large number of boys is not forthcoming to justify the opening of separate schools. . . Some boards are contemplating the institution of special stipends for these children."

The Multan Inspector has recorded the following remarks :—

"Montgomery and Jhang districts are the most advanced in the education of children of criminal tribes. In the Jhang district there are two upper middle schools in the areas inhabited by Biloch criminals with agricultural farms and industrial classes. Some of the boys of these tribes are receiving anglo-vernacular education at Jhang. In the Multan district the anglo-vernacular middle school opened by the co-operative society of criminal tribes at Kacha Khuh was recognised during the year under report and was awarded special maintenance and building grants."

CHAPTER XI.

Text-Book Committee.

The Committee consists of twenty-five members, each nominated for a period of two years except the Director of Public Instruction, who is *ex-officio* President. During the year under report nine members whose term of office expired were re-appointed for a further period of two years and the vacancies caused by the retirement of seven others were filled up by the appointment of new members. The Committee is now composed of eleven Christians (eight Europeans, one American and two Indians), seven Muhammadans, five Hindus and two Sikhs, representing the various educational interests of the province.

2. The general committee met thrice and the several sub-committees held twenty-seven meetings against twenty-five last year.

The number of books considered during the year was nine hundred and forty-six as against five hundred and eleven in the previous year. The unprecedented increase of four hundred and thirty-five may be attributed chiefly to the growing demand for books created by the institution of village and class libraries and also in part to the Committee's liberal attitude towards authors and publishers as noted in the last quinquennial report. Forty-two were adopted as text-books, thirty-one recommended for supplementary reading, three hundred and sixty-three for libraries and thirty-nine for prizes, whilst forty-three were purchased for distribution among school libraries, five placed in the reference library of the Committee and one recommended for an award from the Patronage of Literature Fund.

3. The Committee continued its usual efforts in the preparation of new books and in the improvement of its old publications. Mention was made year before last of the compilation of *Asul-i-Talim*—a book on school management and teaching in normal schools—by Mr. H. G. Wyatt. The translation of this work into Hindi has been completed, calligraphy charts for primary classes in Hindi and Panjabi have been prepared and the Second and Third Panjabi Readers for boys and the wall maps of seven districts have been revised during the year. The work of standardisation of technical terms, begun in 1913,

reached completion during the year under review. The special sub-committee entrusted with the scrutiny of Panjabi terms finished their labours and the revised draft met with the final approval of the Committee in December, 1927. The scrutiny of Urdu terms, as noted last year, was finished in 1925-26 and the lists printed off the following year. This work proved to be very laborious and lengthy; but it has met a real educational need of the province and the results are worth the labour expended in achieving them.

4. The work of translating selected English books into Urdu, Hindi and Panjabi, which the Committee decided to undertake in 1924, has made good progress. The first number of this series of translations was brought out in 1924-25. The Urdu translation of five books has now been approved and is being seen through the press while that of seven more is ready and awaits revision. The work of translation into Hindi and Panjabi, however, has not progressed well. The translation of three books (one Hindi and two Panjabi) is still in hand. Mr. Parkinson, the editor for translations, is in correspondence with the publishers of about a dozen more books for permission to translate and publish them. This is undoubtedly a commendable phase of the Committee's activities inasmuch as it provides useful additions to vernacular literature.

5. The Committee has shown remarkable zeal and liberality in presenting books and periodicals to schools, especially to vernacular institutions. The cost of this free supply of literature during the year was Rs. 12,271 for books and Rs. 9,458 for magazines, or a total sum of Rs. 21,729 as against Rs. 8,740 last year and Rs. 45,162 in the entire quinquennium ending 1926-27.

6. In response to the Committee's advertisements calling for works published during 1925 for consideration for the award of prizes from the Patronage of Literature Fund, eleven books were received from eleven authors as compared with the same number last year. Of these, Urdu and Hindi were represented by four each and Panjabi by three books. Pandit Veda Vyasa, Professor, Dayanand Anglo-Vedic College, Lahore, was recommended for a prize of Rs. 1,000 for the production of his Sanskrit Sahitya ka Itihas, part I. For want of books of real worth the Committee is still not in a position to patronise indigenous literature to the extent that lies within its means.

7. The year opened with a balance of Rs. 1,59,358 and the actual receipts during the year were Rs. 44,242. Out of a total of Rs. 2,03,600 the disbursements for the year amounted

to Rs. 14,350 leaving a balance of Rs. 1,59,250 on 31st March, 1928.

8. The number of books added to the library attached to the Committee during the year was five hundred and forty-two. Nearly 2,235 books were issued to readers and thirty journals were subscribed for the reading room.

R. SANDERSON,

offg. Director of Public Instruction, Punjab.

APPENDIX A.

List of schools provincialised since 1st April, 1922.

<i>Serial No.</i>	<i>Name of School.</i>	<i>Name of district.</i>
1.	Municipal Board High School, Jagraon	... Ludhiana.
2.	Municipal Board High School, Phillaur	... Jullundur.
3.	Municipal Board High School, Rupar	... Ambala.
4.	Municipal Board High School, Chunian	... Lahore.
5.	Municipal Board High School, Huzro	... Attock.
6.	District Board High School, Biera	... Shahpur.
7.	District Board High School, Pakpattan	... Montgomery.
8.	Municipal Board High School, Khushab	... Shahpur.
9.	Municipal Board High School, Sirsa	... Hissar. ✓
10.	District Board High School, Jaranwala	... Lyallpur.
11.	District Board High School, Phalia	... Gujrat.
12.	District Board High School, Bughbunpura	... Lahore.
13.	District Board High School, Tanda	... Hoshiarpur.
14.	District Board High School, Chakwal	... Jhelum.
15.	District Board High School, Kahuta	... Rawalpindi.
16.	District Board High School, Dara Baba Nanak	... Gurdaspur.
17.	Municipal Board High School, Palwal	... Gurgaon. ✓
18.	Municipal Board High School, Alipur	... Muzaffargarh.
19.	District Board High School, Akalgarh	... Gujranwala.
20.	Municipal Board High School, Bahadurgarh	... Rohtak. ✓
21.	Municipal Board High School, Pindigheb	... Attock.
22.	District Board High School, Patto Hira Singh	... Ferozapore.
23.	District Board High School, Gujarwal	... Ludhiana.
24.	District Board High School, Taunsa	... D. G. Khan.
25.	Municipal Board High School, Kaithal	... Karnal. ✓
26.	Municipal Board High School, Sahiwal	... Shahpur.
27.	Municipal Board High School, Isa Khel	... Mianwali.
28.	District Board High School, Naushehra	... Shahpur.
29.	District Board High School, Hamirpur	... Kangra.
30.	District Board High School, Kot Adu	... Muzaffargarh.
31.	District Board High School, Renala Khurd	... Montgomery.
32.	Municipal Board High School, Bhiwani	... Hissar. ✓
33.	Municipal Board High School, Bhakkar	... Mianwali.
34.	District Board High School, Shorkot	... Jhang.
35.	District Board High School, Leiah	... Muzaffargarh.
36.	Municipal Board High School, Rajanpur	... D. G. Khan.
37.	Municipal Board High School, Shahabad	... Karnal. ✓
38.	Municipal Board High School, Jhajjar	... Rohtak. ✓
39.	Municipal Board High School, Murree	... Rawalpindi.
40.	Municipal Board High School, Hansi	... Hissar. ✓
41.	District Board High School, Kulu	... Kangra.
42.	District Board High School, Garhshankar	... Hoshiarpur.
43.	District Board High School, Sharapur	... Sheikhpura.
44.	District Board High School, Ajnala	... Amritsar.

<i>Serial No.</i>	<i>Name of School.</i>	<i>Name of district.</i>
45.	District Board High School, Zafarwal	... Sialkot.
46.	Municipal Board High School, Khanewal	... Multan.
47.	District Board Middle School, Naraingarh	... Ambala.
48.	District Board Middle School, Kot Khai	... Simla.
49.	District Board High School, Pindi Bhattian	... Gujranwala.
50.	District Board High School, Fatehjang	... Attock.

APPENDIX B.

Schools or Departments brought on the grant-in-aid
list, since 1922-23.

		<i>Grants paid during 1927-28.</i>
		Rs.
1.	Khalsa High School, Kurali (Ambala) ✓	3,828
2.	C. A.-V. High School, Hissar ✓	6,168
3.	Islamia A.-V. Middle School, Simla	1,848
4.	Islamia A.-V. Middle School, Rupar (Ambala) ✓... ..	1,200
5.	Sanatan Dharm A. V Middle School, Simla	1,724
6.	Khalsa High School, Kharar (Ambala) ✓	3,888
7.	Vaish High School, Rohtak ✓	6,804
8.	Arya Lower Middle School, Rohtak ✓	732
9.	Muhammadan Rajput Boarding House, Ambala City	708
10.	Mathra Das High School, Moga (Ferozepore)	7,896
11.	Khalsa High School, Moga (Ferozepore)	6,516
12.	Islamia High School, Ludhiana	1,800
13.	Mission High School, Palampur (Kangra)	3,216
14.	Z. A. V. High School, Sullah (Kangra)	1,620
15.	Hindi Parcharak High School, Ludhiana	2,004
16.	Khalsa High School, Mahilpur (Hoshiarpur)	6,156
17.	Rajput High School, Indaura (Kangra)	2,400
18.	Islamia High School, Sangla (Sheikhupura)	864
19.	Khalsa A.-V. Middle School, Nawanpind (Sheikhupura)	1,884
20.	G. D. Islamia High School, Maingri (Gurdaspur)	2,928
21.	Sanderson D. A.-V. High School, Baramanga (Gurdaspur)... ..	6,264
22.	Crosse Islamia High School, Fatehgarh (Gurdaspur)	4,920
23.	Hindu A.-V. Middle School, Sangla (Sheikhupura)	168
24.	Khalsa A.-V. Middle School, Saini Bar, Chak 7 (Sheikhupura)	1,044
25.	Khalsa High School, Ramdas (Amritsar)	2,118
26.	Johnston Memorial A.-V. Lower Middle School, Raewind (Lahore)	852
27.	Islamia A.-V. Middle School, Jalalpur Jattan (Gujrat)	600
28.	S. D. High School, Jand (Attock)	4,716
29.	Islamia A.-V. Middle School, Jhelum	1,344
30.	Khalsa High School, Tanda (Gujrat)	1,308
31.	Islamia A.-V. Middle School, Dera Ghazi Khan	576
32.	Islamia High School, Chak 333 (Lyallpur)	3,312
33.	A. S. High School, Karor Lalsan (Muzaffargarh)	3,558
34.	A. S. High School, Dera Ghazi Khan	1,932
35.	Jain A. V. Middle School, Ambala City	2,268
36.	Islamia A.-V. Middle School, Sukho (Rawalpindi)	840
37.	Khalsa High School, Garhdiwala (Hoshiarpur)	2,880
38.	A. S. High School, Alawalpur (Jullundur)	3,300
39.	Khalsa High School, Kalra (Jullundur)	5,100

		<i>Grants paid during 1927-28.</i>
		Rs.
40.	D. A.-V. High School, Dasuya (Jullundur) ...	1,308
41.	The Khalsa High School, Badlon (Hoshiarpur) ... (Middle Department).	3,722
42.	The G. N. Malwa Khalsa Middle School, Roda (Ferozepore)	1,308
43.	The Khalsa High School, Muktsar (Ferozepore) (Middle Department) ...	1,920
44.	The Islamia High School, Nawankot (Lahore) ...	1,992
45.	The Islamia A.-V. Middle School, Kasur (Lahore) ...	1,068
46.	The Public A.-V. Middle School, Ugoke (Sialkot) ...	984
47.	The D. A.-V. High School, Qadian (Gurdaspur) ...	2,052
48.	The Islamia High School, Dharyala Jalip (Jhelum) ...	2,502
49.	The S. Mota Singh Khalsa Middle School, Nita (Jhelum) ...	2,472
50.	The A.-V. Mission Middle School, Khushpur (Lyallpur) ...	204
51.	The Islamia Boarding House, Jaranwala (Lyallpur) ...	648
52.	The Hindu Boarding House, Jaranwala (Lyallpur) ...	564
53.	The Khalsa Boarding House, Kamalia (Montgomery) ...	444
54.	The Khalsa Boarding House, Montgomery ...	348
55.	Doaba Arya High School, Jullundur ...	1,200
56.	Khalsa High School, Hoshiarpur ...	2,125
57.	Khalsa High School, Anandpur (Hoshiarpur) ...	3,492
58.	D. A.-V. High School, Batala (Gurdaspur) ...	762
59.	Mission High School, Dhariwal (Gurdaspur) (High Department)	1,278
60.	Christian Training Institute, Sialkot (High Department) ...	1,362
61.	A. S. High School, Pandri (Karnal) (High Department) ...	924
62.	D. A.-V. High School, Shahabul (Karnal) (High Department) ...	560
63.	Hindu A. S. Middle School, Sadhaura (Ambala) (Upper Middle Department) ...	528
64.	Sud A. S. Middle School, Garli (Kangra) ...	840
65.	Khalsa High School, Jaspalon (Ludhiana) (High Department)	2,244
66.	A. S. High School, Dera Gopipur (Kangra) ...	1,800

**I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1927-28.**

I.—CLASSIFICATION OF

	FOR MALES.					Total.
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	
	1	2	3	4	5	
RECOGNISED INSTITUTIONS.						
Universities	1	...	1
Boards of Secondary and Intermediate Education
Colleges—						
Arts and Science*	7*	2	10
Law	1	1
Medicine	1
Education	2
Engineering	1
Agriculture	1
Commerce	1	...	1
Forestry
Veterinary Science	1
Intermediate and 2nd grade Colleges	4	6	20
Totals	13	9	39
High Schools	167	25	302
English	76	41	†235
Middle Schools	6	1	†2,518
Vernacular	961	193	5,694
Primary Schools	1,210	262	8,749
Total	1,210	262	8,749
Special Schools—						
Art	1
Law
Medical	2	3
Normal and Training	3	1	42
Engineering	1
Technical and Industrial‡	1	3	...	26
Commercial	1	11
Agricultural
Reformatory	1
Schools for Defectives	1	...	2
Schools for Adults	37	572	293	3,338
Other Schools	17	1	33
Totals	593	298	3,458
TOTALS FOR RECOGNISED INSTITUTIONS	198	9,308	352	1,919	569	12,246
UNRECOGNISED INSTITUTIONS	2,797	2,797
GRAND TOTALS, ALL INSTITUTIONS	193	9,308	352	1,819	3,336	15,043

* Includes one

† Includes 200 Upper Middle and
‡ Includes 529 Upper Middle and
§ Includes Survey Schools.

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...
...
1	...	...	1	...	2
...
...	...	...	1	...	1
...
...
...
...
1	...	...	2	...	3
12	...	1	13	1	27
...	...	1	9	...	10
...	6	25	51	1	83
...	640	207	384	104	1,335
12	646	234	457	106	1,455
...
...
9	...	...	1	...	1
...	...	...	5	...	14
2	...	...	1	...	3
...	...	...	1	...	1
...
...
6	4	...	1	...	5
...	6	...	14	...	26
17	10	...	23	...	50
80	656	234	482	106	1,508
...	...	...	...	2,509	2,509
30	656	234	482	2,615	4,017

Oriental College.
 35 Lower Middle Schools.
 1,989 Lower Middle Schools.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Universities ... *	...	...	...	...	...	...	...	...	...
Arts and Science	2,714	2,984	898	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	456	449	260	...	...	...	...	...	...
Education	257	264	251	...	...	...	...	...	...
Engineering	227	202	150	...	...	...	...	...	...
Agriculture	216	189	210	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	148	142	133	...	...	...	...	...	...
Totals	4,018	3,600	1,002	...	...	...	...	...	...
SCHOOLS AND SPECIAL EDUCATION.									
In High Schools	25,354	23,518	4,258	7,319	6,663	898	4,642	4,040	473
Middle Schools—	...	...	...	...	...	...	...	...	...
English	1,888	1,268	96	25,848	2,126	1,301	6,702	5,785	360
Vernacular	1,087	771	...	378,804	306,152	6,089	1,783	1,422	116
Primary Schools	...	...	...	278,088	221,417	87	42,509	34,402	...
Totals	27,799	25,557	4,353	601,059	556,368	8,460	55,616	45,638	947
In Art Schools	187	190	53	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medical Schools	372	367	312	...	...	...	...	...	...
Normal and Training Schools	3,372	3,261	3,336	77	75	77	...	...	...
Engineering Schools	157	156	167	...	...	...	...	...	...
Technical and Industrial Schools	3,79	2,821	314	...	...	...	314	293	...
Commercial Schools	566	197	56	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Reformatory Schools	146	121	146	...	...	...	...	...	...
Schools for Defectives	25	19	17	...	...	...	...	...	...
Schools for Adults	200	169	...	68,437	51,255	...	1,129	639	...
Other Schools	427	326	164	237	203	59	...	...	...
Totals	8,873	7,627	4,555	68,751	51,538	136	1,443	932	...
Totals for recognised Institutions,	40,190	36,784	10,810	769,810	607,901	8,596	57,059	46,570	947
IN UNRECOGNISED INSTITUTIONS.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	40,190	36,784	10,810	768,810	607,901	8,596	57,059	46,570	947

(a) Includes 150 scholars
 * Includes 1,708 students in the IX and X high
 † Includes 48,091 students in upper middle
 ‡ Includes 136,566 students in upper middle
 § Include Sur

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
16 (a) 3,389	15 3,784	...	...	...	...	16	15	...	...
...	...	1,878	2,656	2,800	1,426	*9,728	8,398	4,197	9
...	...	...	508	469	300	503	469	300	...
...	...	...	...	...	...	458	449	280	...
...	...	...	...	...	...	257	254	251	...
...	...	...	...	...	...	227	202	160	...
39	37	32	...	...	...	218	189	210	...
...	...	...	...	...	...	39	37	32	...
...	...	...	...	...	...	148	143	133	...
4,413	3,786	1,905	3,158	2,769	1,726	11,669	10,165	5,533	9
69,471	62,613	9,117	9,512	8,118	1,120	116,298	104,661	15,811	25
15,736	13,652	643	4,524	4,037	224	454,198	46,556	2,712	171
968	884	233	117	94	...	1381,647	308,552	6,437	2,631
59,227	48,663	50	8,639	6,683	25	369,820	311,336	162	3,915
145,307	126,212	10,043	22,792	18,932	1,369	941,663	771,707	25,172	6,643
...	...	...	...	...	...	187	190	63	...
...	...	...	...	...	...	547	494	358	...
190	185	85	175	127	46	3,663	3,664	3,541	...
...	...	...	44	43	43	...	...	...	...
...	...	...	...	...	...	157	156	157	...
...	264	166	...	...	...	3,378	3,378	500	2
...
...	...	...	4	3	...	212	200	56	...
...	...	...	...	...	...	146	121	146	...
21	20	21	...	...	...	46	39	36	...
13,587	11,675	...	7,181	5,913	...	90,824	69,661	...	18
949	534	10	22	16	2	1,635	1,379	235	...
16,832	12,978	802	7,426	6,102	91	101,325	79,172	5,024	21
165,142	141,976	12,250	33,376	27,508	3,186	1,054,677	861,034	35,789	6,672
...	...	...	54,978	38,969	...	54,978	38,969	...	3,671
165,142	141,976	12,260	88,364	66,802	3,186	1,109,555	900,033	38,789	10,543

In Oriental College, classes of Intermediate Colleges, schools and 5,107 in lower middle schools, 50,000 and 240,000 in lower middle schools, very Schools,

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING -									
IS RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science ...	60	52	25	...	...	...	...	...	...
Medicine... ..	...	...	...	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...	...	...	...
Totals	60	52	25	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ...	3,572	2,814	342	...	...	...	218	213	...
„ Middle Schools—English ...	...	...	...	...	...	...	121	107	...
„ Vernacular ... ..	...	...	...	611	573	50	4,845	3,910	...
„ Primary Schools ...	...	...	...	26,463	21,353	...	16,372	12,589	...
Totals	3,572	2,814	342	27,074	21,926	50	21,556	16,820	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training School's ...	498	461	326	...	...	...	...	...	...
„ Technical and Industrial Schools ...	356	248	...	...	...	...	...	...	...
„ Commercial Schools ..	...	...	...	...	...	...	...	...	...
„ Agricultural School's ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	79	70	...	...	...	...
„ Other Schools	137	103	...	123	99	23	...	...	...
Totals	991	812	326	202	169	23	...	...	...
Totals for recognised Institutions ...	4,623	3,678	693	27,276	22,095	73	21,556	16,820	...
In Unrecognised Institutions ... ..	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES	4,623	3,678	693	27,276	22,095	73	21,556	16,820	...
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES ...	44,813	40,402	11,503	786,088	629,096	8,089	78,815	63,390	947

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
33	29	16	...	...	...	93	81	41	...
...
32	29	32	...	...	...	32	29	32	...
65	58	48	...	...	...	125	110	73	...
1,929	1,663	1,148	171	147	137	6,900	4,931	1,627	263
1,431	1,173	339	...	...	...	1,552	1,230	369	123
10,285	8,403	1,333	139	109	...	16,790	12,995	1,853	66
22,166	18,436	138	3,523	2,953	...	69,529	54,332	139	364
35,731	29,370	2,953	3,828	3,219	137	91,761	71,433	3,437	634
165	155	154	...	...	...	155	155	154	...
74	71	66	...	...	...	572	532	392	...
193	183	49	...	...	...	540	431	40	31
19	17	3	...	...	...	19	17	3	...
...
31	33	...	...	...	...	110	93	...	...
44	391	...	...	...	...	700	593	23	...
912	840	272	...	...	...	2,105	1,921	621	31
39,708	30,568	3,278	3,528	3,209	137	93,991	76,370	4,181	835
...	...	...	44,595	30,111	...	41,585	30,111	...	4,384
38,703	30,569	3,278	48,413	33,320	137	138,576	106,481	4,181	5,199
201,850	172,544	15,528	131,767	100,122	3,333	1,248,131	1,006,614	39,970	...

GOVERNMENT INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities ..	...	...	...	..	...	...
Boards of Secondary and Intermediate Education.	...	...	...	...	...	...
Arts Colleges ...	1,98,594	...	...	1,07,848	...	2,94,442
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	3,90,776	...	...	46,518	...	4,37,292
Education ...	1,46,089	...	...	...	5,900	1,51,989
Engineering ...	2,40,369	...	...	4,137	...	2,44,506
Agriculture ...	1,24,191	...	...	...	...	1,24,191
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science... ..	1,30,434	...	...	27,652	...	1,58,086
Intermediate Colleges ...	2,41,185	...	...	1,54,371	855	3,96,411
Totals ...	14,66,588	...	...	3,33,524	6,755	18,06,867
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	9,31,415	1,316	1,710	7,11,861	4,669	16,50,971
Middle Schools—						
English ...	58,369	...	...	28,897	3	87,269
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	19,147	...	...	8	...	19,155
Totals ...	10,08,931	1,316	1,710	7,40,766	4,672	17,57,395

EDUCATION FOR MALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,78,995	...
...
...	...	...	...	...	...	1,98,500	900
...
...
...
...
...	...	...	...	...	...	17,819	...
...
...
...	...	...	...	...	...	15,901	...
...	...	...	...	...	...	4,11,215	900
1,23,056	83,612	63,390	2,38,049	4,157	5,12,264	8,71,985	32,644
2,12,526	2,33,234	48,366	2,65,820	7,153	7,67,099	1,26,843	5,511
31,20,083	9,48,787	19,247	4,10,007	30,463	45,23,597	9,366	2,366
19,66,832	6,82,639	3,44,002	47,509	9,034	30,50,016	1,26,432	58,701
54,22,497	19,48,272	4,75,005	9,61,385	50,807	83,57,966	11,34,676	99,342

III-A—EXPENDITURE ON

	AIDED INSTITUTIONS.				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>conold.</i>					
Universities ...	...	6,04,363	62,236	6,45,594	...
Boards of Secondary and Intermediate Education.	..	...	...	...	...
Arts Colleges ...	1,722	3,81,980	2,10,728	7,93,830	1,26,266
Professional Colleges—					
Law ...	...	...	...	...	59,126
Medicine ...	...	...	...	...	...
Education ...	...	...	...	...	...
Engineering ..	...	...	...	...	...
Agriculture ...	...	...	..	...	...
Commerce ...	...	1,865	...	19,624	...
Forestry ...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...
Intermediate Colleges...	...	41,430	37,237	94,568	73,690
Totals ...	1,722	10,29,578	3,10,201	17,73,616	2,59,082
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	48,625	12,91,250	6,35,576	28,80,380	2,22,698
Middle Schools—					
English ..	13,197	1,64,667	1,47,785	4,58,003	84,885
Verracular ...	255	2,731	40,465	55,203	...
Primary Schools ...	51,439	19,497	1,21,253	3,77,372	1,578
Totals ...	1,13,416	14,78,145	9,45,379	37,70,958	3,09,161

EDUCATION FOR MALES- CONTINUED.

UNAIDED INSTITUTIONS		TOTAL EXPENDITURE FROM					
Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	1,78,995	...	...	6,04,363	62,236	8,45,194
...
37,376	1,63,642	3,92,094	900	1,722	6,09,094	2,48,104	12,51,914
...	59,126	...	...	...	59,126	...	59,126
...	...	3,90,776	...	...	46,516	...	4,37,292
...	...	1,46,039	...	...	...	5,900	1,51,939
...	...	2,40,369	...	...	4,137	...	2,44,506
...	...	1,24,191	...	...	...	...	1,24,191
...	...	17,819	...	...	1,805	...	19,624
...
...	...	1,30,434	...	...	27,652	...	1,58,086
32,951	1,06,641	2,57,086	...	...	2,69,491	71,043	5,97,620
70,327	3,29,409	18,77,803	900	1,722	16,22,184	3,87,283	38,89,892
94,498	3,17,196	19,26,456	1,17,572	1,13,725	24,63,853	7,39,200	53,60,811
43,754	1,28,639	8,97,738	2,38,845	61,463	5,44,269	1,98,695	14,41,010
...	...	31,29,449	9,51,178	19,502	4,12,738	70,928	45,83,790
33,325	24,903	21,12,461	7,41,340	3,95,441	68,592	1,63,612	34,81,446
1,71,577	4,60,738	75,66,104	20,48,930	6,90,131	34,89,457	11,72,435	1,43,67,057

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—						
<i>contd.</i>						
<i>Special.</i>						
Arts Schools ...	81,536	...	...	1,569	8,213	91,318
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	1,68,753	...	...	8,567	...	1,17,320
Normal and Training Schools ...	4,09,079	1,172	...	423	3,367	4,14,041
Engineering Schools* ...	58,776	..	...	28,397	...	87,173
Technical and Industrial Schools ...	3,11,859	...	...	889	5,759	3,18,507
Commercial Schools ...	31,747	...	...	9,833	...	41,580
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	42,036	..	...	...	...	42,036
Schools for Defectives...	1,837	...	...	...	2	1,839
Schools for Adults ...	85	...	...	...	...	85
Other Schools ...	36,560	...	...	...	...	36,560
Totals ...	10,32,268	1,172	...	49,678	17,341	11,50,459
GRAND TOTALS ...	35,57,787	2,488	1,710	11,23,968	23,768	47,14,721

*Include Survey

EDUCATION FOR MALES—CONTINUED.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...	1,814	...	10	...	1,824	6,140	741
...
7,054	...	4,837	303	328	12,522	14,543	...
...
...
...
...	...	...	...	...	...	300	...
64,652	9,146	5,034	..	905	79,737	10,235	4,036
9,631	10,466	...	...	...	20,147	14,491	...
81,387	21,426	9,871	313	1,233	1,14,230	45,709	4,777
55,03,384	19,69,698	4,84,876	9,61,698	52,040	89,72,196	15,91,600	1,05,019

Schools.

Expenditure on buildings includes Rs. 23,45,392 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- (1) Miscellaneous.
- (2) Scholarships, and
- (3) Boarding Houses.

	AIDED INSTITUTIONS.				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— <i>concl'd.</i> <i>Special—concl'd.</i>					
Art Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	...	...	...	...	4,146
Normal and Training Schools.	156	4,433	6,300	17,773	2,806
Engineering Schools* ...	...	...	...	...	...
Technical and Industrial Schools.	150	10,323	9,898	34,914	...
Commercial Schools ...	...	...	...	...	112
Agricultural Schools ...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives...	600	86	4,873	5,809	...
Schools for Adults ...	1,155	...	2,024	17,450	...
Other Schools ...	...	7,071	2,483	24,045	...
Totals ...	2,061	21,916	25,528	99,991	7,064
GRAND TOTALS ...	1,17,199	25,29,639	12,81,108	56,24,565	5,75,307

*Includes Survey

EDUCATION FOR MALES—CONCLUDED.

		TOTAL EXPENDITURE FROM					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	...	1,89,998	...	...	...	...	1,89,998
Inspection	...	7,80,910	99,485	13,762	...	20	8,94,167
Buildings, etc.	...	27,91,968	4,04,180	1,89,198	33,440	6,51,969	40,70,745
Miscellaneous	...	8,07,261	2,12,034	81,501	2,21,932	3,41,479	16,64,207
Totals	...	45,70,127	7,15,699	2,84,451	2,55,372	9,93,468	68,19,117
UNAIDED INSTITUTIONS.							
Other sources.	Totals.						
20	21						
Rs.	Rs.						
...	...	81,536	...	...	1,569	8,213	91,313
...
10,738	14,884	1,08,753	...	...	12,713	10,738	1,32,204
526	3,332	4,15,219	3,727	156	7,675	10,198	4,36,970
...	...	58,776	...	...	28,397	...	87,173
...	...	3,33,456	...	4,997	11,515	15,985	3,65,943
2,228	2,340	31,747	...	...	9,945	2,228	43,920
...
...	...	42,036	...	...	...	...	42,033
...	...	2,137	...	600	86	4,325	7,648
3,480	3,460	74,972	13,182	6,189	...	6,409	1,00,752
3,500	3,500	60,732	10,466	...	7,071	5,933	84,252
20,472	27,536	12,09,364	27,375	11,932	78,971	64,574	13,92,216
2,62,376	8,37,633	1,52,23,398	27,92,904	8,88,236	54,45,984	26,17,760	2,69,68,232

Schools.

	GOVERNMENT INSTITUTIONS.					TOTALS.
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	
	1	2	3	4	5	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges ...	39,951	...	...	4,776	...	44,727
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	...	...
Totals ...	39,951	...	...	4,776	...	44,727
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	2,50,380	...	...	33,724	1,779	2,85,883
Middle Schools—						
English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Totals ...	2,50,380	...	...	33,724	1,779	2,85,883
<i>Special.</i>						
Medical Schools. ...	...	...	...	...	...	...
Normal and Training Schools.	93,294	...	...	...	...	93,294
Technical and Industrial Schools.	16,791	...	...	...	...	16,791
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	1,932	...	...	...	...	1,932
Totals ...	1,12,017	...	...	...	...	1,12,017
Grand Totals for Females.	4,12,348	...	...	38,500	1,779	4,42,627
Grand Totals for Males.	35,57,787	2,488	1,710	11,23,968	28,768	47,14,721
GRAND TOTALS FOR ALL	39,60,135	2,488	1,710	11,62,468	30,547	51,57,348

EDUCATION FOR FEMALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	...	...	4,800	...
...
...	...	...	...	...	...	14,777	...
...
...	...	...	...	...	...	19,577	...
...	...	22,861	...	...	22,861	1,07,915	...
916	...	2,267	...	...	3,183	37,480	593
37,665	3,542	79,217	34	690	1,21,138	54,319	5,310
2,60,852	1,10,198	1,73,634	...	199	5,44,883	60,721	22,006
2,99,433	1,13,740	2,77,979	34	879	6,92,005	2,60,435	27,909
...	...	...	...	...	...	40,427	3,889
...	...	...	...	...	...	9,137	...
...	...	...	...	...	...	1,570	1,182
...	...	...	...	...	...	6,204	...
...
238	...	...	...	...	288	116	81
3,535	...	...	...	...	3,535	4,441	...
3,823	...	...	...	...	3,823	61,845	5,102
3,03,256	1,13,740	2,77,979	34	879	6,95,888	3,41,907	33,011
55,03,884	19,69,698	4,34,876	9,61,698	52,040	89,72,196	15,91,600	1,05,019
58,07,140	20,83,438	7,62,855	9,61,732	52,919	96,68,084	19,33,507	1,38,030

Expenditure on buildings includes Rs. 4,35,979 spent by the Public Works Department on educational buildings.

“ Miscellaneous ” includes the following main items :—

- (1) Scholarships.
- (2) Miscellaneous.
- (3) Boarding houses.

	AIDED INSTITUTIONS - <i>concl.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>concl.</i>					
Arts Colleges ...	...	5,423	13,503	23,726	...
Professional Colleges—					
Medicine ...	...	...	...	...	...
Education ...	...	3,891	2,190	20,858	...
Intermediate Colleges...	...	...	...	...	...
Totals ...	...	9,314	15,693	44,584	...
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	6,131	83,771	51,323	2,54,140	...
Middle Schools—					
English ...	4,264	20,045	35,705	98,087	...
Vernacular ...	40,544	9,253	1,17,027	2,26,453	...
Primary Schools ...	41,459	7,200	1,17,613	2,48,999	2,143
Totals ...	92,398	1,25,269	3,21,668	8,27,679	2,143
<i>Special.</i>					
Medical Schools ...	1,918	10,127	16,731	73,092	...
Normal and Training Schools.	...	2,255	5,041	16,433	...
Technical and Industrial Schools.	...	...	2,321	5,073	...
Commercial Schools ...	...	1,485	146	7,835	...
Agricultural Schools ...	...	...	...	...	...
Schools for Adults ...	...	...	...	147	...
Other Schools ...	...	...	...	4,441	...
Totals ...	1,918	13,867	24,239	1,07,021	...
Grand Totals for Females ...	94,316	1,48,450	3,61,600	9,79,284	2,143
Grand Totals for Males ...	1,17,199	25,29,639	12,81,108	56,24,565	5,75,307
GRAND TOTALS FOR ALL ...	2,11,515	26,78,089	16,42,709	66,03,849	5,77,450

EDUCATION FOR FEMALES—CONCLUDED.

		TOTAL EXPENDITURE FROM					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	...	74,272	2,155	5,937	...	...	82,364
Buildings, etc.	...	5,24,566	3,877	1,637	512	1,14,741	6,45,333
Miscellaneous	...	1,37,042	2,018	4,771	18,350	1,90,572	3,52,753
Totals	...	7,35,880	8,050	12,345	18,962	3,05,313	10,80,450
UNAIDED INSTITUTIONS.							
Other sources.	TOTALS.						
20	21						
Rs.	Rs.						
...	...	44,751	...	...	10,199	13,503	68,453
...
...	...	14,777	...	...	3,891	2,190	20,858
...
...	...	59,528	...	...	14,090	15,693	89,311
27,012	27,012	3,58,295	...	28,992	1,22,495	80,114	5,99,896
...	...	38,396	593	6,531	20,045	35,705	1,01,270
2,468	2,468	91,984	8,852	1,19,761	9,247	1,20,175	3,50,059
12,401	14,544	3,21,573	1,82,204	2,15,093	9,343	1,30,213	8,08,426
41,881	44,024	8,10,248	1,41,649	3,70,377	1,61,170	3,66,207	18,49,651
...	...	40,427	3,889	1,918	10,127	16,731	73,092
...	...	1,02,431	...	...	2,255	5,041	1,09,727
...	...	18,361	1,182	...	...	2,321	21,864
...	...	6,204	...	...	1,485	146	7,835
...
...	...	404	31	...	...	...	435
...	...	9,908	...	...	...	...	9,908
...	..	1,77,735	5,102	1,918	13,867	24,239	2,22,861
41,861	44,024	17,83,391	1,54,801	3,84,640	2,07,989	7,11,452	32,42,273
2,62,376	8,37,683	1,52,23,398	27,92,904	8,88,236	54,45,984	26,17,760	2,69,68,282
8,04,257	8,81,707	1,70,06,789	29,47,705	12,72,876	56,53,973	33,29,212	3,02,10,555

IV-A.—RACE OR CREED OF MALE

		Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.
				Higher castes.	*Depressed classes.	
		1	2	3	4	5
TOTAL POPULATION ...		18,078	16,208	2,734,878	874,884	6,195,738
<i>School Education.</i>						
	<i>Classes.</i>					
Primary	I	301	5,123	112,580	12,800	219,591
	II	89	2,007	59,057	4,300	95,505
	III	87	857	34,683	1,621	46,077
	IV	94	622	30,640	1,164	34,446
Middle ...	V	...	522	21,798	419	22,763
	VI	119	314	17,194	202	16,532
	VII	96	275	13,249	84	11,569
	VIII	89	200	10,412	76	8,849
High ...	IX	46	154	7,451	19	4,393
	X	48	136	6,544	18	3,771
Totals ...		969	10,210	313,555	20,703	463,496
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ...	13	37	1,378	1	672
	2nd year ...	27	32	1,463	...	674
Degree classes	1st year ...	...	17	599	...	259
	2nd year ...	...	20	720	...	301
	3rd year ...	...	..	33	...	3
Post-graduate classes	1st year ...	...	3	106	...	37
	2nd year ...	...	2	109	...	29
Research students	...	...	...	15	..	...
Totals ...		40	111	4,423	1	1,975
No. of scholars in recognised institu- tions.		1,009	10,321	317,981	20,704	465,471
No. of scholars in unrecognised in- stitutions.		...	265	9,169	583	40,694
GRAND TOTALS ...		1,009	10,586	327,150	21,287	506,165

* The following are included under the heading
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera,
† Excludes 150 scholars in the Oriental College, Lahore, of whom 78 are

SCHOLARS RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agriculturists.
6	7	8	9	10	11
1,739	292	1,295,957	18,491	11,306,265	...
...	9	44,749	3,211	398,363	224,107
2	4	27,353	799	189,116	94,429
4	9	12,468	280	96,036	44,553
...	7	10,481	163	77,617	34,344
...	1	8,205	69	53,777	24,593
...	1	6,357	36	40,755	17,868
...	3	5,088	13	30,377	12,914
...	...	4,128	12	23,766	9,237
1	2	2,853	5	14,929	4,702
1	9	2,291	6	12,824	3,911
8	45	123,977	4,594	937,560	470,658
...	1	458	...	2,560	615
...	2	486	...	2,684	644
...	...	156	1	1,032	277
...	1	174	1	1,217	247
...	...	4	...	40	6
...	...	25	1	172	33
...	...	17	2	159	46
...	...	...	...	15	...
...	4	1,320	5	7,879	1,868
8	49	125,297	4,599	945,439	472,526
...	...	4,420	310	55,441	17,780
8	49	129,717	4,909	1,000,880	490,306

depressed classes :—

Dhobi, Megh, Sansi, Ghosi, Bagria, Od, Mahtam and Kahar.

Hindus, 62 Muhammadans and 10 Sikhs.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS RECEIVING

		Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Mubam- madans.
				Higher castes.	*Depressed classes.	
		1	2	3	4	5
TOTAL POPULATION	...	7,636	137,128	2,287,519	731,979	5,241,583
<i>School Education.</i>						
	<i>Classes.</i>					
Primary	I	358	1,209	28,602	426	19,394
	II	127	461	7,358	107	3,879
	III	130	352	5,174	48	2,408
	IV	145	279	3,473	28	1,433
	V	...	250	2,508	21	1,049
Middle	VI	135	254	671	...	237
	VII	133	157	408	...	166
	VIII	130	97	232	1	163
High	IX	67	46	66	...	52
	X	65	42	55	...	24
Totals	...	1,290	3,177	48,547	631	26,855
<i>University and Intermediate Education.</i>						
Intermediate classes ...	1st year ..	...	11	16	...	9*
	2nd year...	1	8	15	...	5
Degree classes ...	1st year ...	...	6	7	...	4
	2nd year...	...	5	2	...	...
	3rd year...	...	...	...	...	...
Post-graduate classes	1st year ...	...	1	2	...	...
	2nd year...	...	...	3	...	...
Research students ...	...	...	...	...	...	...
Totals	...	1	31	45	...	18
No. of scholars in recognised institutions.		1,291	3,208	48,592	631	28,873
No. of scholars in unrecognised institutions.		...	85	3,242	21	38,645
GRAND TOTALS	...	1,291	3,293	51,834	652	67,518

*The following are included under the heading Chamar, Sweeper, Ramdasi, Dumna, Weaver, Sarhara,

GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agricul- turists.
6	7	8	9	10	11
1,491	201	998,250	15,972	9,978,759	...
1	11	8,591	91	58,683	13,118
...	2	2,255	11	14,200	2,577
...	5	1,656	3	9,776	1,433
...	2	1,259	8	6,627	831
...	...	699	...	4,557	612
...	7	196	4	1,554	121
...	3	135	2	1,004	78
...	4	70	1	698	78
...	1	19	1	262	20
...	1	21	...	268	23
1	36	14,911	121	97,569	18,891
...	...	4	...	40	...
...	...	...	...	29	...
...	...	...	...	17	...
...	1	2	...	10	...
...
...	...	...	...	3	...
...	...	...	...	3	...
...
...	1	6	...	102	...
1	37	14,917	121	97,671	18,891
...	...	2,041	88	44,122	15,355
1	37	16,958	209	141,793	34,246

depressed classes :—
Dhobi, Mahtam, Ghosi, Bagria, Kahar and Kohli.

V.-A.—RACE OR CREED OF MALE SCHOLARS RECEIVING

	Europeans and Anglo- Indians.	Indian Christians	HINDUS.		Muham- madans.
			Higher castes.	*Depressed classes.	
	1	2	3	4	5
<i>School Education.</i>					
Art Schools ... ..	...	...	45	...	129
Law Schools ... ..	...	...	...	...	...
Medical Schools ... ..	...	1	268	...	194
Normal and Training Schools ... ..	...	42	1,467	4	1,762
Engineering and Surveying Schools ... ..	...	...	91	...	40
Technical and Industrial Schools ... ..	...	150	749	186	2,459
Commercial Schools ... ..	...	2	123	...	52
Agricultural Schools ... ..	...	...	...	...	...
Reformatory Schools ... ..	...	3	51	20	70
Schools for Defectives ... ..	...	2	28	...	13
Schools for Adults ... ..	...	779	37,768	3,708	41,178
Other Schools ... ..	...	86	170	606	435
Totals ... ..	...	1,065	40,755	4,524	46,382
<i>University and Intermediate Education.</i>					
Law ... ..	...	5	321	...	103
Medicine ... ..	...	6	192	...	182
Education	14	4	107	...	90
Engineering	36	4	97	...	58
Agricultural	1	1	48	...	73
Commerce ... ..	...	...	31	...	2
Forestry ... ..	...	...	...	...	...
Veterinary Science ... ..	...	1	72	...	49
Totals	51	21	868	...	557
GRAND TOTALS	51	1,086	41,623	4,524	46,939

* The following are included under the heading Chamar, Sweeper, Mazhabi, Ramdasi, Dumna, Kohli,

VOCATIONAL AND SPECIAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total	No. of agriculturists.
6	7	8	9	10	11
...	...	11	2	187	...
...
...	...	84	...	547	169
...	1	407	...	3,683	2,238
...	...	26	...	157	56
...	1	355	7	3,907	324
...	1	34	...	212	52
...
...	...	2	...	146	32
...	...	2	...	45	1
...	1	6,866	521	90,816	56,728
...	1	144	143	1,635	846
...	5	7,931	673	101,335	60,446
...	...	74	...	503	132
...	1	75	...	456	149
...	...	42	...	257	71
...	...	32	...	227	21
...	...	93	...	216	161
...	...	6	...	39	7
...
...	...	26	...	148	66
...	1	348	...	1,846	607
...	6	8,279	673	103,181	61,053

depressed classes ;—
Weaver, Bagria, Dhobi, Mahtam, Sansi, Ghosi and Od.

V.-B.--RACE OR CREED OF FEMALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

	Europeans and Anglo- Indians.	Indian Christ- ians.	HINDUS.		Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agricul- turists.
			Higher castes.	*De- pressed classes.							
	1	2	3	4	5	6	7	8	9	10	11
<i>School Education.</i>											
Medical Schools... ..	9	117	14	...	5	1	...	9	...	155	...
Normal and Training Schools	6	109	222	..	149	...	...	86	...	572	82
Technical and Industrial Schools	...	160	200	..	80	...	...	80	..	520	96
Commercial Schools	18	1	...	...	...	...	...	...	...	19	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults	...	...	87	..	41	...	...	...	...	128	90
Other Schools ... ..	...	44	53	268	172	...	...	88	76	701	318
Totals	33	431	576	268	447	1	...	263	76	2,095	586
<i>University and Intermediate Education.</i>											
Medicine	...	...	...	...	...	...	...	...	...	...	...
Education	32	...	...	...	...	...	...	...	...	32	...
Totals	32	...	...	...	...	...	...	...	...	32	...
GRAND TOTALS	65	431	576	268	447	1	...	263	76	2,127	586

*The following are included under the heading "depressed classes" :—
Cuanar, Sansi, Kuchabud, Bungli, Kohli, Turi, Khatik, Sweeper, Baoris, Hari and Mahtam.

VI.—TEACHERS (MEN AND WOMEN).

TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					
CLASS OF INSTITUTIONS.	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
	1	2	3	4	5
<i>Primary Schools.</i>					
Government ... ..	...	1	30	...	...
Local Board and Municipal ... ..	...	103	4,968	529	82
Aided ... ..	...	19	314	113	7
Unaided ... ..	...	2	94	10	...
Totals ... ..	...	125	5,405	652	89
<i>Middle Schools.</i>					
Government	13	27	31	...	3
Local Board and Municipal	157	430	7,975	612	81
Aided	38	129	274	17	5
Unaided	22	61	78	4	1
Totals	230	647	8,358	633	90
<i>High Schools.</i>					
Government	555	318	339	31	36
Local Board and Municipal	166	85	185	12	18
Aided	552	545	851	52	36
Unaided	50	88	55	4	4
Totals	1,323	1,036	1,490	99	94
GRAND TOTALS	1,553	1,808	15,254	1,384	273

TEACHERS.

UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certificat- ed.	Uncertificat- ed.	Certificat- ed.	Uncertificat- ed.			
6	7	8	9	10	11	12
...	...	...	...	31	...	31
5	3	328	3,594	5,682	3,930	9,612
...	2	94	1,138	453	1,234	1,637
...	...	12	254	106	266	372
5	5	484	4,986	6,272	5,430	11,702
1	1	...	1	74	3	77
13	27	465	3,963	9,255	4,468	13,723
14	14	44	118	463	190	653
4	9	20	65	166	98	264
32	51	529	4,147	9,958	4,759	14,717
13	27	31	23	1,339	94	1,433
15	17	35	46	466	113	579
101	138	260	379	2,636	878	2,914
10	35	25	71	201	141	342
139	217	351	519	4,042	1,226	5,268
176	273	1,314	9,612	20,212	11,415	31,627

				TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.				
				A Degree.	Passed Metric. or Sch ol Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
				1	2	3	4	5
CLASS OF INSTITUTIONS.								
<i>Primary Schools.</i>								
Government	...	...	...	...	...	...	...	...
Local Board and Municipal	...	...	...	...	...	217	266	3
Aided	...	...	...	3	19	93	57	...
Unaided	...	...	...	...	2	6	6	...
			Totals	3	21	316	329	3
<i>Middle Schools.</i>								
Government	...	...	...	...	...	...	...	...
Local Board and Municipal	...	...	...	1	6	98	47	15
Aided	...	...	...	7	47	211	67	1
Unaided	...	...	...	...	...	2	...	...
			Totals	8	47	306	114	16
<i>High Schools.</i>								
Government	...	...	...	9	36	97	8	1.
Local Board and Municipal	...	...	...	1	3	12	...	...
Aided	...	...	...	23	64	17	14	...
Unaided	...	...	...	1	2	1	...	...
			Totals	34	105	127	22	1
			GRAND TOTALS	45	173	749	465	20

TEACHERS.

UNTRAINED TEACHERS.				Total Train- ed Teach- ers.	Total Un- trained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
...
2	...	72	783	486	857	1,343
...	...	25	554	172	579	751
...	...	1	85	14	86	100
2	...	92	1,422	672	1,522	2,194
...
4	...	18	43	152	70	222
2	...	48	198	327	248	575
...	...	...	24	2	24	26
6	...	66	270	491	342	833
6	5	2	14	151	27	178
...	1	2	...	16	3	19
...	1	13	35	118	49	167
...	5	...	13	4	18	22
6	12	17	62	289	97	386
14	12	181	1,754	1,452	1,961	3,413

Total European population		Males ...	18,078	
		Females ...	7,636	
		Total ...	25,714	
	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	1	85	...	9
Training Colleges	1	14	...	...
High Schools	4	679	18	114
Middle Schools	3	271	123	65
Primary Schools	3	177	60	16
Training Schools ... ..	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...
Commercial Schools ... ..	...	...	...	...
Other Schools ... ..	...	...	...	...
Totals	12	1,226	201	204
<i>Institutions for Females.</i>				
Arts Colleges ... ..	...	...	...	...
Training Colleges	1	32	...	...
High Schools	8	816	59	48
Middle Schools	5	523	123	93
Primary Schools	3	93	47	12
Training Schools	1	7	...	1
Technical and Industrial Schools ... ..	..	...	...	...
Commercial Schools	1	19	...	1
Other Schools ... ..	...	...	...	...
Totals	19	1,490	229	155
GRAND TOTALS FOR INSTITUTIONS	31	2,716	430	359

Expenditure on Buildings includes Rs. 2,45,558 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

1. Miscellaneous.
2. Scholarships.
3. Boarding Houses.

EDUCATION.

Percentage to European population of those at schools.

Males. Females. Total,
6·94 19·15 10·58

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds.	Fees	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
4	1	12,481	...	11,963	...	24,394
2	...	26,963	...	...	...	26,963
35	4	85,530	...	1,03,067	14,069	2,05,666
9	9	18,691	...	17,267	2,089	38,047
7	4	9,861	...	6,287	3,555	20,303
...
...
...
...
57	18	1,56,476	...	1,39,184	19,713	3,15,373
...
6	1	14,777	...	3,891	2,190	20,858
64	30	1,14,246	...	83,641	16,195	2,14,082
20	20	29,577	...	19,144	10,675	59,222
6	4	6,020	...	5,612	10,576	22,358
6	...	3,142	...	900	...	4,042
...
2	...	6,204	...	1,455	146	7,835
...
104	55	1,73,896	...	1,14,719	39,782	3,28,397
...
161	73	3,30,372	...	2,58,903	59,495	6,43,770
...
Inspection	...	7,225	...	...	...	7,225
Buildings, etc.	...	2,79,829	...	188	70,337	3,50,354
Miscellaneous	...	31,053	...	7,510	1,30,393	1,68,946
Totals	...	3,18,107	...	7,688	2,00,730	5,26,525
GRAND TOTALS	...	6,48,479	...	2,61,591	2,60,225	11,70,295

*Local Funds include both District Board and Municipal Funds.

Examinations.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. ... ..	...	...	...	...	...	...
Ph. D. ... ..	...	...	...	...	...	...
D. Sc. ... ..	...	...	...	...	...	...
M. A.	117	29	146	64	5	69
M. Sc.	32	4	36	24	3	27
B. A. (Honours)... ..	293	27	320	113	3	116
B. Sc. (Honours)	31	...	31	13	..	13
B. A. (Pass)	1,036	388	1,424	525	142	667
B. Sc. (Pass)	131	32	163	69	12	81
<i>Law.</i>						
Master of Law ... ..	...	...	...	...	...	...
Bachelor of Law	239	94	333	144	53	197
<i>Medicine.</i>						
M. D. ... ..	...	...	...	...	...	...
M. B., B. S.	69	...	69	45	...	45
L. M. S. (Bombay) ... ..	...	...	...	...	...	...
M. C. P. and S. (Bombay) ... ..	...	...	...	...	...	...
M. F. F. M. (Calcutta) ... ..	...	...	...	...	...	...
M. S. ... ..	...	...	...	...	...	...
M. Obstetrics ... ..	...	...	...	...	...	...
B. Hyg. ... ..	...	...	...	...	...	...
D. P. H. ... ..	...	...	...	...	...	...
B. Sc. (Sanitary) .. ..	...	...	...	...	...	...
D. T. M. (Calcutta) ... ..	...	...	...	...	...	...
<i>Engineering.†</i>						
Bachelor of C. E. ... ..	...	...	...	...	...	...
Bachelor of M. E. ... ..	...	...	...	...	...	...
<i>Education.</i>						
B. T.	61	50	111	48	32	80
<i>Commerce.</i>						
Bachelor of Commerce ... ..	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ... ..	...	...	...	...	...	...
Bachelor of Agriculture	31	...	31	16	...	16

* i.e., appearing from a
 † Including the Diploma

Examinations.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1,419	368	1,817	757	182	939
Intermediate in Science	1,128	48	1,166	459	4	463
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching	842	99	441	293	66	359
Intermediate or Diploma in Commerce	246	...	246	196	...	196
Licentiate of Agriculture	76	...	76	54	...	54
Veterinary Examination	25	...	25	14	...	14
SCHOOL EXAMINATIONS.						
<i>(a) On Completion of High School Course.</i>						
Matriculation	11,882	1,646	13,528	7,386	551	7,937
School Final, etc.	75	127	86	117	27	144
European High School	49	...	49	38	...	38
Cambridge Senior	14	25	39	9	3	12
<i>(b) On Completion of Middle School Course.</i>						
Cambridge Junior	60	...	60	41	...	41
European Middle	73	...	73	59	...	59
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Middle	11,764	1,076	12,840	8,456	561	9,017
<i>(c) On Completion of Primary Course.</i>						
Upper Primary ... ..	...	...	...	...	...	...
Lower Primary ... ..	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For Teacher's Certificates ... ..	...	...	...	...	...	...
(Vernacular, Higher	944	23	967	942	22	964
(Vernacular, Lower	2,470	217	2,687	2,251	168	2,419
At Art Schools	48	3	51	44	1	45
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	118	20	138	81	10	91
At Engineering Schools†	63	...	63	61	...	61
At Technical and Industrial Schools	117	7	124	89	1	90
At Commercial Schools	20	...	20	19	...	19
At Agricultural Schools	132	...	132	128	...	128
At Other Schools	18	...	18	18	...	18

*i. e., appearing from a
†Include

RESULTS—CONCLD.

FEMALES.

NUMBER OF EXAMINERS.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.	Private.	Total.
7	8	9	10	11	12
21	13	33	17	5	22
28	...	28	20	...	20
...
24	3	27	16	3	19
...
...
...
117	62	179	86	35	121
1	...	1	1	...	1
59	...	59	48	...	48
6	...	6	6	...	6
...
28	...	28	21	...	21
115	...	115	101	...	101
...
722	183	905	532	119	701
...
...
...
80	23	103	73	14	87
133	26	159	88	16	104
...
...
74	...	74	66	...	66
...
...
16	...	16	15	...	15
...
...

recognized institution.
Survey Schools.

SUPPLEMENTARY TABLES.

I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31ST MARCH 1928.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools...	843	24,511	25,354	1,772	5,547	7,319	1,616	3,026	4,642	21,110	48,361	69,471	2,188	7,324	9,512	27,529	88,700	116,208
Middle Schools, English.	151	1,237	1,388	15,618	10,230	25,848	4,234	2,468	6,702	8,789	6,047	15,736	1,132	3,392	4,524	29,924	24,274	54,198
Middle Schools, Vernacular.	...	...	...	318,125	60,679	378,804	1,163	600	1,763	542	421	963	100	17	117	319,830	61,717	381,547
Total ...	994	25,748	26,742	335,515	76,453	411,971	7,013	6,094	13,107	30,441	55,729	86,170	3,420	10,733	14,153	377,383	174,760	552,143

II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1928.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools..	2,432	1,150	3,572	..	..	..	68	150	218	1,182	747	1,929	96	85	171	3,754	2,132	5,890
Middle Schools, English.	..	..	..	..	..	..	107	14	121	1,173	358	1,431	..	..	..	1,280	272	1,552
Middle Schools, Vernacular.	..	..	..	577	34	611	4,383	402	4,945	9,214	991	10,205	118	11	129	14,292	1,498	15,790
Total ...	2,432	1,150	3,572	577	34	611	4,558	626	5,184	11,569	1,998	13,565	204	96	300	19,330	3,902	23,232

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