

Report on the Progress of Education in the Punjab

FOR THE YEAR

1928-29.



Lahore :

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB.

1930.

Price : Re. 1-8-0 or 2s. 3d.

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100-26
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379.54552
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*Proceedings of the Punjab Government (Ministry of Education),
No. 2499-R., dated the 10th February, 1930.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1929.

For the first time since 1917 when Mr. J. A. Richey drew up a programme for the expansion and improvement of vernacular education, the statistics show a fall in the number of schools as well as of pupils. The number of institutions has decreased by 960 to 18,100, and that of pupils by 27,362 to 1,220,769. The percentage of children under instruction to the total population has also gone down. It is now 5·90 as compared with 6·04 last year. The percentage for boys alone stands at 9·41 as against 9·77 in 1927-28. The total expenditure from various sources was Rs. ~~3,02,10,555~~, or an increase of Rs. 5,71,280 over the figures of the preceding year; 55·95 per cent. of the cost was borne by provincial revenues, 12·93 by local funds, 20·04 by fees, and 11·08 came from other sources.

Main statistics.

3,07,81,835-

2. The Director is naturally disturbed by this regrettable drop in enrolment. He has tried not only to explore the cause of this decrease, but also to clarify the intricacies of the enrolment figures and their bearing on mass education with the help of subsidiary statistical tables. That there is no serious cause for alarm is apparent from the fact that the decrease in the total enrolment is due mainly to the closure of a large number of inefficient schools for adults which has been a necessary consequence of the determination discussed in last year's report to take stock of the existing position and to devise fresh means whereby to consolidate the large gains of the past few years. Another cause of the decrease to which reference is made in the report is more serious in that there has been some slackening on the part of the inspecting staff in carrying out propaganda work among the people. The importance of this propaganda work which has played so prominent a part in the fight against illiteracy cannot be over-rated; and the Punjab Government (Ministry of Education) have stressed the importance of making strenuous efforts in order to encourage the people not only to send their children to school but also (and even more important) to keep them at school until they have become literate.

3. Though the year has been somewhat disappointing in the matter of numerical advance, it need not fear comparison with its predecessors as regards progress in many important directions. Reference was made last year to the satisfaction expressed by the

Progress in other directions :
(a) Lower middle schools.

Royal Commission on Agriculture with the rapidly developing system of lower middle schools, which enabled the Punjab to educate nearly 50 per cent. of the pupils in the primary stage in these higher grade schools with their superior staff, equipment and environment. It is satisfactory to note that the number of boys enrolled in primary classes of secondary schools has still further advanced and now aggregates 383,430 as against 359,844 in primary schools or more than half the total enrolment of primary pupils.

(b) Improved enrolment in the upper classes of primary schools.

Another noteworthy feature of the year is the increased enrolment in the upper classes at the primary stage. It is mainly attributable to the steady pursuit of the policy of raising four-class primary schools to the six-class lower middle grade.

(c) The campaign against one-teacher schools.

Another important step in the direction of consolidation is the gradual elimination of the inefficient and wasteful one-teacher schools. The exact position is shown in a subsidiary table in the preliminary chapter. The number of such schools would have been even smaller had not the grants for additional teachers been distributed late in the year owing to the uncertainty of the financial position.

(d) Branch schools.

In this connection, reference should also be made to the development of branch schools. A school of this type consists at the most of two classes and is for all practical purposes a part of the main school ; and it is organised for the special benefit of children who are not strong enough to walk to and from the parent school.

(e) Model infant departments.

In last year's review, stress was laid on the extension of measures taken for the improvement of the teaching and care of infants ; and special reference was made to the experiments in the model infant departments instituted at Daska and other places. The Punjab Government (Ministry of Education) consider this innovation to be of such importance that divisional inspectors are requested to devote a special section in their reports to the progress of the measures taken in this regard. Much of the wastage in the primary stage of instruction which has been the subject of anxious discussion in recent departmental reports should be eliminated by the improvement of the teaching at this stage.

(f) Compulsion.

Another potent remedy for wastage is the wider application of compulsion along well-planned lines, and Government are in general agreement with the views of Sir George Anderson on this point. It is very encouraging to note that, even in this year of numerical setback and of financial stress, the field of the operations of compulsion has been further expanded as is evidenced by the increasing number of areas, municipal and rural, under compulsion which now number 42 and 2,040 respectively.

4. It is pleasing to turn from these discussions to the paragraphs in the preliminary chapter which describe the transformation wrought in the field of games, physical training and scouting. The Director notices with approval many passages from the reports of inspectors, in which he has acknowledged the valuable work of the physical training supervisors who have recently received training at the Central Training College under the guidance of Mr. H. W. Hogg. These men have succeeded not only in infusing a new spirit in games and their organisation in the schools, but also in stimulating the interest of the countryside in physical development by means of demonstrations and refresher courses.

Games and
physical
training.

Equally pleasing are the accounts of the continued progress of the Boy Scout movement and of the increasing usefulness of the scouts to the general public on the occasion of *melas*, festivals and other gatherings. It speaks well for the organisation of scouting in this province that the scout masters and scouts who attended the recent Jamboree in England made a good impression on those with whom they came into contact in that country.

Scouting.

No less encouraging are the accounts of the expanding activities of the Rural Community Board and of the District Community Councils. It is satisfactory to note the extent to which these bodies have been able to enlist the co-operation of the schools in their beneficent work. The Director also notices with satisfaction the good effects of this co-operation in the widened mental horizon of the boys and in a brighter and healthier school atmosphere.

Red Cross
Societies and
Community
Councils.

5. The chapter on collegiate education possesses more than passing interest. In the opening paragraphs Sir George Anderson examines the problem of wastage in the higher stages of instruction, a wastage even more serious than that in the primary stage. The facts and figures discussed in this chapter indicate the nature and extent of the difficulties caused by the indiscriminate rush of candidates for the matriculation certificate, half of whom fail to achieve the main objective of their attendance in secondary schools. So long as boys with little aptitude for literary courses continue to swell the high departments of secondary schools and are not diverted to more congenial training of the vocational and industrial type, there is little hope of any material improvement in the situation.

Collegiate
education :
(a) Wastage
in the higher
stages of edu-
cation.

Reference was made last year to the appointment of a committee to visit the Government intermediate colleges which are now ten in number. The committee considered many important problems connected with these colleges and has made valuable suggestions as to the lines of future advance. The first and second year classes of these colleges which correspond to classes

(b) Inter-
mediate colleges.

IX and X of the high schools, do not seem as yet to have made a strong appeal to the public. Time may cure this defect. The Punjab Government (Ministry of Education) are in full accord with the views of Mr. R. Sanderson that the money spent on these institutions is not fully justified unless they influence the society around them as well as their own pupils. It is therefore encouraging to note that, in the opinion of the committee, many of these colleges are beginning to play a healthy and active part in the general life of the community in which they are located.

(c) Major colleges.

The Government College, Lahore, and other degree colleges record a year of healthy development, the increasing enrolment of the post-graduate classes at the former institution being especially noteworthy. The Director refers to the loss sustained by the departure of Mr. J. R. Firth, to whose capacity and enthusiasm Mr. H. L. O. Garrett pays a fitting tribute. The Forman Christian College has also suffered by the transfer to Allahabad of Dr. Rice, a prominent worker in the field of higher education. Another serious loss has been caused by the untimely death of Pandit Raghubar Dayal who presided for a number of years over the Sanatan Dharam College, an institution which owes much to the labours of its late Principal.

(d) University education.

The chapter on collegiate education concludes with a valuable short account by Mr. A. C. Woolner, C.I.E., Vice-Chancellor of the Punjab University, in which he has briefly described the main developments of higher education in the Punjab since the introduction of the Reforms.

**Secondary education :
(a) Improved qualifications of teachers.**

6. A prominent feature of the advance of secondary education during the last twelve months is a great improvement in the qualifications of teachers. The percentage of trained men had increased from 70 to 75, and compares very favourably with those in other provinces as is shown in the latest review of the Educational Commissioner with the Government of India. The importance of improved qualifications in the teaching staff can scarcely be over-rated in any sound system of education but, as pointed out by the Director, the full measure of improvement is not possible so long as teachers are prone to think that the period of training is completed as soon as they leave a training institution.

(b) Broader outlook.

Healthier influences are now at work in the secondary schools. The activities that have come in the wake of the Red Cross and the Boy Scout movements, and the new contact established between the work of the school and the life around it by the Community Councils help greatly to widen the outlook of teachers and pupils alike. These new interests, the growing enthusiasm for

games, the school garden and the farm have combined to make the school boy of to-day a healthier and a happier person than his predecessor of ten or twenty years ago.

7. The measures adopted in the past two or three years to advance the education of girls and women in this province are beginning to bear fruit. The statistical tables given in the chapter on this subject indicate a welcome increase in the number of schools and pupils. What is more noteworthy is that the higher stages have begun to attract pupils in larger numbers. This is borne out by a remark in the report of the Kinnaird College for Women, which has done much in the field of education for women in this province :—

The education
of girls and
women.

“ Because of the new impetus to girls’ education in the Punjab, the number of those desiring to attend the college has suddenly increased.”

The increasing number of candidates for the Middle Standard examination tends also to confirm the validity of this opinion. The most encouraging sign of advance, however, is furnished by the progress made by the secondary schools which have recently been instituted by Government in the larger towns. The enrolment of these schools has increased so rapidly that the Director has been enabled to write the following words :—

“ Indeed, so much is this so that it is no longer possible to speak of the apathy of the middle class population in the towns towards the education of their girls, and the main difficulty is to extend the accommodation quickly enough in order to keep pace with the large and increasing number of pupils who apply for admission.”

Equally pleasing are the accounts of the continued progress of the Lady Maclagan School in Lahore under the guidance of Miss E. M. Must and of the Victoria School which is in the heart of the city. The school last named, in particular, and the higher education of women in general owe a deep debt of gratitude to Miss M. Bose who retired in July after a long and distinguished career. The Punjab Government (Ministry of Education) cordially join Sir George Anderson in the tribute which he has paid to the unique services of Miss Bose to the cause of girls’ education in this province.

Reference should also be made to the improved provision of facilities for the training of the various grades of women teachers. Arrangements for the training of junior English teachers have been initiated at the Lady Maclagan School ; and the Director also speaks favourably of the progress made by the training class for S. V. teachers at the same institution.

The difficulty of staffing schools in rural areas, however, continues to be great, but there are signs of progress. Small training classes have been attached to certain of the Government middle schools in pursuance of the scheme sketched in the Resolution on the Education of Girls and Women which has recently been published.

The Punjab Government (Ministry of Education) associate themselves with the Director in the acknowledgment which he has made to Miss Stratford and her assistants for the cheerfulness and energy with which they have carried out their difficult duties.

Special Education :
(a) Institutions for professional and technical education.

8. The steadily increasing number of applicants for admission to the institutions for professional and technical education indicate their increasing popularity.

(a) Agricultural training in vernacular middle schools.

Satisfactory progress has been made in the teaching of agriculture in vernacular middle schools. Reference was made in last year's report to the appointment of a committee to consider the present position and the future prospects of this form of training. The committee submitted its report during the year and the recommendations made therein are receiving the attention of the Ministry of Education. The committee records its whole-hearted approval of the principle underlying the present scheme by which agricultural training is imparted along with general education in the ordinary schools and not in separate institutions. The schools in which this form of training is provided now number 144 as against 128 last year. The Director speaks in terms of approval of the work of the agricultural supervisors, especially of L. Lachhman Das whose pioneering efforts deserve mention.

Education of Europeans.

9. The chapter on the education of Europeans is of interest, particularly in its reference to the excellent relations subsisting between the Anglo-Indian and Indian boys attending these schools. An important measure of the year is the decision to abandon the old departmental High School examination in favour of the Cambridge School Certificate examination. It is stated that the change is appreciated by the schools concerned in view of their relief from the previous multiplicity of external examinations.

Education of Special Classes.

10. It is satisfactory to note from the figures that, even in this year of numerical decline, Muhammadans show a substantial increase of 5,428 in the secondary classes. Equally noteworthy is the increase of that community in the collegiate stage and in the training institutions.

Not less welcome is the reported advance of the depressed classes. An officer was placed on special duty during the year to submit proposals for future advance. A Government Resolution on the subject has since been issued, but the report as well as the Resolution belong to next year's record. It is sufficient to say that the prejudices which worked so long to the detriment of these people are fast disappearing. The result of this pleasing change is seen in the steady increase of the pupils of this community who are enrolled in the ordinary schools. Their numbers are still small, however, in the higher stages of instruction ; but even these should improve in the course of time when the contemplated ameliorative measures have come into force.

Progress has also been made in the educational activities of the Department of Criminal Tribes. Much has been done in recent years to develop in the pupils a love of manly games and other healthy pursuits.

11. During the period under review, the direction of the Department has been throughout in the charge of Mr. R. Sanderson, and the Punjab Government (Ministry of Education) desire to record their appreciation of his capable administration of the Department in difficult circumstances of financial stringency. Under his care and guidance during the year the work of three important committees engaged on broad issues of policy and method, the Agricultural Education Committee, the Committee on Government Intermediate Colleges, and the Commercial Education Committee, was completed ; and the attention bestowed by him on problems of educational effort in rural areas has been of great value. Acknowledgments.

The thanks of the Government are due also to other officers who have helped in the work of the Department. Particular reference must here be made to the valuable services of Mr. D. Reynell whose work as Assistant Director of Public Instruction, Punjab, and Inspector of European Schools will always be remembered for its close attention to detail and thoroughness.

Order.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the *Punjab Government Gazette* and forwarded to the Director of Public Instruction, Punjab, for information, and be submitted to the Government of India, in the Department of Education, together with copies of the report.

By order of the Punjab Government
(Ministry of Education),

MANOHAR LAL, G. ANDERSON,
Minister for Education. *Under-Secretary to Government, Punjab.*

CHAPTER I.

General Summary.

1. *General statistics and remarks.*

THE writer of this report was absent from the Punjab during the whole of the year under review, and is therefore in some difficulty in discussing the events and statistics of that period. He has therefore included many extracts from the reports of principals, inspectors and others so that as far as possible they may themselves tell the tale. He owes a great debt of gratitude to those who have assisted him in the compilation of the report.

An innovation of this report is the inclusion of a larger number of supplementary statistical tables both in the body of the report and in its appendices. During a time of development it is particularly necessary that statistics should be available showing the speed and the quality of expansion, not only in the province as a whole, but also in the several divisions and districts.

2. It will be convenient, as in past years, to give at the outset the main statistical tables showing the number of schools and pupils, and also the main items of educational expenditure.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1927-28.	1928-29.	1927-28.	1928-29.	
Area in square miles.	99,866					
Population—						
Males ..	11,306,265	Males ..	9.28	8.91	9.77	9.41
Females ..	9,378,759	Females ..	1.06	1.15	1.53	1.67
Total ..	20,685,024	Total ..	5.55	5.39	6.04	5.90

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—CONCLUDED.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1927-28.	1928-29.	Increase or decrease.	1927-28.	1928-29.	Increase or decrease.	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
Universities	1	1	..	15	18	+3	
<i>For Males.</i>							
Arts Colleges	30	32	+2	9,728	10,691	+963	(a) 2,865 } (b) 8,057 } * (c) 1,605 }
Professional Colleges	8	8	..	1,846	1,908	+62	(a) 1,539 } + (b) 292 }
High Schools	302	315	+13	116,298	121,959	+5,661	(c) 91,694 (d) 30,265
Middle Schools	2,753	3,048	+295	435,845	451,119	+15,274	(c) 96,143 (d) 354,976
Primary Schools	5,694	5,520	-174	389,520	363,490	-26,030	(d) 363,490
Special Schools	3,458	2,288	-1,170	101,325	63,866	-37,459	
Total	12,245	11,211	-1,034	1,054,562	1,013,033	-41,529	

<i>For Females.</i>									
Arts Colleges	2	2	..	93	128	+35	(a) 32 (b) 96 (c) Nil.
Professional Colleges	1	1	..	32	39	+7	(a) Nil. (b) 39 (c) 4,214 (d) 4,181
High Schools	27	32	+5	5,890	8,395	+2,505	(c) 7,235 (d) 10,051
Middle Schools	93	100	+7	17,342	17,286	-56	(d) 73,937
Primary Schools	1,335	1,409	+74	68,529	73,937	+5,408	
Special Schools	50	62	+12	2,105	2,247	+142	
Total	1,508	1,606	+98	93,991	102,032	+8,041	
UNRECOGNISED INSTITUTIONS.									
For Males	2,797	2,770	-27	54,978	56,380	+1,402	
For Females	2,509	2,512	+3	44,585	49,306	+4,721	
Total	5,306	5,282	-24	99,563	105,686	+6,123	
GRAND TOTAL	19,060	18,100	-960	1,248,131	1,220,769	-27,362	

cc

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

*Excludes 164 students in the Oriental College, Lahore, of whom 10 attended the Post-graduate classes and 154 the Oriental Titles classes.

†Excludes 62 students in the Oriental Teachers' Training Class, Central Training College, Lahore, and 15 students in the Leaving Certificate class in the Agricultural College, Lyallpur.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1928.	1929.	Increase or decrease.	Government funds.	Local funds. †
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ..	11,66,529	12,31,239	+ 64,710	89.66	10.34
Universities	8,45,594	10,57,832	+2,12,238	24.79	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..
Miscellaneous* ..	67,33,038	50,91,946	-16,41,092	54.49	13.85
Total ..	87,45,161	73,81,017	-13,64,144	56.10	11.28
<i>Institutions for Males.</i>					
Arts Colleges	18,49,534	20,12,458	+1,62,924	35.55	.12
Professional Colleges ..	11,94,764	12,83,245	+ 88,481	85.84	..
High Schools	53,60,811	56,53,181	+2,92,370	36.98	5.01
Middle Schools.. ..	60,24,800	65,65,326	+5,40,526	61.99	19.36
Primary Schools	34,81,446	35,95,851	+1,14,405	64.50	28.60
Special Schools	13,92,216	18,99,121	+5,06,905	81.60	1.78
Total ..	1,93,03,571	2,10,09,182	+17,05,611	56.39	12.46
<i>Institutions for Females.</i>					
Arts Colleges	68,453	71,511	+3,058	77.15	..
Professional Colleges ..	20,858	23,531	+2,673	69.61	..
High Schools	5,89,896	6,68,509	+78,613	61.04	5.27
Middle Schools.. ..	4,51,329	4,53,158	+1,829	30.37	29.08
Primary Schools	8,08,426	9,08,718	+1,00,292	45.53	38.75
Special Schools	2,22,861	2,66,209	+43,348	76.87	3.02
Total ..	21,61,823	23,91,636	+2,29,813	51.67	22.04
GRAND TOTAL ..	3,02,10,555	3,07,81,835	+5,71,280	55.95	12.93

*Includes expenditure on

†Local Funds include both

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				
Fees.	Other sources.	Government funds.	Local funds.†	Fees.	Other sources.	Total cost per scholar.
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..
68.59	6.62	..	..	..	..	..
..
5.30	26.36	..	..	..	..	..
13.49	19.13	..	..	..	..	..
48.59	15.74	66 14 8	0 3 8	91 7 4	29 10 1	188 3 9
13.70	.46	577 5 4	..	92 2 9	3 0 11	672 9 0
45.28	12.73	17 2 4	2 5 1	20 15 10	5 14 5	46 5 8
15.28	3.37	9 0 4	2 13 1	2 3 7	0 7 10	14 8 10
2.07	4.83	6 6 1	2 13 3	0 3 3	0 7 8	9 14 3
9.26	7.36	24 4 2	0 8 6	2 12 1	2 3 0	29 11 9
23.64	7.51	11 11 1	2 9 4	4 14 5	1 8 11	20 11 9
18.38	4.47	431 0 11	..	102 10 8	24 15 4	558 10 11
20.84	9.55	420 0 0	..	125 12 4	57 9 5	603 5 9
19.97	13.72	48 9 9	4 3 1	15 14 5	10 14 10	79 10 1
6.11	34.44	7 15 5	7 10 0	1 9 7	9 0 5	26 3 5
.99	14.73	5 9 7	4 12 2	0 1 11	1 13 0	12 4 8
7.23	12.88	91 1 0	3 9 4	8 9 2	15 4 1	118 7 7
8.67	17.62	12 1 9	5 2 8	2 0 6	4 2 1	23 7 0
20.04	11.08	15 7 2	3 9 1	5 8 6	3 0 11	27 9 8

buildings.

District Board and Municipal Funds.

3. There has been a decrease of 960 in the number of institutions during the year, but the detailed figures of the several categories of institution and even the total aggregate are liable to misunderstanding. The decrease in the total aggregate of institutions is due very largely to a reduction in the number of schools for adults, a development which was foreshadowed in last year's report and is discussed later in this chapter ; and also to the closing of a certain number of primary schools which had received very disappointing support and therefore did not justify the expenditure incurred on them. The decrease in the number of primary schools is mainly explained, however, by the conversion of a large number of primary into lower middle schools, which is in accordance with the policy of the Punjab Government and is thus a matter for satisfaction.

4. It appears from the divisional reports that, with the exception of a number of sparsely populated areas, the provision of primary schools and departments is generally adequate ; and that the problem of the future is very largely to improve the strength of the schools and to induce parents to utilise more effectively the facilities which are already available to them.

Mr. J. Leitch Wilson, who was transferred from Rawalpindi to Ambala during the course of the year, gives his early impressions of his new division in the following words :—

“ Progress has continued to be made in the conversion of primary into lower middle schools and of lower middle into upper middle schools, progress which has been facilitated by the additional grants provided by Government for these purposes ; and although these grants were sanctioned only towards the close of the year under report, they were fully utilised. Progress in this division has been so great and so rapid during the past few years that we are now in the position of being able to state that over every area of the division there exist ample facilities for primary education. In other words, there will be a decreasing need for additional primary schools in future, and advance will be mostly marked by the gradual but continued conversion of the primary into secondary schools, accompanied by the opening of small branch schools in small villages within a short distance of a secondary school.”

Mr. Wilson qualifies this statement, however, in a later passage in his report which indicates the grave difficulty in providing educational facilities in certain backward tracts of the division :—

“ Certain parts of the division are still without any kind of a school, but during the greater part of the year there is a scarcity of water with the result that the inhabitants are forced to migrate elsewhere.....The question of starting new schools in such parts, however difficult may be the conditions, is not

to be given up in despair. New schools are being started in places wherever there appears to be any chance of success."

5. The enrolment figures show a decrease of 27,362 during the year, the number of pupils having declined from 1,248,131 in 1928 to 1,220,769 in 1929. The figures for the last few years are as follows :—

Enrolment.

Year.	Enrolment.	Increase or decrease.
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
1928-29	1,220,769	-27,362

The following table shows the position in each of the five divisions for the last two years in the enrolment of recognised schools for boys and girls :—

Division.	1928.		1929.	
	Enrolment.	Increase or decrease.	Enrolment.	Increase or decrease.
Ambala	192,001	+21,802	165,378	-26,623
Jullundur	207,560	+9,959	208,577	+1,017
Lahore	287,375	+9,722	278,111	-9,264
Rawalpindi	199,777	+1,991	199,371	-406
Multan	240,098	+15,416	239,362	-736

6. The percentage of pupils under instruction to the total population is now 5.90 as against 6.04 last year. If the figures for boys only are taken into account, then the percentage is 9.41 as against 9.77 last year. The figures for the last few years are as follows :—

<i>Year.</i>	<i>Percentage.</i>
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
1928-29 .. .. .	.. 5.90

The percentage for boys only over the same period is :—

<i>Year.</i>	<i>Percentage.</i>
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
1928-29 .. .. .	.. 9.41

7. These figures represent a disappointing set-back ; and an attempt has been made to ascertain the reasons from the divisional reports. One of the main causes is that already mentioned, the decline in the number of schools for adults and in their enrolment. The enrolment in these schools was less by 38,662 than that in the previous year. It is understood also that the stringency which prevailed not only in Government finances but even more in those of local bodies should be taken into account. It was also a year of scarcity.

There was some doubt at the beginning of the year as to the eventual resources from which the full programme could be financed, though, as far as the year in question was concerned, this was removed later. Mr. Wilson, writing of the Ambala division where the decrease is the most pronounced, says :—

“ This year is exceptional in that every district shows a phenomenal fall in enrolment in the infant classes, the causes of which are somewhat obscure. I am not convinced that the conditions of famine which obtained in certain parts of the division have been responsible as famine conditions would be more likely to affect the enrolment of Class IV than that of Class I. It might also be expected to affect to an even greater extent the enrolment in secondary classes where the cost of education is higher and the

economic value of the boys is greater. We find, however, on reference to the statistics, that there has been on the whole an increase in the enrolment of the secondary classes, whilst almost the entire decrease in enrolment is found in the infant classes. It is probable that the district inspecting officers have misunderstood the consolidation policy of the Department and that there has been a distinct falling off in the propaganda work for enrolment purposes. In other words, while the district inspecting staff have been fully alive to our desire to decrease wastage and to build up our lower middle and primary schools, they have perhaps failed to realise that the expansion of the primary and lower middle departments must depend in the long run upon the admissions to the infant classes. I consider that this misunderstanding is most regrettable, but immediate steps have been taken to ensure that the position will be clearly understood by all inspecting officers and that the check experienced during the past year will be merely temporary and that the progress of the past will be maintained in the current year."

Khan Bahadur S. Nur Elahi who was away from the Lahore division during the year, and Mr. Man Mohan who joined the Jullundur division during the course of the year, are in substantial agreement with the opinions of Mr. Wilson. The former states that, in the Lahore division, the enrolment of Class I was less by 27,503 pupils than that of the previous year.

8. As has been pointed out in previous reports, the large decrease recorded in the enrolment of primary schools is most misleading. In accordance with the statistical tables prescribed by the Government of India, the pupils in the primary departments of secondary schools are classified as 'secondary.' Thus, when a primary school is raised to the status of a lower middle school, *all* the pupils in the primary classes who were previously classified as 'primary' become classified as 'secondary.' As 328 primary schools were converted into lower middle schools during the course of the year, it is but natural that the progress of primary education, as shown in the statistical tables, should appear at first sight to be disappointing, while the expansion of secondary education should appear to be ill-regulated and impetuous. The fact that the number of boys reading in the primary departments of secondary schools was 383,430 as against 359,844 boys reading in primary schools is therefore a matter for satisfaction as it indicates that more than half of the boys in the primary stage are being taught in a type of school where the teaching and staff should be immeasurably better than in a primary school.

9. Although the total enrolment figures are disappointing, Class enrol- it is pleasing to record steady improvement in the enrolment of ment.

the upper classes in the primary stage. The figures for class enrolment in schools for boys and girls are as follows :—

Year.	Class I.	Class II.	Class III.	Class IV.
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	86,450	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
1928-29	412,140	218,699	117,981	90,266

10. It has been pointed out in previous reports that these figures are unsatisfactory and indicate a serious disproportion between the enrolment of Class I and that of Class IV, where a firm grasp of literacy should be gained by the pupils. It has also been observed, however, that the figures are somewhat misleading in that the enrolment of Class I includes not only those pupils who are expecting class promotion in the month succeeding the collection of statistics, but also those pupils who have only recently been admitted to school. A valuable contribution by Mr. D. Reynell was included as an appendix to last year's report.

Mr. Reynell there showed that the enrolment of Classes II and IV was reasonably satisfactory, and that it was only the enrolment of Class III which was seriously at fault. It is therefore satisfactory to find that the enrolment of Class III was increased by nearly 10,000 in 1927-28, and by a larger number in the year under review.

11. These class enrolment statistics are of such importance that similar figures are given for each division and for each district for the last two years in the statements appended to this chapter.

The figures are illuminating. They indicate a wide difference in the rate of progress between the several districts and the several divisions. Lahore division easily leads the way in the increased enrolment of Classes II, III and IV, while the record of the Multan division is distinctly creditable. A satisfactory feature in the figures of these two divisions is that progress has been both steady and sustained as the only *minus* return in the Lahore

division is a small decrease in Class II in Gurdaspur, while the only *minus* returns in the Multan division are a similar decrease in Muzaffargarh and a negligible decrease in Class IV in Dera Ghazi Khan. Similarly, the Ambala division, except for disappointing returns in Class II, has shown steady progress, the figures for Hissar and Karnal being promising. On the other hand, progress in the Rawalpindi and Jullundur divisions has been spasmodic and ill-regulated, there being almost as many *minus* as *plus* returns. It is but fair to add that the returns in the Jullundur division have been adversely affected by what seems to have been a deplorable year's progress in the Kangra district, but it has been pointed out that the accuracy of the figures of the previous year was flagrantly at fault.

An interesting feature of these figures is the comparative success of the Amritsar, Lahore, Multan and Sialkot districts, in which the enrolment of Classes II, III and IV shows a satisfactory increase. Sialkot has always been a progressive district in education, while in the other three districts compulsion has been in force in the headquarters towns for some years and has been carried out with greater thoroughness than elsewhere.

12. In previous reports it has been noted that, for the removal of 'wastage,' the correct policy of consolidation should be directed towards the elimination as far as possible of one-teacher schools, the improvement in the status of schools by the addition of Classes V and VI, the replacement of untrained by trained teachers and the effective application of compulsion. It is now intended to review the progress which has been made in these directions, but the question of the supply and training of teachers will be reviewed in the appropriate chapter of this report.

13. The number of single-teacher schools for boys is as follows :— One-teacher schools.

Ambala division.		Jullundur division.		Lahore division.		Rawalpindi division.		Multan division.	
Ambala	58	Jullundur	33	Lahore	67	Rawalpindi	9	Multan	99
Hissar	163	Ludhiana	16	Amritsar	9	Attock	32	D. G. Khan	90
Gurgaon	83	Hoshiarpur	23	Sheikhupura	68	Mianwali	85	Muzaffargarh	112
Karnal	204	Kangra	22	Sialkot	3	Gujrat	30	Lyallpur	116
Rohtak	51	Ferozepore	40	Gurdaspur	61	Jhelum	6	Montgomery	28
Simla	2	..	..	Gujranwala	58	Shahpur	11	Jhang	62
Total	561		134		266		173		508

It has frequently been observed that a single-teacher school in which a teacher, often none too well qualified, is expected to deal single-handed with four classes is usually a mere waste of money and effort. Mr. Man Mohan observes :—

“ There are difficulties in achieving the end in view, but the sooner these single-teacher schools cease to exist the better. Even in the best of circumstances, it is impossible for a single teacher efficiently to look after four classes. In the case of a certain district board, even the presence of more than forty boys on the roll was not considered a cogent reason for the appointment of an additional teacher as the chairman was of opinion that one teacher can efficiently handle and control over a hundred infants.”

The number of these single-teacher schools is greater than it should be as, owing to the uncertainty of the financial situation, the grant for additional teachers was distributed late in the year so that many boards thought it more advisable to postpone the recruitment of their additional teachers until the beginning of the current year.

Branch
schools.

14. The satisfactory development of branch schools is therefore a matter of great importance. A branch school differs from a single-teacher school in that it is not a separate entity, but an integral part of the main school, while there are only one or at the most two classes. Indeed, a branch school should be regarded mainly as a convenience to little children until they are strong enough to walk to and from the main school.

Inspectors are warmly in support of this new development, but at the same time they are of opinion that it should be supervised with greater care. Mr. Man Mohan has made some useful suggestions :—

“ To make these branch schools more efficient and popular it is advisable to keep a ‘ supervision book ’ in each such school. The headmaster of the main school should visit the branch school as often as he can, but it is desirable to place the senior teachers of the main school in charge of the branch schools and to request them to visit them at least once a week. They should record their impressions in the supervision book and take steps to see that their suggestions for improvement are carried out. The inspecting staff should scrutinise the supervision book carefully.”

Mr. Wilson is of opinion that branch schools should not be attached to primary schools. He pictures the district educational map of the future as one which will show lower and upper middle schools with a ring of branch schools around many of them.

15. One of the most pleasing developments of the year has been the steady progress made both in the number and in the quality of middle vernacular schools. The figures for the last few years are given below :—

Middle
schools.

Year.	Lower middle schools.	Upper middle schools.	Total.
1921-22	412	244	656
1922-23	438	270	708
1923-24	588	299	887
1924-25	883	323	1,206
1925-26	1,342	391	1,733
1926-27	1,658	456	2,114
1927-28	1,989	529	2,518
1928-29	2,221	595	2,816

16. This development of middle schools has already done much to stabilise the vernacular system of education. The teaching of the primary classes should be much more efficient than in the primary schools; and, as has already been stated, it is most satisfactory that there are 383,430 boys in the primary departments of secondary schools as against 359,844 boys in the primary schools. Moreover, the institution of these middle schools should be an incentive to many boys to prolong their stay at school and thus to receive infinitely better and more lasting education. Again, as will be discussed at greater length elsewhere, the whole system of vernacular education depends upon the annual recruitment into the training institutions of capable young men who have completed successfully the middle course.

The following figures showing the enrolment of Classes V and VIII are therefore of importance :—

Year.	CLASS V.		Total.	CLASS VIII.		Total.
	Boys.	Girls.		Boys.	Girls.	
1922-23 ..	30,467	3,413	33,880	16,151	413	16,564
1923-24 ..	36,656	3,450	40,106	18,227	528	18,755
1924-25 ..	41,591	3,841	45,432	18,555	522	19,077
1925-26 ..	45,677	3,988	49,665	19,249	552	19,801
1926-27 ..	49,416	4,203	53,619	21,688	676	22,364
1927-28 ..	53,777	4,557	58,334	23,766	698	24,464
1928-29 ..	54,673	4,868	59,541	28,409	814	29,223

Compulsion. 17. It is now generally admitted that the only effective means of removing the 'wastage' which exists in the vernacular system of education is a systematic introduction of compulsion, but at the same time any hasty and impetuous action would end only in a sham and a delusion. It would clearly be inadvisable, and even unfair, to compel parents to send their children to school unless there were a safe guarantee that the schooling would be beneficial to the pupils and that they would gain a firm grasp of literacy by the time that they left school. It is therefore necessary first to make careful plans and preparations, and thus to lay sure the foundations on which to build the edifice of compulsion. Such has been the policy in the last few years. As has already been shown, the foundations have been strengthened by a rapid development of middle schools; and, as will be shown in a later chapter, the foundations have been further strengthened by extending and improving the facilities for the training of teachers.

18. At the same time, an effort has been made to introduce compulsion on a fairly wide scale. At the end of the year under review, there were 42 municipalities and 2,040 rural areas under compulsion. Success has varied very considerably between the several areas, and it is obvious that compulsion is more easily introduced in the towns than in the villages. Still, inspectors are generally optimistic as to the results which have been achieved. Mr. Wilson writes as follows:—

"The number of areas under compulsion has increased during the year under report. In a large number of places the introduction of compulsion has so far only been nominal and has had little effect upon the reduction of 'wastage' in the primary classes. I am inclined to the view, however, that we need not be unduly pessimistic; and it will be found that, wherever compulsion has been in existence for a period of three or four years, there is at least a tendency to a steady, if slow, reduction in wastage. For example, in Rohtak district where compulsion has been introduced in the major part of the district, the figures in Classes II, III and IV show increased enrolment."

Ch. Fateh-ud-Din writes in a more optimistic strain in regard to the development of compulsion in the Multan division —

"The percentage of attendance in compulsory areas varies between 76 and 90; and has reached 95 in some of the more progressive areas in the Montgomery district. Dera Ghazi Khan, Lyallpur and Montgomery have secured higher percentages than the three remaining districts."

S. Nur Elahi reports good progress in the towns of Amritsar and Lahore. In the latter municipality 90 per cent. of the boys

of school-going age are reported to be at school, while the regularity of attendance has shown considerable improvement. A number of prosecutions has been instituted, and these have had a salutary effect on the recalcitrant. In Amritsar city the experiment has been "an unqualified success. During the year under review, enrolment was further increased by 667 pupils, thus raising the percentage of enrolment to 96 per cent."

19. It is extremely difficult, however, to devise a suitable and effective machinery by which the Act shall be carried out with expedition and thoroughness, and by which recalcitrant parents shall be brought to book. Ch. Fateh-ud-Din is of opinion that "persuasive methods have had their day, and that the need for the application of the penal clauses of the Act is being felt in several places." S. Nur Elahi, however, is of opinion that greater strictness should be shown in urban than in rural areas. It has also been urged in previous reports that punitive measures should be taken with greater rigour against those who send their children to school and then withdraw them prematurely, than against those who do not send their children to school at all. In this connexion the Royal Commission on Agriculture pertinently remarked in their report that "it is more important to stop the wastage than to strain after the last truant."

S. Nur Elahi has also made some valuable criticisms in his report. He is of opinion that some of the areas now under compulsion have been injudiciously selected; and that the correct criterion for selecting an area should be the enthusiasm, rather than the apathy, of parents. In present circumstances, compulsion should be regarded as a reward rather than as a punishment. With this end in view, the better and more enthusiastic teachers should be posted to compulsory areas; and inspectors should pay greater attention to them than to those other areas which have not yet earned the reward of compulsion. Obviously, the most suitable areas for compulsion are those in which middle schools are located, and where prospects should therefore be more favourable.

2. *General developments.*

20. Inspectors appear to be unanimous that the most successful development of the year has been the progress made in physical training; and that the success of this achievement is due to the excellent work performed by the physical training supervisors who had recently undergone a special course of training at the Central Training College under the direction of Mr. H. W. Hogg. It should be remembered that these young men were carefully

Games and
physical
training.

selected and that they already held good general qualifications. Ch. Fateh-ud-Din writes :—

“ The second batch of physical training supervisors trained at the Central Training College joined the division during the year under report. Organisation of drill and games showed marked improvement under them. They did some touring during the year and conducted scouts and physical training refresher courses.”

Mr. J. Leitch Wilson writes with even greater enthusiasm :—

“ Physical training supervisors were attached to the training institutions. Although some of these supervisors joined their posts in the latter half of the year, all have done exceedingly good work and have been of immense help in training normal school students in play-ground discipline and in the organisation of games; and also in improving the physique and carriage of the normal school students themselves. I cannot speak too highly either of the importance of their duties or of the excellent way in which they have carried them out. These facts have been acknowledged throughout the division, which is shown by the desire of certain local bodies to obtain the services of physical training supervisors for the organisation of physical training in the district board schools.”

Mr. Ratan Lal (who joined the Rawalpindi division after the conclusion of the year) reports that “ physical training continued to receive increased attention, and that all concerned have begun to realise its importance.” He is also of opinion that there should be a whole-time physical supervisor in each district.

Boy Scouts.

21. The remarks of inspectors on the activities of the Boy Scouts are of great interest. Mr. Wilson writes as follows :—

“ The scout movement in the Ambala division has experienced rapid ups and downs, and is undergoing at present a process of reorganisation. An attempt has been made to form local associations, and greater emphasis is being placed upon the preparation of boys for passing the scout tests. It is pleasing to note that in normal schools where advantage has been taken of the expert knowledge of the physical training supervisor, the scout training has been exceptionally good ; and only recently a team from the Government Normal School, Jagadhri, proved the best scout ambulance team in the province. A scout masters' training camp was held at Rohtak in January, and another has recently been held at Simla, in both of which camps very good work was done by the teachers under training.”

Ch. Fateh-ud-Din writes hopefully of the efforts which have been made to encourage in the scouts a spirit of service and of self-help :—

“ The social service aspect of the movement has been duly emphasised. From all quarters have been received encouraging reports of social service carried out by scouts at *melas*, festivals, conferences and other gatherings. The behaviour of the troops in controlling *melas* has won the praise of civil and police authorities. They have also been helpful in community work.

“ There is another direction in which the movement has been helpful—Scoutcraft has been encouraged in all schools, especially in training institutions. Pupil teachers can bind books, paint blackboards, weave their own charpais, make their shirts and canvas shoes and do many other things for themselves.”

Mr. Ratan Lal of Rawalpindi also writes with enthusiasm about the movement. He quotes an interesting passage from the report of Mr. Pran Nath, District Inspector, Gujrat :—

“ Boy Scouts and members of the Red Cross Society in various schools did valuable service during the floods in rescuing drowning persons and cattle and in saving the property of unfortunate victims. They patrolled the river-bank for two days, saved the lives of many cattle, fed them at their own cost and returned them to their owners. They distributed food to the starving villagers and helped many people in rebuilding their huts.”

It would be difficult to overestimate the valuable and healthy influence which the Boy Scout movement is exercising on the lives of the boys of this province ; and the mainspring of the movement is the energy and enthusiasm of the Organising Secretary, Mr. H. W. Hogg. After the conclusion of the year, Mr. Hogg took a number of scoutmasters and scouts to attend the Jamboree in England, and news has already been received that the Punjab scouts have won golden opinions from all who met them.

22. In the Jullundur division, Mr. Man Mohan records that Red Cross societies are becoming very popular and that district inspectors speak highly of their value to the school community. The income of these societies was Rs. 13,203. Junior Red Cross and St. John's Ambulance.

In the Rawalpindi division, Mr. Ratan Lal reports good progress. Much of the success achieved in the Gujrat district is due to the efforts made by Mrs. C. King. Indeed, all the districts in the division have done good work.

23. On the whole, satisfactory reports have been received in regard to the co-operative and thrift societies which have been springing up in the province during the last few years. In Thrift and co-operative societies.

the Jullundur division Mr. Man Mohan is somewhat sceptical of the progress made by the co-operative societies, especially in towns where there is keen outside competition. He gives, however, an admirable example of what a teacher can do towards the improvement of conditions around him :—

“ I must not forget to mention the wonderful work that M. Barkat Ali, a teacher in the Government Normal School, Jullundur, has been doing for the last seventeen years.....It is almost entirely due to his perseverance, enthusiasm and far-sightedness that Mohalla Kararkhan in Jullundur city now boasts of five good co-operative societies (with a total capital of Rs. 95,000) for weavers and ordinary labourers. His work among the people of this Mohalla and among the depressed classes was so highly appreciated that the five primary classes started by him are now in a flourishing condition. At one time, Mohalla Kararkhan was one of the slums of Jullundur but, thanks to M. Barkat Ali's ‘ uplift ’ work, it has now good up-to-date *pucca* drains and lanes, and is as sanitary a quarter of the town as one could expect.”

Mr. Man Mohan writes in an optimistic strain about the teachers' thrift societies : “ There were 185 teachers' thrift societies with 3,053 members. These are gratifying figures and, as the advantages of belonging to these societies are being realised more and more, they are bound to prosper.”

S. Nur Elahi refers to the institution of Penny Banks in some of the schools, by means of which thrift is encouraged among the boarders. He hopes that this movement will be spread among the day pupils as well.

Rural Community Board and District Community Councils.

24. Khan Bahadur S. Maqbul Shah, Inspector of Vernacular Education, who acts as secretary to the Rural Community Board, writes as follows in regard to the activities of this body and of District Community Councils :—

“ The Rural Community Board is a joint organisation of the various beneficent departments for the uplift and enlightenment of the rural community in this province.....There is a similar organisation in each district called the District Community Council which includes, in addition to the officers of beneficent departments, officials and non-officials who are interested in the welfare of the rural community in the district. District Councils, in their turn, have branches in various parts of the district.

“ An annual grant of Re. 1 lakh is at the disposal of the Rural Community Board. This is spent in awarding a grant of Rs. 500 (or more) to each District Community Council, in paying allowances to librarians in nearly 2,000 villages and in supplying *gratis* books, pamphlets, charts, etc., to the village

libraries on subjects of particular interest to the rural community. The Board also possesses a cinema lorry which tours round the province and has visited, in particular, many rural centres which are outside the range of the Demonstration Train. A number of suitable films have been prepared or purchased; and a collection of such films is being made in co-operation with the Text Book Committee. Moreover, each District Community Council has been supplied with one or more magic-lanterns and a number of slides which are used in propaganda work in the villages and at fairs and shows. In addition, lanterns and slides have been donated to all the training institutions for teachers. By this means, the teachers of the future gain experience in the use of a lantern and in propaganda work before they go out to serve as schoolmasters."

The Inspector of Vernacular Education also reports that most of the District Community Councils are doing good work, and singles out for commendation those at Amritsar, Rohtak, Gurgaon, Jhang, Attock, Montgomery, Muzaffargarh, Gurdaspur and Ludhiana. The Amritsar Council, thanks to the generosity of Sardar Raghbir Singh, O.B.E., now possess a cinema lorry of its own which is much appreciated. The Branch Council at Moga has also done much to influence the people in beneficent directions. The Inspector of Vernacular Education then goes on to state that:—

"Wherever earnest and persistent propaganda has been done, gratifying results have already been achieved. Village wells have been improved, and high parapets built around them; roads have been repaired and *pucca* drains have replaced the filthy pools which used to lie in the village lanes; manure heaps have been removed into deep pits prepared at a distance from the *abadi*; the houses and lanes have been swept; and the swarms of flies from rubbish heaps rarely pester you as you pass through the village.

"The cruel and dangerous indigenous process of castrating bulls and the clumsy methods of treating cattle diseases are beginning to give way to a ready resort to a veterinary hospital. Better seed, better implements of husbandry and better herds of cattle are growing in demand."

25. Inspectors are of opinion that the work of what is generally known as 'village uplift' is progressing. Ch. Fateh-ud-Din writes:—

Propaganda
and village
uplift.

"Propaganda work for rural uplift was continued in almost all districts. Magic-lantern lectures and talks, the organisation of *melas* and tournaments and the publication of journals

have continued to be the chief means of carrying on propaganda work. The visits of the Demonstration Train to several places in the division were utilised for organising educational *melas*."

Mr. Man Mohan also records some interesting remarks in this connexion :—

"The Demonstration Train visited twelve places in this division; and the cinema lorry forty. These visits were immensely popular and useful, and they attracted large crowds. The educational officers have undertaken their full share of the burden by arranging exhibitions, lectures, dramatic performances, magic-lantern shows, etc. They were able to do much propaganda work on the right lines."

Brighter
schools.

26. The reports indicate that, directly and indirectly, the Rural Community Board and the District Community Councils are being successful in gaining the co-operation of the schools in their several activities; and that, in consequence, the schools themselves are becoming happier and healthier places.

S. Nur Elahi writes that at any rate a good beginning has been made in some of the schools in the Lahore division :—

"Some of the schools have a large number of occupations and activities, with the result that the horizon of duties and responsibilities has been widened a great deal. There are signs of life at the surface, and this is apparent from the many activities in which the pupils individually and the school collectively take part. The school compounds have a brighter appearance; the class-rooms are changed; the pupils' natural tendency for work and action is being diverted into useful channels; the boys' leisure hours are no longer periods of boredom. A number of schools have their own gardens worked by the boys themselves.....School bands have become popular and nearly every school worth its name has its own drum-and-fife band."

S. Nur Elahi speaks in high praise of the progress made in these and other directions by the Government High School, Amritsar, under the guidance of the headmaster, Mr. P. D. Bhanot, who is much assisted by Mrs. Bhanot.

Mr. Wilson points out that gardening and arboriculture are by no means neglected in the Ambala division :—

"In the Hissar district, Arbor Day was celebrated on August 18, and the boys evinced a great deal of interest in collecting and planting trees. They planted 975 new trees; and it is highly commendable that by their personal care and effort they could keep alive as many as 578 young plants in an area where even the provision of drinking water is a problem. Generally

speaking, students are being encouraged throughout the division to make a hobby of planting new trees and to take an interest in beautifying the school compounds by planting hedges around them. In the Gurgaon district alone, in the course of last year, school boys planted 1,054 more trees, with the result that, as a consequence of their personal labour, there were 1,419 trees in the compounds of the schools at the end of the year."

27. It was pointed out in the report for 1926-27 that the old system of medical inspection had been abandoned, and that an experimental system had been substituted in five districts. **Medical inspection.** The actual work of medical inspection in these districts is carried out by the ordinary medical agency of the locality. In the cities, boys requiring medical treatment attend the hospital and present to the officer in charge inspection cards on which the nature of the treatment is stated. In rural areas the boys attend the nearest dispensary for the purpose of examination as well as of treatment.

Two years ago it was found that there were many difficulties in carrying out the experiment. The village dispensaries were often far away from the school, and many parents were not keenly anxious for their children to receive treatment unless the complaint was obviously troublesome; and in the cities it was difficult to make arrangements for the large number of boys requiring treatment within a short space of time.

The reports received this year indicate that the system is working more effectively; and it has been recommended that other districts might be included in the scheme. Mr. Man Mohan complains, however, that in the Jullundur division the medical examination is somewhat perfunctory, that the parents are lacking in co-operation and that the teachers are apathetic. He feels, however, that much good work in this connexion can be done in the schools themselves, and that some of them are leading the way :—

"A hygiene drill is held just before school begins. With a bucket of clean water, a little soap and clean towels, a pair of scissors, some *datans* (indigenous tooth-brushes), quinine, tincture of iodine, boric acid and a few safe medicines, the teacher in charge makes his boys pass before him. Defects are remedied on the spot so that the children start their day's work with clean hands, faces, teeth and eyes; minor ailments are treated; and serious cases are sent to the hospital."

Ch. Fateh-ud-Din has enjoyed a more hopeful experience in the nature of medical inspection :—

"Rural dispensaries are better equipped for the medical inspection of school children. Better organisation and co-operation

prevailed among authorities of education, medicine and public health. Twenty-three medical examiners examined pupils under the supervision of the district health officer. Forty-one thousand two hundred and forty-seven pupils were examined, out of whom 2,418 received treatment."

Mr. Wilson reports that in Gurgaon the scheme is working satisfactorily on the whole, but he is of opinion that the teachers themselves are not sufficiently interested in the physical welfare of their pupils.

**Village
libraries.**

28. An important agency of recent growth which is expected to assist in the spread of literacy in the countryside is the village library. S. Nur Elahi gives the following information in regard to the Lahore division :—

"There are at present 501 village libraries which are reported to be instrumental in disseminating useful and healthy knowledge to our villagers. The literature stocked in these libraries is not entirely suitable to the tastes and requirements of the literate rural adult. In all the districts, 136,237 books were issued during the year."

Mr. Ratan Lal and Mr. Man Mohan both refer to the great difficulty in finding suitable literature in the vernacular.

**Schools for
adults.**

29. In last year's report it was observed that "signs were not wanting to show that there was a considerable waning of the enthusiasm which characterised the efforts put forth by the teachers and local inspecting officers in the early stages of the experiment." During the course of the year under review, a number of these schools were closed down. This need not be regarded as a retrogressive movement, but rather as a preparation for future endeavour. The Deputy Commissioner, Hoshiarpur, has written :—

"The falling off noted last year in the adult education of men has continued, the decrease of 1,265 in the number of pupils having been succeeded during the year under report by a further reduction of 2,966, and also by the closing or withdrawal of recognition from 77 adult schools and classes. The reduction in both cases may be compared to the cutting away of dead wood, and is actually a form of progress, since the totals of former years were swollen by numbers of pupils who did not earnestly attend to their studies."

30. With the scope thus contracted and brought within more manageable limits, inspectors report more solid progress than in the past, but it is still a most complex problem to provide satisfactory teaching and inspection for these schools. The task is not only one of great magnitude, but also of great import-

ance. Mr. Man Mohan has stressed the importance and has made a suggestion worthy of consideration :—

“ Our chief aim in India is to make an adult literate but, insignificant as our attempts may be in comparison with the far higher and greater ideal envisaged by the Adult Education Committee in Great Britain, it seems most essential that every person in India should be given a chance at least to learn the three R's. If agricultural indebtedness is to disappear, if the future benefits of the co-operative movement are to be reaped, if the uneconomic ways of agriculture are to give place to modern methods, if the peasant is to be saved from the clutches of disease, if, in short, rural India is to be lifted out of the quagmire of ignorance, superstition and poverty, it is essential that adult education should become a national concern, and not be left to the tender mercies of a few teachers.

“ The Education Department, with the limited amount of money and other resources at its disposal, cannot be expected alone to cope with this stupendous work. The appointment of a special provincial committee to inquire into the problem in all its phases, the field of work, the best form of adult education suitable to particular localities, the curricula, the textbooks, the instructing and supervising agencies, the financial aspects, the securing of contact between the form of education selected and the actual life of the peasants would be justified.”

STATEMENT SHOWING ENROLMENT OF BOYS IN THE PRIMARY CLASSES OF RECOGNISED SCHOOLS (EXCLUDING SCHOOLS FOR ADULTS) IN THE SEVERAL DISTRICTS OF THE PUNJAB ON 31ST MARCH 1928 AND 31ST MARCH 1929.

District.	1928.					1929.				
	Class I.	Class II.	Class III.	Class IV.	Total.	Class I.	Class II.	Class III.	Class IV.	Total.
					AMBALA	DIVISION.				
Missar	15,385	4,212	2,809	1,758	24,164	13,416	3,887	2,891	2,167	22,311
Bohtak	19,555	4,519	2,902	2,338	29,314	14,861	5,244	3,131	2,456	25,682
Gurgaon	12,410	3,795	2,245	1,543	19,993	9,489	3,654	2,377	1,572	17,092
Karnal	14,199	4,311	2,483	1,783	22,776	12,074	4,008	2,906	2,082	21,070
Ambala	14,259	3,924	2,801	2,224	23,208	13,492	4,022	3,052	2,396	22,962
Simla	844	351	360	333	1,888	962	390	339	367	2,058
Total Ambala Division	76,652	21,112	13,600	9,979	121,343	64,284	21,155	14,696	11,040	111,175
					JULLUNDUR	DIVISION.				
Kangra	14,159	6,311	3,879	4,769	29,118	14,413	5,028	3,532	2,772	25,745
Hoshiarpur	10,750	12,511	5,401	4,862	33,524	11,178	12,649	5,798	4,632	34,257
Jullundur	11,508	10,580	4,636	4,181	30,905	12,184	9,899	4,786	4,156	31,025
Ludhiana	8,441	5,702	2,530	2,204	18,877	7,753	6,706	2,779	2,386	19,624
Ferozepore	11,144	7,433	3,122	2,386	24,085	11,329	7,467	3,473	2,718	24,987
Total Jullundur Division	56,002	42,537	19,568	18,402	136,509	56,857	41,749	20,368	16,664	135,638
					LAHORE	DIVISION.				
Lahore	20,828	11,536	4,568	3,822	40,754	15,101	13,463	5,779	4,159	38,502
Amritsar	17,671	10,411	4,904	3,593	36,579	13,076	13,150	5,501	4,293	36,025
Gurdaspur	16,230	11,341	3,929	3,320	34,820	9,350	11,107	5,105	3,417	28,979

Stalkot	..	..	..	15,393	10,200	4,272	3,254	33,119	11,959	12,521	5,039	3,707	33,226
Gujranwala	..	..	..	11,757	7,820	2,999	2,282	24,858	8,248	9,889	3,501	2,425	24,063
Sheikhupura	..	..	..	11,681	8,035	2,654	1,973	24,343	9,855	8,774	3,055	2,238	23,922
Total Lahore Division				93,560	59,343	23,326	18,244	194,473	67,589	68,904	27,980	2 0,244	184,717
								RAWALPINDI DIVISION.					
Gujrat	..	..	..	12,381	4,897	3,804	3,125	24,207	11,581	5,404	3,988	3,329	24,302
Shahpur	..	..	..	16,045	5,187	3,507	2,669	27,408	16,383	5,522	3,812	2,862	28,579
Jhelum	..	..	..	12,688	4,661	3,387	2,914	23,650	12,404	4,462	3,363	2,856	23,085
Rawalpindi	..	..	..	13,542	4,829	4,079	3,429	25,879	13,648	5,096	3,890	4,191	26,825
Attock	..	..	..	8,880	3,732	2,340	1,830	16,782	8,957	4,530	2,768	2,324	18,579
Mianwali	..	..	..	11,381	2,746	1,813	1,461	17,401	8,602	2,744	1,816	1,436	14,598
Total Rawalpindi Division				74,917	26,052	18,930	15,428	135,327	71,575	27,758	19,637	16,998	135,968
								MULTAN DIVISION.					
Montgomery	..	..	..	14,697	14,819	4,174	2,900	36,590	12,721	15,853	4,308	3,261	36,643
Jhang	..	..	..	15,328	5,236	3,216	2,404	26,184	13,206	5,676	3,524	2,808	25,114
Lyalpur	..	..	..	23,534	7,334	5,421	4 476	40,765	23,532	8,212	5,978	4,770	42,492
Multan	..	..	..	21,791	5,350	3,384	2,453	32,978	20,055	5,726	4,198	2,907	32,886
Muzaffargarh	..	..	..	11,538	4,163	2,225	1,513	19,439	11,833	4,073	2,454	1,754	20,114
Dera Ghazi Khan	..	..	..	9,950	3,037	2,065	1,679	16,731	10,186	3,363	2,314	1,672	17,535
Total Multan Division				96,838	39,939	20,485	15,425	172,687	91,533	42,903	23,376	16,972	174,784
GRAND TOTAL				397,969	188,983	95,909	77,478	760,339	351,838	202,469	106,057	81,918	742,232

N. B.—The statement does not include boys in European schools and the preparatory school attached to the Queen Mary College, Lahore.

STATEMENT SHOWING INCREASE OR DECREASE IN THE ENROLMENT OF BOYS
IN THE PRIMARY CLASSES OF RECOGNISED SCHOOLS (EXCLUDING
SCHOOLS FOR ADULTS) IN THE SEVERAL DISTRICTS DURING THE YEAR
1928-29.

District.	Class I.	Class II.	Class III.	Class IV.	Total.
AMBALA DIVISION.					
Hissar	-1,969	-375	+82	+409	-1,853
Rohtak	-4,704	+725	+229	+118	-3,632
Gurgaon	-2,921	-141	+132	+29	-2,901
Karnal	-2,125	-303	+423	+299	-1,706
Ambala	-767	+98	+251	+172	-246
Simla	+118	+39	-21	+34	+170
Total Ambala Division	-12,368	+43	+1,096	+1,061	-10,168
JULLUNDUR DIVISION.					
Kangra	+254	-1,283	-247	-1,997	-3,373
Hoshiarpur	+428	+138	+397	-250	+733
Jullundur	+676	-681	+150	-25	+120
Ludhiana	-688	+1,004	+249	+182	+747
Ferozepore	+185	+34	+351	+332	+902
Total Jullundur Division.	+855	-788	+800	-1,738	-871
LAHORE DIVISION.					
Lahore	-5,727	+1,927	+1,211	+337	-2,252
Amritsar	-4,595	+2,739	+597	+705	-554
Gurdaspur	-6,880	-234	+1,176	+97	-5,841
Sialkot	-3,434	+2,321	+767	+453	+107
Gujranwala	-3,509	+2,069	+502	+143	-795
Sheikhupura	-1,826	+739	+401	+265	-421
Total Lahore Division	-25,971	+9,561	+4,654	+2,000	-9,756
RAWALPINDI DIVISION.					
Gujrat	-800	+507	+184	+204	+95
Sbahpur	+338	+335	+305	+193	+1,171
Jhelum	-284	-199	-24	-58	-565
Rawalpindi	+106	+267	-189	+762	+946
Attock	+77	+798	+428	+494	+1,797
Mianwali	-2,779	-2	+3	-25	-2,803
Total Rawalpindi Division.	-3,342	+1,706	+707	+1,570	+641
MULTAN DIVISION.					
Montgomery	-1,976	+1,034	+634	+361	+53
Jhang	-2,122	+440	+408	+204	-1,070
Lyalpur	-2	+878	+557	+294	+1,727
Multan	-1,736	+376	+814	+454	-92
Muzaffargarh	+295	-90	+229	+241	+675
Dera Ghazi Khan	+236	+326	+249	-7	+804
Total Multan Division	-5,305	+2,964	+2,891	+1,547	+2,097
GRAND TOTAL ..	-46,131	+13,486	+10,148	+4,440	-18,057

N.B.—The statement does not include boys in European schools and the preparatory school attached to the Queen Mary College, Lahore.

CHAPTER II.

Controlling Agencies.

(i) *The Head Office.*

Sir George Anderson was away from the province during the whole of the year. During the earlier part he was on leave, and during the latter part he was on deputation with the Government of India as a member of the Indian Education Committee which was associated with the Indian Statutory Commission. Mr. R. Sanderson officiated.

2. Mr. D. Reynell held the posts of Assistant Director of Public Instruction and Inspector of European Schools, except for a short time when he was on leave, Mr. J. E. Parkinson officiating. Miss L. M. Stratford continued to hold the post of Deputy Directress of Education and, while she was on leave during the summer, Miss E. M. Must officiated. Khan Bahadur Syed Maqbul Shah and Rai Sahib Lala Hari Das held the posts of Inspector of Vernacular Education and Registrar of Departmental Examinations, respectively. Khan Bahadur Sheikh Nur Elahi undertook the duties of Inspector of Training Institutions in place of Mr. R. Sanderson. Lala Rang Bihari Lal was Reporter on Books. Head office appointments

Rai Bahadur Lala Ram Chandra (who had filled the post of Reporter on Books for many years) was placed on special duty to report and advise on the education of the depressed classes. On the completion of this task, he retired from Government service. The Rai Bahadur has a long record of good and faithful service behind him and has filled a number of important posts in the Education Department. His work was characterised by a keen sense of duty, by a spirit of charity towards others and by great thoroughness. He is much missed by those with whom he worked.

3. In the clerical establishment a much needed reform was carried out during the year. A post of Senior Superintendent was created in place of the old post of Superintendent, to which Mr. W. E. McMurray was appointed. In addition, two posts of Junior Superintendent were instituted and filled by Pundit Kesho Ram and Mr. J. Ross. The whole office has worked with much zeal and industry and has made strenuous efforts to cope with the ever increasing volume of work which is placed before it. A great loss has been sustained by the death of Lala Indar Bhan. Clerical establishment.

4. The section of the Head Office which continued to cause anxiety and which is submitted to a severe strain of increasing Departmental examinations.

work is the Examination Branch. There was a regrettable leakage of question papers in the Vernacular Final examination which necessitated the examination being held a second time. An inquiry was held by Mr. D. Reynell and Rai Bahadur Mr. P. N. Dutt, Registrar of the Punjab University, to whom thanks are due not only for the thoroughness with which they carried out their difficult duties, but also for the valuable recommendations for improvement which they made.

The following table gives the number of candidates in the several examinations conducted by the Department :—

No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1927-28.	1928-29.
1	Vernacular Final Examination	12,840	17,421
2	Middle Standard Examination for Indian girls ..	905	1,171
3	Junior Vernacular Certificate Examination for men	2,637	3,150
4	Senior Vernacular Certificate Examination for men	885	746
5	Junior Vernacular Certificate Examination for women.	159	217
6	Senior Vernacular Certificate Examination for women.	103	119
7	Junior Anglo-Vernacular Certificate Examination ..	283	287
8	Senior Anglo-Vernacular Certificate Examination for men.	131	118
9	Oriental Teachers' Certificate Examination ..	58	62
10	Trained Teachers' Certificate Examination for Europeans.	18	14
11	Diploma Examination of Chelmsford Training College, Ghoragali.	13	7
12	Gyani Teachers' Certificate Examination ..	24	26
13	Physical Training Certificate Examination ..	23	--
14	Clerical and Commercial Certificate Examination ..	207	307
15	Junior Clerical Certificate Examination ..	36	42
16	Middle School Examination for Europeans ..	188	222
17	High School Examination for Europeans ..	108	112
	Total ..	18,618*	24,021*

*NOTE—If the figures relating to candidates from outside British Punjab are taken into account the grand total amounts to 25,073 as compared with 19,335 in 1927-28.

5. A heavy strain is being imposed on the Department by the increasing number of disciplinary cases which need careful attention and inquiry. The disposal of such cases requires much knowledge and experience of the correct procedure and of the taking of evidence, which are not always possessed by educational officers. Greater use should therefore be made of the services of Panel Officers. Disciplinary cases.

6. The usual Inspectors' Conference was held at the beginning of the year when many important matters were discussed. A conference of heads of training institutions was held later under the chairmanship of Sheikh Nur Elahi, the Inspector of Training Institutions. Conferences.

7. Several committees were at work during the year. The Intermediate College Inspection Committee, with Mr. H. L. O. Garrett as chairman, visited these colleges and submitted a valuable report. Another committee was appointed to inspect and report on the clerical and commercial classes. The thanks of the Department are due to Mr. Owen Roberts, M.L.C., for his valuable assistance and advice on that committee. Committees.

8. The Legislative Council has shown a keen interest in educational affairs. Important debates have been held on several topics, the more important of which dealt with the intensive development of compulsory education, the education of girls, the award of fee concessions to the children of agriculturists, the location of intermediate colleges and the introduction of military training in colleges. Legislative Council.

(ii) The Inspectorate.

9. There have been a number of changes in the divisional inspectorate. Chaudhri Fateh-ud-Din continued to officiate in Multan and, when he was on leave for a few months, Lala Sukh Dyal, deputy inspector, took his place. Chaudhri Gyan Singh was in charge of the Lahore division *vice* Sheikh Nur Elahi who was officiating as Inspector of Training Institutions. Mr. J. Leitch Wilson and Mr. Atma Ram exchanged places in November, the former going to Ambala and the latter to Rawalpindi. Mr. Atma Ram went on leave towards the end of the year, and Sheikh Allah Rakha officiated. On the retirement of Sardar Bahadur Sardar Bishen Singh, Mr. Man Mohan succeeded him in Jullundur. Divisional inspectors.

The retirement of Sardar Bishen Singh was a great loss to the Department. The Sardar Bahadur filled many posts with distinction during his long and meritorious career, but he will be remembered most for his great service to the Jullundur division as inspector for a number of years. The progress made by that

division is an eloquent testimony to his unsparing energy, to his capacity of getting good and willing work out of others, and to his sound judgment. It is pleasing that his services have not been lost to education as, on his retirement from Government service, he was appointed principal of the Khalsa College, Amritsar.

**Deputy
inspectors.**

10. There have similarly been a number of changes in the deputy inspectors. Sheikh Allah Rakha was at Rawalpindi throughout the year. In Ambala, Khan Sahib Raja Fazil Muhammad Khan was deputy inspector until October when he was succeeded by Sardar Deva Singh. In Lahore division, the number of deputy inspectors was increased from one to two during the course of the year. Lala Kanhaya Lal Bedi, Sardar Deva Singh, Sardar Tara Singh and Sheikh Muhammad Zahur-ud-Din held the post of deputy inspector for certain portions of the year. The first-named retired early in the year from Government service with a long record of good service behind him. In Multan division, Lala Sukh Dyal held charge, but Sheikh Muhammad Zahur-ud-Din officiated for a short time. In Jullundur division, Lala Ram Nath was deputy inspector until his retirement in October after many years of good service; he was succeeded by Khan Sahib Raja Fazil Muhammad Khan. The inspectors bear ample testimony to the good work and loyal services of the deputy inspectors.

**District
inspectors.**

11. The work of the following district inspectors is specially commended :—

Malik Ghulam Rasul Shauq (Dera Ghazi Khan), Chaudhri Muhammad Husain (Montgomery), Mr. Pran Nath (Gujrat), Pir Yaqub Shah (Shahpur), Lala Diwan Chand (Hoshiarpur), Lala Indar Bhan (Ferozepore), M. Mahmud-ul-Hasan (Jhang), and Sheikh Ghulam Husain (Ludhiana).

A great loss to the Department was the untimely death of Sardar Jawand Singh, district inspector, Kangra, who was a young man of great promise.

**Assistant
district
inspectors.**

12. The work of the following assistant district inspectors is specially commended :—

Sheikh Ghulam Mohy-ud-Din (Rawalpindi), M. Abdur Rahim (Gujjar Khan), Chaudhri Mushtaq Ahmed (Chakwal), Lala Sohan Lal (Dinga), M. Shabbir Husain (Gujrat), Chaudhri Wali Dad (Bhakkar), Bhai Ganda Singh (Shahpur), M. Dabir Husain (Khushab), M. Muhammad Nawaz (Gurgaon), Bh. Ujagar Singh (Rohtak), Gur Prasad Mathur (Karnal), M. Muhammad Yusuf Ali (Sialkot), Sardar Gyan Singh (Gujranwala), Chaudhri Abdul

Ghani (Gujranwala), Sheikh Aziz-ud-Din Ahmad (Sheikhupura), Sardar Narinjan Singh (Sheikhupura), Sheikh Fazal Elahi Chishti (Lahore), Diwan Dharm Chand (Dera Ghazi Khan), M. Rasul Bakhsh (Multan), Sheikh Rahmat Ullah (Montgomery), M. Shah Wali Yamini (Lyallpur), Sardar Indar Singh (Moga), Chaudhri Ahmad Khan (Zira), Lala Deoki Nandan (Hoshiarpur), M. Usuf Ali Khan (Dasuya), Bh. Sundar Singh (Phillaur), Lala Bhagwan Das (Hamirpur), Lala Harbhagwan Khanna (Jagraon), and M. Ali Mohammad (Samrala).

Towards the end of the year, a great loss was sustained by the death of Sardar Kahan Singh, assistant district inspector, Ludhiana, a young man of great promise.

(iii) *Local bodies.*

13. The main figures of educational expenditure show that it has been a year of financial depression and of reduced contributions by local bodies towards education. A serious situation has therefore arisen which is thus described by Mr. Man Mohan :—

“Hitherto, most of the district boards in this division have tried, according to their peculiar conditions, resources, needs and requirements, to help forward the cause of education. But it must frankly be admitted that in some district boards at least a reaction has set in and, having gone forward at a tremendous pace during the last few years, they are refusing now to commit themselves any further. The general financial stringency, the failure of the *hasiyat* tax, etc., might be partially responsible for this change in the attitude of district boards, but the real causes lie deeper. Democratic ideas are gaining ground, and the members are quickly realising their importance and responsibilities in the sphere of local self-government. They feel, and say so, that they have gone far enough in the matter of education and that their existing commitments under this head are so overwhelming that it would be courting financial disaster to go any further. Their resources are limited and in most cases show no signs of expansion, and they cannot possibly afford to spend more or even as much as they have done hitherto on education. They urge further that there are other pressing and legitimate demands, the improvement of roads, better sanitation, medical relief and so forth. Thus, instead of being treated and petted as a favourite, education has begun to be looked down upon as a step-child.”

^t District boards: financial difficulties.

Mr. Man Mohan then quotes from a covering letter of a Deputy Commissioner in forwarding the district education report :—

“ This district may be one of the most backward in the province in education but, in my opinion, it is not suffering materially from this reason. At all events, it is quite certain that the district board can afford nothing more on education. If, at any time, funds do become available, my decided opinion is that these should be spent on the education of a proper kind for girls.”

Municipalities.

14. Many of the reports on the educational activities of municipalities are encouraging. The Inspector of Schools, Lahore, speaks in appreciative terms of the provision made by the committees of Lahore and Amritsar for the education of the children in their respective jurisdictions. The energy shown by the committee at Hafizabad is also specially mentioned. In the Jullundur division, the municipalities of Ferozepore and Abohar are praised for the efficient discharge of their educational duties. The inspector also refers to the improved attitude of the committee at Ludhiana towards education.

From the Multan division, however, the reports are somewhat depressing. Chaudhri Fateh-ud-Din writes :—

“ No further extension has taken place in the matter of compulsion in municipal committees and in notified areas. The chief reason for this is lack of funds. Some of the municipal committees in the Dera Ghazi district are still on the verge of bankruptcy.”

Mr. Ratan Lal writes from the Rawalpindi division in a similar strain :—

“ The attitude of municipalities towards education does not show any signs of improvement. With the exception of Bhakkar and Isa Khel in the backward district of Mianwali, no other municipality has taken active steps to introduce compulsion.”

The climax is reached when the inspector comments on the educational administration of Miani municipality in the Shahpur district : “ The committee has not paid the teachers of its anglo-vernacular middle school for nine months.”

Cantonment boards.

15. In the relevant portion of last year's report, a somewhat detailed account was given of the institutions maintained or aided by cantonment boards. There is not much to add in the way of new information. The cantonments of Ferozepore, Lahore and Rawalpindi are mentioned for their sympathetic attitude towards education. Mr. Wilson refers regretfully, however, to the fact that the Ambala Cantonment Board stopped its contribution to the district board towards the award of middle school scholarships with the result that the pupils from

schools within the cantonment have been debarred from competing for those scholarships.

(iv) *Private effort.*

16. Inspectors give prominent attention to the large and important part played by privately-managed schools in the development of education in the province; and to the efficiency of the teaching and training imparted in some of these schools. There are, however, some grave defects.

Mr. Wilson points out that, in some parts of the Ambala division, there are more secondary schools than are necessary, and that the process of elimination or amalgamation should be put into force. He then refers to the fact that there are three high schools and an anglo-vernacular middle school in Panipat, four high schools at Rupar, five high schools in Ambala city; and that there are two high schools at Pundri which is only a few miles distant from the Government high school, Kaithal.

Sheikh Nur Elahi refers to a spirit of unhealthy competition "which manifests itself especially in the month of April when stupendous efforts are made to increase enrolment with a view to increasing the resultant grant-in-aid". Mr. Man Mohan writes in the same strain :—

"On April 2, 1929, I issued a circular with a view to regulating and regularising admissions and migration from one school to another. Unfortunately, this circular had the same fate as others in the past; and I received numerous complaints about the unwarranted and high-handed action of certain headmasters who stop at nothing in inveigling boys from other schools or in keeping their own with them. . . . One can deal with recognised schools if they break the rules, but the position is complicated by the existence or sudden appearance of unrecognised schools on which, for the time being, we have no hold at all. Nothing has disgusted me more, during my first year of stewardship of this division, than this unseemly scramble for boys in April; and the devices employed and the temptations offered against rival institutions are quite unworthy of our noble calling."

Sheikh Nur Elahi has also written in serious terms about the insecurity of tenure for teachers in some of these schools. He cites the instance of a recognised and aided school in which half a dozen teachers, with five to twenty-five years' service to their credit, were dismissed for one reason or another within the space of about six months.

Instances have also been brought to the notice of the Department, in which there have been grave irregularities in the keeping of school accounts and, especially, in the handling of the provident fund contributions made by teachers.

CHAPTER III. Collegiate Education.

(i) Preliminary remarks.

The following table gives the enrolment in the several arts colleges in each of the last six years :—

	1924.	1925.	1926.	1927.	1928.	1929.
Arts (males) ..	5,370	6,583	7,238	8,676	9,578	10,527
Arts (females) ..	96	110	84	77	93	128
Oriental ..	157	138	145	129	150	164
Total ..	5,623	6,831	7,467	8,882	9,821	10,819

It will thus be seen that the total enrolment tends to increase by about a thousand in each year; and that the enrolment of students in the women's colleges and the Oriental College which used to be stationary is now showing a welcome increase.

It is clear that, with this rapid annual increase in the number of students, a heavy strain is being imposed on the teaching resources of the colleges. It is therefore necessary to scrutinise the examination results with some care in order to ascertain whether or not the students are generally qualified to pursue the several courses of the University and to benefit by the instruction given in them.

Matriculation candidates.

2. The examination results for the Matriculation for the last few years are given below and include both men and women candidates :—

Year.	No. of candidates.	First division.	Second division.	Third division.	Total of successful candidates.	Percentage of passes.
1923	7,608	730	3,326	929	4,985	65·5
1924	9,209	1,202	3,993	979	6,174	67·04
1925	12,988	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
1929	13,695	652	3,376	1,488	5,516	62·18

These figures show that the number of successful candidates has not increased since 1925 ; and this is due mainly to two causes. In the first place, the standards of examination have been raised, a fact which is confirmed by the falling percentage of successful candidates. In the second place, steps have been taken by the University to regulate the admission of private candidates from outside its jurisdiction.

3. The following are the results of the Intermediate examination in arts and science and for men and women during a number of years :—

Intermediate candidates.

Year.	No. of candidates.	First division.	Second division.	Third division.	Total of successful candidates.	Percentage of passes.
1924	1,906	119	852	116	1,087	57·03
1925	2,618	208	821	308	1,337	51·07
1926	2,747	225	813	181	1,219	44·37
1927	2,835	170	810	254	1,234	43·53
1928	3,064	271	931	242	1,444	47·13
1929	3,338	89	574	960	1,623	48·62

At this stage, it will be seen that the number of successful candidates is not much higher than in 1925 ; and also that the standards of examination have been raised.

4. The figures for the degree examination in arts and science and for men and women are now given :—

Year.	No. of candidates.	First division.	Second division.	Third division.	Total of successful candidates.	Percentage of passes.
1924	1,139	22	283	281	586	51·44
1925	1,270	36	252	242	530	41·73
1926	1,555	24	324	249	597	38·39
1927	1,315	19	329	323	671	51·02
1928	1,606	36	394	326	756	47·07
1929	1,714	35	231	611	877	51·17

These figures are similar to those of the intermediate in that the average pass percentage is considerably below 50 per cent.

5. Reference has already been made to the serious 'wastage' that occurs in the primary stage of education, but the figures given above indicate very clearly that there is almost more serious 'wastage' in the collegiate and university stage. It has already been suggested that the reduced percentage of passes in the several university examinations is due to the laudable desire of the university authorities to give the degree a real value, signifying a proper standard of capacity and attainment in those on whom it is conferred; and there is not wanting in the reports received from the colleges evidence that the graduate of to-day is better equipped for the battle of life than his predecessor of ten years ago.

At the same time, the figures afford ample proof that there is something seriously wrong at an earlier stage, that the University has scarcely been successful in making the right adjustment of admission to graduation standards, and that, in consequence, the University is burdening itself, and is encouraging the colleges to burden themselves, with a very large number of students who have little or no chance of completing the course successfully and on whom the expenditure of money intended for higher education is very largely wasted. The amount of money spent on students who are unable to complete the course must indeed be large.

6. But the serious feature of the position is that the University is trying to adjust its admission to its graduation standards, if only by the fact that the pass percentage of the Matriculation is, on the average, very little over fifty per cent.; and this indicates at least an equally serious degree of 'wastage' in the secondary stage. It is pathetic to feel that at least half of the boys (a large number of boys in Class X are not even permitted to sit for the examination) who are successful in reaching the senior class of a high school are yet unsuccessful in passing the examination which is supposed to be the crown of a school career.

References have been made in the course of this report to what appear to be the main causes of this unhappy state of affairs. In the first place, many of the high schools have been started with insufficient resources with the result that teaching is inadequate. In the second place, class promotions in the middle stage have been injudiciously regulated, and thus many boys reach the Matriculation classes with very little chance of being successful in the examination. But the main difficulty is that a very large number of boys are admitted to the high schools, who have neither the financial resources nor the bent for a literary form of education. There is an urgent need, therefore, that a much larger number of boys should be retained in the vernacular schools which are

intended to impart a type of education different from that given in the anglo-vernacular schools ; and it is therefore satisfactory at least to record a very rapid expansion and improvement of the vernacular middle schools. There is also an equal need of diverting many of those boys seeking admission to the high schools to the industrial and vocational institutions which are now being maintained and supervised by the Department of Industries.

(ii) *Intermediate Colleges.*

7. During the year, there were Government Intermediate colleges at the following places :—Multan, Ludhiana, Hoshiarpur, Rohtak, Dharmasala, Jhang, Lyallpur, Gujrat, Campbellpur and Pasrur, and there were privately managed Intermediate colleges at Rawalpindi, Moga, Jullundur, Ferozepore, Ambala, Hoshiarpur, Amritsar, Gujranwala and Lyallpur.

All the Government colleges, except Multan, have four classes, two high and two intermediate. It is generally admitted that the four-year institution is an improvement on the old institution consisting only of the two intermediate classes. But in most of the colleges there is serious difficulty in regulating admission for those who have completed the middle school course. A committee of inspection for these colleges has reported—

“ Recruitment to the first class of these colleges was extremely difficult and the number of boys who entered at that stage, very small and poor in quality. The result of this has been that the matriculation results of the colleges have been, on the whole, unsatisfactory. The poor results react very unfavourably on further recruitment, the colleges being able to admit only those boys who are rejected by the local high schools. Thus, the colleges are struggling in a vicious circle and it is difficult to see how this can be remedied. Local high schools are undoubtedly unfriendly and naturally of course they will not allow a school boy of their own Class VIII who shows any signs of intelligence at all to migrate to the Government college. The committee also found that there was a general feeling abroad that the highly qualified staffs of these colleges were rather above school work, and parents feel that the boys of Classes IX and X in colleges may not receive the attention and the cramming which they do receive in the local high schools.”

It has also been difficult to provide for the effective inspection of the Government intermediate colleges ; and therefore, during the year, a special committee was appointed for this purpose. After visiting all the colleges, the committee submitted a valuable report.

Hostels.

8. It is disappointing to read from the report that, though most of the hostels are up-to-date and have commodious buildings, they are yet unpopular. Among the reasons for this unpopularity are expense, the discipline of hostel life and the large number of students who are local boys.

Examinations.

9. With a few exceptions, the matriculation examination results have been disappointing. This is due, very largely, to the poor field of recruitment to the school classes. But the committee is also of opinion that another cause is "the unsuitable methods of instruction and a lack of proper supervision and organisation of teaching." The committee was also convinced that "the untrained teacher, when not suitably guided, finds the teaching of the school classes particularly difficult." On the other hand, the intermediate results are much more satisfactory.

Games.

10. The committee has reported favourably in regard to games :—

"In practically all the colleges inspected, the committee found that satisfactory arrangements had been made for games. Some of the colleges have already made a name for themselves in University tournaments, etc. Not all the colleges have a special physical training expert but, in the near future, such a member of the staff will probably be appointed to each of them. Generally where a physical training expert is on the staff, good use is being made of his services and in some colleges a play-for-all period has found a place in the timetable".

11. It is also pleasing that the committee are of opinion that many of these colleges are beginning to play a healthy and active part in the general life of the community in which they are located :—

"Many of these colleges are as yet very young and have not been able so far to make their influence felt on the lives of the people in the town and district. There is, however, a strong desire to do so in the colleges and various efforts are being made in this direction. Lantern lectures have been delivered by members of the staff and have been thrown open to the public. Teams have been sent out into the villages to play matches and arouse an interest in games amongst the zamindars. Public dramatic performances have been given and college debates, to which the outside public has been invited, are also a feature in some colleges. All these activities are very laudable indeed and the committee hopes that they will be extended and multiplied in future as the colleges grow older and become better known in their districts. Principals are usually members of the district community councils and the opportunity that is afforded for co-operation with all district activities should be utilised as far as possible. Apart from what the colleges in this way directly contribute to the general

uplift of the community, there is no doubt that they are exercising a great influence in indirectly raising the general level of education and culture in the province."

(iii) *Collegiate education.*

12. In view of the fact that, in the next section of this chapter, a valuable contribution on university education is made by the Vice-Chancellor, it is not intended to devote much space this year to collegiate education.

13. At Government College, Mr. H. L. O. Garrett remained as principal throughout the year, but there were numerous changes in the staff. Messrs. Chetan Anand and Auditto were placed in charge of the Intermediate Colleges at Lyallpur and Dharmasala respectively ; Dr. S. L. Ghose concluded his period of deputation at Rangoon University and returned to the Botany Department ; Dr. H. B. Dunncliff was on deputation with the Customs Department in the Government of India during the latter part of the year.

Government
College.

A great loss was sustained by the college, and especially by the English Department, by the retirement of Mr. J. R. Firth. Mr. Garrett writes as follows :—

"The staff has lost Mr. Firth. How great is the loss can be known only by those who worked with, or under, his vigorous personality. It was he who first saw the possibilities of the honours classes ; and the great developments and improvements in English teaching at Government College during the last few years have been due very largely to his restless criticism and energy."

The numbers in the college were 884 in March, 1929, as against 818 in the previous year. In consequence, a heavy strain has been placed on the resources of the college. Mr. Garrett reports that the number of post-graduate students is steadily increasing owing to a fall in the market value of the bachelor's degree ; and that there is an increasing pressure on the third year as fresh intermediate colleges are opened. In consequence, the buildings of the college are proving inadequate ; and the staff needs further additions. In the English Department, Mr. H. Y. Langhorne reports that unless the staff is strengthened, "we must abandon the methods of teaching which we claim have been successful, and return to the usual methods of mass lecturing." Mr. Dickinson joined the college from the Muslim University at Aligarh during the year ; and Mr. A. S. Bokhari returned from deputation. The latter fulfilled the high hopes of his college days by being elected senior scholar at Emmanuel College, Cambridge, and by being the second Indian to obtain a first class in the English Tripos at that university. Still, even with these additions, the staff is reported to be below strength.

14. A good deal of research work was carried out and a number of papers were published by the several departments of study during the course of the year, especially in the Departments of Chemistry, Botany and Zoology. Mr. Shiv Ram, Kashyap, has given an interesting account of two botanical excursions which were made during the year :—

“ Last summer, a party of seventeen students and three members of the staff went about five stages beyond Chamba above tree limit. A party of three students, together with the professor of botany, then went onwards and visited Pangi, Lahul, Kulu and the isolated valleys of Spiti and Zangskar. In addition to many interesting flowering plants, large collections of liverworts and mosses have been brought back from these rather unfrequented parts... The collection contains several new and rare species.”

Mr. G. C. Chatterji appreciates very much the completion of the new experimental psychology wing which should be a great incentive to the study of that subject. Mr. Garrett reports good progress in the work carried out by himself and by members of the History Department in the Record Office.

15. An interesting development, and one perhaps of far-reaching importance, has taken place at the D. A.-V. College in Lahore :—

“ The College Committee has taken a bold step in the direction of social reform by resolving to exclude the admission of married students into the first and second year classes. The resolution came into force in June last ; and I am glad to find that the fears of prophets who forebode a serious fall in numbers have proved false. Only one student was fined Rs. 25, under the rules and was discharged for wilful concealment of his marriage. How I wish that other denominational institutions had the courage to fall into line with us.”

Good progress is reported in the Research Department of that college :—

“ Three hundred and sixty-four books and over 2,000 manuscripts have been added during the year. Some of these on Vedic subjects are very useful and rare. The Bala Kand of Valmiki Ramayana is being printed. Volume I of the History of Vedic Literature is also complete for the press.”

16. The Sanatana Dharma College sustained a very great loss during the year by the untimely death of Pandit Raghobar Dyal. The late principal was a ripe scholar and was devoted to the interests of the college over whose destinies he presided for a number of years. He was a member of the Sydicate and, by his strength of character and by his sound judgment, carried much weight in the deliberations of that body.

17. In the Islamia College, Lahore, the principal records good and steady progress, especially in outdoor activities :—

“ The year has been one of great success from the sporting side of the college. We have had four hockey, two football and two cricket teams running, with three tennis nets and three volley-ball nets. A boxing club has been started and is very popular. Early morning exercises for students are compulsory, and are likely to be a great asset to their future physical training. We were local winners in cricket and runners-up in football.”

18. The Forman Christian College, Lahore, has been busy in making far-reaching plans for the future. The following extract is taken from the annual report of the college :—

“ For the last three or four years we have been compelled to mark time because of the uncertainty of our future programme and policy. Now the obstructing forces seem to have been swept aside and we can look forward to a fairly rapid development. The college will secure before long a suitable site near Lahore—100 or more acres—to afford ample scope for all future developments. The plan is to secure an expert architect and landscape gardener to advise us with regard to the future use of this site in the construction of all our buildings, residences and playing fields. Within a few years, we expect to have nearly half of the students and staff adequately housed on this site. Students will be able to make the journey to the University buildings on bicycles in about twenty minutes. The aim will be within the next ten years to develop a residential college of not more than 600 students with ample facilities for games, for social contact with each other and with the staff and for the development of a college spirit which is so essential a part in the training of the undergraduate. This development we can well claim is of momentous significance in the history of the college.”

During the course of the year, Dr. C. M. Rice, left the college in order to take up the post of principal of the Ewing Christian College at Allahabad. His departure was a great loss to the Forman Christian College.

(iv) *Punjab University.*

(Contributed by Mr. A. C. Woolner, C.I.E., Vice-Chancellor.)

19. The period taken for review (April 1st, 1921 to March 31st, 1929) almost coincides with the duration of three Legislative Councils and covers the bulk of the first decade of Education as a Transferred Subject. Generah.

Throughout the period there has been continuous progress and the sum of that development taken together will be found to be considerable.

The progress has not been merely in quantity. The number of candidates examined has been practically doubled, rising from 14,557 in 1921 to 26,931 in 1929, with a corresponding increase in fee income from Rs. 3,92,961 to Rs. 6,20,753.

Eighteen new arts colleges have been affiliated; and two Intermediate Colleges have been raised to degree status.

At the same time, there has been a development of the teaching work of the University, including the institution of a strong School of Chemistry and a Commercial College.

20. Much attention has been devoted to the problem of the proper training of the more brilliant students. In science subjects, considerable success has been attained and higher standards established, with a satisfactory out-put of original work. In arts subjects, where concentration at one centre is more difficult, policy has oscillated and opinion is still divided. Nevertheless, some interesting attempts have been made to solve the problem, and these efforts have helped to improve the general standard of higher teaching. The development of teaching has reacted on the constitution of the University. An Academic Council consisting mainly of teachers has been instituted. This has relieved the Syndicate of an increasing amount of academic business. The University machinery has been overhauled and the disposal of business simplified in a number of particulars. The University has practically completed an extensive building programme costing over nine lakhs. This includes Chemical Laboratory (3 lakhs), Law College (1.11 lakhs), Oriental College (1.06 lakhs), Maynard Hall (.89 lakh), Hailey Hall (1.30 lakhs), and University Hostels (2.79 lakhs).

Attention may be drawn to the creation of a Department of Technical Chemistry, the teaching of Astronomy, and of French and German.

21. Interest in the physical welfare of students has been shown by improvements to the Chauburji Grounds costing Rs. 22,000, by the appointment of a Director of Physical Training, and, it may be added, by the support given to the University Training Corps in recognising Military Science as an optional subject.

A Foreign Information Bureau has been established and to this has now been attached an enquiry office for the benefit of students and the general public.

22. These are new departures or developments. In the meanwhile, existing institutions have not been neglected. Reference may be made to the growth of the University Library, the research work done in the Botany and Zoology Schools, in the Oriental College and in Economics.

23. The efforts made by the University to raise the standards of teaching have influenced the colleges, especially those in Lahore. Some of these have developed specialities of their own and give a lead in particular subjects. On the whole, it may be claimed that there has been a development of academic ideals, a quickening of the academic conscience and a growing sense of the solidarity of the teaching body, not only in the central circle of University teachers, but throughout the affiliated colleges.

24. At the same time, the attention of the University has not been rivetted on its degree courses. It has been realised that the whole system of teaching which the University prescribes, directly or indirectly, should be related to the life and needs of the University area. More than one attempt has been made to investigate the possibilities of improvement from this point of view.

After careful consideration of various criticisms and suggestions with regard to the education of girls, it has been decided to institute a diploma in arts for girls. The object of the course is to provide a general training for girls who do not seek professional qualifications but whose education, as future wives and mothers, is equally important. It is intended to be a three years' course from the average age of 14 to 17 corresponding to the period devoted to Matriculation courses and the first Intermediate year. Subjects can be offered for examination in groups each year, and each subject passed by itself.

A special board consisting largely of women is to control the courses, which aim at the general education of women who may learn to read with pleasure, who may know something of the world they live in, including enough of elementary science and hygiene to benefit their homes, without any attempt at specialised scientific training in theory or methods.

25. The possibility of introducing various forms of vocational training into one or other of the stages of college work has been under consideration for the last two years. It appears that the most hopeful method is to deal with the problem in reference to the opportunities of particular centres.

Extension lectures provided at several centres outside Lahore are not intended merely for the benefit of college students. They are calculated to afford some intellectual stimulus for graduates and others living in small towns and serve to keep a wider public in touch with the work that is being done by the University.

26. The number of candidates in the various examinations ^{Examinations.} has risen from 14,577 in 1921 to 26,931 in 1929. The number of question papers set has increased from 400 to 568. There was an increase in the Matriculation examination of 8,842 up to 1928. There was then a check due partly to restrictions on the admission

of private candidates from outside. At the same time, the rapid increase of high school candidates seems to have stopped and it is believed that the numbers in the Matriculation examination will not expand to any considerable extent in the next few years. The number of girls taking this examination has increased from 80 to 217. During the period under review, 69 girls passed the B.A., nine the M.A., nine the B.T. and 26 the M.B., B.S. examination. For the last-named there were candidates from all over India.

27. New examinations recently instituted are the First Examination in Commerce, the Final Examination for the degree of Bachelor of Commerce and the M.A. Examination in Psychology.

Re-appearance in one subject has been extended to the B.A., B.Sc., and Oriental Languages examinations.

Various devices have been adopted to conceal the identity of candidates and of their centres. In some examinations fictitious roll-numbers are substituted, in others the packets of answer-papers are redistributed to examiners in the University office. This has served to protect examiners from attempts to influence them and also from allegations of prejudice. In the B.A. and B.Sc. examinations it has made it possible to appoint college teachers as examiners though not as paper-setters.

Rules have been made for the appointment of examiners. These limit the amount of work to be given to one examiner. They bar an examiner from setting the same paper more than five years running and discourage the appointment of members of boards of studies except on boards of examiners. The lists of names recommended by the boards of studies are scrutinised by the Revising Committee, the members of which are not eligible for appointment as examiners. The appointments are now made by the Syndicate, but the lists of examiners appointed are reported to the Senate, which can discuss any matter of principle.

Steps are being taken to accelerate the issue of results. An Assistant Controller has been appointed to assist the Registrar. An automatic deduction of Rs. 10 for each day of delay after the 30 days allowed is made from the remuneration of an examiner.

Subjects in the M. and S.L.C. examination have been re-grouped giving a limited number of combinations and substantially reducing the duration of the examination.

28. The University has always provided teaching in Law and Oriental Languages.

As the higher teaching of science subjects developed in Lahore, it appeared unnecessary for several colleges to reduplicate the expensive plant required, when the higher work could be done in one

laboratory. The first University Science department to be formed was that of biology, located in the laboratory of the Government College. Here students from other colleges could read B.Sc. in botany and zoology (pass courses). The University paid a subvention to the college and supplemented the teaching staff.

In the meantime, the Science Faculty was urging the institution of a three years honours course to be followed by a year's research work for the M. Sc. The report of the Commission on the University of Calcutta gave a fresh impetus to this proposal. The Honours Schools of Botany and Zoology were founded.

To these have been added in the period under review the Honours School in Chemistry and the Honours School in Technical Chemistry. In arts the problem was more complicated. University Professorships had been established in mathematics and economics, but the Honours Schools proposed were not started or not successful as noted below.

29. The special importance of chemistry being recognised by Government, the University was able to obtain a substantial grant towards the cost of building and equipping the University Chemical Laboratory. This is a fine building well equipped which compares favourably with any in India.

Honours
School in
Chemistry.

Dr. S. S. Bhatnagar was appointed University Professor of Physical Chemistry and Director of the Laboratory in 1924, and has developed his department with great energy and success. Dr. Dunicliff of the Government College was nominated University Professor of Inorganic Chemistry and a Reader was appointed in Organic Chemistry. A few college teachers also take part in the teaching work.

Only honours students are trained in the University Department. The students qualify in English at the end of one year, in physics at the end of two years. At the end of the third year they take the B.Sc. Honours examination in chemistry of about the standard of the old M.Sc. and the fourth year is devoted entirely to research work under the direction of one or other of the staff. The new M. Sc. is given on the results of that research work, but it has been necessary to continue the old M. Sc. for some years to benefit students who started under the old *régime*.

The published work of this department by staff and students has established a high standard and has been widely quoted.

30. Technical Chemistry as one subject for the B.Sc. (pass) was introduced by the initiative of the Forman Christian College. Two years' work at one subject out of three was found insufficient for the object in view. The course was expanded into a three years honours course with the main emphasis on Technical

Honours
School of
Technical
Chemistry.

Chemistry. The students qualify in English and physics and do some elementary economics and engineering as part of the main subject. After taking the B.Sc. honours, the students can take an M.Sc. in chemistry by research, the subject chosen being cognate to the lines on which they have been working.

A University Department of Technical Chemistry under Professor Carter Speers was located in the Forman College laboratories. With the assistance of Government, an annual subvention of Rs. 27,000 has been provided and an initial grant of Rs. 72,350 for equipment. The work done has met with the approval of competent authorities and Professor Speers has been nominated a University Professor.

Arts subjects.

31. When the Science Honours Schools were initiated, an attempt had been made to institute two years Honours Schools in mathematics and Oriental languages. These were to be followed by the two years M.A. courses. These schools were not popular, the main reason being that specialisation was obtained at the expense of English, the most important subject from the commercial and official point of view. A few exceptional students whose grasp of English at the Intermediate stage was above the B.A. average, did well. Others with a fair knowledge of the one subject only found the Honours Schools an easy avenue to a degree, which however proved to be of little value to them.

The Academic Council on its formation took up the question and resolved that no honours degree should be given for less than three years work after the Intermediate.

This decision reduced the Honours Schools in mathematics and Oriental languages almost to nothing.

The Academic Council then designed an Honours School of a broader character, comprising in particular English, history and economics (philosophy was added afterwards). In this Combined Honours School, as it was called, a student read three subjects. He qualified in one at the end of two years and was examined in the other two at the end of the third year, more emphasis being laid on one or the other. The general idea was to select about forty of the best students each year and give them special training by selected teachers.

One class was so formed (October, 1925) and though few of the applicants were first division students and the ultimate output was only nine, those who came into contact with the class were impressed by the value of the three years training apart from large pass classes. The main difficulties experienced in connection with this ScLo. were :

(a) Professors of Government College were not available

when the School started and in consequence a number of first class students were deflected from it.

- (b) The three years training, good in itself, did not make it possible to take a good M.A. in one more year.
- (c) Certain difficulties of administration and the fact that some teachers had extra pay for extra work, but no relief from their ordinary duties.
- (d) The School did not cater, *e.g.* for a brilliant mathematical student who desired some qualification in English better than the B.A. pass.
- (e) Colleges outside Lahore apprehended that they would be reduced to the dead level of the pass courses.

In 1926, the Academic Council reviewed the situation. It was decided to abolish the Mathematical and Oriental Honours Schools and to suspend the Combined Honours School. In place of these, the Council returned to the system of additional papers on which a B.A. candidate could obtain 'Honours' in a particular subject. The new system differs from the old one in that, (i) three papers are required and a higher standard is aimed at, (ii) the programme of teaching for Honours proposed by each college has to be approved annually by the Academic Council, (iii) a candidate must attend the courses provided.

This enables colleges outside Lahore to do some work in one or two subjects that is more inspiring than the ordinary pass courses. At the same time, there is a feeling among teachers in Lahore that the problem of the proper training of the most brilliant students has not been completely solved.

32. *Astronomy*.—The University has appointed a part-time Minor subjects. Reader in Astronomy who is in charge of the Observatory and conducts classes in the B.A. and B.Sc. courses. Owing to the great heat (exceptional for an Observatory) the dome needs repair. The building has been enlarged. Research work has been hampered by the lack of funds.

French and German.—French classes were opened in 1927, and German introduced in 1928. The first year's work is elementary, but the second year students approximate to the Intermediate standard of the University.

Class examinations are held at the end of each season and certificates of proficiency issued by the Dean of University Instruction.

Vernaculars.—As a stimulus to the critical and scientific study of Urdu, Hindi and Punjabi, three lecturerships have been founded in the Oriental College. Government pays half the cost

of these. Each lecturer is required to give a course of public lectures expounding the results of his researches.

Special
lecturers.

33. From time to time as funds permitted, the University has invited a specialist from abroad to visit the Punjab, give a series of public lectures, and a course of class lectures and in some cases to advise the University with regard to the organisation and courses in his subject.

Mention may be made of the visit of Dr. Arthur Compton of Chicago in 1927-28 who has subsequently been awarded a Noble Prize for research in physics. Dr. Compton was at work in the University chemical laboratories for some months and gave a stimulating series of lectures and demonstrations as well as some seminar work with senior students.

In 1928-29, a grant from Government enabled the University to invite Dr. A. P. Newton of the University of London to come out as special lecturer in history. In addition to public lectures and a seminar class in Lahore, Dr. Newton visited nearly all the degree colleges outside Lahore and organised a conference of history teachers. He has left a report recommending a number of changes in the organisation of history teaching which is under consideration.

Extension
lectures.

34. The University has revived and developed the system of sending a few lecturers each year to selected centres outside Lahore. These lectures have been welcomed and on every occasion satisfaction expressed.

A few lectures are for ladies only. These are given in Urdu.

Hailey Col-
lege of Com-
merce.

35. In 1926, it was determined to institute a degree in Commerce. This is to be given after a three years course in the University College of Commerce. The founding of the college, now named the "Hailey College of Commerce" was made possible by a substantial grant made by Government and by the liberality of the late Sir Ganga Ram in assigning to Government for this purpose a site with college and hostel buildings. The First Examination in Commerce is held at the end of the first year and the examination for the degree of Bachelor of Commerce at the end of the third year.

The College is now completing its second year. The managing committee includes representatives of industries, the Railway Department, banking interests, the commercial community, the Chamber of Commerce and of Accountants and Auditors. This body performs the functions of an ordinary board of studies as well as managing the college. Much attention has been given to the development of the library, the organisation of tutorial groups and of excursions to large works and the like. Unfortunately,

the accommodation is proving insufficient both in the college and in the hostel, though admissions are limited to 45 each year.

36. The important events in the history of the Law College ^{Law College.} during the period reviewed have been the completion of the Law College building, the erection of the Maynard Hall (shared with the Oriental College) and the beginning of the large hostel on the old convent site.

37. The Oriental College will look back to the same period ^{Oriental College.} as that which gave it a new building excellently designed for its purposes, as well as a share in the Maynard Hall. A new hostel block immediately behind the Maynard Hall is nearly ready.

The three new vernacular lecturerships have been already mentioned.

An Oriental College Council has been instituted consisting partly of senior teachers in the college and partly of orientalisks from outside. This Council advises the principal with regard to general questions relating to the organisation of the college and also exercises the right of associating with the Oriental College, pathshalas, madrassahs, etc., which satisfy certain conditions.

38. The most important change in the control of university ^{Academic Council.} affairs has been the establishment of the Academic Council. This is a body of teachers with the Dean of University Instruction as *ex-officio* chairman and including only four non-teachers among 32 members. The Council was concerned at first mainly with the organisation of higher teaching in Lahore. Its functions have been gradually extended so as to include most of academic business relating to the Oriental, Arts and Science Faculties. Courses of reading in these Faculties are referred to the Council and not to the Syndicate. Changes of regulations are necessarily referred to the Syndicate, but the work of that body is much easier when such changes have been discussed at length in the Academic Council.

39. In 1925, under the guidance and advice of the Vice-^{Senate.} Chancellor, the Hon'ble Sir John Maynard, the Senate by a narrow majority submitted proposals to the Government for the revision of its constitution, mainly to effect the following important objects :—

- (i) To increase the elective element in the Senate, and to diminish the nominated element.
- (ii) To provide *ex-officio* fellowships for certain classes which it is, in practice, either very desirable or actually necessary to nominate as Fellows under the existing system.

- (iii) To provide, so far as possible, election by single transferable vote so that it may be possible for minorities to obtain representation by election.
- (iv) To secure by nomination the means of giving to communities backward in education of the university standard, a representation larger than they would be able to obtain under the operation of the proposed provision for the election of Fellows.

The Ministry of Education in October, 1926, informed the University that it appeared somewhat undesirable to introduce legislation on the basis of the University proposals about which there was a substantial difference of opinion in the University itself. The Government further suggested that the University should consider the whole of the problems involved, including matters like the constitution of the Academic Council and the advisability of the delegation to that body of many of the functions of the Syndicate which then appeared to be unduly overburdened with work of a detailed nature. The development of University teaching necessitated the reconsideration of the relations between the University and its affiliated colleges, especially those situated outside Lahore, and the growing strength of the teaching profession suggested the advisability of its larger and more direct representation in the management of the University.

40. In May, 1927, the Syndicate therefore empowered the Vice-Chancellor "to examine the exact concrete claims made by various bodies and organisations to the University and the Government from time to time regarding representation on the Senate and to make necessary suggestions to the Syndicate next cold weather." In the same meeting a committee, later on known as the Functions Committee, was nominated to suggest methods for relieving the Syndicate and the Senate from the pressure of routine and detailed work, on the assumption that no change in the functions of the University was intended. The Vice-Chancellor in November, 1927, explained to the Syndicate the difficulties in undertaking University legislation on all the points suggested for enquiry by Government. The Syndicate, therefore, agreed with the Vice-Chancellor that the University were not in a position at present to approach the Government to amend the Universities Act of 1904.

Functions
Committee.

41. The main objects of the recommendations of the Functions Committee was to relieve the Senate and the Syndicate from pressure of routine work in order to enable those bodies to give more time to important matters of policy and direction, and to give teachers a greater influence in academic matters by delegating more functions to the Academic Council. The Board of Accounts has been strengthened to function more effectively as a Standing

Finance Committee of the University, thereby relieving both the Senate and the Syndicate of numerous references for financial sanction on questions of secondary importance. The decisions of Committees of Discipline, when unanimous, are final and in the case of difference of opinion are referred to the Vice-Chancellor for decision or reference to the Syndicate at his discretion. The work taken over by these committees has set the Syndicate free from a large amount of detailed work which used to occupy a good deal of its time.

In order to include a substantial teaching element in the boards of studies, it has been decided that at least 50 per cent. of the members of a board of studies shall be teachers in that subject if such are proposed for election. Degree teachers can be elected to a board of studies without being members of a faculty.

42. In connection with certain additions to the executive powers of the Syndicate, the Senate decided that the constitution of this body should be examined. Various proposals have been made including representation of all faculties, each Fellow to vote in only one faculty (or in two); single transferable vote. No agreement has been reached in favour of any change. Syndicate.

43. The total University receipts have increased from Rs. 4,80,611 in 1920-21 to Rs. 8,77,405 in 1927-28. Rs. 30,000 were secured as a donation from His Highness the late Maharaja of Jammu and Kashmir towards the cost of the building of the Law College and Rs. 50,000 were received as part payment of a bequest from Mrs. Sachidananda Sinha. After a number of years, new endowments to the value of Rs. 11,200 have been founded. To utilise the interest accruing from Mrs. Sinha's endowment, it has been decided to found two Research studentships in mathematics and physics to be named after Rai Bahadur Kanhiya Lal. The following non-recurring grants were received from the Government during the period under review:— Finances.

	Rs.
Contribution towards Research students ..	3,400
Observatory	10,000
For purchase of books in the Oriental section and search for manuscripts	20,000
For Oriental Publication Fund	15,000
For purchase of books in the University Library	20,000
Grant for building purposes	3,00,000
For equipment and fittings of Chemical Laboratory	1,10,000
For equipment of Honours Schools in Technical Chemistry	65,000
Grant for Panjabi Dictionary during the period	23,000
For equipment of the Hailey College of Commerce	10,000
For University Hostel	34,000
Total	6,10,400

The following increase in recurring grants has been made by the Government :—

	Rs.
Grant for General Purposes :—	
In 1921-22	15,000
From 1922-23 to 1928-29	45,000
Strong School of Chemistry :—	
From 1923-24	30,000
From 1928-29	45,000

The following recurring grants were added during this period :—

	Rs.
For Foreign Information Bureau	1,000
For Oriental College	10,000
For Director of Physical Training	9,000
For Commerce College actual salaries of the staff up to a maximum of	43,000
For Commerce College Contingencies	3,000

The finances of the University have been burdened during these years by a large building programme. The following capital expenditure was incurred :—

	Rs.
Chemical Laboratory	4,52,349
Law College	1,11,023
Oriental College	1,06,990
Hailey Hall	1,30,361
Maynard Hall	89,028
Menial Quarters	29,000
Improvements to Chauburji Grounds	22,000

(approximately.)

The Law and Oriental College hostels are estimated to cost another Rs. 2,79,062.

But all these demands have been so far met without drawing on permanent investments through the generous assistance of Government and careful control of expenditure.

Permanent investments attached to the general current account amount to only about 5 lakhs. Temporary investments covering balances in hand at certain times of the year amount to about 2 lakhs. With respect to these it has to be remembered that the fees for examinations are received in one financial year but the expenses are almost entirely paid in the next financial year. The possibility of transferring the M. and S.L.C. examination to another authority was much discussed at the beginning of the period reviewed. Apart from the general question of compensation to the

University for annual loss of income involved, it would have been difficult to ask the new authority to pay for a particular examination, for which the University had taken the fees. It was prudent therefore to invest some of the temporary balance about the end of one financial year, and endeavour to meet the expenses of the next financial year from the receipts of that year.

44. The University Library has been steadily developing. The number of printed books has grown from about 43,000 to about 73,000; the number of oriental manuscripts from 964 to 8,207. Steel cases have been introduced for the Sanskrit manuscripts. Catalogues of the Oriental manuscripts are in hand. Unfortunately, it has been necessary to restrict the open access system on account of thefts. The Library Training Class, the only one of its kind in Northern India, which was started in 1915, was held in 1921-22, 1923-24, 1925-26 and 1928-29. In this class a six months' training is given, generally to graduates, to fit them for library work in colleges, as well as in departmental and public libraries.

After over twenty years of service as honorary University Librarian, Principal A. C. Woolner, handed over charge to Mr. Labhu Ram appointed University Librarian, in November, 1928.

45. The University has taken a watchful interest in the residence and health of the students, especially those residing in Lahore. Accommodation in recognised hostels has been extended, a stricter control has been exercised over the supervision of hostels and other conditions of student life. It has been laid down that every undergraduate student of a Lahore college, affiliated in the Oriental, Arts or Science Faculty, shall live during term time :—

- (a) with his guardian ; or
- (b) in a college hostel ; or
- (c) in a hostel recognised by the University.

In 1923, the hostel accommodation available was sufficient to allow of the enforcement of this rule. The subsequent increase in numbers has somewhat out-stripped the accommodation ; but the number of licensed hostels is on the increase.

46. With a view to developing schemes of physical exercise for all students in colleges (not certified unfit for it) the University has, with the assistance of Government, appointed a Director of Physical Training, who is also secretary of the Punjab University Sports Tournament Committee.

The general object was to work out an elastic scheme that could be made compulsory by insisting on some minimum of physical exercise for all candidates for examination, at least at the Intermediate stage. To carry this out it was found that it would be necessary for every college to have an adequate medical examination of students and one or more competent physical instructors. Some gentle pressure has been brought to bear on colleges to provide these two elements and some financial assistance has been given towards the provision of instructors. The Syndicate is now considering the question of fixing a date from which some such scheme of physical exercise should be made compulsory. Considerable improvements have been made on the Chouburji Grounds, which are becoming inadequate for the development of sports and athletics in the University and in the Government College, which has a share in the use of these grounds.

A University Cricket Club has been founded. This has been followed by a University Athletic Club. The University has been represented in the All-India Hockey Team and in the Olympic Sports. The University Training Corps has continued to do good work, especially at the annual camps of exercise held in November. The general average of attendance at parades however continues to be lower than it should be.

To keen members of the Corps encouragement has been given by introducing optional papers in military science in the Intermediate and B.A., B.Sc. Examinations.

**Information
for students.**

47. The Students Advisory Committee formerly maintained by Government has been replaced by the Foreign Information Bureau. This is maintained by the University with the aid of a small grant from Government, and supplies information to students contemplating study abroad and assists many of them in obtaining admission to colleges and other institutions in Great Britain.

To this has recently been attached an Enquiry Office where students and members of the public can obtain ordinary information about examinations, etc., without wandering round several rooms in the University office.

Publications.

48. The oldest series of research publications in the University is that of the Oriental Publications, started primarily for work done by the staff of the Oriental College.

The University makes a grant of Rs. 5,000 per annum and adds the sale-proceeds of the publications. Government has given a non-recurring grant of Rs. 15,000.

Eighteen works have been undertaken of which eleven have been published. Some of these are now well-known not only in India but also in Europe and America.

A promising beginning has been made in the Botany and Zoology departments of two series of monographs to illustrate local flora and fauna.

49. There are a few research studentships of about Rs. 100 ^{Research} per mensem. ^{abroad.} Permission is sometimes given to hold these while studying abroad. Thus Dr. Banarsi Dass was enabled to put in two years excellent work in the School of Oriental Studies, London. Mr. Raghubira is studying in London and Holland. Study leave is given under certain conditions to teachers of the University. Professor A. C. Woolner spent an academic year 1924-25 at the Ecoledes Hautes Etudes, Paris. Sometimes a University teacher is allowed to join two summer vacations on full pay with furlough. Thus, Professor Rao has been enabled to work at Cambridge from June 1928 to September 1929. With six months furlough added to one vacation Dr. Chaudhuri, Reader in Botany, carried out some research work at Paris.

It is also possible, when funds permit, for the University to send abroad for two years a college teacher who shows exceptional capacity for research. Ordinarily his passage is paid and a stipend given of £350 a year. Professor Brij Narain of the Sanatana Dharama College was so sent for fifteen months study abroad, and a grant of £100 made for the copying of portions of important manuscripts relating to India of the 17th Century available at the Hague.

CHAPTER IV.

Secondary Education (Boys).

(i) *Facts and figures.*

Schools.

At the end of the year, secondary schools of all kinds numbered 3,356 as against 3,048 in the previous year. High schools increased by twelve, and anglo-vernacular middle schools decreased by two; and the number of vernacular secondary schools increased by as many as 298. This latter development, which has been discussed in the introductory chapter of this report, has done much to stabilise the system of vernacular education in the province.

The following statement shows the respective contributions made by the several types of management towards the total increase of secondary institutions. It indicates that Government is steadily adding to the number of its anglo-vernacular institutions (Appendix A), that private enterprise is utilising its resources in adding high classes to middle schools, and that district boards are rapidly enhancing the facilities for secondary vernacular education.

Management.	High.	Anglo-vernacular middle.	Vernacular middle.
Government	+3	+1	..
Local bodies	-1	+5	+ 299
Private	+ 10	-8	-1
Total	+12	-2	+ 298

The following figures showing the proportion of vernacular to anglo-vernacular schools in each division are not without interest. It will be observed that Jullundur division has proportionately the largest, and Ambala the smallest, number of anglo-vernacular schools :—

Jullundur	3.14 : 1
Lahore	3.95 : 1
Rawalpindi	4.85 : 1
Multan	7.29 : 1
Ambala	9.68 : 1

2. The number of pupils in all kinds of secondary schools has risen from 551,193 to 571,775, thus showing an increase of 20,582, or 3.73 *per cent.* This relatively small increase in relation to the large increase in the number of schools is disappointing at first sight, but it should be remembered that in the new lower middle schools the enrolment cannot be expected to reach its normal amount for at least two years.

Pupils.

Of the total enrolment in secondary schools, 187,230 or 33 *per cent.* are in the secondary stage as against 32 *per cent.* last year. The following figures are of interest :—

No. of pupils in	Anglo-vernacular schools.	Vernacular secondary schools.
Primary classes	59,148	325,397
Secondary classes { Middle	89,052	71,797
{ High	26,381	*..

*Vernacular secondary schools have no high departments.

3. The total direct expenditure on secondary schools of all kinds has advanced from Rs. 1,11,41,898 to Rs. 1,19,74,898, an increase of Rs. 8,33,000 or 7 *per cent.* This expenditure has been met from the following sources :—

Expenditure.

Source.	Expenditure.	Increase or decrease as compared with last year.
	Rs.	Rs.
Provincial revenues	60,56,019	+ 7,09,597
District boards	13,11,398	+ 3,808
Municipalities	2,42,841	+ 48,151
Fees	34,47,733	+ 1,47,202
Miscellaneous	9,16,907	— 75,758
Total	1,19,74,898	+ 8,33,000

It is evident that whereas, generally speaking, more than half the total expenditure on secondary schools is met from provincial revenues and more than one-fourth from fees, less than one-fourth is contributed by local bodies and private sources combined.

In view of the fact that very many of the secondary schools include primary departments, it will be of interest further to investigate how far the schools of the several types are responsible for education at the secondary stage and to what extent their expenses are met from the several sources :—

Type of school.	Percentage of boys in secondary classes to total enrolment.	PERCENTAGE OF EXPENDITURE FROM				
		Provincial revenues.	Fees.	District board funds.	Municipal board funds.	Other sources.
Government ..	95	59	41	Negligible	<i>Nil</i>	Negligible.
Board ..	21	62	15	20	3	Negligible.
*Aided ..	65	30	44	2	2	22
Unaided ..	75	<i>Nil</i>	67	<i>Nil</i>	<i>Nil</i>	33

4. The cost per head on education in secondary schools has risen from Rs. 20-3-5 to Rs. 20-15-1. This is due to some extent to the employment of a larger number of trained teachers ; and also to the fact that while last year " the expansion was almost entirely on the vernacular side, " this year 24 *per cent.* of the increased enrolment is claimed by anglo-vernacular schools.

(ii) *The teachers.*

Trained
teachers.

5. A very gratifying feature of the year has been the improvement in the qualifications of the teaching staff throughout the province by the appointment of more trained teachers. While the year's addition to the teaching strength of secondary schools was 1,067, the increase in the number of trained teachers was 1,796. At the end of the year, out of a total of 21,022 teachers working in secondary schools, 15,768 or 75 *per cent.* had been trained. The increase of five over last year's percentage is therefore very satisfactory.

The following statement will be of assistance in estimating the extent to which each division has contributed to the general rise in the efficiency level of the staff. Although Multan and

*For an up to-date list of aided schools brought on the list since 1922-23, see Appendix B.

Ambala come last in the order of merit and show a percentage below the provincial figure, yet their efforts are none the less commendable when it is remembered that they had a great leeway to make up—

Division.	Total no. of teachers.	No. of trained teachers.	Percentage of trained teachers.	Last year's percentage.	Increase in percentage.
Jullundur ..	4,057	3,198	79	75	+ 4
Lahore ..	4,658	3,603	77	72	- 5
Rawalpindi ..	4,208	3,177	75	73	+ 2
Ambala ..	3,508	2,530	72	63	+ 9
Multan ..	4,591	3,260	71	66	+ 5

It is therefore disappointing to read from the reports that there is still a reluctance to employ trained teachers in some of the schools. Mr. J. L. Wilson writes :—

“ In spite of the efforts of the inspecting staff, there is still a tendency on the part of managing bodies to employ untrained teachers rather than trained teachers, apparently under the mistaken impression that the untrained teacher is cheaper and is as efficient as the trained teacher. The only method of bringing home to such managing bodies the importance of employing trained teachers is by refusing staff grants to all untrained and uncertificated teachers ; and, this having been done, I trust that the current year will see further improvement in the staffing of secondary schools.”

(iii) *Instruction.*

6. It is evident from the reports of inspectors that earnest efforts have been made to improve the instruction given in secondary schools, but at the same time there are many indications of disappointment that progress has not been more rapid.

Instruction.

Mr. Man Mohan writes—

“ I am distinctly of opinion that, so far, the perceptible rise in the level of general intelligence is not quite commensurate with the increase in the number of trained teachers. The boys are often lacking in that mental alertness and aptitude for intelligent work which a trained teacher is expected to stimulate. Boys continue to be sloppy and untidy in their dress, in their work, in their whole environment. It is very seldom that one comes across carefully written exercises and neat and clean text-books in a school. All this tells heavily on the instructional condition of a school where the subjects taught should help the boys in acquiring good habits. Although there are signs that the modern trained teachers are awakening to their sense of responsibility, yet much earnest practical work will have to be done before substantial results can be achieved in this direction.”

S. Nur Elahi comments adversely on the teaching of English :—

“ The average pupil in the high classes cannot read an easy text with intelligence. His vocabulary is limited, and his capacity of expression is poor. The principal cause of this weakness is defective teaching in the junior classes. ”

Mr. Wilson is critical of the bad handwriting and the absence of neatness in written work :—

“ It is unfortunate that teachers have not yet realised that the teaching of handwriting is one of the chief means of character training, for in learning to write neatly and carefully the boy is subconsciously forming habits which will stand him in good stead in all parts of the school curriculum and in future life as well. The written word is the expression of thought ; and if the boy is taught to be careful and neat in his handwriting, he will be encouraged also to think clearly and to arrange his thoughts neatly and in order. There is no greater curse than loose thinking which is so much in evidence everywhere to-day ; and our schools must take their share of responsibility for this regrettable state of affairs, for it is in our schools that boys form unchecked and careless habits of all kinds. ”

7. In the following passage from his report, Mr. Wilson indicates that great improvement is possible if only the teachers were not too prone to think that the period of training is completed as soon as they leave a training college :—

“ On the whole, I think that there is too much self-satisfaction. We are not sufficiently critical of ourselves ; and until teachers begin to suffer from divine discontent, little improvement can be expected either in the teacher or in the taught. ‘ Hitch your wagon to a star ’ is an excellent motto, but too seldom is it observed in the schools. Our teacher, having achieved a departmental certificate, only too often fondly imagines that he has achieved perfection and Heaven. ”

8. Mr. Wilson also points to some unfortunate tendencies in the schools :—

“ There is one type of school in which comparatively little attention is paid to the instruction of the middle department, while there is a system of cramming in the high department. In consequence, while satisfactory matriculation results may be achieved, the physical and mental development of the boys is almost ruined. In another type of school, little attention is paid to instruction while other activities, excellent in themselves, have been over-emphasised to the detriment of class-work. ”

Sheikh Nur Elahi is also critical of the excessive importance which is attached in some schools to mere examination results :—

“ The headmaster, in his anxiety to please his managers, has abandoned the wholesome activities which were becoming a pleasing

feature of school life in the Punjab, and is now concentrating all his energies and resources on the preparation of candidates for matriculation. Accordingly, afternoon classes have become the rule ; and so much is this the case that, even in the sultry months of June and July, it is by no means unusual to receive requests from headmasters for permission to hold extra classes for matriculation pupils between the hours of 6 and 8 P.M.”

‘ This undue emphasis on matriculation results has led to another evil. Headmasters have begun to employ all sorts of devices of a questionable nature in order to secure good paper results. Detentions in Class IX have become common. Then, there is the removal of names from the school registers on most flimsy pretexts. Again, there are instances in which weak pupils are induced to appear as private candidates.

(iv) *Outdoor activities.*

9. An attempt has been made elsewhere in this report to discuss certain general activities, whose development is becoming a valuable feature of the Punjab system of education. It is therefore unnecessary here to recapitulate the several activities of the boy scouts, the progress made by Red-Cross societies, the improvements in physical training and in medical inspection, and the development of the school farms and gardens except to observe that the life and environment of the school are being rapidly enlarged. The school boy of to-day is a happier and a stronger person than his predecessor of ten or twenty years ago.

10. The play-for-all movement has been in force for the last few years, and is of great value in bringing home to the teacher the necessity of all boys taking exercise and of his own participation in the games together with the boys. Many of the schools have fine play-grounds, in which the games are well organised and in which practically all the boys take an active part. In other schools, however, the play-ground space is severely limited with the result that the major games such as hockey, cricket or football are neglected almost entirely. Thus, there are insufficient facilities for participating in those games which are calculated to encourage a team spirit. The pendulum appears now to be swinging back in favour of formal sports tournaments ; and there is much demand, especially in the Ambala and Rawalpindi divisions, for their revival. Games.

11. Discipline among the pupils has been generally satisfactory. Discipline.

All inspectors comment adversely on the indiscipline of schools resulting from a disregard of departmental rules regarding transfer certificates, etc., a matter which has already been discussed in this report.

(v) *Buildings and hostels.*

Buildings.

12. Considerable progress has been made in the provision of good and suitable school buildings. In recent years, however, local bodies have been unable in many instances to make their own contributions towards the construction of new buildings with the result that the budget allotment for that purpose was not fully utilised.

Hostels.

13. Mr. Wilson reports that, in the Ambala division, a large number of secondary schools have very satisfactory hostels, while on the other hand a number of schools are very badly provided in this respect. In some cases, ill-ventilated and ill-lighted houses are occupied in insanitary surroundings, while in very few hostels can lighting arrangements be considered as satisfactory. Lamps, which are few in number, are badly placed, oil of the poorest quality is used, and it is not surprising that many of the pupils suffer from bad eyesight. Mr. Wilson is also critical of the supervision in many of the hostels :—

“ I cannot say much for the supervision of these hostels. I have already referred to some schools in which there is far too much cramming in the high classes ; and in such schools the effects of this cramming are seen chiefly in the hostels where the duty of the superintendent is only too often merely that of supervising the cram-work of the boys. Nowhere have I seen a sensible programme drawn up for the supervision of cleanly bodily habits, for regular exercise, for regular meals, for friendly talks between the superintendent and the pupils regarding current events of importance, for lantern lectures, indoor games, etc. I think that I am correct in saying that most hostels are unpopular not only with the boys but also with parents, and that an Indian parent will never dream of placing his boy in a school hostel in preference to having him as a day-boy ; and only those boys reside in hostels who have no friends or relations at hand with whom they can stay. ”

14. A word of warning is also necessary in regard to the construction of new hostels. Many of the existing hostels are very inadequately supported with the result that much valuable space remains unutilised. This is due very largely to the rapid expansion in the number of schools, especially in what used to be regarded as backward areas. It is all to the good that more

abundant facilities in secondary education are being provided throughout the province, but more forethought is required in planning the actual development of those facilities.

15. The sub-joined 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 :—

Division.	MUSLIMS.			HINDUS.			SIKHS.					
	Free.			Half-rate.			Free.			Half-rate.		
	Agriculturists.	Non-agriculturists.	Agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.
Ambala ...	481	520	228	421	1,379	934	655	1,294	93	39	94	65
Jullundur ...	1,043	1,209	348	449	810	1,835	347	1,061	641	256	441	176
Lahore ...	939	2,587	209	1,241	203	1,904	73	1,409	452	519	138	349
Multan ...	1,606	1,346	1,026	436	156	1,473	172	811	155	192	113	124
Rawalpindi ...	7,254	1,910	5,217	1,048	144	1,676	213	1,600	245	715	118	811
Total	11,323	7,572	7,028	3,595	2,692	7,822	1,460	6,175	1,586	1,721	904	1,525

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, Hazro	.. Attock.
6.	District Board High School, Bhera	.. 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, Baghbanpura	.. 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, Dera 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.	Ferozepore.
23.	District Board High School, Gujarwal	.. Ludhiana.
24.	District Board High School, Taunsa	.. D. G. Khar.
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.

<i>Serial No.</i>	<i>Name of School.</i>	<i>Name of district.</i>
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, Sharaqpur	.. Sheikhpura.
44.	District Board High School, Ajnala	.. Amritsar.
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.
51.	District Board High School, Sangla	.. Sheikhpura.

APPENDIX B.

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

<i>Serial No.</i>	<i>Grants paid during 1928-29. Rs.</i>
1. Khalsa High School, Kurali (Ambala)	4,704
2. C. A.-V. High School, Hissar	7,032
3. Islamia A.-V. Middle School, Simla	1,632
4. Islamia A.-V. Middle School, Rupar (Ambala) ..	1,632
5. Sanatan Dharm A.-V. Middle School, Simla ..	1,488
6. Khalsa High School, Kharar (Ambala)	4,620
7. Vaish High School, Rohtak	6,048
8. Arya Lower Middle School, Rohtak	576
9. Muhammadan Rajput Boarding House, Ambala City	684
10. Mathra Das High School, Moga (Ferozepore) ..	10,144
11. Khalsa High School, Moga (Ferozepore) ..	6,696
12. Islamia High School, Ludhiana	1,419
13. Mission High School, Palampur (Kangra) ..	4,338
14. Z. A.-V. High School, Sullah (Kangra) ..	2,223
15. Hindi Parcharak High School, Ludhiana ..	2,340
16. Khalsa High School, Mahilpur (Hoshiarpur) ..	6,156
17. Rajput High School, Indaura (Kangra) ..	5,924
18. Islamia High School, Sangla (Sheikhupura) ..	School closed.
19. Khalsa A.-V. Middle School, Nawanpind (Sheikhupura)	2,184
20. G. D. Islamia High School, Maingri (Gurdaspur) ..	3,360
21. Sanderson D. A.-V. High School, Baramanga (Gurdaspur)	6,360
22. Crosse Islamia High School, Fatebgarh (Gurdaspur) ..	4,908
23. Hindu A.-V. Middle School, Sangla (Sheikhupura) ..	School closed.
24. Khalsa A.-V. Middle School, Saini Bar, Chak 7 (Sheikhupura)	936
25. Khalsa High School, Ramdas (Amritsar) ..	1,044
26. Johnston Memorial A.-V. Lower Middle School, Raewind (Lahore)	612
27. Islamia A.-V. Middle School, Jalalpur Jattan (Gujrat)	1,659
28. S. D. High School, Jand (Attock)	5,035
29. Islamia A.-V. Middle School, Jhelum	825

<i>Serial No.</i>	<i>Grants paid during 1928-29. Rs.</i>
30. Khalsa High School, Tanda (Gujrat)	4,354
31. Islamia A.-V. Middle School, Dera Ghazi Khan ..	552
32. Islamia High School, Chak 333 (Lyallpur) ..	3,516
33. A. S. High School, Karor Lalisan (Muzaffargarh) ..	2,412
34. A. S. High School, Dera Ghazi Khan ..	1,152
35. Jain A.-V. Middle School, Ambala City ..	2,640
36. Islamia A.-V. Middle School, Sukho (Rawalpindi) ..	852
37. Khalsa High School, Garhdiwala (Hoshiarpur) ..	3,871
38. A. S. High School, Alawalpur (Jullundur) ..	3,352
39. Khalsa High School, Kalra (Jullundur) ..	5,865
40. D. A.-V. High School, Dasuya (Jullundur) ..	2,139
41. Khalsa High School, Baddon (Hoshiarpur) ..	5,444
42. G. N. Malwa Khalsa Middle School, Roda (Ferozepore)	1,186
43. Khalsa High School, Muktsar (Ferozepore) (Middle Department)	1,601
44. Islamia High School, Nawankot (Lahore) ..	School closed.
45. Islamia A.-V. Middle School, Kasur (Lahore) ..	828
46. Public A.-V. Middle School, Ugoke (Sialkot) ..	1,392
47. D. A.-V. High School, Qadian (Gurdaspur) ..	2,412
48. Islamia High School, Dharyala Jalip (Jhelum) ..	1,645
49. S. Mota Singh Khalsa Middle School, Nila (Jhelum)	1,879
50. A.-V. Mission Middle School, Khushpur (Lyallpur) ..	120
51. Islamia Boarding House, Jaranwala (Lyallpur) ..	576
52. Hindu Boarding House, Jaranwala (Lyallpur) ..	612
53. Khalsa Boarding House, Kamalia (Montgomery) ..	384
54. Khalsa Boarding House, Montgomery	384
55. Doaba Arya High School, Jullundur	2,069
56. Khalsa High School, Hoshiarpur	1,601
57. Khalsa High School, Anandpur (Hoshiarpur) ..	3,992
58. D. A.-V. High School, Batala (Gurdaspur) ..	756
59. Mission High School, Dhariwal (Gurdaspur) ..	5,172
60. Christian Training Institute (Sialkot)	5,868
61. A. S. High School, Pundri (Karnal)	3,432
62. D. A.-V. High School, Shahabad (Karnal) ..	5,940
63. Hindu A. S. Middle School, Sadhaura (Ambala) ..	1,248

<i>Serial No.</i>	<i>Grants paid during 1928-29. Rs.</i>
64. Sud A. S. Middle School, Garli (Kangra) ..	1,150
65. Khalsa High School, Jaspalon (Ludhiana) ..	5,048
66. A. S. High School, Dera Gopipur (Kangra) ..	1,637
67. Jat High School, Hissar	4,920
68. R. K. High School, Jagraon (Ludhiana District) ..	5,088
69. A. S. High School, Mukerian (Hoshiarpur District)	1,997
70. S. D. A.-V. Middle School, Amb (Hoshiarpur Dis- trict)	1,418
71. S. D. A.-V. Middle School, Ferozepore City ..	417
72. G. N. Khalsa A.-V. Middle School, Dehra Sahib (Amritsar)	498
73. K. D. Islamia Middle School, Mianapura (Sialkot) ..	876
74. S. D. High School, Jalalpur Jattan (Gujrat High Department)	2,100
75. D. A.-V. High School, Chakwal (Jhelum) ..	2,813
76. D. A.-V. High School, Shahpur ..	2,500
77. Khalsa High School, Shahpur	1,200
78. K. D. High School, Miani (Shahpur District) ..	4,000
79. Khalsa Middle School, Sagri (Rawalpindi) ..	2,205
80. S. D. Middle School, Lalamusa (Gujrat) ..	1,504
81. Mission High School, Jhelum (High Department) ..	1,100
82. S. D. High School, Pundri (Karnal) (High Depart- ment)	1,200
83. Malik Bhagwan Das High School, Chiniot (Jhang) (Upper Middle Department)	456
84. S. D. A.-V. Middle School and Pathshala, Chiniot (Jhang) (Upper Middle Department) ..	650
85. Hindu High School, Dera Ghazi Khan (High De- partment)	992

CHAPTER V.

Primary Education (Boys).

Many of the problems relating to primary education have been discussed in Chapter I of this report ; and it will therefore be unnecessary to cover the same ground in this chapter.

2. At the close of the year under report, there were 5,516 primary schools of all kinds for Indian boys, or 175 fewer than in the previous year. Of these 5,516 schools, twelve were maintained by Government as practising schools for teachers' training classes, 4,123 by district boards and 263 by municipalities ; and there were 1,007 aided schools and 111 unaided schools maintained by private agency. Number of pupils.

There was a decrease of 129 in the number of primary schools maintained by district boards. This was due, partly, to the fact that a number of schools had been converted into secondary schools, a matter which has already been discussed in this report ; and, partly, to the closure of a number of schools which had received inadequate support. The decrease of 84 in the number of unaided schools is partly explained by an increase of 49 in the number of aided schools, and also by the closure of schools of a less efficient type. Municipal schools have also decreased in number by thirteen to 263, but this is due to a wise and deliberate policy of consolidation adopted in the larger towns.

Branch schools which, for statistical and administrative purposes, have no separate existence in that they each form a part of the parent school, have also decreased in number by 416 to 2,642. These are all one-class or two-class schools which have been opened in the smaller villages for the convenience of little children who cannot easily walk to and from the parent school. Though, in most cases, the district board only provides the teacher and a minimum amount of equipment and the remaining expenditure is met by the people themselves, it is to these schools that the axe is first applied in times of financial stringency.

3. The total enrolment of primary schools has also decreased by 26,053 to 363,290. District board schools are responsible for a decrease of no less than 25,580 pupils. This is due partly to the conversion of primary into lower middle schools and to the closure of some of the weaker and poorly attended schools, but also, owing to a misunderstanding, to the relaxation of efforts Number of schools.

which had been made in previous years to stimulate parents to send their children to school. In municipal schools, in spite of a decrease of 4·7 *per cent.* in their number, there has been an increase of 629 in their enrolment.

This heavy decrease in the enrolment of primary schools is compensated to some extent by an increase of 7,672 to a total of 384,544 in the enrolment of primary departments of secondary schools, which is mainly due to the conversion of primary into lower middle schools. Thus, the net decrease in the total enrolment at the primary stage is 18,381.

The average enrolment of a primary school is now 65·9, as against 68 in the previous year and 66·5 in the year before. This is fairly satisfactory, especially when it is remembered that in each year the better attended primary schools are withdrawn from calculation as primary schools on their becoming classified as secondary schools.

Expenditure.

4. In spite of the large decrease in the number and strength of primary schools, the expenditure on these schools has increased by Rs. 98,815 to a total expenditure of Rs. 35,59,958. This is chiefly due to the replacement of unqualified by qualified teachers and to the annual increments of teachers. Towards this total expenditure, Government has contributed Rs. 23,01,805; district boards have contributed Rs. 5,73,897; and municipalities have contributed Rs. 4,54,717. In addition, Rs. 63,744 have been received by fees, and Rs. 1,65,795 from 'other sources.' An increase of Rs. 1,99,205 under Government funds and a decrease of Rs. 1,67,443 under district funds are the result of a tendency in many district boards to reduce their own contributions as Government grants increase. The increase of Rs. 59,276 under municipal funds is due to the effects of compulsory education.

The average annual cost of educating a boy at the primary stage is now Rs. 9-12-9 as against Rs. 8-14-3 in the previous year.

The teachers.

5. Inspectors report that, generally speaking, there has been good improvement in the quality of the teaching imparted in the primary schools and departments. This is due very largely to an increased supply of trained teachers from the several training institutions. In almost every district, the proportion of trained teachers has risen materially; and, indeed, in some districts, practically all the teachers in public schools have received training.

Conditions of service.

6. It is reported that the salaries of teachers are disbursed with greater regularity than heretofore, but there is much com-

plaint that, towards the end of the year, the payment of salaries is postponed until the beginning of the next year. It is by these doubtful means that some local bodies tide over their financial embarrassments. Ill-timed transfers of teachers from one place to another are less than they used to be, but in some districts this undesirable practice is far too common. It has been suggested that inspectors should have greater power in this respect than they now possess. In other words, if a district board incurs unnecessary expenditure on the transfer of teachers, it should do so at its own expense and not with the assistance of Government.

The Inspector of Vernacular Education is of opinion that "the teachers' thrift societies have done much to increase contentment and happiness among them"; and that the teachers' conferences and refresher courses are resulting in a greater efficiency in teaching and school organisation. He has also represented that "with the new and improved type of training now given in the normal schools, the village schoolmaster is becoming a more useful agent for 'uplift work' in the countryside."

7. Only 87 new primary school buildings were constructed **Buildings.** during the year, and extensions were made to an additional number of school houses. This record may appear disappointing at first sight, but it is due to deliberate policy. Most of the money that was available for this purpose was wisely spent on the construction of buildings for upper and lower middle schools. It is advisable first to provide suitable buildings for those schools which have gained some measure of stability and permanence.

The Inspector of Vernacular Education reports that, in some districts, annual repairs are neglected. He approves the innovation that has been introduced in some districts by which the village schoolmasters are entrusted with this work on a fixed annual allowance for each school. The teachers, being the employees of the district board, work under the general supervision of the district educational and engineering staffs.

8. By the close of the year, 42 urban and 2,040 rural school **Compulsion.** areas were under compulsion; and many other applications were under consideration by the district authorities. In Rohtak, practically the whole district is now under compulsion; and the Simla and Ambala districts are nearly in the same position. It is in some of the more advanced central districts of the province in which the success of compulsion would be more assured, that the district authorities are reluctant to take the necessary action. Very satisfactory results have accrued from the introduction of compulsion in the municipalities of Amritsar, Lahore and Multan.

CHAPTER VI.

The Training of Teachers.

(i) Preliminary remarks and statistics.

THE satisfactory progress of an educational system depends very largely on the personnel of the teachers. It is important therefore that, in the first place, the number of teachers should be sufficient and that they should be wisely distributed; and, in the second place, that they should possess adequate professional and general qualifications.

Number of
teachers.

2. A careful examination of Table VI, 'Teachers (men and women)' is therefore of importance. The following figures give the number of teachers (men and women) who have been employed in *public* schools, the enrolment of pupils in those schools, and the average number of pupils to each teacher:—

Year.	Number of teachers (men and women) in primary, middle and high schools.	Number of pupils (boys and girls) in primary, middle and high schools.	Number of pupils per teacher.
1921-22	20,533	540,629	26
1922-23	21,334	661,913	31
1923-24	23,474	700,575	30
1924-25	25,025	757,625	30
1925-26	28,926	873,963	30
1926-27	32,470	966,860	30
1927-28	35,100	1,033,424	29
1928-29	35,657	1,036,186	29

NOTE.—These figures do not include the enrolment in (a) colleges, (b) special schools, and (c) unrecognised schools.

3. These figures indicate that, in the aggregate, there has been a satisfactory adjustment of teachers to pupils. In the first place, a sufficient number of additional teachers have been employed to cope with the additional number of pupils enrolled each year. In the second place, the proportion of pupils to teachers has approximated thirty over a long period of years. In present circumstances, this proportion can be considered to be satisfactory, and indicates that the schools are adequately staffed numerically and that there has been little extravagance. In the future, as the poorly attended and therefore extravagant schools decrease in number, then the proportion of pupils to teachers should tend to increase.

Still, though the aggregates are satisfactory, there is grave reason to believe that the distribution of teachers between the several schools is often faulty ; and that there are a large number of schools in which the provision of staff is over-generous with the result that there are, on the other hand, a large number of schools in which the staff is inadequate. This is probably the main reason why the number of one-teacher schools recorded in Chapter I of this report is larger than it should be. The attention of inspectors and those concerned has been drawn to this defect in the system.

4. The figures also show that, on the average, about 3,000 additional teachers are required each year during this period of development. It is difficult to guess the annual extent of leakage through death and retirement which has also to be made good. If this leakage averages one thousand teachers in each year, then an approximate total of 4,000 additional teachers (men and women) will be required annually, at any rate for the present. It has already been shown in a previous chapter that the number of candidates for the Vernacular Final examination has increased with great rapidity during the last few years, and that therefore there should be no anxiety in regard to a sufficient number of suitable applicants for these posts being forthcoming. The supply of anglo-vernacular teachers is discussed in a later section of this chapter.

5. It is now necessary to consider the professional qualifications of existing teachers. The following figures show the proportion of trained teachers (men and women) who are working in public primary, middle and high schools :—

Proportion of
trained
teachers.

Year.	Number of teachers.	Number of trained teachers.	Proportion of trained teachers.
1922-23	21,334	13,712	64
1923-24	23,474	15,357	65
1924-25	25,025	16,948	68
1925-26	28,926	19,210	66
1926-27	32,470	19,880	61
1927-28	35,100	21,724	62
1928-29	35,657	23,861	67

It is satisfactory that, in spite of the large annual addition to the number of teachers, the proportion of trained teachers to the total number of teachers has tended to increase. Moreover, the position is better than would appear at first sight from these figures as the number of untrained teachers includes not only a number of teachers who are approaching the time of retirement, but also a large number of young men and women who, quite rightly, are gaining some experience of teaching before admission to a training institution.

Number of
teachers
under train-
ing.

o. The next task is to examine whether the existing facilities for training are sufficient to meet this heavy demand. The number of teachers (men and women) under training of all types (including those in European schools) has risen from 2,293 in 1921-22 to 3,592 in 1926-27; and, again, to 5,063 in 1928-29. Thus the provision of training facilities is calculated to meet not only the demand for additional teachers but also to make good the leakage through death and retirement.

The following statement shows the number of *men* teachers under training in the several training institutions during the last few years :—

Classes.	1924-25.	1925-26.	1926-27.	1927-28.	1928-29.
B. T.	59	61	57	60	55
S. A.-V.	45	95	113	102	85
J. A.-V.—					
(1) Government	121	72	76	80	93
(2) Other institutions ..	171	222	227	204	200
S. V.	339	416	518	908	1,045
J. V.—					
(1) Government	1,556	1,509	1,907	2,360	2,702
(2) Other institutions ..	29	50	59	107	69
(3) Discharged Soldiers' Class ..	..	..	32	..	38
Oriental teachers	40	60	56	58	62
Panjabi teachers .. ..	..	30	32	24	25
Physical training instructors ..	..	..	23	23	..
Drawing masters .. ..	..	..	..	..	..
Total ..	2,360	2,515	3,100	3,926	4,374

7. In consequence of the economies discussed in previous reports, the expenditure on training has been reduced very considerably in proportion to the number of those under training. The following figures are illuminating :—

Classes.	1923-24.	1924-25.	1925-26.	1926-27.	1927-28.	1928-29.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Central Training College	1,39,187	1,05,315	1,00,953	1,06,095	1,24,976	1,15,329
Training Class, Ghora Gali.	27,190	24,954	18,787	17,318	26,963	19,929
Training Classes ..	3,12,881	3,08,388	2,86,221	3,10,785	3,97,006	4,11,906
J. A.-V. Training Classes.	33,495	25,197	32,228	38,283	39,964	38,057
Total ..	5,12,753	4,63,854	4,38,189	4,72,481	5,88,909	5,85,221

(ii) *The training of vernacular teachers.*

8. Training is given to senior and junior vernacular teachers in what are generally called 'combined institutions' or in separate normal schools. The number of 'training units' (which consist on an average of forty pupils) in the several institutions is given in an appendix to this chapter.

Training facilities.

The number of vernacular teachers under training increased from 3,399 in 1927-28 to 3,879 in 1928-29, or an increase of 480. Expenditure has risen from Rs. 3,97,006 to Rs. 4,11,906, or an increase of only Rs. 14,900 as against an increase of 480 of those under training. The cost per head has decreased from Rs. 117 to Rs. 106.

S. Nur Elahi, who officiated as Inspector of Training Institutions during the year, prefers the separate normal school to the combined institution, but realises that the latter is a most economical device. He makes a useful suggestion in the interest of economy that the size of a training unit could conveniently be raised to fifty.

9. In regard to the general effect and content of the training, S. Nur Elahi is of opinion that the happy mean is being reached between the narrowness of the training which was given in the olden days and the somewhat riotous diffusion of effort in

Efficiency of the training.

the training of recent times, which is in danger of " catering only for mediocrities with the hall-mark of physical fitness " :—

" The teaching side of this year's work in the senior course has greatly improved. The students have been prepared in most of the books of the Urdu honours course. In mathematics, the standard has been raised to that of matriculation. Lectures have been arranged for one hour daily in the hostel."

Great improvement has also been made in the libraries and in the use made of them. In one school, as many as 800 books (or an average of ten books per pupil) were studied during the year. In other schools, there has been a development of academic or literary societies known as *Bazm-i-Adab*. These institutions are playing an important part in the educational progress of the pupil-teachers in that they find at hand effective and homely means for developing their powers of expression and public speaking.

Assignment system.

10. Another important innovation in the organisation of the training has been the introduction of what is generally known as the ' assignment system,' which has been so successful at the Central Training College. Certain modifications have been made in order to adapt the system to the requirements of the vernacular system. S. Nur Elahi is of opinion that " wherever entrusted to capable hands, it has achieved satisfactory results." A head-master writes :—

" The assignment system has been introduced in all subjects and is being successfully worked. Separate rooms have been allotted to subjects such as geography, history, literature, etc., in which maps, charts, pictures, books and pamphlets are placed for the use of the students. This has improved our instructional work to a large extent. The effectiveness of the system, however, is less assured in the junior classes. "

Practice of teaching.

11. Some salutary changes have been made in the practice of teaching. Classes are now split up into groups, which are drafted in turn to the practising school, while the others go on with their assignment work. The students are given a free hand in the management of the practising school, where the teaching is carried out as far as possible in consonance with the conditions ordinarily prevailing in the village schools.

Community work.

12. In last year's report, the several activities in the direction of community work were thus described :—

" Some of the institutions have specialised in propaganda or community work. The pupil teachers have not only been lecturing on the laws of sanitation, health, the benefits of co-operation, the advantages of modern scientific farming, etc., but they have also been taken out to the villages where they have

held meetings, have spoken about social and economic evils, have suggested remedies, have opened schools for adults and, what is even more remarkable, have swept and cleaned the streets.”

S. Nur Elahi reports that these activities have continued unabated, but he feels that there has been too much diffusion of effort, and suggests that a few things well done are better than a number of things half done.

13. S. Nur Elahi suggests that the activities of the Scouts ^{Scouting.} are on firmer ground :—

“ All reports affirm that the scouting spirit has been of great help not only in improving school discipline and creating a fine *esprit de corps*, but that it has been utilised in numberless duties of daily routine. The fairs and other large gatherings serve as occasions for the demonstration of sound training and good organisation. One such occasion was the last Solar Eclipse Fair at Kurukshetra. Selected scouts and rovers were drafted from all over the province in order to render voluntary social service to the huge masses of people who were congregated at the Fair. The scouts did service which no other organisation could be expected to attempt. In gatherings of less magnitude such as Sakhi Sarwar Sang, Tubri Bath Fair and in meetings such as those held at Taunsa and at Dera Baba Nanak, the services of the Scouts were highly appreciated.”

14. The value of refresher courses has already been acknowledged in previous reports ; and it is pleasing to record that these ^{Refresher courses.} courses are now more widely held. S. Nur Elahi writes :—

“ The course held at Lala Musa was a divisional course. Besides all the district and deputy inspectors, officers of a number of beneficent departments such as Public Health, Agriculture, Co-operation and Veterinary attended and took an active part. Among the speakers were M. Khurshid Ahmed of the Red Cross Society ; Rai Sahib Lala Sohan Lal of the Central Training College ; and Lala Kesho Das, Government Assistant Entomologist. Chaudhri Fazal Ali, M.L.C., presided over the meeting.”

15. Similar in its objective was the Rural Mela and Tournament held in the Normal School, Gakhar. The headmaster writes :—

“ The Mela was not merely a gathering of the rural folk brought together for the purpose of singing, dancing and playing. It was a function of the highest educational importance. The school in itself with its gardens, farms, zoo, aquarium, museum, craft work, etc., evoked much interest.”

The Deputy Commissioner, Gujranwala, has also written on the same subject :—

“ I was much pleased to see the Rural and Educational Mela held at Gakhar. The various matches played between the boys of different schools were an interesting feature of the Mela. I believe that such Melas are a sure means of educating public opinion about many things of importance.”

16. Good progress was also made towards the completion of arrangements for a uniform two-year course for the senior students ; and all are agreed that, in itself, this innovation should make a good impression in the vernacular schools. With further improvements in the teaching staff of training institutions, and with the improved curriculum which has been under consideration for some time and which was discussed at the end of the year at a meeting of heads of training institutions, the training imparted in these schools should be both good and practical, but there is a grave fear lest, on their return to the schools, the new teachers will find themselves dragged down by the unfavourable conditions which prevail in many of the vernacular schools. As S. Nur Elahi has pointed out, inspection must be more thorough and frequent than it now is ; refresher courses must continue to be held ; and, even more important, primary schools must be replaced by lower and upper middle vernacular schools. The schools need better teachers and the teachers need better schools. Better schools are being provided and better teachers are being trained ; but there is much force in S. Nur Elahi's contention that there is an urgent need for a closer and more effective collaboration between the training and the inspecting staffs.

(iii) *The training of anglo-vernacular teachers.*

17. The training of junior anglo-vernacular teachers continued in the same institutions and under much the same conditions as last year. The cost of training a student (inclusive of stipends) has fallen from Rs. 141 to Rs. 129-14-0.

The numbers on the rolls during the year were—

(1) Islamia College, Lahore	..	..	88
(2) D. A.-V. College, Jullundur	..	..	46
(3) Khalsa College, Amritsar	..	..	66
(4) Multan Intermediate College (including ten nominees from outside Punjab)	..	..	48
(5) Lyallpur Intermediate College	..	..	45
			<hr/>
	Total	..	293
			<hr/>

18. At Lyallpur, Jullundur and Multan the course is of one year with the intermediate examination as the minimum standard of admission, whilst at the Khalsa College, Amritsar, the course is of two years, for matriculates. The Islamia College, Lahore, has both kinds of courses. Length of course.

Opinion is still divided as to which of the two types is the better teacher. Some prefer the higher academic qualification with one year's training ; others consider that the lesser qualification of the matriculation is more than compensated by the additional year of training.

19. At present, the junior anglo-vernacular course is intended primarily to prepare teachers of English in the lower classes. Mr. J. E. Parkinson, Principal of the Central Training College, is of opinion that the teaching of English in the lowest classes should be entrusted to trained graduates, that the junior anglo-vernacular is not competent to be a teacher of English in any class, and that the junior anglo-vernacular course should be reconstructed with the object of training the junior anglo-vernacular student as a teacher of vernacular subjects in the middle classes. He maintains that the junior anglo-vernacular teacher, mainly on account of his ability to read English, should make a better teacher of the usual class subjects through the medium of the vernacular than the senior vernacular teacher. Nature of course.

20. A baffling problem is to know where all these junior anglo-vernacular teachers find employment. Government and local body service absorb very few, private schools more, and perhaps unrecognised schools more still. Some students use the junior anglo-vernacular examination as a stepping-stone for the senior anglo-vernacular examination, because junior anglo-vernacular students on obtaining a degree are permitted to take the senior anglo-vernacular examination as private candidates. Unemployment.

Mr. Parkinson reports that not more than 50 junior anglo-vernacular teachers are required at present each year to replace leakage and to provide for expansion. He suggests that thirty should be the maximum number admitted to each class. The view that the output of junior anglo-vernacular teachers is too large is shared by the heads of institutions. Sardar Bahadur Sardar Bishen Singh, Principal of the Khalsa College, Amritsar, reports :—

“ Of late there have been complaints of unemployment. Very few new anglo-vernacular schools are being opened either by local bodies or by private agency. Hence, there is a dearth of work.”

M. Mohammad Ibrahim, Principal of the Multan College, writes :—

“ As pointed out in last year’s report, the demand for junior anglo-vernacular teachers is falling, and they find considerable difficulty in obtaining employment.”

Mr. Chetan Anand, Principal of the Lyallpur College, adds his support :—

“ Only 50 per cent. of the last year’s passes were able to secure suitable appointments.”

Numbers
under train-
ing.

21. The number of students under training at the Central Training College for the last two years has been :—

Class.	MUSLIMS.		HINDUS.		SIKHS.		CHRISTIANS.		TOTAL.	
	1928.	1929.	1928.	1929.	1928.	1929.	1928.	1929.	1928.	1929.
	B. T. ..	21	19	25	21	11	12	3	3	60	55
S. A.-V. ..	28	22	49	43	24	20	1	..	102	85
P. T.	3	..	13	..	7	..	..	..	23	..
Arabic	20	21	..	..	..	..	..	..	20	21
Persian	18	20	1	..	..	..	..	..	19	20
Sanskrit .. ..	..	..	19	21	..	..	..	..	19	21
Total	90	82	107	85	42	32	4	3	243	202

The average cost of training a student (inclusive of stipends) in the Central Training College has risen from Rs. 514-5-0 to Rs. 570-15-0. The increase is mainly due to the fact that there were 40 fewer students in the College during the year under report than in the previous year.

22. In regard to the decrease in numbers, Mr. Parkinson reports :—

“ The cause of this decrease is partly deliberate and partly accidental. For one reason or another, 27 students who were admitted at the beginning of the session left the college or did not

appear on the opening day ;.....I deliberately admitted fewer students at the beginning of the session because for the last two or three years it has been increasingly difficult for the men to obtain employment."

23. No special class for physical training supervisors was held as it was thought desirable for Mr. Hogg to inspect and report on the work of the teachers who had been trained in this special class during the last two years.

Physical
training
classes.

24. Mr. Parkinson still presses for the removal of the Oriental Teachers' classes for the same reasons as have been discussed in the reports of the last two years. A special committee is investigating this matter but, though no final report has yet been made, it appears that the majority of the members are not as sceptical as Mr. Parkinson of the value of training men of purely oriental qualifications in the Central Training College.

Oriental
teachers'
class.

25. It is gratifying to report that the academical attainments of students seeking admission still tend to rise. Mr. Parkinson writes in his report :—

Academical
attainments
of candidates
admitted.

" Ten years ago, it was exceptional to have any M.A. or M.Sc. in the college, and first class graduates in any subject were extraordinarily few. This year, we have in the Training College seventeen M.A.'s., three M.Sc.'s., 21 who have taken honours in some subject or another in their B.A. or B.Sc., and five graduates who obtained a first class in their B.A. With such students in the college, I do not think it can any longer be stated that the Central Training College is the refuge of the incompetent and of those who are unfit for any other profession."

26. There is much point in the criticism of the Principal that many students who have selected a most unsuitable combination of subjects in their degree seek admission to the Central Training College. A student, with a degree (say) in Sanskrit and economics, finds the senior anglo-vernacular course extremely difficult because he has very little knowledge of the ordinary school subjects such as history, geography, mathematics or science. Even if he is admitted to the B. T. class, he is not likely to be appointed to a school on the completion of his training owing to his inability to teach the usual school subjects.

Unsuitable
combination
of subjects.

In last year's report, Mr. Parkinson gave reasons why the number of senior teachers trained each year could not be absorb-

ed in the teaching profession. In this contention he is supported by all the inspectors who have referred to the question. S. Nur Elahi states that he has "had no difficulty whatever in finding suitable candidates for any vacancy of a senior teacher." Lala Ratan Lal writes that "there is no difficulty in filling up vacancies by suitable trained men." Mr. Wilson has requested the Principal of the Central Training College to recommend no more student teachers unless they belong to the Ambala division.

Courses of study.

27. During the year there have been few changes in the courses of study for either the S. A.-V. or the B. T. class. The S. A.-V. class is intended to train men primarily as class teachers or 'general practitioners' in schools, whilst the B. T. class emphasises administration, theory and the work of the specialist teacher. Mr. Parkinson believes that a greater differentiation in courses is both possible and desirable provided that the candidates admitted to the B. T. class have received previous training and have had experience in schools.

Internal organization.

28. The internal organisation of the Central Training College with the different boards, continued as in previous years. An account of the work of these boards was given in the quinquennial report of 1926-27.

Health and first aid.

29. Great attention continues to be paid to first-aid and allied activities. The Health Club of the college keeps a medical record card of individual students, whilst efficiency tests in physical activities are taken every week. Physical exercise early in the morning and military drill in the evening are compulsory. Classes for training scout-masters have been held. Mr. Parkinson writes in his report :—

"In the all-India competitions which were held at Gwalior, the Central Training College entered two teams, one in the open brigade competition and the other in the competition for training colleges only. In the open competition we were opposed by the finest teams in India and were beaten only by the railway teams. We again won the Lord Irwin Challenge Shield for training institutions."

As both the S. A.-V. and B. T. courses are for one year only and therefore the college has to start anew each year, this record is very creditable.

Punjab Association of Science Teachers and Punjab Geographical Association.

30. By means of clubs, associations and refresher courses, the Training College tries to keep in contact with its students after they have left the college. The Punjab Association of Science Teachers, under the capable secretaryship of Lala Ghan-sham Das, reports a year of activity ; and the Punjab Geographical

Association, under the guidance of Rai Sahib Lala Sohan Lal, held monthly lectures throughout the session, prepared pamphlets for the use of teachers, and organised excursions. Some of the places visited were Delhi, Taxila, the Khyber Pass and the salt mines at Khewra.

31. An interesting feature of the work are the lectures given by various experts on their work. During the session five such lectures were given in addition to those delivered to the different associations, the work of which centres in the college.

APPENDIX A.

SEPARATE NORMAL SCHOOLS.

Division.	Institution.	UNITS.		Number of junior vernaculars.	Number of senior vernaculars.
		Junior vernacular.	Senior vernacular.		
RAWALPINDI	1. Lala Musa ..	4	..	157	..
	2. Gujar Khan ..	2	..	78	..
	Total ..	6	..	235	..
JULLUNDUR	Jullundur ..	1	4	41	176
	Total ..	1	4	41	176
LAHORE	1. Daska ..	3	..	122	..
	2. Gakhar ..	..	3	..	125
	Total ..	3	3	122	125
GRAND TOTAL ..		10	7	398	301

APPENDIX B.

STATEMENT SHOWING THE DISTRIBUTION OF TRAINING UNITS (COMBINED INSTITUTIONS).

Division.	Institution.	KIND AND NUMBER OF UNITS.		Number of junior vernaculars.	Number of senior vernaculars.
		Junior vernacular.	Senior vernacular.		
MULTAN	1. Muzaffargarh ..	1	..	49	..
	2. Kot Adu ..	2	..	93	..
	3. Multan ..	..	4	..	172
	4. Montgomery ..	2	..	82	..
	5. Kamalia ..	2	..	88	..
	6. Dera Ghazi Khan ..	2	..	101	..
	7. Taunsa ..	1	..	48	..
	8. Chiniot ..	2	..	93	..
	Total ..	12	4	554	172
RAWALPINDI	1. Mianwali ..	2	..	77	..
	2. Campbellpur ..	..	4	..	161
	3. Shahpur ..	2	..	84	..
	Total ..	4	4	161	161
AMBALA	1. Rohtak ..	4	..	173	..
	2. Gurgaon ..	1	2	42	85
	3. Jagadhri ..	..	4	..	162
	4. Karnal ..	7	..	293	..
	5. Hissar ..	2	..	83	..
	6. Ambala ..	2	..	75	..
	Total ..	16	6	666	247
JULLUNDUR	1. Phillaur ..	4	..	171	..
	2. Hoshiarpur ..	3	..	128	..
	3. Dharamsala ..	2	..	91	..
	4. Ferozepore ..	3	..	121	..
	Total ..	12	..	511	..
LAHORE	1. Gujranwala ..	..	2	..	79
	2. Sharaqpur ..	..	2	..	85
	3. Sheikhpura ..	2	..	77	..
	4. Pasur ..	2	..	84	..
	5. Kasur ..	2	..	82	..
	6. Gurdaspur ..	2	..	84	..
	7. Ajnala ..	2	..	85	..
	Total ..	10	4	412	164
GRAND TOTAL ..		54	18	2,304	744

APPENDIX C

STATEMENT SHOWING THE NUMBER OF CERTIFICATED AND UNCERTIFICATED VERNACULAR TEACHERS IN DISTRICT BOARD VERNACULAR SCHOOLS IN 1928 AND 1929.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Hissar	{ 1928 ..	97	311	23	476	907
	{ 1929 ..	122	311	24	301	758
2. Rohtak	{ 1928 ..	127	327	30	524	1,008
	{ 1929 ..	166	356	35	378	935
3. Gurgaon	{ 1928 ..	76	233	19	241	569
	{ 1929 ..	108	248	18	198	572
4. Karnal	{ 1928 ..	66	238	43	523	870
	{ 1929 ..	100	281	35	339	755
5. Ambala	{ 1928 ..	67	349	8	35	459
	{ 1929 ..	119	369	28	41	577
6. Simla	{ 1928 ..	4	36	11	10	61
	{ 1929 ..	6	39	11	4	60
<i>Ambala Division, Total</i>	{ 1928 ..	437	1,494	134	1,809	3,874
	{ 1929 ..	621	1,604	151	1,261	3,637
1. Kangra	{ 1928 ..	49	382	15	336	782
	{ 1929 ..	73	394	15	345	827
2. Hoshiarpur	{ 1928 ..	167	654	49	120	990
	{ 1929 ..	203	766	47	34	1,050
3. Jullundur	{ 1928 ..	73	488	58	184	803
	{ 1929 ..	86	538	61	126	811
4. Ludhiana	{ 1928 ..	81	351	1	29	462
	{ 1929 ..	102	365	4	67	538
5. Ferozepore	{ 1928 ..	62	292	53	298	705
	{ 1929 ..	80	329	56	259	724
<i>Jullundur Division, Total.</i>	{ 1928 ..	432	2,167	176	967	3,742
	{ 1929 ..	544	2,392	183	831	3,950

STATEMENT SHOWING THE NUMBER OF CERTIFICATED AND UNCERTIFICATED VERNACULAR TEACHERS IN DISTRICT BOARD VERNACULAR SCHOOLS IN 1928 AND 1929—CONTINUED.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Lahore	1928 ..	76	198	15	464	753
	1929 ..	91	249	32	300	672
2. Amritsar	1928 ..	84	360	72	222	738
	1929 ..	106	405	60	286	857
3. Gurdaspur	1928 ..	85	428	109	227	849
	1929 ..	104	464	44	98	710
4. Sialkot	1928 ..	98	476	34	175	783
	1929 ..	115	536	34	175	860
5. Gujranwala	1928 ..	60	300	23	220	603
	1929 ..	71	351	29	135	586
6. Sheikhpura	1928 ..	77	353	..	195	625
	1929 ..	77	353	..	195	625
<i>Lahore Division, Total</i>	1928 ..	480	2,115	253	1,503	4,351
	1929 ..	564	2,358	199	1,189	4,310
1. Gujrat	1928 ..	79	324	99	42	544
	1929 ..	78	333	92	55	558
2. Shahpur	1928 ..	118	199	23	422	762
	1929 ..	145	275	27	353	800
3. Jhelum	1928 ..	92	219	149	222	682
	1929 ..	121	278	168	230	797
4. Rawalpindi	1928 ..	85	163	287	246	781
	1929 ..	109	202	252	255	818
5. Attock	1928 ..	57	145	185	209	596
	1929 ..	70	233	138	162	603
6. Mianwali	1928 ..	65	209	32	207	513
	1929 ..	85	228	35	164	512
<i>Rawalpindi Division, Total.</i>	1928 ..	496	1,259	775	1,348	3,878
	1929 ..	608	1,549	712	1,219	4,088

STATEMENT SHOWING THE NUMBER OF CERTIFICATED AND UNCERTIFICATED VERNACULAR TEACHERS IN DISTRICT BOARD VERNACULAR SCHOOLS IN 1928 AND 1929—CONCLUDED.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Montgomery ..	{ 1928 ..	75	343	79	544	1,041
	{ 1929 ..	110	418	84	537	1,149
2. Lyallpur ...	{ 1928 ..	127	590	34	762	1,513
	{ 1929 ..	141	579	29	668	1,417
3. Jhang ..	{ 1928 ..	85	293	42	188	608
	{ 1929 ..	100	330	42	187	659
4. Multan ..	{ 1928 ..	72	378	66	267	783
	{ 1929 ..	84	428	60	263	835
5. Muzaffargarh ..	{ 1928 ..	59	258	64	172	553
	{ 1929 ..	74	317	54	148	593
6. Dera Gahazi Khan	{ 1928 ..	77	395	10	34	516
	{ 1929 ..	90	437	10	..	537
<i>Multan Division, Total</i>	{ 1928 ..	495	2,257	295	1,967	5,014
	{ 1929 ..	599	2,509	279	1,808	5,190

CHAPTER VII.

Professional, Technical and Special Education.

(i) Professional education.

The total number of students on the rolls of the Law College was 529, or three more than in the previous year. The number of resident students declined by six to 207. In addition to the ordinary work of instruction, the law moots and tutorial groups continued to function satisfactorily.

Law College,
Lahore.

2. At the Medical College, Lahore, there were 438 students as against 456 in the preceding year. The decrease was due to the restriction of new admissions. The fee receipts rose from Rs. 46,516 to Rs. 50,067 owing to an increase in the scale of tuition fees. Beyond some sanitary additions and improvements, no new building construction was undertaken.

King Edward
Medical
College,
Lahore.

In his review, the Inspector-General remarks that Lieutenant-Colonel Broome, C.I.E., I.M.S., the Principal, carried out his duties with his usual zeal and energy; and he also makes appreciative reference to Lieutenant-Colonel Bott, C.I.E., I.M.S., Professor of Operative Surgery, who proceeded on long leave preparatory to retirement.

3. The year under review saw the completion of the new buildings and of the quarters for the assistant staff at the Women's Medical College, Ludhiana. Dr. Edith Brown, the Principal, speaks well of the work and discipline of the students. She complains of the delay in the execution of the drainage scheme of the Budha Nala which is responsible for much of the malaria and ill-health among the staff and students. Other needs are stated to be better water and lighting supply and more science equipment.

Women's
Christian
Medical
College,
Ludhiana.

4. There were 375 students on the rolls of the Medical School, Amritsar, as against 372 in the previous year. The percentage of passes in the examinations held at the conclusion of the several stages of instruction varied from 78.6 to 93.7. There is no dearth of clinical material, but the hospital suffers from disadvantages due to poor equipment, lack of accommodation for in-door patients and defective sanitary arrangements.

Medical
School,
Amritsar.

5. There has been a slight fall from 116 to 110 in the attendance roll of the Dayanand Ayur-Vedic Vidyalaya. This does not mean, however, any decline in the popularity of the institution which is steadily rising, as is apparent from the fact that the number of out-door patients increased from 17,463 to 26,686 during the year under report. An important feature of the institution

Dayanand
Ayur-Vedic
Vidyalaya,
Lahore.

is that whereas the system of medicine followed is the ancient Ayur Vedic, operative surgery is taught and practised on western lines. In order to improve the work in the latter department, a dissection block has been erected at a cost of Rs. 20,000.

**The Tibbya
College,
Lahore.**

6. It is reported that the old *unani* classes in Lahore have been reorganised and improved. The institution has now been raised to the status of a Tibbya College. The management has been placed in the hands of a special committee and the promoters of the institution speak hopefully of its future. Government has also encouraged their efforts by an annual grant of Rs. 3,000. The attendance has increased by 35 to 94.

**The Hailey
College of
Commerce,
Lahore.**

7. A description of the aims and objects of the Hailey College of Commerce was given in last year's report. The course of instruction extends over three years, on the completion of which students take the Bachelor of Commerce examination of the Punjab University. The results of the examination held at the end of the first year were satisfactory. Arrangements are made whereby, during vacation, students are placed in business houses for practical training. The staff has been strengthened by the appointment of a professor of accountancy. Rs. 3,000 were spent in the improvement of the library.

**V. D. J.
Hindu
Technical
Institute,
Lahore.**

8. The roll of the Victoria Diamond Jubilee Hindu Technical Institute, Lahore, decreased further from 155 to 142; and the main cause is attributed to the declining popularity of the oil engine class. It is pleasing to record, however, that the institution continues to attract young men from the higher caste Hindus, in whose interests it was founded. The mechanical engineer's diploma was granted to 35 pupils, and the engine driver's diploma to seventeen; but only four passed the oil engine test. Almost all of the young men are reported to have secured employment.

**Engineering
institutions.**

9. The attendance of the School of Engineering, Rasul, continues to rise on account of the increasing demand for men trained at the school. Competition for admission is very keen, 551 candidates competing for 87 vacancies. The examination results were good, as is evidenced by the high percentage of passes and by the large number of honours and credits gained. The work of the students is reported to have been above the average owing to the improved quality of the recruits to the school. The special course in reinforced concrete was again held and was attended by thirteen subordinates.

The Maclagan College of Mechanical Engineering is now in its sixth year of existence. The number of students under

training at the end of the year was 43 in Class A, and 204 in Class B, a total of 247 as against 227 of the previous year. Of this number, 145 were resident students.

10. There were 163 students at the Veterinary College, Lahore, or fifteen more than in the previous year. Notwithstanding the fact that the standard of admission has been raised to the intermediate in science or arts, there were 135 candidates for 47 vacancies. The examination results were a marked improvement over those of previous years; and it is noteworthy that the demand for qualified men continues to exceed the supply. To meet this increasing demand, measures are being taken to provide for a larger number of students.

Veterinary
College,
Lahore.

Captain Walter officiated in place of Mr. Taylor, the Principal, who himself officiated as Director, Civil Veterinary Department. An important development of the year was the appointment of Major Nicholl as research officer at the college.

11. Mr. T. A. Miller Brownlie continued as principal of the Punjab Agricultural College, Lyallpur, for the year under review. The competition for admission to the English classes of the college was very keen as is evidenced by the fact that for forty-six places there were 412 candidates. Nearly all the men finally selected had obtained either a first or a second class. The following table gives the results of the English classes :—

Punjab
Agricultural
College,
Lyallpur.

<i>Examination.</i>	<i>Appeared.</i>	<i>Passed.</i>	<i>Pass percentage.</i>
F.Sc. (Agriculture)	65	45	75
B.Sc. (Agriculture)	36	28	77.7
Leaving Certificate	15	15	100

The percentages for the previous year were 74, 51 and 91 respectively. Forty-one candidates attended the six months' vernacular class, nine of whom came from the Co-operative Department. Thirty-one S. V. certificated teachers joined the special class arranged for them, and twenty-eight were declared successful in the examination held at the end of the course. The rural economy class also continued to function. It was attended by officers from the civil, political and engineering departments. Seventeen as against twenty last year joined the 'Lohar' class. The practical course in fruit growing which was instituted last year was held this year also.

The Principal speaks very encouragingly of the progress of the tutorial system. Its further extension, however, depends on increased accommodation and increased tutorial staff. The photograph and cinema sections continued their activities, the touring cinema lorry giving shows at different places such as Lyallpur, Sheikhpura, Jhelum, Jullundur and Rawalpindi.

Mayo School
of Arts,
Lahore.

12. The number of pupils in attendance at the Mayo School of Arts increased from 229 to 265 during the year. Admission to the school is eagerly sought and as many as eighty applicants had to be rejected through lack of space or on the ground of unsuitability. The school continues to maintain its reputation under Mr. Heath, even though there was shortage of staff owing to the departure of Mr. Gupta to England and to Mr. Cowie's appointment as Inspector of Industrial Schools.

(ii) *Special schools.*

Reformatory
School, Delhi.

13. Mr. Bateman continued to be in charge of the Reformatory School, Delhi, throughout the year. The staff was strengthened by the appointment of an assistant teacher and a masonry instructor. Certain minor improvements and extensions have been made in the buildings. There were 157 boys at the close of the year as against 146 in the previous year. The conduct of the boys was reported to be satisfactory, and the Superintendent speaks well of the monitor system. The report of the deputy inspector of schools, Ambala division, on the educational work of the school was generally favourable. A hope is therein expressed that, with the appointment of the assistant teacher, it should be possible to give more individual attention to the boys.

The work of the industrial side is also showing satisfactory improvement. The annual repairs to the buildings were carried out by the boys under the supervision of the masonry instructor. The *khaddar* woven at the school supplied the material for the boys' uniforms. At the Delhi health week exhibition, the boys were given a good opportunity of showing the work of the school to the public.

Physical training is being developed along right lines. The teachers are participating to a greater extent than formerly in the games and take a keener interest in the physical development of the pupils. The general health has been good. The organisation of a bugle band, the monthly excursions, the weekly gramophone entertainments, and magic lantern shows have helped much to brighten the lives of the inmates and to break the monotony of detention.

Eighty boys were discharged in the three preceding years. Of these, forty-five are reported to be leading honest lives. Close touch is maintained with past pupils through the agency of the district inspectors of schools. While acknowledging the assistance rendered by these officers, the Superintendent feels that the establishment of unofficial after-care societies would be a great help.

14. The Government Technical School, Lahore, records another year of successful work. The congestion of previous years was somewhat relieved during the year by the transfer of the four lower classes to the Sheranwala Zenana Industrial School, but the need for more accommodation is still felt in the crafts classes. Another requirement is more equipment. It is pleasing to note, however, that the smithy department will soon be placed on a sound footing by the arrival of new equipment. Of the 65 boys who left school from the two higher classes, all but four are reported to have found employment.

Government
Technical
School,
Lahore.

15. There were twenty-nine pupils enrolled in the School for the Blind, Lahore, which is the highest number yet recorded. The staff of two teachers is not considered sufficient for the increased number of boys. The school sent one of its pupils to give a practical display of manual work in the demonstration train.

School for
the Blind,
Lahore.

(iii) Vocational training.

16. In the previous year, a committee was appointed to consider the system of agricultural training which has obtained in the Punjab for the last nine years. The members of the committee were :—

Committee on
agricultural
training.

Mr. R. Sanderson, M.A., I.E.S., officiating Director of Public Instruction, Punjab (*Chairman*).

Mr. D. Milne, C.I.E., Director of Agriculture.

Honorary Lieutenant Rao Bahadur Chaudhri Lal Chand, O.B.E. of Rohtak.

The Rev. A. E. Harper, M.A., B.D., of Moga.

Mr. W. Roberts, B.Sc., B.C.G.A., Farm, Khanewal.

Sardar Habibullah Khan, M.L.C., Deputy President, Legislative Council, Punjab.

During the year under review, this committee submitted a valuable report which was published, together with a Government Resolution on the subject. Recommendations were made regarding the size of the farms, the method and extent of subsidising them, and the nature of the instruction, but the basic principle that agricultural training should be imparted along with general education in the ordinary schools and not in special schools was affirmed unanimously by the committee. With this support, it is hoped materially to extend the measure of agricultural training which has become so valuable a feature of the system of education in the Punjab.

17. For purposes of supervising agricultural training, the province is divided into two halves, one in charge of Lala Lachhman Das, and the other in that of M. Ghulam Muhammad Khan,

Inspection.

the additional assistant inspector. These two officers have submitted valuable and interesting reports which indicate that, in spite of unfavourable climatic conditions, good progress has been made during the year.

Agriculture
in high
schools.

18. Lala Lachhman Das gives interesting details concerning the farms attached to the Government high schools at Jullundur, Hoshiarpur, Ludhiana, Ajnala, Gurgaon and Renala Khurd. There has been a marked decline in the number of candidates taking agriculture for the matriculation examination, and the reason for this decline is attributed to the University regulation whereby only those candidates who take science are permitted to offer agriculture as an elective subject. The additional assistant inspector of agriculture has written :—

“ It appears from the old records that four candidates took agriculture in the matriculation examination of 1912. Thereafter, the number rose steadily until it reached 464 in 1917. Then came the new scheme of expanding agricultural education which led to the opening of high school centres of agriculture. In 1927, the number of candidates was 1,800. At that stage, the new University regulation came into operation with the result that the number of candidates declined to 1,300 in 1924, and to 485 in 1929. ”

19. Lala Lachhman Das speaks in favourable terms of the experiment at Renala Khurd, in the Montgomery district, by which—

“ Agriculture is treated as a hobby rather than as a regular school subject. Although the work on the farm is voluntary, the boys take a genuine interest in farm work and take a pride in keeping their plots neat and tidy. The people of Haveli in the same district, encouraged by the success at Renala Khurd, have placed 59 kanals of fertile irrigated land at the disposal of the district board in order to attach a farm to the newly started high school in that place. They have made a particular request to the board that ‘ agricultural education may be treated as the primary need of that ilaqa ’.”

Agriculture
in vernacular
middle
schools.

20. The number of middle schools teaching agriculture has advanced from 128 to 144 during the year. Of these, 72 are provided with farms, and an equal number with garden plots. The reports indicate that—

“ The subject is becoming increasingly popular with the pupils who take a genuine interest in their plot work. The teachers and inspecting officers are now convinced of the utility of the subject in schools and are doing their best to increase its efficiency. The parents no longer look with disfavour on their sons being made to do rough out-door work with their hands and, in the majority of cases, actually appreciate the boys’

plot work. The district boards also seem to have abandoned their opposition to the farms on financial grounds; and some of them have actually started farms or plots on their own initiative, without claiming a capital grant from Government. The only opposition now experienced from parents is based on the fact that agriculture as an optional subject in middle schools cannot serve any good purpose to the boys who wish to proceed to high schools as little or no provision is made in them for teaching the subject."

21. In spite of unfavourable circumstances, the financial position of these farms and plots was much improved during the year. The percentage of farms run at a profit has been increased from 35.7 to 49; and that of plots from 60 to 79.3.

Among the successful farms, the following have been specially mentioned: Kalanaur (Gurdaspur), Chak 101-S. B. (Shahpur), Patti (Lahore), Kot Sultan (Muzaffargarh), Chak 379-J. B. (Lyallpur), Makhnanwali (Gujrat), Kamar Mashani (Mianwali) and Kharkhauda (Rohtak). The farms at Kunj-pura (Karnal) and Dasuya (Hoshiarpur), though not showing a profit, also deserve notice in that they show a high income per acre. Patti, in the Lahore district, earns the distinction this year of showing the highest income per acre among school farms.

Among the garden plots, Jhok Vains (Multan) and Khunian-wala (Lyallpur) deserve special mention. In the former place, the area of the plot is only half an acre, but the net profit amounted to Rs. 110.

22. Along with better financial results, there has also been improvement in the training. "A substantial advance was made in almost all farms in seeing that each boy working on the farm assumes responsibility for a certain area, however small, in addition to joint responsibility with his class-fellows on a larger piece."

Lala Lachhman Das records that these farms and plots continued to attract the attention of zamindars in the neighbourhood:—

"Wherever such demonstrations have been carefully carried out, the zamindars have taken a keen interest in them. The result has been that the agricultural teacher's assistance is now sought to an increasing extent in securing for the zamindars better varieties of seed and some of the more useful implements such as the Meston plough and the bar-harrow."

An interesting innovation is the Ziraat Club in the Moga tansil, in the institution of which three of the neighbouring schools have co-operated. Boys from each of these three schools engage unassisted to cultivate small plots of about two kanals each, in

which they are at liberty to grow wheat or any winter fodder of vegetable crop. The final results of the contest are awaited with much expectation by the boys and by the schools to which they belong.

Nature study
and gardening
in training
institutions.

23. Lala Lachhman Das also speaks in hopeful terms of the improved teaching of what is generally known as Nature Study :—

“ Nature study has begun to assume importance in normal schools. It has now been realised as never before that the only reliable text-book on nature study is the open book of nature itself, and that the school garden is an important and definite chapter of it. It is therefore pleasing to record that there is not a single normal school in the province without a garden. The best kept school gardens are now usually those in normal schools.”

The normal school at Lala Musa is specialising in vegetables and floriculture ; and during the year under report 7,000 packets of assorted seeds were distributed to the schools. The normal school at Gakhar has also fully maintained its high reputation.

Teachers’
Training
Class, Lyall-
pur.

24. The agricultural teachers’ training class at Lyallpur has done well, there being an enrolment of 31 teachers under training. It is suggested that a one year’s course is insufficient and that, on the completion of the course, the teacher should be attached temporarily to a successful school farm in order to gain experience in the organisation of farm work.

Clerical
training.

25. Ten post-matriculation clerical and commercial classes have been instituted in connexion with intermediate colleges or high schools in different parts of the province. Their total enrolment at the close of the year was 315. That they are fulfilling the expectations formed of them will be apparent from the following excerpt from Sheikh Nur Elahi’s report :—

“ These classes are supplying a great need and are growing in popularity. They are training young men in clerical and commercial subjects who are readily employed in Government offices and private firms in preference to undergraduates and even graduates.”

Young Men
Christian
Association
and Young
Women
Christian
Association
Continuation
Classes,
Lahore.

26. There were 501 men on the rolls of the Young Men Christian Association classes as against 427 last year. Short-hand and typewriting continued to be the most popular subjects. Special English classes are maintained for the benefit of non-matriculate students. An extra shorthand class has also been opened for those desirous of further improvement in this subject after passing the Junior Clerical Certificate examination. The Young Women Christian Association class had 13 girls on roll. The qualified girls find no difficulty in obtaining suitable posts.

CHAPTER VIII.

The Education of Girls.

(i) *Facts and figures.*

During the last three years, progress in the education of girls has been far more rapid and satisfactory than previously. The main figures are as follows :—

Schools and
pupils.

Year.	INSTITUTIONS.		
	Recognised.	Unrecognised.	Total.
1923	1,139	1,523	2,662
1924	1,113	1,816	2,929
1925	1,140	1,715	2,855
1926	1,271	1,797	3,068
1927	1,367	2,206	3,573
1928	1,489	2,509	3,998
1929	1,586	2,512	4,098

Year.	PUPILS.		
	Recognised.	Unrecognised.	Total.
1923	64,092	26,576	90,668
1924	63,947	29,596	93,543
1925	66,184	28,254	94,438
1926	73,816	32,912	106,728
1927	82,105	38,532	120,637
1928	92,501	44,585	137,086
1929	100,387	49,306	149,693

2. These figures are of interest. In the first place, though the number of unrecognised schools is very large, the enrolment of most of them must be very small; and the record of attendance is very unreliable. Still, the Deputy Directress is of opinion that many of these schools serve a useful purpose and deserve better treatment at the hands of local bodies. Some even of the aided schools lead a very precarious existence, and cannot be expected to prosper if they know not from year to year whether they can count on the payment of the grant-in-aid by local bodies, which they have legitimately earned in accordance with the rules and regulations of the Code.

In the second place, the increase in the enrolment of recognised institutions has been considerable during the last three years. This indicates a good hope, at any rate, that, at long last, far more rapid expansion will be attained in the near future.

3. The following figures give the relative progress made in each division in recognised institutions :—

	1928		1929	
	Institutions.	Pupils.	Institutions.	Pupils.
Ambala	191	6,896	209	8,118
Jullundur	267	16,754	304	19,438
Lahore	406	32,033	419	32,663
Rawalpindi	283	16,929	330	19,585
Multan	311	18,547	295	19,225

The most advanced district is Lahore with 7,662 pupils in recognised institutions, but Amritsar and Sialkot are very close behind with 7,422 and 7,004 girls respectively. Next come Ferozepore with 5,449, Rawalpindi with 5,019, and Gujranwala with 4,955. Ludhiana and Jhang have 4,865 and 4,839 respectively; and Jullundur has 4,347. Multan, Gurdaspur and Hoshiarpur have each over 3,000 girl pupils.

4. In previous years, attention has been drawn to the distressing fact that the enrolment of the junior classes is out of all proportion to that of the higher classes; and that therefore the cost per literate must be very high indeed. However, progress

in the upper classes has been much more rapid in recent years. The figures which do not include European and Anglo-Indian girls are as follows :—

	NUMBER OF GIRL PUPILS IN SCHOOLS.						
	1923.	1924.	1925.	1926.	1927.	1928.	1929.
Primary V	3,265	3,450	3,697	3,988	4,203	4,557	4,867
Middle VI	822	834	854	1,062	1,151	1,419	1,623
Middle VII	491	538	603	673	779	871	1,096
Middle VIIa	368	391	396	424	541	568	700
High IX	88	165	127	168	171	195	277
High X	67	66	71	86	111	143	147

These figures are borne out by a remark in the report of the Kinnaird College, Lahore :—

“ Because of the new impetus to girls’ education in the Punjab, the number of those desiring to attend the college has suddenly increased ”.

The statistics of the Middle Standard examination are also of importance in this connexion :—

				<i>Candidates.</i>	<i>Passes.</i>
1928	..	..	..	905	701
1929	..	..	..	1,171	890

5. The total expenditure on girls’ education has risen to **Expenditure.** Rs. 20,52,471 as against Rs. 18,33,426 a year ago. Of this sum, Government funds provide Rs. 10,67,288 ; district board funds Rs. 1,48,631 and municipal funds Rs. 3,78,517. Fees amount to Rs. 85,285 ; and Rs. 3,72,650 come from private sources. The increase in expenditure from district board funds was only Rs. 1,880, and that from municipal funds only Rs. 6,222. It will therefore be seen that the greater share of the increased cost has been met by Government (Rs. 1,93,673). Fees have gone up by Rs. 10,977 which is satisfactory.

(ii) *Collegiate education.*

6. The number of girls on the roll of the Queen Mary College **Queen Mary College.** was 169, of whom 70 were boarders. Miss Ebbut who was in temporary charge retired during the year ; and Miss Cocks succeeded her. Progress has been retarded a great deal by the fact that

there have been many changes in the staff, while several have been absent on medical or ordinary leave.

Lahore College for Women.

7. The enrolment of the Lahore College for Women was 76, of whom twelve were in the degree classes and the remainder in the intermediate. The number of boarders was 36. In the intermediate examination, there were fourteen candidates, of whom eleven were successful, one gaining the Gold Medal for standing first in Sanskrit, and another the Gold Medal for standing first among the girls taking Urdu. In the B.A. examination, three students appeared and all passed.

There have been some changes and additions to the staff. Miss G. Harrison has been in charge of the college which is increasing in numbers and is doing good work.

Kinnaird College, Lahore.

8. The number of students at the Kinnaird College, Lahore, has risen from 34 to 52 during the year; and of these forty were boarders. There have been many changes in the staff. The students take part in many activities and thus enjoy a full and interesting college life.

Some valuable statistics have been provided in the report. Since the college was started in 1913, there have been in all 199 students; of these, eighty are teachers. A large number have married, and are interesting themselves in school work and in other forms of social service.

(iii) *Anglo-vernacular schools for girls.*

Rapid progress in the towns.

9. By far the most pleasing development in girls' education is the very rapid progress made in the secondary schools located in large towns. Indeed, so much is this so that it is no longer possible to speak of the apathy of the middle class population in the towns towards the education of their girls; and the main difficulty at the moment is to extend the accommodation quickly enough in order to keep pace with the large and increasing number of applicants for admission.

10. The Lady MacLagan High School in Lahore has now 607 pupils, excluding 177 senior vernacular and nine junior anglo-vernacular teachers under training. This school has made great strides under the guidance of Miss E. M. Must who has been ably assisted by Miss Thomas, Mrs. Sircar and the rest of the staff.

The Victoria School, Lahore, has an attendance of 702 pupils and has been raised recently to the high standard. This school, which is located in an old palace near the homes of the children in the city, is deservedly popular and has a long record of good work.

Miss M. Bose who was first in charge of the school in 1885 retired in July, 1928 ; and she will be missed at every turn, but especially in her old school. Indeed, through her activities the Victoria School has been the nucleus and the foundation of most of the progress in girls' education during the last forty years in Lahore, if only because other institutions such as the Lady Mac-lagan School and the training institutions were first started by drafting girls to them from the Victoria. It is pleasing to learn that Miss Bose has undertaken educational work in Kashmir.

11. The Government high schools in the mufassal have all made good progress ; and the increased enrolment in some of them can only be termed phenomenal. There are four in the Western Circle ; four in the Eastern Circle ; and three in the Central Circle outside Lahore. High schools were opened at Jhang, Hoshiarpur and Gujranwala during the year under report.

The schools at Rawalpindi and Lyallpur are housed in very good buildings ; and the training classes attached to them are doing good work. The school at Sialkot developed very rapidly under the guidance of Miss M. Bhan, but relapsed slightly after her departure to England for further training. Though Moga is only a small place, yet over 250 girls are already enrolled and progress is reported as most satisfactory. The Deputy Directress states that the school at Ludhiana, in spite of inadequate buildings, is one of the most efficient in the province, and she pays a well-deserved tribute to the good work of the headmistress, Miss M. Wylie. The school at Ambala made a slow beginning, but has now become a large and flourishing institution. At Hoshiarpur, the school has made a good start with Miss Makhan Lal as the headmistress, while the school at Jullundur has outgrown its present accommodation. At Gujranwala, the school has now an enrolment of about six hundred pupils, although it was only started two years ago.

Miss Stratford writes in favourable terms on the general development of these schools. She states that the utmost is made of limited accommodation, that the rooms are kept fresh and clean, and that the grounds are made attractive by flowers which are looked after by the pupils.

12. The two large Mission high schools, the C. M. S. ^{Aided high schools.} Alexandra at Amritsar and the Z.B.M. Kinnaird in Lahore celebrated their jubilee in December, 1928, and in January, 1929, respectively. Both of these schools have an excellent record of

work and service behind them, and have exercised a great and salutary effect on the education of girls in this province.

The Alexandra School at Amritsar has two separate hostels which are arranged to meet the requirements of those who wish for more expensive board, and of those who wish for more simple arrangements ; but the schooling is the same for all.

The Avalon High School which is maintained by the American Mission at Pathankot has fully maintained its high record ; and similar reports have been received from the American Mission School in Ambala City. The news that a Kaiser-i-Hind Medal had been awarded to Mrs. Schuyler was received by the staff and pupils with great delight.

In Ferozepore, the Dev Samaj High School has continued to do good work, but the Kanya Maha Vidyala finds it difficult to recruit a good staff.

Training of
teachers for
secondary
schools.

13. Perhaps the greatest problem in meeting this sudden and increasing demand in secondary education is to provide suitably trained and qualified teachers. Until such time as a separate training college for women is instituted, arrangements are made for the admission of a few women graduates in the Central Training College, Lahore. It is satisfactory to learn that, shortly after the conclusion of the year, about ten women graduates applied for admission to that college and will shortly undertake the senior course of training, on the conclusion of which they should be fully competent to occupy some of the senior posts in the schools.

The extension and improvement of the senior vernacular training classes attached to the Lady Maclagan School has also gone far to solve the difficulty of providing suitably qualified vernacular teachers in the secondary schools.

14. The main difficulty, however, is to find a sufficient number of junior English teachers for these schools. In the past, the main burden has rested on the training class for anglo-vernacular mistresses which has been held for many years at the Kinnaird School in Lahore. In the year under review, there were 22 teachers under training.

Junior anglo-vernacular classes have now been started at the Lady Maclagan School ; and an adequate number of stipends have been provided. In addition, subsequent to the close of the year, a number of stipends were sanctioned for the encouragement of girls in the high classes to obtain the qualification preliminary to admission to the junior anglo-vernacular class.

Vernacular
middle
schools.

15. Aided vernacular middle schools in which English is taught as an optional subject have been encouraged to make

improvements in order to justify recognition as anglo-vernacular schools. It is satisfactory that in the secondary classes of these schools much more attention is now being paid to hygiene and home crafts ; and that the number of pupils who complete the course and appear for the Middle Standard examination is increasing very rapidly.

(iv) *Primary schools.*

16. The number of primary schools has risen from 1,335 to 1,409 during the year ; and the number of pupils enrolled in them from 68,436 to 73,830.

The diaries of the assistant inspectresses show that in many districts the primary schools are improving, that better methods of teaching are being employed, and that attendance is slowly becoming more regular. In most village schools, the buildings are not suitable for the purpose, ventilation and lighting are defective, and there is little or no furniture.

17. Co-education is making some progress which is satisfactory in that it is much more economical than having separate schools for boys and girls. In places where it is possible to have women teachers in charge of primary schools, there is a strong feeling in favour of the movement as women are usually better teachers of small children than men. Unfortunately, owing to the dearth of even untrained mistresses, it is not possible to do much in this direction, though in some places a master's wife teaches in the boys' school. Co-education.

The number of girls reading in primary schools for boys was 3,908 at the end of the year ; and the number of boys reading in girls schools was 277.

18. The training given to the senior vernacular teachers at the Lady Maclagan School is thorough with the result that many of the teachers, on the completion of their training, become distinctly efficient and, indeed, are entrusted with more advanced work than would be expected from their qualifications. In 1928-29, the number under training was 177, or an annual output of about eighty. Further facilities are required. Vernacular
training
classes.

The junior training classes are less satisfactory. The standard of admission is low, and therefore the teachers under training require much general instruction in addition to their professional training. The brighter girls manage to pass the Middle Standard examination as well as the professional test during the two years' course. As soon as the number of girls reading in the middle standard has increased sufficiently, it will be possible to raise the standard of admission to the training classes.

19. The main difficulty, however, is that very many of the girls are reluctant, not unnaturally, to serve in distant and lonely villages in which accommodation is hard to find. The most effective means of overcoming this difficulty is to provide facilities for training in some of the larger villages, in which sufficient progress has been made in the general education of girls. With this end in view, Government vernacular middle schools were started during the year at Chakwal, Sahiwal and Rohtak ; and to each of these institutions a small training class is attached.

(v) *Direction and inspection.*

20. Miss Stratford, Miss Howe and Miss Sircar were in charge of the three circles, and did their best to cope with a large volume of work and with an ever increasing responsibility ; but there are only three assistant inspectresses in each circle. This small number of inspectresses is inadequate for the work in hand ; and, subsequent to the close of the year, additional posts were sanctioned.

It should be remembered that work is heavier on the girls' than on the boys' side in the matter of inspection. The girl teachers are very inexperienced and, not unnaturally, timid ; and thus they need much encouragement and guidance from the inspecting staff. The object is therefore to visit each school at least twice a year.

21. Miss L. M. Stratford continued as Deputy Directress during the year, except for a short period when she was on leave ; and Miss E. M. Must officiated. The innovation by which the Deputy Directress is now a member of the headquarters staff has many advantages and has already resulted in the plans and developments of girls' education being considered with greater care and thoroughness ; but on the other hand a very large burden of work is placed on the Deputy Directress. A post of personal assistant has therefore been created.

22. Great credit is due to Miss Stratford and her colleagues for their untiring zeal in promoting the cause of girls' education. It must be a great incentive to them that, after long and weary years of patience, there are now real signs of progress and of rapid development.

CHAPTER IX.

Education of Europeans.

During the summer months of the year under review, Mr. J. E. Parkinson held charge of the office of Inspector of European Schools in place of Mr. D. Reynell, on leave.

2. The number of European schools is now 28 which shows an increase of two over the figures of last year, but this increase is only nominal as, under the orders of the Government of India, the Lawrence Royal Military Schools for Boys and for Girls, Sana-war, have now been included in the returns. During the year, St. Edward's Day School, Milsington, Simla, was placed on the grant-in-aid list, while the Christ Church Middle School in Simla was reduced in status to the primary standard.

It is sad to report the gradual decline of this school which is one of the oldest in Simla but, with the creation of schools in other parts of Simla and with the development of boarding schools teaching up to the high standard, the decline of Christ Church School which has no residential facilities and which is located in what may be regarded as the centre of Simla business life became inevitable. The school now serves an excellent purpose, however, in providing facilities for children who are too young to walk any considerable distance to school, and it should therefore have before it a prosperous and useful future as a kindergarten and primary school.

3. The number of pupils attending European schools shows an increase of 375 boys and 152 girls to 1,530 and 1,556, respectively. This increase is mainly due to pupils on the rolls of the Sana-war schools, which are now included for statistical purposes in the returns. Excluding these figures, the boys have increased by 49, while the girls show a decrease of 31.

The number of Indian pupils has increased by eight to 356. The gradual increase is shown by the figures for the last three years :—

			<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
1925-26	..	..	209	88	297
1926-27	..	..	224	92	316
1927-28	..	..	237	111	348
1928-29	..	..	242	114	356

In most of the boys' schools, the maximum number of Indian pupils allowed by the Code has been admitted. In the case of girls, however, applications for admission are relatively few, though these are increasing in number. It is pleasant to record that most of the Indian boys take an active part in the general activities of the schools, and that there is a real spirit of comradeship between them and their Anglo-Indian comrades. Indeed, in one of the larger schools an Indian boy was captain of the hockey team and also a prefect, while one of the best middle-weight boxers in the Punjab schools was an Indian boy.

Expenditure. 4. The total direct*expenditure from all sources has increased by Rs. 26,416 to Rs. 5,86,094. The indirect expenditure, however, has decreased by Rs. 58,211, and thus the net decrease in total expenditure is Rs. 31,795. The decrease is due mainly to the fact that aided schools spent from their own resources considerably less on furniture and buildings than in the previous year. The amount of Government assistance towards these objects was also about Rs. 22,000 less than in the previous year.

Scholarships. 5. The total number of scholarships held in the schools has increased by eight to 80 with a corresponding increase of Rs.1,327 in expenditure.

Buildings. 6. There is little to report under the head of buildings. Loreto Convent School, Simla, has not found it possible as yet to begin the replacement of its old building by a new school, though plans have been prepared and a grant sanctioned. St. Edward's Day School, Milsington, is contemplating a change from a day to a boarding school, whilst the Bishop Cotton School at Simla is preparing plans for a considerable extension of class-room and hostel accommodation. The new assembly hall at the Lawrence College was completed during the year.

Examinations 7. The departmental examination results were again satisfactory. In the High School examination, 38 boys and 57 girls passed out of a total of 44 boys and 68 girls, or 95 out of 112. In the previous year, 86 out of 108 were successful. In the Middle School examination, the corresponding successes and totals were 93 out of 105 boys and 110 out of 117 girls, or 203 out of 222, as compared with 160 out of 188 in the previous year.

These results appear better than they really are in comparison with the results of previous years, as eight pupils in the Middle School examination and twenty-four in the High School examination were declared successful by the moderators after a

*The figures relating to expenditure do not include those of the Lawrence Royal Military Schools (boys and girls), Sanawar.

review of the school record of work, an innovation which is calculated to bring about more sustained work by the pupils throughout the year, and to prevent the detention of pupils who are really fit for promotion in consequence of an accidental circumstance at the time of examination.

8. Of the 235 teachers employed in European schools, 171 **Teachers.** are trained. Of the 64 untrained teachers, 37 are members of religious orders, while several of the others have not been permanently appointed. The proportion of trained teachers may thus be regarded as reasonably satisfactory.

9. In the year under report, the Government accepted the **Courses of study.** recommendation of an 'ad hoc' committee that the High School examination should be abolished, and that the Cambridge School Certificate examination should be taken in its place. This decision has been reached after long consideration. The Inspector reports that the change is welcomed by the schools in that pupils in high schools will no longer be expected to take four external examinations, one in each of four successive years, with the additional difficulty that, in some subjects of study, the courses are neither progressive nor coordinated with the work of the previous year. The Junior Cambridge examination will no longer be recognised by the Department.

10. Science, though an elective or optional subject in all the examinations for which schools enter candidates, receives very stepmotherly treatment by the schools themselves. Of the boys' schools, only the three of college status, the Lawrence Schools, Ghoragali and Sanawar and the Bishop Cotton School, Simla, possess a laboratory. No girls' school has facilities for the teaching of any science except domestic economy; and only a few schools even teach this subject.

The Inspector reports that Urdu does not receive the attention it deserves, seeing that a large proportion of the pupils, both boys and girls, are likely to remain in this country. The schools represent that efficient teachers of Urdu are difficult to find, that the standard of attainment is low, that the children show little enthusiasm for this subject, and that *munshis* are usually incapable of controlling a class.

11. The Inspector continues to be critical of much of the **Teaching.** teaching, and is of opinion that a higher standard should be reached in many subjects. He complains of the dullness of much of the teaching, and implies that the teachers, in the girls' schools in particular, do not keep abreast of modern thought and ex-

perience on educational ideals and methods. He reports little improvement in the teaching of the subjects which he criticised adversely in the report of last year.

Choral competition.

12. For the third successive year, the choral competition for European schools was held in Simla. His Excellency the Governor of the Punjab kindly lent the grounds of Barnes Court for the contest and entertained the competitors to tea. The Simla Music Club presented a challenge cup to be held by the winning school for one year, together with a replica. Unfortunately, the entries were not so numerous as they should have been. Only two schools competed for the senior prize, and three for the junior. Ayrcliff Girls' School retained the challenge cup and has won the senior competition each year in which the contest has been held.

Training of teachers.

13. In the training of women teachers, St. Bede's College, Simla, continues to do admirable work. The course has recently been revised in order to bring certain subjects into closer line with those of the Intermediate examination of the Punjab University. In order to encourage students to proceed further in their studies, the length of the training has been extended from two to three years for those who wish to take the Intermediate examination. In this respect, St. Bede's is now in line with the men's training college at Ghoragali in providing facilities for study up to the Intermediate standard.

There is a kindergarten training class at St. Deny's School, Murree, but the work is handicapped by the small numbers, both in the kindergarten and in the training class.

Chelmsford Training College.

During the year the Chelmsford Training Class attached to the Lawrence School at Ghoragali has become the "Chelmsford Training College." The Inspector reports that since the conversion of the school to an intermediate college, the academic work of the students under training is much the same as that of the college students, though a greatly extended curriculum offers a wider choice of elective subjects.

Col. W. T. Wright, the Principal, reports—

"The addition of the extended science training has also proved of inestimable value for our students of the Chelmsford Training College, who are being trained for masterships in European schools in India."

Collegiate courses.

14. The Lawrence Intermediate College at Ghoragali again reports a successful year. Of the twelve candidates who sat for the Intermediate examination of the Punjab University, eleven

were successful, whilst the twelfth candidate was placed in compartment. Of the twelve candidates, nine took the F.Sc. It is gratifying to note that the extended science accommodation provided when the college was affiliated to the Punjab University in science is being used by an increasing number of students.

In the province, there are now three European schools affiliated for teaching up to the intermediate standard ; the Lawrence College, Ghoragali, and the Bishop Cotton School, Simla, are both affiliated to the Punjab University, while the Lawrence Military School at Sanawar is affiliated to London University.

The European community of the Punjab can now feel that there are institutions in the province capable of equipping its sons and daughters with that character and capacity which should enable them to hold their own in the battle of life.

CHAPTER X.

Education of Special Classes.

(i) *The encouragement of backward areas and communities.*

The measures which have been taken in recent years in order to ensure a more liberal treatment of backward areas and communities have been described in previous reports. Grants to district boards for the expansion and improvement of vernacular education continue to be assessed in accordance with the needs rather than with the resources of each board. Equally helpful in this respect has been the device of the 'combined institution' which includes 'training units' for vernacular teachers as well as the ordinary school classes. It is by this means that the large demand for additional teachers has been met in the recent past, and that the growing needs of the backward districts have not been neglected. The same purpose in the field of higher education has been served by the preference given in admission to the Central Training College to men from backward areas and communities.

2. In an appendix to Chapter IV of this report is given the list of schools which have been provincialised in recent years, the latest additions being Kot Khai (Simla), Fateh Jang (Attock), Pindi Bhattian (Gujranwala), Sangla (Sheikhupura) and Naraingarh (Ambala). It is to this policy of provincialisation that people in hitherto neglected areas owe the present increased provision for anglo-vernacular education. The same desire to equate the balance between progressive and backward areas is responsible for the location of intermediate colleges. It is very necessary to the fulfilment of the scheme of provincialisation that there be established intermediate colleges in convenient localities in order to satisfy the needs which have been created for this grade of education by the newly sprung high schools.

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 1929.

Particulars.	MUSLIMS.				HINDUS.				SIKHS.			
	1927-28.	1928-29.	Increase.	Decrease.	1927-28.	1928-29.	Increase.	Decrease.	1927-28.	1928-29.	Increase.	Decrease.
University (Research students)												
English	1,975	2,219	244	..	15	10	1	..	1,320	2	2	..
Oriental	62	62	..	..	4,409	4,883	474	..	1,611	1,611	291	..
Total	2,037	2,281	244	..	78	93	15	..	10	9	..	1
Arts Col- leges (ex- cluding IX and X classes of Int. Col- leges).												
Law	103	110	7	..	321	307	..	14	74	87	13	..
Medicine	182	166	..	16	192	189	..	3	75	76	1	..
Commerce	2	6	4	..	31	65	34	..	6	11	5	..
Teaching	90	82	..	8	107	85	..	22	42	32	..	10
Agriculture	73	107	34	..	48	65	17	..	93	69	..	24
Veterinary	49	51	2	..	72	80	8	..	26	30	4	..
Engineering	58	55	..	3	97	121	24	..	32	39	7	..
Total	557	577	20	..	868	912	44	..	348	344	..	4
Professiona Colleges.												
Schools General (including IX and X classes of Int. Col- leges).												
Secondary stage	67,877	73,305	5,428	..	77,466	82,931	5,465	..	28,927	30,893	1,966	..
Primary stage	395,619	384,476	..	11,143	256,795	248,950	..	7,845	95,050	95,684	634	..
Total	463,496	457,781	..	5,715	334,261	331,881	..	2,380	123,977	126,577	2,600	..
Special Schools.												
Training	1,762	1,905	143	..	1,471	1,635	164	..	407	582	175	..
Medical	194	237	43	..	268	263	..	5	84	77	..	7
Art	129	157	28	..	45	67	22	..	11	22	11	..
Engineering	40	31	..	9	91	102	11	..	26	35	9	..
Industrial	2,459	2,713	254	..	935	962	27	..	355	382	27	..
For Defectives	13	12	..	1	28	49	21	..	2	..	..	2
Commercial	52	70	18	..	123	198	75	..	34	41	7	..
Reformatory	70	79	9	..	71	71	..	..	2	4	2	..
Adult	41,178	24,987	..	16,191	41,471	21,542	..	19,929	6,866	4,833	..	2,033
Others	485	774	289	..	776	684	..	92	144	324	180	..
Total	46,382	30,965	..	15,417	45,279	25,573	..	19,706	7,931	6,300	..	1,631
Grand Total (Public Institutions)	512,472	491,604	..	20,868	384,910	363,358	..	21,552	133,586	134,843	1,257	..
Private Schools	40,694	42,779	2,085	..	9,752	9,471	..	281	4,420	4,363	..	57
GRAND TOTAL (ALL INSTITUTIONS)	553,166	534,383	..	18,783	394,662	372,829	..	21,833	138,006	139,206	1,200	..

3. The following table gives the figures of enrolment among the several communities :—

(ii) Muhammadans.

4. The number of Muhammadans under instruction aggregated 534,383 in 1929 as against 553,166 in the previous year. The reasons for this decline have already been discussed and need not be repeated. The decrease in the percentage of Muhammadans is 3.4 and that of Hindus is 5.5, while there has been a slight increase of .8 in the enrolment of Sikhs.

It is all the more pleasing, therefore, that there has been an increase of 5,428 pupils at the secondary stage among Muhammadans; and, indeed, Muhammadans have advanced at a quicker rate than Hindus at this stage of instruction. Equally noteworthy is their increased enrolment at the collegiate stage and in training institutions. Mr. Wilson speaks very hopefully of the present position and is of opinion that "Muhammadans are coming up very well with sister communities in the matter of higher education." In the Rawalpindi division, again, the number of Muhammadans has increased by 7,719 to 77,330 in secondary schools.

(iii) Jains.

5. There are now 4,134 Jains under instruction, or 451 more than last year. Nearly half of these are to be found in the Ambala division, where the Jains continue to maintain two high schools.

(iv) The Upper Classes.

6. The roll of the Aitchison College has fallen slightly from 110 to 106. However, Mr. J. Kelly, the principal, is of opinion that the annual expenditure can be met provided that the enrolment does not fall below a hundred pupils; but he feels that permanent relief can only be achieved by a satisfactory endowment fund. Other important questions discussed in his report are the proper staffing of the college and the need of improvement in the instruction. The several activities of the college continue to flourish, but the farm and dairy suffered from unfavourable weather conditions. The results of the diploma examination were satisfactory.

(v) Depressed Classes.

7. The figures below bear pleasing testimony to the success achieved by the measures adopted in recent years for the encouragement of education among the depressed classes :—

Stage of instruction.	Number of boys in 1927-28.	Number of boys in 1928-29.
Primary	19,885	22,395
Middle	751	1,060
High	37	25
Collegiate	1	2
Total	20,704	23,485

It is noteworthy that, even in this year of decrease, the number of pupils from among the depressed classes has appreciably increased. What is even more satisfactory is the large advance which has been made at the middle stage.

8. During the year under review, Rai Bahadur Lala Ram Chandra was placed on special duty to examine the present position and to make recommendations for future improvement. He has submitted his report, which will be discussed in next year's report. A Government Resolution is being prepared on the subject.

9. It has been pointed out in previous reports that the policy of Government has been to encourage the inclusion of these classes in the ordinary schools rather than to institute separate schools for them as the latter type of school tends to crystallise disabilities which are now tending to disappear. The reports of inspectors bear ample testimony that this policy is meeting with success. S. Nur Elahi writes :—

“ Except in large towns such as Lahore and Amritsar where special schools for the low castes are provided, the boys of the depressed classes attend the ordinary schools where they receive exactly the same treatment as the caste boys. In the beginning, no doubt, the high caste boys feel a little reluctant to mix with the low caste boys, but the teachers' equal treatment gradually breaks down their prejudices, and they begin to play and mix with them as freely as if the low caste children were their own kith and kin. In villages, this shyness on the part of the caste children wears off very quickly, but in the towns it takes a longer time to disappear.”

Mr. Wilson speaks in similar terms of the rapid disappearance of ancient prejudices, and of the readiness with which these children are admitted to the schools. He adds that, “ generally speaking, the depressed classes are now showing a very keen interest in their educational advance ; and the future outlook is full of promise.”

(vi) *Criminal Tribes.*

10. The schools maintained in the settlements for the criminal tribes were attended by 1,947 children, of whom 631 were girls. As compared with last year, there is an increase of 52 in the roll. It is a matter for satisfaction that of the total of 42 men teachers, 27 were either trained or otherwise approved. In the case of girls' schools, however, considerable difficulty is experienced in securing the services of suitable women teachers.

In these schools, 61 boys and 21 girls successfully completed the primary course. At the close of the year, 105 boys were attending middle schools, as many as 82 of them belonging to the

co-operative middle school at Kacha Khuh. The Deputy Commissioner, Criminal Tribes, writes about this interesting institution in the following words :—

“The school is supported entirely by the members of the criminal tribes, and is a standing proof of the change of mentality that has been wrought among these people. Men who used at the least pretence to sneak away and hide themselves until they could get an opportunity to pick a pocket or snatch bangles from a passing woman are now maintaining educational institutions out of their hard-won earnings.”

11. In similar terms, the Deputy Commissioner speaks of the success of the three reformatory schools located at Palampur, Amritsar and Moghalpura. In these schools, pupils are taught such industries as tailoring, weaving, carpentry and book-making in addition to the ordinary instruction. Interesting details are given about the after-occupations of pupils, some of whom are working as teachers and patwaris. Considerable pains are taken to foster in the pupils a love of games, as is apparent from the Deputy Commissioner's report :—

“The annual sports tournament is becoming a regular function ; and men and children look forward to it with keen interest as an opportunity when they can display their skill and win prizes. This year, more than six hundred took part. The Revenue Member presided at the tournament and gave away the prizes.”

12. Equally encouraging reports have been received from the inspectors. Chaudhri Fateh-ud-Din writes :—

“The two upper middle schools with their farms and industrial classes in the Jhang district in the area inhabited by Baluch criminal tribes are making good progress. The enrolment has gone up from 584 to 671.”

Mr. Wilson's report is also of interest :—

“Free education has been provided for boys in almost all districts of the division. No separate schools have been opened, but such boys are being taken freely and regularly in the ordinary schools. In Rohtak, Ambala and Karnal, these boys are supplied with books and writing material free of cost.”

As a result of these systematic efforts, the number of children attending village schools had risen from 3,650 to 5,567 by the close of the year. A hundred scholarships of Rs. 2 and the same number of Re. 1 were given during the year as a help to these children.

CHAPTER XI.

Text Book Committee.

Six members whose term of office expired during the year were reappointed for a further term of two years ; and the vacancies caused by the retirement of two others were filled by the appointment of new members. Constitution of the Committee.

The Delhi branch sub-committee was not reappointed as it was thought that reviews on Urdu books could be obtained direct from the members of the old sub-committee or, if necessary, from the secretary to the newly organised Text-Book Committee of the Delhi Province.

In the year under review, 29 meetings were held (seven of the general committee and 22 of the sub-committees) as against thirty in the previous year.

2. The number of books considered was 432 as against 946 in the previous year. The latter figure was abnormal owing to the sudden demand for books created by the institution of village and class libraries. Consideration of books.

Of the 432 publications considered, 276 were approved and 156 rejected. The books recommended for libraries and prizes numbered 215.

3. The committee continued to take active steps in the preparation of new books and in the improvement of its old publications. The Hindi translation of Mr. H. G. Wyatt's " Book on School Management and Teaching in Schools " was completed last year; and a Panjabi edition is now being undertaken. The Bureau of Education's pamphlet " Note on garden work in a village primary school " has been translated into Urdu. Other books in hand are " An Arabic-Urdu Dictionary for students " by Hafiz Mahmud Shirani ; and a book on the project method suitable for primary school teachers with special reference to girls by the Rev. A. E. Harper. In addition, several books, maps and charts have been revised. Publications.

4. The task of preparing vernacular editions of selected English books has been continued under the supervision of Mr. J. E. Parkinson. All the twelve translations which were reported last year as being in the press or under review have now been published. In addition, the translations of eight other books—five in Urdu, two in Hindi and one in Panjabi—have been completed and sent to the Press. The translation of four others is in progress. Vernacular editions of selected English books.

**Presentation
of books.**

5. The committee continued its practice of presenting books and periodicals to school and village libraries. The cost of this free supply of literature was Rs. 14,657 for books and maps and Rs. 9,281 for magazines, or a total of Rs. 23,938 as against Rs. 21,729 in the previous year.

Cinema,

6. An important innovation in the activities of the committee was the purchase of a cine-kodak and films on educational subjects for use in schools. Provision has been made in the current year's budget for the employment of a demonstrator who will go round the schools and show the films.

Prizes.

7. The competition for prizes annually awarded for the encouragement of vernacular literature was not quite as keen as in the previous year as only eight books were presented for consideration as against eleven last year. Prizes aggregating Rs. 3,750 were awarded to five authors. Bh. Vir Singh and Pt. Bhagvat Datta were each awarded a prize of Rs. 1,000 for the production of *Matak Hulare* (Panjabi) and a *History of Vedic Literature* (Hindi) respectively. L. Mohan Lal Sethi received a prize of Rs. 750 for his 'Nabatat aur Nabatati Khurak' (Urdu); and Sardar Sujan Singh and Mulji Manuja Shastri received Rs. 500 each for their 'Science de Chamatkare' in Panjabi and 'Shivraj Vijai' in Hindi.

Finance.

3. The year opened with a balance of Rs. 1,59,250, and the actual receipts during the year were Rs. 98,527. Out of a total of Rs. 2,57,777, the disbursements of the year amounted to Rs. 59,558, thus leaving a balance of Rs. 1,98,219 at the end of the year, inclusive of Rs. 90,000 on account of earnest money for the new contract of text-books.

G. ANDERSON,

Director of Public Instruction Punjab.

**I. - CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1928-29.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
		1	2	3	4	5	6
RECOGNISED INSTITUTIONS.							
Universities	...	...	...	...	1	...	1
Boards of Secondary and Intermediate Education.	...	...	...	...	...	...	...
Colleges—							
Arts and Science	...	1	...	...	7*	2	10
Law	...	...	...	...	...	1	1
Medicine	...	1	...	...	...	...	1
Education	...	2	...	...	...	...	2
Engineering	...	1	...	...	...	...	1
Agriculture	...	1	...	...	...	...	1
Commerce	...	...	...	...	1	...	1
Forestry	...	...	...	...	...	...	...
Veterinary Science	...	1	...	...	...	...	1
Intermediate and 2nd grade Colleges.	...	12	...	...	4	6	22
(Totals Collges)	...	19	...	...	13	9	40
High Schools	...	82	19	12	182	20	315
Middle Schools	{ English	6	100	18	69	39	(a) 232
	{ Vernacular	...	2,803	7	6	...	(b) 2,818
Primary Schools	...	12	4,123	263	1,011	111	5,520
Totals	...	100	7,045	300	1,269	170	8,883
Special Schools—							
Arts	...	1	...	...	...	...	1
Law	...	...	...	...	...	...	...
Medical	...	1	...	...	2	...	3
Normal and Training	...	37	...	...	4	1	42
† Engineering	...	1	...	...	...	...	1
Technical and Industrial	...	25	...	...	3	...	28
Commercial	...	10	...	...	...	...	10
Agricultural	...	...	...	...	...	...	...
Reformatory	...	1	...	...	...	...	1
Schools for Defectives	...	1	...	...	1	...	2
Schools for Adults	...	8	1,532	47	372	206	2,165
Other schools	...	17	2	...	16	...	35
Totals	...	102	1,534	47	398	207	2,288
Totals for Recognised Institutions	...	221	8,579	347	1,679	386	11,212
UNRECOGNISED INSTITUTIONS	...	...	...	...	...	2,770	2,770
GRAND TOTALS, ALL INSTITUTIONS	...	221	8,579	347	1,679	3,156	13,982

*Includes 1 Oriental College.

†Includes Survey Schools.

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total
7	8	9	10	11	12
...
...
1	...	...	1	...	3
...
...	...	...	1	...	1
...
...
...
...
1	...	...	2	...	3
16	...	1	14	1	32
...	...	1	14	...	15
3	5	24	52	1	85
2	688	215	388	116	1,409
21	693	241	469	118	1,541
...
...
...	...	...	1	...	1
12	...	...	4	...	16
...
2	...	...	...	...	2
...	...	...	1	...	1
...
...
...	9	...	2	8	19
8	2	...	13	...	23
22	11	...	21	8	62
44	704	241	491	126	1,603
...	...	...	...	2,512	2,512
44	704	241	491	2,638	4,118

Includes 203 Upper Middle and 29 Lower Middle Schools.

(b) " 595 " " 2,221 " " "

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.									
<i>University and Intermediate Education.</i>									
Universities	...	...	...	...	...	...	...	...	...
Arts and Science	3,158	2,731	1,054	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	438	431	163	...	...	...	...	...	...
Education	224	220	212	...	...	...	...	...	...
Engineering	247	238	115	...	...	...	...	...	...
Agriculture	244	233	238	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	162	165	144	...	...	...	...	...	...
Totals	4,471	4,009	2,051	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools	35,290	33,355	4,504	7,944	6,668	691	4,782	4,260	439
Middle Schools—	...	...	...	...	...	...	...	...	...
English	2,011	1,010	144	26,470	23,616	1,775	6,768	6,092	309
Vernacular	...	...	...	394,762	333,914	7,292	1,560	1,395	139
Primary Schools	964	1,222	...	252,508	212,057	83	43,138	35,462	...
Totals	28,268	26,099	4,648	680,984	576,165	9,476	56,203	47,228	687
In Art Schools	261	243	64	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medical Schools	375	369	316	...	...	...	...	...	...
Normal and Training Schools	3,003	3,809	3,762	...	...	...	...	...	...
Engineering Schools*	169	168	169	...	...	...	...	...	...
Technical and Industrial Schools	3,913	3,415	335	...	...	...	...	...	...
Commercial Schools	315	286	103	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...
Reformatory	157	144	157	...	...	...	...	...	...
Schools for Defectives	29	20	23	...	...	...	...	...	...
Schools for Adults	246	204	...	37,644	30,902	...	1,563	1,032	...
Other Schools	1,143	1,057	582	90	82	41	...	...	...
Totals	10,511	9,715	5,540	37,734	30,934	41	1,563	1,032	...
Totals for Recognised Institutions.	43,260	39,822	12,244	712,718	607,143	9,517	57,831	48,260	867
IN UNRECOGNISED INSTITUTIONS.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	43,260	39,822	12,244	712,718	607,140	9,517	57,831	48,260	867

(a) Includes 164 scholars in
(b) Includes 1,605 students
(c) Includes 49,102 scholars
(d) Includes 144,321 scholars
*Includes Survey Schools.

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
18 (a)4,037	17 3,845	... 1,986	... 2,868 511	... 2,510 454	... 1,570 311	18 (b)10,691 511	17 9,084 454	... 4,620 311	... ... ... 15
...	...	...	...	...	...	438	431	...	...
...	...	...	...	...	...	224	230	...	...
...	...	...	...	...	...	247	238	...	...
...	...	...	...	...	...	244	233	...	...
83	76	66	...	...	...	82	76	66	...
...
...	...	...	...	...	...	162	165	144	...
4,797	3,938	2,662	3,379	2,964	1,881	12,617	10,900	5,990	15
75,736	69,240	9,020	8,895	7,957	917	121,979	111,532	15,776	5
14,522	13,137	708	4,154	3,722	168	(c)53,925	48,486	2,804	181
852	793	219	...	...	...	(d)397,194	335,982	7,590	1,997
6,130	53,938	42	4,756	3,925	29	363,490	306,254	154	3,978
153,240	137,168	9,989	17,608	15,674	1,114	937,668	802,254	26,114	6,161
...	...	...	...	...	...	261	243	64	...
...
204	144	47	...	...	...	579	513	362	...
223	214	136	46	45	45	4,172	4,068	3,973	...
...	...	...	...	...	...	169	168	169	...
...	...	...	...	...	...	4,174	3,662	529	...
...	...	...	...	...	...	315	266	103	...
...
...	...	...	...	...	...	157	144	157	...
36	27	28	...	...	...	65	47	51	...
7,614	6,712	...	4,595	3,426	...	51,852	42,276	...	46
889	766	...	...	...	...	2,122	1,925	623	37
9,427	8,130	405	4,631	3,471	45	63,866	53,332	6,031	83
167,434	149,226	13,456	25,818	22,039	3,040	1,013,051	866,496	38,144	6,269
...	...	...	56,380	41,114	...	56,390	44,114	...	3,959
167,434	149,226	12,456	82,198	66,153	3,040	1,069,431	910,610	38,144	10,218

*Oriental Colleges.
in the ninth and tenth classes of Intermediate Colleges.
in upper middle and 4,623 in lower middle schools.
in upper middle and 252,373 in lower middle 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—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	76	60	36	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	76	60	36	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	5,506	4,338	503	...	...	...	221	208	...
„ Middle Schools—	...	...	...	...	...	...	...	...	...
{ English ...	...	...	...	...	...	...	68	53	...
{ Vernacular ...	450	293	14	491	448	19	4,550	3,757	...
„ Primary Schools ...	42	38	...	29,196	24,271	...	17,110	13,855	...
Totals ...	6,007	4,569	607	29,687	24,719	59	21,949	17,003	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training Schools.	558	526	321	...	...	...	...	...	...
„ Technical and Industrial Schools.	362	332	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	220	201	...	...	...	...
„ Other Schools ...	135	102	...	74	57	17	...	...	...
Totals ...	1,055	960	321	303	358	17	...	...	...
Totals for Recognised Institutions.	7,139	5,579	924	29,990	24,977	76	21,949	17,003	...
In unrecognised institutions	...	...	...	...	...	...	...	...	...
GRAND TOTALS ALL INSTITUTIONS FOR FEMALES.	7,139	5,580	924	29,990	24,977	76	21,949	17,003	...
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	60,398	45,411	13,208	748,708	632,126	9,593	79,780	66,163	887

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
52	45	40	...	...	...	123	105	76	...
...
39	25	39	...	...	...	29	35	39	...
91	60	79	...	...	...	187	140	115	...
2,470	2,369	1,174	168	172	142	8,395	6,986	1,909	139
1,583	1,463	504	...	...	...	1,651	1,516	504	134
9,955	8,469	451	180	154	...	15,635	13,153	524	75
23,192	19,857	88	4,207	3,645	...	73,037	61,666	28	333
37,200	32,157	2,217	4,775	3,673	142	99,618	83,521	2,025	679
157	157	157	...	...	...	167	167	167	...
70	65	42	...	...	...	639	591	363	...
...	...	...	...	...	...	312	332	...	...
13	9	3	...	...	...	13	9	3	...
...
32	31	...	169	146	...	430	378	...	...
448	392	...	...	...	...	657	551	17	80
720	654	202	169	146	...	2,247	2,018	540	80
38,011	32,891	2,496	4,044	4,119	142	102,682	85,479	3,080	709
...	...	...	49,306	39,323	...	49,306	39,323	...	4,478
38,011	32,891	2,496	54,250	43,442	142	151,338	124,502	3,680	5,187
205,445	182,117	14,954	136,448	100,596	3,152	1,220,769	1,135,412	41,824	...

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 ..	2,05,519	...	...	1,13,862	...	3,19,321
Professional Colleges—						
Law ..	...	...	...	...	...	...
Medicine ..	4,38,587	...	...	50,067	...	4,88,654
Education ..	1,31,526	...	...	...	3,732	1,35,258
Engineering ..	2,47,069	...	...	2,255	...	2,49,324
Agriculture ..	1,04,403	...	...	26,036	...	1,30,439
Commerce ..	...	...	...	...	...	...
Forestry ..	...	...	...	...	...	...
Veterinary Science	1,47,815	...	...	32,949	...	1,80,764
Intermediate Colleges	2,92,787	...	...	1,86,905	...	4,79,692
Totals ..	15,67,706	...	...	4,12,014	3,732	19,83,452
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ..	9,95,801	2,372	...	6,85,559	3,730	16,87,512
Middle Schools—						
English ..	71,516	...	...	35,799	77	1,07,392
Vernacular ..	...	...	...	...	...	...
Primary Schools ..	17,475	...	...	6	..	17,481
Totals ...	10,84,792	2,372	...	7,21,364	3,857	18,12,385

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.
...	...	...	...	...	...	2,62,220	...
...
...	...	...	...	...	...	2,02,130	900
...
...
...
...
...
...	...	...	...	...	...	32,152	...
...
...
...	...	...	...	...	...	14,996	...
...	...	...	...	...	...	5,11,498	900
1,15,591	1,06,736	80,654	2,33,265	3,372	5,29,718	9,79,341	37,153
2,47,577	2,67,173	73,462	2,63,214	4,663	8,56,589	1,00,098	6,379
36,43,375	8,87,829	20,242	4,71,566	26,224	50,49,236	7,593	3,756
21,39,928	5,00,418	3,96,613	45,985	10,342	30,93,286	1,61,715	73,479
61,46,771	17,62,156	5,70,971	10,14,130	44,801	65,38,829	12,48,747	1,20,767

III-A.—EXPENDITURE ON

	AIDED INSTITUTIONS				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
UNIVERSITY AND INTER-MEDIATE EDUCATION— <i>concl'd.</i>					
Universities ...	Rs. ...	Rs. 7,25,615	Rs. 69,957	Rs. 10,57,832	Rs. ...
Boards of Secondary and Intermediate Education.	...	...	...	...	...
Arts Colleges ...	1,561	4,14,397	2,22,626	8,41,614	1,47,965
Professional Colleges—					
Law ...	...	...	...	...	55,817
Medicine ...	...	...	...	...	...
Education ...	...	...	...	...	...
Engineering ...	...	...	...	...	...
Agriculture ...	...	...	...	...	...
Commerce ...	...	8,747	2,100	42,999	...
Forestry ...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...
Intermediate Colleges...	...	45,711	36,115	96,822	68,931
Totals ...	1,561	11,94,510	3,30,793	20,39,267	2,72,753
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	55,981	14,40,967	6,19,457	31,32,899	1,99,849
Middle Schools—					
English ...	12,502	1,59,213	1,18,213	3,96,435	63,141
Vernacular ...	...	3,220	34,911	49,480	...
Primary Schools ...	58,104	26,659	1,41,640	4,61,597	1,738
Totals ...	1,23,587	16,31,059	9,14,251	40,40,411	2,70,728

EDUCATION FOR MALES--CONTINUED.

UN-AIDED 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.
...	...	2,62,220	...	...	7,25,655	69,957	10,57,832
...
27,613	1,75,578	4,76,849	900	1,561	6,76,164	2,50,239	13,36,513
...	55,807	...	...	...	55,807	...	55,807
...	...	4,38,587	...	...	50,067	...	4,88,654
...	...	1,31,526	...	...	...	3,732	1,35,258
...	...	2,47,039	...	...	2,253	...	2,49,324
...	...	1,04,408	...	...	26,036	...	1,33,439
...	...	82,152	...	...	8,747	2,100	42,999
...
...	...	1,47,815	...	...	32,949	...	1,80,764
30,450	99,431	3,07,783	...	...	3,01,597	66,565	6,75,945
58,063	3,30,216	20,79,204	900	1,561	18,79,277	3,92,593	43,53,535
93,203	2,93,052	20,90,733	1,46,261	1,36,635	25,59,740	7,19,812	56,53,181
37,053	1,06,194	4,19,491	2,73,552	85,964	5,27,367	1,60,236	14,61,610
...	...	36,50,068	8,91,585	20,242	4,74,786	61,185	50,98,716
21,749	23,487	23,19,118	5,73,397	4,54,717	74,888	1,73,731	35,95,851
1,52,005	4,22,733	84,80,810	18,85,295	6,97,558	63,33,281	11,14,914	1,58,14,358

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>concd.</i>						
<i>Special.</i>						
Arts Schools ...	96,109	775	654	1,817	7,012	1,06,367
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	9,202	...	...	8,241	...	1,06,443
Normal and Training Schools.	4,21,322	495	...	520	4,144	4,26,481
Engineering Schools* ...	53,651	...	...	34,849	...	88,500
Technical and Industrial Schools.	5,19,723	6,458	1,543	4,211	12,405	5,33,340
Commercial Schools ...	3,591	...	...	13,813	..	46,404
Agricultural Schools ...	...	..	...	...	...	...
Reformatory Schools ...	49,243	...	...	...	..	49,243
Schools for Defectives ...	5,812	...	...	...	18	5,820
Schools for Adults ...	878	...	...	...	...	878
Other Schools ...	1,03,203†	...	...	82,876	73,979	2,60,058
TOTALS ...	13,60,724	7,723	11,197	1,46,327	97,558	16,43,534
GRAND TOTALS ...	40,33,222	10,100	11,197	12,79,705	1,05,147	54,39,371

*Includes Survey Schools.

†Includes Rs. 22,528 spent from Imperial Funds.

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.
...
...
...	...	...	...	...	...	6,000	...
...	...	...	...	...	...	9,925	771
...
...	...	...	...	...	...	21,373	...
...
...
...
...	...	...	...	...	...	300	...
56,607	4,402	7,013	...	128	68,150	14,913	1,864
34,591	...	...	...	...	34,591	25,156	...
91,198	4,402	7,013	...	128	1,02,741	77,667	2,635
62,37,969	17,66,558	5,77,984	10,14,180	44,929	96,41,570	18,37,912	1,24,302

Expenditure on buildings includes Rs. 13,44,412 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

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

	AIDED INSTITUTIONS—CONCLD.				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— concl.					
<i>Special—concl.</i>					
Art's Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	886	5,044	8,337	19,767	...
Normal and Training Schools.	...	2,605	6,560	19,861	3,032
Engineering Schools*	...	...	...	...	...
Technical and Industrial Schools.	...	11,596	16,383	49,352	...
Commercial Schools ...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives...	...	...	5,951	6,351	...
Schools for Adults ...	432	5	535	17,749	...
Other Schools ...	...	7,337	3,309	35,802	...
Totals ...	813	26,587	41,075	1,48,782	3,032
GRAND TOTALS ...	1,28,966	1,85,156	12,86,124	62,28,460	5,46,513

*Includes Survey

†Includes Rs. 82,523 spent

Note.—The table does not include figures

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	...	1,88,142	...	...	...	...	1,88,142
Inspection	...	8,42,765	1,00,624	21,588	...	...	9,64,977
Buildings, etc.	...	16,61,800	3,23,962	58,270	37,133	7,29,140	28,10,805
Miscellaneous	...	9,58,465	2,09,409	1,01,098	2,21,988	4,11,774	19,02,729
Totals	...	36,51,222	6,33,995	1,80,956	2,59,116	11,40,914	58,66,208
UNAIDED INSTITUTIONS.							
Others sources.	Totals.						
20	21						
Rs.	Rs.						
...	...	961,09	775	654	1,817	7,012	1,06,367
...
...	...	1,04,202	...	886	18,285	8,337	1,26,210
589	3,621	4,31,247	1,266	...	6,157	11,298	4,49,963
...	...	3,851	...	...	34,849	...	88,660
...	...	5,41,098	6,458	10,543	15,807	28,788	6,02,692
...	...	32,591	...	...	13,813	...	46,404
...
...	...	49,243	...	...	...	...	49,243
...	...	6,102	...	...	...	5,989	12,071
443	443	72,398	6,266	7,445	5	1,116	87,220
...	...	1,62,950†	...	...	90,113	77,288	3,30,451
1,032	4,064	15,49,589	14,765	19,028	1,75,946	1,39,793	18,99,121
2,11,100	7,57,613	1,57,80,825	25,34,955	8,99,103	59,50,620	27,86,214	2,79,33,217

Schools,
from Imperial Funds.
for Lawrence Royal Military School, Sanawar.

	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.						
Arts Colleges ...	50,375	...	...	5,154	...	55,529
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	50,375	...	...	5,154	...	55,529
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	3,01,171	...	1,263	39,615	2,814	3,44,863
Middle Schools—						
English ...	...	...	...	...	...	...
Vernacular ...	8,971	...	...	...	...	8,971
Primary Schools ...	360	...	...	...	...	360
Totals ...	3,10,502	...	1,263	39,615	2,814	3,54,194
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools.	98,231	...	...	...	...	98,231
Technical and Industrial Schools.	26,207	...	...	...	...	26,207
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	2,445	...	...	...	...	2,445
Total ...	1,21,883	...	...	...	...	1,21,883
Grand Totals for Females	4,82,760	...	1,263	44,769	2,814	5,31,606
Grand Totals for Males	40,33,222	10,100	11,197	12,79,705	1,05,147	54,39,371
GRAND TOTALS FOR ALL	45,15,982	10,100	12,460	13,24,474	1,07,961	69,70,977

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	...
...
...	...	...	...	...	...	16,860	...
...
...	...	...	...	...	...	21,180	...
...	...	23,125	...	...	23,125	1,08,898	...
700	...	3,080	...	...	3,780	34,612	485
36,471	4,032	65,598	2	33	1,07,141	56,898	7,686
3,10,398	1,09,741	1,62,978	7	473	5,83,597	1,08,031	20,910
3,47,569	1,13,773	2,55,781	9	511	7,17,643	3,01,484	29,061
...	...	...	...	...	...	52,579	5,797
...	...	...	...	...	...	10,587	...
...
...	...	...	...	...	...	4,068	...
...
442	...	...	...	...	442	193	...
9,818	...	...	...	...	9,818	5,099	...
10,260	...	...	...	...	10,260	72,475	5,797
3,57,829	1,13,773	2,55,781	9	511	7,27,903	3,95,089	34,858
62,37,969	17,64,558	5,77,934	10,14,130	44,929	96,41,570	18,37,912	1,24,302
65,95,798	18,80,331	8,33,765	10,14,139	45,440	1,08,69,473	22,33,001	1,59,160

III-B.—EXPENDITURE ON

Expenditure on buildings includes Rs. 41,221 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

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

	AIDED INSTITUTIONS— <i>conold.</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>conold.</i>					
Arts Colleges ...	...	7,687	3,195	16,982	...
Professional Colleges—					
Medicine ...	...	...	...	...	...
Education ...	...	4,905	2,246	23,531	...
Intermediate Colleges ..	...	...	...	...	...
Totals ...	...	12,892	5,441	39,513	...
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	10,841	98,859	72,639	2,24,237	...
Middle Schools—					
English ...	15,667	24,546	50,313	1,25,623	...
Vernacular ...	34,235	3,135	1,05,714	2,07,643	...
Primary Schools ...	58,484	6,403	1,16,787	3,05,615	2,576
Totals ...	1,19,227	1,27,943	3,45,453	9,23,118	2,576
<i>Special.</i>					
Medical Schools ...	2,246	15,194	25,935	1,01,751	...
Normal and Training Schools.	...	2,889	8,172	21,598	...
Technical and Industrial Schools.	...	...	...	...	...
Commercial Schools ...	...	1,184	159	5,411	...
Agricultural Schools ...	...	...	...	...	...
Schools for Adults ...	...	...	15	207	...
Other Schools ...	...	...	...	5,099	...
Totals ...	2,246	19,267	34,281	1,34,066	...
Grand Totals for Females ...	1,21,473	1,60,102	3,85,175	10,96,697	2,576
Grand Totals for Males	1,28,966	28,51,156	12,86,124	62,28,460	5,46,513
GRAND TOTALS FOR ALL	2,50,439	30,11,258	16,71,299	73,25,157	5,49,089

NOTE.—This table does not included figures for one unaided Vernacular

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	...	72,950	3,226	1,894	...	...	78,070
Buildings, etc.	...	54,355	4,007	5,112	2,800	57,785	1,24,119
Miscellaneous	...	99,778	752	2,800	8,017	1,43,446	2,54,793
Totals		2,27,083	7,985	9,806	10,877	2,01,231	4,56,982
UNAIDED INSTITUTIONS.							
Other sources.	TOTALS.						
20	21						
Rs.	Rs.						
...	...	55,175	...	...	13,141	8,195	71,511
...	...	16,340	...	...	4,905	2,246	23,531
...
...	...	71,555	...	...	18,046	5,441	95,042
16,284	16,234	4,08,669	...	35,229	1,33,474	91,737	6,62,509
...	...	35,312	485	18,747	24,546	50,313	1,29,403
...	...	1,02,335	11,698	1,00,833	9,137	1,05,752	3,28,755
16,570	19,143	4,13,789	1,30,851	2,21,462	8,988	1,33,830	9,08,718
32,854	35,430	9,59,505	1,42,834	3,76,271	1,70,143	3,81,632	20,30,385
...	...	52,579	5,797	2,246	15,194	25,935	1,01,751
...	...	1,03,768	...	...	2,889	8,172	1,14,829
...	...	26,207	...	...	...	...	26,207
...	...	4,068	...	...	1,184	159	5,411
...
...	...	634	...	...	...	15	649
...	...	17,362	...	...	...	...	17,362
...	...	2,04,618	5,797	2,246	19,267	34,281	2,66,209
32,854	35,430	14,62,761	1,56,616	3,88,323	2,18,333	6,22,585	28,48,618
2,11,100	7,57,613	1,57,60,325	25,34,955	8,99,103	59,50,620	27,89,214	2,79,33,217
2,43,954	7,93,043	1,72,23,086	26,91,571	12,87,426	61,68,953	34,19,799	8,07,81,835

Middle School and eight schools for adults.

IV-A.—RACE OR CREED OF MALE SCHOLARS

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
TOTAL POPULATION.	18,078	166,208	2,734,878	874,684	8,195,738	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary	I	423	4,389	100,311	13,631	192,377
	II	121	2,443	58,038	5,926	102,574
	III	121	1,103	37,141	1,770	51,134
	IV	122	699	30,165	1,928	38,391
Middle	V	...	410	22,215	491	23,863
	VI	169	329	18,294	300	19,349
	VII	117	212	14,556	140	13,161
	VIII	118	205	12,643	129	10,400
High	IX	72	189	7,650	19	4,365
	X	81	143	6,486	9	3,667
Totals	...	1,334	10,022	308,398	23,483	457,781
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year...	25	46	1,706	1	816
	2nd year...	30	33	1,548	1	698
Degree classes	1st year...	8	20	642	...	306
	2nd year...	...	22	706	...	815
	3rd year...	...	1	22	...	6
Post-graduate classes	1st year ..	...	...	107	...	51
	2nd year..	...	4	150	..	27
Research students	...	...	...	16	...	...
Totals	...	58	126	4,897	2	2,219
No. of scholars in recognised institutions.	...	1,392	10,148	313,295	23,485	460,000
No. of scholars in unrecognised institutions.	...	...	261	9,016	455	42,779
GRAND TOTALS	...	1,392	10,409	322,311	23,940	502,779

* The following are included under the heading
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera,
† Excludes 164 students in the Oriental College, Lahore, of

RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of Agriculturists.
6	7	8	9	10	11
1,789	292	1,295,957	18,491	11,806,265	...
...	14	38,853	2,915	352,363	186,863
1	4	31,416	1,195	262,618	99,793
...	2	14,577	370	106,218	52,876
...	8	11,338	284	82,075	43,013
1	1	8,045	147	54,673	24,917
...	5	7,015	76	44,527	20,230
...	4	5,487	32	33,709	14,553
...	2	4,901	12	28,409	11,794
...	4	3,051	5	15,305	4,789
1	6	2,394	7	12,794	3,702
3	50	126,577	5,043	982,691	462,130
...	4	578	...	3,176	724
...	1	565	2	2,878	662
...	...	178	1	1,150	287
...	...	230	2	1,275	310
...	...	6	...	35	...
...	...	32	...	190	45
...	...	22	...	203	54
...	...	2	...	18	1
...	5	1,613	5	8,925	2,083
3	55	128,190	5,048	941,616	464,213
9	...	4,363	16	56,899	17,358
12	55	132,553	5,064	998,515†	481,571

Depressed classes:—
 Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kabar.
 whom 93 are Hindus (Higher castes), 62 Muhammadans and 9 Sikhs.

IV.-B.—RACE OR CREED OF FEMALE

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Moham-madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
TOTAL POPULATION.	7,636	137,128	2,237,519	731,979	5,248,583	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary	I	404	1,242	29,227	316	19,388
	II	133	386	7,920	56	4,582
	III	160	332	5,963	45	3,063
	IV	155	278	4,360	22	1,973
	V	1	247	2,637	16	1,695
Middle	VI	154	185	746	3	388
	VII	151	168	515	3	237
	VIII	114	86	310	2	175
High	IX	77	52	104	2	66
	X	90	33	70	...	20
Totals	1,414	3,009	51,852	465	30,990	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year...	2	13	19	...	10
	2nd year...	...	13	16	...	7
Degree classes	1st year...	...	6	8	...	1
	2nd year...	...	8	9	...	2
	3rd year...	...	...	...	...	...
Post-graduate classes	1st year...	...	2	1	...	...
	2nd year...	...	2	2	...	...
Research students	...	...	...	...	...
Totals	2	44	55	...	20	
No. of scholars in recognised institutions.	1,446	3,053	51,907	465	31,010	
No. of scholars in unrecognised institutions.	...	67	4,218	40	42,187	
GRAND TOTALS	1,446	3,120	56,125	505	73,197	

* The following are included under Chamar, Weaver, Sweepet, Randasi, Dumns, Kohli, Sarar,

SCHOLARS RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis,	Sikhs.	Others.	Total.	No. of agriculturists.
6	7	8	9	10	11
1,491	201	998 250	15,972	9,373,759	
...	14	9,148	38	59,777	12,505
...	4	2,965	21	16,072	3,022
...	2	2,184	14	11,713	1,632
...	9	1,863	8	8,191	1,125
...	1	871	...	4,868	635
...	6	295	..	1,777	138
...	7	163	...	1,247	85
...	2	125	...	614	59
...	1	50	2	354	32
...	1	23	...	237	15
...	47	17,210	83	105,100	19,298
...	...	14	...	58	12
...	...	5	...	41	...
...	...	...	...	15	...
...	...	...	...	19	...
...
...	1	1	..	5	...
...	...	1	...	5	...
...
...	1	21	...	143	12
...	48	17,231	83	105,243	19,310
...	...	2,274	1	48,787	24,580
...	43	19,505	84	154,030	43,890

the heading "Depressed classes" :—
 Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.

V-A.—RACE OR CREED OF MALE SCHOLARS

	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.
			Higher castes.	*Depressed classes.	
	1	2	3	4	5
<i>School Education.</i>					
Art Schools	11	1	67	...	187
Law Schools ... ..	...	...	...	...	..
Medical Schools ... ..	...	2	263	...	237
Normal and Training Schools ... ..	...	50	1,629	6	1,905
Engineering and Surveying Schools ... ..	...	...	102	...	31
Technical and Industrial Schools ..	...	114	813	149	2,718
Commercial Schools ... ..	...	3	198	...	70
Agricultural Schools ... ..	...	...	...	...	...
Reformatory Schools ... ..	...	3	55	16	79
Schools for Defectives ... ..	..	4	49	...	12
Schools for Adults ... ..	...	291	12,718	2,824	24,987
Other Schools	1	18	267	417	774
Total.	12	486	22,161	3,412	30,965
<i>University and Intermediate Education.</i>					
Law ... ..	...	6	307	...	110
Medicine ... ..	...	6	189	...	166
Education	22	3	85	...	82
Engineering	32	...	121	...	55
Agricultural	2	1	65	...	107
Commerce ... ..	...	...	65	...	6
Forestry ... ..	...	...	...	...	...
Veterinary Science ... ..	...	1	80	...	51
Totals	56	17	912	...	577
GRAND TOTALS	68	503	23,073	3,412	31,542

*The following are included under
Chamar, Weaver, Sweeper, Ramdas, Dumra, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi,

RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agriculturists.
6	7	8	9	10	11
...	...	22	3	261	25
...
...	...	77	...	579	151
...	...	582	...	4,172	2,469
...	...	85	1	169	59
...	...	382	3	4,174	483
...	1	41	2	315	62
...
...	...	4	...	167	32
...	...	...	...	65	...
...	1	4,833	152	51,806	42,774
...	...	324	314	2,115	1,240
...	2	6,300	475	68,813	47,295
...	1	87	...	511	140
...	1	76	...	438	140
...	...	32	...	224	83
...	...	39	...	247	31
...	...	69	...	244	188
...	...	11	...	82	12
...
...	...	30	...	162	70
...	2	344	...	1,908	664
...	4	6,644	475	65,721	47,959

the heading "Depressed classes" :—
Pargis, Od and Kshar.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	Buddhists.	Parsia.	Sikhs.	Others.	Total.	No. of agricul- turists.
			Higher castes.	*Depres- sed clas- ses.							
	1	2	3	4	5	6	7	8	9	10	11
<i>School Education.</i>											
Medical Schools ...	10	120	14	...	8	...	...	10	...	157	...
Normal and Training Schools ...	9	100	217	...	191	...	...	111	...	628	108
Technical and Industrial Schools ...	...	2	247	...	71	...	...	42	...	362	...
Commercial Schools ...	13	...	...	...	...	...	...	...	...	13	...
Agricultural Schools ...	..	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	165	18	155	...	...	138	...	476	283
Other Schools ...	..	19	41	196	166	...	...	36	206	664	405
Totals ...	32	241	684	214	586	...	...	337	236	2,300	796
<i>University and Intermediate Education.</i>											
Medicine ...	...	...	...	...	...	...	...	...	...	...	...
Education ...	37	1	...	...	...	...	...	1	...	39	...
Law ...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	37	1	...	...	...	...	...	1	...	39	...
GRAND TOTALS ...	69	242	684	214	586	...	1	337	206	2,339	796

* N. B.—The following are included under the heading "Depressed classes":—
Chamar, Weaver, Sweeper, Ramdasi, Damma, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.

,VI.—TEACHERS (MEN AND WOMEN).

					TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.				
					A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
CLASS OF INSTITUTIONS.					1	2	3	4	5
<i>Primary Schools.</i>									
Government	...	...	...	...	...	1	20	1	...
Local Board and Municipal	...	...	...	...	3	186	5,145	482	85
Aided	..	...	...	...	1	61	403	161	4
Unaided	...	...	...	...	...	1	19	4	...
Totals					4	249	5,587	588	89
<i>Middle Schools.</i>									
Government	...	...	...	...	27	32	55	...	2
Local Board and Municipal	...	...	...	...	193	737	9,313	474	107
Aided	...	..	...	...	41	107	212	13	1
Unaided	...	...	...	...	17	65	65	3	...
Totals					278	941	9,645	490	110
<i>High Schools.</i>									
Government	...	...	...	...	560	332	446	36	48
Local Board and Municipal	...	...	...	...	155	92	207	13	21
Aided	...	...	...	...	613	525	898	71	38
Unaided	...	...	...	...	72	82	67	2	3
Totals					1,400	1,031	1,618	122	110
GRAND TOTALS					1,682	2,261	16,850	1,200	309

TEACHERS.

UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total 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
...	..	...	3	22	3	25
11	40	305	2,732	5,901	3,088	8,989
7	13	71	1,178	570	1,269	1,839
...	1	4	134	24	139	163
18	54	380	4,047	6,517	4,499	11,016
1	...	1	2	116	4	120
25	55	306	3,459	10,8	3,845	14,669
11	17	30	99	374	157	531
1	19	12	47	150	79	229
38	91	349	3,607	11,464	4,055	15,549
17	18	18	26	1,422	79	1,501
12	12	23	51	488	98	586
102	129	267	350	2,205	848	3,053
14	29	22	83	226	148	374
145	188	330	510	4,341	1,173	5,514
201	333	1,059	8,164	22,322	9,757	32,079

				TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					
				A Degree.	Passed Matric or School Final	Passed Middle School.	Passed Primary School.	Lower qualifica- tions.	
CLASS OF INSTITUTIONS.				1	2	3	4	5	
<i>Primary Schools.</i>									
Government	...	...	...	...	...	1	...	..
Local Board and Municipal	...	...	...	...	3	234	278	4
Aided	...	...	...	3	18	139	57	4
Unaided	...	...	...	1	2	10	3	...
TOTALS				...	4	23	384	338	8
<i>Middle Schools.</i>									
Government	...	..	..	1	1	11	...	...
Local Board and Municipal	...	..	..	...	7	84	26	2
Aided	...	...	...	10	59	217	22	5
Unaided	...	...	...	...	...	6	...	...
TOTALS				...	11	67	318	48	7
<i>High Schools.</i>									
Government	...	...	...	23	76	91	1	...
Local Board and Municipal	...	..	..	1	4	10	...	1
Aided	...	...	...	24	84	15	...	..
Unaided	...	...	...	...	...	1	...	...
TOTALS				...	48	164	117	1	1
GRAND TOTALS				..	63	254	819	387	16

TEACHERS.

UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certificated.	Uncertificated.	Certificated.	Uncertificated.			
6	7	8	9	10	11	12
...	...	1	1	1	2	3
...	1	27	929	519	977	1,476
10	17	19	492	221	538	759
...	...	2	108	16	110	126
10	18	49	1,530	757	1,607	2,364
...	...	...	1	13	1	14
...	...	6	74	119	80	199
2	3	33	193	313	231	544
...	...	..	10	6	10	16
2	3	39	278	451	322	773
5	12	2	24	191	43	234
...	1	...	3	16	4	20
3	3	20	29	123	55	178
...	2	...	6	1	8	9
8	18	22	62	331	110	441
20	39	110	1,870	1,539	2,039	3,578

Total European and Anglo-Indian 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.
		1	2	3
		4		
<i>Institutions for males.</i>				
† Arts Colleges	...	3	108	...
Training Colleges	...	1	22	...
High Schools	...	5	1,081	2
Middle Schools	...	2	272	129
Primary Schools	...	4	200	70
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	...	1	1,628	201
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	...	1	39	...
High Schools	...	9	985	44
Middle Schools	...	5	491	129
Primary Schools	...	3	107	55
Training Schools	...	1	10	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	1	13	...
Other Schools	...	...	...	...
Totals	...	20	1,645	228
GRAND TOTALS FOR ALL INSTITUTIONS		35	3,273	429
				360

Expenditure on Buildings includes Rs. 1,65,536 spent by the Public Works Department.

"Miscellaneous" includes the following main items :—

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

EDUCATION.

Percentage to European and Anglo-Indian population of those at schools.

Males. 9.09 Females. 21.19 Total. 12.73

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.
7	5	34,748	...	6,529	...	41,277
...	...	19,929	...	...	...	19,929
45	7	93,805	...	1,01,471	22,337	2,17,613
10	7	11,368	...	12,689	1,949	25,996
12	3	17,313	...	10,544	7,936	35,893
...
...
...
...
74	22	1,77,163	...	1,31,333	32,212	3,40,708
...
4	2	16,350	...	4,905	2,246	23,531
75	26	1,13,334	...	83,034	27,605	2,29,023
24	19	28,685	...	21,697	13,014	63,376
5	2	3,662	...	4,451	5,680	11,193
2	...	3,510	...	1,350	..	4,860
...
1	1	4,068	...	1,184	169	5,411
...
111	50	1,69,619	...	1,22,071	48,704	3,40,394
185	72	3,46,782	...	2,53,404	80,916	6,81,102
Inspection	...	7,732	...	...	...	7,732
Buildings, &c.	...	1,72,545	...	2,860	50,246	2,25,651
Miscellaneous	...	57,157	...	6,355	1,07,533	1,71,045
Totals	...	2,97,434	...	9,215	1,57,779	4,04,428
GRAND TOTALS	..	5,84,216	...	2,62,619	2,38,695	10,85,530

* Local Funds include both District and Municipal Funds.

† Columns other than I do not include figures for intermediate classes of the Lawrence Royal Military School, Sanawar.

Examinations.	MALES.					
	NUMBER OF EXAMINERS.			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.	168	42	210	84	18	102
M. Sc.	26	1	27	23	...	23
B. A. (Honours) ...	224	...	224	69	...	69
B. Sc. (Honours) ..	5	...	5	1	...	1
B. A. (Pass) ...	1,097	455	1,542	589	185	774
B. Sc. (Pass) ...	127	17	144	73	8	81
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	206	70	276	137	45	182
<i>Medicine.</i>						
V. D. ....	...	...	...	...	...	...
M.B., B.S.	52	...	52	35	...	35
L. M. S. ....	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...
M. S. 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. ....	...	...	...	...	...	...
Bachelor of mining and metallurgy ...	...	...	...	...	...	...
<i>Education.</i>						
B. T.	53	47	100	44	30	74
<i>Commerce.</i>						
Master of Commerce ...	...	...	...	...	...	...
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture ...	35	...	35	27	...	27

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

RESULTS.

FEMALES.					
NUMBER OF EXAMINERS.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
..
...
4	..	4	2	..	2
...
15	13	28	14	8	22
...
...
...
...
...
...
...
...
...
...
...
2	..	2	2	...	2
...
...
...
...

recognised institution.
 Examination of the Thomason College, Roorkee.

VIII.—EXAMINATION

Examinations.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1,506	442	1,948	780	198	978
Intermediate in Science	1,206	69	1,335	584	22	408
Licentiate of Civil Engineering... ..	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching	332	70	402	293	55	348
Intermediate or diploma in Commerce	354	...	354	301	...	301
Licentiate of Agriculture	103	...	103	45	...	45
Veterinary Examination	33	..	33	21	...	21
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course.</i>						
Matriculation	12,112	1,380	13,492	7,872	502	8,374
School Final, etc.	73	27	100	5	4	9
European High School	44	...	44	38	...	38
Cambridge School Certificate	14	4	18	14	...	14
<i>(b) On completion of Middle School Course.</i>						
Cambridge Junior	43	...	43	38	...	38
European Middle	105	...	105	93	...	93
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Middle	15,862	1,559	17,421	12,757	959	13,716
<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	822	12	834	802	7	809
{ Vernacular, Lower	2,807	451	3,258	2,535	162	2,697
At Art Schools	60	...	60	45	...	45
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	105	8	113	66	8	74
At Engineering Schools †	81	...	81	80	...	80
At Technical and Industrial Schools	289	12	301	184	3	187
At Commercial Schools	34	...	34	19	...	19
At Agricultural Schools	125	...	125	118	...	118
At other Schools	27	...	27	27	...	27

*i.e., appearing from

†Includes

RESULTS—CONCLD.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
31	19	50	25	12	37
5	...	5	2	...	2
...
22	2	24	16	...	16
...
..
...
119	84	203	79	63	142
...
68	...	68	57	...	57
13	..	13	8	...	8
28	...	28	16	...	16
117	...	117	110	...	110
...
907	264	1,171	718	172	890
..
...
109	10	119	81	7	88
189	28	217	95	13	108
...
69	...	69	59	...	59
81	...	81	67	...	67
8	...	8	8	...	8
...
...

a recognised institution,
Survey Schools.

IX (A)—SCHOLARS BY CLASSES AND AGES IN

Class.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ...	283	...	2	...	...	...	...	...
5 to 6 ...	66,393	1,909	30	1	...	...	...	...
6 to 7 ...	97,014	23,944	1,428	6	...	...	...	...
7 to 8 ...	80,043	41,690	11,084	336	10	1	...	...
8 to 9 ...	52,290	48,807	16,845	6,306	610	145	180	...
9 to 10 ...	28,479	87,978	23,432	13,610	2,109	282	45	170
10 to 11 ...	15,476	22,010	21,751	17,411	8,632	2,233	204	30
11 to 12 ...	6,455	11,717	14,750	17,554	13,343	7,069	2,113	327
12 to 13 ...	3,002	5,752	8,437	13,123	12,999	9,505	5,742	1,871
13 to 14 ...	1,590	2,878	5,003	7,159	8,324	10,440	7,635	4,668
14 to 15 ...	719	1,206	2,103	3,747	4,692	7,784	7,365	6,266
15 to 16 ...	353	395	760	1,543	2,437	3,815	5,163	6,199
16 to 17 ...	119	264	357	771	954	2,063	3,069	4,376
17 to 18 ...	50	127	143	382	390	725	1,349	2,521
18 to 19 ...	34	47	53	77	119	245	604	1,253
19 to 20 ...	55	22	17	40	44	91	182	522
Over 20 ...	5	2	3	9	10	24	58	206
TOTAL ...	852,363	202,613	106,218	82,075	54,673	44,527	33,709	28,409

INSTITUTIONS FOR GENERAL EDUCATION (MALES).

HIGH.		TOTAL.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
...	...	285	...	...	...	...	...	...	...	...	285
...	...	68,333	...	...	...	...	...	...	...	...	68,333
...	...	126,832	...	...	...	...	...	...	...	...	126,832
...	...	132,544	...	...	...	...	...	...	...	...	132,544
...	...	125,183	...	...	...	...	...	...	...	...	125,183
...	...	106,105	...	...	...	...	...	...	...	...	106,105
...	...	87,817	...	...	...	...	...	...	...	...	87,817
4	1	73,333	...	...	...	...	...	...	...	...	73,333
71	4	60,606	...	...	...	...	...	...	...	...	60,606
841	87	48,625	3	...	...	...	...	...	...	3	48,628
2 429	677	36,988	39	29	...	...	...	...	...	68	37,056
3,740	2,079	26,437	276	69	1	...	...	...	...	346	26,533
3,557	2,386	18,371	723	229	27	7	...	...	...	991	19,362
2,335	2,805	10,827	806	422	89	38	...	...	...	1,355	12,182
1,422	2,193	6,047	696	709	242	165	1	2	...	1,715	7,762
621	1,352	2,946	371	618	267	205	5	14	1	1,481	4,427
285	760	1,362	357	802	524	860	29	174	202	2,948	4,310
15,805	12,794	932,691	3,176	2,878	1,150	1,275	35	190	203	8,907	941,598*

* Excludes 18 Punjab University research students and 164 scholars in the Oriental College, Lahore.

IX (B)—SCHOLARS BY CLASSES AND AGES IN

CLASS.	PRIMARY.					MIDDLE.			
	AGES.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5	...	169	...	...	...	...	...	...	...
5 to 6	...	10,132	281	1	...	...	...	...	...
6 to 7	...	12,448	1,258	361	18	...	...	...	...
7 to 8	...	12,447	2,548	1,054	248	...	...	...	...
8 to 9	...	9,224	3,243	1,944	644	19	...	...	...
9 to 10	...	6,458	2,909	2,195	1,137	372	18	...	...
10 to 11	...	8,709	2,400	2,103	1,423	574	71	4	...
11 to 12	...	2,584	1,469	1,582	1,615	937	245	73	2
12 to 13	...	1,412	998	1,171	1,346	929	379	168	19
13 to 14	...	555	526	645	832	814	388	286	132
14 to 15	...	303	209	281	477	557	231	249	174
15 to 16	...	144	118	208	210	322	169	194	214
16 to 17	...	69	39	99	134	180	152	139	101
17 to 18	...	38	24	47	29	51	35	62	73
18 to 19	...	30	12	37	25	51	18	17	31
19 to 20	...	14	7	10	13	20	17	28	25
Over 20	...	46	31	25	40	72	54	27	43
TOTAL	...	59,777	16,072	11,768	8,191	4,568	1,777	1,247	814

INSTITUTIONS FOR GENERAL EDUCATION (FEMALES).

FIGS.		TOTALS.	INTERMEDI- ATE.		DEGREE.			POST- GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	...	169	...	...	...	...	...	...	...	...	169
...	...	10,414	...	...	...	...	...	...	...	...	10,414
...	...	14,080	...	...	...	...	...	...	...	...	14,080
...	...	16,297	...	...	...	...	...	...	...	...	16,297
...	...	15,074	...	...	...	...	...	...	...	...	15,074
...	..	13,089	...	...	...	...	...	...	...	...	13,089
...	...	10,284	...	...	...	...	...	...	...	...	10,284
...	...	8,507	...	...	...	...	...	...	...	...	8,507
...	..	6,422	...	...	...	...	...	...	...	...	6,422
8	...	4,186	...	...	...	...	...	...	...	...	4,186
63	13	2,557	...	...	...	...	...	...	...	...	2,557
84	33	1,698	2	...	...	...	..	..	2	2	1,698
74	66	1,023	8	1	...	..	...	..	9	9	1,032
42	51	452	8	8	1	..	...	...	17	17	469
24	21	266	19	12	3	...	...	..	34	34	300
42	35	211	13	6	3	5	...	...	27	27	238
17	13	373	8	14	8	14	...	5	5	54	427
354	237	105,100	58	41	15	19	...	5	5	148	105,243

SUPPLEMENTARY TABLE 1.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31ST MARCH 1929.

	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...	966	24,333	25,299	1,761	5,483	7,244	1,643	3,139	4,782	23,625	53,111	75,796	2,270	8,028	8,898	30,265	91,594	121,959
Middle Schools English.	518	1,493	2,011	16,231	10,239	26,470	4,144	2,624	6,768	7,665	6,857	14,522	1,021	3,133	4,154	29,579	24,346	58,925
Middle Schools, Vernacular.	...	...	...	324,030	70,732	394,762	971	609	1,580	396	456	852	...	...	...	325,397	71,797	397,194
Total ...	1,494	25,826	27,310	342,022	86,454	428,476	6,758	6,372	13,130	31,693	59,424	91,110	3,291	9,761	13,052	385,341	187,837	573,078

SUPPLEMENTARY TABLE 2.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1929.

	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...	3,045	2,461	5,506	...	...	...	132	89	221	904	1,566	2,470	100	88	198	4,181	4,214	8,395
Middle Schools, English.	...	...	...	...	...	...	81	37	68	901	682	1,583	...	...	...	988	719	1,661
Middle Schools, Vernacular.	430	29	459	340	151	491	3,317	1,333	4,650	4,962	4,993	9,955	170	10	180	9,119	6,516	15,635
Total ...	3,475	2,490	5,965	340	151	491	3,380	1,459	4,839	6,787	7,241	14,008	270	108	378	14,382	11,449	25,681

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