

# Report on the Progress of Education in the Punjab

FOR THE YEAR

1929-30.



**Lahore :**

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1931.

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*Proceedings of the Punjab Government (Ministry of Education)*  
*No. 2471-R., dated the 7th February, 1931.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March 1930.

DURING the year under review, the number of institutions of all kinds advanced by 1,369 to a total of 19,469, but as many as 880 of the increase were unrecognised schools. It is noted from the report that this increase was statistical rather than actual, and was due very largely to a more effective means of collecting statistics. Main statistics.

The number of pupils enrolled in institutions of all kinds increased by 92,607 to a total of 1,313,376. The percentage of pupils to the total population advanced from 5.90 to 6.35; that of males from 9.41 to 10.1; and that of females from 1.67 to 1.81.

The total expenditure from all sources rose from Rs. 3,07,81,835 to Rs. 3,14,73,203, or an increase of Rs. 6,91,368. The percentage of Government contributions was Rs. 56.69 as against 55.95 in the previous year.

2. These figures give cause for general satisfaction. The largely increased enrolment is a pleasant relief after the temporary set-back of the previous year. The comparatively small increase in the number of recognised institutions indicates that a very large proportion of the increased enrolment has been due to an expansion and improvement of the existing institutions. The increase in expenditure is small in comparison with the larger number of institutions and, still more, with the much larger number of pupils. The average cost per pupil in primary schools for boys declined from Rs. 9-14-3 to Rs. 9-9-6. General conclusions.

On the other hand, the financial stringency, to which reference was made in the previous report, has become more acute; and expenditure of all kinds and in all departments has to be subjected to careful scrutiny. The Punjab Government (Ministry of Education) are gratified by the record of advance in education in recent years, and are keenly anxious that that advance should be maintained in the future. It is therefore inevitable that every possible avenue

of economy should be explored in order that future advance should be retarded as little as possible by the present financial shortage. The Director of Public Instruction has therefore been requested to review educational expenditure in all its bearings and to submit a report to Government at an early date.

Waste and  
ineffectiveness.

3. An increased enrolment, however, is by no means the only criterion of progress. Recent investigations have revealed a most distressing degree of waste and ineffectiveness in the several educational systems of India. It has been calculated that in the Punjab, mainly in consequence of irregular attendance and of inefficient and poorly supervised teaching, only 25 per cent. of the boys and 16 per cent. of the girls reach Class IV at the appropriate time; but the valuable memoranda prepared by Mr. D. Reynell and included in the report under review and in that of 1927-28 indicate that the inequality in the enrolment of the several classes can be explained to some extent by valid reasons. It is hoped that the considerations discussed by Mr. Reynell will be explored further, and that, in future, figures will be collected showing the number of pupils in Class I who have attended that class for more and for less than one year.

It is a matter for satisfaction that, as shown by the figures given in Chapter I of the report and of its appendices, whereas the enrolment of Class I increased between the years 1925-26 and 1929-30 by 34,000 pupils, that of Class II increased by 92,000, that of Class III by 35,000, and that of Class IV by 24,000. Still, the Punjab Government (Ministry of Education) regard these figures with some disquietude, and hope that renewed efforts will be made by those concerned to improve the situation. The large decline in the enrolment of Class IV in the Attock and Rawalpindi districts, and in that of Class III in the Attock district need special inquiry and investigation.

School attendance.

4. It will be appropriate now to consider the measures which have been taken to meet this serious defect in the educational system. The Punjab Government (Ministry of Education) applaud the efforts made in the preceding year to improve the record of school attendance, but note that the record of improvement is not quite as satisfactory in this respect in the year under review. The Director of Public Instruction is requested to deal with this important matter in greater detail in his next report, and to explain the manner and the procedure by which school attendance is calculated.

5. The Punjab Government (Ministry of Education) have often expressed the opinion in previous reviews and circulars that the one-teacher primary school, in which a teacher, often none too well qualified, is expected single-handed to teach four classes is of doubtful utility, especially in the removal of illiteracy. It is therefore satisfactory to some extent that the number of these schools has declined from 1,642 to 1,380, but the number of such schools in the Karnal, Hissar, Multan, Muzaffargarh and Mianwali districts is still excessive and deserves further inquiry. One-teacher schools.

The alternative to the one-teacher school in many places is the branch school, the staff of which should benefit by a reduced burden of teaching and by more regular supervision. The Director of Public Instruction is requested to make special inquiries and to report next year on the progress of the branch schools.

6. A satisfactory feature of the report is the record of an increased number of lower and full middle schools. It is indeed an achievement that, within the space of eight years, the number of lower middle schools has advanced from 412 to 2,431, and that of full middle schools from 244 to 670. The teaching of a lower middle school, with its six classes and with a comparatively large staff of teachers, should be much better and more lasting than that of a primary school, especially of the one-teacher type; and it is a matter for satisfaction that a considerably larger number of pupils at the primary stage are receiving instruction in the primary departments of secondary schools than in the separate primary schools. The large increase in the number of lower middle schools has also widened the facilities for those who desire instruction beyond the primary stage. The importance of the full middle vernacular school has often been stressed in the past, especially in its bearing on the recruitment of teachers in the several training institutions. Increased number of middle schools.

It is open to argument, however, whether this rapid increase in the number of middle schools has not been sufficient to meet the needs of the immediate future. The enrolment figures of Classes V and VIII (which are given in Chapter I of the report) are somewhat disappointing, though it is reasonable to expect some lapse of time before the full fruition of this development can be realised. In view of the financial stringency, the Punjab Government (Ministry of Education) are of opinion that, for the next year or so, energy could best be applied to the improvement and expansion of the existing schools than to the opening of new schools of these types.



Improvement can be made in two directions in particular. In the first place, the Punjab Government (Ministry of Education) are gratified to learn from the report that continued progress has been made in the development of the farms and gardens which are attached to some of the middle schools in the province, and hope that this development will be fully maintained in future. Every effort should be made to attune the teaching of the rural schools to rural conditions, and to ensure that the pupils therein are taught as far as possible through the medium of what is familiar to their modes and conditions of life. In the second place, much improvement is expected from the recent lengthening of the senior vernacular training course from one to two years.

**Trained teachers.**

7. Another notable advance made in the year under review and in recent years has been in the training of teachers. It is calculated that the percentage of men teachers who have received training of one sort or another now approximates 74. It is ordinarily beneficial to employ a certain number of untrained teachers who will thus gain valuable experience in the schools before proceeding to a training institution; and a large number of the present teachers who are untrained are comparatively old men, for whom a course of training would be inadvisable. The present percentage of trained teachers is therefore generally satisfactory; and future requirements can be limited to meeting the deficiency through death or retirement and to the needs of expansion.

The portions of the report which deal with the actual teaching and with the general activities of the several vernacular training institutions have been read with interest. It is hoped that successful efforts are being made to stimulate the teachers on their return to the schools to improve their methods of teaching by means of refresher courses.

**Compulsion.**

8. It is noted from the report that the number of urban areas under compulsion has advanced by four to 46, and that of rural areas by 263 to 2,303. It is doubtful, however, whether much progress has been made in enforcing the provisions of the Act against recalcitrant parents. Much has been done, in all probability, by means of helpful persuasion; and the actual record of the municipalities of Amritsar and Lahore is creditable to those concerned. Towards the end of the year under review, two notable contributions towards the solution of the problem were made. In the first place, a circular letter was distributed,

in which suggestions were made for improving the agency and the procedure for enforcing the Act. The Director of Public Instruction is requested to deal with this matter in some detail in his next report. In the second place, a Committee was appointed for the purpose of investigating the possibilities of a widespread system of compulsory education for boys and of framing estimates therefor.

The Punjab Government (Ministry of Education) are unable to accept without reservation the somewhat optimistic remark made towards the end of Chapter V of the report that "compulsion promises that the vast sums of money devoted to primary education shall be spent to good purpose". As already stated, the Punjab Government are somewhat disturbed by the wastefulness and ineffectiveness of the present system, and have expressed a hope that these distressing features are being reduced by more effective teaching, by better supervision and inspection, and by the improvement in status of many of the schools. Unless there is a good guarantee that these forms of improvement will be fully maintained, there is a grave danger that the main effect of introducing compulsion on a wide scale will be an increase in the waste of money and effort and in the ineffectiveness of the teaching. In other words, there must be a guarantee that the average boy will complete the primary course within the period of four years and thus pass beyond the limits of compulsion. If, however, a very large number of boys are required compulsorily to attend school, but are unable to complete the primary course even after six years' study, then very little benefit will be derived from largely increased expenditure. It is essential, therefore, first to lay sure the foundations on which to build the edifice of compulsion. The report of the Committee is awaited with much interest.

The Punjab Government (Ministry of Education) also attach importance to the word of warning given by Khan Bahadur Shaikh Nur Elabi and quoted in the first chapter of the report. If children are to be compelled to attend school, then not only should the teaching be such as would be beneficial to them, but the school buildings should also be such as would not be injurious to their health. Government are not in agreement, however, with the advice given by the Inspector that all the unsatisfactory buildings should be replaced by satisfactory buildings within a period of ten years. A cheaper and a more effective plan would be to construct a smaller number of large and commodious buildings, such as is done in the big cities of the West.

Secondary  
Education.

9. The Punjab Government have read with feelings of some anxiety the chapters in the report dealing with University and Collegiate Education and with Secondary Education. There has doubtless been some improvement. The percentage of trained teachers has again been improved and, in the quantitative sense, may be regarded as satisfactory. Many of the high schools of the province are now housed in good buildings and in bright and healthy surroundings. In most places, the hostel accommodation is adequate. There has been marked improvement in the physical training and in the facilities for invigorating recreation; and the Punjab Government associate themselves with the appreciative remarks made by Mr. Sanderson on the work of the physical training supervisors, of the Boy Scouts Association, and of the Junior Red Cross Societies.

On the other hand, there appears to be a certain aimlessness in the work of the secondary schools. A very large number of pupils remain at these schools year after year but they do not appear to benefit, or even to be capable in present circumstances of benefiting, by the instruction imparted in the schools. The doleful results of the matriculation examination are calculated to confirm this feeling of apprehension. In 1930, there were 14,571 candidates for the examination, but only 8,032 or 55.12 per cent. were successful; and it is difficult to contend that the standards of the examination are an exacting test of those declared eligible to enter upon a university career. The result of this somewhat aimless and unsuccessful schooling is also reflected in the increasing volume of unemployment, which is so distressing a feature in the life of to-day in the Punjab.

10. There is another aspect of the secondary system which gives cause for anxiety. It is recorded in the report that, in one division, "there is still a tendency to open new schools where they are not needed"; and that "communal rivalry in the matter of opening anglo-vernacular schools has resulted of late in a considerable wastage of funds, both public and private." The Punjab Government (Ministry of Education) are of opinion that there is still a need for a more equitable distribution of schools throughout the province; and that, especially in this time of financial shortage, every effort should be made to prevent unnecessary duplication and extravagance. The Director of Public Instruction is requested to review the situation from this aspect and to submit a report to Government at his early convenience.

11. The statistics of the University examinations give cause for similar anxiety. In the Intermediate examination there were 3,957 candidates, but only 1,625 or 41 per cent. were successful. In the degree examinations, there were 1,908 candidates, but only 843 or 44.18 were successful. There is thus an irresistible feeling that the University and its affiliated colleges are tending to overburden themselves by granting admission to large numbers of students who are unlikely either to pass the required examinations or even to benefit by the instruction.

University  
education.

On the other hand, there are signs that wider facilities are now being made available to the students for healthy recreation and for physical exercises, a movement in which Government College, Lahore, has played a leading part. The increasing activities of the Punjab University Sports and Cricket Committees are pleasing features of the year under review. The University Students' Union is also a hopeful innovation.

The Punjab Government associate themselves with the regret expressed by Mr. Sanderson at the untimely death of Professor G. S. Chawla. His kindly personality and his ripe scholarship will be much missed by the students of Government College.

12. The record of the Central Training College has been read with interest; in particular, the account of its expanding activities. It is noted that there is now very little demand for the employment of J. A. V. teachers and a decreasing demand for teachers of the senior grades. The Principal of the College is requested to review the present position and to submit a report.

Central  
Training  
College.

13. A notable advance has been made in the education of girls and women. On the one hand, it is true that comparatively little advance has been found possible in the primary schools in rural areas, where it is a matter of grave difficulty to make suitable arrangements for the accommodation of the women teachers, and where the girls only too often leave school at a very early age. On the other hand, it is gathered that the secondary schools for girls in the larger cities are now making a wide appeal to the parents. It is satisfactory that the girls are tending to stay at school until a later age and that therefore the enrolment in the middle classes is being rapidly improved. It is also satisfactory that the girls are taking more and more to physical exercises and to healthy recreation; and that the

Education  
of Girls and  
Women

facilities for this form of recreation have been much expanded in many of the schools. The main difficulty is to find suitable candidates for the anglo-vernacular posts in the schools, and therefore the successful completion of the senior training course at the Central Training College by seven women graduates is a good omen for the future. The Punjab Government (Ministry of Education) are firmly of opinion that there is no direction in which educational advance is more needed than in the education of girls, and therefore hope that the good progress made in the year under review will be more than maintained in the future.

**European  
Schools.**

14. The schools for Europeans have made satisfactory progress ; and the Lawrence College at Ghoragali has made a good start in its important career under the guidance of the Rev W. T. Wright. The buildings of the schools are generally good ; and a notable addition has been made to the buildings of the Bishop Cotton School at Simla by the construction of a fine hall and library.

15. The Punjab Government (Ministry of Education) desire to express their appreciation of the efforts which have been made by the Director of Public Instruction and his colleagues in the Department towards what may be regarded on the whole as a satisfactory year's progress.

*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)

FIROZ KHAN, NOON,

G. ANDERSON,

*Minister for Education.*

*Under-Secretary to Government,  
Punjab.*

# CHAPTER I.

## General Summary.

### *I—General statistics and remarks.*

SIR GEORGE ANDERSON held the office of Director of Public Instruction, Punjab, during the greater part of the year under review and I officiated for him only for about ten weeks in the beginning and at the end of the year. I therefore am not in a position to describe and discuss the events and statistics of the year from personal knowledge, and in presenting this report I have had largely to depend on information received from inspectors, principals and officers at headquarters.

It has been considered desirable to include in this report the various supplementary statistical tables which were added last year and to incorporate others, as these go a great way towards presenting a clearer picture of the advance made by the province as a whole and by the various districts and divisions severally.

Statistical tables showing the number of schools and scholars, and also the chief items of educational expenditure, will be found below :—

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1928-29.	1929-30.	1928-29.	1929-30.	
Area in square miles ...	99,866					
Population—						
Males ...	11,306,265	Males ..	8.91	9.48	9.41	10.1
Females ...	9,378,759	Females ...	1.15	1.24	1.67	1.81
Total ..	20,685,024	Total ...	5.39	5.75	5.90	6.35

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—CONCLUDED.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1928-29.	1929-30.	Increase or decrease.	1928-29.	1929-30.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
Universities ... ..	1	1	...	18	16	-2	
<i>For Males.</i>							
Arts Colleges ... ..	32	33	+1	10,691	11,806	+1,115	{ (a) 3,166 (b) 6,685 } * (c) 1,801
Professional Colleges ... ..	8	8	..	1,908	1,971	+63	{ (a) 1,555 } † (b) 344
High Schools ... ..	315	318	+3	121,959	124,928	+2,969	{ (c) 94,197 (d) 30,731
Middle Schools ... ..	3,048	3,336	+288	451,119	497,146	+46,027	{ (c) 102,209 (d) 394,937
Primary Schools ... ..	5,520	5,534	+64	363,490	374,733	+11,243	(d) 374,733
Special Schools ... ..	2,288	2,290	+2	63,866	62,312	-1,554	
Total ... ..	11,211	11,569	+358	1,013,033	1,072,896	+59,863	

<i>For Females.</i>									
Arts Colleges	...	2	2	..	128	161	+33	(a) 40 (b) 121 (c) Nil	
Professional Colleges	...	1	1	..	39	34	-5	(a) Nil (b) 34 (c) 2,977	
High Schools	...	32	33	+1	8,395	9,512	+1,117	(d) 6,565	
Middle Schools	...	100	118	+18	17,266	22,426	+5,160	(c) 2,436 (d) 19,990	
Primary Schools	...	1,409	1,528	+119	73,937	81,907	+7,970	(d) 81,907	
Special Schools	...	62	55	-7	2,247	2,250	+3		
Total	...	1,606	1,737	+131	102,032	116,320	+14,288		
UNRECOGNISED INSTITUTIONS.									
For Males	...	2,770	3,309	+539	56,330	70,068	+13,688		
For Females	...	2,512	2,853	+341	49,306	54,076	+4,770		
Total	...	5,282	6,162	+880	105,686	124,144	+18,458		
GRAND TOTAL	...	18,100	19,469	+1,369	1,220,769	1,313,376	+92,607		

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

\*Excludes 154 students of the Oriental College, Lahore, of whom 9 attended the post-graduate class and 145 the Oriental Title class.

†Excludes 63 students in the Oriental Teacher's Class, Central Training College, Lahore, and 9 students in the Leaving Certificate class in the Agricultural College, Lyallpur.



## GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1929.	1930.	Increase or decrease.	Government funds.	Local funds.†
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ...	12,31,239	12,76,111	+ 44,872	88·82	11·18
Universities ...	10,57,832	11,37,495	+ 79,663	23·94	...
Boards of Secondary and Intermediate Education.	..	--	...	...	...
Miscellaneous* ...	50,91,946	42,22,981	- 8,68,965	51·59	20·11
<b>Total</b> ...	<b>73,81,017</b>	<b>66,36,587</b>	<b>- 7,44,430</b>	<b>54·01</b>	<b>14·95</b>
<i>Institutions for Males.</i>					
Arts Colleges ...	20,12,458	21,77,112	+ 1,64,654	34·74	·11
Professional Colleges ...	12,83,245	13,02,398	+ 19,153	83·91	...
High Schools ...	56,53,181	57,74,109	+ 1,20,928	57·63	4·24
Middle Schools ...	65,65,326	72,03,403	+ 6,38,077	64·89	16·98
Primary Schools ...	35,95,851	35,94,996	- 855	66·74	25·89
Special Schools ...	18,99,121	2,93,292	+ 1,94,171	85·96	3·72
<b>Total</b> ...	<b>2,10,09,182</b>	<b>2,21,45,310</b>	<b>+ 11,36,128</b>	<b>58·17</b>	<b>11·19</b>
<i>Institutions for Females.</i>					
Arts Colleges ...	71,511	79,273	+ 7,762	77·11	...
Professional Colleges ...	23,531	34,221	+ 10,690	69·96	...
High Schools ...	6,68,509	7,15,946	+ 47,437	66·83	2·99
Middle Schools... ...	4,53,158	5,59,717	+ 1,06,559	29·63	29·40
Primary Schools ...	9,08,718	9,36,020	+ 27,302	26·99	34·82
Special Schools ...	2,66,209	2,66,129	+ 99,920	66·09	5·93
<b>Total</b> ...	<b>23,91,636</b>	<b>26,91,306</b>	<b>+ 2,99,670</b>	<b>51·12</b>	<b>21·42</b>
<b>GRAND TOTAL</b> ...	<b>3,07,81,835</b>	<b>3,14,73,203</b>	<b>+ 6,91,368</b>	<b>55·63</b>	<b>12·36</b>

\*Includes expenditure on  
†Local Funds include both

## EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds †	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	...	...	...	..	...	...
68-71	7-35	...	...	..	...	...
...	...	...	...	...	...	...
5-54	22-78	...	...	...	...	...
15-30	15-74	...	...	...	...	...
49-76	15-39	64 1 1	0 3 4	91 12 2	28 5 11	184 6 6
15-39	7	554 6 9	...	101 11 7	4 10 2	660 12 6
45-17	12-96	17 6 4	1 15 4	20 14 0	5 15 10	46 3 6
14-55	3-58	9 6 5	2 7 5	2 1 9	0 8 3	14 7 10
2-06	5-31	6 6 5	2 7 9	0 3 2	0 8 2	9 9 6
7-68	3-24	28 10 10	1 4 0	2 9 3	1 1 5	33 9 6
23-87	7-27	12 0 1	2 5 0	4 13 2	1 8 0	20 10 3
18-29	4-60	379 10 6	...	90 1 0	22 10 6	492 6 1
14-74	15-30	704 1 11	...	148 6 1	154 0 0	1,06 8 0
20-10	10-08	50 2 4	3 3 10	15 1 4	7 9 0	75 0 6
5-30	35-67	7 6 4	7 5 5	1 5 2	8 14 5	24 15 4
1-98	36-21	4 15 0	4 8 1	0 1 6	1 14 3	11 6 10
10-29	17-69	107 8 8	9 10 3	16 12 0	28 12 8	162 11 7
8-86	18-60	11 13 3	4 15 4	2 0 9	4 4 10	23 2 2
20-43	10-02	15 0 1	3 6 5	5 6 6	2 10 5	26 7 5

buildings.

District Board and Municipal Funds;

**Institutions.** 2. During the year under review there has been an increase of 1,369 in the number of institutions of all kinds. Institutions for males have increased by eight hundred and ninety-seven and those for females by four hundred and seventy-two.

A little less than two-thirds of the total increase is in unrecognised institutions—five hundred and thirty-nine in institutions for males and three hundred and forty-one in those for females. The greatest increase in the number of unrecognised institutions is in the Rawalpindi division, namely, one hundred and fifty-seven for boys and one hundred and thirty-eight for girls—a total of two hundred and ninety-five. The number of unrecognised schools in the Shahpur district has almost doubled. The increase, however, is rather statistical than actual and is largely due to a more effective method of collecting figures, always a matter of difficulty in the case of institutions not under departmental control.

In institutions for males the increase of two hundred and eighty-eight is chiefly in middle schools and has been produced by the conversion of primary into lower middle schools. An increase of only sixty-four primary schools in the whole of the province seems to imply that the policy of consolidation has been successfully followed, for the number of pupils in primary schools has risen by 11,243.

The increases of one hundred and nineteen in primary schools for girls, and of 7,970 in the number of girls in primary schools are indications of satisfactory expansion.

The Lahore inspector thinks that the distribution of secondary schools is not judicious, as some districts, notably Sheikhpura, have clusters of full middle schools close together while certain others are destitute of even lower middle schools. The Multan inspector remarks that Lyallpur is most progressive in anglo-vernacular education.

The number of colleges for men is forty-one as against forty in 1929; the number of those for women is three, as last year. One government intermediate college has been added and the number of these has risen to thirteen.

There has been an increase of three hundred and fifty-five in ordinary schools for males and of one hundred and

thirty-eight in those for females. This is distributed as follows :—

Schools.			Males.	Females.
Government	..	..	+1	+4
District Board	..	..	+276	+87
Municipal Board	..	..	+44	+10
Aided	..	..	+8	+42
Unaided	..	..	+26	—5
			+355	+138

The number of special schools for males in 1930 is 2,290 as against 2,288 in 1929 and for females fifty-five as against sixty-two last year. The number of adult schools has fallen by twenty-three. This is insignificant as compared with the fall of 1,173 in the number of adult schools for men in 1929. The adult schools for females have, however, received a set back. Last year there was an increase of fourteen ; this year the number has fallen by fifteen to four.

3. The total enrolment of scholars in all kinds of institutions shows an increase of 92,607 at the end of the year, the number having risen from 1,220,769 in 1929 to 1,313,376 in 1930. The increase in this year has more than made up the decrease of last year. The figures for the last five years are shown below :—

Year.	Enrolment.	Increase or decrease.
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
1929-30 .. ..	1,313,376	+92,607

The position of each of the five divisions as regards enrolment of boys and girls in recognised schools during the

year under report and the preceding year will be clear from the following table :—

Division.	1929.		1930.	
	Enrolment.	Increase or decrease.	Enrolment.	Increase or decrease.
Ambala ... ..	165,378	— 26,623	163,489	— 1,889
Jullundur ... ..	208,577	+1,017	229,454	+20,877
Lahore ... ..	278,111	— 9,264	298,120	+20,009
Rawalpindi ... ..	199,371	—406	214,166	+14,795
Multan ... ..	289,362	—786	257,037	+17,675

The percentage of pupils under instruction to the total population is now 6·35 against 5·90 last year. For boys alone it is 10·1 as against 9·41 and for girls alone 1·81 as against 1·67 in 1929. The figures for the last five years are as follows :—

Year.	Percentage for boys.	Percentage for girls.	Percentage for boys and girls.
1925-26 ... ..	8·44	1·15	5·13
1926-27 ... ..	9·82	1·37	5·72
1927-28 ... ..	9·77	1·53	6·04
1928-29 ... ..	9·41	1·67	5·90
1929-30 ... ..	10·1	1·81	6·85

In ordinary schools the total enrolment has increased by 74,496—60,239 in institutions for males and 14,257 in institutions for females.

The statement below gives the figures for various types of schools :—

Institutions for	High.	Anglo-vernacular Middle.	Vernacular Middle.	Primary.	Total.
Boys ... ..	+2,969	—1,012	+47,039	+11,243	+60,239
Girls ... ..	+1,147	+2,415	+2,725	+7,970	+14,257
Total ... ..	+4,116	+1,403	+49,764	+19,213	+74,496

In secondary schools the enrolment of which is 654,042 (622,074 in schools for boys and 31,968 in schools for girls) the number of male pupils at the secondary stage is 196,403 and that of females is 5,221.

The figures for class enrolment in schools for boys and girls are as follows for the last five years :--

Year.	Class I.	Class II.	Class III.	Class IV.
1925-26	409,644	140,249	93,490	78,720
1926-27	440,561	178,109	96,132	82,911
1927-28	457,048	208,316	105,812	84,244
1928-29	412,140	218,690	117,981	90,265
1929-30	443,370	232,897	128,536	97,954

The following statement of increase or decrease in the enrolment of boys in the primary classes of recognised schools in 1930 as compared with 1929 will give an idea of the efforts made in the several divisions to fill up the schools :—

Class.	Lahore.	Multan.	Jullundur.	Ambala.	Rawalpindi.	Total.
I	+8,605	+6,229	+4,848	-2,490	+4,325	+21,518
II	-1,671	+936	+6,045	+2,136	+3,970	+11,316
III	+2,284	+3,341	+2,298	+663	+1,005	+9,591
IV	+3,436	+2,041	+1,229	+962	-769	+6,899
Total	+12,654	+12,447	+14,420	+1,271	+8,532	+49,324

It will be seen that the increase is distributed among the several classes as follows :--

Class I	..	..	..	43·63
Class II	..	..	..	22·94
Class III	..	..	..	19·44
Class IV	..	..	..	13·99

In the Jullundur and Multan divisions the increase is uniform in all classes. In the Lahore division there is a decrease of 1,671 in the second class, in the Rawalpindi

division of seven hundred and sixty-nine in the fourth class and in the Ambala division of 2,490 in the first class.

The decrease by 1,671 in the second class in the Lahore division is explained by the inspector as being due to the fact that there was a large decrease in the infant class last year and this was bound to affect the number of promotions from the first to the second class at the end of the year.

The inspector of the Ambala division makes no mention of the reasons for the decline of 2,490 in the first class, but it is perhaps due to increased enrolment in unrecognised schools.

The Rawalpindi inspector reports an inordinate rise of 7,000 in the enrolment of unrecognised schools for boys. The districts of Shahpur, Rawalpindi and Attock seem to have been most adversely affected by unrecognised schools as the following figures will show :—

Shahpur	..	Class I	—1,008
Rawalpindi	..	Class IV	—745
Attock	..	Class III	—606
		Class IV	—619

The enrolment in the first class shows a fall of 3,642 in Hissar, 1,714 in Rohtak and 1,856 in Kangra. Famine has depopulated whole villages in the south-east of the province, so a fall is natural. Kangra remains unexplained

4. As against an increased enrolment of 60,239 in the recognised ordinary schools (secondary and primary) for boys there has been an increase of 34,248 in the average daily attendance. Corresponding figures for schools for girls are 14,257 and 11,860. The following percentages will give an idea of average daily attendance in the years 1928-29 and 1929-30 in the various kinds of schools for boys and girls :—

Kind of school.	Boys.		Girls.	
	1928-29.	1929-30.	1928-29.	1929-30.
High ... ..	91.45	91.00	83.21	85.67
A.-V. Middle ... ..	89.9	86.39	91.82	86.74
Vernacular Middle ..	84.58	82.69	84.12	84.50
Primary ... ..	84.25	82.65	83.40	82.96
Total ... ..	85.65	83.91	83.61	83.58

In adult schools for men there is a decrease of 1,132 in average daily attendance against a decrease of 2,855 in enrolment and the percentage of attendance in 1930 comes to 83.9 as against 81.5 in 1929. In adult schools for women there is a fall of three hundred and forty-two in enrolment and of two hundred and ninety-seven in daily average attendance. The percentage of daily average attendance comes to 92.04 in 1930 as against 87.9 in 1929.

5. The following table will show that the number of middle schools, both lower and upper, has been increasing steadily during the last few years. At the end of the year under review there were two hundred and ten more lower and seventy-five more upper middle schools than in the preceding year :—

Year.	Lower middle.	Upper middle.	Total.
1921-22	412	244	656
1922-23	434	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
1929-30	2,431	670	3,101

It is now widely believed that the four year primary course is not of sufficient duration to confer permanent literacy and the conversion of primary into lower middle schools has consequently gone on apace. The increase already mentioned is an indication of the steady development of our system of vernacular education and of a public demand for the provision of facilities for a complete course in a larger number of areas.

The following figures showing the enrolment in the fifth and eighth classes afford a distinct proof of a larger number



of pupils, both boys and girls, proceeding to post-primary courses :—

Year.	CLASS V.			CLASS VIII.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1922-23	3,467	3,413	33,880	16,151	413	1,584
1923-24	36,666	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	4,867	59,541	25,409	814	26,223
1929-30	58,376	6,354	64,730	28,935	1,070	30,005

Single  
teacher  
schools.

6. The one teacher school is not yet a thing of the past. The decrease of 262 in their number during the course of the year under review is, however, a most welcome sign that our primary schools are receiving the care and attention they deserve. It will be seen from the following statement that Lahore, Multan and Ambala divisions have cut down the number of schools of this type by about a hundred each.

*Single teacher schools for boys on 31st March 1930.*

Ambala division.		Jullundur division.		Lahore division.		Rawalpindi division.		Multan division.	
Ambala	40	Jullundur	40	Lahore	14	Rawalpindi	4	Multan	101
Hissar	160	Ludhiana	14	Amritsar	9	Attock	35	D. G. Khan	84
Gurgaon	63	Hoshiarpur	15	Sheikhupura	59	Mianwali	95	Muzaffargarh	99
Karnal	189	Kangra	34	Sialkot	2	Gujrat	28	Lyallpur	57
Rohtak	..	Ferozepore	50	Gurdaspur	23	Jhelum	9	Montgomery	11
Simla	2			Gujranwala	56	Shahpur	27	Jhang	60
Total 1929-30	454		153		163		198		412
Total 1928-29	561		134		206		173		508
Grand Total 1929-30	1,380	Grand Total 1928-29	1,642						
Total decrease in 1929-30 ... 262									

7. The following statement bears ample testimony to **Compulsion.** the success achieved by the inspecting staff in the matter of compulsion :—

*Areas with compulsory education.*

Division.	URBAN AREAS.		Increase or decrease.	RURAL AREAS.		Increase or decrease.	Total increase or decrease.
	1929.	1930.		1929.	1930.		
1. Ambala ...	18	18	...	724	807	+173	+173
2. Jullundur	3	3	...	30	30	...	..
3. Lahore ...	3	4	+1	377	411	+34	+35
4. Rawalpindi ..	1	2	+1	486	506	+20	+21
5. Multan	17	19	+2	473	459	+36	+28
Total ...	42	46	+4	2,040	2,303	+263	+267

The percentage of enrolment and what is more important still the percentage of attendance in areas under compulsion seem to have received special attention and in certain portions of the Multan division these figures have risen as high as 80 to 90, or even more, a reassuring circumstance. Lahore and Amritsar cities appear to have reached almost the maximum limit, and no effort should be spared to maintain the position attained. In this connection Sheikh Nur Elahi has sounded a note of warning which should not go unheeded :—

“The most urgent problem raised by compulsion in the case of bigger municipalities is that of accommodation. The majority of schools in both Lahore and Amritsar are located in unsatisfactory rented buildings and the effect of this on the health of the children is apprehended to be disastrous. Consumption and other diseases are said to be on the increase in these big towns, and compulsory education under which a large number of small children must be confined in the vitiated atmosphere of small class rooms for best part of the day is likely to aggravate the situation and might ultimately prove a curse rather than a blessing unless a serious and immediate effort is made to bring about radical reforms.”

The inspector has done well in urging the two premier municipalities of the province to prepare building programmes with the object of providing every school with a suitable building in the course of ten years, to arrange for effective medical examination and treatment of all school children and to provide playgrounds for both boys and girls. It will be interesting to watch the results.

It is pleasing to read in the Ambala report that whereas at all places people have begun to realise the desirability of sending their children to schools, the teachers on their part have also begun to understand that compulsion does not merely aim at the swelling of the roll of the infant class but also at improving the quality of instruction in primary classes and at bringing leakage and wastage down to the lowest limit.

As to whether legal steps should be taken with greater strictness against defaulters in compulsion areas or persuasion should continue to be our watch-word is still a disputed question among the inspectors. While M. Abdul Hamid of Multan is definitely of opinion that "the universal application of the principle of compulsion coupled with the rigid and successful application of the second part of the Primary Education Act is needed to bring about the consummation so devoutly wished" and advocates that "notices should be ruthlessly issued and prosecutions as ruthlessly launched," Mr. Man Mohan does not wholly agree with his district inspectors, who press for the strict enforcement of the provisions of the Act :—

"Not only would the enforcement of the penal clause lead to discontent and make the Education Department unpopular but the difficulty would be greatly increased by the fact that some of the officers of other departments on whose co-operation we have to depend in such matters may be conscientious objectors and instead of helping the compulsion forward, they may prove to be a sort of hindrance."

In the Lahore division (where the number of prosecutions was the largest) there were nine cases in urban and one hundred and two in rural areas. The slowness of ordinary legal procedure, which at times rendered the prosecutions ineffective, has been remedied by the appointment of magistrates with summary powers in Montgomery and Lyallpur districts, and the district inspector of Gujranwala has discovered a more effective and less expensive method of launching prosecutions under the Village Panchayat Act.

The problems of compulsory education are varied and difficult, and the report of the Compulsory Primary Education Committee of Council will be eagerly awaited.

8. The report of the Indian Statutory Commission Volume I, page 384, in speaking of the phenomenal quantitative advance since the inception of the reforms goes on to say :—

“The two important factors vitiating the promise of these figures are what our Education Committee refers to as ‘stagnation’ and ‘wastage.’ Children who do not for one reason or another advance from one class to a higher and consequently ‘stagnate,’ or who, after a year or two of instruction, forsake the school altogether for the traditional duty of Indian childhood, the tending of the family flocks and herds, are not likely to swell the ranks of the literates.”

The table on the next page of the report shows how throughout British India out of 3,453,046 children who were enrolled in class I in 1922-23 only 655 101 or 18·9 per cent. reached class IV in 1925-26. For the Punjab alone, of the 277,120 boys in the first class in 1922-23 only 67,968 or 24·5 per cent. survived in the fourth class in 1925-26, and even the number in the second class in 1923-24 was only 35 per cent. of the enrolment in the first class in the previous year.\* Again, on page 51 of chapter IV of the Indian Statutory Commission's interim report it is stated that school attendance is and must be irregular in places where climatic and geographical conditions and the conditions of public health are so adverse. To this handicap in the growth of literacy we must add the fact that in educational expansion on a large scale there must always be a certain amount of enrolment and retention on the rolls of boys whose attendance is merely occasional. With knowledge of these facts and of the difficult financial situation in 1928 the consolidation orders mentioned at page 9 of the report on the progress of education in the Punjab for 1928-29 were issued. Since it was obvious that average attendance was of greater importance than enrolment, all inspectors were urged to pay special attention to the improvement of average attendance. Thus, while the enrolment

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\*Since these paragraphs were written, Mr. Reynell, Assistant Director of Public Instruction has made an interesting and important study of enrolment statistics which proves that the situation is much less unsatisfactory than is here indicated. His statement will be found in the appendix to this chapter.

for 1928-29 showed a fall there was an increase in the regularity of attendance. It is too early to judge of the ultimate success or failure of this policy of consolidation in the higher classes but the reports of divisional inspectors provide matter for serious attention. In the Lahore division the enrolment on 31st March, 1929, in the first class was 67,589, in the second class a year later the enrolment was 67,233 or 99·4 per cent. of this, though the actual figures in the second class have fallen by 1,671 against the enrolment on 31st March, 1929.

In the Rawalpindi division in 1929 there were 71,575 pupils enrolled in the first class and in the second class for the year ending 31st March, 1930, there were 31,728 or 44·3 per cent.

In the Jullundur division the 56,857 boys of the first class in 1928-29 are represented by 47,794 at the close of the year under review, or 84 per cent. The remarkable change in the proportions between the first and second classes in Lahore and Jullundur divisions appears to be due chiefly to a change in the system of promotion.

But while in the Lahore division the boys at the end of the year under report enrolled in the third class were only 43 per cent. of those reading in the second class the year before, those in the fourth class are 84·6 per cent. of the previous year's third class. The corresponding figures for the Jullundur division are 54 per cent. and 87·8 per cent. and in the Rawalpindi division 74 per cent. and 82·6 per cent. There is great encouragement in these figures.

Multan and Ambala also record a distinct advance. The six districts of Multan, a division that constantly has claimed special treatment as a backward area, showed the following percentages of boys at school from the total male population of school-going age :—

Montgomery	..	..	81 per cent.
Lyallpur	...	...	70 " "
Jhang	...	...	74 " "
Multan	...	...	67 " "
Muzaffargarh	...	..	57 " "
Dera Ghazi Khan	..	..	69 " "

Muzaffargarh with its barren *thal* and scattered population presents almost insuperable obstacles to the spread of education. Yet even in girls' education it is advancing. Of old the wind moaned over the sandy wastes "and he who hath not, from him shall be taken even that which he hath . . .", in these days it is changing its note and would seem to murmur "God helps those who help themselves."

## 2.—*General development.*

9. The reports for the last two years have emphasised the importance and influence of the new type of physical training supervisor. Once more divisional reports devote a considerable amount of space to physical training, games and the general work of the physical training supervisors. The Multan inspector, whose division has been well to the front in the organisation of physical training and games for some years, writes:—

Games and  
physical  
training.

"The physical development of scholars is no longer the privilege of a limited number, who, in days gone by, used to form special teams for special games. Even primary school children have had a new spirit infused in them by the opening up of new vistas of physical activity in the form of games played in countries other than their own; the novelty of these games never fails to attract the ever-increasing number to participate in them. . . It is the new type of physical training supervisor that has largely been instrumental in making such games popular among the children and the old drill masters have had the benefit of attending refresher courses organised by them at different places in each district. . . Moreover, inter-class and inter-departmental matches in the same school, inter-class matches with other schools and even matches with teams organised by private gentlemen were among the prominent displays of physical strength and skill that enlivened the close of the last winter. The team organised by the Sajjada Nashin of Jalalpur Pirwala (Multan) took an active part in athletics, volley ball and football contests with the teams of several secondary schools of the district. Games and athletics very often form an important part of the rural uplift programme carried on by the district community councils."

Again, the Multan inspector says:—

"Physical training supervisors have always and everywhere rendered yeoman service in organising games, games clubs and refresher courses in rural areas."

The Ambala inspector speaks in high terms of the benefit of the play-for-all movement and points out difficulties :—

“Several schools do not own spacious and open playing grounds where all the students might be able to play different games at the same time. As people are now realising the usefulness of this movement the managers of schools are taking special pains to meet this difficulty by acquiring more land to provide for better grounds.”

He adds :—

“I wish our teacher community would also realise their duty and responsibility in this connexion. Ordinarily when students are out in the playgrounds teachers take it as a recess period for themselves. No useful results can be achieved unless teachers show better and greater interest. They should make it a point to play with the students and see that every individual is receiving exercise in a proper manner. They should also realise that it is on the playground that most of the work of giving students character training can be tackled successfully. Again, it is on the playing fields that good discipline, tolerance and a habit of receiving knocks in life in a sportsmanlike spirit can be taught to the students.”

Khan Bahadur Shaikh Nur Elahi, ever an enthusiast for healthy exercise, has been seeing to it that proper use was made of his physical training supervisors :

“I discussed the question with both the district inspectors and the physical training supervisors and we agreed that instead of occasional visits to schools which lead to nothing supervisors should go out periodically, especially during the normal school vacations, and hold refresher courses of school masters at convenient centres. . . Physical training displays are given to the public in villages and towns. Games are organised not only for schools but for the general public as well.”

He also speaks of the almost insuperable difficulty of the lack of ground for city schools

“The most urgent need in this case is the provision of playgrounds for small children who under compulsion are shut up in the vitiated atmosphere of dark, ill-ventilated schoolrooms for the best part of the day. The Amritsar municipality has not yet realised its responsibilities in this connexion but the Lahore municipality has seriously taken up the question and a committee consisting of the divisional inspector of schools, the physical adviser to the Punjab Education Department, the Director of Physical Training, Y.M.C.A., and some three members of the municipality has been appointed to go into the whole question and submit a scheme for the provision of playgrounds.”

After referring to inter-class tournaments held by the Headmasters' Association, Amritsar, which seem to stimulate keenness for games even in the small boys of the secondary department he concludes this section thus :—

“ I cannot conclude my comments on physical training and games without making a reference to village games clubs. In the Lahore division the total of such clubs is now 658, their number districtwise being Lahore 46, Amritsar 100, Gurdaspur 198, Sialkot 146, Gujranwala 70, and Sheikhpura 98. Gujranwala and Sialkot districts have organised, very successfully, tournaments in Kabaddi, volley ball and other village games. Some of the Sialkot village volley ball and Kabaddi teams have won provincial distinction and reputation.”

It is interesting to observe that Chaudhri Bahawal Khan, Assistant District Inspector, Sialkot, has been successful in codifying the rules of Kabaddi. The Khan Bahadur records that the standard of discipline and orderliness is rising and a true spirit of sportsmanship is gaining ground gradually. This takes us a long way from 1920 when one divisional tournament was stopped “ until such time as the headmasters of the division should develop a gentlemanly and sportsmanlike spirit.” He also records the opinion that our vernacular schoolmaster is now much better fitted to look after the drill and games of boys in village schools and keep them cheerfully employed than he has ever been before.

Mr. Man Mohan, however, sounds a warning about the influence of tournaments :—

“ No divisional tournament has now been held for some time and there seems to be no likelihood of re-starting such a tournament in the near future. District tournaments and tehsil tournaments were held at various places in this division during the year ; but I am not quite sure that all these tournaments really serve a useful purpose. In one place at least the tournament created a lot of bad blood, unpleasantness and friction ; I am seriously considering whether I should allow these tournaments to be held in such places where the spirit of sportsmanship is not yet properly developed.”

Mr. Ratan Lal took a number of the members of his divisional conference to visit the King George Royal Military School at Serai Alamgir. He considers that this visit has already borne fruit and that in some of the schools such as the Khalsa high school at Rawalpindi the physical training work has been successfully organised on very much the same



lines. If this be really so, then we have indeed made great progress. Mr. Ratan Lal further records his opinion that—

“ it is unfortunate that the services of the physical training supervisors could not be utilised to any appreciable extent for the purpose of organising games in vernacular schools.”

Other inspectors do not appear to have felt this difficulty.

Welfare and  
its ancillary  
agencies.

10. While our physical training experts and their colleagues are accomplishing a noble work in making our schoolboys, their fathers and their elder brothers healthier and happier, other aspects of welfare work, which in theory are under the control of the rural community councils, are largely carried on by our educational institutions and their staffs. It is not too much to say that in almost every district of the province most of the rural workers are drawn from the ranks of our educationists. The community council lays down what is desirable in the area in which it works ; but it is very often the case that the man in the front line is the schoolboy. While the banner under which he serves may be that of the Junior Red Cross, St. John Ambulance or the Boy Scout, the type of work under each organisation is very much alike. The demonstration train and the cinema lorry owe much of their success to the energy and organising ability of our district inspecting staffs.

From all parts of the province we hear tales of our normal schools and other institutions improving the sanitation of villages, providing healthy drinking water for villagers, arranging for the pitting of manures, popularising cleanliness, and in general broadening the outlook of people living in rural areas. This is true educational work of the highest value and it would be to sin against the light to withdraw our hands from this work. But a note of warning must be sounded ; Mr. Man Mohan does this for us :—

“ To know that our inspecting officers are doing their best in all directions is very gratifying indeed ; but sometimes one is led to ask oneself the question as to whether we are not driving our men too hard, and diverting their energies into too many channels which are not strictly speaking educational.”

He goes on to state that an impression has gained ground in certain quarters that an assistant district inspector or

even the district inspector is a sort of hack who can be saddled with any kind of duties and adds :—

“ It is all very well to say that the association of the boys and teachers with the other agencies at work in certain beneficent directions is in itself an education ; but it must be remembered that if our boys, teachers and inspecting officers are saddled with too many extra-mural duties their purely educational work is bound to suffer.”

In wondering whether the deterioration in matriculates may be attributed to this cause Mr. Man Mohan forgets that in his own division the pass percentage in the matriculation examination has been rising steadily for some years and that during those years when the burden of general welfare work has increased. Our experienced inspector of the Lahore division supports Mr. Man Mohan :—

“ Of late there has been a growing nervousness about some of the important educational activities, such as play-for-all, scouting, community work, and the like, which have now become an almost integral part of our school life but which owing to their educative effects not admitting of being gauged by public examinations are condemned as diversions from the students' legitimate functions. This opinion has probably gained strength from the examination results of the last few years, which in the case of schools specially conspicuous for games, scouting, etc., have not certainly been the brightest.”

He suggests that in these cases undue stress has been laid on these general activities to the neglect of instruction but that in order to counteract this undesirable effect great emphasis has this year been laid on class work. A general purview of the province produces no serious grounds for alarm in this respect. The instructional state is improving and in some cases has produced the best results in institutions most active in general welfare work. The normal schools most active in welfare work generally do excellently in examinations while the vernacular final results for the last five years (1926, 67·52 ; 1927, 72·85 ; 1928, 70·22 ; 1929, 78·73 ; 1930, 68·33) do not suggest grounds for alarm.

Another important point which needs emphasising is the growth of importance of the village schoolmaster through such activities. Too often we hear complaints that he is an insignificant character for whom the villagers have little respect. His school cannot but benefit if he wins the respect and gratitude of his neighbours by his general activities.

During the year locusts caused widespread fear of loss and from every invaded area have come accounts of the splendid work of our schools in locust destruction. As an example I may quote Gujranwala where schoolboys destroyed over three thousand maunds of locusts. Again, the headmaster of Pasrur writes :—

“ On Thursday, the 6th February, Pasrur was visited by myriads of locusts. The school band of 150 community workers went over to drive away the army and to destroy them, if possible.”

The Deputy Commissioner of Jullundur writes :—

“ The assistance given by schoolboys in the campaign against locusts was whole-hearted and altogether very commendable. I hope that the Education Department, while accepting the thanks of district authorities, which are tendered with the greatest sincerity, will not overlook the fact that this association of the boys with other agencies that worked in this campaign was in itself a piece of useful education for the boys as well as the teachers.”

Once more floods have devastated certain areas. Of the Jhelum Government High and Normal School Rai Sahib Lala Ratan Lal tells us that :—

“ The pupil teachers and boys did yeoman service to the poor and distressed people on the day of the great flood of 28th August, 1929, at considerable personal risk. They worked day and night in rescuing people and saving their belongings from the rising water.”

It has also been brought to my notice that the headmaster of this institution harboured refugees in his school and under great difficulties arranged for their being fed. In connexion with the flood havoc in the western districts of Multan, Maulvi Abdul Hamid records as follows :—

“ Efforts have not been wanting on the part of educational institutions to sympathise with, and ameliorate the condition of, the people affected by the unprecedented floods that brought a great havoc in the western districts of the division during the year. An appeal was made to raise funds for the sufferers. Montgomery took the lead by subscribing to the fund the sum of about Rs. 3,000. Lyallpur did not lag far behind Montgomery and collected about Rs. 1,700. Even some of the districts affected by the floods took part in this movement and contributed Rs. 800 to the aid of the afflicted.”

In the Lahore division cholera broke out in a virulent form in several towns and villages, and the schools at the

suggestion of the divisional inspector took a very active part in the campaign against it. The inspector quotes the following extract from the report of a headmaster to illustrate what his schools attempted :—

“ 1. During the days that the epidemic prevailed in the town the following measures were adopted :—

- (a) Ropes and buckets were provided by us on two wells most frequented by the poor inhabitants and boy volunteers were posted not to allow people to use their own buckets for drawing water or to wash clothes on the wells.
  - (b) Potassium permanganate, lime and phenyle were supplied free to poor people at their houses by parties of students for disinfecting purposes.
  - (c) On six different wells large placards in Gurmukhi and Urdu showing that those particular wells were not to be used for bathing or washing purposes were exhibited ; this served to lessen chances of pollution of the drinking water.
  - (d) All the students of this school without exception from the infants to the tenth class were inoculated by the Health Officer.
2. Parties of students and teachers preached to the people in the ilaqa, during the days that the school remained closed on account of cholera, on the precautionary and preventive measures to be adopted against the epidemic.
  3. Printed handbills in Gurmukhi and Urdu were distributed among the people of the ilaqa instructing them in the causes, prevention and cure of the malady.”

All alike speak of the great value to the community of Scouts, St. John Ambulance and the Red Cross Society ; but to one who views the situation at a greater distance and over a larger area it seems desirable that at no remote date, perhaps by the Rural Community Board, there should be a survey of the various tasks to be allotted to those different bodies and suggestions possibly made as to the amalgamation of at least two of them.

11. In close connexion with these beneficent activities are the efforts towards the development of co-operation and thrift. It is difficult, if not impossible, to change the ancient customs and ingrained habits of grown men and

Co-operation  
and thrift.

women"; only upon the plastic mind of the child and the comparatively young may we hope to impress new ideas with more lasting effect. Thus the teaching of the spirit of co-operation in our schools is a matter of the first importance. Mr Man Mohan is not wholly satisfied with his co-operative societies and has been compelled against his wish to close a few of them as they were serving little useful purpose. Khan Bahadur Sheikh Nur Elahi reports that the co-operative societies attached to normal schools are doing particularly well. Maulvi Abdul Hamid considers that in the Multan Division—

“ Supply societies, with the requisite amount of guidance forthcoming from the teachers, have everywhere been a success even in the teeth of keen competition in towns. They are doing valuable work in supplying to the students books, articles of stationery and all sorts of reading and writing materials of a superior quality at much less than the bazaar rates. In some cases these societies have included the provision of food materials and oils also among their business activities. The nominal profits reported from almost every place show that they are opened much less for making any profit than for doing good to the student community.”

That these societies serve a useful purpose is made clear by the occasional complaints from shopkeepers against the establishment of co-operative societies in schools.

The Jullundur Inspector has 188 teachers' thrift societies with 3,185 members and total deposits of Rs. 97,215 as against 185 societies, 353 members and total deposits of Rs. 89,009 last year. The Lahore Inspector reports that :—

“ The total number of such societies in the division is 217 and the number of members 3,360. The total amount to the credit of these societies is Rs. 1,42,981 out of which a fairly large amount was advanced to the members for marriages and other purposes.”

In his division there are 82 penny banks, with 2,494 members and savings of Rs. 928. This establishment of penny banks is a comparatively new experiment. Such banks appear to have been suggested in part by the penny banks of Yorkshire and in part by the national savings movement throughout the schools of the United Kingdom.

The Multan Inspector writes —

“The number of thrift societies has increased by 22 to 201. Almost all of them have been registered with the Co-operative Department. These societies are proving very beneficial to the teachers and should serve to inculcate in them habits of economy and frugality. All the trained teachers in the areas served by them are members. Progress in this direction has been made throughout the division with the exception of Dera Ghazi Khan where the recent floods and other visitations have given a serious setback to the movement. While the need for the institution of such societies was never greater in this district than at the present time yet some fat years must follow the unhappy lean years before the lost ground can be recovered.”

The knowledge that they have deposits in the bank that are earning money for them must make for the greater contentment of our schoolmasters and thus for the stabilising of their character and the improvement of their work.

12. As a committee has recently been considering this and has urged certain experimental measures to be carried out during the year it will perhaps be wise to leave comment on this subject until the next report. Medical inspection of schools.

13. The Punjab Boy Scouts Association sent a contingent of twelve scoutmasters and twenty-two scouts, under the command of Mr. H. W. Hogg, O.B.E., to the world Jamboree held in England in July and August, 1929. The party left Lahore on 4th June and during the voyage visited Egypt, France and Spain, opportunities being granted, while the ship was in port, in some cases to spend three days touring the country. The contingent landed in England on July 9th and proceeded to Scotland. One group went north to Perth and Aberdeen and the other group went to Glasgow and Edinburgh. While in Scotland the scouts and scoutmasters spent week-ends with Scottish boys either in their homes or camping on the hills. Extensive tours were also made through England and Wales. Two weeks were spent in the study of modern farming, special attention being paid to milking, cattle breeding, scientific machinery for cutting, winnowing and ploughing. Iron works, ship building yards, printing presses, transport works, railway centres and large purveying establishments were visited and an interesting trip was also made to Cadbury's model village in the south of England. A number The World Jamboree of Boy Scouts, 1929.

of boys and masters also visited Germany, Belgium and France and some of them had the experience of flying between London and Paris and over Edinburgh and London. Opportunities were also given to the scoutmasters to undergo special training at the Boy Scouts' training centre at Gillwell Park, and all the members qualified for the coveted Wood Badge degree. At the jamboree held at Birkenhead the Punjab scouts gave a series of Punjabi and Frontier dances, *gatka* and *chakkar* displays and *krishna* dances which proved of great interest to the British public. The camp was graciously visited by H. R. H. the Prince of Wales, who expressed his admiration of the Punjab contingent; Lord Baden-Powell and other distinguished men also came to the camp. The British Government and the people accorded a cordial welcome to the boys and the trip was not merely for sight-seeing but every opportunity was seized to seek instruction from those qualified to give it. The contingent returned to India on 3rd October, 1929.

Adult edu-  
cation.

14. As a result of the cutting away of dead wood the inspectors report an improvement in adult education. The Lahore Inspector speaks of a regrettable decline in his schools, there being a fall of seven schools and 1,214 scholars, but it would seem that there is no point in using this term 'regrettable' since he records a notable increase in the number of literacy certificates awarded to adults. In Multan, on the other hand, the inspector reports :—

“The policy of consolidation in weeding out of superfluous growth followed last year was pursued this year as well, though expansion, wherever possible or necessary, has been receiving the attention it deserves.”

His statement shows a drop of one in the number of schools, a rise of 665 in the number of scholars, and a fall of 330 in the number of literacy certificates.

Two or three years ago the Ambala division suffered much from unsatisfactory adult schools. Sardar Deva Singh now writes :—

! “Unabated efforts have been continued to locate adult schools in suitable places and make them work efficiently with a view to providing powerful means of combating the ignorance and illiteracy of grown up people. The number of such institutions in the division has again fallen by 75 to 3,663 and the enrolment has suffered a loss of some 3,600 and now stands at 14,129.

During the year more schools were closed down to make supervision and inspection effective and regular. The remaining number is now well within the scope of being properly supervised and regularly inspected. This gives every hope of success."

Despite this steady pruning, all districts, except Hissar and Simla, show a rise in the number of literacy certificates issued.

During the year Mr. Man Mohan has found new hope:—

"I was rather pessimistic about adult schools when I wrote my report last year; but it appears that if and when the district inspecting staff make earnest efforts to tackle the problem of adult education an improvement is visible at once."

It is interesting to note that Lady Chatterjee, the wife of the High Commissioner for India in London, in a recent speech declared that the proper solution of illiteracy in India at the moment was the adult school.

15. It would appear that as villagers become accustomed to the idea of village libraries they are making increasing use of them. Efforts are made to pass useful information on to the peasantry, even though illiterate, by collecting them at the library to listen to the reading of suitable pamphlets. Thus these libraries may help not only to maintain literacy but to entice people to seek it.

16. While the clamour for girls' education in towns is rising more strongly day by day there is very little real demand in the countryside, and this is but natural, as everyone knows that the peasant's object in sending his boys to school is to secure admission to Government service. He sees no chance of such service for his daughter. Education or training of the mind and character is a conception beyond his brain.

Even in large towns expansion is handicapped by the difficulty experienced in finding trained mistresses, a difficulty much enhanced by the fact that in the Punjab men outnumber women by some two millions.

The Girl Guide movement is spreading and an excellent beginning has been made in physical training and games for girls.



A permanent inspectress of domestic science has been secured and there are signs of healthy development in this essential branch of the curriculum.

Co-education.

17. The education of girls with their little brothers has received much attention in recent years. Of this movement Mr. Brayne was the great protagonist in Gurgaon. It may therefore be of interest to quote Mr. Darling on this topic. In a Meo village of Gurgaon\* :—

“ I had a look at the lower middle school. I have rarely seen a more disreputable building—its only adornment, pigeon droppings. To educate the new generation—in this case 103 children—in such surroundings is to ensure its being no cleaner than the last. But this seems characteristic of the schools in this part of the district. A few girls were at work with the boys: eleven are on the rolls, and seven or eight attend daily. There was no mistress to teach them. . . The Meos would like at least to have a mistress. And if this too is impossible? ‘ Then let them read with the boys, but only up to the age of ten, not later ’”.

Generally throughout the province we find that Rusticus holds strict views about this age limit. The desire to have a mistress in the co-educational school is also widespread and draws our attention to Khan Bahadur Syed Maqbul Shah's wish to give an honorarium to every schoolmaster who educates his wife so that she may pass the vernacular final examination and aid him in his school.

The Multan inspector's note on this subject is of great interest and importance :—

“ The number of girls reading in recognised and unrecognised boys' schools during the year under report is 790 and 1,472 respectively against 1,212 and 1,392 of the last year. In recognised girls' schools there are 58 boys against 118; in unrecognised girls' schools there are 2,013 boys against 1,733 of the last year. The number of boys and girls reading together in recognised schools has considerably decreased while it has largely increased in the unrecognised private schools. From this it is clear that the experiment of co-education may be more successful in the case of unrecognised institutions which are in the hands of *mullas* and *pandas* who generally command the confidence of the public.”

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\*Rusticus Loquitur by M. L. Darling, Oxford University Press, page 148.

This seems to prove that co-education is almost entirely a matter of confidence. Villagers from time to time say that they have no objection to co-education where the master is well-known to them but that the danger of frequent transfers takes away their confidence. The Lahore inspector is less confident :—

“ The experiment of co-education has not been very successful. The average parent is averse from sending his girl to a boys’ school. Apart from the distrust of the school-master there is the feeling that the tone of an ordinary boys’ school is not healthy for girls. The total number of girls attending boys’ schools on the 31st March 1930, was 1,027, showing a decline of 389 during the year.”

Mr. Ratan Lal adds a most interesting contribution :—

“ Out of 104 branches attached to various district board boys’ schools in the Mianwali district 42 are attended purely by girls, the attendance therein being 1,507.”

He goes on to say that since mistresses cannot be obtained these schools are taught by local *mullas*.

Mr. Man Mohan appears hopeful in this matter :—

“ The number of girls reading in boys’ schools has increased by 851 from 1,949 to 2,000. Much progress in this respect has been made in the Kangra district, the stronghold of ‘conservatism’ and it appears that if in such a place people are willing to try this experiment with equanimity there is no reason why in the progressive districts of this division the experiment should not be more successful.”

Mr. Man Mohan is particularly interested in co-education and is striving for its development, though he realises that prejudice in many places must be overcome. He finds that a number of boys attend girls’ schools up to the age of nine and holds strongly that the two experiments should go side by side by putting girls into boys’ schools and boys into girls’ schools.

18. Recent resolutions in Council and statements by educationists and the general public are constantly calling attention to the need for a reform of the curriculum. A member of the Legislative Council writes :—

Rural bias  
and voca-  
tional train-  
ing.

“ The ilaqa to which I have the honour to belong is fairly advanced. There is a district board primary school for girls in addition to a flourishing school for boys. The people realise the importance of education but they feel,

to a still greater extent, the need for a thorough overhaul of the present system of education. The curriculum is ill-suited to the needs of the population and particularly of agriculturists. This sort of opposition must be distinguished from the opposition met in the more backward areas, but its force should not be under-estimated. Similar difficulties must be experienced in other areas with the development of education if no steps are taken to change the system so as to include an increasing proportion of subjects of rural interest."

The greater number of our critics fail to realise that in the primary curriculum there is little room for change or reform. Reading, writing and arithmetic must be taught and the content of such a curriculum is not open to much variation. Here, however, we seek salvation in those blessed words "rural bias". The meaning of this is perhaps best expressed in the words of Maulvi Abdul Hamid of Multan :—

"The instructional condition of primary schools has seen considerable improvement during the year under review. Efforts have been made, generally with no inconsiderable measure of success, to give a rural bias to primary schools; and the changes introduced in the teaching of the primary class subjects have been much appreciated by the zamindars because they are calculated to equip the village boy with a useful knowledge of his surroundings and the needs and requirements of his life. In some districts boys are now being so prepared as to be able to find out or even tell by sight the yield per acre of the crops, to know the normal prices of articles of daily consumption, to calculate the rate of land revenue, to make out the patwari's papers, to understand the duties of petty village officers and to read out letters written by various persons, deciphering sometimes almost illegible scribble".

Multan has been quoted but the same change is going on throughout the province. As the new learning and new spirit develop in our normal schools, this far-reaching but simple reform will cover the whole of our primary school system. Of the influence of our educational system at higher stages Mr. Darling says :

"The education of the rustic is full of difficulty. . . . The Rajput educationist said that in the Una tehsil there was hardly a matriculate working in the fields, a fact that the co-operative staff subsequently corroborated. The latter could mention only two matriculates who

were cultivating their land as against twenty who lived idly in their villages, drawing their rents and doing nothing in return. Even more difficult is the case of the villager who has been to college. On his return to the village he is like a fish out of water".\*

And, again,

All were emphatic that the education of the matriculate unfitted him for the life of a cultivator.\* He cannot work in the sun, said one. He cannot do anything that requires vigour, said another. His legs won't support him, said a third. Argument after argument were pattered out against him. A sub-inspector with me said there were any number of peasant matriculates in his circle, but only about 10 per cent. were cultivating their fields and most of the rest did nothing.

Another sub-inspector said that about one-third of the twenty to twenty-five matriculates living in his circle were cultivating. Both agreed that those who do nothing spend their time in playing cards and loafing about the neighbourhood. There is a very large number of matriculates in the tehsil. One village of 2,200 inhabitants has 35 matriculates as well as four graduates.†

And, on the following page, we find

All standing round agreed that a boy would not be spoilt for cultivation if he were educated up to the 'lower middle' and no further: less than this was not practical, for a boy who did not go beyond the primary soon forgot to read and write.

And in another district Mr. Darling quotes a Sikh jagirdar :

"Up to the eighth class a boy is not spoilt for work in the fields, but after that he becomes too weak."

These are serious charges against our system of education but the Department is not unaware of these dangers and has resolved to combat them in various ways. In the important question of physique, our improved physical training system must be of enormous value. Again, where school farms and school gardens have been established the sons of the peasants do not necessarily lose their hardiness, and they learn that it

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\*Rusticus Loquitur, page 9.

†Ibid, page 66.

‡Ibid, page 43.

is no disgrace for one who can read and write to wield the mattock. In fact, it may be said that as far as the middle school is concerned we are giving a rural bias and some vocational training. It is at the high school stage that we must still further seek improvement by experiment.

Farms and gardens will be mentioned elsewhere ; here it is desirable to note certain experimental developments. Mr. Man Mohan speaks of three tailoring classes attached to schools in the Kangra district and he holds that these continue to be popular and useful. Inquiries at one of these schools by the Director of Public Instruction, however, elicited the fact that from the output of the tailoring class, over some five years, only one old student was earning his living as a *darzi*.

Sardar Deva Singh of Ambala mentions certain innovations :--

“ With a view to encouraging handicrafts in the district, the district board of Rohtak has already started classes for shoe-making in connexion with the lower middle school, Sisana, and the upper middle school, Farmana. These classes are becoming popular and serve a very useful purpose. Quite recently the same district board sanctioned Rs. 2,500 for the encouragement of minor industries and handicrafts such as book-binding, rope-twisting, charpai-weaving and soap-making in all the upper middle schools of the district ”.

Mr. Darling would have us add basket-making and other simple handicrafts which are too often neglected by the peasant to his economic loss. The Sardar Sahib adds :

“ Soap-making and book-binding are being taught in a good many schools of the Simla district. Soap being a new and strange thing for the hill people it is gaining great popularity.”

In larger centres our clerical and commercial classes are definitely attempting true vocational training while manual training centres may be considered to have pre-vocational value.

Teaching  
Staff.

19. All the divisional inspectors record a gratifying percentage of trained teachers in secondary schools. In the Ambala Division during the year the percentage of trained teachers has risen from 72 to 82.5. The Jullundur Inspector has separated

middle schools from high and gives us 84 and 78 per cent. respectively for the two categories. The Government high schools of the Lahore division have 92 per cent. of the members of their staff trained. The divisional average for all schools is 79·7 per cent. The percentage in Multan has risen from 75·7 to 79 per cent. The percentage in the Rawalpindi division has risen from 75 to 77 per cent. Sardar Deva Singh deplotes the tendency on the part of the management of private schools to employ untrained teachers for cheapness sake. Mr. Man Mohan speaks strongly of the bad conduct of some of his trained teachers, and is inclined to say that it is the stratum of society from which they come that is responsible. Other inspectors have not made this differentiation though some have mentioned unsatisfactory behaviour. Many years' experience of the schoolmasters of this province leads to the opinion that while there is not much to choose in character and morality between the anglo-vernacular and the vernacular, the latter is perhaps somewhat the better.

Four out of the five inspectors touch upon the problem of the junior anglo-vernacular teacher. Mr. Ratan Lal writes :—

“ The lot of the junior anglo-vernacular teacher is pitiable. There is no demand for him in the market and he has sometimes to take the place of a senior vernacular teacher to get a start in service.”

And thus Mr. Man Mohan :—

“ I should like to reiterate what I said last year that the supply of senior anglo-vernacular and junior anglo-vernacular teachers has clearly exceeded the demand. It is now my considered opinion that the junior anglo-vernacular classes should be abolished for the next four or five years at least and that the number of students admitted to the senior anglo-vernacular and bachelor of training classes should be considerably reduced. I think it is not wise to add to the number of unemployed and therefore discontented teachers, especially at this stage of the history of this country.”

Maulvi Abdul Hamid adds to the weight of evidence against the junior anglo-vernacular :—

“ The demand for the junior anglo-vernacular type of teacher has fallen so low that these poor creatures cannot find in some districts even the small pittance of a senior vernacular teacher, while in almost every district tow year senior vernaculars have received preferential treatment in the matter of starting pay and allowances.”

After deploring the miserable teaching of English in many of our high schools, Khan Bahadur Sheikh Nur Elahi goes on to attribute it to the fact that the subject is in the hands of the inefficient junior anglo-vernaculars especially in the lower classes :—

“ Considering this, one is really surprised that the Department cannot yet make up its mind about the abolition of the junior anglo-vernacular course. The fact that innumerable junior anglo-vernaculars are knocking about without jobs and are even willing to accept posts of junior vernacular teachers on Rs. 25 per mensem, which some have actually accepted, makes it imperative that the junior anglo-vernacular classes should be discontinued immediately.”

**Discipline.**

20. The Jullundur report in this respect chiefly emphasises the evils of inter-school rivalry, an unpleasant feature in an area which seems to have suffered from too great an enthusiasm for anglo-vernacular education. After referring to his report of last year in which he quoted a circular issued to the headmasters of recognised schools calling upon them to place no obstacles in the way of the guardians of boys when they desired to transfer their wards to other schools, Mr. Man Mohan goes on :—

“ I issued a similar circular this year well in advance of the month of April, giving an even severer warning to the headmasters ; but although the number of applications praying for intervention decreased from 609 to 410 yet the evil still continues, and has not been eradicated. I had to punish some of the private aided institutions last year by cutting down their grants-in-aid but sterner measures will be necessary to put a stop to the malpractices of those headmasters and teachers who continue to inveigle boys from rival institutions by means fair or foul.”

The Rawalpindi inspector finds that the number of complaints about this inter-school rivalry is falling and considers this an indication of a better spirit. He records an improvement in general discipline throughout the year. When he took charge of the division there was trouble in some of his Government schools but suitable measures soon restored discipline amongst the staffs. As regards actual discipline within the schools the Multan inspector is well pleased. Of inter-school relations he says that they have been pleasant on the whole :—

“ In some of the places, however, where rival institutions exist unhealthy competition has disturbed the peace and

harmony of school life. The general scramble for boys in the month of April each year has, in some cases, led to setting up of rival camps and to much heart-burning. The under-hand tactics of the private institutions for the inveiglement of boys of other schools and for the retention of their own with them at all costs are not yet matters of the past."

Year after year almost all the inspectors have commented on this most undesirable aspect of our school system. The use of the expression 'fair or foul' is very common but general experience suggests that most of the means adopted are foul. It is difficult to see what contribution towards character-building such schools can make when they attract their pupils by such undesirable methods. The boys must despise their masters.

The discussion of the influence of the political situation upon our schools should be left till next year, since we are not yet out of the wood ; but so far we have suffered far less than other provinces. Of the schools in the Lahore Division up to the end of the year under review, Khan Bahadur Shaikh Nur Elahi writes :—

"Our schools have not been much affected by the present political agitation. In a few cases students have been reported as having taken part in *hartals* and other political demonstrations but in almost all cases the boys have subsequently repented and their guardians have given written undertakings that the boys will keep away from all politics in future. The total number of cases in which the guardians have been obdurate or have declared themselves helpless does not exceed a dozen. The teachers on the whole have behaved well and very few cases of active participation in politics have been reported."

On the other hand, the Deputy Commissioner, Ferozepore, declares :—

"that school discipline is not all it should be or we should not have so many pupils ready to disregard their teachers' orders in favour of politicians out to use them unscrupulously. Alternatively, of course, it may be assumed that the teaching staff does not desire to turn youthful energies into more profitable channels than *quasi*-political interests".



In a number of places our headmasters have tried to increase the in-and-out-of-door occupations of their boys to keep them away from political meetings. In one district headquarters the headmaster of the Government high school not only kept his own boys in order, but when agitators were infesting the streets of the town organised twenty-six teams of the town boys who were not in his school and arranged matches between these teams and teams from his own school to keep the boys away from the agitators. On one occasion he suffered from picketers ; he told the biggest boys in the school to carry the picketers to a distance of some three miles from the town so that they might walk back at their leisure in the heat of the day. His school was not picketed again.

Depressed  
classes.

21. Government's increasing interest in these classes has been met by an increasing desire to accept the opportunities given them. The Ambala inspector reports that the number of these boys reading in ordinary schools has risen from 8,678 to 8,868. He records that the district boards have founded scholarships for these children and states that the opening of separate schools for them is being discouraged. Thus, he hopes that the question of untouchability and caste prejudice will die out. The Jullundur Inspector writes :—

“There is a total increase of 3,594 in the number of depressed class scholars in all public schools, 1,352 in the primary schools and 2,242 in the secondary schools. This latter figure is a very encouraging sign. It is gratifying to note that the depressed classes are benefiting to a greater extent by the opportunities provided by Government for their educational uplift. It is hoped that within a few years substantial advance will be made by these people”.

The Lahore Inspector reports :—

“The number of children of the depressed classes at school has risen from 1,395 to 4,602, a remarkable rise of some 330 per cent. . . . In bigger towns there is still some prejudice against depressed class children mixing freely with caste boys. However, the teacher's equal treatment of all scholars has done a good deal to break this prejudice. In rural areas it does not exist and the low caste boys rub shoulders with boys of the highest caste.”

The figures from Rawalpindi are rather depressing. There has been a 50 per cent. increase in enrolment since last

year but the total number in school is only 462. Maulvi Abdul Hamid records that he has 1,233 scholars of the depressed classes attending recognised schools. There are only two schools in the Multan division for the education exclusively of the children of sweepers, both in Dera Ghazi Khan. Apart from these and a few boys at Alipore the children of depressed classes sit side by side with other classes and enjoy the same privileges. The inspector states that this is a happy sign that the old barriers of class prejudice and caste prejudice are generally breaking down.

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 1929 AND 31st MARCH 1930.

District.	CLASS I.		CLASS II.		CLASS III.		CLASS IV.		TOTAL.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
<b>AMBALA DIVISION.</b>										
Hissar ... ..	13,416	10,374	3,837	4,532	2,891	2,898	2,167	2,331	23,311	20,135
Rohtak ... ..	14,851	13,137	5,244	6,415	3,131	3,621	2,456	2,661	25,683	26,034
Gurgaon ... ..	9,469	9,073	3,654	3,901	2,377	2,510	1,572	1,695	17,092	17,179
Karnal ... ..	12,074	11,886	4,008	3,549	2,906	2,667	2,082	2,256	21,070	20,458
Ambala ... ..	13,492	16,590	4,022	4,038	3,052	3,107	2,306	2,719	22,962	26,454
Simla ... ..	962	634	390	856	339	356	367	340	2,058	2,186
Total Ambala Division ...	64,284	61,794	21,155	23,291	14,646	15,359	11,640	12,002	111,175	112,443
<b>JULLUNDUR DIVISION.</b>										
Kangra ... ..	14,413	12,557	5,028	9,719	3,532	3,883	3,772	3,022	26,745	29,181
Hoshiarpur ... ..	11,178	13,568	12,649	13,521	5,798	6,026	4,632	4,969	34,257	36,084
Jullundur ... ..	12,184	13,736	9,899	9,715	4,786	5,416	4,166	4,234	31,025	33,100
Ludhiana ... ..	7,753	8,848	6,708	6,970	2,779	3,450	2,386	2,637	19,624	21,916
Ferozepore ... ..	11,329	12,997	7,467	7,880	3,473	3,891	2,718	3,021	24,987	27,778
Total Jullundur Division ...	56,857	61,705	41,749	47,794	20,368	23,666	16,664	17,693	135,638	150,058
<b>LAHORE DIVISION.</b>										
Lahore ... ..	15,101	15,143	13,463	13,904	5,779	6,366	4,159	4,909	38,502	40,322
Amritsar ... ..	13,076	16,072	13,150	14,213	5,501	6,050	4,298	4,852	36,025	41,196
Gurdaspur ... ..	9,350	12,528	11,107	10,222	5,105	5,092	3,417	4,300	28,979	32,142

Sialkot ... ..	11,959	13,077	12,521	11,692	5,639	5,379	3,707	4,267	33,226	34,415
Gujranwala ... ..	8,248	10,198	9,889	9,006	3,501	4,125	2,425	2,887	24,063	26,306
Sheikhupura ... ..	9,955	9,176	8,774	8,106	3,055	3,243	2,238	2,465	23,922	22,990
<b>Total Lahore Division ...</b>	<b>67,589</b>	<b>70,194</b>	<b>68,804</b>	<b>67,233</b>	<b>27,980</b>	<b>30,264</b>	<b>20,244</b>	<b>23,680</b>	<b>184,717</b>	<b>197,371</b>
<b>RAWALPINDI DIVISION.</b>										
Gujrat ... ..	11,581	13,654	5,404	5,468	3,988	4,489	3,329	3,419	24,302	27,030
Shahpur ... ..	16,883	15,375	5,522	5,814	3,812	4,206	2,862	3,234	28,679	28,629
Jhelum ... ..	12,404	12,977	4,462	4,704	3,363	3,511	2,866	2,832	23,085	24,114
Rawalpindi ... ..	13,648	14,253	5,096	6,817	3,890	4,121	4,191	3,448	28,825	28,637
Attock ... ..	8,957	9,602	4,530	5,852	2,768	2,182	2,324	1,705	16,679	19,411
Mianwali ... ..	8,602	9,950	2,744	3,013	1,816	2,153	1,436	1,563	14,698	16,679
<b>Total Rawalpindi Division ...</b>	<b>71,575</b>	<b>75,901</b>	<b>27,758</b>	<b>31,728</b>	<b>19,637</b>	<b>20,842</b>	<b>16,999</b>	<b>16,229</b>	<b>135,968</b>	<b>144,500</b>
<b>MULTAN DIVISION.</b>										
Montgomery ... ..	12,721	14,857	15,853	15,851	4,803	5,700	3,261	3,681	36,643	40,089
Jhang ... ..	13,208	13,646	5,676	5,373	3,624	4,217	2,608	3,036	26,114	26,272
Lyallpur ... ..	23,532	26,425	9,212	7,739	5,978	6,767	4,770	5,167	42,492	45,098
Multan ... ..	20,055	21,060	5,726	6,213	4,198	4,785	2,907	3,453	32,886	35,531
Muzaffargarh ... ..	11,833	12,676	4,073	3,989	2,454	2,654	1,754	1,793	20,114	21,112
Dera Ghaazi Khan ... ..	10,186	10,078	3,363	4,574	2,314	2,594	1,672	1,863	17,535	19,129
<b>Total Multan Division ...</b>	<b>91,533</b>	<b>97,762</b>	<b>43,903</b>	<b>43,739</b>	<b>23,376</b>	<b>26,717</b>	<b>16,572</b>	<b>19,013</b>	<b>174,784</b>	<b>187,331</b>
<b>GRAND TOTAL ...</b>	<b>351,838</b>	<b>373,856</b>	<b>202,469</b>	<b>213,785</b>	<b>106,057</b>	<b>115,648</b>	<b>61,918</b>	<b>68,817</b>	<b>742,282</b>	<b>791,606</b>

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  
1929-30.

District.	Class I.	Class II.	Class III.	Class IV.	Total.
<b>AMBALA DIVISION.</b>					
Bissar ... ..	-3,042	+695	+7	+164	-2,176
Rohtak ... ..	-1,714	+1,171	+690	+205	+352
Gurgaon ... ..	-416	+247	+133	+123	+87
Karnal ... ..	-88	-459	-239	+174	-612
Ambala ... ..	+3,098	+16	+55	+3.3	+3,492
Simla ... ..	-328	+466	+17	-27	+128
<b>Total Ambala Division ...</b>	<b>-2,490</b>	<b>+2,186</b>	<b>+663</b>	<b>+962</b>	<b>+1,271</b>
<b>JULLUNDUR DIVISION.</b>					
Kangra ... ..	-1,856	+4,691	+351	+20	+3,436
Hoshiarpur ... ..	+2,390	+82	+228	+337	+3,827
Jullundur ... ..	+1,551	-184	+630	+78	+2,075
Ludhiana ... ..	+1,095	+264	+671	+261	+2,291
Ferozepore ... ..	+1,868	+402	+418	+363	+2,791
<b>Total Jullundur Division</b>	<b>+4,848</b>	<b>+6,045</b>	<b>+2,298</b>	<b>+1,229</b>	<b>+14,420</b>
<b>LAHORE DIVISION.</b>					
Lahore ... ..	+42	+441	+587	+750	+1,820
Amritsar ... ..	+2,998	+1,063	+558	+554	+5,173
Gurdaspur ... ..	+3,178	-885	-13	+883	+3,163
Sialkot ... ..	+1,118	-829	+340	+560	+1,269
Gujranwala ... ..	+1,850	-793	+624	+462	+2,343
Sheikhpura ... ..	-679	-663	+188	+227	-932
<b>Total Lahore Division ...</b>	<b>+8,605</b>	<b>-1,671</b>	<b>+2,284</b>	<b>+3,436</b>	<b>+12,654</b>
<b>RAWALPINDI DIVISION.</b>					
Gurjat ... ..	+2,073	+24	+51	+90	+2,228
Shahpur ... ..	-1,008	+292	+324	+372	+50
Jhelum ... ..	+573	+302	+148	+6	+1,029
Rawalpindi ... ..	+665	+1,721	+231	-745	+1,872
Attock ... ..	+735	+1,322	-604	-619	+832
Mianwali ... ..	+1,315	+269	+337	+127	+2,081
<b>Total Rawalpindi Division</b>	<b>+4,326</b>	<b>+3,970</b>	<b>+1,005</b>	<b>-769</b>	<b>+8,532</b>
<b>MULTAN DIVISION.</b>					
Nontgomery ... ..	+2,136	-2	+892	+420	+3,446
Jhang ... ..	+440	-303	+593	+428	+1,158
Lyalpur ... ..	+1,893	-473	+789	+397	+2,606
Multan ... ..	+1,025	+437	+587	+516	+2,645
Muzaffargarh ... ..	+843	-84	+200	+39	+998
Dera Ghazi Khan ... ..	-108	+1,211	+280	+211	+1,594
<b>Total Multan Division ...</b>	<b>+6,229</b>	<b>+836</b>	<b>+3,341</b>	<b>+2,041</b>	<b>+12,447</b>
<b>GRAND TOTAL ...</b>	<b>+21,518</b>	<b>+11,316</b>	<b>+9,591</b>	<b>+6,899</b>	<b>+49,324</b>

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

## APPENDIX.

In Appendix C at pages V and VI of the Punjab Education Report for 1927-28 an attempt was made to analyse the figures of enrolment in the primary classes with special reference to the alleged wastage therein. It is now possible to carry this process a little further.

2. In the first place it may be worth while to analyse the figures for 1929-30 on a similar basis. The enrolment on the 31st March, 1930, was as follows :—

Class I	..	..	..	443,370
Class II	..	..	..	232,897
Class III	..	..	..	128,536
Class IV	—	—	—	97,954

The enrolment in class I on the 31st March 1929 was 412,140. As explained in the previous appendix the increase in the total enrolment in recognised school classes during 1928-29 should normally have been in the first class, and should therefore be deducted before dividing by two in order to estimate the strength of the upper section of that class. This increase was 2,662. Deducting this and dividing by two we arrive at 204,739 as the normal enrolment in class II in 1929-30. The actual figure is 232,897. The enrolment in class II on the 31st March 1929 was 218,690. If we deduct from this eleven *per mille* for mortality, and then 20 per cent. for children not promoted, we arrive at 173,000 as the normal enrolment in class III on the 31st March, 1930. The actual number is 128,536. The enrolment in class III on the 31st March 1929 was 117,981; making the same deductions as before we arrive at 93,000 as the normal enrolment in class IV on the 31st March, 1930. The actual figure is 97,954. The situation is thus very similar to that of two years ago.

3. Another aspect of the case is the fact that the number of male children born in the Punjab in twelve months is in the neighbourhood of five lakhs. Figures which have been obtained from the Health Department show that during the twelve months ending 31st December, 1929, the number was 481,885. The rate of mortality in the first five years of life is 94.19 *per mille*, or approximately ten per cent.; thus there should be some four lakhs and thirty thousand male children arriving at the age of five years in any one calendar year. An examination of the census figures produces a very similar result, though somewhat more favourable from our point of view. At the last census (1921) the number of male children between the ages of 5 and 9 in British territory in the Punjab was 1,661,668. If we divide this by 5 and allow for mortality at eleven *per mille per annum*\* we arrive at about 405,000

\*This factor will of course reduce the number at each successive age, so that the number at age 5 will be greater than at any of the succeeding ages.

as the probable number of boys of the age of five years in 1921, and it seems hardly likely that the number is very much larger now. It is noteworthy that our total enrolment in class I amounts to considerably more than this figure. That total, however, includes girls, the total number of boys in class I on the 31st March, 1930, amounting to 373,820. Even this figure, however, shows that our enrolment of boys in class I is equal to almost the whole of what would, in foreign military circles, be described as the "classe" of any one particular year. And the four primary classes together contained 792,557 boys, being approximately the amount of the "classes" of two years, or, if we make allowance for those to whom, for one reason or another, the Compulsory Education Act would not apply, the "classes" of about  $2\frac{1}{2}$  years.

4. Since the previous note was written, however, a very valuable table has been added to our annual report, namely table IX, showing scholars by classes and ages, and this enables us to arrive at a more exact appreciation of the facts. It appears from that table that on the 31st March, 1929, there were 68,333 boys in our primary classes between the ages of 5 and 6. It is obvious that such of these boys as survived must have been between the ages of 6 and 7 on the 31st March, 1930. Turning to table IX attached to this year's report, we find that there were 127,022 boys of that age at school in the primary classes. Thus not only have the 68,333 continued at school, but they have attracted an almost equal number of their contemporaries. (It is of course conceivable that the original 68,333 have wandered off into the desert, and that another 127,000 have come in, but it is not very probable.) Similarly on the 31st March, 1929, there were 126,832 boys between the ages of 6 and 7 in the primary classes. On the 31st March, 1930, the number of boys between the ages of 7 and 8 in these classes was 132,698. Here again the original number appear not only to have remained at school, but to have attracted some of their contemporaries. The number of boys in primary classes between the ages of 7 and 8 on the 31st March, 1929, was 132,233, and the number between 8 and 9 on the 31st March, 1930, was 129,457. Here, even after allowing for a mortality of 11 *per mille*, we may begin to detect signs of a small leakage, but it need not disturb us very much, for at the age of 9 the normal boy should have very nearly completed his primary course. It will be worth while to carry the comparison one year further, in order to reach the normal end of that course. The number of boys at school on the 31st March, 1929, between the ages of 8 and 9 was 125,183 while the number of those between 9 and 10 on the 31st March, 1930, was 117,362; a somewhat larger leakage, but still hardly a cause for very serious anxiety.

5. A further fact which is noticeable on examining this new table is that in the matter of age the "peak" in class I is at the age of 6 to 7, in class II it is at the age of 8 to 9, a fact which confirms the view that class I is in reality a two years' class. In class III the peak is at the age of 9 to 10, one year later than in

class II, while in class IV, though the actual peak is at the age of 11 to 12, the figure for the age of 10 to 11 approximates so nearly to it that we may reasonably regard the true peak as being half way between the two, and thus about a year and a half later than in class III.

6. The conclusions to be drawn from all these figures would appear to be that, so far as boys are concerned, we have at school in the primary classes more than half the number which we could expect to have under a complete system of compulsion, and we are giving a continuous four (perhaps five) years' education, beginning at the earliest appropriate age, to something like one-sixth of the male population of the province arriving at the age of five years in any particular year, while a considerable further number of boys join at a later age, and remain at school for three years at least. The majority of the pupils are brought into the net at a somewhat later age than we may desire, and it is evident that some of them consequently tend to leave at the end of three rather than four or five years, but the facts are by no means so distressing as a mere comparison of the figures for the 1st and IVth classes would suggest. On the contrary there is every reason to hope that, given the necessary facilities and a concentrated effort to get boys into the schools at the right age, we shall shortly be giving a continuous four years' primary education to the great majority of boys in the province.



## CHAPTER II.

### Controlling Agencies.

#### (i) *The Head Office.*

ON return from his deputation with the Government of India as a member of the Education Committee associated with the Indian Statutory Commission, Sir George Anderson resumed charge as Director of Public Instruction on the 19th May, 1929, and continued in office until the 1st March, 1930, when he proceeded on leave. I officiated during his absence for very short periods both in the beginning and at the end of the year.

Head Office  
appoint-  
ments.

2. Mr. D. Reynell held the post of Assistant Director of Public Instruction and Inspector of European Schools for about two months in the commencement of the year. After this period he proceeded on leave and Mr. Parkinson officiated till about the middle of March, 1930, when Mr. Armstrong relieved him of the duties of Assistant Director ; Mr. Parkinson continued to hold charge of European Schools. Miss L. M. Stratford continued as Deputy Directress of Public Instruction throughout the year except for a period of four months from July to October when her services were placed at the disposal of the Government of India as a member of the Primary Education Committee. Miss E. M. Must officiated for her. Khan Bahadur Syed Maqbul Shah held the post of Inspector of Vernacular Education throughout the year and Rai Sahib Lala Hari Das continued to work as Registrar of Departmental Examinations till the 31st December, 1929, when he proceeded on leave preparatory to retirement. The Rai Sahib had held many important posts in the Department including the charge of the Ambala division. For twenty-three years he was a member of the headquarters staff and yearly played a great part in writing this report, a task for which his scholarly English well fitted him. Lala Rang Behari Lal officiated as Registrar of Departmental Examinations from 1st January 1930, and held charge of the post of Reporter on Books in addition to his own duties. The post of Inspector of Training Institutions remained vacant throughout the year with the exception of a few days when I held it on my return from leave on the 18th February 1930. For the rest of the time Lala Rang Behari Lal carried on the routine duties of the post.

3. Under the able control of the Senior Superintendent, <sup>Clerical establishment.</sup> Mr. McMurray, the office has continued to work with zeal and industry and has struggled to cope with the ever increasing amount of work in all the sections. With a view to relieve the officers at headquarters a new post of stenographer was created and a real need was thus met. It is sad to record the death of Sheikh Zahur-ud-Din who worked for more than twenty-seven years in the office and was on the verge of retirement. He died almost in harness.

4. As noted last year the work in the Examination Branch continues rapidly to increase in volume and involves a heavy strain not only in the examination season, which is a particularly trying time, but all the year round. The recommendations of the committee appointed to enquire into the leakage of question papers of the Vernacular Final Examination, 1919, are being considered and some improvement in the conduct of examinations may be looked for. The following statement shows the number of candidates in the several examinations conducted by the department. The increase of more than 2,000 in the Vernacular Final Examination is striking. <sup>Departmental examinations.</sup>

No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1928-29.	1929-30.
1	Vernacular Final Examination .. ..	17,421	19,656
2	Middle Standard Examination for Indian Girls	1,171	1,426
3	Junior Vernacular Certificate Examination for men.	3,150	3,169
4	Senior Vernacular Certificate Examination for men (I year).	514	273
5	Senior Vernacular Certificate Examination for men (II year).	232	327
		746	600
6	Junior Vernacular Certificate Examination for Women.	217	310
7	Senior Vernacular Certificate Examination for Women.	119	145
8	Junior Anglo-Vernacular Certificate Examination.	287	243
9	Senior Anglo-Vernacular Certificate Examination for men.	118	99

No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1928-29.	1929-30.
10	Oriental Teacher's Certificate Examination ..	62	63
11	Trained Teacher's Certificate Examination for Europeans.	14	22
12	Diploma Examination of Chelmsford Training Class, Ghoragali.	7	12
13	Gyani Teacher's Certificate Examination ..	26	29
14	Clerical and Commercial Certificate Examination.	307	325
15	Junior Clerical Certificate Examination ..	42	45
16	Middle School Examination for Europeans ..	222	227
17	High School Examination for Europeans ..	112	71*
	Total ..	24,021	26,445†

\*Most of the candidates prepared for the Cambridge Examination.

†NOTE.—If the figures relating to candidates from outside the British Punjab are taken into account the grand total amounts to 27,125 compared with 25,073 in 1928-29.

**Conferences  
and Com-  
mittees.**

5. The provincial conference of inspecting officers and the divisional conferences were held, as usual, during the year under review. Various questions of academic and administrative interest were considered and in the discussions that followed prominence was given to the practical aspect of educational activities. The general conference at Jhelum and the exhibition which took place at the same time proved to be a great attraction.

The clerical and commercial education committee appointed last year to report on the existing system of clerical training submitted its recommendations towards the end of the year. These recommendations are of great value, and in accordance with one of them the period of instruction has been reduced from two years to one year after the matriculation and the curriculum has been radically revised. This takes effect from the session of 1930. The thanks of the department are due to Mr. Owen Roberts, M.L.C., Mr. Parkinson and Mr. Reynell for the time they have given and the trouble that they have taken as members of this committee.

6. The interest displayed by the Punjab Legislative Council in educational matters continues to be as keen as ever. Wishing still further to accelerate progress in primary education, the Council adopted, in its July session of 1929, a resolution to the effect that a committee consisting of its own members be appointed to find out ways and means for introducing compulsory primary education throughout the Province. The committee was consequently constituted in February, 1930, with the object, firstly, to inquire into and frame estimates for the application of compulsion to boys at the primary stage of their education so that all boys of school-going age may be at school, secondly, to report on the appropriate stages by which, in a given number of years, the object of introducing compulsion may be best attained, thirdly, to suggest ways and means whereby the additional funds required can be raised and lastly, to devise a suitable machinery for the purpose of disposal of cases arising from a failure on the part of parents and guardians to comply with the conditions of the Primary Education Act.

The Punjab  
Legislative  
Council.

(ii) *The Inspectorate.*

7. There were some unavoidable changes in the divisional inspectorate. Rai Bahadur Mr. Atma Ram, Rawalpindi, proceeded, on eighteen months' leave in April, 1929, and was succeeded by Rai Sahib Lala Ratan Lal from Delhi. Rai Sahib Chaudhri Gyan Singh, Lahore, retired from government service in the beginning of the year and Khan Bahadur Sheikh Nur Elahi, Inspector of Training Institutions, took his place. From Multan Chaudhri Fateh-ud-Din proceeded on leave preparatory to retirement about the end of July, making over charge of the division to Maulvi Abdul Hamid of the Central Training College, Lahore. In the course of the year, the Department thus lost the services of two capable and experienced officers, Rai Sahib Chaudhri Gyan Singh and Chaudhri Fateh-ud-Din, who during their long term of service in the Education Department had held several responsible posts and earned distinction for good and faithful work. Thus in the last two years the Department has lost all but one of the tested and experienced officers who served many years ago under Mr. Crosse in the Lahore division. It is with apprehension that one now looks around to see whether those of the younger generation now coming up through the bottle neck of promotion will be able

Divisional  
Inspectors.

to carry on the torch or whether there is not danger of the work of this Department rapidly deteriorating for the want of experienced administrators.

Deputy  
Inspectors.

8. The deputy inspectors remained at their posts in all the divisions except Multan, where Lala Sukh Dyal proceeded on leave prior to retirement about the middle of the year and was succeeded by Lala Indar Bhan, District Inspector, Ferozepore. Changes in other divisions were but temporary and of short duration. Khan Sahib M. Fazal Muhammad Khan was away from Jullundur for eleven weeks and Sheikh Zahur-ud-Din, Additional Deputy at Lahore, worked in his place. Sheikh Allah Rakha, Deputy Inspector, Rawalpindi, held charge of the division for one month and ten days before the arrival of Rai Sahib Lala Ratan Lal. The inspectors pay tribute to their deputies for loyal co-operation and willing assistance. Mr. Man Mohan reiterates his demand for a second deputy.

District and  
Assistant  
District  
Inspectors.

9. With a view to coping with our ever increasing activities four new posts of assistant district inspectors were created during the year and were attached to Ambala, Lahore and Multan divisions. The system of sub-divisional offices with a clerk for each assistant district inspector with central control at the headquarters of each district has proved helpful in harmonizing as well as expediting work and it is pleasing to note that timely disbursement of the salaries of teachers working in rural areas is now possible.

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

Bawa Barkat Singh (Lahore), Shaikh Rahim Bakhsh (Gurdaspur), Sodhi Jagat Singh (Amritsar), S. Amar Singh (Kangra), Lala Diwan Chand (Hoshiarpur), Lala Prabhu Dyal (Ambala), Lala Hardyal Chopra (Hissar), Chaudhri Ghulam Mohy-ud-Din (Mianwali), S. Bikram Singh (Rawalpindi), Pir Muhammad Yakub Shah (Montgomery), Chaudhri Muhammad Hussain (Lyallpur), M. Mahmud-ul-Hasan (Jhang).

The sudden and untimely death of Mian Abdul Latif, District Inspector, Gurgaon has caused a great loss. He did a good deal of useful work in connection with the village uplift movement in his district and was very popular.

The names of the following assistant district inspectors have been brought to notice for particularly good work :—

M. Sana Ullah (Amritsar), M. Muhammad Usuf Ali (Sialkot), S. Gyan Singh (Gujranwala), Pandit Maharaj Narain (Gurdaspur), Lala Bhagwan Das (Kangra), M. Muhammad Latif (Jullundur), S. Thakar Singh (Ferozepore), Lala Gurparshad Mathur (Karnal), Mr. S. F. Dean (Rohtak), Pandit Suraj Bal (Ambala), Lala Mansa Ram (Jhelum), M. Shabir Hussain (Gujrat), Lala Sri Ram (Sargodha), Mufti Muhammad Hussain (Multan), Diwan Dharam Chand (Dera Ghazi Khan), S. Chanan Shah (Jhang).

(iii) *Local bodies.*

10. The total reported expenditure from district board funds has shown a nominal increase of Rs. 4,892, whereas Government grants have risen by Rs. 6,30,685 to Rs. 79,48,951. District Boards. The percentage of expenditure from district board funds has consequently fallen from 24 to 22.3. This decline in percentage is reported as attributable to a variety of causes, for example, general financial depression, abolition of the *haisiyat* tax, increasing demands of other beneficent departments and, in the Multan division, to dislocation of work brought about by the visitations of locust pests and heavy floods in the Indus and the Chenab. The inspectors of Lahore and Jullundur divisions feel particularly apprehensive of the boards' ability to meet their growing liabilities. Mr. Man Mohan quotes the following remarks made by the Deputy Commissioner, Hoshiarpur :—

“ . . . The district board has now quite definitely reached a stage at which it is possible to make progress only where no large expenditure is necessary. . . . it is clear that unless further assistance from Government is forthcoming, the limit of expansion will shortly be reached. . . . The financial difficulties of the next few years will be great and will require very careful consideration. . . . The district board fully realises the importance of compulsion but the financial difficulties are great. Once education is made compulsory, reasonable amenities must be provided and the accommodation existing is far from adequate. Moreover additional staff is invariably required. Here again the district board has reached the limit of its resources.”

“ Mr. Jenkins’ remarks regarding financial stringency ’ adds Mr. Man Mohan, “ apply to other district boards as well.” To Mr. Man Mohan the Jullundur district board, for instance, seems definitely to have reached the end of its tether.

“ They seem, however, to be convinced that they must not spend 35 per cent. on their income or education, and in this mood they are naturally averse from sanctioning even a legitimate increase on expenditure. On the contrary suggestions are always being made to cut down expenditure in various directions. The district board middle schools at Nurmahal and Kartarpur were raised to the high standard only last year and provision was made for the employment of more teachers for these classes in the budget of 1928-29. This year the tenth class having also come into existence more teachers are wanted ; but so far the district board has turned a deaf ear to my proposals concerning additional staff and equipment, and I often feel puzzled as to what should be done under the circumstances.”

He concludes thus :—

“ I have mentioned these facts in some detail to point out very clearly that the department cannot expect the district boards to spend more money on education than they are doing at present, and if further expansion is wanted or even real consolidation is our policy, and if at any time in the near future compulsion is introduced, every penny of additional expenditure will, I fear, have to be found by Government itself.”

Khan Bahadur Sheikh Nur Elabi speaks in much the same strain and suggests that fresh taxation in the form of an education cess or cent. per cent. grants by government on all additional expenditure, both on old and new schools, are the only two courses open for the future. Lyallpur, Montgomery and Muzaffargarh deserve special mention for their generous contributions to the cause of education, the percentage of their net income spent on education being forty-five or more.

It is obvious that the expansion of anglo-vernacular education by district boards needs very careful scrutiny. Mr. Darling\* claims that the agriculturist matriculate raises one of the most difficult economic questions of the day. The whole of his paragraph on this topic, which

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\*Rusticus Loquitur, page 358.

is quoted in full in the Appendix is of great interest. A limitation of this expansion of anglo-vernacular education may make it possible to continue a little further with the development of vernacular education, but not as far as is necessary to secure a literate electorate. The time has therefore come when the question of allowing a higher limit to taxation under district boards must be considered if the educational development of the province is not to be checked.

The relations of the officers of the Education Department with the district boards have generally been satisfactory, though at some places the boards have shown a keen and persistent tendency to claim a larger share in the control and administration of their educational institutions. The inspectors generally look upon this change in the attitude of the boards as detrimental to the best interests of education.

11. A new difficulty has now to be faced in connection with schools under notified area committees. Khan Bahadur Sheikh Nur Elahi points out that until recently the district boards had maintained schools in these areas but that now they are refusing to maintain such schools or to give grants-in-aid to private institutions in urban areas. His solution is to provide for these schools out of provincial revenues. On principle this would appear to be unsound, but an examination of the resources of many of these notified area committees suggests that even with considerable increased taxation they could not afford to maintain these institutions.

Notified  
Area Com-  
mittees.

12. The reported expenditure of the various municipalities in the province from their own funds has diminished by Rs. 10,814 to Rs. 11,87,007, whereas Government grants have increased from Rs. 6,08,019 to Rs. 6,37,395. The major municipalities of Lahore and Amritsar, in the Lahore division, and Shahpur in the Rawalpindi division are reported to have shown unusual interest, and the inspectors put in a plea for their more liberal treatment by Government. Jullundur has done little or nothing, and Jhang-cum-Maghiana has been most ungenerous in spending only 4.3 per cent. from its own resources. "The obduracy and inaction of this municipality, as well as of Chinot, in the matter of introducing compulsory education within their limits," says the inspector, "have been a hackneyed subject for reports year after year". In the Rawalpindi division the municipalities

Municipi-  
palities.



continue to be as slow as ever and it is surprising indeed that, though the Primary Education Act of 1919 has been in force for more than ten years, the municipalities in this division, except those in the Mianwali district, have shown no willingness to move in the matter of compulsion.

Cantonment boards.

13. The cantonment boards continue satisfactorily to look after the educational needs of the people living in their jurisdiction and their schools are properly managed. The Lahore Cantonment High School, however, became the subject of communal strife towards the end of the year, and each community claimed a share in its control and an adequate representation on its staff. The executive officer, who used to manage it, has now proposed to transfer the management to a controlling board including representatives of all communities. Government sanction to the introduction of compulsion within the limits of Ferozepore cantonment was received during the year and steps are being taken to give effect to it. The Ambala board is reported to be very liberal in educational matters, but for some reason has this year also failed to subsidise the district board, with the result that the students of the cantonment schools were again not admitted to the benefits of middle school scholarships.

*(iv) Private enterprise.*

14. Organised private enterprise has, as usual, played a prominent part, in the spread of anglo-vernacular education in particular. Of three hundred and thirty-seven high and two hundred and forty-nine anglo-vernacular middle schools no less than two hundred and four high and one hundred and twenty anglo-vernacular middle schools are maintained by private agency, and are, generally speaking, well managed. In the Lahore division, there is, unfortunately, still a tendency to open new schools where they are not needed, but it is pleasing to note in the Ambala inspector's report that people are becoming more and more alive to this grave mistake of multiplying schools of the same status at the same place. Mr. Man Mohan thinks that there is now no great demand and no great necessity for more high schools in the Jullundur, Hoshiarpur and Ludhiana districts. Khan Bahadur Sheikh Nur Elahi considers that communal rivalry in the matter of opening anglo-vernacular schools has resulted of late in considerable wastage of funds, both public and private. He adds :—

“ One cannot deny the useful work which the denominational schools have done in the earlier stages of educational development but now that the demand for anglo-vernacular

education has perhaps increased to an unhealthy extent to what might be considered unhealthy proportions, this type of school has become an unmitigated source of mischief. ”

The Multan inspector reports that in the poorer districts of Multan division the Muslims have adopted the wiser course of awarding stipends and loans of honour to deserving students and the example of the Anjuman-i-Islamia, Muzaffargarh, which maintains a hostel and a farm for boys reading in the local Government high school, is one which may profitably be followed in other parts of the province. The action of the managing body of the Khalsa Bar High School, Chak No. 41-J. B., in putting up four good quarters for senior teachers is also worth imitating in places where the housing problem is acute. The institution of a “ poor fund ” with a view to supplementing the limited number of fee concessions is yet another laudable phase of private generosity.

Insecurity of tenure of the teaching staff is still a complaint of the Lahore inspector :—

“ In a number of schools headmasters and teachers of fairly long standing have been dismissed without even the semblance of a legitimate excuse. In one case a headmaster who started the school and then carried it on even against odds for about ten years was summarily dismissed, while he was away superintending the M.S.L.C. examination at some centre. What led to the catastrophe was an unexpected change in the managing committee of the school. A party which was dominated by a personal enemy of the headmaster came into power and forthwith wreaked its vengeance on the poor man. The headmaster adopted the only reasonable course of appeal to the inspector, who used all his persuasive powers with the new managers, but they were most unreasonable and obdurate. They could not bring one charge, serious or even trivial, against the headmaster and yet persisted that they could not keep him in the school. I may add that the man’s work has throughout been commended by departmental officers and yet the department cannot protect him against obvious injustice. His misery can well be guessed from the fact that he was drawing Rs. 200 per mensem and is now willing to accept Rs. 80 per mensem in Government or board service.

In another case a second master who was about the best teacher in the school was summarily dismissed only because he refused to be a party to certain serious

irregularities which the headmaster, possibly with the connivance of the managing committee, was committing in the matter of accounts. This poor man is still suffering for his uprightness and has not yet been able to find a post even in a private school."

He also complains of the serious delays in paying teachers' salaries in the smaller private schools. A few denominational schools, however, are reported to have framed rules of service, but in several cases "they are intended to tighten still further the hold of the management on the poor employees instead of protecting the latter's interest against aggressive injustice." It may be hoped that the various managements will take a reasonably generous view of the matter and make the position of their teachers both safe and attractive.

It was mentioned in the last year's report that instances of grave irregularities in the handling of school accounts had been brought to the notice of the department. In order to improve matters four posts of auditors were created during the year and one was attached each to the Lahore, Ambala, Jullundur and Multan divisions. Their main duty is to check the accounts of schools, and they are primarily responsible to the divisional inspectors. A reference to their work will be a fit subject for mention in the next year's report.

## APPENDIX.

## ANGLO-VERNACULAR EDUCATION AND AGRICULTURE.

THE agriculturist matriculate raises one of the most difficult economic questions of the day. For long the cultivator has been urged to send his sons to school, and he is at last complying. If, as in most cases, the education goes no further than the primary school, the boys return readily enough to the land, but they learn very little and what they learn they soon forget. If, on the other hand, they go on to the high school and matriculate, they learn enough to make them want to leave the land and enter Government service—service is so much less arduous and so much more secure than farming. But the supply of matriculates is far greater than the demand. Where therefore, as in Jullundur and Hoshiarpur, schools abound, the villages are full of unemployed matriculates. One would think that having failed to secure service they would return to the plough. The wisest do, or would do so if they could. But here is the irony of the case. By the time a boy has matriculated, he has become unfit for the life of a cultivator: he can neither do the work nor support the heat. This was so generally said that it is difficult to disbelieve it. And if it is true and cannot be remedied, cultivators should be dissuaded from educating their boys beyond the middle standard, up to which, it seems, they do not suffer. But is there no remedy? Amongst the many peasants whom I have recently met in Europe I have never heard it suggested that education came between a boy and work on the farm, except in so far as it tempted him to leave the country for the town. The ordinary boy lives on his father's farm and during the long holidays learns to take a hand in the farming; the daily walk to and from school keeps him fit, and being well nourished both body and mind retain their vigour. Is it perhaps the case with the Indian high school boy that he is underfed and works too hard at his books during the term and too little on the land during the holidays? Is it even the case that he feels it derogatory to work on the land at all? The answer to these questions we must leave to educationists; and we may safely do so, for in the Punjab they are well aware of the difficulties of rural education and are doing their best to solve them.\*

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\* *Rusticus Loquitur*, M. Darling, Oxford University Press, page 358.

### CHAPTER III. Collegiate Education.

#### (i) Preliminary remarks.

Enrolment in  
Arts Colleges.

THE following table gives the enrolment in arts colleges since 1924 :—

TABLE I.

	1924.	1925.	1926.	1927.	1928.	1929.	1930.
Arts (male) ... ..	5,370	6,593	7,238	8,676	9,578	10,527	*11,652
Arts (female) ... ..	96	110	84	77	93	128	161
Oriental ... ..	157	138	145	129	150	164	154
Total ... ..	5,623	6,831	7,467	8,882	9,821	10,819	11,967

\* Does not include figures of Lawrence Royal Military College, Sanawar.

The figures in the above table show a steady increase from 1924 onwards. Since 1927 the increase has been almost exactly one thousand students per annum. From 1924 onwards intermediate colleges have sprung up all over the province and the increase in enrolment from year to year may be accounted for very largely by the increased opportunities for higher education offered by these new colleges. During the year under review only one new intermediate college at Shahpur was opened and obviously, therefore, the increase of one thousand recorded in 1930, as compared with 1929, must be due to the fact that some colleges are able to admit more and more students and have not yet reached the utmost limits of their capacity, though there are now frequent complaints of overcrowding.

The enrolment of students in women's colleges continues to show a steady increase. This is very gratifying especially when it is remembered that, although the actual figures are small, 1930 shows an increase over 1927 of more than 100 per cent. The figures for the Oriental College call for no comment. They continue to fluctuate within narrow limits.

2. The examination results for the Matriculation for <sup>Matriculation</sup> several years past are given below : — <sup>candidates.</sup>

TABLE II.  
(Males and Females.)

Year.	No. of candidates.	First division.	Second division.	Third division.	Total of successful candidates.	Percentage of passes.
1924	9,209	1,202	3,998	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	4,559	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	4,488	8,516	62.18
1930	14,571	861	4,159	3,012	8,032	55.12

It is of interest to study these figures with some care. The pass percentage in 1930 has again fallen to 55 which is considerably below the average for the past seven years, namely 59.8 per cent. In spite of some increase in the numbers taking the examination, the number of successful candidates in 1930 is less by 500 than in the years 1925 and 1929. These facts may be, and probably are, at any rate in part, explained by the efforts of the University to raise the standard of the examination. Whilst, however, this laudable object deserves all encouragement there is another side to the question to which attention must be drawn. The number taking the examination shows a steady increase and this is not surprising when it is remembered that education has expanded so rapidly in the Punjab in recent years. Yet, although this number has increased, its only effect seems to be to swell the ranks of the failures. In 1930 these failures number 6,500. Such a figure is startling and seems to point to the conclusion either that the teachers in our high schools have failed to respond to the higher standard set by the University, or that many candidates, who are obviously unfit, are allowed to take the examination. Probably both causes are effective and they postulate a state of affairs in our schools which is highly unsatisfactory. Were this question to be examined more deeply it would probably be found

that many boys are permitted to continue their education after the eighth class when, in their own interest and the interests of their parents, it would be better if they were definitely discouraged from so doing. Again, although there has been a marked raising of the standard, the small number of those passing in the first division must give rise to disquietude.

It will be of interest now to see how many of these successful matriculates proceed with their education. In doing so it should be remembered that the openings for employment for a matriculate are becoming fewer every year and that a higher qualification is demanded more often than not. This tendency is particularly obvious in professional institutions like the Veterinary College. The result of this state of affairs is to make the demand for a University education keener than it has ever been.

The following table shows the number of male matriculates who obtained admission to the first year intermediate classes :—

TABLE III.

Year.	Number of successful candidates in matriculation.	Number on the rolls of the first year classes.	Percentage
1923 ... ..	4,925	1,868	37·85
1924 ... ..	6,117	2,070	33·84
1925 ... ..	8,464	2,448	28·92
1926 ... ..	6,894	2,465	35·76
1927 ... ..	6,845	2,560	37·4
1928 ... ..	7,937	3,176	40·01
1929 ... ..	8,374	3,381	40·37

} Average 36·31  
per cent.  
joined the  
colleges  
after matri-  
culation.

The figures show that colleges have been able, so far, to admit a fairly constant percentage of matriculates in spite of the increased number of passes. This is due almost entirely to the opening of intermediate colleges from 1924 onwards. It will be shown in another statement later (see Table V) that the numbers admitted to the degree colleges have only slightly increased and the great bulk of matriculates has entered intermediate colleges. Thus, in 1930, three

thousand more students were enrolled in intermediate classes than was the case in 1924. Of these three thousand students two thousand entered mofussil intermediate colleges and only one thousand entered the mofussil and Lahore degree colleges. Indeed, the Lahore degree colleges admitted only three hundred more intermediate students in 1930 than they did in 1924.

Table III above shows that at present approximately 40 per cent. of matriculates continue their education at the University. The remaining 60 per cent. must go elsewhere. A few are absorbed in technical institutions such as the post-matriculation clerical classes, and the Lyallpur Agricultural College still accepts the matriculation as its standard of admission. But these avenues for further training can absorb only about 5 per cent. of the 60 per cent. of matriculates who do not seek, or are unsuccessful in obtaining, enrolment in colleges. Approximately 57 per cent., therefore, of those who pass the matriculation examination each year must seek employment elsewhere ; and, unfortunately, no statistics are available to indicate what becomes of them.

The fate of these boys might form a subject for research of very great interest, and the results obtained would almost certainly be of great value in connection with unemployment and its possible cure.

A few further observations on the case of these matriculates who do not proceed further with their education will not be out of place here. It is almost certain that more would undertake a University course if accommodation could be found for them in colleges. Principals of colleges, with few exceptions, report that the demand for intermediate education is insistent and candidates have to be turned away for lack of room. This is understandable since the market value of the matriculation qualification is steadily falling, and parents feel that having gone as far as the matriculation, their sons must go further if they are to achieve any success in life worth the name. Only dire poverty would prevent the average parent from giving his son a further chance. Parenthetically, the *izzat* of the parent suffers badly if the son has to return home unemployed and without prospects after passing the matriculation examination.

Lastly, professional colleges are more and more demanding the intermediate qualification as their minimum entrance standard. This is now the case at the Veterinary College and at the Government School of Engineering, Rasul, as well as other professional colleges.



In view of the facts touched upon above it is almost certain that a much higher percentage of matriculates would continue their education than is now the case if facilities were available. Whether they should be encouraged to do so is another matter.

(ii) *Intermediate Education.*

3. The table below gives the results of the intermediate examination, in arts and science, from 1924 onwards.

TABLE IV.

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	57.3
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
1930 ... ..	3,957	84	527	1,014	1,625	41.06

The table immediately emphasises :

(1) That the number of students taking the intermediate examination has steadily increased since 1924 until in 1930, 2,000 more students entered than was the case in 1924, *i.e.*, an increase of over 100 per cent. The factors causing this increase in numbers have been discussed in the previous section, where it was shown that increased facilities and accommodation accounted for the greater numbers of matriculates enrolled in colleges. These increased facilities and accommodation are due to the opening of intermediate colleges throughout the province, beginning from 1924.

(2) The number of successful candidates has also increased steadily but not in the same proportion as the entries. Thus, whilst the passes have increased by 600 in 1930 as compared with 1924, the number taking the examination, as already shown, has risen by 2,000 in the corresponding period.

(3) The pass percentage is falling and is this year the lowest it has been for some years. Further, there is a very significant decrease in the numbers of first and second division passes.

It is not easy to account for Nos. 2 and 3 above. The obvious reason would appear to be that the standard of this examination has been very distinctly stiffened. This is probably the case to a certain extent, but other and less obvious factors also exist. May it not be that the increased facilities for intermediate education have resulted in showing that many matriculates, who formerly would never have proceeded beyond the matriculation stage, have of late done so and have been found incapable of profiting by a University course? It is seriously suggested that this is the main cause of the trouble, and this state of affairs supports those who contend that, logically, the intermediate course is a pre-university course and should mark the break between school education and degree or university education. For professional training it is becoming recognised as such.

Two other factors may be briefly mentioned. Bad teaching and equipment might account for the poor results in the intermediate examination. Since, however, the standard of equipment and teaching in the degree colleges presumably remains fairly constant, and these factors in intermediate colleges are at least equal, if not superior, to those in degree colleges (intermediate college results compare very favourably with those of degree colleges), it is not easy to assert that the deterioration in the results of the intermediate examination can be accounted for by bad teaching and equipment.

4. During the year one new Government intermediate college was opened at Shahpur. This college has had a successful first year of existence and its prospects of success are good, as it is keenly supported locally. It has now been affiliated in science and offers to its students complete facilities for study up to the first examination in arts and science.

Intermediate  
Colleges.

These intermediate colleges are in many ways most popular and flourishing. They have no difficulty whatever in filling their intermediate classes. Indeed the demand for admission to the intermediate classes is, with the exception of one or two colleges, as for instance Campbellpur, greater than the accommodation available. This is proof enough that the general public appreciates local facilities for intermediate education. All principals report vigorous college life and varied extra-mural activities. Games are popular, of a good standard and have been given a fillip by the institution of a University tournament for intermediate colleges. Further, there is no doubt that many of the colleges are making themselves felt in their districts by their

encouragement of, and participation in, local sports and pastimes, and in the arrangement of tournaments for villagers. Public lantern lectures in the colleges are also a feature. The cumulative effect for good of these activities must be considerable.

There is, however, another and much less satisfactory side to these intermediate colleges. In former reports the difficulty of obtaining recruits for the matriculation classes has been stressed, and what has been said previously on this subject holds good to-day. Many of the colleges report increased rather than diminished difficulties in filling their matriculation classes and it can only be concluded that the general public resolutely refuses to send its sons to the matriculation classes of these colleges in preference to the local high schools. The results of this state of affairs are unrelievedly bad. Whereas in the intermediate examination the results of the intermediate colleges are, on the whole, satisfactory, the matriculation results are, with scarcely an exception, poor and often thoroughly unsatisfactory. Principals account for these poor results mainly by the poor material recruited in the matriculation classes. Although this is probably not the only reason, it is undoubtedly the main reason. Again, it was originally hoped that these colleges would be true four-year institutions with scholars remaining in the same college for a four years' course. In actual practice, owing to small numbers in the matriculation classes and poor matriculation examination results, this object is not achieved and the college is sharply divided into two sections with the break at the matriculation stage. It is difficult to see how this unfortunate evil can be cured.

The question of the inspection of these colleges calls for some comment. That inspection and supervision are necessary is generally admitted, and the present method is for a biennial inspection to be carried out by a committee consisting of specialist officers from Lahore. This method has, so far, worked fairly well, but it is becoming increasingly obvious that greater and greater difficulty will be encountered in the future. Specialist members of the committee find it almost impossible to spare the time for the work, and inspections may tend to become hurried, perfunctory and of very little practical use. The whole question of intermediate college inspection requires further thought and revision.

It has already been stated that the general public does not favour the matriculation classes in intermediate colleges but is undoubtedly in favour of the intermediate classes.

This tendency is emphasised by the very noticeable demand in many places that existing intermediate colleges should shed their two matriculation classes at the bottom and replace them at the top by two degree classes. This demand shows clearly that, although the general public is satisfied with the work done in the existing high schools, it wishes to have local facilities for degree education as well as intermediate education. This desire is understandable, since employers to-day demand higher and higher qualifications, and intermediate colleges have taught parents the advantages of keeping their boys at home, or near home, as long as possible. Indeed, to keep students out of Lahore as long as possible has advantages which cannot be denied, although the disadvantages are very obvious. In the past the affiliation of mofussil colleges up to the degree standard has not been the policy of Government and no immediate change in Government's policy is contemplated. Nevertheless the University is prepared to extend degree affiliation to such colleges as is shown by the raising of the D. A. V. College, Jullundur, to the degree standard. Other private colleges in the mofussil will almost certainly apply for degree affiliation when financial conditions permit. If this actually occurs a very difficult problem will arise for Government.

In concluding this section the following table is of some interest :—

TABLE V.

Year.	Enrolment in intermediate classes.	Enrolment in intermediate classes of the mofussil intermediate colleges.	Enrolment in intermediate classes of the mofussil degree colleges.	Enrolment in intermediate classes of the Lahore colleges.	Percentage of intermediate students in Lahore colleges.
1924	3,527	556	966	2,305	65.35
1925	40,92	1,601	658	2,433	59.46
1926	4,846	1,447	750	2,449	52.71
1927	4,884	1,710	827	2,317	48.05
1928	5,247	2,048	840	2,359	44.98
1929	6,057	2,652	971	2,434	40.18
1930	6,685	2,660	1,417	2,608	38.01

This table shows that, although the number of students enrolled in intermediate classes has increased by 3,000 since 1924, only 300 out of this increased number have been admitted to Lahore degree colleges, and the percentage so admitted shows a steady decline. On the other hand mofussil intermediate colleges have absorbed 2,000 out of the 3,000 increase. This is as it should be, and demonstrates how the intermediate colleges have relieved the pressure on Lahore and established the popularity of their own intermediate classes.

(iii) *Degree Education.*

5. The following table shows the number of students who have been admitted to degree classes of recent years after passing the intermediate examination.

TABLE VI.

Year.	Number of successful candidates in the intermediate.	Number on the rolls of third year classes.	Percentage seeking admission to degree classes.
1924	1,075	903	84.00
1925	1,293	982	75.95
1926	1,181	1,051	89.00
1927	1,202	1,010	84.03
1928	1,402	1,152	82.17
1929	1,584	1,333	84.15

It is at once apparent from this table that a very large proportion, 84 per cent., of successful intermediate students desire to continue their education further and are enabled to do so by obtaining admission to degree colleges. It must also be remembered that the above figures do not include those students who proceed to professional colleges or who seek other training. Taking such students into account it will be readily agreed that almost 100 per cent. of our intermediate passed students must continue their education in one way or another. This is in striking contrast to the figures for matriculates in Table III and shows that the intermediate examination is looked upon, not as an end in itself or a qualification of great market value, but merely as a stepping stone to something better. This state of affairs is not in accordance with the ideas which led to the opening of four-year intermediate colleges. Then, it was hoped that the

intermediate stage would gradually replace the matriculation stage as the limit of a reasonably good liberal education, and that students would not proceed *en bloc* to degree education but would strike out into professional and other careers, and only the pick of them would take a degree course. These hopes have obviously been sadly belied and the present position may, to some extent, be explained by the fact that the University still regards the matriculation examination as the University entrance examination.

6. Table VII shows the B. A. and B. Sc. examination results for men and women. B.A. and  
B. Sc. results.

Table VII.

Year.	Number 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	281	611	877	51.17
1930 ... ..	1,908	48	261	534	843	44.18

The number of candidates taking these degree examinations has steadily increased since 1924, with the exception of 1927 which showed a decrease, and the number successful has also steadily increased until this year. The percentage of passes fluctuates curiously and no obvious explanation of the fluctuation is discernible. One interesting fact is brought out by this table, namely, that the percentage of second division passes has slumped badly in the last two years. Before 1929 the percentage was round about fifty; now it is only thirty. The second class pass may be regarded as a student of average ability, and the slump in the percentage of second class passes may, therefore, justifiably be looked upon as a sign that the average student taking the degree examination to-day is inferior to those who took the same examinations in the past. There are more third division passes and more failures.

*(iv) Post-graduate Education.*

7. In 1928 there were 337 post-graduate students on the rolls of the various degree colleges ; this year there are no less than 454, of whom 237 are at Government College, 152 at the Forman Christian College, and the remainder divided between the other colleges. The above figures require no emphasis and show very clearly how keen is the urge for the highest possible academic qualification available. One reason for this is undoubtedly the fact that the economic value of the B. A. degree continues to fall and the demand for a higher qualification proportionately increases.

Government  
College.

8. At Government College, Lahore, Mr. H. L. O. Garrett went on leave in January, 1930, and Dr. H. B. Dunicliff officiated as Principal. The college sustained a severe loss in the death, whilst on leave in Europe, of Rai Bahadur G. S. Chawla. Dr. Dunicliff says :—

“ The college has suffered a heavy loss by his death and his teaching experience in the mathematics department will be sorely missed. He was a keen scholar and a sympathetic teacher. ”

Doctor Dunicliff returned from special duty with the Government of India on October 3rd, 1929.

The number of students on the rolls in March, 1930, was 914 as compared with 884 in March, 1929. The demand for admission is as keen as ever and the staff and accommodation are taxed to their utmost. In the English department the demand for more staff is insistent and Mr. Langhorne is pessimistic, failing the satisfaction of this demand.

The science departments of the college continue to carry out research work of a high order and many papers have been published during the year. Further progress has been made in the historical work in the Record Office and four monographs have been published during the year. At the Lahore Session of the Indian Philosophical Congress “ the staff and students contributed largely to the success of the meetings both by reading papers and by taking part in the discussions. ”

The Forman  
Christian  
College.

9. The Forman Christian College, with 1,063 students on its rolls, continued its activities with much success. In the technical chemistry department the arrangement with the University to use the laboratory for the honours school in technical chemistry has been extended for a further period of three years. The plan to move the college to a site outside Lahore has pro-

gressed rapidly and the present position is stated in the report as follows :—

“ The year just drawing to a close has been one of outstanding significance in the history of the college. Last year we said, largely in faith, that we had made plans to move to a larger site on the banks of the canal near the Mall. We were in the midst of negotiations then, which proved unsuccessful and finally drove us to the site which we have now secured. The new residential college of nine hundred students will have an eight hundred feet frontage on the far bank of the canal and will have a one thousand frontage on the east side of the Ferozepore Road. It covers about two hundred acres and will not only furnish ample accommodation for the nine hundred students and forty-nine teachers with ample facilities for all kinds of playing fields, but will also furnish room for growth along any line which the future may indicate as desirable.”

10. The Islamia College, Lahore, has made remarkable progress of recent years in games and athletics. This year the college teams have been more successful than ever before. The Principal is optimistic of the future and in his report says :—

The Islamia College.

“ The future is bright and there was never a period in our history when the hopes of all those, who have the good of the institution at heart, showed such promise of being realised. There is nothing to hamper us in our upward march and while we now proudly boast of our reputation for sport and sportsmanship, we look eagerly forward to the time when educationally and intellectually, as well as physically, we can be classed with any college not only in the Punjab but in India. ”

11. At the Khalsa College, Amritsar, honours school classes in both botany and chemistry have been started at great expense. These classes will enable students of the college to do the first two years of their honours courses at their own college, whilst their third year's work will be done in Lahore. This scheme is an innovation, since Lahore has had, up till now, a monopoly of all honours teaching.

The Khalsa College.

In the reports received from all degree colleges, a very striking development is noticeable. This is the increased interest which is being shown in the physical development and well-being of the students. In the past, especially as playing fields are few and far between, in Lahore, many students, indeed the large majority, had no opportunities for physical training and the playing of games. The result was



that only a few of the students ever played games at all. The evils of this system have at last been recognised and colleges are now engaging physical training experts whose duty it is to see that all students enjoy that particular form of physical training for which they are by nature fitted. Special attention is to be given to weak and subnormal students but all are to be cared for. It will be of much interest to watch the progress of this movement.

(v) *The University of the Punjab.*

12. To the report for 1928-29 Mr. A. C. Woolner, C.I.E., Vice-Chancellor, contributed a most illuminating survey of University work covering the period 1921—29. It is not proposed, therefore, to devote much space this year to the University.

The Academic Council has broadened its constitution by including representatives from mofussil degree and intermediate colleges, and the Council tends to assume more and more final control over academic matters. This is surely a sound development.

The teaching functions of the University continue to expand and this year a course in German has been started. A University professor of history has been appointed whose duties will include the organisation of history teaching in the University. The question of raising the standard of the matriculation examination has engaged attention but no final decision has yet been reached. University extension lectures have proved very popular and successful both in Lahore and the mofussil, and it is hoped to extend the programme of such lectures immediately.

A fateful decision has been arrived at by the Syndicate with regard to the establishment of new degree colleges in mofussil centres. This decision is to the effect that, subject to adequate safeguards, the establishment of new degree colleges in the mofussil is both wise and necessary and should be permitted. The necessary safeguards have been specified. This subject has already been referred to in this chapter and the Syndicate's decision may have far reaching results.

The University is now paying greater and greater attention to extra-mural activities. A University students' union has been formed and, in order to stimulate an interest in art among the students, a University fine arts and crafts society has been established under the chairmanship of the Vice-Chancellor. The interest in the physical training of students so manifest in individual colleges is shared by the

University, which is doing all in its power to help in this excellent work. The Director of Physical Training now visits mofussil colleges as well as Lahore colleges and the University has increased its subvention to colleges for physical training instructors from Rs. 2,400 to Rs. 5,000. This sum is deemed by the University to be scarcely adequate, but is still a step in the right direction. The Punjab University sports tournament committee has continued and extended its beneficent activities and now aims at providing for an increased number of students. Hot weather tournaments have been organised and a separate tournament for intermediate colleges.

The statistics of the oriental titles and vernacular languages examinations conducted by the University are appended.

TABLE VIII.

Examinations.	NUMBER APPEARED.		NUMBER PASSED.	
	Male.	Female.	Male.	Female.
<i>Oriental Titles.</i>				
Sanskrit ... ..	705	31	271	16
Arabic ... ..	98	7	33	2
Persian ... ..	414	5	213	3
<i>Vernacular Languages.</i>				
Urdu ... ..	212	24	123	11
Hindi ... ..	275	376	159	242
Punjabi ... ..	174	33	71	13
Punjabi (Persian scrip)	8	...	4	...

TABLE IX.

*The enrolment in degree arts colleges affiliated to the Punjab University as it stood on March 31st, 1930.*

FOR MALES.	F.A.		B.A.		HONGKONG SCHOOL.		M.A.		TOTAL.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
Government College, Lahore ...	315	332	302	322	30	23	237	237	884	914
Forman Christian College, Lahore ...	464	428	392	428	52	55	109	152	1,017	1,063
Dayanand Anglo-Vedic College, Lahore.	710	707	405	408	...	...	7	14	1,122	1,129
Dayal Singh College, Lahore ...	301	382	277	298	1	2	14	12	563	694
Murray College, Sialkot ...	287	318	137	154	...	...	...	...	424	472
Gordon College, Rawalpindi ...	227	227	111	139	...	...	...	...	338	366
Islamia College, Lahore ...	365	398	269	300	...	8	15	28	649	734
Sanatana Dharma College, Lahore ...	279	361	278	256	3	4	8	3	563	624
Khalsa College, Amritsar ...	457	469	205	231	..	...	13	8	675	708
D. A.-V. College, Jullundur ...	324	403	..	84	...	...	...	...	324	487
Total ...	3,729	4,025	2,376	2,620	86	92	403	454	6,594	7,191
FOR FEMALES.										
Lahore College for Women, Lahore...	64	75	12	19	...	...	...	...	76	94
Kinnaird College for Women, Lahore	32	46	20	21	...	..	...	...	52	67
Total ...	96	121	32	40	...	...	..	...	128	161

TABLE X.

*The enrolment in intermediate arts colleges affiliated to the Punjab University as it stood on March 31st, 1930.*

Name of College.	F. A. and F. Sc.	
	1929.	1930.
Multan College, Multan	193	223
Government Intermediate College, Ludhiana	165	181
Ditto ditto Campbellpur	63	47
Ditto ditto Gujrat	127	180
Ditto ditto Lyallpur	209	234
Ditto ditto Jhang	96	98
Ditto ditto Dharmasala	48	62
Ditto ditto Rohtak ✓	97	108
Ditto ditto Hoshiarpur	175	184
Ditto ditto Pasrur	52	90
Ditto ditto Shahpur	...	82
Hindu Sabha College, Amritsar	202	262
D. A. - V. College, Rawalpindi	161	161
Ditto Hoshiarpur	152	134
Khalsa College, Lyallpur.	44	71
G. N. Khalsa College, Gujranwala	199	206
Ramsukhdas College, Ferozepore	85	112
D. M. College, Mega	127	168
B. D. P. M. College, Ambala ✓	77	103
Lawrence College, Ghoragali	53	63
Bishop Cotton College, Simla	2	1
Total	2,328	2,660

## CHAPTER IV.

## Secondary Education (Boys).

(i) *Facts and figures.***Schools.**

During the year the number of secondary schools of all kinds rose from 3,356 to 3,647, an increase of 291 or 8·7 per cent. High and anglo-vernacular middle schools increased by three each and vernacular middle schools by as many as two hundred and eighty-five, including two hundred and ten lower middle schools. It may, however, be mentioned that the Mission High School, Gujranwala, which was one of the oldest and the most efficient institutions has been closed owing to the paucity of funds from which most of the missionary societies are reported to be suffering. On the whole there has been a steady growth of secondary institutions in the year. One municipal high school has been provincialized this year, raising the number of such schools to fifty-two; *vide* appendix A. The following table showing the distribution, division-wise, of anglo-vernacular and vernacular secondary schools, is interesting :—

DIVISION.	ANGLO-VERNACULAR.		Total.	VERNACULAR.		Total.	Proportion of anglo-vernacular to vernacular schools.
	High.	Middle		Upper middle.	Lower middle.		
Lahore ...	82	58	140	109	501	610	1 : 4·4
Rawalpindi	56	56	112	144	487	631	1 : 5·6
Multan ..	46	49	95	153	564	717	1 : 7·5
Jullundur ..	78	54	132	651	401	517	1 : 3·9
Ambala ..	51	16	67	148	478	628	1 : 9·3

The total number of vernacular secondary schools (including lower middle schools) is a little less than six times that of anglo-vernacular schools, the proportion being the

largest in Ambala and Multan, and least in Jullundur, which leads the other divisions in the matter of anglo-vernacular education. Since there are 5,580 primary schools in the Punjab the proportion between primary, vernacular lower middle and vernacular upper middle schools in the province is roughly 8 : 4 : 1.

There is, on an average, one secondary school for every twenty-seven square miles and for a male population of 3,100 as calculated from the following figures :—

Area of British Punjab	..	99,866 square miles.
Male population of the British Punjab	...	11,306,265
Number of secondary schools		3,647

2. The number of pupils in all kinds of secondary schools has risen from 571,775 to 620,725, an increase of 48,950 or 8·6 per cent. There is a rise of 11·8 per cent. in the enrolment of vernacular schools, and a decrease of 1,048 pupils or 1·9 per cent. in anglo-vernacular middle schools.

The following table shows that out of the total enrolment in secondary schools 195,737 boys or 31·5 per cent. are in the secondary stage as against 187,230 or 33 per cent. last year :—

Number of pupils.	Anglo-vernacular secondary schools.	Vernacular secondary schools.
Primary classes ... ..	58,774	3,66,214
Secondary classes { Middle ..	90,254	78,019
	High ..	*Nil.

\*Vernacular secondary schools have no high departments.

Five and a half per cent. of the male population of British Punjab is receiving instruction in secondary schools.

3. The total expenditure on secondary schools of all kinds has risen by Rs. 7,52,379 to Rs. 1,27,27,277, an advance of more than six per cent. upon last year. The following

Expenditure.

table shows the amounts and the percentages of the various contributions to this expenditure :—

Source.	Expenditure.	Increase or decrease compared with last year.	Percentage of contribution.
	Rs.	Rs.	
Provincial Revenues	67,43,124	+6,87,105	53·0
District Boards ..	12,84,389	—27,009	10·1
Municipal Boards ..	1,83,653	—59,188	1·4
Fees ..	35,28,329	+80,596	27·7
Other sources ..	9,87,782	+70,875	7·8

It is evident that the contributions from Government, fees and other sources have all risen while those of local bodies have fallen. The local bodies and other sources taken together contribute less than one-fifth of the total expenditure.

It is also interesting to note the percentage of pupils in the secondary classes of the various types of secondary schools and the proportion of the expenditure on them from different sources.

Type of school.	Percentage of boys in secondary classes to total enrolment.	PERCENTAGE OF EXPENDITURE FROM				
		Government funds.	Fees.	District Board funds.	Municipal Board funds.	Other sources.
Government ..	96·2	60	40	Negligible.	Negligible.	Negligible.
Board (District Board and Municipal Board).	120·3	66	14	17	2	1
Aided ..	65·7	29	44	1	2	24
Unaided ...	78·5	Nil	70	Nil	Nil	80

4. The cost per head on education in secondary schools is Rs. 20-8-0 as against Rs. 20-15-1 last year. But if the figures regarding pupils and expenditure of the secondary departments only of these schools be considered, the cost per head amounts to Rs. 44-5-7 as the following figures show :—

	Rs.
Total direct expenditure on secondary schools	1,27,27,277
Total direct expenditure on secondary departments	86,80,457
Number of boys in secondary schools ..	6,20,725
Number of boys in secondary departments ..	1,95,737

(ii) *The teachers.*

5. The strength of the teaching staff of all kinds of secondary schools at the end of the year, stood at 22,332 as against 21,022 last year, an increase of 1,310 or 6 per cent. Out of these 17,766 or 80 per cent. were trained, against 75 per cent. in the previous year. This increase in the proportion of trained teachers may be considered very satisfactory. Trained teachers.

The following comparative table, showing the number and percentage of trained teachers in each division is interesting :—

Division.	No. of teachers.	No. of trained teachers.	Percentage of trained teachers.	Last year's percentage.	Increase in percentage.
Jullundur ...	4,535	3,745	83	79	4
Lahore ...	4,998	3,993	80	77	3
Rawalpindi ...	4,564	3,501	77	75	2
Ambala ...	3,471	2,866	83	72	11
Multan ...	4,764	3,661	77	71	6

According to Khan Bahadur Sheikh Nur Elahi, the majority of the untrained are old teachers who possess special departmental certificates, and the proportion of unqualified teachers is therefore negligible. But on the



other hand Sardar Deva Singh, of the Ambala division, writes :—

“ In spite of the best efforts on the part of the inspecting staff there is still a tendency in the managing bodies of private educational institutions to employ untrained in preference to trained teachers because the former can generally be persuaded to accept lower rates of pay ; but this policy proves harmful and injurious in the long run.”

In the Rawalpindi division Rai Sahib Lala Ratan Lal says :—

“ The Government schools are suitably staffed. The board schools still continue to have a large number of untrained teachers, most of whom are working in the primary departments of upper and lower middle schools. This is partly due to the fact that the expansion in vernacular education has been so rapid that even increased facilities for training have not kept pace with it and partly because the primary classes in a vernacular middle school will always have one or two untrained youngsters getting initial experience in teaching before being sent to a training institution. In the private schools also most of the untrained men are working in primary departments and as many as sixty-one out of one hundred and sixty-eight untrained men hold departmental certificates.”

(iii) *Instruction.*

6. Special efforts have been made by the head masters and the inspecting staff to raise the instructional level of the schools in all the divisions. Some success has been achieved but much yet remains to be done. The University percentage in the matriculation examination is only 54·3. It is felt that the standard of instruction in the secondary schools is not quite satisfactory. Sheikh Nur Elahi ascribes this condition of instruction to two causes :

- (1) “ Boys of the lower middle classes are in the hands of inefficient junior anglo-vernacular teachers, with the result that even in the later stages boys remain weak in their grasp and understanding of English, and
- (2) the weak foundation of the vernacular which again is in inefficient hands throughout the school career.”

7. Mr. Man Mohan while commenting adversely on the work of the teacher says :—

“ Unfortunately there is a tendency in not a few schools to brighten and burnish things up a few days before the inspection ; but the teachers and taught sneak back into their lazy, indifferent and dirty habits as soon as the dreaded visit is over. I feel sure that if the teacher is alert mentally and morally, and discharges his duties as a sacred trust not only the instructional condition of the school but every other aspect of school life will improve almost immediately ; but it is sad to reflect that the day when all the teachers will be conscientiously true to their noble profession is yet far off.”

8. Sheikh Nur Elahi suggests a partial but practical solution of this difficulty when he says :—

“ The headmasters’ supervision has been made real and effective. They have been advised to make daily rounds and hold class tests of some one class every day. The weak cases are to be recorded in the inspection diary. Thus the head master in his first round gets in personal touch with the whole school and knows the weak boys in each class. He then gives directions as to how the weak boys are to be handled. In some cases the teachers concerned may be required to give extra coaching to such students. After a second round he will be in a position to learn whether the weak boys have improved or not. In consequence class teachers have to remain alert and work hard to improve the condition of the weak boys and thus at the end of the year the headmaster will be in a position to make promotions on a surer basis.

Teachers are required to prepare teaching diaries on lines that will show whether a teacher has been taking genuine pains to make the lessons effective. Diaries of a transcriptive nature are entirely discouraged. Headmasters are required to check the diaries and suggest improvements.”

9. S. Deva Singh of Ambala invites attention to the undesirable habits of trained teachers after they leave the Central Training College :—

“ It is a pity that most of the knowledge imparted to these teachers in the Training College is either forgotten by them or never used in the class rooms. They try to devise ways and means of escaping personal trouble at the cost of their students, whose power of initiative and originality is allowed to be killed and their store of knowledge remains limited and shallow. ”

10. English and vernacular writing is in most cases careless and untidy. Mr. Abdul Hamid remarks :—

“ I cannot help pointing out a defect so common to all institutions of all kinds. It is the general carelessness and untidiness in writing. Handwriting in almost all languages is neglected and is slovenly, defective and undecipherable in a large number of cases. Obviously no attempt is being made by our teachers to improve this condition. They fail to realise that a good hand is an asset and a qualification which everybody should possess and which pays a student not only in examination but in after life.”

11. The revised regulation of the Punjab University requiring every student to take up history and geography as a third compulsory subject (though success in this subject is not essential for an ordinary pass in the matriculation examination) seems to have effected the teaching of other important subjects rather seriously. Rai Sahib Lala Ratan Lal says :—

“ The subjects which have suffered most from compulsory history and geography seem to be science, physiology and hygiene and to a certain extent classical languages and drawing. I know there are differences of opinion in the matter of compulsory history and geography but it cannot be denied that the decrease in the number of boys taking up subjects like science and physiology and hygiene is unfortunate.”

12. Rai Sahib Lala Ratan Lal is not satisfied with the standard of work in science. He remarks :—

“ It is painful for me to record that speaking generally the standard of work in this subject was found to be below a reasonable standard. On the theoretical side the knowledge of the basic fundamental laws of physics and chemistry was found to be extremely vague and indefinite and whatever knowledge the boys possessed could not be applied to daily life and their environments. Correlation between science and geography was seldom attempted, either in the middle or the high departments. Somehow the teaching of electricity suffers most.

Another point which struck me prominently was that the teachers hardly ever performed class demonstration experiments. This is probably the outcome of a misapprehension that since the boys should be encouraged to perform the experiments themselves, the teachers are precluded from performing and exhibiting even those experiments which were admittedly not intended to be performed by the boys themselves.”

(iv) *Buildings and hostels.*

13. The following table gives the additions and extensions to the existing school and hostel buildings during the year.

*Statement showing number of new buildings erected and extended during the year ending the 31st March 1930.*

	High Schools.	Anglo-vernacular middle schools.	Upper middle schools (vernacular).	Lower middle schools (vernacular).	Total.
<b>1. Secondary Schools-</b>					
New buildings ..	3	2	49	50	104
Extensions ..	31	10	68	28	137
<b>2. Hostels-</b>					
New buildings ..	4	2	1	..	7
Extensions ..	6	4	--	..	10

14. The Government high school, Jhelum and the hostel of the Government high school, Chunian, were completed and occupied during the year. The office of the Inspector of Schools, Jullundur, was built at a cost of Rs. 19,670. Some school buildings at Pind Dadan Khan, Sahiwal, Kalabagh, Mianwali and Jhelum suffered heavily from the unprecedented floods in September 1929.

Building grants aggregating Rs. 44,945 were paid to the local bodies for school and hostel buildings of anglo-vernacular secondary schools. In addition to this Government paid a grant of Rs. 5,00,000 to district boards for vernacular school buildings most of which was spent in putting up or extending buildings of upper and lower middle schools.

At present about fifteen per cent. of the vernacular upper middle schools and about forty per cent. of the lower middle schools are without suitable buildings. In many cases the hostels of upper middle schools are housed in rented buildings which are not suitable.

It is interesting to note that "in some places different communities provide separate hostels for the boys of their

persuasion reading in a public school. Such denominational hostels number fifteen in all and form a characteristic feature of the Lyallpur district."

(v) *Fee concessions.*

15. The table on the next page shows the number of pupils, in the secondary schools (excluding lower middle), of the three principal communities enjoying free and half-rate fee concessions in the various divisions. Fifty-three per cent. of these concessions have been awarded to Muslims, thirty-five per cent. to Hindus and twelve per cent. to Sikhs. Agriculturists get forty-five per cent. as their share.

Statement showing the number of pupils in secondary schools (excluding lower middle), of the three principal communities enjoying free and half-rate fee concessions.

Division.	MUSLIMS				HINDUS.				SIKHS.			
	Free.		Half-rate.		Free		Half-rate.		Free.		Half-rate.	
	Agriculturists.	Non-Agriculturists.	Agriculturists.	Non-Agriculturists.	Agriculturists.	Non-Agriculturists.	Agriculturists.	Non-Agriculturists.	Agriculturists.	Non-Agriculturists.	Agriculturists.	Non-Agriculturists.
Ambala	389	370	115	111	1,067	644	447	416	45	14	19	9
Jullundur	1,009	1,385	421	703	923	1,599	241	861	728	329	488	183
Labore	1,314	2,260	474	1,205	410	1,799	182	1,307	564	454	258	363
Multan	1,513	1,718	725	400	317	1,425	203	738	231	171	102	154
Rawalpindi	4,989	1,623	2,403	557	54	1,644	68	1,209	163	604	82	560
Total	9,194	7,361	4,139	2,976	2,771	7,111	1,141	4,531	1,731	1,572	949	1,269

## 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. Khan.
25.	Municipal Board High School, Kaithal	.. Karnal.
26.	Municipal Board High School, Sahiwal	.. Shahpur.

<i>Serial No.</i>	<i>Name of School.</i>	<i>Name of district.</i>
27.	Municipal Board High School, Isa Khel ..	Mianwali.
28.	District Board High School, Naushehra ..	Shahpur.
29.	District Board High School, Hamirpur ..	Kangra.
30.	District Board High School, Kot Adu ..	Muzaffargarh.
31.	District Board High School, Renala Khurd	Montgomery.
32.	Municipal Board High School, Bhiwani ..	Hissar.
33.	Municipal Board High School, Bhakkar ..	Mianwali.
34.	District Board High School, Shorkot ..	Jhang.
35.	District Board High School, Leiah ..	Muzaffargarh.
36.	Municipal Board High School, Rajanpur	D. G. Khan.
37.	Municipal Board High School, Shahabad..	Karnal.
38.	Municipal Board High School, Jhajjar ..	Rohtak.
39.	Municipal Board High School, Murree ..	Rawalpindi.
40.	Municipal Board High School, Hansi ..	Hissar.
41.	District Board High School, Kulu ..	Kangra.
42.	District Board High School, Garhshankar	Hoshiarpur.
43.	District Board High School, Sharaqpur ..	Sheikhupura.
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 ..	Sheikhupura.
52.	Municipal Board High School, Gohana ..	Rohtak.



## APPENDIX B.

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

		<i>Grants paid during 1929-30.</i>
		Rs.
1.	Khalsa High School, Kurali (Ambala) ..	5,826
2.	C. A.-V. High School, Hissar ..	5,227
3.	Islamia A.-V. Middle School, Simla ..	1,273
4.	Islamia A.-V. Middle School, Rupar (Ambala)	1,136
5.	Sanatan Dharm A.-V. Middle School, Simla	951
6.	Khalsa High School, Kharar (Ambala) ..	2,881
7.	Vaish High School, Rohtak ..	5,141
8.	Arya Lower Middle School, Rohtak ..	488
9.	Muhammadan Rajput Boarding House, Ambala City ..	543
10.	Mathra Das High School, Moga (Ferozepore)	7,335
11.	Khalsa High School, Moga (Ferozepore) ..	7,304
12.	Islamia High School, Ludhiana ..	1,674
13.	Mission High School, Palampur (Kangra) ..	5,078
14.	Z. A.-V. High School, Sullah (Kangra) ..	1,291
15.	Hindi Parcharak High School, Ludhiana ..	2,700
16.	Khalsa High School, Mahilpur (Hoshiarpur) ..	10,559
17.	Rajput High School, Indaura (Kangra) ..	5,813
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 (Gur- daspur) ..	4,488
21.	Sanderson D. A.-V. High School, Baramanga (Gurdaspur) ..	6,816
22.	Crosse Islamia High School, Fatehgarh (Gur- daspur) ..	5,004

*Grants  
paid during  
1929-30.*

23.	Hindu A.-V. Middle School, Sangla (Sheikhupura)	.. School closed.	
24.	Khalsa A.-V. Middle School, Saini Bar, Chak No. 7 (Sheikhupura)	..	1,260
25.	Khalsa High School, Ramdas (Amritsar)	..	1,740
26.	Johnston Memorial A.-V. Lower Middle School, Raewind (Lahore)	..	432
27.	Islamia A.-V. Middle School, Jalalpur-Jattan (Gujrat)	..	1,979
28.	S. D. High School, Jand (Attock)	..	5,101
29.	Islamia A.-V. Middle School, Jhelum	..	526
30.	Khalsa High School, Tanda (Gujrat)	..	4,272
31.	Islamia A.-V. Middle School, Dera Ghazi Khan	..	484
32.	Islamia High School, Chak 333 (Lyallpur)	..	4,072
33.	A. S. High School, Karor Lalian (Muzaffargarh)	..	3,595
34.	A. S. High School, Dera Ghazi Khan	..	1,455
35.	Jain A.-V. Middle School, Ambala City	..	2,567
36.	Islamia A.-V. Middle School, Sukho (Rawalpindi)	..	852
37.	Khalsa High School, Gardhiwala (Hoshiarpur)		4,516
38.	A. S. High School, Alawalpur (Jullundur)	..	3,990
39.	Khalsa High School, Kalra (Jullundur)	..	6,705
40.	D. A.-V. High School, Dasuya (Jullundur)	..	1,621
41.	Khalsa High School, Baddon (Hoshiarpur) (Middle Department)	..	5,095
42.	G. N. Malwa Khalsa Middle School, Roda (Ferozepore)	..	1,218
43.	Khalsa High School, Muktasar (Ferozepore) (Middle Department)	..	1,343
44.	Islamia High School, Nawankot (Lahore)	.. School closed.	
45.	Islamia A.-V. Middle School, Kasur (Lahore)		876

*Grants  
paid during  
1929-30.*

46.	Public A.-V. Middle School, Ugoke (Sialkot)	1,404
47.	D. A.-V. High School, Qadian (Gurdaspur) ..	2,988
48.	Islamia High School, Dharyala Jalip (Jhelum)	1,645
49.	S. Mota Singh Khalsa Middle School, Nila (Jhelum) ..	2,152
50.	A.-V. Mission Middle School, Khushpur (Lyallpur) ..	School closed.
51.	Islamia Boarding House, Jaranwala (Lyallpur) ..	622
52.	Hindu Boarding House, Jaranwala (Lyallpur)	621
53.	Khalsa Boarding House, Kamalia (Montgomery) ..	340
54.	Khalsa Boarding House, Montgomery ..	282
55.	Doaba Arya High School, Jullundur ..	2,578
56.	Khalsa High School, Hoshiarpur ..	1,254
57.	Khalsa High School, Anandpur (Hoshiarpur)	2,326
58.	D. A.-V. High School, Batala (Gurdaspur) ..	192
59.	Mission High School, Dhariwal (Gurdaspur) ..	4,704
60.	Christian Training Institute, Sialkot ..	6,672
61.	A. S. High School, Pundri (Karnal) ..	2,316
62.	D. A.-V. High School, Shahabad (Karnal) ..	4,449
63.	Hindu A. S. High School, Sadhaura (Ambala)	1,579
64.	Sud A. S. Middle School, Garli (Kangra) ..	1,046
65.	Khalsa High School, Jaspalon (Ludhiana) ..	5,175
66.	A. S. High School, Dera Gopipur (Kangra) ..	1,417
67.	Jat High School, Hissar ..	4,020
68.	R. K. High School, Jagraon (Ludhiana District) ..	3,550
69.	A. S. High School, Mukerian (Hoshiarpur) ..	2,774
70.	S. D., A.-V., Middle School, Amb, Hoshiarpur	1,208
71.	S. D., A.-V., Middle School, Ferozepore City	382

*Grants  
paid during  
1929-30.*

72. G. N. Khalsa A.-V. Middle School, Dehra Sahib (Amritsar) ..	756
73. K. D. Islamia Middle School, Mianapura (Sialkot) ..	924
74. S. D. High School, Jalalpur-Jattan (Gujrat) (High Department) ..	1,050
75. D. A.-V. High School, Chakwal (Jhelum) ..	1,872
76. D. A.-V. High School, Shahpur ..	2,730
77. Khalsa High School, Shahpur ..	2,090
78. K. D. High School, Miani (Shahpur District)	3,078
79. Khalsa Middle School, Sagri (Rawalpindi) ..	2,979
80. S. D. Middle School, Lalamusa (Gujrat) ..	1,882
81. Mission High School, Jhelum (High Department) ..	3,844
82. S. D. High School, Pundri (Karnal) High Department) ..	3,103
83. Malik Bhagwan Das High School, Chiniot (Jhang) (Upper Middle Department) ..	3,504
84. S. D., A.-V., Middle School and Pathshala, Chiniot (Jhang) (Upper Middle Department) ..	1,771
85. Hindu High School, Dera Ghazi Khan (High Department) ..	2,439
86. High classes attached to the Khalsa Intermediate College and the Khalsa Collegiate Middle School, Lyallpur ..	5,598
87. Sanghar A.-V. Middle School, Taunsa ..	1,068

## CHAPTER V.

## Primary Education (Boys).

**Number of schools.** IN spite of the conversion of about three hundred primary into lower middle schools during the year, the number of primary schools has increased by sixty-four to 5,580. Of these, eleven are maintained by government as practising schools for teachers' training classes; 4,111 are maintained by district boards and three hundred and seven by municipalities and other urban committees; while 1,014 aided and one hundred and thirty-seven unaided schools are under private management. A decrease of twelve in district board schools is explained by the conversion of primary into middle schools. An increase of forty-four in municipal schools is due to the expansion of compulsory education in urban areas, while the addition of thirty-three to the number of privately managed schools is the result of liberal grants-in-aid. Branch schools which for administrative and statistical purposes have no separate existence from the parent schools have decreased by sixty-six to 2,576, as it is these schools on which the axe invariably falls first of all when a district board wishes to reduce its educational expenditure. Adult schools for males which are all of the primary standard have also decreased by eight to 2,157.

**Number of pupils.** 2. The total enrolment of all primary schools has increased by 11,235 to 374,525. At the same time the enrolment of the primary classes of secondary schools has risen by 40,444 to 424,988. Thus the total enrolment at the primary stage has increased by 51,679 to 799,513. This includes girls reading in boys' schools. The total average attendance of males at this stage has risen by 27,377. The enrolment of male pupils of the depressed classes at the primary stage has advanced by 5,033 to 27,428 or by over twenty-two per cent. The average enrolment of a primary school is now sixty-seven against sixty-six last year, but the average attendance has remained practically stationary at about fifty-five. The enrolment in schools for male adults has further decreased by 2,855 to 48,997; this is not an unhealthy sign.

**Expenditure.** 3. The total expenditure on primary schools, including schools for adults, has increased by Rs. 8,496 to Rs. 36,55,674. Towards this total Government funds have

contributed 67.3 per cent., district funds 12.3 per cent., municipal funds 13.5 per cent., fees 1.7 per cent. and other sources 5.2 per cent. There has been some increase under each head, except district funds and fees. The small decrease under fees is due to the expansion of compulsory education but the large decrease of twenty-two per cent. under district funds can only be ascribed to the growing tendency in a number of district boards to reduce their own contribution as Government grants increase. It is, unfortunately, forgotten what this reduction is going to cost the district in the proportionately larger reduction in the grant from government. The average annual expenditure per school and per pupil is Rs. 639 and Rs. 9.8-4 respectively against Rs. 645 and Rs. 9-12-9 last year.

4. The proportion of trained teachers in primary **Teachers.** schools of all kinds is now sixty-three per cent. of the total strength ; in board schools alone it is seventy-one per cent. and in Government schools ninety-six per cent. In some districts almost all the board school teachers are trained, the few untrained men being chiefly old teachers who are past training. The average number of boys per teacher is now thirty-three. Changes among teachers have been less frequent than in the past, but much improvement is still needed in this direction.

5. As is inevitable during a period of transition and **The Village** rapid expansion, vernacular education has felt the need of **Teacher.** more of the old type of village schoolmaster, the elderly, respectable gentleman with sound knowledge and a fine sense of the dignity and responsibility of his position, who is at once a successful schoolmaster and a true friend and guide to the countryside. The present generation of teachers are mostly young men, so that not only will the cost of their annual increments be heavy for some years to come until the average pay is reached, but their youth, in spite of their better training, is proving a disadvantage in regard to their fitness for village teaching. It is hoped that every care will now be taken not to send, for training, callow lads fresh from school but that a year or two's experience as an assistant teacher will be required in every case before a candidate is selected for training. For this purpose a proportion of fifteen to twenty per cent. of untrained teachers may have to be maintained in every district, but this will be for the good of the district.

6. Eighty-three new buildings for primary schools were **Buildings.** put up by local bodies during the year and a number of

existing buildings extended almost entirely from Government grants. The number would have been larger, but that our policy at present is to attend first to the needs of the middle schools ; these, being well established institutions, preclude the risk of waste of funds arising from the closure or transfer of the school. About half the board primary schools are still without suitable buildings of their own and are held in rented or borrowed houses which are usually unsuitable. The cost of building varies almost from district to district and the supreme need for strict economy does not seem to have yet been realised in many districts. With increasing financial stringency, both local and provincial, and with half the primary schools still without suitable buildings, the best course would be for the local authorities to persuade the villagers to put up simple and inexpensive but fairly durable school buildings themselves for their primary schools. It is pleasing to note that this is already being done in some places, and that in a good many districts earnest efforts are being made to plant, in school compounds, shady trees which will in time afford good shade for open air classes and dispense with the necessity of providing additional accommodation as numbers increase.

**Compulsory  
education.**

7. By the close of the year under report sixty-one urban areas and 2,449 rural school areas were under compulsion and many applications were still under the consideration of local bodies. Wherever earnest efforts have been made excellent results have been achieved, the enrolment in a number of areas being now above eighty per cent. of the population of school-going age and in some cases nearly a hundred per cent. Prosecutions are now more generally instituted, though not always with the best results, except where district magistrates have taken steps to ensure prompt attention and expeditious disposal on the part of the subordinate magistracy in all cases under this Act. In compulsory education the Jullundur division is still the most backward in the whole province. It is, unfortunately, not fully realised how much real economy can be effected by the enforcement of compulsion. At present, on account of irregular attendance and frequent withdrawals and re-admissions, much of the instruction is wasted, teaching power is not fully utilised and boys make poor progress. Thus much of the money spent on primary education is wasted. Compulsion, however, promises that the vast sums of money devoted to primary education will be spent to good purpose.

8. The comparative tables of enrolment in the several classes in chapter I indicate a hopeful advance on previous years in the flow of promotion from the first class upwards, but a great deal remains yet to be done, by more thorough and careful supervision and guidance on the part of the inspecting staff and more earnest work on the part of the teachers, before wastage and stagnation are effectively eliminated throughout the course and a standard of efficiency is reached which will make every parent feel that it is really worth his while to send his boy to school. **Tuition.**



## CHAPTER VI.

## The Training of Teachers.

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

Junior  
anglo-ver-  
nacular  
classes.

CLASSES for the training of junior anglo-vernacular teachers were attached to the same institutions as last year. The numbers on the roll of each class were :—

Institutions.	1929.	1930.
Multan College ... ..	48	35
Jullundur—D. A.-V. College ... ..	45	40
Lahore -Islamia College ... ..	88	82
Lyallpur College ... ..	45	45
Amritsar—Khalsa College ... ..	63	62

Length of  
Course.

2. There has been no change in length of course which remains two years for matriculates and one year for those who have passed the inter-arts or inter-science examinations. Opinion, however, seems to be crystallising out to the effect that the F. A. (or F. Sc.) should be the minimum academic qualification for training as an anglo-vernacular teacher.

Nature of  
Course.

3. There has been no change in re-organisation of the course, though history and civics has been added as an elective optional subject. In the report of last year was discussed the difference of opinion in regard to the aim of the course, whether it should be primarily to prepare teachers of English in the lower and upper middle classes or teachers of ordinary class subjects through the medium of the vernacular.

Mr. Parkinson, Principal of the Central Training College, remains of opinion that the teaching of English in the earliest stages should be entrusted to trained graduates, and that the time has arrived when the training of undergraduates as teachers of English should cease.

4. In the report of last year was discussed the question of unemployment among junior anglo-vernacular teachers. All principals and inspectors were in agreement that only a small proportion of the students under training obtained posts as teachers. This year the question of unemployment is more serious still. Few new schools have been opened, indeed there is a tendency for the number of pupils in anglo-vernacular middle schools to fall on account of political troubles and the feeling amongst zamindars that the present system of English school education produces unemployables and unemployment. In the present financial stringency it is unlikely that any wide expansion of anglo-vernacular education will occur. The time seems to have arrived for a re-consideration of the numbers of undergraduates to be trained as teachers. Mr. Parkinson, as a result of figures collected from all divisions, is of opinion that two units of forty each instead of the six at present existent would be ample to meet the demand for some years to come.

5. The numbers of senior teachers under training at the Central Training College for the last two years were :—

Class.	MUSLIMS.		HINDUS.		SIRHS.		CHRISTIANS.		TOTAL.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
B. T. ...	19	15	21	16	12	5	3	7	55	43
S. A.-V. ...	22	23	43	31	20	10	...	1	85	65
Arabic ...	21	20	...	...	...	...	...	...	21	20
Persian ...	21	20	...	1	...	...	...	...	20	21
Sanskrit ...	...	...	21	22	...	...	...	...	21	22
Total ...	82	78	85	70	32	15	3	8	202	171

The numbers have again fallen, not through lack of suitable applicants, but because fewer candidates have been admitted deliberately, as the supply of senior trained teachers now far exceeds the demand. A noteworthy feature was the presence of seven lady graduates in the B. T. class. All the seven held posts in Government service and were deputed for training. All were successful in the final examination.

Unemployment.

6. Mr. Parkinson reports that only a small proportion of the men students obtained posts at the end of their period of training. For the last few years the question of finding employment has become more and more difficult. Mr. Parkinson believes that it is unwise to train more senior teachers than can be absorbed. He points out that there is no present likelihood of expansion of high school education as even the backward areas are now provided with high schools and that the coming years will be years of financial stringency, during which few new high schools are likely to be opened. In his opinion no more than sixty senior teachers need be trained each year at present, although the Central Training College has teaching and training facilities for three times this number. His opinion in regard to the difficulty of finding employment is supported by figures of demand from each division and by the unanimous agreement of all the divisional inspectors that they have no difficulty whatever in finding suitable candidates for any vacancy that arises ; nor have complaints been received from privately-managed schools of a lack of trained teachers. A striking commentary is the fact that several trained graduate teachers have accepted posts on Rs. 55 per mensem.

Academic attainments.

7. In last year's report (page 81) Mr. Parkinson pointed out that the academical attainments of students seeking admission tended to rise year by year. Last year in the college there were under training eighteen M.A's., twelve M.Sc's., three first division graduates and nine honours men. Amongst the students were three graduates who had been lecturers in privately-managed intermediate colleges.

Oriental Teachers' Class.

8. A committee, which was appointed to investigate Mr. Parkinson's proposal to remove the classes for teachers of oriental languages from the Central Training College, was not in agreement with him being less sceptical than Mr. Parkinson of the value of training candidates with purely oriental language qualification at the Central Training College. The Principal, however, still holds to his opinion that the Training College is not the most suitable place for the location of these classes.

Courses of Study.

9. There have been no changes in the courses of study for the Senior Anglo-Vernacular or Bachelor of Teaching class. Mr. Parkinson pointed out last year that a differentiation in the courses was desirable. He feels that an opportunity should be provided for students of education to investigate

the many problems that face educationists in the Punjab. Such work is not possible in a crowded course of eight months, which is the actual length of the course of training for each class.

The creation of a higher degree in education with emphasis on a deeper study of one or another aspect is now under consideration by the Board of Studies in Teaching of the Punjab University.

10. A noteworthy feature of the year's work has been the closer relation between the training college and district uplift work. One of the students spent a month touring the Jhelum district with a portable cinema in order to test the value of such a machine for touring work and to investigate the kind of films likely to make an appeal to village audiences. The experiment was successful to such an extent that several other districts applied for the machine and operator. Rawalpindi district is already in possession of a cinema, and has deputed an Assistant District Inspector to be trained in the working of the machine. Extra-mural activities.

In addition an ex-student, under the auspices of the Text-Book Committee, visited the town schools of the province with a smaller machine and, wherever electric light was available, gave free exhibitions of films of educational or general interest.

11. The Punjab Association of Science Teachers and the Punjab Geographical Association, by means of which the Central Training College attempts to keep in contact with its students after they have left the college, report a successful and busy year. Amongst the places visited by the Punjab Geographical Association were Karachi (where some of the members saw the sea for the first time and had their first experience of flying), Bombay, and the hydro-electric works at Jogindarnagar. Punjab Association of Science Teachers and Punjab Geographical Association.

12. An interesting experiment was the training of all the students as assistant scout-masters. In May for ten days the students lived under canvas at the Montmorency Training Centre, Kot Lakhpat, under the direct supervision of Captain Hogg. Though the weather was rather hot, the men thoroughly enjoyed the experience. Camp.

13. The internal organisation and work with the different boards was much the same as in the previous year. An account of the work of these boards was given in the report of 1926-27. Internal Organisation.

**Discipline.**

14. Though the year was one of political disturbance when attempts were made to prevent pupils from attending school or college, especially towards the end of the year, the Principal reports that no action had to be taken against any pupil of the Central Training College or Model School on account of undesirable political activity.

[(ii) *The training of vernacular teachers.*]

**Training facilities.**

15. As before arrangements for the training of vernacular teachers have been divided between the normal schools and the combined institutions. Statements at appendices A and B give the names of the institutions and the number of scholars attending them. The number of junior vernacular units has remained stationary at sixty-four, but that of the senior vernacular has gone up by two to twenty-seven, of which twenty-one are two-year units.

**Expenditure.**

16. Expenditure amounts to Rs. 4,50,661, or Rs. 113 per head under training as against Rs. 106 per head in 1928-29 and Rs. 124 in 1926-27, the last year of the previous quinquennium. The increase in cost over the last year is to a large extent due to the rise in the number and value of stipends for the senior vernacular two-year course.

**Untrained teachers.**

17. The statement at appendix C reveals a satisfactory position, there being 16,942 trained and certificated teachers out of a total of 22,337 in district board vernacular schools. The 2,737 junior vernacular masters trained in 1929-30 will reduce the number of untrained teachers still further. In thirteen districts the number of unqualified teachers is less than 20 per cent. of the total vernacular cadre.

Our training institutions have thus successfully withstood the strain put on them by rapid expansion in vernacular education, and we are in a position now not only to reduce the number of training units, especially for the junior vernacular students, but also to consider their continuance as appendages to high schools. The report for 1927-28 has the following in this connection :—

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

18. Earnest efforts have been made to co-ordinate instruction to rural needs and to train the pupil teachers to understand problems of rural life and to regulate their teaching accordingly. One headmaster writes :—

Co-ordination of instruction to rural needs.

“ Special efforts have been made to give the whole system of teaching in the normal school a village bias. In arithmetic, sums on abiana, land revenue, land measurement, loan and interest were given preference. In geography much emphasis has been laid on local geography. Each pupil teacher prepared during the course of his training the geography of his village and district on scientific lines. So has been the case with language teaching and principles of teaching. ”

This has necessitated a judicious selection of normal school staff, regarding which the Inspector of Schools, Multan, observes :—

“ Hence only such well-qualified men with approved teaching experience are secured as have successfully worked in the inspection line, have had a knowledge of rural welfare work and can therefore thoroughly visualise to themselves the new type of schools to be evolved, and take a live interest in village school problems.”

19. The assignment system, an important innovation originally introduced in the Central Training College and subsequently modified to suit the requirements of the vernacular system, has been widely appreciated. One headmaster writes :—

New methods and devices.

“ In almost all subjects the assignment system was tried and it proved a success. It developed the students’ power of thinking and created self-reliance. In Urdu the students could go through as many as eight or nine books during the year.”

The project method of teaching has been followed with success. The headmasters report that this has resulted in a general liveliness among the boys. Teaching to the infant class seems to have been specially the subject of experiment. One headmaster says :—

“ A happy blend of the kindergarten, look and say and alphabetic methods has been tried in this school for the last three years. Boys can be well prepared within a year ; twenty-five were prepared in 1928, sixty last year and sixty this year.”

Caligraphy has rightly received special attention. Most of the schools require the pupil teachers to practise caligraphy each day on paper or on *takhties*, and hand-writing is reported to be improving.

Practice  
of teaching.

20. It is satisfactory to note that sufficient time is now being devoted to the practice of teaching. Classes are sub-divided into groups for criticism lessons, and in some schools twelve criticism lessons have been delivered by each pupil teacher during the year. Again, pupil teachers are put in charge of the practising school and have the entire conduct of teaching work, under supervision, for at least a fortnight each term. They are also required to work in a school of their neighbourhood for a month in the vacation.

Extra mu-  
ral activities.

21. The present-day school is to be the centre of all community life in the village and the teacher a rallying point of all the efforts at brightening the countryside. Any training, therefore, which fails to equip him for the proper discharge of this onerous rôle, will be failing in its purpose. It is gratifying, consequently, to read of the following record of practical work done by a school :—

“The pupil teachers cleaned and disinfected twenty-five villages and one hundred and thirty wells, filled up forty-five pitfalls, removed and buried one hundred and twenty-five dungheaps, sprinkled kerosene oil over eighty-two ponds, gave eighty-four magic lantern shows and eight dramatic performances, including two for ladies, distributed 2,000 quinine tabloids in rural areas, published three pamphlets on social reform and epidemics, and destroyed 17 maunds of locusts and burnt them in the presence of an honorary magistrate.”

This is more or less typical of what is being done in other places as well, and is in addition to the usual round of lectures, talks, processions and educational *melas* for the benefit of the rural public.

Other  
activities.

22. The Red Cross Societies and the various boards of management in schools and hostels have continued their useful activities and have provided excellent training in social service and in self-government. Co-operative societies have been greatly helpful in economising in the cost of necessaries and in training the pupil teachers to work co-operative institutions. Their literary clubs and reading rooms have developed public expression and a taste for extra study. Practical work on the farm has familiarised them with the use of modern implements and improved methods of cultivation. Lectures on hygiene have been delivered by officers of the Public Health Department, and tests in First Aid have been passed by not a few from among the scholars.

23. These have been organised by almost all the training institutions. They have afforded an opportunity of practising special methods of teaching suited to adults. One headmaster writes :— Adult Schools.

“ Three adult schools are run by the junior vernacular students, two for the depressed classes and one for the coolies employed at the railway station. They are regularly supervised and the adults are making rapid progress.”

The school at the Ferozepore jail deserves special mention.

24. Some of the crafts practised by the pupil teachers are as follows :— Crafts.

Carpentry, charpoy stringing, cooking, bookbinding, soap making and painting.

25. Scouting is now a regular feature of our training, and each pupil teacher is either trained as an assistant scoutmaster or is prepared for various badges. The scouts have a splendid record of social service to their credit and their help in organising fairs and controlling traffic has been widely appreciated. Scouting.

26. The Inspector of Schools, Multan, writes —

“ With the appointment of physical training supervisors on the staffs of the training institutions, the system of physical training has considerably improved. Besides giving practice in mass drill and play-for-all, they train the students to organise games ; thus these learn methods of teaching and playground discipline. They are also trained as assistant scoutmasters.” Games and Physical Training.

The organisation of games for adults forms a regular feature of the training and will go a long way to enable the future schoolmaster to provide suitable forms of recreation for the countryside. Morning exercise in hostels has helped to brace the scholars for the day's work.

27. In spite of all these efforts to improve the quality of the training imparted, there is a danger that a junior vernacular master with his low academic qualifications and all too short period of training may be dragged down by the unfavourable environment in which he is placed to work, in out-of-the-way rural areas, and thus have no stimulus to put into practice what he has learnt at the normal school. It is, therefore, reassuring to hear from the Multan division that refresher courses for vernacular teachers were held at various places in the division, and were attended by the members of other beneficent departments as well. Refresher Courses.



## APPENDIX A.

## SEPARATE NORMAL SCHOOLS.

Division.	Institution.	UNITS.				Number of junior vernaculars.	Number of senior vernaculars.
		Junior vernacular.	Senior vernacular.				
			Ordinary.	I year.	II year.		
RAWALPINDI	1. Lala Musa	4	..	...	...	169	...
	2. Gujar Khan	2	...	...	...	77	...
	Total ...	6	...	...	...	246	...
JULLUNDUR	Jullundur ...	1	...	2	2	48	165
	Total ...	1	...	2	2	48	165
LAHORE ...	1. Daska ...	3	...	...	...	121	...
	2. Gakhar ...	...	...	2	1	...	119
	Total ...	3	...	2	1	121	119
GRAND TOTAL ...		10	...	4	3	415	284

## 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.				
			Ordinary	1st year.	2nd year.		
MULTAN ...	1. Muzaffargarh ...	2	...	...	...	87	...
	2. Kot Adu ...	2	...	...	...	86	...
	3. Multan ...	...	2	2	1	...	226
	4. Montgomery ...	2	...	...	...	82	...
	5. Kamalia ...	2	...	...	...	83	...
	6. Dera Ghazi Khan ...	2	...	...	...	102	...
	7. Taunsa ...	1	...	...	...	64	...
	8. Jaranwala ...	1	...	...	...	47	...
	9. Cantiot ...	2	...	...	...	82	...
	Total ...	14	2	2	1	338	226
RAWALPINDI	1. Mianwali ...	2	...	...	...	83	...
	2. Caropbel'pur ...	...	1	2	1	...	156
	3. Shahpur ...	...	1	1	...	...	82
	4. Jhelum ...	4	...	...	...	170	...
	Total ..	6	2	3	1	253	238
AMBALA ...	1. Rhtak ...	4	...	...	...	158	...
	2. Gorgaon ...	...	...	*2	2	...	113
	3. Palwal ...	1	...	...	...	36	...
	4. Karnal ...	4	1	...	...	152	33
	5. Hissar ...	2	...	...	...	82	...
	Total ...	11	1	2	2	428	151
JULLUNDUR	1. Phillaur ...	4	...	...	...	190	...
	2. Hoshiarpur ...	3	...	...	...	131	...
	3. Dharamsala ...	2	1	...	...	88	40
	4. Ferozepore ...	3	...	...	...	121	...
	Total ...	12	1	...	...	530	40
LAHORE ...	1. Gujranwala ...	...	...	1	1	...	80
	2. Sharaqpur ...	...	...	2	...	...	81
	3. Sheikhupura ...	2	...	...	...	66	...
	4. Pasrur ...	2	...	...	...	83	...
	5. Kasur ...	2	...	...	...	86	...
	6. Gurdaspur ...	2	...	...	...	90	...
	7. Ajuala ...	2	...	...	...	84	...
	8. Chunian ...	1	...	...	...	45	...
	Total ...	11	...	3	1	478	161
	GRAND TOTAL ...	54	6	*10	5	2,322	816

\*This represents the number sanctioned. One unit was, however, not utilized.

## APPENDIX C.

STATEMENT SHOWING THE NUMBER OF CERTIFICATED AND UNCERTIFICATED VERNACULAR TEACHERS IN DISTRICT BOARD VERNACULAR SCHOOLS IN 1929 AND 1930.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Hissar	1930 ...	159	377	23	163	727
	1929 ..	122	311	24	301	758
2. Rohtak	1930 ...	263	493	34	162	892
	1929 ..	166	356	35	378	935
3. Gurgaon	1930 ...	121	308	33	144	609
	1929 ..	108	248	18	198	572
4. Karnal	1930 ...	116	414	25	132	687
	1929 ...	100	281	35	339	755
5. Ambala	1930 ...	144	413	34	11	602
	1929 ...	119	369	28	41	577
6. Simla	1930 ...	8	40	13	7	68
	1929 ...	6	39	11	4	60
<i>Ambala Division, Total</i>	1930 ...	751	2,045	165	624	3,585
	1929 ...	621	1,604	151	1,261	3,637
1. Kangra	1930 ...	85	429	14	308	836
	1929 ...	73	394	15	345	827
2. Hoshiarpur	1930 ...	240	784	32	34	1,090
	1929 ...	203	766	47	34	1,050
3. Jullundur	1930 ...	112	626	8	67	813
	1929 ...	86	538	61	126	811
4. Ludhiana	1930 ...	121	414	15	37	587
	1929 ...	102	365	4	67	538
5. Ferozepore	1930 ...	94	366	44	236	740
	1929 ...	80	329	56	259	724
<i>Jullundur Division, Total.</i>	1930 ...	652	2,619	113	682	4,066
	1929 ...	544	2,392	183	831	3,950

STATEMENT SHOWING THE NUMBER OF CERTIFICATED AND UNCERTIFICATED VERNACULAR TEACHERS IN DISTRICT BOARD VERNACULAR SCHOOLS IN 1929 AND 1930—CONTINUED.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Lahore	1930	118	326	30	269	743
	1929	91	249	32	300	672
2. Amritsar	1930	114	413	26	182	740
	1929	106	405	60	286	857
3. Gurdaspur	1930	137	474	96	121	828
	1929	114	414	44	98	710
4. Sialkot	1930	131	572	36	152	891
	1929	115	536	34	175	860
5. Gujranwala	1930	91	397	34	96	618
	1929	71	351	29	135	586
6. Sheikhupura	1930	95	362	30	208	695
	1929	77	353	...	195	625
<i>Lahore Division, Total</i>	1930	686	2,549	252	1,028	4,515
	1929	564	2,358	199	1,189	4,310
1. Gujrat	1930	86	331	119	79	615
	1929	78	333	92	55	558
2. Shahpur	1930	150	372	28	325	875
	1929	145	275	27	353	800
3. Jhalum	1930	160	378	117	225	880
	1929	121	278	163	230	797
4. Rawalpindi	1930	131	232	248	321	932
	1929	109	202	252	255	818
5. Attock	1930	106	274	106	198	684
	1929	70	233	138	162	603
6. Mianwali	1930	72	229	46	286	633
	1929	85	228	35	164	512
<i>Rawalpindi Division, Total.</i>	1930	705	1,816	664	1,434	4,619
	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 1929 AND 1930—CONCLUDED.

District.	CERTIFICATED TEACHERS.			Uncertificated teachers.	Total.	
	Senior vernaculars.	Junior vernaculars.	Others.			
1. Montgomery ...	1930 ..	134	512	84	438	1,248
	1929 ...	110	418	84	537	1,149
2. Lyallpur ...	1930 ...	179	735	28	619	1,561
	1929 ...	141	579	29	668	1,417
3. Jhang ...	1930 ...	125	321	45	228	719
	1929 ...	100	320	42	187	659
4. Multan ...	1930 ..	113	466	62	169	800
	1929 ..	84	428	61	263	835
5. Muzaffargarh ...	1930 ..	90	359	25	123	597
	1929 ...	74	317	54	143	593
6. Dera Ghazi Khan	1930 ...	101	510	16	...	627
	1929 ..	90	437	10	...	537
<i>Multan Division Total.</i>	1930 ...	742	2,923	260	1,627	5,552
	1929 ...	539	2,509	279	1,803	5,190

## APPENDIX D.

PERCENTAGE OF TRAINED TEACHERS IN RECOGNISED INSTITUTIONS FOR BOYS ON 31ST MARCH 1930.

District.	Percentage of trained teachers.	REMARKS.
<b>Ambala Division—</b>		
Ambala ... ..	80	
Hissar ... ..	70	
Gurgaon ... ..	75	
Karnal ... ..	73	
Rohatak ... ..	78	
Simla ... ..	72	
<b>Jullundur Division—</b>		
Jullundur ... ..	84	
Ludhiana ... ..	85	
Hoshiarpur ... ..	86	
Kangra ... ..	60	
Ferozepore ... ..	74	
<b>Lahore Division—</b>		
Lahore ... ..	69·8	
Amritsar ... ..	70·8	
Sheikhpura ... ..	73·07	
Sialkot ... ..	77·5	
Gurdaspur... ..	79·8	
Gujranwala ... ..	77·7	
<b>Rawalpindi Division—</b>		
Rawalpindi ... ..	70	
Attock ... ..	75	
Mianwali ... ..	64	
Gujrat ... ..	74	
Jhelum ... ..	77	
Shahpur ... ..	67	
<b>Multan Division—</b>		
Multan ... ..	78	
Dea Ghazi Khan ... ..	87	
Muzaffargarh ... ..	77	
Lyallpur... ..	61	
Montgomery ... ..	65	
Jhang ... ..	66	
Total percentage for the Province ... ..	73·9	

## CHAPTER VII.

**Professional, Technical and Special Education.***(i) Professional education.*

Law College, Lahore.

THE total roll of the Law College stood at five hundred and ninety-one as against five hundred and twenty-nine last year. Of this number three hundred and fifteen were in the First Examination in Law and two hundred and seventy-six in the Bachelor of Laws class. The number of resident students rose from two hundred and seven to two hundred and twenty in the month of October. The results of 1929 were 62·8 per cent. in the first examination and 65·2 per cent. in the final test. The income from fees (excluding examination fees) was Rs. 98,987 and the expenditure amounted to Rs. 82,748.

King Edward Medical College, Lahore.

2. The number of students in attendance at the King Edward Medical College on the 31st March, 1930 was four hundred and eighteen as against four hundred and thirty-eight in the preceding year. The decrease was again due to the restriction of new admissions, which has been effected year after year since 1924. A notable event in this connection was the admission of two female candidates for the first time since the year 1913. The fee receipts rose from Rs. 50,067 to Rs. 53,011 and the expenditure from provincial revenues fell from Rs. 5,12,981 to Rs. 4,56,892.

Lieutenant-Colonel H. H. Broome, C.I.E., I.M.S., retired on 6th March, 1930 and handed over charge of his duties as Principal of the college to Lieutenant-Colonel J. J. Harper Nelson, O.B.E., I.M.S., and as Professor of Surgery to Major P. B. Bharucha, O.B.E., I.M.S. He leaves behind him the reputation of an able teacher, a fearless surgeon and a sound administrator. A new post of anæsthetist to the college was created during the year and Dr. K. E. Madan was appointed to it.

The new maternity hospital is expected to be ready for complete occupation by the end of September, 1930 and will finally solve the problem of teaching midwifery according to the requirements of the General Medical Council. During the year under review thirty-five students were trained at the temporary maternity hospital, Lahore, as compared with twenty-six last year. The remaining students received their training as usual in Madras.

3. This college had two hundred and thirty-eight students on the rolls of the various classes. In the course of the year twelve students passed the final professional licentiate examination and seven compounders, thirteen nurses, eighteen midwives, twenty-two nurse *dais* and nine indigenous *dais* passed their respective qualifying tests. No new buildings were erected during the year under report; but extensive repairs to old buildings were carried out, and better cooking arrangements were made for the patients of the general free wards. The advance made in the maternity work and health centres is reported to be most encouraging. The old demand for better light and water supply is yet unmet and the drain near the college is still to be completed. The number of indoor patients treated at the hospital was three thousand and eighty-two—two thousand five hundred and twenty-four adults and five hundred and fifty-eight children, about 50 per cent. of whom were Muhammadans. This institution so ably run by Dr. Edith Brown continues to be a boon to the province.

Women's  
Christiana  
Medical College  
Ludhiana.

4. The total number of students on the rolls was three hundred and eighty-eight as compared with three hundred and seventy-five last year. The number of new admissions was eighty-five. The competition for admission continues to be keen, as is evident from the fact that no less than one hundred and forty-seven applicants had to be refused. The new buildings were occupied in August and were formally opened by His Excellency the Governor of the Punjab in November, 1929. The remarks regarding poor equipment, insufficient accommodation and defective sanitary arrangements in the Civil Hospital made in previous reports apply also to the year under review, though to a somewhat smaller extent.

Medical  
School,  
Amritsar.

5. The roll of the Dayanand Ayur-vedic Vidyalā, Lahore, stood at one hundred and eleven in 1930 as against one hundred and ten in 1929. That the institution is gaining in popularity is evident from the number of out-patients attending the city dispensary and hospital, which rose from 27,996 last year to 37,855 in the year under report. The number of in-patients also increased from one hundred and eighty-four to two hundred and fifty-two. With the erection of the dissection block arrangements for the teaching of anatomy are complete, but the inadequate supply of subjects for dissection is a great handicap. The managing committee is thinking of abolishing the two years' course and of requiring all pupils to undergo a higher course of studies extending over four years.

Dayanand  
Ayur-vedic  
Vidyalā,  
Lahore.



The Tibbya  
College,  
Lahore.

6. The classes attached to the Tibbya College, Lahore, are in two sections—Urdu and Arabic. The number of students in attendance was seventy-eight as against ninety-four last year. Some of them came from distant provinces such as Bengal, Bombay and the North-West Frontier. The staff consists of five lecturers. A Yunani hospital and an allopathic dispensary are attached for clinical training. Sixteen men were successful in the final examination in 1929.

Hailey  
College of  
Commerce,  
Lahore.

7. In 1929, fifty students were admitted to the first year class thus making the three classes which lead to the Bachelor of Commerce Degree. The total number of students on the roll was one hundred and twenty-two at the end of March, 1930. The staff was strengthened by the addition of a professor of economics and commercial law and a physical instructor. A platoon of the University Training Corps was formed and a class in the ambulance work and first-aid was held during the year. The library was considerably extended. As usual the students were placed in various business houses for practical training during the summer vacation.

Victoria  
Diamond  
Jubilee  
Hindu  
Technical  
Institute,  
Lahore.

8. The mechanical engineering and oil engine classes, of which the latter had shown a steadily decreasing enrolment for the last three years, were better attended and the total number on the rolls was one hundred and fifty-two as compared with one hundred and forty-two in the previous year. It is encouraging to note that the institution continues to fulfil its object, the creation in high caste Hindu boys of a liking for manual labour and industrial occupations instead of purely literary pursuits. Twenty-seven students were awarded the mechanical engineering diploma and thirteen the engine driver's certificate. Only one candidate obtained a certificate for passing the oil-engine test. It is very gratifying to read in the Principal's report that almost all the young men turned out during the last ten years (one hundred and sixty-seven, sixty-four and one hundred and four from the mechanical engineers', engine drivers' and oil engine classes respectively) have succeeded in securing respectable positions. Workshop accommodation and equipment still require improvement and the need for electrical and mechanical laboratories is being keenly felt.

Government  
School of  
Engineering,  
Rasul.

9. At the end of the session the number of students attending the classes was one hundred and seventy-nine— one hundred and forty-two in the overseer's and thirty-seven in the draftsmen's classes. The standard of work of previous

years was well maintained by the students from the British Punjab. The nominees of Indian States, however, lacked in quality and needed to be better equipped before entering the school. The competition for admission continues to be keen. For sixty-five vacancies for the British Punjab there were four hundred and sixty-five candidates and in making admissions efforts were made to allow due representation to all communities. The proportion of Muhammadans and agriculturist candidates for the overseers' class was low, and their full share could not be enjoyed by Muhammadans in the draftsmen's class for want of qualified candidates. The elementary military drill started in the previous session was continued and developed. "The response to this side of the training," says the Principal, "has been very encouraging and advantage has been taken of it to introduce a measure of military discipline into the routine of the school and hostel."

Educational trips were made to the Mandi hydro-electric works at Jogindarnagar and Madhopur headworks of the Upper Bari Doab Canal.

Of the students who qualified at the end of the session as overseers, forty-three are reported to have secured service, but on account of financial stringency and owing to the introduction of communal proportion among new entrants to the Subordinate Engineering Service in the Irrigation Department seventeen remained unemployed. Of the twelve men who completed the three years' course of the draftsmen's class seven have obtained permanent posts and five have been taken temporarily at the hydro-electric works at Jogindarnagar by special arrangement. It is, however, regrettable that a number of three year men turned out by the school are being lost to the Public Works Department drafting cadres, as the qualified men prefer to search for better paid work elsewhere. The special annual course in "reinforced concrete" was again held this year and was attended by the largest class yet formed. The work of this section was particularly appreciated by the members of the Punjab Engineering Congress, who visited the school in March, 1930. A new block of buildings comprising two lecture theatres and a concrete laboratory was completed during the year, the roofing of which was of the Rasul cellular type, manufactured and erected by the school concrete workshop. In his concluding speech at the annual prize giving His Excellency the Governor of the Punjab

expressed great satisfaction with the work of the school and remarked as follows :—

“ Eighteen years of history lie behind the institution—years of prudent building up, of gradual expansion, of constant improvements in courses, standards and systems of training. Under the able principalship and guidance of Mr. Blaker, who has been connected with the institution since 1918 and under the protecting wing of a strong technical committee the institution has now reached a very high degree of perfection and fitness to perform its own particular purpose. It stands by itself in this part of India as an institution for the training of an important and indeed indispensable class of engineering establishment.”

**MacLagan  
Engineering  
College,  
Mogulpura.**

10. At the end of the year the total enrolment stood at two hundred and forty-three as against two hundred and forty-seven in the previous year. Class A consisted of thirty-seven and Class B of two hundred and six students. The competition for admission to B class is still very keen, four hundred and thirty-five candidates competing for forty vacancies. The examination of the Associate Member of the Institution of Mechanical Engineers was held for the first time in Lahore in October, 1929 and eight students from the college sat for one or more parts of the examination. Each one of them passed in every part for which he entered, two received honourable mention and a third gained the prize awarded to a foreign candidate. The cost to Government on account of this college was Rs. 2,66,264.

**Veterinary  
College,  
Lahore.**

11. On being relieved of the duties of the Director, Veterinary Services, Punjab, Mr. Taylor resumed charge of the office of Principal in November, 1929. Of the one hundred and twenty-two candidates who offered themselves for admission sixty-one were taken and at the close of the year the enrolment stood at one hundred and ninety-two as against one hundred and sixty-three in the previous year. It is surprising to note, however, that though there was a rush of candidates at the time of admission, as many as fourteen left the college from the first year class. This indicates how young men in the present struggle for existence are sometimes forced to run after professions which are not really to their liking. Sixteen students completed the course successfully and it is gratifying to learn from the Principal's report that qualified men still continue to be in demand. The special work done by Professor Aggarwala of the hygiene section deserves mention. He supervised the investigations into the milk supply of Lahore, carried out under the auspices of

the Board of Economic Inquiry, and is collecting statistical information regarding the conditions obtaining in the slaughter-houses of the province. His books entitled "A manual of milk inspection" and "Feeding of cows" have been favourably reviewed.

12. At the end of the year there were two hundred and forty students in all classes on the rolls of the Punjab Agricultural College, Lyallpur. The competition at the time of admission was much less keen than in former years. There were only two hundred and forty-nine candidates as against four hundred and twelve last year. The reason for this is reported to be, firstly that there are now fewer government appointments available for graduates than was the case during recent years, and secondly that Sikh students prefer taking the first two years' course at the Khalsa College, Amritsar, and joining the Lyallpur College in the third year. Seventy students were admitted of whom fifty-four were agriculturists. The examination results of the English classes were as follows :—

Examination.	Appeared.	Passed.	Pass percentage.
F. Sc. (Agr.) ..	64	43	67.18
B. Sc. (Agr.) ..	52	34	65.38
Leaving Certificate ..	8	8	100

The percentages for the previous year were 75, 77.7 and 100 respectively. Two students who were successful in the leaving certificate examination were selected for nomination as *ziladars* in the Irrigation Department.

The vernacular class was attended by seventy-one students, of whom nineteen were sent up by the Co-operative department. In the teachers' class twenty-seven men with senior vernacular certificates received training and twenty-five were declared successful in the test held at the end of the course. The rural economy class was attended by twenty-

three officers from the Civil, Irrigation and Forest departments. Fourteen candidates joined the 'lohar' class and received training in oil engine driving. Nine of them completed the course successfully. The short courses in fruit-culture continued to be popular. Applications were received from over sixty fruit-growers, but the class could accommodate only twenty-five. A one-week refresher course of lectures and demonstrations was arranged for the benefit of agricultural assistants and was attended by sixty men. The work of the photo and cinema section has expanded considerably. No less than 1,079 photographs were taken, and over 3,700 feet of cinema film were exposed and developed. A new portable cinema projector was added to the equipment, and was found particularly useful for exhibitions in villages, where road conditions did not permit of the passage of the cinema lorry. Forty-four "shows" were given by this set and forty-six by the touring lorry. There is a growing demand for the cinema at fairs and exhibitions held in rural areas. The college published the two usual issues of its magazine, and their contents were of real benefit to the farmers of the province.

Mayo  
School of  
Arts,  
Lahore.

13. The number of pupils on the rolls of the Mayo School of Arts, Lahore, fell from two hundred and sixty-five in the previous year to two hundred and fifty-eight in the year under report. Cabinet making, black-smithy, copper beating and commercial painting and fine art continued to be the most popular subjects, whereas lacquer-turning and jewellery classes attracted a smaller number of students. Mr. Gupta returned from England in October, 1929 and Mr. Mohammad Husain was deputed thither for higher study in drawing. The year under review witnessed the retirement of Mr. Lionel Heath on the 22nd November, 1929. Mr. Lionel Heath was Principal of the school for about sixteen years and by dint of constant hard work, technical knowledge and keen artistic perception succeeded in raising the standard of craft work in the province to a very high level and in elevating the school to its present prominent position.

(ii) *Special schools.*

Reforma-  
tory School,  
Delhi.

14. There were one hundred and thirty-five boys on the rolls of the Reformatory School, Delhi, at the close of the year under report against one hundred and fifty-seven last year. At one time the number rose to one hundred and fifty and it did not fall below one hundred and thirty even when boys from the United Provinces were transferred to

the reformatory school at Chunar in that province. The instructional condition is reported to have greatly improved. For the first time in the history of the school three students were prepared for the vernacular final examination and all passed. The conduct of the boys was on the whole satisfactory. The monitorial system, in which boys selected for good behaviour assist in the maintenance of order and discipline and in consideration receive extra allowances and enjoy certain privileges, worked well. Two boys, however, escaped while working in the vegetable gardens. The industrial workshops did good work and the profits, after deducting ten per cent. for depreciation of tools and plant, amounted to Rs. 919. The following remark of the superintendent regarding the "after careers" of the boys is, however, not very encouraging :—

"It is difficult to give any specific reason but my experience is and the statistics show that very few of the boys carry on the trade taught them in the school. For instance weaving, which is receiving so much attention in India these days, has given a livelihood to only one ex-pupil so far."

The superintendent thinks that the important question of "after-care" during the critical period following discharge calls for more attention both from the public and the Government than it is at present receiving. He adds :—

"To spend a sum of money ranging from Rs. 900 to Rs. 1,500 on the intensive training of a youth in an institution and then suddenly to turn him loose into the old environments without devoting any time or taking any trouble for further aid and following up is, to my mind, not economy but waste."

The provision of facilities for play, fun and recreative excitement is a necessity for an institution of this kind, and as the superintendent remarks :—

"One of the main problems of the schools of this type is to divert the energy of the inmates into avenues which will be devoid of harm and perhaps productive of good, so that there will be no superfluous force left to spend itself on coarse anti-social behaviour."

Drill and group games received due attention and scouting has been introduced as an experiment. A camp was held at a place about five miles from the school and four boys were sent out in camp without any one in charge. The superintendent had a free talk with the boys before they set out

and told them how much he depended on their behaviour while absent from the school. The boys were away three days and two nights and returned when the course was over. The superintendent rightly considers this as a most hopeful augury for the success of the experiment.

Government  
Technical  
School,  
Lahore.

15. The Government Technical School had six hundred and fifty-seven boys on its rolls as against six hundred and ninety-four last year. The number of students had to be reduced to a figure at which normal efficiency can be assured. The decrease was secured by restricting new admissions to actual vacancies and readmitting students once discharged only in exceptional cases. The need for a second technical school in Lahore is very great. The majority of the students do not find any difficulty in securing suitable employment on leaving the school.

School for  
the Blind,  
Lahore.

16. The roll of the school for the blind decreased by five to twenty-four. The staff of two teachers is more than well-occupied, for the instruction of blind boys is chiefly individual. The question of introducing additional crafts is under the consideration of the Industries Department.

Industrial  
schools.

17. The number of boys receiving training in Government industrial schools during the year under review was 3,963 or nine hundred and thirty-seven more than last year. A similar increase of seventy-six was noticed in aided institutions. The number of pupils in the middle department went up by six hundred and twenty-three to 2,606, which is very encouraging, as it is a clear indication of the fact that the tendency of students to leave the school after learning the rudiments of a craft has received a definite check. During the year under report two new Government industrial schools were opened at Rewari and Panipat, the Government metal school at Ambala commenced work and the Hindu industrial school at Kot Adu was brought on the grant-in-aid list. The new building at Dera Ghazi Khan and the extensions at Multan were completed. The total expenditure on industrial education rose from Rs. 2,79,488 in 1928-29 to Rs. 3,70,757 in 1929-30.

As a result of the efforts of the industrial instructress a women's industrial institute was opened at Ambala by the Women's Education Conference, a municipal girls' industrial school was established in Ludhiana, and Arya Samaj girls' industrial school was started at Multan and a Muslim girls' industrial school known as *Dar-ul-khawatin* was opened at Amritsar. The paucity of trained staff is a great obstacle in the development of these institutions and there is no

source worth the name on which these schools can draw for their requirements. To meet this contingency a short term teachers' training class was held in the Government Zenana School, Lahore, during the summer vacation and the semi-trained products of this class were supplied to the new girls' schools.

18. In the Government Institute of Dyeing and Calico Printing, Shahdara, ninety students, including four undergraduates and twenty-three matriculates, were admitted as compared with eighty-one in the previous year. Twenty-five students appeared in the City and Guilds of London Institute examination, out of whom twenty-two were declared successful and four won medal, and prizes. The usual facilities for practical work were offered to the students and five of them were deputed for training as apprentices in the dye houses of the textile mills in Delhi, Ahmedabad, Bombay and Dhariwal. The Central Weaving Institute, Amritsar, continued to attract a large number of students. For lack of accommodation, however, out of a hundred and ninety-one applications for admission only seventy could be entertained. The institute is specialising in artistic designs and patterns suitable for production on hand-loom. The silk hangings and upholstery cloth supplied to the Indian Stores Department for the decoration of the Viceregal Lodge, New Delhi, were greatly appreciated. During the course of the year the textile master perfected his invention of a hand-loom, which turns out two pieces of cloth at a time twice as long as those produced by an ordinary fly-shuttle loom. In the Government Hosiery Institute, Ludhiana, fifty boys were admitted as regular students and seven nominees of local capitalists, who intended to set up their own factories, were taken as casual students. Facilities for training were offered also to six lady students who were recommended by the industrial instructress and who gave the Industries Department an undertaking to serve as hosiery mistresses in the various girls' industrial schools after the completion of their studies. A number of the latest power-driven machines, producing fancy designs, were purchased to replace those worked by hand. The year under review was the first complete year of the working of the Government Demonstration Weaving Factory, Shahdara. The factory worked under adverse conditions on account of the abnormal fall in the price of cotton and of unsuitable conditions in the piece-goods market during the greater part of the year; and mainly for this reason the accounts of the twelve months ending 30th September, 1929, revealed a loss of Rs. 23,157.

Government  
industrial  
institutes.



The Government Zenana Industrial School, Lahore, maintained its popularity, as is evident from the fact that the average attendance increased from one hundred and seventy-two in the previous year to two hundred in the year under review; there were moreover a hundred names for admission on the waiting list. As a result of the introduction of the new scheme of studies a considerable measure of improvement was secured in embroidery, tailoring and hosiery work and new subjects such as *raffia* work, knitting, toy-making, laundry and cooking were added to the list of subjects taught. The working of the Lady Maynard Industrial School for Women has been equally successful. The number of students on the rolls increased from one hundred and ninety in the previous year to two hundred and four in the year under report. The school was visited by the ladies accompanying the Royal Commission on Labour and it won the unanimous appreciation of them all.

(iii) *Vocational training.*

Agriculture  
in high  
schools.

19. The four agricultural centres at Jullundur, Ferozepur, Ludhiana and Hoshiarpur continued to operate during the year under review and the subject was also taught in the Government high schools at Renala Khurd, Ajnala, Gurgaon and Kot Khai and in a number of schools under private management. In launching the scheme of agricultural teaching in high school centres the department had expected that a great educational object would be fulfilled at a comparatively low cost. But the actual experience has belied these hopes and no new centres have therefore been started since 1923. The existing centres are running at a loss and the number of boys attending them has steadily gone down from seven hundred and eighteen in 1927, four hundred and seventy-two in 1928, one hundred and fifty-three in 1929 to one hundred and thirty-four in 1930. After enumerating the defects that are inherent in the centre system and are mainly responsible for its failure, for example high cost of land and labour in and about the towns, uncongeniality of urban environments to the development of agricultural instinct and tradition, long distances between the participating schools, difficulty of arranging time tables, necessity of engaging hired labour and consequent increase in expenses, Lala Lachhman Das has come to the conclusion :—

“ that if financial help is given to individual schools situated in rural areas and with a high percentage of agriculturists

on the roll, agricultural education is bound to prove far more successful than at the agricultural centres situated in large towns."

Referring again to the regulation promulgated by the Punjab University in 1927, whereby matriculation candidates are forbidden to take up agriculture unless they take up physical science along with it, he points out that the result of it has been that the number of students taking up agriculture for the matriculation examination has fallen rapidly from 1,800 in 1927, 1,300 in 1928, 485 in 1929 to 321 in 1930.

20. The number of middle schools teaching agriculture has remained stationary as no new farms and plots could be started during the year under report for paucity of funds. Seventy-one of these schools have farms and seventy-two have garden plots. The progress is fairly uniform in the Jullundur, Lahore and Multan divisions but Rawalpindi and Ambala divisions are slightly backward. In the former difficulties arising out of physiographical features have always hampered progress, and the advance has perforce been confined mainly to the canal irrigated tracts of the division, and in the latter lack of sweet water is the chief hindrance. As to the share of the boys in practical work on the farms Lala Lachhman Das's observations are very encouraging, as the following quotation from his report will show :—

Agriculture in vernacular middle schools.

"Almost everywhere the boys have begun to take genuine interest in their individual plots which they manage unassisted and where they do all the roughest and meanest work quite readily and cheerfully. It can be said with confidence that in so far as the inculcation of the dignity of manual labour is concerned, much has already been achieved."

This is as it should be, and it is expected to dispel the belief prevalent among the rural population that school education makes a boy unfit for work in the field. A still more encouraging result of agricultural training in the rural areas is the cultivator's appreciation of school work, which is evidenced by the fact that the new methods and implements employed by the teacher are being increasingly adopted by the neighbouring farms, and the kinds of crops sown by the school are becoming popular in the locality.

It is also pleasing to note that the attitude of the district boards which were formerly unwilling to start farms for fear of being involved in heavy financial liabilities has also undergone a change for the better. This is due both to the financial stability now achieved by most of the farms, and to the Government guarantee to make good the deficit for the first five years.

Like the two preceding years the year under report was also a lean year in regard to agriculture. The rains failed, and famine conditions prevailed generally in the whole of the Ambala division and in the Ludhiana and Ferozepore districts of the Jullundur division. Swarms of locusts visited large areas in most parts of the province and floods did heavy damage in the Multan division. The school farms and plots suffered with the rest of the province. In spite of these calamities the financial aspect of the farms showed some improvement and the percentage of farms and plots running at a loss showed a decrease from fifty-one to forty-two and twenty-one to eleven respectively. Another gratifying feature of the working of the school farms is the rise in the maximum income per acre, namely from Rs. 144 at Patti last year to Rs. 193 at Kunjpura this year, and this in spite of the low prices of agricultural produce generally obtaining throughout the province. Among the successful farms the following have been specially mentioned—

- (1) Kunjpura (Karnal), (2) Kot Sultan (Muzaifargarh)
- (3) Ahmadpur Sayal (Multan), (4) Patti (Lahore)
- (5) Chak 73/55-L (Lyallpur), (6) Kalanaur (Gurdaspur), (7) Chak 8/11-L (Lyallpur), (8) Chak 75-L (Lyallpur), (9) Pinanwal (Jhelum), (10) Dasuya (Hoshiarpur).

Refresher courses for teachers of agriculture were held by the Assistant Inspector of Agriculture, assisted by the local district inspecting staff and the representatives of the agriculture and veterinary departments at Kunjpura, Dasuya and Patti. The course at each place occupied a week and general problems regarding the organisation and management of school farms and plots were discussed. These short courses are expected to keep the teachers' knowledge up to date and to maintain their enthusiasm.

21. Facilities for gardening exist for all the training units—both senior and junior—located at thirty-three schools in the province, and the general impression of Lala Lachhman

Das in regard to this phase of pupil teachers' work is very hopeful—

“The gardening work in many of these schools has now reached a high degree of excellence, and the pupil teachers undergoing training enjoy a free and frequent touch with nature, thus getting unique opportunities for studying its ways and thereby broadening their own minds. No amount of class-room teaching could do this,—a fact that all students have come to know and appreciate.”

Vegetable-growing and floriculture are the most popular hobbies. As last year, Lalamusa Normal School leads the rest in flower growing. It sent out eight thousand packets of flower seeds to other schools this year, and has thus set an example of usefulness by enabling so many schools to beautify their premises and make children's surroundings lively and cheerful. *Lac* cultivation has been tried with success at Sharaqpur.

22. The number of teachers admitted to this class was thirty, of whom twenty-four appeared in the final examination. Lala Lachhman Das reiterates his previous opinion that the teachers at the conclusion of the training are not thoroughly equipped for their future work, and suggests that in consultation with the authorities at Lyallpur the length of the course should be extended to two years.

Agricultural  
teachers'  
training  
class, Lyall-  
pur.

23. The post-matriculation clerical classes, which were started in 1927, continued to work steadily at all the ten centres, but the total enrolment fell from three hundred and fifteen to three hundred and five. An inspection committee was appointed during the year under report to review the scheme in force which heretofore was in the nature of an experiment. Among other things, the committee brought to notice the fact that the enrolment of the existing classes fell short of expectations, and that one of the main causes of the decrease in numbers was that a large number of pupils did not complete the course of two years, and many of them, though imperfectly qualified, succeeded in obtaining employment. This indicated in the first place that the classes were more widely appreciated than would appear from enrolment statistics, and in the second place that a course of two years was of longer duration than was needed, particularly because there were but few openings on rates of pay which could compensate candidates for the expenditure incurred on a two years' course. It was also felt that the expenditure which was involved to Government by the

Clerical  
Education.

maintenance of the second year classes was disproportionate to the benefits derived from them. The length of the course of training has in consequence been reduced from two years to one year with effect from the session commencing in May, 1930. In view of the other recommendations of the committee the syllabus has been considerably modified and, whereas higher courses in accountancy and banking, which are now provided for in the Hailey College of Commerce maintained by the Punjab University, have been abandoned, greater attention is required to be paid to the more essential subjects, such as English composition, shorthand and typewriting. These classes will now turn out students who are prepared for service either as stenographers or clerks.

The Young  
Men's Christian  
Association and  
Young  
Women's  
Christian  
Association  
Continuation  
Classes,  
Lahore.

24. The Young Men's Christian Association and the Young Women's Christian Association continue to hold the clerical classes. The number of students enrolled in the Young Men's Christian Association classes was five hundred and eighty-two as against five hundred and one last year; all communities were represented. Shorthand, typewriting, book-keeping and correspondence attracted the largest numbers and extra classes had to be added to secure efficient teaching. In drawing and mathematics students were specially prepared for Rasul Roorkee, Moghalpura and other competitive examinations. As members of the Young Men's Christian Association the facilities of the Association's programme and activities were open to the students of the continuation classes and a large number of them availed themselves of lectures, study circles and "socials".

The number on the rolls of the Young Women's Christian Association continuation classes was twenty-six as compared with thirteen in the previous year. Sixteen girls completed the course and such of them as wished to go out to work found situations at reasonable salaries. With a view to improving the quality of steno-typists it has been ruled, since October, 1929 that only such students as possess Senior Cambridge or high school certificates will be registered as shorthand pupils, while others will be admitted to typewriting and English classes, and will be drafted to the shorthand class only after they have attained the required standard in English.

## CHAPTER VIII.

## The Education of Girls.

Progress in the education of girls has been well maintained during the year; the main figures for institutions of all kinds are as follows:—

Year.	INSTITUTIONS.		
	Recognised.	Unrecognised.	Total
1929 .. .. .	1,586	2,512	4,098
1930 .. .. .	1,717	2,853	4,570

  

Year.	GIRL PUPILS.		
	Recognised.	Unrecognised.	Total.
1929 .. .. .	100,387	49,306	149,693
1930 .. .. .	114,664	54,076	168,740

The number of schools in the Punjab has increased during the year by four hundred and seventy-two; this is a considerable advance, for the number of schools between 1928 and 1929 increased only by one hundred. The figures as regards unrecognised schools are always doubtful, but the increase in the number of recognised schools is one hundred and thirty-one.

District boards and municipal committees have a limited budget for education, and have committed themselves to large expenditure for primary education for boys and thus very little is left for girls. This year there have been so many other distractions and demands on the public for political reasons, that nearly all private educational bodies are finding it very difficult to raise subscriptions. It is therefore satisfactory that in spite of all difficulties there is

no reaction, and progress has been maintained. The increase in the number of girls attending school is 14,277 in recognised and 4,770 in unrecognised institutions making a total increase of 19,047, a very respectable figure, especially when it is noted that the numbers in classes V to X have doubled in the last five years, and that the increase in these classes during 1929-30 is 2,225.

In 1925 the average number of pupils per school was thirty-three, whereas five years later in 1930 the average has risen to 36.9 per school. If figures for recognised schools alone are taken the attendance is much better, an average of 66.7 per school.

Relative progress between the several districts and divisions as regards schools for Indian girls.

2. The following figures show the relative progress made in each division in recognised institutions for primary and secondary education for Indian girls :—

Division.	1929.		1930.	
	Institutions.	Girls.	Institutions.	Girls.
Ambala .. ..	209	8,118	224	9,079
Jullundur .. ..	304	19,438	338	22,590
Lahore .. ..	419	32,663	437	38,201
Rawalpindi .. ..	330	19,585	366	22,477
Multan .. ..	295	19,225	317	20,777
Total .. ..	1,557	99,029	1,682	113,124

Expenditure.

3. The expenditure on the education of girls has risen by nearly three lacs and now amounts to nearly twenty-four lacs. Of this increase Government funds have provided Rs. 1,25,849, district funds Rs. 21,498, municipal funds Rs. 27,960 and private bodies Rs. 94,007.

Fees are not charged for girls, except in a very few secondary schools; there is therefore very little financial support coming in for girls' education. In some of the

poorer districts free books, sewing material, etc., have to be given to many of the pupils whose parents are unable or unwilling to buy even a slate or a book for a little girl's use in school.

4. This is the cheapest form of education for children in the primary classes ; great care however has to be taken that it is managed really well and on good lines. Where there are women teachers even for the lower primary classes, co-education works well, but this state of affairs is usually only found in the larger towns and that infrequently. It is in the villages where the expense and difficulty of maintaining a girls' school is most felt, and it is in the villages that it is most difficult to get women teachers, unless perhaps the master of the boys' school has an educated wife who is willing to teach the lower classes. The Multan Inspector remarks :—

“ that the movement is ceasing to commend itself to the people, even where the *mullahs* and *pandits* commanded their confidence. Conditions of society, indifference amounting in some cases to apathy on the part of the villagers towards the education of girls, and want of confidence in male teachers entrusted with the care of girls, all stand in the way of the success of the scheme, and it is matter for much regret that people have so far failed to avail themselves of the only means that could be profitably employed to enlighten the female mind in out-of-the-way places.”

In spite of this, however, the returns give a total of 16,058 little girls attending boys' schools and there are altogether 5,746 little boys in girls' schools.

5. There are two degree colleges for women in the Punjab ; both are now full to overflowing, in spite of the gloomy prognostications in 1921 that there was not room for a second college. Shortly the question of higher education for women will again have to be examined, and arrangements made either for a third college, or for a scheme of intermediate colleges or college classes to be attached to the leading girls' high schools. The Kinnaird is an arts college, the Government College for women has provision for both arts and science, Queen Mary College works on special lines and sends up girls for matriculation and occasionally for intermediate arts.

*Queen Mary College.*—The number of girls on the rolls on 31st March, 1930, was one hundred and sixty-three, of whom seventy-three were boarders. In the boys' preparatory



school attached to the college there were thirty-nine boys of whom twenty-one were boarders. Thirteen candidates entered for the matriculation examination and ten passed. The staff numbers fifteen in the girls' school and four in the boys' school. Miss Toogood, who was on leave, resigned from October 1929 and is much missed. Miss Cammozzi has gone on leave on medical certificate. There have been several other changes, for Miss Nisar Ali married and Miss Nazm-ud-Din, a young teacher, died in January last after a long illness. Temporary officiating arrangements have been made. Miss Cocks, B.A., Bar-at-Law, has held charge during the year.

*Kinnaird College for Women.*—There are now forty-seven resident students out of a total of sixty-seven. Accommodation is very insufficient, and was helped out by the use of tents, but about thirty students, who applied to enter the college this year, have reluctantly been told that there is no accommodation for them. The site is only about six acres ; so it is being considered by the managing committee whether it is better to build thereon, or move to a larger site on cheaper land. The difficulty of funds is very much felt ; some of the supporters of the college have had to retrench expenditure, but, it is hoped, will be able to return to their original grants in a couple of years. Miss McNair, M.A., from the Women's Christian College, Madras, has taken charge this year and it is hoped by October to have six resident members of the staff again. The life of the college has been bright and useful. In addition to reading for examinations the students have many activities and interests. The debating society and dramatic society flourish; games and attendance at a students' camp have been arranged. The results of examinations have been very good. In 1930 twenty-one candidates took the intermediate examination and all passed, and seven out of nine passed the degree examination.

Three Government scholarships for those studying for the B.A. and six for the F.A., are held by students of the college.

*Lahore College for Women.*—The entries this year were larger than they have ever been, and girls had to be refused for lack of accommodation. The total attendance on 31st March was ninety-four ; resident students numbered forty-six. Examination results were very good ; fifteen students appeared for the F.A. and fourteen passed. Eleven entered for the F. Sc., eight were successful ; four entered for

the B.A. and all passed, one obtaining honours in English. There have been few changes on the staff; the college lost a Punjabi teacher of many years' standing by the sad death of B. Beant Singh. The boarding house is overcrowded, and the site generally is now unsuitable for a purdah college, as it is surrounded by new high buildings which overlook the premises. The college has been fortunate in having a physical instructress for drill, and it is hoped that the girls will have swimming lessons also during the summer. Various social activities have been carried on as usual.

6. *Lady Maclagan High and Senior Training School.*—During the year under report the school and the hostels have been overcrowded. Over two hundred boarders have had to be refused, not to speak of day scholars. Admissions had to be closed, except for children of Government servants transferred to Lahore. Results of examinations were fairly good in 1930; for matriculation twenty-five were presented and fourteen passed. The Caleb medal for the best essay in the vernacular has been won for the last two years by the school. The staff has been strengthened on the anglo-vernacular side, but a post of art mistress is much needed, for at present no accomplishments can be taught. On the normal side one unit of senior vernacular students was added and all the stipends were taken up; there is also a long waiting list for which again another unit has been sanctioned from 1930. Thus there will be provision in this school for training two hundred senior students. A hostel block and another class room block are required. The site is beautiful and the health of the boarders has been very good. There is a well-equipped sick room and students are medically inspected by a lady doctor.

Anglo-  
Vernacular  
Schools.

*Government schools for girls.*—There are now twenty-three Government schools for girls. All secure a good attendance, and are very much appreciated by the pupils and parents. There are two vernacular middle schools, at Sahiwal and Chakwal, with training classes attached for village primary school mistresses; the Widows' Home, Lahore, also, is a vernacular institution and trains teachers. The number of Government high schools is now nominally fifteen but the schools opened as middle schools very quickly develop high departments, though they are carried on with a smaller staff and expenditure. Well established high schools for girls such as the Lady Maclagan, Lahore, with over seven hundred pupils (and including normal and junior anglo-vernacular students over nine hundred), the Victoria School, Lahore,

with seven hundred and fifty and Gujranwala and Sialkot with over seven hundred girls, all feel the need of extra accommodation very acutely. Every effort is being made to keep pace with the inrush of girls into anglo-vernacular schools but owing to financial stringency it is very difficult to get extensions carried out, though as much as possible is done each year to ensure the comfort and health of the children. Fortunately most of the Government high schools have at least some space for play and in several cases very fine playgrounds; it is therefore possible to stress the health side. Many of the classes are held under trees in the garden and there is organised play for every child, whether day scholar or boarder. This open air life has a great appeal, especially for city children; the result is that they enjoy their school life and are anxious to attend regularly. The staff in Government schools is well-qualified and, with very few exceptions, even the younger teachers show an individual interest in the pupils and put in untiring and well considered work with them, in and out of school hours, under the guidance of the headmistress and senior members of the staff. This year there have been special influences brought to bear on the children out of school, which have made it a difficult time for all concerned, but it is noticeable that very few girls have left school, and that work has been carried on steadily and thoroughly.

The Government schools in the mofussil continue to do good work; in the year under report schools at Campbellpur, Gurdaspur, Amritsar, Hissar and Rohtak were provincialised or opened. It is very difficult to get graduates, trained or untrained; thus the teachers available are sent wherever the need is greatest, but few schools are able to fill up all their posts. The number of senior vernacular mistresses is however sufficient. The necessity to provide for Urdu, Hindi and Punjabi in every class, not to speak of Persian and Sanskrit, complicates matters, and wherever there are high classes, senior vernacular mistresses are encouraged to take the University language examinations, so as to be able to teach to the high standard.

*Aided schools.*—The large Sikh Kanya Maha Vidyalā at Ferozepore finds the collection of subscriptions a great difficulty; the Dev Samaj High School is well managed, though smaller. The aided high schools all do good work and secure very good results in the matriculation examination as well as in the girls' middle school examination. Increasing attention is paid to the physical development of

the girls as well as to their mental abilities. A scheme of studies has been drafted by a committee of head mistresses and others, so that modern methods of teaching may be intelligently employed. Subjects such as science, nature study and handwork are increasingly in demand. Parents take a great interest in the progress of their girls so that schools are encouraged to better work in every direction.

7. Middle schools for girls are being made much more efficient ; our Government schools serve as a model in many cases. There are now some trained senior vernacular mistresses available each year, and local bodies and managing committees try to improve the staffing of their schools. The effect is seen in the quality of the work done in the middle standard examination and in the increase in the number of candidates. Vernacular education.

English is greatly in-demand, and this is where difficulty arises in aided schools ; there are few, if any, trained mistresses or girl graduates to spare for middle school English, so in many cases men teachers, suitable or unsuitable, are appointed, and this makes the position of the trained head-mistress very uncomfortable. This matter will adjust itself gradually, as the number of English-speaking women teachers increases.

The position of primary education is affected particularly by want of funds ; a large number of schools could be opened if a programme of expansion, as in the case of boys, could be carried through. But local bodies cannot afford large sums, and the direct expenditure by Government on primary education for girls is only Rs. 1,000, though the greater part of the local expenditure is probably indirectly from Government grants.

The lack of women teachers continues to be a great hindrance, but many more are now completing primary courses ; the Rs. 5 prize to each child who completes the course is a great attraction.

The training classes attached to girls' high schools secure a large number of students. This year there are five hundred and thirty-eight under training in junior vernacular classes. With the temporary employment of primary certificated mistresses, who can be deputed in turn for training, it is now possible for new schools to be started in greater numbers and additional staff given to existing large primary schools. The work in the vernacular is usually good in Urdu, Hindi and

Punjabi ; the teaching of arithmetic shows considerable improvement and simple laws of health are more considered. Geography is not made interesting enough to fire the children's imagination and make them interested in other lands ; but the teachers do as much as they can, and in many cases one teacher single handed manages several classes and many children, and teaches all of them something in really rather a brave way.

Games and  
General  
Health.

8. The appointment of an inspectress or instructress for games was not sanctioned, but arrangements were made to engage the services of two qualified ladies for part-time work. This has been a great help to the Lahore schools. Drill and games for the teachers in training and other students at the Lady MacLagan School as well as for the aided training class at the Kinnaird High School have been taken by Miss Chrystal and Miss Wilkie Browne of the Girl Guides. This is a great advance, but merely touches the fringe of the question, for one full time games mistress should be on the staff of each of the large girls' schools, and there should be help available for aided schools which desire it.

Inter-school games are increasingly popular. Inter-class and inter-school cups have been presented, and teams have come in to Lahore from the mofussil high schools and enjoyed the games ; badminton, net ball, group games and sports for younger children are keenly contested.

In the districts, wherever there is room, teachers are encouraged by the assistant inspectresses to start village games and any others they may know. Much harm may be done by drill if teachers do not understand underlying principles ; it is therefore not much practised in district schools.

The general health of the children has been good during the year, and a gradual improvement is very apparent in the care of the eyes and in cleanliness in clothing and person in the larger centres.

Examina-  
on  
results.

9. For the middle standard examination held in March 1930, 1,426 appeared, 1,223 passed ; this is about eighty-six per cent. (These figures are only for the Punjab.)

In 1930 for the matriculation three hundred and four appeared and one hundred and eighty-one passed or sixty per cent. In the intermediate eighty-nine appeared and

sixty-three passed, seventy-one per cent. ; for the degree twenty-two appeared and fifteen passed, sixty-eight per cent. Out of seven candidates in the examination for Master of Arts three passed or forty-three per cent. and for the Bachelor of Teaching six appeared and all passed. For vernacular language examinations of the University there were four hundred and thirty-three candidates (three hundred and seventy-six for Hindi, thirty-three for Punjabi and twenty-four for Urdu). Of these two hundred and sixty six were successful. In classical languages, for Sanskrit thirty-one appeared and sixteen passed, for Persian five appeared and three passed and for Maulvi (Arabic) seven appeared and two passed.

The results of the senior vernacular teachers' examination in 1930 were—

One hundred and forty-five appeared, one hundred and six passed or seventy-three per cent.

In the junior vernacular teachers' examination three hundred and ten appeared, one hundred and ninety-two passed or sixty-two per cent.

The new junior anglo-vernacular class at the Lady Maclagan school did very well, for all passed but one, and she failed in English only.

10. Miss Stratford was away with the Primary Education Inspection. Committee for three months. Miss Must officiated for her during this time. The Inspectresses. Eastern and Western Circles, were unchanged and there were nine posts of assistant inspectresses. The touring in difficult districts is very bravely carried through by several of the assistants, but Kangra district especially has caused two to fall seriously ill and the post remained vacant. From 1930 three extra posts have been sanctioned, this will mean twelve assistants, so that most of the assistants will now have two instead of three districts and so will not be so hardly tried. I would mention for specially devoted work Miss Wylie of the Eastern Circle, Mrs. Didar Singh of the Western Circle, Miss Haq and Miss Mittra of the Central Circle. The death of Miss Bannerjea, for many years an assistant inspectress, is deeply regretted. Every effort has been made to visit every girls' school, many more than once, and some still more frequently. The Western Circle is particularly good in this respect, and Miss Sircar works very regularly and efficiently. Miss Howe is most sympathetic and good to all her staff.

The post of inspectress of domestic science, vacant for some time, has now been filled by the appointment of Miss

Wagstaffe. She is working in the schools at present, but will, it is hoped, re-start the short intensive training in domestic science for teachers which was found to be of such value before.

As in the case of the physical training, each of the larger girls' schools needs one full-time domestic science mistress on the staff, and the village schools badly need help; there is therefore ample scope for developing this most necessary side of girls' education.

**Training of Teachers**

11. This year six graduate mistresses were deputed to the Central Training College for training in the Bachelor of Teaching course. This experiment was a success; so much so, that others are being sent on deputation again this year. All the six ladies passed; not only this, but they were able to take some part in the college life, owing to the kindness of the principal and staff, and took full advantage of their opportunities, returning very enthusiastic to their schools. The Kinnaird junior anglo-vernacular class continues to do good work and the new class at the Lady MacLagan was very well taught by Miss Thomas, B.Sc., Vice-Principal, Miss Edwards, B.A., B.T., and others of the staff.

The number of senior vernacular students in training at this school is now very large for one institution, and there are plans for moving out one unit next year; the raw material coming in is better every year, and the two years' training is thorough and very well carried on by Mrs. Sircar, B.A., B.T., Vice-Principal, and Miss Mozamdar under the able and experienced direction and management of the Principal, Miss Must. Teachers who have only passed the primary standard have very little background, and this hampers the work of the junior vernacular units attached to high schools. Much time is spent in revising and supplementing in every subject before practical work can be begun. The efficiency of these classes is the special care of the inspectress, because the tendency in high schools is for the staff to be more interested in the high school girls than in the students, but nevertheless in most junior vernacular classes really thorough work is done and the students profit fully by their two years of training. The vernacular middle school at Chakwal is doing very good work with its training class; and of the high schools with training units Rawalpindi deserves special mention for its normal department. The Government Widows' Home,

Lahore, has improved the training all round. The results this year were particularly good and a great credit to Miss Sondhi and her staff. The results on the whole in the junior vernacular examination of 1930 were a great improvement; but in 1929 they were distinctly poor—this is probably why special attention has been given to the students this year.

12. This has been a difficult year, for even before <sup>General</sup> ~~Instruction.~~ January the attention of the pupils in many places was being diverted from their studies. Every effort has been made to treat the children tactfully in school and to keep an even keel. The staff in Government schools, with few exceptions, have behaved splendidly and deserve great credit for their steady good sense. Given an atmosphere more suitable to quiet work there is every hope that girls' education will continue to grow and develop on good lines. There is not so much dogmatic teaching now as all-round training and a generous education which shows in the co-operation of the pupils and their happiness and appreciation.



## CHAPTER IX.

## Education of Europeans.

Schools and  
Scholars.

The number of schools, twenty eight, is the same as in the previous year. The number of scholars attending boys' schools has increased by fifty-four to 1,557, and of those attending girls' schools by nineteen to 1,602. Thus there is a net increase of seventy-three scholars in the total number ; 3,159 against 3,086 last year.

Number of  
Pupils.

2. The number of Indian pupils enrolled in European schools is 348 against 356 last year, or a decrease of eight. The figures of admission for the three previous years are given below :—

Year.	Boys.	Girls.	Total.
1926-27 .. ..	224	92	316
1927-28 .. ..	237	111	348
1928-29 .. ..	242	114	356

The number of Indians applying for admission to boys' schools continues to increase, and almost every boys' high school contains a very large number of Indian boys allowed by the Code. Many Indian parents who intend to send their children to England for further study feel that education in a European school is an excellent preparation.

It is pleasant to note that the Indian pupils take an active part in the school games and other activities and that many Indian boys held responsible positions in the life of the schools.

Expendi-  
ture.

3. The total direct expenditure from all sources has decreased by Rs. 12,787 to Rs. 5,73,307.

The share borne by Government has increased by Rs. 2,489 to Rs. 2,70,636. The expenditure from tuition fees has increased by Rs. 13,000 to Rs. 2,52,436. The expenditure from other sources has fallen by Rs. 28,276 to Rs. 50,235. The indirect expenditure has increased by Rs. 47,281 to Rs. 2,49,554. The amount of assistance towards building grants is Rs. 62,500, *i.e.*, Rs. 58,453 more than the sum of Rs. 4,047 spent last year under this head. The total expenditure from provincial revenues has increased by Rs. 57,414 to Rs. 3,71,045.

4. The total number of scholarships held in the schools has increased by eleven to ninety-one with a corresponding increase of expenditure by Rs. 2,153 to Rs. 11,252. Scholarships.

5. There has been considerable activity in the extension of buildings. Additions have been made at the Bishop Cotton School thus giving more classroom and hostel accommodation. The Lawrence Royal Military School, Sanawar, has replaced the old boys' school building by a new school, one wing of which consists of science laboratories. Two open air baths have also been constructed. At last, Loreto Convent School, Simla, having extended the playground, has begun the construction of the new block of class-rooms. Fireproof staircases have replaced wooden ones at the Mayo Industrial School whilst there have been extensions of the playgrounds at Milsington and Dalhousie Convent School. All European schools are now suitably provided with buildings. Buildings.

6. In the high school and scholarship examination twenty-five boys and forty-two girls passed out of a total of twenty-eight boys and forty-three girls or sixty-seven out of seventy-one. In the previous year ninety-five out of one hundred and twelve were successful. In the middle school and scholarship-examination the corresponding successes and totals were one hundred and fifteen boys out of one hundred and twenty-five and ninety-nine out of one hundred and two girls or two hundred and fourteen out of two hundred and twenty-seven as compared with two hundred and three out of two hundred and twenty-two in the previous year. In the high school and scholarship examination the percentage of passes among boys has risen by 2·9 to 89·3 and that among girls by 13·95 to 97·67. In the middle school and scholarship examination the pass percentage has advanced by 3·43 to 92 in the case of boys, while in the case of girls it has increased from 94·02 to 97·06. The recent regulation which permits the revision of the result by a board of moderators in the light of the school work is popular, as it enables any student, whose school work has been satisfactory but who fails for one or another reason in the final examination, to be declared successful, and so prevents detention of a student who deserves promotion. Examinations.

7. The total number of teachers employed in European schools is two hundred and thirty-three against two hundred and thirty-five last year. Of these one Teachers.

hundred and seventy-six are trained and fifty-seven untrained against one hundred and seventy-one and sixty-four, respectively, last year. The number of untrained teachers, amounting to fifty-seven, appears unduly high, but it includes thirty members of the several religious orders who, untrained in theory, are by no means so in practice. Amongst the secular teachers, the percentage of those trained is very high.

**Courses of Study.**

8. The high school examination will be held for the last time in 1930. This examination, as was stated in the report of last year, has been replaced by the Cambridge school certificate examination. The schools generally are in favour of this change for various reasons, though several minor difficulties have been pointed out. Amongst these are the late publication of the result statement, the question of the award of high school scholarships, which at present are given on the result of the high school examination, and the unsuitability of certain examination papers for Punjab conditions. However, these points are now receiving the attention of the Inspector of European Schools.

There have been complaints that the courses of study for the middle school examination require revision. The French and Latin papers are reported to be far too difficult, Urdu too easy, science too advanced. Several of the courses for the middle school examination are now under revision with a view to make them a suitable preparation for the Cambridge school certificate and the Punjab matriculation examinations.

It is regrettable to note that domestic science is losing ground in schools for girls. Some schools complain that suitable teachers cannot be obtained, others that the cost of the subject is unduly heavy and suitable accommodation is difficult to provide. The regulations of the Cambridge school certificate examination also are not encouraging. The importance of this subject cannot be over-estimated particularly for those girls who show little inclination for more academic studies. The recent appointment of an Inspectress of Domestic Science, will, it is hoped, give a stimulus to this study in schools.

It is pleasing to report the introduction of Urdu into the curriculum of some schools which previously offered no facilities for its teaching. It is now realised that a great proportion of pupils, both boys and girls,

will pass the rest of their lives in this country, and thus for them Urdu is a more profitable study than either Latin or French, to one of which Urdu has usually been made alternative. With greater emphasis on the importance of this language, the standard of attainment will probably rise.

9. The work in the schools is reasonably good, though individual subjects are in some schools below the standard of schools in England. In girls' schools, generally, the teaching of arithmetic is capable of much improvement, whilst geography throughout is too much a matter of names and facts. Singing, music and dancing reach a high standard in several high schools, whilst the activities of some school societies, particularly the dramatic clubs, scouts and guides, deserve commendation. Public performances of a Shakespearian play or of a modern drama have been performed by several schools and are reported to have received favourable comment. Teaching

10. Physical training is receiving more attention, especially in girls' schools. A noteworthy feature of the year was the first visit of the boys of Lawrence College, Ghoragali, to Sanawar, and to Bishop Cotton School, Simla, in order to meet the boys of those schools at football, hockey and cricket. It is anticipated that these three institutions will now meet annually, so successful was the experiment. Apart from their social value, such inter-school visits give an opportunity to the teachers to talk over common problems and bring the schools into much closer relationship. Physical Training.

11. The health of the pupils on the whole was not good. Several schools were in quarantine for longer or shorter periods on account of outbreaks of either mumps, chicken pox or measles. The Simla schools, in particular, suffered from mumps. Health.

12. The number of intermediate colleges remains the same. Intermediate classes are attached to the institutions at Ghoragali, Sanawar and the Bishop Cotton School, Simla. The Principal of the Lawrence College, Ghoragali, reports a very successful year, whilst candidates from Sanawar are sitting for the London Inter-B.Sc. examination for the first time in the history of that institution. So far the Bishop Cotton School has presented no candidates, though four are working for the next F.Sc. examination of the Punjab University. Collegiate Courses.

Among the girls' schools there are indications that a higher standard than the final school examination is appreciated. In two girls' high schools, students who have passed the Cambridge school certificate examination are remaining at the school another year for further study before entering a professional college.

St. Bede's  
College.

13. The recent revision of St. Bede's College course (which was discussed in last year's report) to bring certain studies into closer relation with the intermediate examination of the Punjab University has been appreciated by the students. One student passed the F.A. examination as a private candidate soon after leaving the college, whilst two others who have completed their training are remaining for a third year in order to prepare for the F.A. examination of the Punjab University. The higher academic attainment of school teachers will, it is hoped, effect a higher standard of attainment in the work in schools.

Chelmsford  
Training  
College,  
Ghoragali.

14. The Principal of the Lawrence College, Ghoragali, reports that the recent re-organisation of the work of the Chelmsford Training College to bring it into closer connection with the degree courses of the Punjab University has proved a stimulus to further study. He states "it is gratifying to learn that five of the students, who very recently left us, have been successful in obtaining the B.A. degree."

General  
remarks.

15. To one who has been in close touch with these schools from time to time over a period of twenty-one years there appears marked development in that time. The standard of living for masters and mistresses has risen considerably. Not only has their pay increased but their quarters have been improved in boarding schools, their tenure has become more assured and they have been encouraged to achieve higher qualifications. This advance has been reflected in the quality of their teaching and it is safe to say that there has been a steady, if slow, improvement in the work of these schools. In particular, the improvement in spoken and written English may be observed. Again, health, physical training and games have shown marked progress. In fact, it may almost be said that the European community in the Punjab through the agency of these schools has risen steadily in the scale of civilisation.

## CHAPTER X.

### Education of Special Classes.

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

THE policy of according special treatment to poor and backward areas has been steadily pursued for the last eight years and has succeeded in raising remarkably the educational level of the less progressive districts. The assessment of grants for the purpose of improving and expanding vernacular education continues to be based on the needs of the various districts and is as high as 90 per cent. of approved expenditure in the districts of Kangra, Attock and Mianwali, and a hundred per cent. in Jhelum, Rawalpindi and Simla. During the year under review the adjustment of vernacular training classes was so made as to give facilities to a larger number of young men in Gurgaon, Kangra, Jhelum and Muzaffargarh districts for receiving training and helping the spread of education in their respective areas. The municipal board high school at Gohana, in the Rohtak district, was provincialised and a government intermediate college was opened at Shahpur. The most important of all the measures taken to encourage the poor landholder was the issue of government orders granting half-fee concessions, with effect from the 1st January, 1930, to children of agriculturists and village *kamins* attending the secondary classes of Government and board anglo-vernacular schools and of Government intermediate colleges in the entire districts of Jhelum, Attock, Mianwali, Rawalpindi, Muzaffargarh and Dera Ghazi Khan and in certain specified portions of Shahpur, Hissar, Rohtak, Karnal, Kangra, Hoshiarpur, Simla, Gurdaspur and Gurgaon districts. This concession, it is hoped, will prove to be a great stimulus to the agricultural population in these areas to send their children to anglo-vernacular 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, 1929 and 1930.*

Particulars.	MUSLIMS.				HINDUS.				SIKHS.			
	1928-29.	1929-30.	Increase.	Decrease.	1928-29.	1929-30.	Increase.	Decrease.	1928-29.	1929-30.	Increase.	Decrease.
University (Research students) ...	...	3	3	...	16	26	10	...	2	8	6	...
English ...	2,219	2,601	282	...	4,883	5,312	429	...	1,611	1,707	96	...
Oriental ...	62	62	...	...	93	78	...	15	9	14	5	...
<b>Total</b> ...	<b>2,281</b>	<b>2,666</b>	<b>285</b>	<b>...</b>	<b>4,993</b>	<b>5,410</b>	<b>424</b>	<b>...</b>	<b>1,622</b>	<b>1,729</b>	<b>107</b>	<b>...</b>
Law ...	110	138	28	...	307	322	15	...	87	75	...	12
Medicine ...	168	153	...	13	189	181	...	8	78	71	...	7
Commerce ...	6	8	2	...	65	100	35	...	11	12	1	...
Teaching ...	82	78	...	4	85	68	...	19	32	15	...	17
Agriculture ...	107	87	...	20	65	67	...	2	69	81	12	...
Veterinary ...	51	57	6	...	80	93	13	...	30	39	9	...
Engineering ...	55	55	...	...	121	115	...	6	30	50	11	...
<b>Total</b> ...	<b>577</b>	<b>578</b>	<b>...</b>	<b>1</b>	<b>912</b>	<b>944</b>	<b>32</b>	<b>...</b>	<b>544</b>	<b>343</b>	<b>...</b>	<b>1</b>
Schools (including IX and X classes of Inter. Col.leges.)	73,305	77,639	4,334	...	82,931	84,622	1,691	...	30,893	32,323	1,430	...
Secondary stage ...	364,478	408,567	24,091	...	246,950	260,604	11,654	...	95,684	105,006	9,322	...
Primary stage ...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total</b> ...	<b>457,781</b>	<b>486,206</b>	<b>28,425</b>	<b>...</b>	<b>331,881</b>	<b>345,226</b>	<b>13,345</b>	<b>...</b>	<b>136,577</b>	<b>137,329</b>	<b>16,752</b>	<b>...</b>
Training ...	1,905	2,160	255	...	1,635	1,503	...	132	52	51	...	61
Medical ...	237	222	...	15	263	270	7	...	77	83	6	...
Art ...	157	145	...	12	67	55	...	12	22	15	...	7
Engineering ...	31	36	5	...	102	108	6	...	35	34	...	1
Industrial ...	2,713	3,245	532	...	962	1,171	209	...	382	450	68	...
For defectives ...	12	7	...	5	49	44	...	5	...	...	...	...
Commercial ...	70	73	3	...	193	180	...	13	41	44	3	...
Reformatory ...	79	70	...	9	71	56	...	15	4	4	...	...
Adults ...	24,987	24,066	...	921	21,542	19,015	...	2,527	4,833	5,334	506	...
Others ...	774	898	124	...	634	834	150	...	324	348	24	...
<b>Total</b> ...	<b>30,985</b>	<b>30,923</b>	<b>...</b>	<b>43</b>	<b>25,573</b>	<b>23,236</b>	<b>...</b>	<b>2,337</b>	<b>6,300</b>	<b>6,838</b>	<b>538</b>	<b>...</b>
<b>Grand Total (Public Institutions)</b> ...	<b>491,604</b>	<b>520,270</b>	<b>28,666</b>	<b>...</b>	<b>363,358</b>	<b>374,824</b>	<b>11,464</b>	<b>...</b>	<b>134,843</b>	<b>140,239</b>	<b>11,396</b>	<b>...</b>
Unrecognised Institutions ...	42,779	52,558	9,779	...	9,471	9,379	...	92	4,363	5,419	1,056	...
<b>GRAND TOTAL (ALL INSTITUTIONS)</b> ...	<b>534,383</b>	<b>572,828</b>	<b>38,445</b>	<b>...</b>	<b>372,829</b>	<b>384,201</b>	<b>11,372</b>	<b>...</b>	<b>139,206</b>	<b>151,658</b>	<b>12,454</b>	<b>...</b>

2. The following table shows the number of male pupils of the three principal communities attending the various types of educational institutions in the province :—

*(ii) Muhammadans.*

3. The number of Muhammadan boys under instruction in all kinds of institutions has risen from 534,383 in 1929 to 572,828 in 1930 and this figure represents 50·5 per cent. of the total enrolment. The increase of 38,445 during the year under report is satisfactory, particularly when we remember that the last year saw an unprecedented decrease of 18,783. The Hindus have not been able to recover the lost ground for whereas their number fell by 21,833 in 1929, the increase in 1930 is only 11,372. These figures, however, are somewhat misleading, for rather more than 4,000 Jains, hitherto classed as Hindus, have now been classed among 'others,' so that the increase of Hindu pupils is really about 16,000. The position of the Sikhs has improved. In 1923-29 a year of general decrease, their number rose by 1,200 and this year it has risen further by 12,452. Of the total increased enrolment during the year 56·3 per cent. is claimed by Muhammadans, 16·7 per cent. by Hindus, 18·4 per cent. by Sikhs and 8·6 per cent. by other communities. This last figure is swollen by the 4,000 Jains already mentioned. The largest increase in Muhammadan pupils is noticed in the Rawalpindi division ; Multan, Lahore and Jullundur come next and Ambala reports a decline of over a thousand. What is still more pleasing, however, than the general increase is the fact that the Muhammadan community shows steady progress at the various stages of instruction. The increase at the college stage is two hundred and eighty-five ; at the secondary stage (mostly on the vernacular side) 4,334 ; and at the primary stage 24,091. In special schools, however, there has been a decrease of forty-three as against a decrease of 2,337 among the Hindus and an increase of five hundred and thirty-eight among the Sikhs. The rate of progress among Muslims is thus higher at all stages in comparison with the Hindus and the Sikhs, except at the primary stage where the Sikhs have advanced a little more quickly.

*(iii) Jains.*

4. The total number of Jain boys and girls under instruction has increased by three hundred and forty-nine to 4,483



during the year under review. Their distribution over the five divisions is as follows :—

Division.	1928-29.		1929-30.	
	In Schools.	In Colleges.	In Schools.	In Colleges.
Ambala .. ..	2,064	31	2,491	30
Jullundur .. ..	698	2	714	8
Lahore .. ..	998	35	778	60
Multan .. ..	55	Nil	146	4
Rawalpindi .. ..	249	2	219	3
<b>Total</b> .. ..	<b>4,064</b>	<b>70</b>	<b>4,378</b>	<b>105</b>

Two high schools are maintained by this community, in Ambala city and Panipat.

(iv) *The Upper Classes.*

5. A small decline is reported in the number of boys attending the Aitchison college. The roll was one hundred and three in 1930 as against one hundred and six in 1929. The Principal is inclined to believe that some of the withdrawals in the middle of the course are unreasonable or rash and seldom lead to any improvement in the educational prospects of the out-going students. Dhera Dun continues to take its toll and during the year under review five boys went up and were accepted. The health of the students remained uniformly good but for a slight disturbance owing to an epidemic of measles which broke out in the end of the year. The result of the diploma examination was poor—only four boys passing out of thirteen. In games and athletics the college maintained its reputation. The scales of pay of the Indian masters have been revised and are now fairly attractive. The finances of the college continue to be satisfactory but the Principal points out that :—

“ It must not be forgotten that the apparent prosperity of these years depends on the continued practice of economising in European staff and we have daily evidences that it is not a desirable state of affairs..... Our present finance

also depends on extraordinarily high fees, and at any moment our power to attract boys in face of these fees may begin to decline, if indeed it has not already done so."

(v) *The Depressed Classes.*

6. Reference was made last year to the report submitted by Rai Bahadur Lala Ram Chandra, who was placed on special duty to examine the present position and to make recommendations for the improvement and expansion of educational facilities for the children of the depressed classes. During the year under review Government considered the report and issued a resolution in November, 1929. In this resolution it was made clear to inspectors and other officers concerned that every encouragement should be given to the education of the depressed classes and that any educational disabilities, under which they might be labouring on account of local prejudice or through lack of sympathy on the part of the teachers, should be removed. It was pointed out that a school on the grant-in-aid list was not entitled to refuse admission to a pupil merely on the ground that he belonged to a depressed class. It was also brought to the notice of the local bodies that such of them as excluded the children of these classes from the benefits of compulsion, when enforcing the Primary Education Act in the areas under their jurisdiction, acted contrary to the spirit and the letter of the Act and made an unfair differentiation between class and class. In addition to the fee concessions already enjoyed by the children of these classes as village *kamins* it was ruled that, with effect from April, 1930, boys and girls of these classes should be exempted from the payment of fees at the primary stage and should receive half-fee concessions at the middle stage in vernacular and anglo-vernacular schools in all districts. With a view to encouraging higher education four college scholarships of the value of Rs. 10 each and thirty high school scholarships of Rs. 6 each were also instituted and local bodies were invited to provide close scholarships at the middle stage. Encouragement was also offered by making it easier for the members of these classes to get themselves admitted to the various institutions maintained for the training of vernacular school masters and mistresses and twenty additional stipends of Rs. 5 each were promised for approved teachers under training. The results of this scheme will manifest themselves in course of time, but for the present it is most inspiring to read in the inspectors' reports that the old prejudice of the higher castes is fast

breaking down and that the children of the depressed classes are seen mixing freely with other boys in ordinary schools. The number of boys reading in schools at the various stages of instruction is given in the statement below. It shows a total increase of 5,389 as against 2,781 last year. Most of the addition is in the primary classes but the increase of three hundred and twenty-seven against two hundred and seventy-nine at the middle stage and of twenty-nine against a decrease of nine at the high stage are hopeful.

Stage of instruction.	Number in 1928-29.	Number in 1929-30.	Increase or decrease.
Primary ..	22,395	27,428	+ 5,033
Middle ..	1,060	1,387	+ 327
High ..	28	57	+ 29
College ..	2	2	<i>Nil</i>
Total ..	23,485	28,874	+5,389

(vi) *The Criminal Tribes.*

7. The attendance at the schools maintained in the settlements for criminal tribes was 2,242 as against 1,947 last year. Of this number seven hundred and thirteen were girls. A pleasing feature of the year was the opening of night classes which were attended by five hundred and thirty-two youths whose daily work did not permit them to come to day schools. The number of boys and girls, who passed the primary school test, rose from sixty-one to ninety-six, and twenty-one to thirty-six respectively. The number of pupils attending middle schools fell from one hundred and five to ninety. Out of these sixty-six belonged to Kacha-Khu co-operative anglo-vernacular middle school. This school is open to outsiders as well, and as many as thirty-four boys of well-to-do colonists availed themselves of the educational facilities provided by the members of the criminal tribes at their own cost.

Of the untrained teachers in these schools forty-two have now been replaced by qualified teachers. Difficulty is being experienced in regard to women teachers, and it is proposed to start a training class at Kacha Khu for the girls of these tribes.

Sixty-two stipends of Rs. 2 and twenty-eight of Rs. 5 per mensem each were given during the year for primary and secondary education respectively. This pecuniary aid is much appreciated by the students and their parents. Three boys in receipt of stipends are receiving training at the Birdwood Engineering College, Amritsar, and two have qualified themselves as dyers at the Shahdara dyeing school. A *sansi* girl passed the senior vernacular certificate examination and is employed as a teacher at the Ferozepore girls' high school. A "middle passed" youth is employed as a store-keeper and a few others have recently been accepted for employment as guards in the Forest Department.

The number of these boys attending village schools rose from 5,567 to 6,908 at the close of the year. This improvement may be ascribed mainly to special efforts made by the divisional criminal tribes officers and to the increase of three hundred in the number of stipends given to deserving children on the recommendations of the district inspectors of schools.

The annual sports tournament held at Lahore was attended by nearly five hundred youths, and the boys displayed greater enthusiasm and better skill in games. The educational activities outlined above are slowly but steadily ameliorating the condition of these unfortunate youths and are counteracting the evil effects of the society in which they live and move.

## CHAPTER XI.

### Text Book Committee.

Constitu-  
tion of the  
Committee.

Five vacancies caused by retirement, death and resignation were filled by the appointment of new members. Of the eleven members whose term of office expired, nine were reappointed for a further period of two years. The remaining two vacancies were filled after the close of the year.

The general committee held three meetings and the various sub-committees twenty-two meetings during the year.

Considera-  
tion of  
books.

2. Of four hundred and ninety-seven books considered of two hundred and thirty-nine were approved. Of these forty-two were recommended as text-books and supplementary readers and one hundred and thirty-five for libraries and prizes. Forty-seven authors and publishers did not agree to price their books at the rates approved by the committee and their publications were consequently rejected.

Publication.

3. The useful work of the preparation of new books and the improvement of old ones was continued. Six books were prepared and printed in Urdu, Hindi and Punjabi. A book on school management and teaching and seven district maps were revised and sent to the press. The Urdu translations of eight books and one Punjabi translation have been completed and issued. The vernacular translations of eight books were sent to the press after completion, and a dozen other translations are under preparation. Since the inception of this scheme of translation of English books into the vernaculars in 1924, the committee has spent Rs. 38,732 on the work, of which Rs. 16,539 were spent during the year under review. The work is now well established, and a stream of useful translations is issuing under the direction of the editor, Mr. J. E. Parkinson.

Presenta-  
tion  
of  
books.

4. The committee expended a sum of Rs. 34,464 on the free supply of books and magazines to schools and village libraries. Among these were the "Proceedings of the Punjab Educational Conference and Exhibition, 1926", "Notes on Garden Work in a Village Primary School" and the vernacular translations prepared and published by the committee.

5. The question of cinema demonstration mentioned <sup>Cinema.</sup> in last year's report took a practical shape during the year under report. During the cold weather of 1929 a demonstrator visited twelve of the larger electrified cities of the province and exhibited films to interested audiences aggregating 35,400 boys and girls. As the machine is an electric model it cannot be worked in places where electricity is not provided. An effort is, however, being made to secure a machine with a self-generating apparatus for use in muffasil schools. The committee possesses at present seventy-three interesting and instructive films, and expended during the year a sum of Rs. 4,975 on the purchase of new films and on the demonstrator's pay and travelling expenses. Six standard films have been transferred to the Rural Community Board, Punjab.

6. In connection with the annual competition for prizes <sup>Prizes.</sup> awarded for the encouragement of vernacular literature, ten authors submitted ten books produced in 1928, against eight in the previous year, four in Punjabi, one in Hindi and five in Urdu. Hafiz Mahmud Shairani received a prize of Rs. 1,000 for his "Punjab men Urdu", Dr. Sulakhan Singh a prize of Rs. 750 for his "Sháririk Rakhyá—A Guide to Health", and Lala Sant Ram and Dr. Sukha Ram Rs. 500 each for "Alberuni Ká Bhárat, Part III" and "Jari Búti, Parts I and II," respectively.

7. The total receipts of the year including the opening <sup>Finance:</sup> balance of Rs. 1,98,219 amounted to Rs. 2,60,594; and the total disbursements to Rs. 1,05,705, leaving a balance of Rs. 1,54,889, inclusive of Rs. 20,496 and Rs. 54,000 on account of provident fund of the committee's employees and earnest money for the contract for printing and selling the committee's text-books.

8. Four hundred and two books were added to the committee's library, and 1,304 books were issued to readers during the year.



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**I.—CLASSIFICATION OF EDUCATIONAL  
INSTITUTIONS, 1929-30.**

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## I.—CLASSIFICATION OF

	FOR MALES.					Total.
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	
	1	2	3	4	5	
<b>RECOGNISED INSTITUTIONS.</b>						
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.	18	...	...	5	5	23
Totals (Colleges) ... ..	20	..	...	13	8	41
High Schools... ..	83	23	13	182	17	318
Middle Schools ... { English ... ..	7	100	19	68	42	(a) 235
{ Vernacular ... ..	...	3,087	6	8	...	(b) 3,101
Primary Schools ... ..	11	4,111	367	1,018	137	5,684
Totals ... ..	101	7,321	344	1,276	195	9,238
Special Schools—						
Art ... ..	1	...	...	...	...	1
Law ... ..	...	...	...	...	...	...
Medical ... ..	1	...	...	2	...	3
Normal and Training ... ..	38	...	...	4	1	43
Engineering† ... ..	1	...	...	...	...	1
Technical and Industrial ... ..	28	...	1	4	...	33
Commercial ... ..	10	...	...	...	...	10
Agricultural ... ..	...	...	...	...	...	...
Reformatory ... ..	1	...	...	...	...	1
Sch. of Defectives ... ..	1	...	...	1	...	2
School for Adults ... ..	16	1,598	24	388	136	2,157
Other Schools ... ..	37	...	...	2	...	39
Totals ... ..	134	1,598	25	396	187	2,290
Total for Recognised Institutions ... ..	255	8,919	369	1,686	341	11,570
UNRECOGNISED INSTITUTIONS ... ..	...	...	...	...	3,309	3,309
GRAND TOTALS, ALL INSTITUTIONS ... ..	255	8,919	369	1,686	3,650	14,879

\*Includes one

† Includes

(a) Includes 206 Upper

(b) Includes 670 Upper

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...	...	...	...	...	...
...	...	...	...	...	...
1	...	...	1	...	2
...	...	...	...	...	...
...	...	...	1	...	1
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
1	...	...	2	...	3
18	...	...	14	1	33
4	...	...	17	...	21
2	9	27	57	2	97
1	771	224	422	110	1,526
25	780	251	510	113	1,679
...	...	...	...	...	...
...	...	...	1	...	1
14	...	...	4	...	18
2	...	...	...	...	2
...	...	...	1	...	1
...	...	...	...	...	...
...	...	...	...	...	...
...	4	...	...	...	4
28	1	...	...	...	29
44	5	...	6	...	55
70	785	251	518	113	1,787
...	...	...	...	2,853	2,853
70	785	251	518	2,066	4,590

Oriental College.  
 Survey Schools.  
 Middle and 29 Lower Middle Schools.  
 Middle and 2,431 Lower Middle Schools.

## H-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
<b>READING</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Universities ...	...	...	...	...	...	...	...	...	...
Arts and Science ...	3,546	3,321	1,124	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	418	491	259	...	...	...	...	...	...
Education ...	199	186	191	...	...	...	...	...	...
Engineering ...	243	234	...	...	...	...	...	...	...
Agriculture ...	240	222	232	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	192	178	161	...	...	...	...	...	...
Totals ...	5,198	4,632	1,907	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
* In High Schools...	25,593	23,879	4,149	8,496	7,009	933	5,402	4,843	413
„ Middle Schools—	...	...	...	...	...	...	...	...	...
English ...	1,991	1,785	253	26,695	21,880	1,290	5,463	4,816	365
Vernacular...	...	...	...	441,755	365,300	7,330	1,404	1,193	123
„ Primary Schools ...	1,041	896	...	254,548	208,691	66	46,306	40,525	...
Totals ...	28,624	26,660	4,402	731,467	601,390	9,527	60,605	51,377	620
In Arts Schools ...	220	233	84	...	...	...	...	...	...
„ Law ...	...	...	...	...	...	...	...	...	...
„ Medical Schools ...	388	350	304	...	...	...	...	...	...
„ Normal and Training Schools ...	3,993	3,841	3,974	...	...	...	...	...	...
„ Engineering Schools† ...	179	179	179	...	...	...	...	...	...
„ Technical and Industrial Schools ...	4,840	3,955	401	...	...	...	23	14	...
„ Commercial Schools ...	305	280	109	...	...	...	...	...	...
„ Agricultural ...	...	...	...	...	...	...	...	...	...
„ Reformatory ...	135	134	135	...	...	...	...	...	...
„ Schools for Defectives ...	24	22	20	...	...	...	...	...	...
„ Schools for Adults ...	407	300	...	37,019	31,128	...	591	465	...
„ Other Schools ...	2,152	1,867	856	...	...	...	...	...	...
Totals ...	12,643	11,191	6,062	37,019	31,128	...	604	479	...
Totals for recognised Institutions.	46,405	42,383	12,431	768,486	632,508	9,527	61,209	51,856	820
<b>IN UNRECOGNISED INSTITUTIONS.</b>									
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	46,405	42,383	12,431	768,486	632,508	9,527	61,209	51,856	820

\*NOTE.—This does not include figures of the

† Includes Survey

(a) Includes 154 scholars in

(b) Includes 1,801 students in the ninth and

(c) Includes 48,837 students in Upper Middle and

(d) Includes 1,62,212 students in Upper Middle and

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residence 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) 5,647	4,675	2,604	2,313	1,859	1,231	(b) 11,806	9,655	4,959	12
...	...	...	567	605	315	557	405	315	...
...	...	...	...	...	...	418	491	259	2
...	...	...	...	...	...	199	186	191	7
...	...	...	...	...	...	243	234	...	...
...	...	...	...	...	...	240	222	232	...
122	105	93	...	...	...	132	105	95	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	192	179	161	...
5,786	4,780	2,699	2,870	2,361	1,546	13,793	11,776	6,212	21
77,035	69,751	8,659	8,403	7,601	789	124,928	113,689	14,933	45
14,534	13,264	643	4,230	3,970	151	(c) 52,913	45,715	2,631	238
1,071	956	203	...	...	...	(d) 444,283	367,349	7,564	3,332
65,027	56,673	46	5,811	4,967	33	374,733	309,752	144	5,175
157,667	140,647	9,551	18,444	16,538	972	996,907	836,503	25,272	8,790
...	...	...	...	...	...	220	233	84	...
...	...	...	...	...	...	577	544	335	...
159	164	31	...	...	...	4,351	4,001	4,134	...
218	212	120	40	38	40	...	...	...	...
...	...	...	...	...	...	179	179	179	...
841	301	116	...	...	...	5,204	4,370	517	...
...	...	...	...	...	...	305	280	109	...
...	...	...	...	...	...	135	134	135	...
...	...	...	...	...	...	56	50	50	...
32	28	30	...	...	...	48,997	41,144	...	42
8,034	6,677	...	2,056	2,574	...	2,383	2,088	856	...
236	221	-	...	...	...	...	...	...	...
9,050	7,603	297	2,996	2,612	40	62,312	53,013	6,399	43
172,602	153,080	12,547	24,310	21,514	2,553	1,072,912	901,391	37,883	8,843
...	...	...	70,068	36,517	175	70,068	36,517	175	7,435
172,502	153,030	12,547	94,378	58,031	2,733	1,142,980	937,808	38,058	16,278

Lawrence Royal Military School, Sanawar.  
Schools.

Oriental College.

tenth classes of Intermediate Colleges.

4,076 students in Lower Middle Schools.

2,81,021 students 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
<b>READING--</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Arts and Science ...	94	83	46	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	94	83	46	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	6,642	6,587	680	...	...	...	...	...	...
" Middle Schools--									
English ...	860	862	16	...	...	...	...	...	...
Vernacular ...	316	244	3	1,120	877	94	5,350	4,673	...
" Primary/Schools ...	34	25	...	32,409	27,072	...	17,777	14,390	...
Totals ...	7,852	6,618	699	33,538	27,949	94	23,136	19,063	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	678	628	427	...	...	...	...	...	...
" Technical and Industrial Schools.	423	343	...	...	...	...	...	...	...
" Commercial Schools ...	...	...	...	...	...	...	...	...	...
" Agricultural Schools ...	...	...	...	...	...	...	...	...	...
" Schools for Adults ...	...	...	...	68	81	...	...	...	...
" Other Schools ...	713	672	...	15	18	12	...	...	...
Totals ...	1,812	1,543	427	103	109	12	...	...	...
Totals for Recognised Institutions.	9,758	8,144	1,172	33,632	28,058	106	23,136	19,063	...
In unrecognised institutions	...	...	...	...	...	...	...	...	...
<b>GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.</b>	9,758	8,144	1,172	33,632	28,058	106	23,136	19,063	...
<b>GRAND TOTALS, ALL INSTITUTIONS--MALES AND FEMALES.</b>	56,163	50,527	13,803	802,116	660,568	9,638	84,345	70,919	820

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 18.
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
67	55	47	...	...	...	161	138	98	...
...	...	...	...	...	...	...	...	...	...
34	35	34	...	...	...	34	35	34	...
101	90	81	...	...	...	195	173	127	...
2,700	2,402	1,179	200	186	142	9,542	8,175	2,001	395
3,206	2,865	520	...	...	...	4,066	3,527	545	127
11,388	9,606	1,271	177	126	...	18,360	15,526	1,369	184
26,886	22,255	81	4,801	4,211	22	81,907	67,953	103	274
44,180	37,128	3,060	5,178	4,523	164	113,875	95,181	4,017	860
238	235	238	...	...	...	238	235	238	...
85	84	73	...	...	...	781	712	500	...
...	...	...	...	...	...	423	343	...	...
12	9	...	...	...	...	12	9	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	88	81	...	...
...	...	...	...	...	...	728	600	12	...
335	326	311	...	...	...	2,250	1,980	750	...
44,616	37,546	3,452	5,178	4,523	164	116,320	97,334	4,994	860
...	...	...	54,076	34,349	...	54,076	34,349	...	5,07
44,616	37,546	3,452	59,254	38,872	164	170,396	131,683	4,994	5,953
217,118	190,576	15,999	153,633	96,903	2,697	1,313,376	1,069,491	42,952	37,684

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	...	...	...	...	...
Boards of Secondary and Intermediate Education.	...	...	...	...	...	...
Arts Colleges ...	2,02,765	...	...	1,17,78	...	3,20,546
<b>Professional Colleges—</b>						
Law ...	...	...	...	...	...	...
Medicine ...	4,05,066	...	...	53,011	...	4,58,077
Education ...	1,46,296	...	...	...	3,938	1,50,234
Engineering ...	2,45,58	...	...	3,959	...	2,49,539
Agriculture ...	1,00,582	...	...	37,631	...	1,38,213
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science	1,58,515	...	...	36,964	...	1,95,479
Intermediate Colleges.	3,28,347	...	...	2,20,126	...	5,48,473
Totals ...	15,86,629	...	...	4,88,872	3,938	20,59,939
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools ...	10,43,526	...	852	6,85,023	4,711	17,34,112
Middle Schools—						
English ...	72,663	...	...	36,389	266	1,09,318
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	16,468	...	...	6	...	16,474
Totals ...	11,32,657	...	852	7,21,418	4,977	18,59,904

## 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.
...	...	...	...	...	...	2,72,274	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	2,04,664	900
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	37,250	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	20,690	...
...	...	...	...	...	...	5,34,778	900
1,80,550	1,01,702	43,897	2,64,558	2,830	5,98,537	9,48,943	37,074
2,67,495	2,26,736	54,220	2,62,340	4,353	8,16,644	96,380	5,867
42,27,639	9,08,834	10,225	5,00,840	37,670	56,85,208	9,805	4,676
21,94,000	3,92,475	4,24,965	40,682	12,080	30,64,202	1,58,969	50,558
68,69,684	16,29,747	5,83,907	10,68,920	56,933	1,01,58,591	12,44,097	97,775



## III-A—EXPENDITURE ON

	AIDED INSTITUTIONS - <i>concl'd.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>concl'd.</i></b>					
Universities ...	...	7,81,621	88,600	11,87,495	...
Boards of Secondary and Intermediate Education.	...	...	...	...	...
Arts Colleges ...	1,561	4,22,802	2,69,794	8,99,121	2,08,049
Professional Colleges—					
Law	...	...	...	...	62,434
Medicine	...	...	...	...	...
Education	...	...	...	...	...
Engineering	...	...	...	...	...
Agriculture	...	...	...	...	...
Commerce	...	6,494	5,200	48,644	...
Forestry	...	...	...	...	...
Veterinary Science	...	...	...	...	...
Intermediate Colleges ...	...	71,025	35,310	1,27,025	49,160
Totals ...	1,561	12,81,442	3,93,904	22,12,565	3,14,643
<b>SCHOOL EDUCATION.</b>					
<i>General.</i>					
High Schools ...	60,969	14,82,814	6,64,608	31,74,408	1,95,780
Middle Schools—					
English	13,490	1,59,721	1,38,576	4,13,534	85,499
Vernacular	—	2,940	29,889	47,260	...
Primary Schools ...	62,623	27,573	1,58,202	4,88,025	5,685
Totals ...	1,37,082	16,53,043	9,91,225	41,23,227	2,86,914

## EDUCATION FOR MALES—CONTINUED.

UNAIDED INSTITUTIONS.		TOTAL EXPENDITURE FROM					
Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	...	2,72,274	...	...	7,81,621	88,600	11,37,496
...	...	...	...	...	...	...	...
10,662	2,13,711	4,07,329	900	1,561	7,43,132	2,80,456	14,33,378
...	62,434	...	...	...	62,434	...	62,434
...	..	4,05,066	...	...	53,011	...	4,58,077
...	..	1,46,296	...	...	...	3,938	1,50,234
...	...	2,45,058	...	...	3,959	...	2,49,017
...	...	1,00,582	...	...	37,631	...	1,38,213
...	...	37,250	...	...	6,494	5,200	48,944
...	...	...	...	...	...	...	...
...	...	1,58,515	...	...	36,964	...	1,95,479
19,176	68,336	3,49,037	...	...	3,40,211	54,486	7,43,734
29,838	3,44,481	21,21,407	900	1,561	20,65,457	4,27,686	48,17,005
76,322	2,72,052	21,73,019	1,88,776	1,05,718	26,08,125	7,48,471	57,74,109
46,940	1,32,439	4,36,538	3,32,103	67,710	5,44,449	1,90,135	14,70,935
...	...	42,37,444	9,13,510	10,225	5,03,780	67,509	57,32,468
20,610	26,295	23,99,437	4,43,133	4,87,588	73,946	1,90,892	35,94,996
1,43,872	4,30,786	92,46,438	17,27,522	6,71,241	37,30,300	11,97,007	1,65,72,568

## III-A.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SCHOOL EDUCATION—</b>						
<i>concl.</i>						
<i>Specials</i>						
Arts Schools ...	86,601	...	...	...	...	86,601
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	1,19,903	...	...	8,500	...	1,22,403
Normal and Training Schools.	4,64,300	1,047	...	2,348	2,771	4,70,466
Engineering Schools* ...	74,384	...	...	41,249	...	1,15,633
Technical and Industrial Schools.	6,14,648	...	...	...	...	6,14,648
Commercial Schools ...	32,541	...	...	14,761	...	47,302
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	50,128	...	...	...	...	50,128
Schools for Defectives ...	6,374	...	...	...	...	6,374
Schools for Adults ...	836	...	...	...	...	836
Other Schools ...	2,32,912	...	...	66,014	...	2,98,926
<b>Totals ...</b>	<b>16,76,622</b>	<b>1,047</b>	<b>...</b>	<b>1,32,872</b>	<b>2,771</b>	<b>18,13,812</b>
<b>GRAND TOTALS ...</b>	<b>43,95,908</b>	<b>1,047</b>	<b>652</b>	<b>13,23,662</b>	<b>11,686</b>	<b>57,33,155</b>

\*Includes Survey Schools.

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	...
...	...	...	...	...	...	2,085	...
...	...	...	...	...	...	...	...
...	...	524	...	...	524	20,664	57,608
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	300	6,844
59,446	7,016	8,695	...	155	70,312	14,996	256
...	...	...	...	...	...	6,656	...
59,446	7,016	4,219	...	155	70,836	50,701	64,708
69,29,130	16,36,763	5,37,526	10,68,920	57,088	1,02,29,427	18,29,576	1,63,383

Expenditure on buildings includes Rs. 7,60,534 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

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

	AIDED INSTITUTIONS—concd.				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SCHOOLS, EDUCATION—concd.</b>					
<i>Special—concd.</i>					
Arts Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	500	3,425	12,654	22,579	...
Normal and Training Schools.	...	3,204	10,396	15,685	2,622
Engineering Schools*	...	...	...	...	...
Technical and Industrial Schools.	...	10,498	26,217	1,14,987	...
Commercial Schools ..	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives...	...	...	6,545	13,689	...
Schools for Adults ...	453	...	246	15,951	...
Other Schools ...	...	8,155	5,803	20,614	...
Totals ...	953	25,282	61,861	2,03,505	2,622
<b>GRAND TOTALS</b> ...	<b>1,39,596</b>	<b>29,59,772</b>	<b>14,46,990</b>	<b>65,39,317</b>	<b>6,04,179</b>

\* Includes Survey Schools.

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	...	1,84,429	...	...	...	...	1,84,429
Inspection	..	8,74,628	1,15,583	20,099	...	5	10,10,315
Buildings, etc.	...	10,16,824	4,07,735	1,10,769	22,611	3,58,968	19,16,907
Miscellaneous	...	10,65,572	2,33,964	64,818	1,90,851	4,07,364	19,02,554
<b>TOTALS</b>	...	<b>30,81,453</b>	<b>7,57,282</b>	<b>1,95,671</b>	<b>2,13,462</b>	<b>7,66,337</b>	<b>50,14,205</b>
<b>UNAIDED INSTITUTIONS.</b>							
<b>Other sources</b>	<b>Totals.</b>						
20	21						
Rs	Rs						
...	...	86,601	...	...	...	...	86,601
...	...	...	...	...	...	...	...
...	...	1,19,903	...	500	11,92	12,654	1,44,982
744	3,366	4,66,385	1,047	...	8,174	13,911	4,89,517
...	...	74,384	...	...	41,249	...	1,15,633
...	...	6,95,307	57,608	524	10,498	26,217	7,30,154
...	...	32,541	...	...	14,761	...	47,302
...	...	...	...	...	...	...	...
...	...	50,128	...	...	...	...	50,128
...	...	6,674	6,844	...	...	6,545	20,063
2,273	2,273	75,278	7,272	4,148	...	2,674	89,372
...	...	2,39,568	...	...	74,169	5,803	3,19,540
01	5,639	17,86,769	72,771	5,172	1,60,776	67,604	20,93,29
<b>1,76,727</b>	<b>7,80,906</b>	<b>1,82,36,067</b>	<b>25,58,475</b>	<b>8,73,645</b>	<b>61,69,995</b>	<b>24,58,328</b>	<b>2,82,97,010</b>

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	51,559	...	...	7,405	...	58,964
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals ...	51,559	...	...	7,405	...	58,964
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools ...	3,63,083	...	8,808	42,871	4,917	4,19,679
Middle Schools—						
English ...	25,003	...	...	...	...	25,003
Vernacular ...	7,921	...	...	...	...	7,921
Primary Schools ...	1,000	...	...	...	...	1,000
Totals ...	3,97,007	...	8,808	42,871	4,917	4,53,603
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools.	98,916	...	...	...	...	98,916
Technical and Industrial Schools.	32,101	...	...	...	...	32,101
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ..	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	7,638	...	...	...	...	7,638
Totals ...	1,38,655	...	...	...	...	1,38,655
Grand Totals for Females	5,87,221	...	8,808	50,276	4,917	6,51,222
Grand Totals for Males	43,95,908	1,047	852	13,23,662	11,686	57,33,155
<b>GRAND TOTALS FOR ALL</b>	49,83,129	1,047	9,660	13,73,938	16,603	63,84,377

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.
...	...	...	...	...	...	9,566	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	23,940	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	33,508	...
...	...	...	...	...	...	1,15,412	...
...	...	...	...	...	...	35,982	479
34,877	4,602	89,898	1	105	1,29,483	62,087	13,302
2,26,843	1,13,461	1,78,531	18	712	6,15,565	77,451	23,045
3,60,720	1,18,063	2,68,429	19	817	7,48,048	2,80,932	36,826
...	...	...	...	...	...	86,866	12,215
...	...	...	...	...	...	10,258	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,479	...
...	...	...	...	...	...	...	...
216	...	...	...	...	216	...	...
...	3,025	...	...	...	3,025	...	...
216	3,025	...	...	...	3,241	1,03,094	12,215
8,60,943	1,21,088	2,68,429	19	417	7,51,286	4,27,536	49,041
68,29,130	16,86,763	5,37,126	10,68,920	57,084	1,02,29,477	18,29,576	1,63,388
72,90,066	17,57,861	8,05,955	1,6,939	17,905	1,980,116	22,57,112	2,12,424



III.B.—EXPENDITURE ON

Expenditure on buildings includes Rs. 39,847 spent by the Public Works Department on educational building.

“Miscellaneous” includes the following main items :—

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

	AIDED INSTITUTIONS— <i>concl'd.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>concl'd.</i></b>					
Arts Colleges ...	...	7,095	3,648	20,309	..
Professional Colleges—					
Medicine ...	...	5,045	5,236	34,221	...
Education ...	...	...	...	...	..
Intermediate Colleges ..	...	...	...	...	..
Totals ...	...	12,140	8,884	54,530	...
<b>SCHOOL EDUCATION.</b>					
<i>General.</i>					
High Schools ...	12,556	1,01,057	50,958	2,79,983	...
Middle Schools—					
English ...	28,722	21,969	58,891	1,46,043	...
Vernacular ...	27,528	7,712	1,38,806	2,49,435	...
Primary Schools ...	53,977	5,837	1,25,227	2,85,637	1,701
Totals ...	1,22,783	1,36,575	3,73,842	9,60,993	1,701
<i>Special.</i>					
Medical Schools ...	6,457	33,982	57,235	1,98,255	...
Normal and Training Schools.	...	2,663	7,546	20,462	...
Technical and Industrial Schools	...	...	...	...	...
Commercial Schools ..	...	1,037	...	5,516	...
Agricultural Schools ...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...
Other Schools ...	...	...	...	...	...
Totals ...	6,457	37,682	64,781	2,24,283	...
Grand Totals for Females	1,29,240	1,86,397	4,47,547	12,39,761	1,701
Grand Totals for Males	1,39,526	29,59,772	14,46,190	65,39,317	6,04,179
GRAND TOTALS FOR ALL	2,68,836	91,46,169	18,94,537	77,79,078	6,05,880

EDUCATION FOR FEMALES—CONCLUDED.

		TOTAL EXPENDITURE FROM					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection		74,372	3,167	3,838	...	...	81,867
Buildings, etc.	...	54,045	5,077	19,808	...	86,332	1,65,262
Miscellaneous	...	1,02,148	4,961	2,326	20,359	1,08,464	2,38,258
<b>Totals</b>	...	<b>2,30,565</b>	<b>13,165</b>	<b>25,972</b>	<b>20,359</b>	<b>1,94,796</b>	<b>4,84,887</b>
<b>UNAIDED INSTITUTIONS</b>							
Other sources.	Totals.						
20	21						
Rs.	Rs.						
...	...	61,125	...	...	14,500	3,648	79,273
...	...	23,940	...	...	5,045	5,236	34,221
...	...	85,065	...	...	19,545	8,884	1,13,494
16,284	16,284	4,78,495	...	21,364	1,43,928	72,159	7,15,946
...	...	60,985	479	28,722	21,969	53,891	1,71,046
1,832	1,832	1,04,855	17,904	1,17,426	7,713	1,40,743	3,88,671
29,217	30,918	4,04,294	1,36,506	2,32,508	7,556	1,55,156	9,36,020
47,333	49,034	10,48,659	1,54,889	4,60,020	1,81,166	4,26,949	22,11,683
...	...	88,366	12,215	6,457	33,982	57,235	1,98,255
...	...	1,09,169	...	...	2,663	7,546	1,19,378
...	...	32,101	...	...	...	...	32,101
...	...	4,479	...	...	1,037	...	5,516
...	...	216	...	...	...	...	216
...	...	7,638	3,025	...	...	...	10,663
...	...	2,41,969	15,240	6,457	37,692	64,781	3,66,129
47,333	49,034	16,06,258	1,83,324	4,32,449	2,58,752	6,95,410	31,76,193
1,76,727	7,80,906	1,62,36,067	25,58,476	8,73,645	61,69,995	24,58,828	2,82,97,010
2,24,060	8,29,940	1,78,42,325	27,41,799	13,03,094	64,28,747	31,54,238	3,14,78,203

IV-A<sub>2</sub>—RACE OR CREED OF MALE SCHOLARS

Race or Creed.	Europeans and Anglo-Indians	Indian Christians.	HINDIS.		Muhammadians.	
			Higher castes.	Depressed class <sup>n</sup> .*		
	1	2	3	4	5	
Total Population ... ..	18,078	166,208	2,716,405	574,684	6,195,738	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ...	II	4,888	98,641	16,200	205,979	
	III	139	2,887	64,061	8,770	115,600
	IV	122	1,167	38,222	2,670	56,298
	V	14	815	32,62	1,472	40,690
Middle ...	VI	136	433	22,800	654	24,709
	VII	130	332	18,138	426	18,945
	VIII	113	254	15,254	181	14,377
High ...	IX	104	109	12,181	126	11,152
	X	97	153	8,038	29	4,715
Totals ...	19	115	6,547	28	3,661	
Totals ...	1,368	10,603	3,6354	28,872	40,606	
<i>University and Intermediate Education.</i>						
Intermediate classes ...	1st year...	23	36	1,807	..	846
	2nd year	39	49	1,386	2	837
Degree classes ...	1st year...	7	15	769	..	332
	2nd year	2	20	734	..	360
	3rd year...	..	..	16	..	17
Post-graduate classes	1st year...	..	..	130	..	65
	2nd year	..	3	118	..	44
Research students ...	..	..	26	..	3	
Totals ...	70	128	5,386	2	2,504	
No. of scholars in recognised institutions	1,438	10,806	321,900	28,874	498,710	
No. of scholars in unrecognised institutions	..	214	9,664	315	57,558	
GRAND TOTALS ...	1,438	11,020	330,764	29,189	541,268	

\*The following are included under the heading "depressed classes": Chamar, Weaver, Sweeper, Ron dal, Jamma Koli, Sakre.

†Exclude 154 students of the Oriental College, Lahore, of

‡Classification in European schools being slightly different from that in Indian schools boys of classes VI to X as last year.

RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of Agriculturists.
6	7	8	9	10	11
1,739	292	1,295,957	36,964	11,306,265	...
64	9	44,213	4,472	378,820	202,054
1	6	31,391	2,295	213,956	107,873
...	7	16,385	943	115,804	56,293
...	2	13,017	605	88,977	42,990
3	4	8,926	451	53,876	26,904
38	4	6,841	287	45,141	21,666
...	3	5,811	276	36,289	15,950
...	4	4,997	152	28,935	12,114
...	3	3,815	143	16,483	5,543
...	4	2,443	90	12,947	3,961
106	46	137,329	9,744	990,708	495,303
...	2	629	37	3,379	836
...	1	601	39	3,304	867
...	...	199	10	1,332	335
1	...	207	13	1,337	345
...	...	7	...	40	3
...	...	33	2	230	64
...	...	31	...	196	38
...	...	8	...	37	4
1	3	1,715	101	9,855	2,492
107	49	139,014	9,816	1,000,563	497,795
9	...	5,419	127	67,706	28,883
116	49	144,463	9,572	1,068,289	526,678

classes :-  
 Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kabar.  
 whom 75 are Hindus (high caste), 62 Mubarradans and 14 Sikhs.  
 reading in classes V to IX in European schools are shown in the same classes in this table instead

## IV-B. — RACE OR CREED OF FEMALE

Race or Creed.	Europeans and Anglo-Indian.	Indian Christians.	HINDUS.		Moham- madane.	
			Higher castes.	* Depressed classes.		
	1	2	3	4	5	
Total Population	7,686	137,128	2,221,560	781,979	5,248,183	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ...	I	418	1,296	32,846	497	22,802
	II	148	481	9,414	89	5,173
	III	161	384	6,723	41	3,097
	IV	158	348	4,789	2	2,066
	V	161	271	3,456	9	1,376
Middle ...	VI	168	187	913	4	480
	VII	129	179	549	...	311
	VIII	73	144	455	...	239
High ...	IX	84	83	169	1	128
	X	...	40	68	...	48
Totals ...	1,505	3,363	59,382	662	35,720	
<i>University and Intermediate Education.</i>						
Intermediate classes ...	1st year ...	...	14	44	...	11
	2nd year ...	...	16	13	...	10
Degree classes ...	1st year ...	...	7	12	...	7
	2nd year ...	...	6	9	...	...
	3rd year ...	...	...	...	...	...
Post-graduate classes ...	1st year ...	...	1	...	...	...
	2nd year ...	...	3	1	...	...
Research students ...	...	...	...	...	...	
Totals ...	...	47	79	...	28	
No. of scholars in recognised institutions.	1,505	3,410	59,461	662	35,748	
No. of scholars in unrecognised institutions.	...	117	4,111	48	48,878	
GRAND TOTALS ...	1,505	3,527	63,572	710	84,626	

\* The following are included under the Chamar, Weaver, Sweeper, Ramdas, Dumna,

† Classification in European Schools being slightly different from that in Indian Schools table instead of classes VI to X as last year. Hence the drop in the roll of class X.

## SCHOLARS RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agri- culturists.
6	7	8	9	10	11
149	201	9,98,250	31,981	9,378,769	...
...	13	11,099	579	69,550	16,554
...	6	3,533	152	18,941	4,316
...	10	2,200	95	12,732	2,329
...	3	1,517	76	8,977	1,364
...	5	1,009	67	6,354	920
...	7	296	12	2,057	184
...	4	190	6	1,368	129
...	...	145	14	1,070	114
...	...	77	2	544	46
...	1	26	...	182	18
...	49	20,091	1,003	121,775	25,973
...	...	8	1	78	...
...	...	6	...	45	...
...	...	2	...	28	...
...	...	...	...	15	...
...	...	...	...	...	...
...	...	...	...	1	...
...	1	1	...	6	...
...	...	...	...	...	...
...	1	17	1	173	...
...	50	20,108	1,004	1,21,948	25,973
...	...	8,283	1	56,488	24,644
...	50	23,391	1,005	178,886	50,617

heading "depressed classes" :-

Kohli, Sarera, Dhobi, Megh, Sanei,  
Ghosi, Bagria, Od and Kahar.

Girls reading in classes V to IX in European Schools are shown in the same classes in this

## 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 ... ..	...	4	55	...	145
Law Schools ... ..	...	...	..	...	...
Medical Schools ... ..	...	2	270	...	222
Normal and Training Schools ... ..	...	60	1,498	5	2,160
Engineering and Surveying Schools ... ..	...	...	108	...	26
Technical and Industrial Schools ... ..	...	193	857	34	3,245
Commercial Schools ... ..	...	2	180	...	73
Agricultural Schools ... ..	...	...	..	...	...
Reformatory Schools ... ..	...	4	39	17	70
Schools for Defectives ... ..	...	5	43	1	7
Schools for Adults ... ..	...	248	16,831	2,184	24,066
Other Schools ... ..	2	39	287	547	898
<b>Total</b> ... ..	<b>2</b>	<b>557</b>	<b>20,168</b>	<b>3,068</b>	<b>30,922</b>
<i>University and Intermediate Education.</i>					
Law ... ..	...	7	322	...	138
Medicine ... ..	...	7	181	..	153
Education ... ..	28	2	66	...	78
Engineering ... ..	16	7	115	...	55
Agriculture ... ..	1	2	67	...	87
Commerce ... ..	...	...	100	...	8
Forestry ... ..	...	...	...	...	...
Veterinary Science ... ..	...	3	93	...	57
<b>Totals</b> ... ..	<b>45</b>	<b>28</b>	<b>944</b>	<b>7...</b>	<b>576</b>
<b>GRAND TOTALS</b> ... ..	<b>47</b>	<b>585</b>	<b>21,112</b>	<b>3,068</b>	<b>31,498</b>

\*The following are included under  
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi,

## RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	No. of agriculturists.
6	7	8	9	10	11
...	...	15	1	220	—
...	...	...	...	...	...
...	...	83	...	577	138
...	...	521	7	4,251	2,806
...	...	34	1	179	...
...	...	450	145	5,204	748
...	...	44	6	305	58
...	...	...	...	...	...
...	...	4	1	135	36
...	...	...	...	56	...
12	...	5,339	275	48,955	31,297
...	...	348	287	2,388	961
12	...	6,838	703	62,270	36,039
...	1	75	14	557	156
...	2	71	2	416	135
...	...	15	3	192	62
...	...	50	...	243	35
...	...	81	2	240	189
...	...	12	2	122	13
...	...	...	...	...	...
...	...	39	...	192	81
...	3	343	23	1,963	691
12	3	7,181	726	64,232	36,730

the heading " Depressed classes " :—  
Bagria, Od and Kahar.



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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agriculturists.
			Higher castes.	*Depressed classes.							
	1	2	3	4	5	6	7	8	9	10	11
<i>School Education.</i>											
Medical Schools ...	9	134	16	36	24	...	...	19	...	238	...
Normal and Training Schools.	7	109	321	...	196	...	...	128	...	761	119
Technical and Industrial Schools.	...	7	270	...	116	...	...	30	...	423	2
Commercial Schools ...	11	...	1	...	...	...	...	...	...	12	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	63	4	18	...	...	45	...	130	49
Other Schools ...	...	7	41	196	205	...	...	36	243	728	459
Totals ...	27	257	712	236	559	...	...	253	243	2,292	629
<i>University and Intermediate Education.</i>											
Medicine ...	...	...	1	...	...	...	...	1	...	2	...
Education ...	34	6	1	...	...	...	...	...	...	41	...
Law ...	...	...	...	...	...	...	...	...	...	...	...
Agriculture...	...	...	...	...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	34	6	2	...	...	...	...	1	...	43	...
GRAND TOTALS ...	61	263	714	236	559	...	...	259	243	2,335	629

\*N. B.—The following are included under the heading "Depressed classes"—

Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghost, Bagria, Od and Kahar.

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VI.—TEACHERS (MEN AND WOMEN).

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				TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.				
				A Degree.	Passed Matric, or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
				1	2	3	4	5
<b>CLASS OF INSTITUTIONS.</b>								
<i>Primary Schools.</i>								
<b>Government</b>	...	...	...	...	2	24	...	...
<b>Local Board and Municipal</b>	...	...	...	...	218	5,801	414	77
<b>Aided</b>	...	...	...	...	38	416	78	16
<b>Unaided</b>	...	...	...	...	1	13	6	...
<b>Totals</b>				...	259	6,254	498	93
<i>Middle Schools.</i>								
<b>Government</b>	...	...	...	19	23	45	1	...
<b>Local Board and Municipal</b>	...	...	...	183	568	10,876	529	189
<b>Aided</b>	...	...	...	48	129	252	20	12
<b>Unaided</b>	...	...	...	29	75	63	2	...
<b>Totals</b>				279	685	11,236	552	201
<i>High Schools.</i>								
<b>Government</b>	...	...	...	576	330	475	28	52
<b>Local Board and Municipal</b>	...	...	...	183	116	243	14	27
<b>Aided</b>	...	...	...	686	619	876	63	35
<b>Unaided</b>	...	...	...	81	86	59	3	...
<b>Totals</b>				1,525	1,151	1,653	108	114
<b>GRAND TOTALS</b>				1,804	2,395	19,143	1,158	408

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	26	1	27
2	5	286	2,363	6,510	2,666	9,176
3	6	83	1,292	548	1,384	1,932
...	2	1	175	20	178	198
5	13	380	3,831	7,104	4,229	11,333
2	1	2	1	88	6	94
8	24	281	2,989	12,535	3,312	15,847
7	11	31	99	461	148	609
2	8	8	52	169	70	239
19	54	322	3,141	13,253	3,536	16,789
6	5	27	15	1,461	56	1,517
18	7	29	32	583	86	669
90	101	233	329	2,278	753	3,031
12	30	22	74	229	138	367
126	146	311	450	4,551	1,033	5,584
150	213	1,013	7,422	24,908	8,798	33,706

		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	...	...	...	...	...	...
Local Board and Municipal	...	...	1	222	260	22
Aided	...	1	18	108	70	6
Unaided	...	1	4	10	10	...
Totals	...	2	23	340	440	28
<i>Middle Schools.</i>						
Government	...	4	4	22	...	..
Local Board and Municipal	...	...	8	146	31	2
Aided	...	7	59	240	43	7
Unaided	...	...	...	...	...	...
Totals	...	11	71	408	77	9
<i>High Schools.</i>						
Government	...	19	79	126	7	5
Local Board and Municipal	...	...	...	...	...	...
Aided	...	18	76	18	4	...
Unaided	...	...	...	1	...	...
Totals	...	37	135	145	11	5
GRAND TOTALS	...	50	229	893	528	42

TEACHERS.

UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
<i>Possessing a degree</i>		<i>Possessing no degree.</i>				
Certifi- cated.	Uncertifi- cated	Certificated.	Uncertificated			
6	7	8	9	10	11	12
...	...	...	1	...	1	1
...	3	38	928	605	969	1,574
...	3	31	611	203	645	848
...	2	2	120	25	124	149
...	8	71	1 640	833	1,739	2,572
...	1	1	3	30	5	35
1	...	4	83	187	91	278
4	5	27	262	359	293	657
...	...	...	...	...	...	...
5	6	32	351	576	394	970
1	17	1	24	216	43	259
...	...	...	...	...	...	...
2	1	13	30	116	51	167
...	2	...	6	1	8	9
3	20	19	60	333	5102	435
8	84	122	2,071	1,742	2,235	3,977

Total European and Anglo-Indian population		Males	Females	TOTAL
		18,078	7,636	25,714

  

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for males.</i>				
† Arts Colleges	3	117	...	6
Training Colleges	1	28	...	...
High Schools	5	1,041	...	118
Middle Schools	2	309	149	68
Primary Schools	4	208	71	22
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	15	1,762	220	214
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	34	...	2
High Schools	9	1,021	61	66
Middle Schools	5	490	101	70
Primary Schools	3	91	45	14
Training Schools	1	8	...	1
Technical and Industrial Schools	...	...	...	...
Commercial Schools	1	12	...	...
Other Schools	...	...	...	...
Totals	20	1,656	207	143
<b>GRAND TOTALS FOR ALL INSTITUTIONS</b>	<b>35</b>	<b>3,368</b>	<b>427</b>	<b>357</b>

Expenditure on Buildings includes Rs. 46,277 spent by the Public Works Department.

“Miscellaneous” includes the following main items :—

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

## EDUCATION.

Percentage to European population of those at schools.

Males. Females. Total.  
9.34 21.86 13.06

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	8	37,522	...	8,730	...	43,252
..	...	22,390	...	...	...	22,390
48	3	92,771	...	1,15,251	15,823	2,23,845
10	7	11,106	...	12,774	2,510	26,390
10	5	14,815	..	10,698	3,18	23,694
...	...	...	...	..	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
75	18	1,78,613	...	1,47,453	21,514	3,47,580
...	...	...	...	...	...	...
5	2	23,040	...	5,045	5,236	34,221
79	23	1,18,795	...	90,896	9,531	2,19,222
23	17	29,395	...	18,667	13,911	61,973
6	2	3,754	...	4,150	5,279	13,183
2	...	2,193	...	900	...	3,093
...	...	...	...	...	...	...
2	1	4,479	...	1,037	...	5,516
...	...	...	...	...	...	...
117	45	1,82,556	...	1,20,695	33,957	3,37,208
192	63	3,61,169	...	2,68,148	55,471	6,84,788
Inspection	...	7,401	...	...	...	7,401
Buildings, &c.	...	1,10,731	...	2,693	57,259	1,70,683
Miscellaneous	...	55,884	...	7,080	1,08,438	1,70,902
Totals	...	1,73,516	...	9,773	1,65,697	3,48,986
GRAND TOTALS	...	5,84,685	...	2,77,921	2,21,168	10,33,774

\*Local Funds include both District and Municipal Funds.

†Columns other than 1 do not include figures for intermediate classes of the Lawrence Royal Military School, Sanawar.



Examinations.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public,*	Private.	Total.	Public,*	Private.	Total.
1	2	3	4	5	6	
<b>DEGREE EXAMINATIONS.</b>						
<i>Arts and Science.</i>						
D. Litt. ....	...	...	...	...	...	...
Ph. D. ....	...	...	...	...	...	...
D. Sc. ....	...	...	...	...	...	...
M. A. ....	188	45	233	93	19	112
M. Sc. ....	32	4	36	24	3	27
B. A. (Honours) ...	133	15	153	84	1	85
B. Sc. (Honours) ...	4	...	4	3	...	3
B. A. (Pass) ...	1,188	574	1,762	579	176	755
B. Sc. (Pass) ...	111	13	124	68	5	73
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law...	272	47	319	180	28	208
<i>Medicine.</i>						
M. D. ....	...	...	...	...	...	...
M.B., B.S. ....	43	...	43	21	...	21
L. M. S. ....	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...
M. S. ....	...	...	...	...	...	...
M. Obstetrics ...	...	...	...	...	...	...
B. Hyg. ....	...	...	...	...	...	...
D. P. H. ....	...	...	...	...	...	...
D. O. ....	...	...	...	...	...	...
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. E., B. T., and L. T. ...	38	49	67	86	34	70
<i>Commerce.</i>						
Master of Commerce ...	...	...	...	...	...	...
Bachelor of Commerce ...	36	...	36	26	...	26
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture ...	52	...	52	34	...	34

\*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	2	6	3	...	8
1	...	1	...	...	...
...	...	...	...	...	...
13	9	22	11	4	15
...	...	...	...	...	...
...	...	...	...	...	...
4	...	4	4	...	4
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
6	...	6	6	...	6
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

recognised institution.  
 Examination of the Thomason College, Roorkee.

Examinations.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
<b>INTERMEDIATE EXAMINATIONS.</b>						
Intermediate in Arts ... ..	1,820	538	2,358	746	242	988
Intermediate in Science ... ..	1,445	65	1,510	565	9	574
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
License, Diploma or Certificate in Teaching ... ..	278	55	333	225	40	265
Intermediate or Diploma in Commerce ... ..	374	2	376	307	1	308
Licentiate of Agriculture ... ..	27	...	27	25	...	25
Veterinary Examination ... ..	51	...	51	27	...	27
<b>SCHOOL EXAMINATIONS.</b>						
<i>(a) On completion of High School Course.</i>						
Matriculation ... ..	12,696	1,571	14,267	7,410	441	7,851
School Final, etc. ... ..	29	8	47	3	1	4
European High School ... ..	28	...	28	25	...	25
Cambridge School Certificate ... ..	25	1	26	12	1	13
<i>(b) On completion of Middle School Course.</i>						
Cambridge Junior ... ..	58	...	58	46	...	46
European Middle ... ..	125	...	125	115	...	115
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Middle ... ..	18,288	1,368	19,656	12,660	772	13,432
<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 ... ..	676	16	692	594	7	601
{ Vernacular, Lower ... ..	2,835	419	3,254	2,426	138	2,564
At Art Schools ... ..	74	...	74	70	...	70
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools ... ..	122	9	131	91	7	98
At Engineering Schools† ... ..	80	...	80	75	...	75
At Technical and Industrial Schools ... ..	304	6	310	198	2	200
At Commercial Schools ... ..	41	...	41	34	...	34
At Agricultural Schools ... ..	113	...	113	97	...	97
At other Schools ... ..	18	...	18	18	...	18

\*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
36	42	78	35	20	55
11	...	11	8	...	8
33	8	46	29	7	36
...	...	...	...	...	...
...	...	...	...	...	...
167	137	304	112	69	181
43	...	43	42	...	42
28	...	28	16	...	16
25	...	25	20	...	20
102	...	102	99	...	99
...	...	...	...	...	...
1,142	284	1,426	1,011	217	1,228
...	...	...	...	...	...
...	...	...	...	...	...
109	36	145	83	23	106
259	51	310	165	27	192
...	...	...	...	...	...
...	...	...	...	...	...
121	...	121	112	...	112
...	...	...	...	...	...
128	...	128	83	...	83
4	...	4	4	...	4
...	...	...	...	...	...
...	...	...	...	...	...

a recognised institution.  
 Sarvey School.

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IX—(A) SCHOLARS BY CLASSES AND AGES IN

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ...	978	..	...	...	...	..	...	...
5 to 6 ...	81,465	2,131	18	...	..	...	...	...
6 to 7 ...	98,282	27,888	846	6	8	...	...	...
7 to 8 ...	72,070	42,754	11,217	657	19	1	...	...
8 to 9 ...	52,299	49,507	18,528	8,823	196	5	1	...
9 to 10 ...	80,756	40,362	27,116	14,924	4,000	196	6	1
10 to 11 ...	17,820	25,219	23,843	19,135	10,261	3,272	175	26
11 to 12 ...	7,972	13,882	16,540	17,940	12,546	7,333	3,040	220
12 to 13 ...	3,384	6,648	9,054	12,758	12,375	10,153	5,275	2,415
13 to 14 ...	1,536	3,019	4,571	7,327	9,290	9,701	7,991	4,868
14 to 15 ...	628	1,428	2,339	4,421	5,336	6,968	8,072	6,468
15 to 16 ...	342	382	398	1,875	2,624	4,187	5,798	6,190
16 <sup>2</sup> to 17 ...	110	216	378	653	1,130	2,036	3,197	4,543
17 to 18 ...	52	88	101	360	441	932	1,665	2,432
18 to 19 ...	23	35	28	63	107	259	755	1,119
19 to 20 ...	46	28	26	13	30	73	237	458
Over 20 ...	57	69	1	22	13	25	57	190
TOTAL ...	373,820	218,956	115,804	88,977	58,376	45,141	36,269	28,935

INSTITUTIONS FOR GENERAL EDUCATION (MALES).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
...	...	978	...	..	...	...	..	...	...	...	978
...	...	83,614	...	...	..	...	...	...	...	...	83,614
..	..	127,030	..	...	...	..	...	..	...	...	127,030
...	...	132,718	...	..	...	...	..	...	...	...	132,718
..	...	129,659	...	...	...	..	...	...	...	...	129,659
1	...	117,362	...	...	...	...	...	..	...	...	117,362
2	...	99,753	...	...	...	...	...	...	...	...	99,753
2	1	79,476	...	...	...	...	...	...	...	...	79,476
67	6	62,134	...	...	...	...	...	...	...	...	62,134
657	91	49,351	3	...	...	...	...	...	...	3	49,354
2,891	685	39,236	45	1	...	...	..	...	...	46	39,282
4,159	2,203	28,658	279	91	...	...	...	...	..	370	29,028
3,700	3,165	19,183	878	383	19	3	...	...	...	1,283	20,416
2,595	2,698	11,365	874	711	111	9	..	...	...	1,705	13,070
1,426	2,018	5,833	585	733	309	104	...	2	...	1,734	7,567
647	1,258	2,816	392	665	384	292	3	18	3	1,757	4,573
335	823	1,592	322	720	509	929	37	210	193	2,920	4,512
16,483	12,947	990,708	3,379	3,304	1,332	1,337	42	230	196	9,818	1,000,526

\*Excludes—  
 (a) 154 students of the Oriental College, Lahore.  
 (b) 87 Research Students.

IX--(B) SCHOLARS BY CLASSES AND AGES IN

CLASS.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ...	196	1	...	...	...	...	...	...
5 to 6 ...	13,062	180	1	...	...	...	...	...
6 to 7 ...	16,000	1,750	80	...	...	...	...	...
7 to 8 ...	14,429	2,917	968	135	1	...	...	...
8 to 9 ...	10,899	3,775	1,580	609	122	...	...	...
9 to 10 ...	7,168	3,675	2,603	1,113	464	3	1	...
10 to 11 ...	4,230	2,974	2,601	1,763	872	54	1	...
11 to 12 ...	2,035	1,747	2,038	1,936	1,173	222	44	2
12 to 13 ...	1,023	984	1,357	1,531	1,312	483	147	43
13 to 14 ...	463	470	705	878	1,020	501	322	120
14 to 15 ...	232	308	363	494	606	322	338	269
15 to 16 ...	131	123	220	240	369	218	239	268
16 to 17 ...	74	52	90	129	170	120	129	175
17 to 18 ...	26	27	38	60	66	65	69	96
18 to 19 ...	23	19	31	24	45	28	31	55
19 to 20 ...	18	12	24	17	48	23	27	23
Over 20 ...	41	27	33	48	86	18	20	19
TOTAL	69,550	18,941	12,732	8,977	6,354	2,057	1,368	1,170

## INSTITUTIONS FOR GENERAL EDUCATION (FEMALES).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.		POST GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.		
...	...	197	...	...	...	...	...	...	...	197
...	...	13,243	...	...	...	...	...	...	...	13,243
...	...	17,830	...	...	...	...	...	...	...	17,830
...	...	18,450	...	...	...	...	...	...	...	18,450
...	...	16,465	...	...	...	...	...	...	...	16,465
...	...	15,027	...	...	...	...	...	...	...	15,027
...	...	12,395	...	...	...	...	...	...	...	12,395
...	...	9,197	...	...	...	...	...	...	...	9,197
2	...	6,882	...	...	...	...	...	...	...	6,882
24	2	4,505	...	...	...	...	...	...	...	4,505
72	6	3,010	...	...	...	...	...	...	...	3,010
88	31	1,927	4	...	...	...	...	4	...	1,931
127	47	1,113	14	1	1	...	...	16	...	1,129
114	32	593	29	5	1	...	...	29	...	622
47	28	331	14	8	7	2	...	31	...	362
38	13	238	10	14	6	5	...	35	...	273
87	23	852	13	17	13	8	1	6	58	410
544	182	1,21,775	78	45	28	15	1	6	173	1,21,948



## SUPPLEMENTARY TABLE I.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31ST MARCH 1930.

	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 ..	939	24,663	25,592	2,209	6,287	8,496	1,845	3,557	5,402	23,654	53,381	77,035	2,084	6,319	8,403	30,731	94,197	124,928
Middle Schools (English).	352	1,639	1,991	17,073	9,592	26,665	3,010	2,483	5,493	7,666	6,868	14,534	622	3,608	4,230	28,723	34,190	52,913
Middle Schools (Vernacular).	...	...	...	364,787	76,971	441,758	827	577	1,404	600	471	1,071	...	...	...	366,214	78,010	444,233
<b>total</b> ...	1,291	26,292	27,583	384,069	92,850	476,919	5,682	6,617	12,299	31,020	60,720	92,640	2,706	9,927	12,633	425,668	106,406	622,074

## SUPPLEMENTARY TABLE II.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES, ON 31st MARCH, 1930.

	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...	4,589	2,053	6,642	...	...	...	...	...	...	1,874	828	2,700	102	98	200	6,555	3,977	9,542
Middle Schools (English).	721	139	860	...	...	...	...	...	...	2,839	367	3,206	...	..	..	3,560	506	4,066
Middle Schools (Vernacular).	294	22	316	1013	107	1,120	4,865	494	5,359	10,100	1,288	11,388	158	19	177	16,430	1,930	18,360
<b>Total</b> ...	<b>5,604</b>	<b>2,214</b>	<b>7,818</b>	<b>1,013</b>	<b>107</b>	<b>1,120</b>	<b>4,865</b>	<b>494</b>	<b>5,359</b>	<b>14,635</b>	<b>2,472</b>	<b>17,107</b>	<b>160</b>	<b>117</b>	<b>277</b>	<b>26,555</b>	<b>5,413</b>	<b>21,968</b>



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