

Report on the Progress of Education in the Punjab

FOR THE YEAR

1930-31.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

1932.

Price : Rs. 2-0-0 or 3s.

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Proceedings of the Punjab Government (Ministry of Education)
No. 2857-R., dated the 19th February 1932.

READ—

The report of the Director of Public Instruction, Punjab,
for the year ending the 31st March 1931.

DURING the year under review the number of institu-
tions of all kinds have advanced by 686 to 20,155, Main sta-
tistica.
but of this increase 586, or some 75 per cent. consist
of unrecognised schools. It was noted in the last report
that the increase of 880 unrecognised schools was statistical
rather than actual, but here again we have a remarkable
increase which seemingly must be an actual increase. At
first sight there appears no reason why unrecognised schools
should multiply in this fashion and it seems desirable that
the Department should make an investigation into this
matter. The number of pupils enrolled in institutions of
all types rose by 72,465 or 78 per cent. of last year's
increase to 1,385,841. Of this increase boys' schools
contributed 56,670, girls' schools 13,099 while unrecognised
schools showed an increase of 2,693. The percentage of
pupils under instruction to the total population seems to
have decreased from 6.35 to 5.88. This apparent setback,
which is an obvious anomaly, since enrolment has increased
is due to the fact that during the last ten years the depart-
mental figures were worked out on the census figures of 1921,
whereas for this year we have taken the figures of the 1931
census. If we work on the old basis the percentage of
children in schools shows an increase from 6.35 to 6.70.

The total expenditure from all sources shows a rise by
Rs. 13,67,425 to Rs. 3,28,40,628. Of the total cost of educa-
tion 56.37 per cent. was borne by the provincial revenues,
12.36 per cent. by local funds, 20.92 per cent. by fees and
10.35 per cent. paid from other sources. It is obvious from
the figures of this report that attendance has improved dis-
tinctly during the year since the increase of average daily
attendance is greater than the increase in enrolment in
anglo-vernacular schools. It is worthy of note that whereas
in high and anglo-vernacular middle schools the percentage
of attendance is better in the case of boys, in vernacular
middle and primary schools the percentage of attendance
for girls is higher. It would appear from this and from other

signs that our district inspecting officers still look upon mass enrolment as their most important function.

The number of branch schools has considerably increased. This is generally speaking a matter for congratulation but there is a danger that where the branch school flourishes, pressure will be brought to bear on the local body concerned to raise it to the full primary standard, thus bringing into existence an unnecessary school to save children a walk of one mile or perhaps a mile and a half to the parent school. Another difficulty in connection with the branch school is the tendency for the children not to move on to the main school after passing the second class. This is a matter for the district inspecting staff to watch most carefully.

It is gratifying to observe that increased enrolment is also attended by improved average attendance and better distribution of pupils over the four classes. Still much remains to be done in dealing with this difficult problem. In this respect the present financial crisis may prove a blessing in disguise since it may bring about the application of measures to ensure the retention of existing pupils rather than the enrolment of many new children, with a view to ensuring as little wastage as possible.

Primary
Education.

2. The numerical increase in enrolment is undoubtedly a matter for satisfaction, but it is not in itself a test of real progress. While there has been steady improvement in recent years in the proportion between those entering school and those passing out from the fourth class, the minimum stage at which we may hope to achieve anything approaching permanent literacy, much remains to be done. Since in the year under report 49-53 of the total enrolment in primary departments is to be found in the first class, it seems desirable in view of the financial position and also of educational principles firmly to use our powers to retain as many boys as possible in schools already brought under compulsion. We have some 2,600 areas under compulsion and if compulsion were properly applied to all boys enrolled in the schools of these areas until they passed out from the fourth class, there would be a great increase in literacy, followed, it may be hoped, by considerable increase in enrolment in our vernacular middle schools. The Director of Public Instruction should examine this suggestion with the utmost care and see whether it cannot be applied at a very early date since it must obviously reduce retardation and leakage to a minimum in those areas.

In many areas the officers concerned have pressed compulsion with some rigour. The Director of Public Instruction should indicate in the next annual report the measure of success achieved under the Punjab Government (Ministry of Education) circular memorandum No. 3202-A, dated the 17th February, 1930, in which directions were given for the enforcement of compulsion. The Punjab Government (Ministry of Education) would emphasize the comments of the Director that a most important method of ensuring successful compulsion is the selection of suitable and competent teachers, who by improving instruction will not only attract but also retain boys at school till the completion of the primary course ; an enthusiastic and honest teacher is the surest foundation for the village school.

Of importance equal with the problem of compulsion is the desirability of filling up existing schools ; yet local bodies are much too often tempted to open new schools, not realising the future expenditure to which they are committing themselves. At present the average number of pupils per teacher in the province is 33·8 of enrolment and 28 in average attendance. The Punjab Government (Ministry of Education) approves of the proposal that the number of teachers required in a school should be determined by the proportion in average attendance, with a unit of 35 such pupils per teacher. This will enable local bodies to fill their schools with no increase of expenditure. While the Punjab Government (Ministry of Education) notes with pleasure the interest displayed by local bodies in increasing educational facilities within their respective jurisdictions, it appears desirable at the same time to stress the importance of a careful review of the location of schools so as to combine efficiency with economy through a more satisfactory distribution of schools. In fact, the redistribution of existing schools may be of more importance for some years to come than the opening of new schools.

3. An important problem in connection with these schools is the equitable distribution of grants-in-aid and educational facilities among the various areas and communities. Much has been done in the past but there are still inequalities. In some areas there are many more anglo-vernacular schools than are necessary. There are other areas without them. Denominational schools still continue to be a matter of concern to the Punjab Government (Ministry of Education). While schools of this type have undoubtedly done gratifying service in the cause of education, the fact

Secondary
Education
for boys.

remains that the general tendency is to foster a narrow communal outlook and to lead to an unwholesome spirit of communal rivalry and jealousy. Another matter for concern is the insecurity and instability of tenure of masters in schools under private management and the delayed and irregular payment of their salaries. The Director of Public Instruction is requested to examine this question closely and make definite recommendations for the consideration of Government.

The Punjab Government (Ministry of Education) notes with pleasure the interesting and valuable work that is being done by physical training supervisors throughout the Province; these are not only working in schools but also creating keenness among the village folk for physical training and games. Of equal importance is the account of sustained progress in the boy scout movement, uplift work, thrift societies, and in the provision of school farms and gardens. Red Cross developments proceed apace; it is probable, however, that the various activities carried on should receive closer scrutiny.

College Education. 4. The Punjab Government (Ministry of Education) views with grave apprehension the participation of students in undesirable political activities and agrees with the Director's comments on this aspect of college life in the concluding paragraph of the chapter on collegiate education. On the whole the colleges of the Punjab are showing signs of life and progress and are gradually developing a civic sense, partly through the agencies of team games.

University. 5. The University continues its development. A University Professor of History has been appointed. A Faculty of Engineering with a Degree of Engineering has been created and attention has been given to the problem of establishing a central polytechnic in Lahore with vocational subjects as a part of the University curriculum. The figures of the University examinations on the other hand give much cause for anxiety. The Punjab Government (Ministry of Education) associates itself with the statement of the Director that a large number of unsuitable candidates are forcing their way into the portals of the University. This is a matter which must receive the serious attention of the Department and of the University.

Training of Teachers. 6. The steady rise in the proportion of trained teachers which is a matter for congratulation, has made it possible to economise by the reduction in the number of training

units. In these training institutions, in addition to the ordinary work of the class room, much attention is given to bringing the youths under training into touch with rural conditions and rural life. They are made to participate in community work, propaganda and other useful activities. It is interesting to note that new devices of teaching have been tried at several institutions with success.

7. The province is ripe for a great development of education for girls, but the financial situation and the extreme difficulty of obtaining trained mistresses handicaps progress. It is pleasing however to note that the total enrolment now stands at 18,301. College education is the great demand of the intelligentsia of the Punjab and the present accommodation is strained to the utmost with the result that girls are being enrolled in some of our men's colleges. Domestic economy is receiving increased attention and competitions in athletics and games are developing quite well from small beginnings. The Girl Guide movement is spreading and a more suitable organisation for training has been set up. The Punjab Government (Ministry of Education) is of the opinion that even more attention might be given to these branches of activity in girls' schools.

8. Agriculturists have received a further concession during the year under review. The limit of land revenue for fee remissions has been raised from Rs. 25 to Rs. 50. The number of Muslim scholars who form 51 per cent of the total enrolment has increased by 5.8 per cent. from 572,828 to 606,172. Their enrolment at secondary and collegiate stages is however less satisfactory.

The Punjab Government (Ministry of Education) is pleased to note that the recent concessions granted to depressed classes have proved effective. The enrolment of the depressed classes has risen by 3,544 or 12 per cent. They are their own chief enemies since they are apathetic towards education and very apt to withdraw their boys at the first moment that they can earn the smallest sum of money.

9. This committee has been active during the year and has published nine new books and five district maps; it is urged that much matter relating to village welfare should find a place in text-books for vernacular schools. The committee has continued its important work of translation and has again distributed prizes for vernacular publications and prepared a list of useful books in Urdu, Hindi and Punjabi for schools and village libraries. The cinema

which the committee maintains and sends round the schools of the province has proved very popular indeed and no doubt has an educative effect.

Sir George
Anderson.

10. While the retirement of Sir George Anderson, Kt., C.S., C.I.E., late Director of Public Instruction, did not take place actually within the year under review, it took place so soon after its close as to make it desirable for the Punjab Government (Ministry of Education) to place on record in this report its deep appreciation of his great ability, energy, and knowledge which made possible his masterly development in particular of vernacular education throughout the province. When Sir George Anderson came to the Punjab it was almost always called the backward Punjab, now other Provinces look up to it for guidance in many educational matters. Sir George Anderson overhauled the whole primary and secondary educational system of the province and did much to bring about a fairer distribution of educational facilities by locating schools in backward areas, by provincialising schools in such areas and by spreading intermediate colleges over the province. He carried out the late Mr. Richey's intentions by aiming steadily at the conversion of four year primary into six year lower middle schools with the result that the proportion of lower middle schools to primary schools is now as one is to two; and the lower middle school gives a much greater certainty of permanent literacy to its pupils than does the primary school. It was his intentions throughout that these schools should be centres of communal life in the villages. Thus libraries were attached to them, adult schools formed, farms opened and games encouraged among the villagers. To him we owe the present organisation for the training of teachers and of physical training supervisors. He was also responsible for the establishment of the Rural Community Board which played a considerable part in the spread of knowledge through the villages of the province in recent years. Throughout all these developments, Sir George Anderson showed great firmness in the control of expenditure. The Punjab Government (Ministry of Education) is indeed indebted to him for his great educational work and most efficient administration of the Education Department throughout ten and a half years of remarkable progress.

Order.—Ordered that the above remarks be printed and circulated with the report; also that they be pub-

lished 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,

Minister for Education.

R. SANDERSON,

Under-Secretary to Government, Punjab.

CHAPTER I.

General Summary.

(1)—General statistics and remarks.

The writer of this report held the office of the Director of Public Instruction, Punjab, for the first seven months of the year under review during the absence of Sir George Anderson on leave.

As in past years the main statistics regarding institutions and scholars and summary of expenditure are given at the outset to enable the reader to have a general idea of the work of this department.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		*PERCENTAGE OF SCHOLARS TO POPULATION.			
		<i>Recognised institutions.</i>		<i>All institutions.</i>	
		1929-30.	1930-31.	1929-30.	1930-31.
Area in square miles : 99,866					
Population (census 1931)—					
Males .. 12,880,510	Males ..	9·48	8·77	10·1	9·32
Females .. 10,700,342	Females ..	1·24	1·21	1·81	1·74
Total .. 23,580,852	Total ..	5·75	5·34	6·35	5·88

**Note.*—The apparent fall in the percentages in the year under report is due to the fact that these percentages are based on the population figures for 1931 whereas the percentages for 1929-30 were calculated on the population as it stood in 1921. On the basis of the population according to the 1921 census these percentages would be as follows :—

	<i>Recognised institutions.</i>	<i>All institutions.</i>
Males	9·99	10·61
Females	1·38	1·98
Total	6·09	6·70

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1929-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Increase or decrease.	
	1	2	3	4	5	6		7
RECOGNISED INSTITUTIONS.							
Universities	1	1	..	16	19	+3	
<i>For Males.</i>							
Arts Colleges	33	32	-1	11,806	12,052	+246	{ (a) 3,378 (b) 6,757 (c) 1,768 } *
Professional Colleges	8	8	..	1,971	1,868	-103	{ (a) 1,454 (b) 354 } †
High Schools	318	320	+2	124,928	129,148	+4,220	{ (c) 98,136 (d) 31,012 }
Middle Schools	3,336	3,458	+122	497,146	528,798	+31,652	{ (c) 113,971 (d) 414,827 }
Primary Schools	5,584	5,700	+116	374,733	399,046	+24,313	(d) 399,046
Special Schools	2,290	2,079	-211	62,312	58,654	-3,658	
Total	11,569	11,597	+28	1,072,896	1,129,566	+56,670	

<i>For Females.</i>								(a)	60
Arts Colleges	..	..	2	2	..	161	205	+44	(b) 145
									(c) Nil
Professional Colleges	..	..	1	1	..	34	28	-6	(a) Nil
									(b) 28
High Schools	..	..	33	37	+4	9,542	10,903	+1,361	(c) 3,238
									(d) 7,665
Middle Schools	..	..	118	126	+8	22,426	25,731	+3,305	(c) 2,870
									(d) 22,861
Primary Schools	..	..	1,528	1,638	+110	81,907	90,187	+8,280	(d) 90,187
Special Schools	..	..	55	55	..	2,250	2,365	+115	
Total	..	..	1,737	1,859	+122	116,320	129,419	+13,099	
UNRECOGNISED INSTITUTIONS.									
For Males	..	..	3,309	3,528	+219	70,068	70,242	+174	
For Females	..	..	2,853	3,170	+317	54,076	56,595	+2,519	
Total	..	..	6,162	6,698	+536	124,144	126,837	+2,693	
GRAND TOTAL	..	..	19,469	20,155	+686	1,313,376	1,385,841	+72,465	

55

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

*Excludes 149 students of the Oriental College, of whom thirteen attended the post-graduate class and 136 the Oriental titles class.

†Excludes sixty students in the Oriental teachers' class, Central Training College, Lahore.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1930.	1931.	Increase or decrease.	Govern- ment funds.	Local funds.†
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ..	12,76,111	12,93,626	+17,515	91·17	8·83
Universities	11,37,495	11,63,451	+25,956	23·36	..
Board of Secondary and Intermediate Education.	..	..	..	..	..
Miscellaneous* ..	42,22,981	48,57,584	+6,34,603	55·71	13·92
Total ..	66,36,587	73,14,661	+6,78,074	56·84	10·8
<i>Institutions for Males.</i>					
Arts Colleges	21,77,112	23,15,133	+1,38,021	33·95	·09
Professional Colleges ..	13,02,398	13,06,720	+4,322	82·71	..
High Schools	57,74,109	58,93,265	+1,19,156	36·94	4·60
Middle Schools.. ..	72,03,403	76,06,644	+4,03,241	65·33	17·34
Primary Schools	35,94,996	38,11,934	+2,16,938	63·34	29·27
Special Schools	20,93,292	17,56,947	-3,36,345	83·44	·57
Total ..	2,21,45,310	2,26,90,643	+5,45,333	56·82	11·98
<i>Institutions for Females.</i>					
Arts Colleges	79,273	79,179	-94	64·30	..
Professional Colleges ..	34,221	30,750	-3,471	69·31	..
High Schools	7,15,946	7,74,305	+58,359	69·37	·85
Middle Schools.. ..	5,59,717	6,03,126	+43,409	32·32	24·38
Primary Schools	9,36,020	9,95,161	+59,141	45·14	37·87
Special Schools	3,66,129	3,52,803	-13,326	59·29	5·93
Total ..	26,91,306	28,35,324	+1,44,018	51·59	19·45
GRAND TOTAL ..	3,14,73,203	3,28,40,628	+13,67,425	56·37	12·36

*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.
..
76·64	..	..	..	..	..	..
..
6·38	23·99	..	..	..	..	..
16·43	15·93	..	..	..	..	..
50·46	15·50	65 3 4	0 2 8	96 15 0	29 12 6	192 1 6
16·42	·87	578 8 9	..	114 14 2	6 1 6	699 8 5
46·15	12·31	16 13 8	2 1 7	21 0 11	5 9 11	45 10 1
14·23	3·10	9 6 4	2 7 11	2 0 9	0 7 2	14 6 2
1·8	5·59	6 0 9	2 12 9	0 2 9	0 8 7	9 8 10
8·50	7·49	24 15 11	0 2 9	2 8 9	2 3 10	29 15 3
23·81	7·39	11 6 7	2 6 6	4 12 6	1 7 9	20 1 4
26	9·70	248 5 5	..	100 7 0	37 7 5	386 3 10
11·55	19·14	761 2 10	..	126 13 2	210 3 5	1,098 3 5
20·27	9·51	49 4 3	0 9 8	14 6 3	6 12 1	71 0 3
5·72	37·58	7 9 2	5 11 5	1 5 5	8 12 11	23 6 11
·98	16·01	4 15 8	4 2 10	0 1 9	1 12 3	11 0 6
10·85	23·93	88 7 1	8 13 7	16 2 11	35 11 2	149 2 9
9·30	19·66	11 4 10	4 4 2	2 0 7	4 4 11	21 14 6
20·92	10·35	14 11 3	3 3 7	5 7 4	2 11 2	26 1 4

buildings.

District Board and Municipal Funds.

**Institu-
tions.**

2. During the year under review there has been an increase of 686 in institutions of all kinds ; last year the increase was 1,369. Institutions for males have increased by 247 as against 897 last year and those for females by 439 as against last year's figure of 472. Almost four-fifths of the increase is in unrecognised institutions. This is a matter which calls for enquiry. There has been an increase of 28 in recognised schools for males and 122 in those for females.

Enrolment.

3. There has been an increase in enrolment of 24,313 in primary schools. Primary schools for girls have risen by 110 and the enrolment therein has increased by 8,280 as against 7,970 of last year.

The optimistic statements in previous reports about the number of boys going into our schools and the hopes expressed of reaching some 75 per cent. at school of the total number of boys in the province have not infrequently met with outspoken criticism and unbelief. It is therefore a matter for satisfaction to find that our Ambala Inspector writes :—

“ The general progress made in the recognised schools has been shared by all communities. The total number of Muhammadan and Hindu students has increased by 1,253 and 1,937 respectively, while the number of Sikh students has further increased from 7,696 to 7,937. The extent to which backward communities have progressed is shown by the fact that the percentage of boys attending all kinds of schools is now 48·44, 51·66 and 59 for Muhammadans, Hindus and Sikhs respectively. In other words we have now reached the stage envisaged by Mr. Reynell in his remarks in last year's report, that is to say, half the boys in the division are now reading in schools.”

The total enrolment of scholars in all kinds of institutions shows an increase of 72,465 at the end of the year, the number having risen from 1,313,376 in 1930 to 1,385,841 in 1931.

The *percentage of pupils under instruction to the total population, according to the census of 1931, is 5·88 against 6·35 last year. For boys alone it is 9·32 as against 10·1

*Vide footnote on page 1.

and for girls alone 1.74 as against 1.81 in 1930. The figures for the last five years are as follows :—

Year.	Percentage for boys.	Percentage for girls.	Percentage for boys and girls.
1926-27	9.32	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	6.35
1930-31*	9.32	1.74	5.88

In ordinary schools the total enrolment has increased by 73,131 (against 74,496 last year), 60,185 in institutions for males (against 60,239 last year) and 12,946 in institutions for females (against 14,257 last year).

In secondary schools the enrolment is 694,580 (last year 654,042) : 657,946 in schools for boys and 36,634 in schools for girls.

The figures of enrolment in the primary classes of schools for boys and girls are as follows for the last five years :—

Year.	Class I.	Class II.	Class III.	Class IV.
1926-27	440,561	178,109	96,132	82,911
1927-28	457,046	203,316	105,812	84,244
1928-29	412,140	218,690	117,981	90,266
1929-30	443,370	232,897	128,536	97,954
1930-31	474,622	242,303	134,691	106,619

4. As against an increased enrolment of 60,185 (last year 60,239) in the recognised ordinary schools (secondary and primary) for boys there has been an increase of 52,849 (last year 34,248) in the average daily attendance. The increase in enrolment and average daily attendance in the various types of schools separately is shown below :—

Schools.	Increase in enrolment.	Increase in average daily attendance.
High	4,220	4,416
Anglo-vernacular middle	1,350	2,693
Vernacular middle	30,302	24,406
Primary	24,313	21,334
Total	60,185	52,849

*Vide foot note on page 1.

†As directed in the resolution on last year's report I give a note on the calculation of average attendance as an appendix to this chapter.

These figures point to a significant improvement in attendance in high and anglo-vernacular middle schools.

For girls schools the corresponding figures are :--

- (i) Increase in enrolment in ordinary schools : 12,946 (last year 14,257) ;
- (ii) Increase in average daily attendance : 10,211 (last year 11,860).

The following percentages will give an idea of average daily attendance in the years 1929-30 and 1930-31 in the various kinds of schools for boys and girls :—

Kind of school.	BOYS.		GIRLS.	
	1929-30.	1930-31.	1929-30	1930-31.
High	91.00	91.45	85.67	83.17
Anglo-vernacular middle	86.39	89.21	86.7	79.63
Vernacular middle ..	82.69	82.56	84.50	83.52
Primary	82.65	82.97	82.9	83.18
All Schools ..	83.91	84.14	83.58	83.13

In adult schools for men there is a decrease of 4,085 in average daily attendance against a decrease of 3,209 in enrolment and the percentage of attendance in 1931 comes to 80.9 as against 83.9 in 1930. This is a deplorable fall and clearly means that adult education is not receiving proper attention. The weeding out of 201 inefficient adult schools ought to have made it possible for the district inspecting staffs to pay greater attention to the remaining schools and improve the daily average attendance, if not the enrolment, in them.

In adult schools for women there is an increase of sixty-eight (last year there was a decrease of 342) in enrolment and an increase of sixty in daily average attendance. The percentage of daily average attendance comes to 90.38 in 1931 as against 92.04 in 1930.

5. The following table will show that the number of boys' vernacular middle schools has continued to increase :—

Year.	Lower middle.	Upper middle.	Total.
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
1930-31	2,484	735	3,219

Middle schools.

The reason for this falling off in lower middle school expansion is the fact that the proportion of one lower middle school to two primary schools has now been practically achieved and the increase of fifty-three lower middle schools during the year under review corresponds in rough proportion to the increase in primary schools by 116. Lower middle schools are chiefly established in rural areas and of the 5,700 primary schools in the province, 5,094 are in rural areas. Financial stringency has also affected the situation.

6. During the year under review the number of single teacher schools has fallen by 212 to 1,168. This is satisfactory ; but it must be borne in mind that geographical conditions in certain districts such as Muzaffargarh, Mianwali, Hissar, Kangra and parts of the Salt Range preclude the possibility of the total extinction of such schools.

Single
Teacher
Schools.

Branch schools have increased in number from 2,576 to 2,705 during the year under review. Of these, seventy-three branches in the Mianwali district are attended by girls alone. Most of the branches are attached to secondary schools and are generally well supervised by the head teachers, who record their impressions in a visitors' book kept for the purpose in each branch school. The institution of branch schools has helped to reduce the number of single teacher primary schools and has ensured better supervision and guidance in the matter of teaching in the first two classes. Branch schools are comparatively inexpensive as the local bodies generally provide the teacher and in some cases the initial equipment, while the villagers make arrangements for the house and meet other incidental expenses.

At some places there is a tendency to convert the branch into a primary school as soon as the first batch begins to pass the second class. This involves unnecessary expenditure, jeopardises the success of the main school and ultimately increases the number of unflourishing institutions. Ordinarily no branch should become a primary school unless it is two miles or more from the main institution.

7. On the 17th of February, 1930, a circular letter, No. 3202-A., was addressed to all commissioners, deputy commissioners, divisional inspectors of schools and district inspectors of schools in the Punjab on the matter of enforcing compulsion.

Compulsory
education.

It is too early to speak as yet of the effect of the new measures. They must presumably be beneficial but comparative figures are awaited to show the percentage of children of school-going age at schools in compulsory and non-compulsory areas in the same neighbourhood.

Wastage
and stag-
nation.

8. As has been emphasised in recent years a more important factor than mere increased enrolment is the prevention of stagnation and wastage. The Ambala report again is most encouraging in this matter. In the year under review 38 per cent. of the boys in the first class were promoted to the second class. When it is borne in mind that the first class is in reality two classes this percentage is by no means depressing. The promotions from the second to the third class have reached the high level of 71 per cent. and the promotions from the third to the fourth class 80 per cent., a most encouraging figure, since it is about the third and the fourth class that parents are apt to withdraw their children from school for household or field tasks. Mr. Wilson goes on to compare our position, our problems and our results with those obtaining in Scotland, a country which long ago gained a reputation as a pioneer in education, but in which the conditions prevailing over rural areas do not differ substantially from those in many parts of the Punjab. In the report on education in Scotland for the year 1929-30 great stress is laid down on the problems of retardation in rural schools. Retardation is only another term for what the Punjab calls stagnation. The most important cause of stagnation in rural schools in Scotland is said to be migration. This is not an unfamiliar problem in the Punjab; in recent years there has been an outstanding instance of migration in the depopulation of villages in the Hissar district owing to the famine conditions which have led parents to move to other parts of the province. There is, both in the Punjab and in Scotland, the problem of permanent migration, but there is also the problem of seasonal migration. The report on education in Scotland states that "a child may often attend as many as seven schools in the course of his school life of nine years". This statement might be applied to the boys in many districts of the Punjab. The report continues:—"The malady is aggravated by the fact that there is apparently no sort of agreement among the schools as to classification, schemes of work, or text-books. Why should not all the rural schools in the county, or in defined portions of the county, have a common system of classification, common schemes of work, and common text-books?" In these words

we find the Chief Inspector of Schools in Scotland describing difficulties with most of which we are faced in the Punjab. "At the present moment" Mr. Wilson states "each school draws up its own syllabus of work and each head master chooses his own text-books; the system of classification, based as it is upon a promotion examination subject to little or no control, can hardly be said to exist at all as a definite system. In every school we find the work of every class teacher hampered by the injudicious promotions of boys from lower classes." Mr. Wilson sees another resemblance, it has constantly been pointed out that only a small percentage of those who have been admitted in the first class complete the primary and lower middle course, though the situation is fortunately improving. The Chief Inspector of Schools in Scotland states :—

"When full allowance has been made for these factors, (*i.e.*, migration, etc.) the obstinate fact remains that less than half of the children in the schools, even in so favoured a district as Edinburgh, complete the primary course successfully in the time allowed."

The Chief Inspector has to acknowledge the fact that many children after leaving school can usually show little for the years spent in the school. This again is one of the charges brought against the school system of the Punjab. This resemblance between the Punjab and Scotland has been emphasized not as an excuse for our shortcomings but as a proof that we are not so disappointingly backward as some believe. We merely suffer from difficulties common to all rural areas; but we must not allow ourselves to reduce our efforts because of this fact.

Mr. Man Mohan's paragraph on the percentage of children at school is also encouraging. He writes :—

"The latest census figures are not available but according to the figures of the last census the Jullundur division has a male population of 2,276,132. Taking 15 per cent. of the number of boys of school-going age we should expect 341,429 boys to be at school. The actual enrolment is 232,115. This gives one a percentage for the whole division of 66·2 boys at school."

Here, we are beginning to approach the figure which is generally laid down as the aim of compulsory education. Moreover the percentage of girls of school-going age at school in Jullundur shows great advance as compared with the Ambala division. In Ambala 3·6 per cent. of the girls are in school, in Jullundur 11·7.

Time was when we heard much of the backwardness of the Multan division and in particular the ills of Muzaffargarh but our Inspector of the Multan division writes :—

“ The percentage of boys at school to the male school-going population ranges from 61 to 81 as shown in the following table :—

Montgomery	..	..	81 per cent.
Jhang	..	..	81 „ „
Lyallpur	..	..	77 „ „
Multan	..	..	75 „ „
Dera Ghazi Khan	..	..	69 „ „
Muzaffargarh	..	..	61 „ „

These figures again approach what we used to hope to achieve only through compulsion. The second class in this division is 44 per cent. of the first, the third class is 62 per cent. of the second, and the fourth class is 78 per cent. of the enrolment in the third.

(2)—*General Development.*

Games,
physical
training,
etc.

9. The last three reports have dealt somewhat fully with this aspect of school and college work but it is necessary to devote some little space to it here also as there is still a curious tendency in some quarters to criticise the money spent upon our physical training supervisors. It cannot be too strongly emphasized that the physical training supervisor is one of the most important men in the Education Department. During recent years the physical training in our normal schools has been controlled by these men with most beneficial results in the quality of the training. This means that in many villages the standard of work has been raised. The physical training supervisors appointed to intermediate colleges and normal schools are expected to work in the surrounding district or even in the division as well during some portion of the year.

The writer of this report attended the village games held under the Rural Community Council of Muzaffargarh and was delighted with the enthusiasm and skill with which the villagers played the various games. Thus, it will be seen that in this, as in many other activities during the past year, there has been a coming to fruition of schemes wisely introduced and most efficiently developed by Sir George Anderson during the years that have gone before.

10. As last year's report said, most of the uplift workers throughout the province are drawn from the ranks of educationists and such work indeed is the truest education. Activities in these respects have been restricted through the want of funds during the year under review and must be restricted still further in the coming year, but their vast importance must be kept in sight and when the financial situation permits the work must be once more greatly extended.

Welfare and its ancillary agencies.

11. As an example of this branch of our work we may quote the Lahore division, in which there are 207 thrift societies in schools. The funds to the credit of these societies are nearly Rs. 1,26,000. In one school alone the monthly contribution is Rs. 220. The Penny Bank system is growing in this division but some schools find it difficult to maintain accounts for so large a number of boys. The inspector is anxious that the Postal Department should help his schools in this matter as he considers it important to encourage the spirit of thrift and saving amongst boys from childhood.

Co-operation and thrift.

12. As the proposals of the committee which sat in 1930 on this subject involved a further expenditure of money it has not been found possible to carry out their full proposals during the year under review. However, a portion of that committee's suggestions has been put into effect.

Medical inspection of schools.

13. The Boy Scout movement has become, we may hope, a permanent feature of our educational activities. There is a general report of increase in the number of scouts but this may not be a matter for congratulation in so far as there may not be the proper supervision for training and supervising increased numbers. Mr. Man Mohan of Jullundur refers to this and points out that because of an insufficiency of scout masters the transfer of one teacher in a school may severely obstruct the work of scouts in that school since there is no one else to take it over. Mr. Ratan Lal of Rawalpindi points out that scouting has not made headway in vernacular schools for want of trained scout masters. His Excellency Sir Malcolm Hailey emphasized this danger some few years ago and urged those concerned to provide more trained men and boys for the supervision and control of the movement. Much has been done during the year under review in this matter and Mr. Hogg worked indefatigably throughout the year to carry out this policy.

Boy Scout movement.

It is interesting to note that in the training camp held at Choa Saidan Shah, for boys of the Rawalpindi division, Mrs. Brayne, wife of the Deputy Commissioner, took great interest in the camp and gave the boys training in washing, mending, sewing and patching of clothes.

Adult edu-
cation,

14. Of these schools the Jullundur Inspector writes :—

“ The history of these adult schools during the last three years has depressed me. Although every educationist realises that if ever illiteracy is to disappear, it will be through the agency of adult schools, yet the fact remains that these schools have on the whole not made much progress. . . . The problem of adult education is so big that it seems to me that the time has come when an expert commission of inquiry should be appointed to make investigations and to report to Government as to whether all the money, time and energy that are being spent on adult education are, in view of the statistics, justified.”

On the other hand he reports favourably on the adult schools run by the normal schools at Jullundur and Dharamsala. It appears that the adult schools connected with our normal schools do justify fully their existence. The Ambala Inspector reports the closing of 111 adult schools in his division. He points out that district inspectors have failed to realise that an adult school is almost necessarily a small institution in a small village and can serve no useful purpose after all those willing to attend it have passed through it.

The Lahore Inspector finds that irregular attendance is a very baffling problem in these schools. He is distinctly of the opinion that these schools should play a part in village uplift and education in the broadest sense rather than confine themselves to reading, writing and arithmetic.

Village
libraries.

15. The divisional inspectors write optimistically of these. They consider that they continue to do useful work in rural areas and will become more useful as time goes on, as the number of educated people increases and the type of literature supplied improves. It is reported that these libraries are increasing in popularity and are becoming places of regular resort for the literates in the village.

The educa-
tion of girls.

16. What was said in this paragraph last year about the clamour for girls' education in towns and backwardness in the countryside still holds good. The political and economic situation during the year under review has had

an adverse effect on the expansion of education, but it is safe to state that the quality of education is steadily improving. There is an increase in trained teachers and a rise in the number of those aspiring to higher training qualifications such as the Bachelor of Teaching degree. Untrained graduate mistresses in Government service are now sent to the Central Training College where they work amongst the men and take part in the social life of the institution. The number of girls going on to higher education is steadily growing.

17. The following statement gives the number of girls and boys reading in schools for males and females respectively :— Co-education.

Reading in—	GIRLS READING IN SCHOOLS FOR MALES.		BOYS READING IN SCHOOLS FOR FEMALES.	
	1929-30.	1930-31.	1929-30.	1930-31.
University and Intermediate Colleges.	21	24	...	...
Ordinary schools ..	8,780	12,496	880	1,080
Special schools ...	42	69	..	8
Unrecognised Institutions.	7,435	8,557	5,073	7,473
Total ..	16,278	21,146	5,953	8,561

It will be observed that there has been an increase of 4,868 in the number of girls reading in boys' schools and of 2,608 in the number of boys reading in girls' schools.

The following extract from the report of the Inspector of Schools, Jullundur Division, is encouraging :—

“ At a boys' primary school in the Kangra district which I visited recently, I was told that girls, a few of them between the ages of nine and twelve, came from the neighbouring villages, one to two miles distant and were carefully escorted by the boys of the same school; and that there never had been any mishap or complaint. If this can happen in a conservative old-fashioned district like Kangra, the future of co-education in the province cannot be quite hopeless.”

The following extract from Mr. Man Mohan's report is a further proof of the statement made in the last year's

report that co-education is almost entirely a matter of confidence :—

“ During my winter inspection tours of 1930 I was agreeably surprised to find co-education flourishing in a small district board primary school at Gholia Khurd in the Ferozepore district. More than half the number of pupils on the rolls consisted of girls, some of whom were fifteen or sixteen years of age. When I sought an explanation of this extraordinary phenomenon I was told that the people of the village proper and the neighbouring villages had great confidence in the teacher, who was a local man, and whose morals were above suspicion. This may be a solitary instance of this kind and it may not be possible to obtain the services of many teachers of this description, but here is one way at least in which a certain amount of success can be achieved in popularising co-education.”

The success achieved in the Jhelum district is due to the persuasive policy of Mr. Brayne.

It seems likely that in our large urban girls' schools young boys would receive a more suitable type of education if they were enrolled in the kindergarten departments of these schools. At present, in recognised institutions 1,088 boys are reading in girls' schools and in unrecognised institutions it is said that there are 7,473.

Teaching
staff.

18. An examination of the statement A in this paragraph brings out the following points :—

- (i) That the percentage of trained male teachers in all kinds of recognised schools in the province comes to seventy-seven, while for women-teachers it is only forty-six. The difference is great and it is evident that there is need for the provision of greater facilities for the training of mistresses.
- (ii) That the percentages of both trained men and women teachers are in a descending order in Government, board, aided and unaided schools.
- (iii) That the percentage of trained men teachers in Government schools is almost too high, namely :—

in primary schools	...	96
in middle schools	...	95
in high schools ...	...	97
All schools	...	— 97

The percentage of trained women teachers, however, needs to be improved.

- (iv) That the percentage of trained teachers, particularly women teachers, is very low in unaided schools and perhaps calls for greater strictness at the time of recognition.

The percentage of trained teachers division-wise is given in statement B below. So far as men teachers are concerned Lahore stands first with a percentage of eighty-four and Ambala comes close behind with eighty-three.

Statement A.

Percentage of trained teachers in the province.

Class of school.	PRIMARY SCHOOLS.		MIDDLE SCHOOLS.		HIGH SCHOOLS.		ALL SCHOOLS.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Government ...	96	100	95	88	97	80	97	81
Local Body ...	74	43	83	65	92		80	46
Aided ...	32	27	74	58	76	67	60	42
Unaided ...	21	13	70	11	64	11	56	12
All Schools ...	66	36	83	61	83	74	77	46

Statement B.

Percentage of trained teachers division-wise.

Division.	PRIMARY SCHOOLS.		MIDDLE SCHOOLS.		HIGH SCHOOLS.		ALL SCHOOLS.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Ambala ...	71	29	92	56	81	79	83	39
Jullundur ...	74	43	85	66	80	65	80	48
Lahore ...	70	39	85	62	82	77	84	50
Multan ...	50	36	80	20	88	91	74	44
Rawalpindi ...	56	26	75	57	85	75	71	36
All divisions ...	66	36	83	61	83	74	77	46

Mr. Ratan Lal repeats his last year's observation that the demand for junior anglo-vernacular teachers continues to be very meagre and he considers that the decision

of the department to reduce the annual output of junior anglo-vernacular teachers is a step in the right direction.

The Multan Inspector likewise sees no scope for junior anglo-vernacular teachers. He writes "The demand for junior anglo-vernacular certificated teachers has fallen so low that a large number of such teachers has failed to secure employment and it appears that this type will soon be supplanted by the senior anglo-vernacular teacher."

Discipline.

19. The year under report was a trying one since in addition to the normal difficulties of controlling our schools there was a considerable amount of political excitement and in some cases a determined effort to upset our educational institutions. It is pleasing to be able to record that picketing our schools proved an unprofitable and sometimes a painful experience for the picketers. On the whole it may be safely asserted that the schools of the Punjab behaved better than those of many other provinces.

Depressed-classes.

20. The total number of scholars under instruction rose from 33,203 (32,257 boys and 946 girls) in 1929-30 to 36,279 (35,163 boys and 1,116 girls) in 1930-31. The distribution of these numbers over institutions for general and special education is shown in the statement below. There has been an increase of 3,539 boys and 195 girls in schools for general education and of five boys in colleges.

That the members of the depressed classes are availing themselves of the facilities specially provided for their education and that the general feeling against these people is on the decline is clear from the inspectors' reports.

Institutions.	MALE SCHOLARS.		Increase or decrease.	FEMALE SCHOLARS.		Increase or decrease.	TOTAL.		Increase or decrease.
	1929-30.	1930-31.		1929-30.	1930-31.		1929-30.	1930-31.	
<i>General Education.</i>									
School Education (Recognised Schools).	28,872	32,411	+3,539	662	857	+195	29,534	33,268	+3,734
University and Intermediate Education (Recognised Colleges)	2	7	+5	0	0	..	2	7	+5
Unrecognised institutions.	315	128	-187	48	70	+22	363	198	-165
Total ..	29,18	32,546	+3,357	710	927	+217	29,899	33,473	+3,574
<i>Special Education.</i>									
All institutions ..	3,068	2,617	-451	236	189	-47	3,304	2,806	-498

21. The experience of inspectors in the matter of farms ^{Farms and} and school gardens varies. Two Inspectors state that these ^{gardens.} farms and gardens have given them considerable anxiety as they have proved disappointing in many places. The remainder speak encouragingly.

In addition to the work on these school farms and gardens, considerable interest has been taken in the planting of trees, flowers and vegetables in schools where facilities exist and there is a steady improvement in the appearance of the school compounds which have been made green with trees and gay with flowers. From various sources there is evidence that the teaching of agriculture in our middle schools is perhaps helping to keep the educated on the land.

APPENDIX.

Average attendance.

(1) *How it is calculated.*

Attendance is marked in school registers twice every day if the school is held for the whole day, and once if it is held for half a day. Students present are entered each day in the attendance register; attendances are totalled at the end of the month for each boy and the total is put against his name in the appropriate column. These totals are then added for the whole class and divided by the number of sessions of the school during the month. The resultant figure represents the average attendance for the month for the class and the total of all classes gives the average attendance for the whole school for the month. These averages for each month totalled for the whole year and divided by twelve, give the average attendance for the year. This figure is reported in the annual statistics of each district and incorporated in the annual report on the progress of education. It will be observed from the above that average attendance cannot keep pace with enrolment in years when enrolment goes up considerably, as the increase generally is greatest towards the end of the year.

(2) *Its importance.*

Mere enrolment has no value unless it is accompanied by regular attendance, for it is the actual regular presence of the scholar in the school which makes his progress possible. The entry of the name in the school register, unaccompanied by the actual presence of the scholar in the school, is obviously useless. Again, if all the pupils of a class are regular in attendance, teaching is more effective and regular, for casual scholars mean a drag on the class and impede its

progress. This is specially so at the primary stage, particularly in the infant class.

(3)—*Steps taken to enforce its improvement.*

(a) The Department has emphasised the importance of a high average in attendance in its annual reports and reviews. Its grant-in-aid to all anglo-vernacular schools and local bodies' grants to elementary schools are based on figures of average attendance.

(b) Inspecting officers generally pay surprise visits to schools and compare the number present in school at the time of their visit with the attendance marked for the previous day and the average attendance of the previous month, and in case any doubt arises regarding the average attendance reported or attendance marked, or attendance is unsatisfactory, disciplinary action is taken against the teacher or teachers concerned.

(c) Average attendance for each month is reported to the district and the assistant district inspectors, who make it a point to visit such places as register a low attendance.

(d) In areas under compulsion attendance committees constituted under the Act help the teachers in ensuring regular attendance. In some districts special school committees have been organised; these consist of influential men in the village who lend assistance to the teachers in places where compulsion has not yet been introduced. These committees have been very helpful in regularising attendance.

(e) School timings have been suited to rural needs and the school is kept open at times when boys can be freed from house or field work.

(f) Schools are closed in harvesting seasons, to avoid irregularity of attendance and to free the boys to assist their parents in harvesting operations.

(g) A fine of one anna is imposed in secondary departments for each absence.

(h) As a result of the experiments made in normal schools teaching has been rendered more interesting and attractive and with the introduction of various games and play methods, and the banishment of corporal punishment, the present day scholar finds the school a much happier place than was the case previously. This has its effect on attendance.

CHAPTER II.

Controlling Agencies.

(i) *The Head Office.*

Sir George Anderson was on eight months' leave from the 1st March, 1930, and during his absence I officiated as Director of Public Instruction. He resumed charge on the 27th October and continued in office up to the end of the year.

2. Mr. W. H. F. Armstrong held the post of Assistant Director of Public Instruction from the middle of March, 1930, to the 27th of October, when he was relieved by Mr. Reynell. The post of Inspector of Training Institutions remained vacant from the 1st March to the 21st July, 1930, and Lala Rang Behari Lal carried on the work as last year. Chaudhri Mohammad Hussain, District Inspector, Lyallpur, was then temporarily appointed as Officer on Special Duty and he discharged the duties of the post till 7th September, 1930. On his return from leave Mr. Reynell officiated as Inspector of Training Institutions from the 8th September to the date of his taking over charge from Mr. Armstrong and then I reverted to this post after making over charge of the office of Director to Sir George Anderson. Khan Bahadur Syed Maqbul Shah and Lala Rang Behari Lal continued to hold charge of the posts of Inspector of Vernacular Education and Registrar of Departmental Examinations, respectively, throughout the year. Lala Sham Chand, Headmaster, Government High School, Jullundur, joined as Reporter on Books on the 6th May, 1930, and during the period from the 1st April to the 5th May, 1930, Lala Rang Behari Lal carried on the work of the Reporter on Books in addition to his own duties.

3. Under the vigilant eye of the Senior Superintendent Mr. W. E. McMurray the office has put in another year of good and faithful work. Mr. B. C. Ghosh, B.A., Head Assistant, retired from Government service with effect from the 16th January, 1931. Mr. W. Wells of the office of the Inspector-General of Prisons joined as Head Assistant on the 9th February, 1931.

4. There was a slight change in the clerical examinations held by the department. The junior clerical certificate examination was abolished and two examinations of the post-matriculation classes were held, one for candidates who finished their second year of training under the old rules and the other for those who completed their one-year course

under the new scheme. As will be noticed from the statement given below the vernacular final examination continues to expand. This year the number of candidates from the British Punjab rose to 21,132, an increase of 1,476 over the last year's figure. This examination is becoming increasingly popular with the students of anglo-vernacular secondary schools, who are now taking it in larger numbers. Several reforms were introduced in the conduct of this examination in the year under report, *e.g.*, the examiners were given smaller amounts of work which they could be expected to do carefully within the allotted time, the number of centres was considerably increased to provide facilities for candidates from out-of-the-way places, secret arrangements in connexion with the examination were greatly improved and steps were taken to publish the results with as much promptness as possible. It was indeed most gratifying that the lists of successful candidates were in the hands of all headmasters within two months of the commencement of the examination and well in time for the new classification of the high department. Lala Rang Behari Lal is to be congratulated on the improvement in this very important branch of departmental activity.

Statement showing the number of candidates who appeared in the various departmental examinations held in 1931.

Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1929-30.	1930-31.
1	Vernacular Final Examination	18,656	21,132
2	Middle Standard Examination for Indian Girls	1,426	1,554
3	Junior Vernacular Certificate Examination for Men Teachers.	3,169	2,575
4	Senior Vernacular Certificate Examination for Men Teachers (One year).	273	35
5	Senior Vernacular Certificate Examination for Men Teachers (Two years).	327	548
6	Junior Vernacular Certificate Examination for Women Teachers.	310	300
7	Senior Vernacular Certificate Examination for Women Teachers.	145	153
8	Junior Anglo-Vernacular Certificate Examination.	246	275

Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1929-30.	1930-31.
9	Senior Anglo-Vernacular Certificate Examination.	99	120
10	Oriental Teachers' Certificate Examination ..	63	60
11	Trained Teachers' Certificate Examination for Europeans.	22	20
12	Diploma Examination of Chelmsford Training College, Ghoragali.	12	11
13	Gyani Teacher's Certificate Examination ..	29	2
14	Clerical and Commercial Certificate Examination.	325	127
15	Middle School Examination for Europeans ..	227	194
16	High School Examination for Europeans ..	71	44*
17	One-Year Post-Matric. Examination ..	..	199
18	Junior Clerical Certificate Examination ..	45	..
	Total	26,445	27,349

*Most of the candidates prepared for the Cambridge Examination.

NOTES.—(1) If the figures relating to candidates from outside the British Punjab are taken into account the grand total amounts to 28,580 compared with 27,125 in 1929-30.

(2) High School Examination for Europeans and Junior Clerical Certificate Examination have been abolished from the year 1931.

(3) One-year Post-Matric. Examination has been started from 1931.

5. Towards the end of the year a committee consisting of some of the officers at headquarters and a few district inspectors and heads of training institutions drafted a complete syllabus for the two-year senior vernacular course for men teachers. The recommendations of the committee are being cast in final form and may be expected to be put into effect next session.

Conferences and committees.

The committee appointed by the Punjab Legislative Council in February, 1930, to enquire into the question of introducing compulsory education throughout the province and to suggest ways and means for achieving this object worked under my chairmanship while I held the post of Inspector of Training Institutions. A comprehensive

questionnaire was issued to a number of people interested in the subject, a large number of witnesses were examined and several statements were prepared. The committee has recently submitted its report to Government for orders, and it will be possible to refer to its findings and recommendations next year.

(ii) *The Inspectorate.*

Divisional
Inspectors.

6. Khan Bahadur Sheikh Nur Elahi and M. Abdul Hamid remained, throughout the year, in charge of the Lahore and Multan Divisions, respectively. Rai Sahib Lala Ratan Lal continued to hold charge of the Rawalpindi Division in place of Rai Bahadur Mr. Atmaram, whose leave was extended up to 10th August, 1931. The only changes were in the Ambala and Jullundur Divisions. Mr. J. Leitch Wilson proceeded on eight months' leave in April and Sardar Deva Singh officiated for him. Mr. Man Mohan was on leave for two months in July and August and Khan Sahib Munshi Fazil Mohammad Khan filled his place as an additional charge.

Deputy
Inspectors.

7. During the period of Mr. Wilson's leave the duties of the Deputy Inspector, Ambala Division, were taken over by Pandit Pran Nath for about seven months. Sheikh Allah Rakha, Deputy Inspector, Rawalpindi Division, was on leave for nearly two months and M. Ghulam Rasul Shauq worked in his place. The Inspectors speak well of their respective deputies. Mr. Man Mohan reiterates his request that a second deputy may be provided for his division. The successful functioning of the Ministry of Education depends upon a strong and capable inspectorate and our gratitude is due to these officers who have worked with ability and whole-hearted devotion throughout the year. Amongst the laity there appears to be growing an idea that divisional inspectors and their staffs are a luxury rather than a necessity. This remarkable opinion must be combated whenever possible. Without our divisional inspecting staffs and our district inspecting staffs the educational system of the province would collapse.

District
and Assis-
tant Dis-
trict In-
spectors.

8. There were a few transfers among the district inspectors, mostly in the Ambala and Rawalpindi Divisions. Sardar Amar Singh, District Inspector of Schools, Kangra, retired in the course of the year with a good record of work. He maintained the energy of a young man to the last day of his service, and worked in the difficult district of Kangra with great success.

The number of assistant district inspectors remained practically the same as last year. There is now one assistant district inspector to each tahsil in addition to a personal assistant who helps the district inspector in the discharge of his multifarious duties. The work of the district inspecting agency in the various activities of the department has been, throughout the province, both sufficient in quantity and efficient in quality, particularly in the direction of enrolment and rural uplift. Their efforts to enlighten the illiterate rural masses on matters intimately affecting their welfare, such as health, sanitation, agriculture and co-operation, have been marked with success. The following officers have been specially commended for their good work :—

District inspectors :—

Lala Prabhu Dayal (Ambala), M. Mohammad Nawaz Khan (Hissar), Chaudhri Jhandu Lal (Simla), Sardar Jogendra Singh (Ferozepore), Lala Diwan Chand (Hoshiarpur), Sheikh Mohammad Nawaz Khan (Sialkot), Lala Bhana Ram (Gujranwala), Bawa Barkat Singh (Lahore), Sardar Bikram Singh (Rawalpindi), Mufti Ahmad Said (Attock), Pir Mohammad Yaqub Shah (Jhelum), M. Ghulam Rasul Shauq (Shahpur), Chaudhri Mohammad Hussain (Lyallpur) and M. Mahmud-ul-Hasan (Jhang).

Assistant district inspectors :—

Mr. S. F. Dean (Rohtak), M. Mohammad Mushtaq (Karnal), Pandit Suraj Bal (Ambala), Pandit Durga Dutt (Jullundur), Lala Shankar Das (Hoshiarpur), M. Muhammad Latif (Jullundur), Pandit Maharaj Narain Rozdon (Gurdaspur), M. Mohammad Yusuf Ali (Sialkot), Khwaja Aziz-ud-Din Ahmad (Sheikhupura), Lala Mansa Ram (Jhelum), Lala Sri Ram (Sargodha), M. Najm-ud-Din (Sargodha), Syed Chanan Shah (Jhang), Chaudhri Ali Mohammad (Lyallpur) and Mufti Mohammad Zaman (Montgomery).

(iv) *Local bodies.*

9. During the year under report the amount spent by district boards from their own funds amounted to Rs. 26,17,307 as against Rs. 25,01,596 last year and the Government grants rose by Rs. 1,13,581 to Rs. 80,62,532. The percentage

District
Boards.

of expenditure on education from the net income of the boards was thus almost the same, *viz.*, 22.3 in 1930 and 22.4 in 1931. While discussing the district board finances all the inspectors emphatically assert that it is vain to expect any district board, especially during the present financial stringency, to increase its "additional" expenditure. They are of the opinion that nearly all of them have practically tapped all their sources of income and have reached the end of their tether, and that their chief problem now is how to meet their present commitments in the way of annual increments to teachers, necessary repairs to school buildings and replacement of unserviceable furniture. The Jullundur District Board seriously considered the question of reducing the salaries of all its employees by ten or fifteen per cent., and it was only by retrenching certain posts and effecting various kinds of drastic economies that this contingency was averted. The Inspector of the Multan Division quotes the following extract from the letter of the Deputy Commissioner, Multan, and fears that a serious situation will arise in the near future :—

"The finance of education is becoming a more serious problem every year. Local bodies have already been led on to an expenditure on education which cripples their other activities. As far as the district board is concerned, I have already been constrained to prohibit all educational expansion, other than expansion for which cent. per cent. Government grants are permanently promised. The adoption of this principle will not, however, be sufficient as the expenditure on existing institutions tends inevitably to increase. Unless a larger measure of assistance from provincial funds is forthcoming, the question of closing down existing institutions must shortly arise. This is the position in the district board. The urban local bodies are for the most part faced with a similar problem."

Mr. Man Mohan gives expression to similar misgivings. He writes :—

"My conversations with people connected with the local bodies leave no room for doubt that the district boards have begun to think that they have in the past been hustled, perhaps in a fit of absent-mindedness, into incurring expenditure and obligations on behalf of the Education Department much beyond their means and resources; so that all our proposals in the future, even though they may be of a highly beneficent character, will be looked upon with suspicion and on every conceivable occasion the axe will be applied remorselessly to all educational expenditure."

Khan Bahadur Sheikh Nur Elahi repeats his last year's suggestions for meeting the growing educational needs of the districts as well as the deficiency in the educational budgets of the district boards, namely, fresh taxation in the form of an educational cess and cent. per cent. grants by Government on all additional expenditure on old and new schools. It is obvious that the present political and economic condition of the province and the consequent financial shortage in Government revenues do not permit the entertainment of either of these suggestions, and we must simply mark time in the hope of better days. That the inspectors have read the situation aright is borne out by the recent publication of Government (Ministry of Local Self-Government) review of the administration and accounts of the district boards for 1929-30 and, as suggested in paragraph 5, "it now remains for Government and district boards to take stock of their respective positions and consider what to scrap or stint."

The relations of the district boards with inspectors are reported to be generally satisfactory, though there have been disagreeable exceptions here and there. There are sure indications of a general tendency among the boards not to delegate full powers to the inspectors and where possible to further restrict the powers already delegated. Mr. Man Mohan, who has always felt keenly on this subject, writes :—

"It has been reported to me that lately members of one or two district boards have given indications of their anxiety to rescind the old resolutions delegating powers to the inspector with a view to exercising powers and authority themselves. Should their attempts succeed, it is obvious that the appointment, transfer, etc., of teachers in local body schools will be thrown into the arena of politics; and party factions, communal bickerings and personal grudges will bring down the whole edifice of education. Perhaps wisdom will eventually dawn on these seekers after power, but meanwhile useful work done during the last decade or two will have been ruined."

Apart from the usual difficulties experienced by some inspectors in the administration of district board schools for the reasons given above, peculiar difficulties also arose during the year under report in consequence of certain boards retrenching some posts and insisting on the replacement of highly-paid masters by teachers drawing comparatively small salaries. In ordinary times this would not have created the trouble that it did, but the inspectors found

their position difficult when all the local bodies suffered from the same disease and were anxious to reduce their expenditure to balance their budgets.

Municipalities and Small Town Committees

10. The educational expenditure incurred by the various municipalities in the province from their own funds has decreased by Rs. 85,488 to Rs. 11,01,519 and the Government grants by Rs. 42,716 to Rs. 5,94,679. A large majority of these municipalities have been feeling the pinch of financial stringency rather acutely as the following cases will illustrate. Muktsar declined to give any increments to its teachers and worried the inspector considerably to transfer all its highly-paid staff to other schools and appoint low-paid teachers instead. The school masters serving under Miani municipality did not receive their salaries for three months together. The municipalities in Dera Ghazi Khan district could not utilize building grants from Government as they were unable to pay their own share. Pakpattan reduced the salaries of teachers by ten per cent. Chiniot closed three schools and Jhang-cum-Maghiana failed to improve the equipment of its schools and to pay the teachers' salaries regularly. Jaranwala, Lahore and Amritsar, however, spent liberally and deserve special mention. Better buildings, spacious playgrounds and satisfactory arrangements for the medical examination and treatment of children continue to be the growing needs of the two last named municipalities.

The difficulty pointed out last year in respect of schools situated in the areas administered by small town committees is getting serious. There is a growing tendency among the district boards, which until recently maintained these schools, to disown them and to refuse to give grants-in-aid to private institutions situated in these areas. The Inspectors of the Lahore and Rawalpindi Divisions consequently point out that unless the Government comes forward to help them with liberal grants from provincial revenues, the future of education under these small town committees, which practically have no resources of their own, is very gloomy.

Cantonment Boards.

11. Education in cantonments continues to be fairly well looked after. With the help of Government grants the boards are running their own schools as well as subsidising other educational institutions situated within their jurisdiction. The Cantonment Board, Ambala, has contributed liberally during the year under report, though for some reason or other, as pointed out last year also, it has so far failed to reconsider its decision with regard to the

subsidy towards middle school scholarships. The Cantonment Board High School at Jullundur is a flourishing institution and needs a new building. It is a pity that the Ferozepore Cantonment Board has so far taken no practical steps to apply the Compulsory Education Act although, as noted last year, Government sanction has already been received. The introduction of compulsion in Rawalpindi Cantonment has also taken long to materialise. Since the management of the Lahore Cantonment High School was taken over by a self-constituted committee without the approval of the Department, the payment of the grant-in-aid was suspended and the board was advised to take back the control of the school.

12. Private enterprise continues to take a leading part in the development of anglo-vernacular education in the province. Of 320 high and 239 anglo-vernacular middle schools for boys, 200 high and 112 middle schools are maintained by denominational bodies. Of these institutions sixty-seven (twenty-four high and forty-three middle) are not in receipt of any financial help from Government.

Private
enterprise.

Mr. J. Leitch Wilson thinks that some of these schools in his division are really not wanted, that others are unnecessarily expensive and that it will hardly be a matter of regret if these have to be closed down in consequence of the widespread financial stringency. For the continuance of certain other schools, however, which are situated mostly in rural areas, where district boards have for one reason or other failed to provide necessary facilities in the past, he is particularly anxious and feels no hesitation in recommending that if Government finds any difficulty in continuing grants-in-aid to all these institutions, every effort should be made to help such schools in rural areas as are necessary, even though it should be at the expense of unnecessary schools which are chiefly to be found in towns. In the Lahore Division the number of Muslim institutions is reported to be on the decline, and Khan Bahadur Sheikh Nur Elahi is glad that Mohammedans are gradually getting over their craze for Islamia Schools. As in previous years he points out that the evils peculiar to denominational institutions continue to exist, and the worst of them is the insecurity of tenure. It is painful to read in his report that during the year under review no less than three headmasters of high schools and a number of teachers with more than seven years' service to their credit were served with a month's notice to quit without being given a chance to explain their conduct. Indeed it seems

necessary to enforce some rules of service on both the employers and the employees as uncertainty of tenure cannot but have a most depressing effect on the teaching staff and eventually on the efficiency of schools. The Inspector of Rawalpindi Division complains of irregularity in the payment of salaries in certain cases. "Instances are fairly frequent," he remarks, "where payment of salaries mostly depends on the realization of fees and grants-in-aid, so that if there is any delay in the receipt of grants, the teachers have to go without pay for months." This is indeed pitiable and needs to be examined. The work of the Muslim Co-operative Association, Montgomery, is favourably mentioned by the Multan Inspector. This society spent Rs. 2,440 on stipends and debts of honour paid to poor and deserving Muslim students to enable them to complete their collegiate, technical or professional education and acquired a site of ten acres in the civil station to erect a spacious Muslim hostel at an estimated cost of Rs 20 000. The erection of a wing for the Muslim hostel at Gojra at a cost of Rs. 29,000 is another instance of money well spent. The Anjuman Islamia, Muzaffargarh, continued to maintain the hostel and the farm, and stipends worth no less than Rs. 7,900 were awarded to poor Muslim students from the income of S. Kaura Khan's estate. Mr. Abdul Hamid seems to be well satisfied with the attitude of the general public in his division when he says :—

" People belonging to all communities have given practical proof of their interest in education by subscribing towards the cost of school buildings, by making *kacha* houses or sheds, by putting up hand-pumps free of cost in school compounds, by subscribing towards poor and prize funds in schools and by giving their buildings free of rent and sites free of cost for school buildings. "

CHAPTER III.

Collegiate Education.

(i) *Preliminary remarks.*

The report on collegiate education for the year 1928-29 opens with a comparison of the number of male students on the roll in arts colleges for the last six years, and notes that there has been during this period an increase of about a thousand students each year. As will be seen from the following table this tendency does not seem to have continued :—

Enrolment
of Arts
Colleges.

	1926.	1927.	1928.	1929.	1930.	1931.
Arts (males)	7,238	8,670	9,578	10,527	11,652	11,903
Arts (females)	84	77	93	128	161	205
Oriental	145	129	150	164	154	149

It appears thus, that so far as the enrolment of male students is concerned, during the past year there has been no marked increase. This may be explained by the fact that during the year under review no new institution has been opened and one private intermediate college has ceased to exist. The institutions already existing have been strained to their utmost capacity and are unable to absorb any larger number of entrants. While there is no appreciable increase on the male side, there has been a very marked increase in the number of girls seeking higher education. During the year under report the number of girls enrolled in arts colleges has increased by forty-four. This figure gives no adequate indication of the increase which may be expected in another year or two, in view of the number of girls' high schools which Government has recently established. Thus on an examination of the statistics available, as well as on general considerations, it would seem that the number of male candidates seeking admission in arts colleges has now reached a stable figure for at least some years to come, and increase is now only to be looked for in the direction of women entrants. This will help to equalise the balance of higher education between the two sexes, which for years has been heavily weighted in favour of men.

The fact that the number of male students has now reached a stable figure should not be regarded with undue pessimism. It has been recognised by all concerned with university education that one of the greatest drawbacks to university reform has been the extent to which undesirable and intellectually unsuitable material manages to gain admission into the affiliated colleges.

(ii) *Examination results.*

2. The following tables present the university results in different examinations :—

Year.				Number of candidates.	Total number of successful candidates.	Percentage of passes.
MATRICULATION.						
1928	..	..	..	13,707	3,058	58.78
1929	..	..	..	13,895	8,516	62.18
1930	..	..	..	14,571	8,032	55.12
1931	..	..	..	20,116	12,514	62.30
INTERMEDIATE.						
1928	..	..	..	3,064	1,444	47.13
1929	..	..	..	3,338	1,623	48.62
1930	..	..	..	3,957	1,625	41.06
1931	..	..	..	5,495	2,309	42.02
B. A. AND B. Sc.						
1928	..	..	..	1,606	756	47.07
1929	..	..	..	1,714	877	51.17
1930	..	..	..	1,908	843	44.18
1931	..	..	..	2,521	1,301	51.20

The obvious comment on the low pass percentage in all the three examinations is that a very large number of students who are unsuitable for the university type of education are still forcing their way into its portals.

(iii) *Government Intermediate Colleges.*

3. During the year under report no new Government intermediate college was opened, and one private intermediate college at Ambala ceased to exist. The inspection committee for Government intermediate colleges has now become a standing institution and has laid out a programme in accordance with which every intermediate college will be inspected biennially.

(iv) University of the Punjab.

4. The office of the Vice-Chancellor of the University of the Punjab was held by Mr. A. C. Woolner, M.A., C.I.E., up to the 7th March, 1931, from which date he proceeded on leave combined with summer vacation and Mr. M. L. Darling, M.A., I.C.S., Commissioner, Rawalpindi Division, was nominated by His Excellency the Chancellor, as his successor. Vice-Chancellor.

5. During the year under review the teaching activities of the University have been extended by the creation of a university professorship of history to which Professor J. F. Bruce, M.A. (Oxon and Sydney), has been appointed. The scheme for the institution of an Honour's School in History consisting of a three years' course after the intermediate examination has been approved. Extension of Courses.

The university has assumed responsibility for the preparation of students for the Government Diploma in Accountancy, the classes for which have been attached to the Hailey College of Commerce. An examination for a Diploma in Conveyancing and Deed-writing has been instituted. To encourage higher studies in Law it is proposed to start a class for the guidance of candidates for the LL.M. examination.

6. The Academic Council has been occupied with many important educational problems and particularly with the problem of vocational training in the university. It has been recommended that a central polytechnic properly housed and equipped for night and day classes should be established in Lahore or some other suitable centre. A committee has been appointed to work out a detailed scheme of vocational subjects which may be included as optional or elective subjects, for the intermediate examination. The question of introducing journalism into the B.A. examination has also been referred to this committee. Academic Council.

7. The Senate has approved of the regulations creating a Faculty of Engineering and steps are being taken to frame regulations to institute an examination for the Degree in Engineering. The affiliation of the MacLagan Engineering College in the new Faculty of Engineering has been recommended to Government. Faculty of Engineering.

8. A University Jubilee finance committee consisting of all classes, communities and interests, has been constituted with a view to raising the necessary funds for commemoration of the Jubilee to be held in November or December 1932. Jubilee.

University
extension
lectures.

9. A grant of Rs. 2,500 having been received from Government in support of University extension lectures, the University, by contributing a similar sum towards the purpose, has been able to further extend this scheme in the session of 1930-31. Thirty-six extension lectures, including six exclusively for women, were arranged at different centres in the Punjab, and succeeded in interesting representative audiences. With a view to promoting the cultural, social and corporate life of members of the University, the Punjab University Union, with the Vice-Chancellor as its General President, has been established. At present the union has been temporarily housed in a part of the University Hall.

(v) *Collegiate Institutions.*

Government
College.

10. Mr. Garrett, Principal, Government College, Lahore, in presenting his report for the year 1930-31 makes some interesting comments on the activities of his staff, in view of criticism made in certain quarters, that those engaged upon college teaching do not bear any very heavy burden of work. "When we examine matters," he states, "we find that as a body the staff of this college are connected with a number of helpful and cultural activities which have for their object the benefit of the student world and of the Province as a whole." He gives a number of instances of various activities in which the members of the staff are taking a leading part. He concludes: "If the staff of this college were to disappear a very large number of beneficial activities would find themselves deprived of their directing force and a very large gap would be made in the cultural life of the University and of Lahore." These remarks are pertinent because the general public does not appear to realise that Lahore has a very large student population and is a larger University centre than either Bombay or Calcutta. What Mr. Garrett says in defence of his own staff is, of course, equally true of all the other large Colleges in Lahore, each of which is, not only itself a centre of cultural and moral influence, but also a source from which are drawn most of the leadership for constructive movements of a literary and social character which are affecting the general life of the Punjab.

In commenting upon the internal affairs of the College Mr. Garrett dwells upon the loss sustained by Government College and by the department of English in particular, through the retirement of Mr. Langhorne, who for many years had been connected with education in the Punjab and had held charge of the department of English of the Government College during the last ten years.

It is pleasing to notice that greater attention has been paid to the organisation of post-graduate studies and to the encouragement of research. Several members of the staff attended the last session of the Science Congress and contributed papers and discussions. Mr. Chatterji had the distinction of presiding over the Psychology section. Professor S. R. Kashyap has been nominated as the General President of the next session of the Congress to be held at Bangalore, a signal honour which has been conferred on a Punjab scientist for the first time. Professor Matthai's great work in marine biology has gained for him the distinction of a Doctorate of Science from the University of Cambridge.

Mr. Garrett rightly congratulates himself on the excellence of his college discipline, particularly in view of the many trying episodes which had occurred in Lahore during the last twelve months. He pays a well deserved tribute to Dr. H. B. Dunncliff, who during part of the year under report officiated as Principal.

11. During the year under report Dr. Lucas, the Principal of Forman Christian College, has been in America on sick leave, and Mr. Samuells Lal has been acting in that position. In his annual report Mr Samuells Lal notes further advance in the scheme to move this college to the new site of 200 acres which has been acquired on the canal bank. The Presbyterian Church of America has made a contribution of 100,000 dollars towards the initial expenditure and has allowed a considerable sum as loan to carry forward this project, till the college is able to finance itself. A small beginning has already been made by erecting a few professors' quarters.

12. One notable event in the history of missionary education which took place last year deserves to be recorded, namely, the visit of a representative International Commission under the Presidentship of Dr. A. D. Lindsay, Master of Balliol College, Oxford, who were asked to report on the progress of Christian education in India and to make recommendations for its future reorganisation. The members of this Commission paid two brief visits to Lahore during which they came in contact with many prominent workers in the field of education in this Province. Dr. Lindsay also delivered several lectures under the University extension scheme which drew large and enthusiastic audiences.

13. The D. A.-V. College, Lahore, which has completed forty-five years of its life, has sustained a great loss through the retirement of Principal Sain Das, who has been connected

with it for a period of twenty-nine years. Mr. Sain Das has been succeeded by Bhakhshi Ram Rattan, an equally well-known and respected figure who has, for many years, been the head of the D. A.-V. High School. Principal Sain Das will be missed not only in the D. A.-V. College, but equally in the larger circle of the University, where for many years he has been a member of the senate and syndicate, and has commanded the respect of all owing to the simplicity of his life and the sincerity of his convictions.

Other Col-
leges.

14. It is not possible to mention in detail the doings of the other Lahore Colleges, or of those spread out in the *mo-fussil* towns. Suffice it to say that the comments above made, and the improvements noticed, apply in a greater or lesser degree, to the other institutions as well.

(vi) *Concluding remarks.*

Students
and politics.

15. In reviewing the events of the past year in the University world of the Punjab it is not possible to omit all reference to certain destructive and reprehensible features, which have gained much notoriety. The programme of civil disobedience launched by the Congress, while it did not lead to any general boycott of collegiate institutions, did however unfavourably react upon the discipline of several of the affiliated colleges. It is true that the practical good sense of the Punjabi student saved him from some of the ridiculous extremes to which outside agitation and misguided enthusiasm led many of his compeers in other Universities. But unfortunately the fair name of the University was soiled by a dastardly attempt on the life of His Excellency the Chancellor, at the time of Convocation, which though luckily foiled, cast a gloom not only on the University circle, but on the Province as a whole. This incident, it is hoped, will serve as a warning to irresponsible leadership, which plays with the fiery material of youth and exploits the enthusiasm of the young.

The University is no doubt a mirror which must reflect the life of the people to whom it belongs, and it is not to be hoped that questions of the day which agitate the Province should not be reflected upon its surface. But the whole idea of a University is that of a sheltered world, in which the youth of the country may grow up intellectually, morally and physically, in an atmosphere of calm and detachment, protected from the fever and fret of the larger world without. But if the mob-mind is allowed to invade its sacred

precincts, and the waves of senseless emotion drown its calm atmosphere, the whole aim of its existence will be destroyed, and the hope of training within it intellectual and moral leadership, which will guide the world to better things, would be for ever lost.

The only defence against these dangers which beset the University from disturbing influences without, is the development of healthy and energising institutions within its walls, which will so fully occupy its students that they will have no time or inclination to seek for harmful and dangerous activities without.

CHAPTER IV.

Secondary Education (Boys).

(i) *Facts and Figures.*

Schools
and Schol-
ars.

There has been an increase of 118 in the number of vernacular and of six in that of anglo-vernacular secondary schools. The number of pupils has also gone up by 35,813 or 5·8 per cent. The greater part of this increase has been in vernacular schools, though it has been shared by all categories. An exceptional district is Hissar, where an increase of two in the number of schools has coincided with a decrease of 187 in the number of scholars. The proportion of pupils at the secondary stage is 32·2 as against 31·5 last year. A noticeable feature is the increase in the number of agriculturists.

Expendi-
ture.

2. There has been an increase of Rs. 5,16,361 in the total expenditure on secondary schools. The cost to Government has increased by Rs 3,03,112, while local funds and fees have both made a substantially larger contribution. "Other sources" have contributed Rs. 46,298 less. The cost per head is Rs. 20-2-9 as against Rs. 20-8-0 last year.

An analysis by divisions, however, shows varying results. In Ambala, for instance, an increase of Rs. 69,018 in expenditure by Government is to be compared with a decrease of Rs. 31,792 in that from district funds. In Jullundur, on the other hand, there has been a substantial increase in the expenditure from provincial and local funds and fees, while that from "other sources" has declined by more than half a lakh. In Lahore the increase in Government's share is negligible, and the great burden has been borne by district funds, fees and "other sources". The figures for Rawalpindi and Multan resemble to some extent those for Jullundur.

Factors which have tended at least to prevent an augmentation of the share borne by Government are the cessation for the time being of the process of provincialisation, and the impossibility of placing any new schools on the grant-in-aid list.

(ii) Teachers.

3. There has been, as the following table will show, a small but satisfactory increase in the number of trained teachers, and the proportion has now reached a point at which the special efforts made in recent years are no longer necessary, though there is still, in some localities, a shortage of vernacular trained teachers :—

Division.	Total no. of teachers.	Number of trained teachers.	Percentage of trained teachers.	Last year's percentage.	Increase or decrease.
Ambala ..	3,495	3,123	89	82	+7
Jullundur ..	4,605	3,846	84	82	+2
Lahore --	5,220	4,394	84	80	+4
Multan ..	5,005	4,093	81	78	+3
Rawalpindi --	4,939	3,810	77	76	+1

(iii) Instruction.

4. The remarks of divisional inspectors under this head bring into prominence a duality of aim which is, to say the least, interesting. One of those officers in successive pages takes pride in excellent "results" in the Matriculation Examination and complains that the "influence of examination continues to dominate all teaching" to the detriment of independent thinking, and a little further on advocates the stiffening of the Matriculation standard in drawing as the only way of securing better work in that subject. Another inspector, who appears to take pleasure in an improvement in Matriculation results, and in the standard of instruction, draws a distinction between "instruction" and "education", and suggests that the latter is still lacking. In the course of a very forcible exposition of this thesis he remarks that "the attention is focussed on the end and not on the means

towards the end", and it is to be feared that "all is well that ends in good Matriculation results" is the guiding principle in a large number of schools. The inspector, however, has used the remark quoted in a somewhat different sense, and draws attention to the prevalent neglect of the proper means to secure educational ends. "The methods of the past, crowned as they are with the halo which accompanies all things ancient, continue to offer greater attractions to the teachers than modern methods" and teachers indulge in "an irritating, illogical optimism which leads them to carry on with a hope of ultimate success without paying any attention to the implements used in the work", such as pencils without points and broken pen-nibs. It is clear, however, that in all divisions determined efforts have been made, and with considerable success, to improve the efficiency of the coaching machine, and there has been a concerted effort to deal with the "backward boy". The Lahore Inspector has urged the placing of the fifth class in the hands of a trained graduate, with a view to the improvement of English, and has required headmasters to hold class tests and follow up "weak cases". He has also encouraged the co-ordination of the work of English teachers. In the Jullundur division special stress has been laid upon the improvement of handwriting. In Rawalpindi school libraries, and their use by pupils, have been developed, and the teaching of science has received special attention, a "refresher course" for science teachers having been held. And in Rawalpindi individual attention has been paid to weak students "in order to bring them into line with average boys and thus attain higher percentage of passes at the university examination". It would appear, nevertheless, that the defects mentioned in last year's report persist to a considerable extent, though inspectors are making strenuous efforts to remove them.

(iv) *Discipline.*

5. In view of the prevailing unrest, this has been, on the whole satisfactory, and, as was mentioned in the report of a few years ago, better among the boys than among their preceptors.

(v) *Buildings and hostels.*

6. Financial stringency prevented any considerable building activity during the year in connection with Government schools, though inspectors with one accord complain

of the unsatisfactory nature of the housing of many of those institutions, and particularly those provincialised in recent years. A new building for the Government High School, Naushehra, was completed, however, during the year.

During the latter part of the year it became necessary to limit building grants to local bodies to projects already commenced, and thus their activities were also more restricted than in previous years. Nevertheless a very considerable number of buildings were constructed and an even larger number extended.

Privately-managed schools have also been more fortunate than those maintained by Government. A new building for the Jain High School at Ambala City was commenced, and one for the A. S. Hindu Middle School at Sadhaura completed. Three new buildings have been erected in the Lahore Division.

~~The~~ The number of hostels and of their inmates tends to dwindle, especially in urban areas, a fact which can no doubt be attributed to the extension of facilities in rural areas. The Rawalpindi and Multan divisions, however, show increases in both respects.

CHAPTER V. Primary Education.

Number of
schools

The number of primary schools for boys has risen by 116 to 5,696. Of these, twelve are maintained by Government, 4,212 by district boards and 312 by municipal committees, 1,011 aided and 119 unaided institutions being maintained by private agency. All the above types of schools show an increase except the unaided, of which the number has decreased by eighteen. The number of district board schools has increased by 101 and that of the municipal board by five. This increase in the provision of educational facilities up to the primary standard, though gratifying to some extent, is calculated to cause some nervousness and disquietude on the score of the additional financial commitments involved. It is time that local bodies realised that a more useful and economical way of advancing literacy lies in filling up existing institutions and in eliminating too closely situated and poorly attended schools rather than in unnecessarily adding to their number. The elimination proposed would not only materially reduce their financial commitments but would also help in placing the schools on a much more satisfactory footing by increasing their efficiency. In this connection it is suggested that the local bodies might aim at an average attendance of not less than thirty-five for a branch and seventy for a primary school. The single teacher schools have further declined by 212 to 1,168. These are admittedly uneconomical and inefficient and should therefore be the first to be eliminated. Adult schools now stand at 1,956 or 201 less than last year. This decrease is not to be regretted, for a majority of these institutions are reported to be ill-attended and not yielding an adequate return for the money spent on them. It is therefore desirable that local bodies review their position in this regard and maintain only such of them as have fully demonstrated their usefulness and are still needed in the locality which they serve.

Enrolment
and atten-
dance.

2. Enrolment in primary schools has advanced by 24,323 to 3,98,848 and average attendance by 21,353 to 3,30,834, the proportion of attendance to enrolment being 82·9 per cent. as against 82·6 in the previous year. Enrolment in the primary departments of secondary schools has increased by 19,443 to 4,45,111, thus raising the total number at the primary stage by 43,766 to 8,43,959. There is an increase of 6·1 per cent. in the enrolment of class I, of 3·2 in class II, of 3·5 in class III and of 8 per cent. in class IV. This is an

improvement ; but it must be noted that enrolment in the fourth class is still only twenty-four per cent. of that in the first, which is by no means a satisfactory proportion. Strenuous efforts are therefore needed to improve it. The average enrolment per school is seventy and the average attendance fifty-eight as against sixty-seven and fifty-five respectively in the previous year. Depressed class boys at the primary stage now number 30,701 or 3,273 more than last year. Enrolment in adult schools has further declined by 3,209 to 45,788.

3. The total expenditure on primary schools amounted to Rs. 37,80,156, an advance of Rs. 2,13 854 over the corresponding figure for the last year. Towards this total, Government contributed 63·4 per cent., district boards 15·4, municipal boards 14·1, the balance being met from fees and other sources in proportion of 1·6 and 5·5 per cent. respectively. The income from fees has decreased by Rs. 4,145 to Rs. 59,103 ; this is due to increase in the number of areas under compulsion. Contributions from other sources, however, have increased. The average annual cost of educating a boy at the primary stage is now Rs. 9-7-7 as against Rs. 9-8-4 in the previous year. When uneconomical schools are filled up or eliminated, the average cost per scholar will fall still further ; this, both as a measure of economy and as a way towards efficiency should be the definite aim of every local body. Expenditure on adult schools has fallen by Rs. 20,143 to Rs. 69,229.

4. Out of a total of 11,803 teachers in primary schools, 7,820 or 66·3 per cent. are trained. The corresponding percentage for the previous year was 62·7. It is desirable on many grounds to have about twenty-five per cent. untrained teachers in schools who may gain actual experience of teaching before proceeding to training institutions. They should, however, be drafted largely to secondary schools where they would work under the supervision of experienced headmasters rather than to primary schools where for want of proper guidance and supervision they might not prove sufficiently useful. The average number of pupils per teacher is 33·8 in enrolment and twenty-eight in average attendance as against thirty-three and twenty-seven respectively in the previous year. This is fairly satisfactory, though there is still considerable scope even with the present number of teachers to increase enrolment so that each teacher may have at least thirty-five scholars in average attendance.

**Instruc:
tion.**

5. Earnest efforts made to reduce wastage and eliminate stagnation have been reflected, to some extent, in a better flow of class promotions. Teaching, especially in the infant class, is receiving particular attention, and with the introduction of the play-element has been steadily growing in attraction, thereby resulting in better attendance and consequently better results. Stagnation is reported to be on the decrease. Experiments carried on in the various training institutions to make teaching more vital and realistic and suited to the child's surroundings have begun to transform teaching in schools, and if the programme set forth in our training institutions is persistently pursued with vigour in the ordinary schools we may have, in the near future, much happier schools, turning out better equipped boys than is the case at present. Ruralisation of instruction is reported to be making satisfactory progress in some districts.

Buildings.

6. The shortage of funds has stood in the way of building activities being taken up on an extensive scale by the local bodies. Whatever funds were available have been utilised in the construction of middle school buildings which have admittedly prior claims. New buildings for primary schools, three each in the Lahore and Rawalpindi divisions and eleven in the Multan Division, have been constructed. Besides, extensions were made to four primary schools in the Lahore Division. A large number of schools are still housed in unsatisfactory buildings rented or occupied free. Quite a number are reported to be held under the shade of trees, which at least in some areas is not an altogether unsatisfactory arrangement.

**Branch
schools.**

7. Branch schools have increased in number from 2,576 in the previous year to 2,705 during the year under review. This innovation of recent years has helped a great deal in bringing educational facilities within easy reach of the rural population inhabiting even small villages. They are mostly attached to middle schools and are considered a part and parcel of the parent institution. The headmaster is expected to visit them regularly and record his impressions in an inspection book kept for the purpose. The location of these schools, however, needs particular care, for in not a few cases prohibitive distances between the parent institution and the branch schools, besides adding to the difficulties of effective supervision, are reported to have caused serious leakage at the second class stage. Ordinarily the distance should not exceed a mile, and a

branch school should not continue in a village which fails to send a sufficient number of recruits to the third class of the parent institution. The Lahore Inspector sounds a note of warning to the effect that in a few cases returns reveal the fact that the location of these branches is injudicious, with the result that the opening of a branch is apt to convert the old two-teacher school into two single teacher institutions. Such a tendency, wherever it exists, should be severely checked. Branch schools should invariably be put in charge of trained teachers.

8. The urban areas under compulsion have risen in number by four to fifty and the rural by 275 to 2,578. Enrolment in rural areas ranges between fifty and eighty per cent. of the boys of school-going age and in some of the advanced municipal areas has reached even ninety per cent. It is satisfactory to note that the machinery for working the provisions of the Act is being improved in most of the districts and the dilatoriness of the legal proceedings, which according to some reports had brought law itself into ridicule, will soon be a thing of the past. Enrolment and attendance are reported to have improved wherever compulsion has been effectively enforced. It cannot be repeated too often that compulsion effectively enforced is the only guarantee that the large sums of money at present spent on primary education will yield an adequate return. Opinions are, however, divided as to the advisability of the application of the penal clauses of the Act for the enforcement of compulsion, though it is significant that in the Rawalpindi division where prosecutions have been launched on a large scale, there has been no opposition whatsoever from any quarter to the measures adopted. It is hoped however, that efforts at persuasion will not be relaxed even when coercion is considered necessary. Proper selection of teachers for compulsory areas has been stressed by all inspectors and should engage the attention of all concerned, as the teacher is in a larger measure than anybody else responsible for the success or failure of compulsion. Compulsion.

CHAPTER VI.

The Training of Teachers.

(i) The training of anglo-vernacular teachers.

Junior
Anglo Ver-
nacular
Classes.

The junior anglo-vernacular classes were attached to the same colleges as previously. The numbers on the roll of each class were :—

<i>Institutions.</i>	1930.	1931.
Multan College	.. 35	11
Lyallpur College	.. 45	42
Jullundur D. A. V. College	.. 40	39
Lahore Islamia College	.. 82	73
Amritsar Khalsa College	.. 62	65

Thus numbers show little tendency to decrease; this is due, probably, to the desperation of candidates who feel that they must obtain something more than a mere literary qualification if they are to hope for employment at all. Graduates increasingly seek admission; Lyallpur admitted twelve.

Course of
Study.

2. The length and nature of the course of training remained the same as in previous years and requires no comment. Opinion now seems definite that the F. A. or F. Sc. should be the minimum qualification for training, and that the course of training should be one year.

The discussions in the reports of the past two years on unemployment of junior anglo-vernacular teachers were illuminating and conditions at present in the employment market are more gloomy than they have ever been before. The reasons for this state of affairs require no discussion here but merely add point to what has been said before on this subject. Mr. Parkinson last year, as a result of figures collected from all divisions, was of opinion that two units of forty each would be sufficient to meet the demand for junior anglo-vernacular teachers for some time to come instead of the present five existing units. As a measure of economy, and to reduce the output of junior anglo-vernacular teachers, Government recently decided to reduce by half the numbers trained at Lyallpur and Multan and to reduce by half the training grants of the three private institutions where junior anglo-vernacular training is given. Whether this will have the desired effect of materially reducing the numbers of junior anglo-vernacular teachers remains to be seen next

year, since it is understood that the private institutions concerned have not greatly reduced the numbers of new admissions in spite of the withdrawal of the grant. If recognition of the private training units had also been withdrawn matters would have been very different. This question may yet have to be considered seriously if Government wishes its recent orders to be fully effective in reducing the number of trained teachers.

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

Class.	MUSLIMS.		HINDUS.		SIKHS		CHRISTIANS.		TOTAL.	
	1930.	1931.	1930.	1931.	1930.	1931.	1930.	1931.	1930.	1931.
B. T. . .	15	16	16	18	5	6	7	7	43	47
S. A.-V.	23	27	31	31*	10	17	1	1	65	76
Arabic	20	20	...	...	...	...	...	...	20	20
Persian	20	18	1	2	...	...	...	...	21	20
Sanskrit	...	...	22	19	...	1	...	...	22	20
Total	78	81	70	70	15	24	8	8	171	183

*Includes one Jain.

The numbers show a slight increase of twelve as compared with the previous year. Mr. Armstrong explains this as follows :—

“ Although the original intention had been to limit numbers to the same extent as in the previous year the demand for admission was so insistent, and the qualifications of the candidates so equal, that a few extra students were perforce admitted and this accounts for the slight increase.”

As usual there was no lack of suitable candidates for all classes. Once again seven lady graduates were admitted to the B. T. class. Five of these ladies were Government servants deputed by Government for training and two were from private employment and were given stipends. All passed the final examination.

- Unemployment.** 4. As Mr. Parkinson pointed out last year (page 94 of the last year's report there is every reason to believe that, for various reasons discussed by him, trained teachers will find it very difficult to obtain employment for some time to come, and he showed that many students were unable to obtain posts at the end of their training. Mr. Armstrong points out this year that financial stringency and retrenchment make the prospects of employment still darker and concludes that "it is only to be expected that the difficulty of finding posts by the students trained in this college will increase rather than decrease; and indeed it is difficult to see at the moment how the students at present under training are going to find posts at all". Curiously enough, however, he is able to report that of the 111 students who finished their training in 1930, ninety-one actually obtained employment of some kind, although these figures are probably misleading, for he says that "these figures are not so good as they seem since many of the posts obtained must have been temporary vacancies and it is to be feared that already many of the men will have lost their posts owing to their retrenchment".
- Academic attainments.** 5. The academic attainments of students seeking admission remained high. There were, amongst those admitted, fourteen students with the Master's degree, nine honours men and four with a first class B. A. degree.
- Courses of study.** 6. There were no changes in the courses of study for the Senior Anglo-Vernacular or Bachelor of Teaching classes. The question of the creation of a higher degree in education is still under consideration by the Board of Studies in Teaching of the University.
- Punjab Association of Science Teachers and Punjab Geographical Association.** 7. These very useful associations report a most active, successful and busy year and are undoubtedly doing work of great value. The Geographical Association visited Agra, Calcutta, Benares, Lucknow, Sukkur and Karachi as well as many local places of interest. The library of the Punjab Association of Science Teachers is of special value to science masters and the cinema, wireless and photographic work to all students under training.
- Internal organisation.** 8. The internal organisation and the work of the boards were the same as in the previous year and call for no different fresh comment.
- Discipline.** 9. Although the year under report was again one of political disturbance the Principal reports that, so far as he was aware, no student took any part in politics and that the conduct and general attitude of all were excellent.

(ii) The training of vernacular teachers.

10. As before, arrangements for the training of vernacular teachers exist both in normal schools and combined institutions, that is to say institutions in which normal training classes are attached to high schools. In consequence of the steady rise in the proportion of trained teachers during the last several years, of the policy of the department of affording promising middlepassed boys opportunities of acquiring some teaching experience prior to their admission into a training class and of the need for economy because of extreme financial stringency, the number of junior vernacular units has been reduced by nineteen to forty-five and of the senior vernacular by two to twenty-five. Of the latter, thirteen are units in their second year. Training facilities.

In addition to these, one junior vernacular unit was sanctioned by the Department for the Mandi Durbar. This was attached to the State High School, Mandi, and the number of pupil teachers attending it was twenty-three. There is also an aided training school for village teachers at Moga which did "extremely useful work" during the year. The Ruth Memorial Building which the Mission authorities delight to call the "Temple of Health" is used as an infirmary in which not only are the pupil teachers treated and new methods of health education demonstrated but a more systematic medical examination of pupils is also henceforth to be introduced.

11. Expenditure amounts to Rs. 4,36,105 or Rs. 138 per head under training as against Rs. 113 in 1927-30 and Rs. 106 in 1928-29. The increase in per caput cost over that incurred in the last two years is, to a large extent, due to the reduction in the number of scholars by 20.11 per cent. and a comparatively smaller reduction in the teaching staff engaged. The Inspector of Schools, Multan Division, observes :— Expenditure.

"The increase in expenditure in the case of male teachers is due partly to the enhanced rates of stipends allowed to the two-year classes and the total abolition of the ordinary one-year class of senior vernacular teachers enjoying a lower rate of stipends, and mostly to the reduction of junior vernacular units at places where in consequence of the reduction, only low-paid teachers had been withdrawn."

12. There are 20,254 or about eighty-one per cent trained and certificated teachers out of a total of 25,077 in District Board Vernacular Schools. The 2,020 junior ver- Untrained teachers.

vernacular masters trained in 1930-31 will still further reduce the number of untrained teachers. In seventeen districts the number of unqualified teachers is less than twenty per cent. of the total vernacular cadre and in seven less than five per cent. The percentage of trained teachers in some districts, especially in the colony areas in the Multan division, is still rather low.

Our training institutions have thus been coping successfully with the rapid expansion in vernacular education and the question of still further reduction in the number of training units and of the reorganisation of the facilities for training engaged the attention of the Department towards the close of the year under review.

Discipline.

13. It is a pleasure to note that discipline has been quite satisfactory. No serious case of breach of discipline was reported from any institution and the pupil teachers acquitted themselves well during the troublous days of political agitation.

Recruitment.

14. Every honest attempt is made to select the best candidates for normal schools. Agriculturists are accorded preferential treatment. Matriculates are admitted into the junior vernacular class in a very limited number; for what with their urban associations and sympathies and what with their expensive tastes, they are unsuitable for employment as village teachers. Considerations other than academical, *e.g.*, communal, local etc. are, however, operative and stand in the way of making a judicious and happy selection and getting the best stuff available. The Inspector of Schools, Multan Division, writes :—

“ A number of considerations determine this selection; communal representation, local needs, backward areas, minorities, depressed classes, war services, teachers' sons etc., have all to be borne in mind in giving each one its due share of loaves and fishes in the shape of a mere preparation for service as a village teacher. Evidently all this goes a long way to defeat the object of getting really good stuff for the course of training. This difficulty becomes all the more serious when selection for the senior vernacular course is made out of those who have completed the junior training course and already served as teachers. One should naturally expect a good standing in the junior vernacular certificate examination to take precedence of all claims of communities, localities, services etc., but a good standing in the examination is, more often than not, ignored in the face of less certain

criteria. The claim of length of service is a very doubtful one. The longer a junior vernacular teacher has been in service, the less is the likelihood, in spite of his good record of service, of his profiting by a further course of training. By the time of his admission, he has lost the basic qualifications that should form a solid foundation for the superstructure of more advanced studies in mathematics, science, geography and even the theory and practice of education as a science and an art. In the circumstances, 'weeding out' like the unavoidable amputation of a diseased limb is, indeed, an efficacious remedy and this alone can do a lot of good to all concerned, for the less certain treatment of persuasive measures would not avail. Weeds cannot but hamper the healthy growth of useful plants."

15. Persistent endeavours have been made throughout the province to bring teaching into harmony with life, to give a rural bias to instruction and to train pupil teachers in methods specially suited to rural needs and conditions. The Inspector of Schools, Ambala Division, writes :—

Co-ordination of instruction with life.

" Particularly in arithmetic sums based on *abiana*, land revenue, land measurement, loan and interest were given preference to the old stereotyped sums generally found in ordinary arithmetic books. In geography teaching great emphasis was laid on learning local geography. Pupil teachers were required to prepare the geography of their own villages and of their own districts from their own observations of weather and other conditions prevailing there. This method gave a very good stimulus to the pupils' initiative in approaching problems from their own stand-point."

16. The lecture system is fast yielding place to the assignment system in which the pupil teachers are thrown upon their own resources and are afforded ample opportunities of cultivating initiative and originality, powers of self-reliance and habits of independent work. An Inspector of Schools observes :—

New methods and devices.

" The system worked exceedingly well and the pupil teachers allowed, under the guidance of their teachers of course, to follow the methods and devices that most appeal to them, are able to make more progress with their actual studies and at the same time acquire greater confidence in facing new problems on their own account. The system thus inculcates in them the habit of 'walking alone'."

A headmaster writes :—

" By the introduction of this method boys have gone through lot of standard literature perhaps ten times in volume as

compared with the work of the olden days. It has widened the scope of study of the pupil teachers, particularly in Urdu each student has gone through no less than forty books in the academic session. Its beneficial result is evidenced by the fact that many a student of the senior vernacular class is preparing for the Honours Examination in Urdu."

The project method has been widely applied and the story method of teaching reading to the infants followed with success in a number of institutions. These have made the infants pursue their studies with life and glee and robbed the teaching work of much fatigue and *ennui*. The pupil teachers are given ample practice in the art of making reed pens in some schools and required to write calligraphy exercises on *takhtis* daily or twice or thrice a week. Extra reading has everywhere been encouraged. A supervised silent study period has been provided in Gujar Khan and Lalamusa schools. Nine hundred and ten books were issued to students in the school last named and 689 in the Dharm-sala school during the year. To give pupil teachers practice in writing, the "*Nur-ut-Talim*", a monthly educational journal, has been started at Gujranwala, a school bulletin at Gurgaon and a weekly paper "*Shamim*" at Shahpur Sadr. At Lalamusa the Junior vernacular students finished the "*Adib*" and the senior vernaculars the "*Adib-i-Fazl*" course in addition to the books prescribed for their own courses.

Practice of
teaching.

17. It is gratifying to note that sufficient time and attention were devoted to practice of teaching. Apart from a number of discussion lessons delivered by each pupil teacher, he had actual practice in full-fledged schools, where in several cases the entire conduct of teaching work was committed, under supervision of course, to his charge for at least a fortnight each term. In addition to this every student, when at home for his summer vacation, was required to put in two weeks' work in the school of his village or neighbourhood, under the supervision of the headmaster and the district inspecting staff. He was further required to study time tables, syllabuses and courses of study and to examine registers of the school in which he practised, stagnation and irregular flow from class to class forming the special object of his observation. An experiment of completing the four-year primary course in three years was successfully carried out in some places. Each student of the fourth class in the Model School, Jullundur, was put in charge of a pupil teacher of the first year senior vernacular class, who coached the child for one period daily to train himself in the art of

paying individual attention with a view "to improve the level of intelligence of the child and to inculcate in him habits of cleanliness and industry". Moreover eight village schools selected for propaganda work were run entirely by pupil teachers of the first year senior vernacular class of the Jullundur Normal School without any financial help from the local bodies.

18. Most of the normal schools continued to work as training centres for leadership of village community life. The pupil teachers not only lectured on village hygiene, co-operation, education, modern scientific farming and social customs but also swept and cleaned streets, laid out *pucca* drains with funds from their Red Cross Societies, treated stagnant water with pestrine, dug manure pits, disinfected wells, arranged propaganda parties, staged uplift dramas, extinguished fires and rendered commendable service on occasions of fairs. Mr. F. L. Brayne appreciated the services of the Chakwal pupil teachers at the time of the horse show fair. He observes :—

Community
work and
propa-
ganda.

"The work by the whole education staff and school pupils of the district that made such a success of our three big fairs was done keenly, loyally, willingly and efficiently and I feel that in the Education Department we are now having a very powerful organisation for uplift of our villagers."

Mr. King, the Deputy Commissioner of Campbellpur, acknowledged the assistance rendered by the headmaster and students of the Government Normal and Middle School, Campbellpur, in the organisation of a procession at the time of the district health week in the following words :—

"It was owing to the energetic and personal support provided by yourself and your students that the procession proved such a success..... I hope that next year also, if all is well, you will be able to assist us to organise an equally successful meeting."

19. Extra-mural activities other than community work have continued to flourish. Satisfactory work has been done by co-operative stores, thrift and Red Cross societies and literary and academic clubs which contributed, in no small degree, to the educational progress of pupil teachers and enabled them to develop powers of oral and written expression. The aided training school at Moga engaged the services of an instructor in industrial arts and village crafts. Manual training received adequate attention in several institutions. Classes in first-aid to the injured were also held in some

Other ac-
tivities.

schools. Among the crafts practised by pupil teachers in the various schools, carpentry, ink-making, painting, varnishing of black-boards, cooking, shaving, dyeing, sewing, washing and ironing of clothes, net and envelope making, darning, book-binding, soap-making and manufacture of boot polish, deserve special mention. These are intended to make the prospective village schoolmasters attend to most of their daily personal needs and to offer themselves to the village folk as examples of "self-sufficiency and self-reliance". Some pupil teachers reared silk and lac worms, others collected and bottled up insects, while still others prepared albums illustrating the various kinds of flowers and leaves. The development of these activities forms a valuable feature of the training imparted in our normal schools and these coupled with the improvement in physical training and in school farms and gardens serve to enlarge the life and environment of our scholars. The Inspector of Schools, Rawalpindi Division, however, complains that in consequence of these activities, the scholastic side has received less attention and the results of some schools justify his remarks, the number of junior vernacular passes in his division being 390 or seventy-eight per cent. of the total number of 499 sent up for the departmental examination. The District Inspectors, Sheikhpura and Gurdaspur, also comment adversely on the usefulness of the senior vernaculars as teachers and as community workers.

The former observes :—

" I am constrained to remark that most of the teachers have failed to fulfil our hopes. These teachers, with only a few exceptions, have nowhere proved more successful or efficient than the old one-year senior vernacular. There is also a complaint that they think too highly of themselves and feel it derogatory to mix with the village people."

The poor quality of these teachers is, in the estimation of the Inspector, Lahore Division, " partly due to unsatisfactory selection of candidates and partly to diffused ideas about the course of training". Nowhere do these activities appear to be encouraged at the expense of school work and cannot, therefore, be held responsible for the inadequate academic progress of the pupils.

Scouting.

20. Scouting, as last year, has been an outstanding feature of our training and each pupil teacher received either training in cubbing or passed the tenderfoot test. The scouts did considerable social service and the help they rendered in organising fairs, controlling traffic, organising

rural *melas*, extinguishing fires and distributing quinine in some places was widely appreciated. The scouts at Mianwali did yeoman's service in the destruction of the locust pest and the Deputy Commissioner in appreciation of their work gave Rs. 25 to the Government High School Red Cross Society.

21. Organisation of games has received special attention and satisfactory arrangements for the physical training of pupil teachers exist in all schools, the Dharamsala Normal School alone excepted, which has a drill master of its own, but "has to depend on the uncertain mercies of the college for the help and guidance of the physical training supervisor". Refresher courses were held and games organised and popularised in various districts, some of which have shown remarkable progress and attained an excellent standard. Play centres were organised at Chakwal and Mianwali, each centre being run by a group of normal students. This aroused considerable interest among outsiders and "the experiment can form the nucleus of a really beneficent movement for roping in village youths and be of great service in promoting general health". All district board teachers in the Gujrat district were trained in physical training. Games and Physical Training.

22. These continue to form an important feature of almost all training institutions. They are run by students who employ the special methods and teaching devices that are suited to adults alone. Their work is regularly supervised and the adults are reported to have made progress, at once rapid and satisfactory. A happy feature of the movement is the teaching of reading and writing to *coolies*, police constables and criminals. Adult schools.

23. The various forms of self-government through a system of boards have been working successfully. The boards have functioned as efficiently as the shortness of the course permits. The Inspector of Schools, Ambala Division, writes :— Self-Government.

"Senior vernacular students at Gurgaon are made to manage their own affairs. In the hostel they are required to run their own kitchens, attend to their own sanitary problems and make their hostels and school buildings tidy and neat-looking. A special activity has been displayed by these units during last year in bringing an agricultural farm of fifty-two acres, that was handed over to the normal school almost barren last year, on to a very flourishing basis.

CHAPTER VII.

Professional, Technical and Special Education.

(i) Professional education.

Law
College,
Lahore.

The total number of students enrolled during the year was 470 of whom 292 were reading for the First Examination in Law and 178 for the Bachelor of Laws. There was thus a decrease of 121 as compared with last year. In 1930, 166 out of 280 candidates or 59.3 per cent. passed in the First Examination in Law and 208 out of 322 or 64.6 per cent. in the Bachelor of Laws examination; the preceding year's percentages were 62.8 and 65.2 respectively.

King
Edward
Medical
College,
Lahore.

2. The number of students on the college roll was 436 as against 418 last year. The increase was due to the fact that fifty-three students passed out of the college in 1930-31 as compared with seventy-nine in the previous year. The experiment of co-education has resulted in infusing into the students a spirit of healthy rivalry and the men are working harder in order to keep ahead of the women.

The year under review witnessed two important changes in the college curriculum in that (i) a course of elementary dentistry and special demonstrations in leprosy have been added and (ii) an additional examination (third professional) has been introduced at the end of the fourth year in the subjects of forensic medicine and hygiene, which were formerly included in the second professional examination. The new maternity hospital was opened in the latter part of 1930 and will, it is hoped, provide sufficient clinical material for practical training in midwifery for all the students of the college.

Women's
Christian
Medical
College,
Ludhiana.

3. The total enrolment in the various classes stood at 260. In the course of the year eight students passed the final professional licentiate examination and six compounders, eight nurses, twenty-one midwives, thirty-nine nurse *dais* and seventeen indigenous *dais* passed their respective tests. The institution is maintaining its popularity under Dr. Edith Brown as is evident from the number of in-door patients treated, namely 2,559 adults and 197 children. This number is seventy-four in excess of the last year's figure.

Medical
School,
Amritsar.

4. The number of students on the rolls of this school was 378 as against 388 last year. Eighty-five new students

were admitted as in former years; but there was an unusual rush for admissions and 204 applications had to be rejected as compared with 147 in 1929-30. It is not found possible to increase the number of new admissions as the clinical material available in the civil hospital for the practical training of students is barely sufficient for the present numbers. The appointment of another house physician for the medical wards, of a lecturer in clinical surgery and a demonstrator in ophthalmic diseases, an increase in the number of beds in the civil hospital and the provision of a proper outdoor department for the eye, ear, nose and throat are the most urgent needs of the school.

5. The total enrolment of the Vidyalā rose from 111 to 126 but there was a fall from 37,855 to 31,329 in the number of out-door patients attending the city dispensary and the hospital. This was not due to the institution losing its popularity but was mainly due to the fact that the city dispensary had been shifted to less suitable locality in the town. The number of in-door patients increased from 252 to 314. The College Committee have decided to extend the course of Vaidya Kaviraj class to three years instead of two years and to admit successful candidates to the Vaidya Vachaspati examination after another year's further study.

Dayanand
Ayurvedic,
Vidyalā,
Lahore.

6. A batch of students from this college appeared in the final Bachelor of Commerce examination of the Punjab University for the first time this year. Of the thirty-nine students who joined the college in 1927, thirty-five took the examination and thirty passed, which may be considered a satisfactory result. It is pleasing to note that with the help of the Punjab University Appointments Board most of the successful men have been placed in suitable positions.

Hailey
College of
Commerce,
Lahore.

7. The roll of the institute stood at 151 as against 152 last year. The institute continues to create in high caste Hindus an interest in industrial work and to break down, by degrees, their prejudice against manual labour. Thirty-four students were awarded the mechanical engineer's diploma and seven obtained the engine driver's certificate.

Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore.

8. At the end of the session there were 167 students attending the school as against 179 last year. Of these 136 were in the overseer and thirty-one in the draftsman class. The competition for admission to the school was as keen as

Government
School of
Engineering
Rasul.

ever. For fifty vacancies in the overseer class and fifteen in the draftsman class there were no less than 463 candidates from the British Punjab. A new post of instructor in field-works engineering was created and an additional area of 9.5 acres was acquired for playing grounds during the year. It is disappointing to note that the prospects of students receiving their training in this school are getting less bright every year. Of the fifty-six overseer students from the British Punjab, who qualified in January 1931, only thirteen were requisitioned for the subordinate engineering service. The chances of the remaining forty-three obtaining employment soon are but small owing to prevailing financial stringency. Twenty-two old students of former batches have also reported themselves to be out of employment.

Maciagan
Engineering
College,
Moghul-
pura.

9. There were 283 students on the roll at the commencement of the college year in October 1930. Of these sixty-six were in class 'A' and 217 in class 'B'. Annual recruitment is limited to ten in class 'A' and forty in class 'B'. The competition for admission to class 'B' was very keen as 435 candidates competed for forty vacancies. A number of students appeared in and passed a few external examinations and one 'A' class student left for training overseas. The net cost to Government on account of this college was Rs. 2,41,206.

The Punjab
Veterinary
College,
Lahore.

10. On the deputation of Mr. W. Taylor, who officiated as Director of Imperial Institute of Veterinary Research, Muktesar, Captain Walker was appointed Principal of the College. He held charge of the institution from 23rd September, 1930 to the end of the year. Of the forty candidates who applied for admission thirty-six were admitted, eighteen of whom were nominated by Indian states and other provinces. Of the number admitted four were graduates. At the close of the year the number of students was 171 as against 192 last year. Twenty-seven students passed the final examination in June and eleven in September 1930. The investigations into the milk supply of Lahore which were started at the instance of the Board of Economic Enquiry, Punjab, in January 1930, under the supervision of Professor Aggarwala, have been completed and a detailed report of the work submitted to the Board.

The Punjab
Agricultural
College,
Lyallpur.

11. During the year under report there were 264 students on roll in the degree classes of the college. The leaving certificate class was not opened. It was noted in the last year's report that the competition at the time of admission was becoming less keen than in former years. This year

there was a further reduction in the number of applications for entrance. While the reasons given last year held equally good this year, there was a new economic factor at work, namely, that the *zamindar* in his present stricken circumstances found it difficult to meet the cost of his boy's education and was not in a position to send him to the college. Forty-four students were selected for admission and as usual preference was given to agriculturists.

In the intermediate examination in Science (Agr.) forty-three candidates passed out of fifty-four and in the Bachelor of Science (Agr.) forty were successful out of sixty-nine. For the first time three students appeared in the Master of Science (Agr.) examination and two of them passed.

Thirty-four students attended the six months' winter vernacular class and twenty-eight of them passed the test held at the end of the course. The teachers' class was attended by twenty-five senior vernacular men and twenty-three were declared successful. The farmer's week was held as usual in December, 1930 but it failed to attract many visitors. Short refresher courses in fruit culture and fruit preservation were given at various times of the year and proved to be very popular. The photograph and cinema section did useful work in the first half of the year but on account of financial stringency all work connected with film taking and cinema shows had to be discontinued in October, 1930.

12. The number of students on the roll increased from 258 in the previous year to 305 in the year under report. The most important feature of the year was the reopening of the drawing teachers' training class which was discontinued in 1925. This class promises to be a great success. M. Miran Bakhsh retired at the close of the year after thirty-five years' service and in him the school has lost an able officer who had specialised in decorative work in Indian style.

Mayo School
of Arts,
Lahore.

(ii) *Special schools.*

13. Mr. Bateman was away on eight months' leave in England and during his absence Mr. Llewellyn officiated as Superintendent. While in England Mr. Bateman underwent a course of study which is arranged by His Majesty's Prisons Commissioners for officers interested in the administration of prisons overseas and had thus an opportunity to acquaint himself with the latest ideas in penal reform. There were 149 boys on the rolls of the school at the close

Reforma-
tory School,
Delhi.

of the year under report. The number admitted during the year was fifty one as compared with twenty-five in the preceding year. The increase was due to the admission of twenty juvenile political offenders. Only seven of the new admissions came from apparently decent homes with a normal complement of parents, six were orphans, thirteen had only one parent alive and one had no home at all. "There was thus in many cases", says the Superintendent, "a partial or complete absence of those home influences which should mould a lad's character". Of the fifty-one new entrants forty-two came from the Punjab. The conduct of the boys was good and the monitors proved to be increasingly helpful. The superintendent's views about the maintaining of discipline in an institution of this kind will be read with interest. He writes :—

"In regard to discipline, it must be said that if the institution is to train boys for freedom, it cannot train them in an atmosphere of captivity and repression. They must learn to exercise aright their power to choose. If they are for ever forced by external authority to do right, their power to choose will atrophy, and on discharge they will wait for prompting from without, because there is no voice within. In a reformatory, therefore, we must endeavour to have a form of discipline which, while it exacts something from the boy, fosters the will to do, puts it up to him to choose right, and does not force the right choice upon him through fear of punishment. Hence the necessity for encouraging among the boys some form of leadership and allowing a considerable measure of freedom to those who have shown a capacity to be worthy of it. The fact that twenty-five of our boys can go to camp unattended and return with a good record is not only encouraging but shows that there is something to be said for our particular type of discipline."

The general instructional condition is well reported on by the Inspector of Schools, Ambala Division. Of the three boys who passed the vernacular final examination last year one was admitted to the training school at Najafgarh and is doing very well and one other joined the Anglo-Arabic school as a day scholar. At the industrial workshop the endeavour has been to devote a large part of the training to transforming idlers into workers and to making a boy so industrious that he will be able to keep any sort of job, however laborious and monotonous, that may be found for him on release. The object has been not so much to make money as to make men. This accounts for a drop of Rs. 279-13-0 in the net profits. In the matter of physical

training and recreation the old conditions of close isolation are gradually giving place to a manner of life with a wide range of outside interests. The social advantages of mixing and competing with the outside world are fully realised and so games with other schools are arranged as often as possible. A full troop of twenty-four scouts has now been formed and much has been achieved in the way of character-building by this movement. On several occasions the scouts from the school helped to maintain law and order, mixed with a large number of men and women, looked after property and restored missing articles to their owners, and whether in competition or in co-operation with other troops they kept their heads cool and played the game in spite of handicaps.

After discussing the whereabouts of ninety-three boys discharged during the three preceding years the superintendent writes :—“ Excluding the seventeen untraceables, however, the percentage of those known to be leading honest lives is nearly sixty-three. It is clear from these figures that efficient after-care is a vital necessity ; without it the system is incomplete. No matter how liberal the principles on which an institution is run, the conditions of life in it must inevitably be different from those of the outside world. The boy who has done well in the institution may fail when brought into contact with hard facts and the temptations of life. It is then that sympathetic advice and help are needed. The whole value of an expensive training may be thrown away if these are not forthcoming at a critical moment.” He concludes his report by saying that he was much impressed during the course of his tour of the prisons in England with the good work done by voluntary workers, both men and women. “ These good people ”, says he, “ not only see the inmates, visit their homes and report on their family circumstances and past history but they also give their services as teachers, under a scheme of education which has been organised with the assistance of educational authorities. Experience has shown that this co-operation between officials and voluntary effort is the most effective method of dealing not only with discharged prisoners but also with those still in custody”. He rightly adds, “ There is an urgent need for such workers in India. . . . There are many boys in the school whose early passage through life has been rough and who have practically no friends or relatives. It is of great importance that any slender links they may have with the outside world should be maintained during the period of

detention so that they may not return to a world utterly devoid of anchorage".

Government Technical School, Lahore.

14. Readmissions and fresh admissions in the Government Technical school were restricted as last year for want of adequate accommodation, and the total enrolment was consequently 630 as against 657 in the previous year. The verandah of the smith's shop was extended by two feet in width and the workshops are now as good as could be desired.

School for the Blind, Lahore.

15. The roll of the School for the Blind increased by two to twenty-six. It is felt that with its limited staff and accommodation the school cannot minister its beneficent service to as many boys as try to seek admission every year. Proposals for the extension of the school and its scope of training are under the consideration of the Government.

Industrial Schools.

16. The total number of students on the rolls of the industrial schools rose to 4,764 in the year under report. In the eight old established industrial schools recruitment beyond their present numbers was stopped for want of accommodation. This is a happy indication of a growing tendency towards higher industrial education. A special institute known as the Wood-Working Institute was opened at Jullundur. A Metal Works Institute is under construction at Sialkot and it is hoped to commence work during the current year. The total expenditure on industrial education increased from Rs. 3,70,517 in 1929-30 to Rs. 3,98,417 in 1930-31. It is gratifying to note that the products of these schools are generally absorbed in the trades for which they receive training.

The industrial instructress was mostly occupied in bringing about a complete reorganisation of the girls' industrial schools in Lahore on the lines of the new scheme of studies introduced last year. The working of this scheme considerably increased the responsibility and duties of the staff who were called upon to impart training in as many as ten different crafts at the Government Zenana Industrial School, Lahore. The standard of work in tailoring, embroidery, needle work and toy-making manifested marked improvement. The building of the Lady Maynard Industrial School for Women, Lahore, was found to be inadequate for the teaching of the crafts introduced in the new scheme and the admission was therefore restricted to 180 as compared with 204 in the previous year. Both

these schools took an active part in the exhibition held on the occasion of the All-India Women's Educational Conference and the Asian Women's Conference in January, 1931 and the work and designs exhibited received general approbation. The demand for industrial education for women is increasing. Several applications were received for opening girls' schools at different centres and a few private schools applied for grants-in-aid. But as no additional money could be obtained from the Government some of the private schools had to effect a reduction in their staff and others were compelled to close down.

17. The number of students admitted to the Dyeing and Calico Printing Institute, Shahdara, during the year was 111 as compared with ninety last year. Enormous quantities of work were received from the Government Demonstration Weaving Factory, Shahdara, and this afforded to the students a splendid opportunity of receiving practical training in dyeing, bleaching and calendaring operations on a mass production basis. A number of students were taken round to important industrial centres in the United Provinces and were shown the dye houses of textile mills and in this way they got an insight into the industrial and commercial aspects of large scale production. An instructive demonstration in the scientific methods of dyeing and bleaching was arranged by the dyeing expert at Ludhiana for the benefit of local hosiery and weaving factory owners. This was much appreciated and succeeded in encouraging the adoption of methods of dyeing with fast colours. For want of accommodation it was not found possible to admit more than sixty-eight students to the Central Weaving Institute, Amritsar. The majority of the students turned out by the institute are reported to be doing well either as workers in weaving factories or as promoters of textile concerns or as weaving masters and sizing assistants in industrial schools in and outside the province. During the year under report fifty-seven candidates, including five women, were admitted to the Government Hosiery Institute, Ludhiana, as regular students and ten persons were given advanced training to supplement their knowledge of the trade. Of the forty-four students, who left the institute after training during the year, twenty-four secured employment in hosiery factories and ten, of whom two were women students, set up in independent business. The Government Demonstration Weaving Factory, Shahdara, has been in existence for hardly three years but it has already succeeded

Government
Industrial
Institutes.

in creating an interest in the public mind in power loom weaving on cottage and factory lines. Twenty-five such power looms have already been set up in the province on the advice of the weaving superintendent. From the commercial standpoint, however, the factory has not been a success. The accounts of the two years ending the 30th September, 1929 and 1930 reveal a loss of Rs. 23,157 and, Rs. 58,658 respectively. Apart from inherent preliminary difficulties in a textile concern, abnormal fluctuations in the cotton yarn and cloth markets during these two years and large stocks of finished cloth remaining unsold owing to an exceptionally dull market have been mainly responsible for this state of affairs.

(iii) *Vocational training.*

Agriculture
in high
schools.

18. In the beginning of the year there were four high school agricultural centres, namely, Jullundur, Ferozepore, Ludhiana and Hoshiarpur. The last-named was closed in the course of the year for want of sufficient numbers. The total number of students attending the centres, however, increased from 134 to 151. Notwithstanding the abnormal fall in prices all the three farms showed less deficit as compared with last year as a result of better general management and more carefully designed cropping schemes. Agriculture was also taught at the Government high schools Ajnala and Kot Khai in the eastern circle. At Gurgaon the teaching of the subject was discontinued. As an optional subject it continued to be taught in several high schools under private management and was popular in rural areas where most of the students came from agriculturists' families.

In spite of continued facilities for the teaching of this subject in high schools the number of students offering agriculture at the matriculation examination continues to show a tendency to fall, though the decrease in the year under report is much less than in former years. The numbers will bear repetition and are reproduced below :—1927—1,800 ; 1928—1,300 ; 1929—485 ; 1930—321 ; 1931—300. In the opinion of Lala Lachhman Das, Assistant Inspector of Agriculture, Eastern Circle, the responsibility for this state of affairs rests almost entirely on the university regulation which makes it compulsory for a matriculation student offering agriculture to take up physical science also. He thinks that unless some new formula is discovered to ease the situation, high school agriculture is bound to remain in danger of extinction. He puts in a strong plea for fur-

ther expansion of agricultural instruction at the high school stage when he writes :—

“ Personally I believe that in a predominantly agricultural province like ours provision of some form of agricultural instruction at the high school stage is in the best interests of the people, if education is to conform to the environments of the pupils. Moreover, agriculture being by far the biggest industry in the province, it alone can absorb the greatest number of young matriculates turned out by the university. Weaned from agriculture all through their school life these young men will never learn to appreciate it as a profession. With the new feature of agricultural development opening up for the province on the completion of the Mandi Hydro-Electric scheme the province will stand more and more in need of the services of literate and intelligent young men to help in the production of greater abundance of wealth from the soil. It is therefore necessary that young men should have some experience of practical agriculture before they pass out of high schools.”

19. The number of middle schools teaching agriculture has increased by nine from 143 last year to 152 in the year under report. Of these seventy-two have farms and eighty garden plots. The Ambala and Rawalpindi divisions are still comparatively backward, both owing to want of irrigation facilities. Rawalpindi Division, however, is reported to be giving a lead in “dry farming”. Formerly boys were taught principles and practice of agriculture under well irrigation and this knowledge was inapplicable to their own fields at home. To remove this lack of harmony between the boys’ home and school environments “*barani* farms” were provisionally started in Campbellpur and Mianwali districts. These have proved to be not only financially successful but their educative value has been great as it has been found possible on these farms to demonstrate the drought-resisting properties of certain crops and the principles of conservation of soil moisture by special methods of cultivation.

Agriculture
in vernacu-
lar middle
schools.

The calamitous fall in the prices of agricultural products during the year under report hit the peasants hard, and it would have been no surprise if the school farms had shared the general financial distress. It is therefore gratifying to note in the reports submitted by both the assistant inspectors that instead of deteriorating the farm finances have improved and the profits accruing from the farms and plots during the year have been larger and the losses smaller than last year. The number of institutions that ran on a deficit

has decreased and the amount of deficit which the Government has been asked to make up, has also gone down. How this has come about is indicated in the following extract from Lala Lachhman Das's report :—

“Such satisfactory results were possible because timely action was taken to economise expenditure and to increase income by reducing the area under wheat and cotton and increasing it under vegetables and fodder crops, as in the case of the latter the effect of fall in prices was not so marked as on the former crops. To this end cropping schemes and budget estimates of income and expenditure for each farm and plot in the circle were prepared and approved, with modifications where necessary, in the beginning of the year. Statements were received at the close of each month and checked with a view to seeing that the expenditure incurred at any farm did not unreasonably exceed the budget limit.”

This aspect of farm work, the improvement of its finances, has proved of great educational value by inculcating in the pupils qualities of clear thinking and foresight. One other advantage has been the enlistment of greater sympathy on the part of district boards. Lala Lachhman Das writes : “The District Board, Ferozepore, has already decided to start two garden plots without claiming from Government any initial or a possible deficit grant. A similar proposal is under consideration of the District Board, Hissar”. M. Ghulam Mohammad Khan, Assistant Inspector of Agriculture, Western Circle, has also similar facts to report. He says :—“It is gratifying to note that as a result of the stability of these institutions one district board has opened one full-fledged farm without claiming any initial or recurring grant from Government while four others have opened ten such institutions without asking any initial grant for them.”

The position of agriculture in vernacular middle schools is thus entirely satisfactory. The subject is getting increasingly popular with the students, the agricultural teachers are exhibiting greater keenness in imparting instruction on scientific lines, the parents are getting more appreciative of their sons' work on the land, the *zamindars* in the neighbourhood of successful farms are being stimulated to use improved methods of cultivation, the district boards are growing more helpful towards this phase of school activity and, to quote M. Ghulam Mohammad Khan, “the instruction imparted in these schools is now beginning to exercise a strong influence in developing among the literate sons of agricul-

turists the correct attitude towards their parental occupation". This last may be regarded as a great achievement indeed and it may be possible next year to give a more definite indication of success in this direction.

20. In the Central Training College, Lahore, the students of the Bachelor of Teaching class take up this subject as a hobby and of the senior anglo-vernacular class as an elective optional subject. Fifty students altogether attended the course of lectures and showed much interest and enthusiasm in practical work. Most of the farms and garden plots attached to the vernacular training institutions for out-door observation and practical plant and insect study are reported to have reached a fairly high standard for amateurs. At Gurdaspur and Karnal the flowers raised by the pupil teachers were particularly good. Lalamusa maintains its reputation in floriculture. An agricultural museum has been added at Gujranwala. The big farm at Gurgaon has now been transferred to the sole charge of the normal school and has improved considerably. That the gardening activity in normal schools has begun to bear fruit is evident from the fact that primary and lower middle schools have now generally taken to growing flowers and vegetables—an activity which was not noticeable even in high schools a few years back. Sericulture is being tried at several schools with success. Refresher courses were held at four places in the Salt Range, where methods of rearing silk worms were demonstrated.

Nature,
study and
gardening
in training
institutions.

21. The class started with thirty teachers, of whom twenty-three appeared in the final examination. Special training was given in farm management and the class visited all the important school farms in the province. M. Ghulam Muhammad Khan, who has been long connected with this class, is of the opinion that the present course is too much of an academic nature and needs to be revised to make it more "applied" and "real". He concurs in what Lala Lachhman Das has been reiterating in previous years that the length of the course should be extended to two years.

Agricultural
teachers'
training
class,
Lyallpur.

22. It was noted in the last year's report that in view of the recommendation of the inspection committee specially appointed to review the scheme of clerical education in force, the course of training was reduced from two years to one year with effect from the session commencing in May, 1930. There were thus two types of classes during the year under report, namely the newly organised one-year

Clerical
education.

class and the second year class of the previous two years' course. The number of students under training was 202 in the one-year class and 114 in the second year class as against a total of 305 last year.

The Young
Men's
Christian
Association
and Young
Women's
Christian
Association
Continua-
tion
Classes,
Lahore.

23. The students enrolled in the men's classes during the year numbered 527. Of these as many as thirty were graduates and sixty-five under-graduates. Extra classes had to be opened for more efficient teaching in shorthand, type-writing, book-keeping and correspondence as large numbers of students offered these subjects. Very few men took up drawing and the class might possibly be closed in future if the number of students is not enough to justify the expenditure. The tuition fee was raised by Re. 1 a month and the expenditure had to be greatly curtailed to avoid a big deficit in the accounts. In the beginning of July, 1930, the number on the rolls of the women's classes was only five each for English, shorthand and type-writing. At the end of February 1931, however, it rose to nineteen for English, eighteen for shorthand, sixteen for typewriting, six for book-keeping and ten each for business training and commercial correspondence. The Association urges upon the students the desirability of taking the complete course of ten months for it is not possible to turn out efficient secretaries and stenographers in less time. A Business Girls' Club was inaugurated during the year to provide social intercourse between girls in training and girls already in offices, the idea being to get some of the office atmosphere in the school premises with a view to enable the out-going girls to make the necessary adjustments more quickly and easily.

CHAPTER VIII.

Education of Girls.

In spite of many difficulties progress has been maintained in the education of girls :—

Number of
Schools and
Scholars.

Schools for girls.

Year.	Recognised.	Unrecognised.	Total.
1930	1,717	2,853	4,570
1931	1,839	3,170	5,009

Girl pupils.

Year.	In recognised schools.	In unrecognised schools.	Total.
1930	114,664	54,076	168,740
1931	127,706	56,595	184,301

The number of schools in the Punjab has increased during the year by 439. The figures as regards unrecognised schools are always doubtful, but the increase in recognised schools is 122. It is satisfactory that the number of girls at school should have increased, in spite of all the difficulties this year, to 184,301. The increase in enrolment in recognised schools is 13,042 and in unrecognised schools is only 2,519. Last year the figures were much better, for the increase was 19,047 ; but the condition of the country and the lack of funds fully account for the drop in figures, and it is satisfactory that in spite of all difficulties steady progress has been made. The numbers in classes V to X have gone up by 2,025.

2. Lahore stands first with 471 schools and 42,374 scholars. Rawalpindi has come close up in the second place with 412 schools and 26,221 girl scholars. Multan and Jullundur each have over 23,000 girls in about 340 schools and Ambala now has 9,367 pupils and 216 schools.

Progress by
Divisions.

3. The average enrolment of girls in all schools is thirty-seven per school. If recognised schools alone be taken it works out to sixty-nine per school as against eighteen in unrecognised schools. In the twenty-six Government secondary schools (including training institutions) in which the total enrolment is 9,701, the average per school comes to the large figure of 373.

Average
enrolment.

Financial difficulties.

4. There is very little encouragement for girls' education at present ; since, unfortunately, just when the people have begun to be keen on educating their girls, shortage of funds is retarding progress. Private educational bodies are finding it very difficult to gather in subscriptions ; there are so many distractions : few people have money available while all have many claims and demands on their generosity. District boards are in little better case and the small municipalities have few resources : thus there is very little money to spare from the heavy expenditure on education for boys. Local bodies fail to realise that girls need facilities for education probably even more than boys. Ultimately it will be the girl who will be responsible for the religious life of the family and so she should be able to read the religious books ; it is she, who will have to care for the children and will need a knowledge of personal hygiene and the elementary laws of health ; and it is she who will need to know how to sew and cut out clothes for her children.

Co-education.

5. Co-education which is the cheapest, though not the best, form of education for children in the primary classes, has been much pushed this year in some districts, notably Jhelum. Amritsar District Board has also passed resolutions in favour of co-education. Where there are efficient girls' schools with good buildings and women teachers there is no objection to little boys coming with their sisters. Women are usually better teachers for little children than men but are more expensive, for the rates of salaries for trained women are still high. It is therefore difficult for the district boards to employ enough women teachers and the co-opting of a woman on to the staff of the boys' school is fraught with many difficulties unless she is a near relative of one of the masters. It must be realised, therefore, that girls attending boys' schools have little protection and are being brought up in an atmosphere not conducive to the development of qualities of gentleness, reserve, and the quiet behaviour which is inherent in the Indian ideal of womanhood.

The returns give a total of 12,350 girls attending recognised boys' schools and 8,557 in unrecognised schools for boys. There are 860 boys in recognised girls' schools and 7,473 in unrecognised institutions. Again here probably the figures for unrecognised schools are very doubtful.

College education.

6. The demand for higher education is large and insistent, and has come so quickly that it will be necessary, as

noted last year, to make further provision in the existing colleges, or to start an intermediate college for girls.

This year, for the first time, several girls have joined colleges for men. Formerly one or two Christian girls read at the Forman Christian College, Lahore, but very few girls joined local colleges; now, there seems to be a distinct inclination towards co-education at the college stage.

The two degree colleges for women in Lahore are full and have had to refuse many students. The Kinnaird College has a long waiting list. Queen Mary College this year is arranging for intermediate arts classes for its own students, who matriculate and wish to continue their education.

Queen Mary College. The number of girls on the rolls is 180 of whom 76 are boarders. In the boys' preparatory school attached to the college there are 31 on the rolls, of whom 18 are boarders.

According to religion, in the girls' school, of 180 pupils 120 are Muhammadans, 35 Hindus and 25 Sikhs. In the boys' school 13 are Muhammadans, 2 Hindus and 16 Sikhs. The staff now number 15 in the girls' school and 4 in the boys' school. There have been several changes during the year. Miss Dickenson returned from foreign service and is in charge of the little boys where she does excellent work. Miss Stanger, a trained art mistress, was appointed last October.

The water supply of the college causes anxiety as canal water is needed.

Lahore College for Women.—The lack of plan in the buildings adapted for the College makes arrangements difficult, for the teaching and living accommodation is all mixed up. The heat, dust and flies are almost unbearable in the summer owing to adjacent buildings, which have sprung up in the last few years, making the neighbourhood unsuitable for a college for women. The numbers are larger than ever before—124. The number in residence has been increased to 61 in order not to disappoint parents, who implore the Principal to admit their girls; but this means that the institution is overcrowded and there is now a shortage of class rooms as well as of living rooms.

According to communities the roll stands as follows :—

European Christians 2, Indian Christians 5, Hindus 63, Muhammadans 37, Sikhs 16 and Parsi 1.

Examination results were very good :—

B.A.	..	..	4 ; all passed.
F.Sc.	..	..	11 ; of whom 8 passed.
F.A.	..	..	15 ; of whom 14 passed and 1 was in compartment for Persian only.

Miss G. Harrison was on leave and Miss S. M. Harrison was in charge during the summer.

The physical instructress attended the college in the winter and gave the students swimming lessons in the summer which were very popular. The college working society continued to exist and a play was produced in the spring. Various social activities have been carried on.

Kinnaird College for Women.—The Board of Directors have decided that the present compound is not large enough ; negotiations are therefore proceeding for the purchase of a site a little out of Lahore where land is not so expensive as in the present locality. Funds have been collected in England and in America.

In March, 1931, the number of students was 81, of whom 39 were Christians, 20 Hindus, 12 Muslims, 8 Sikhs, 1 Parsi and 1 Jain.

Eleven Government scholarships are held in the college, nine in the Intermediate and two in the B.A. classes.

The staff has been strengthened. Miss McNair, M.A., has been in charge. Miss Lyon, M.A., rejoined to represent the Church Mission Society. Miss Light represents the United Presbyterian Mission and has come from America for two years. Visiting lecturers, all of them teachers of languages, have given valuable help. Miss Porter had to go on sick leave till October and is much missed. Miss Chrystal of the Young Women's Christian Association has come once a week to take drill, games and country dancing with the resident students.

In the summer term the Kinnaird High School kindly allowed the use of their swimming bath once a week. The Lindsay Commission visited this college, and was very interested. There have been a good many lectures delivered in college on a variety of subjects and debates to widen the sympathies and increase the knowledge of the students.

Examination results are very satisfactory :—

B.A. 9 appeared and 7 passed.

Intermediate .. 22 appeared ; *all* passed.

7. Four new Government secondary schools were opened in 1930 at Montgomery, Jhelum, Karnal and Palwal ; a primary school was opened at the clerks' quarters, Chaurji, Lahore. Of the 27 Government schools 20 have high classes. The work is very efficient and is reflected in the results of examinations. Government
Schools for
girls.

This year from Government high schools 152 girls appeared for the matriculation examination and 117 or 79 per cent. passed. Lyallpur sent up 11, Gujranwala 14, Sialkot 9 girls, and all of these passed. Ludhiana presented 15 of whom 12 passed ; a girl from this school obtained the highest marks among girls in the Punjab.

There is still a difficulty in finding mistresses for our anglo-vernacular posts, so that few schools can have their full complement of teachers. Every effort is made to supply staff and teachers are roped in from Travancore, Madras, Calcutta and elsewhere ; these girls from such different parts of the country feel the difference of climate and some leave quickly and their places have again to be filled. This year, however, when the seven ladies under training for the Bachelor of Teaching degree are available, it is hoped that several hitherto vacant posts will be filled.

8. Almost all Government schools have at least some space for play, while several have very large grounds. The children take full advantage of this and play vigorously even in the hot weather. Their health has consequently been very good, especially as their parents make no difficulty about re-vaccination and inoculation for enteric, which is insisted upon for boarders and encouraged for all pupils. The Department of Public Health have been most kind in sending an officer to the schools for these inoculations. Health.

9. The two vernacular schools at Chakwal and Sahiwal have training classes for village teachers but are rather too out of touch with educational improvements. The school at Chakwal needs a new building but does very good work ; that at Sahiwal might with advantage be moved to Shahpur, where a good Government building might be available for it and where progress would probably be more rapid. Government
Vernacular
Schools.

**Aided
Secondary
Schools.**

10. A few aided schools went off the lines during the year but the majority have worked steadily in spite of difficulties. The large schools such as the Alexandra High School, Amritsar, and the American Mission Avalon High School, Pathankot, are particularly well managed; they have exceptionally gifted staffs, and are greatly appreciated. The Ferozepore high schools are doing good work. The Sikh school is trying hard to replace men teachers by qualified women and now has a head mistress instead of a head master. Many schools are applying for recognition, which, to their mind, connotes grant-in-aid to the anglo-vernacular or vernacular middle stage and it is very unfortunate that, just as the Punjab is ready and is making a stride forward in secondary education, there should be such a shortage both in public and in private funds.

**Training of
Teachers.**

11. This year the training classes have done very good work and the total number of trained mistresses who qualified was 355.

**Anglo-
Vernacular
Training.**

12. *Bachelor of Teaching.*—There is no training college for women as yet in the Punjab; each year, however, girls join the Bachelor of Teaching course at the Central Training College for men teachers. This year seven appeared in the examination and all passed. These ladies entered with enthusiasm into this course of training to a remarkable degree. They formed their own games club and played quite a part in the social life of the college, entertaining the staff and others. This is indicative of a new spirit among our mistresses.

Junior Anglo-Vernacular.—The Junior Anglo-Vernacular class recently started at the Lady Maclagan School, Lahore, sent up seven students for the examination and five passed. Some of these students showed a keen interest in games and all took part in school games.

The training class at the Kinnaird centre also does good work. The pick of the students, however, are reserved for mission schools and only the less satisfactory apply for Government service. Sixteen appeared for the Junior Anglo-Vernacular examination this year; eleven passed, while five have to re-appear in Mathematics, a subject which is often a stumbling block to women.

Senior Vernacular.—The training classes at the Lady Maclagan School are very valuable. The training is thorough and the teachers who pass out are usually capable and keen on their work. This year for the Senior Vernacular examination 91 appeared and 82 or 90 per cent. passed.

Junior Vernacular.—The junior training classes fill up very fast now ; there is a waiting list in almost every school. Girls are coming in a little better prepared now, but still find the work very difficult at first. In most cases they develop wonderfully during the two years of training and really do well when they go out to teach. All the district reports show progress where there are trained mistresses. This is very satisfactory, for these primary trained mistresses have little back-ground and have usually few, if any, reference books in their schools and little chance of self-education. This is where the education train helps schools near the railway lines. Next year we hope to have refresher courses at a few large centres if funds permit.

13. The total expenditure on girls' education during the year under report is Rs. 25,15,120.

Expendi-
ture on
Girls' Edu-
cation.

14. Schools for girls in the districts are maintained by (a) the district boards, (b) the municipalities and small town committees, (c) private bodies and (d) Government for special classes such as criminal tribes. The district board schools are usually fairly well managed and salaries are paid with some regularity. The small municipalities and notified areas, however, suffer much from lack of revenue and the schools lead a hand-to-mouth existence, often being badly housed and equipped. Each year it becomes increasingly difficult for small aided schools to get their grants-in-aid from municipalities and similar bodies. This year Sheikhpura has refused aid to all Christian schools ; and, even in less intractable boards, there is lack of funds and a limited provision for grants. The small municipalities are hopeless ; the only way of aiding schools within their boundaries would be to pay the contribution made by Government to this expenditure direct to the schools letting them get, or not get, the contribution of the local body. The Muslim school at Fatehgarh, in Amritsar district, has been writing and writing for years for its grant without effect and this is one example of many.

Primary
Education.

Most village schools for girls have poor and ill-ventilated buildings, with no equipment except some matting, more or less torn, on the floor and a piece of tin for a blackboard. There is nothing therefore to attract children, who love colour, space and plenty of occupation for their hands. The patience of the children in these drab surroundings and the cheerful and good work of many of the teachers strike one with admiration. The districts are needing many more

trained mistresses, but, even in a place like Simla, the educational sub-committee prefers to employ cheap and uneducated mistresses for primary schools. It is thus extraordinarily difficult to fit the trained women into suitable posts.

The number of primary schools is still very insufficient for the number of girls needing education. To take the Lahore district as an example ; the Assistant Inspectress writes : " This is a very backward district in the education of girls ; there are 119 boys' primary schools in the district and there were 21 village schools for girls but now only 14 are left. In the city there are 53 primary schools for boys and only 27 for girls. In Pattoki there is a primary school with 120 children and five classes and only one mistress bravely carrying on, though she has not been paid for six months ; the staff of the village schools is unqualified, even if we get trained mistresses the district board has no money to pay them according to their qualifications." If this is the case in a district like Lahore, how much blacker is the picture in some of the outlying places.

The work of the primary schools has improved very much ; the diaries of the assistant inspectresses show that efficiency and regular work are being envolved gradually out of rather a chaotic muddle.

Games.

15. A part time physical training instructress and a part-time Girl Guide trainer have been visiting the Lahore Government schools this year. The numbers are so large in these schools that it is rather difficult for a single instructress to manage, but classes have been held for the junior anglo-vernacular and the senior vernacular mistresses and have been much appreciated. Inter-school matches have been encouraged by the Young Women's Christian Association which arranges for tournaments in basket-ball, badminton, jumping, races, etc. The outlying schools have taken a keen interest and teams have come in for these competitions even from Jhang and Multan. Formerly such inter-school sports were only taken up by the Kinnaird and Alexandra Schools. Miss Chrystal has been helping in all these matches.

The Government schools entered for the sports for the first time in 1927 and were swept off the board entirely by the mission schools. In the four years wonderful progress has been made, so much so, that the senior and junior net ball shields and the staff badminton cup have been won by the Lady Maclagan school during this year and in February

their junior team were the runners up in badminton but missed the shield. The senior challenge badminton shield was won by this school. The nicest part is the good spirit shown by all the players and the cheerful way the outlying schools carry on in spite of difficulties. Jhang Government High School lost to Gujranwala Government High School this year but played a very sporting game. The junior high jump record was 4 feet and the Lahore college did specially well in the senior long jump. The school with the most points, in all the sports, was the Kinnaird; the Alexandra was unfortunately kept out this year by quarantine. It is impossible not to mention the very sporting little girls of the Forman school with only a roof in the city for their playing ground who compete for everything and do very well in the sports, jumping, bean bags, tunnel ball, dodge ball, etc.

16. Miss Wagstaffe, the Inspectress, held a course of domestic training, which was most helpful to teachers during the winter. The girls are now keenly interested in the subject and there are very few middle schools where at least some attempt at teaching cooking, house-wifery, food values and elementary hygiene is not made. Cooking (including invalid cookery) is now a fixed subject in the middle school examination for girls; and the improvement in cleanliness and neatness in serving the food as well as in cooking it is apparent. Sewing is according to a graduated scheme. Embroideries are very beautiful but plain sewing is not very popular especially in the villages.

17. The schools are not provided with art or music mistresses; this is a great need, in the large centres especially, in order that girls may be able to develop their very strong latent artistic tastes.

18. The following table shows the results of the various examinations:—

Examination.	Number appeared.	Number passed.	Percentage.
Matriculation ..	224	178	79.5
Middle School ..	1,554	1,216	77
University higher examinations :—			
Urdu, Hindi, Punjabi	847	471	55.6
Persian, Arabic, Sanskrit	34	7	20.5

Deputy
Directress
and the
Inspecting
Staff.

19. The Deputy Directress of Public Instruction went on five months' leave this year and for some time I carried on the work and later Miss Must officiated. The circle inspectresses were unchanged except that Miss Howe married and is now Mrs. O'Gorman. As usual she has toured very hard in the districts and is particularly good to the teachers and pupils. Miss Sircar is very efficient and has worked her ten districts very well. There are twelve sanctioned posts of assistant inspectresses, for ten of which it was possible to find suitable ladies. The work of the assistant inspectresses has been very good. I would mention especially Miss Wylie, Miss Mittra, Mrs. Didar Singh and Miss Haq. The touring is arduous and there are often difficulties about rest houses, making the work hard, though lorries have done much to open up the districts. The life is, however, healthy and very interesting. A good assistant inspectress can do much for the women and girls outside her school hours.

General
remarks.

20. The year 1930-31, being one of the proverbial seven lean years of the Punjab, has been a period of difficulty and financial stress. The pinch of novertv has been much felt in districts as well as in towns and has reacted on the village primary schools. Parents, often unwilling enough before to educate their girls, have been too occupied in trying to make ends meet to spare any workers, even the youngest, from the homes. In addition to this there have been political difficulties, picketing of Government schools for girls, compulsory sudden closing of aided schools for various *hartals*, etc. All this has had an effect on the girls. The general unrest prevents their settling down to steady regular work and is subversive of discipline. It has a very bad effect on the mentality of children, especially girls, to draw them into crowds at the gates of schools to yell abuse at the teachers, the pupils and even the women who fetch the children to school. It is hoped that now these clouds will pass and that children will be able to devote their whole attention to their education. It speaks very well for the staff and the majority of the schools that so much good work has been done in spite of interruptions.

CHAPTER IX.

Education of Europeans.

The number of schools remains the same as last year, and there is an increase of 133 in that of scholars. Schools and
Scholars.

The number of Indian pupils in these schools has increased to 376 and a number of schools still have a large waiting list in this respect. It may be noted that there is a tendency to lose sight of Article 7 (d) of the European Schools Code, which requires that Indian children admitted to European schools must have a sufficient knowledge of English to benefit by the instruction given in the class, for admission to which their other qualifications make them eligible. In at least one school the work is seriously handicapped by the fact that the Indian pupils have not sufficient knowledge of English. One of the main reasons why admission to European schools is sought for such pupils is that better teaching in English is expected; thus the more expensive teachers employed on the ground of necessity of maintaining European standards for European children are largely devoting their time to teaching English to Indian pupils. It is only fair to say, however, that Indian parents cheerfully pay the higher rates of fees charged in European schools. Another development in this connection is the growing tendency to form private classes, largely consisting of Indian pupils who are not eligible for admission to the schools under the rules. This is an evasion of the Code which may possibly have serious consequences for European education, since it is obvious that if the staff is largely busy in the teaching of private pupils, they cannot give the same degree of attention to their regular work.

A serious matter is the very large number of children who are too old for the classes in which their attainments require them to be placed. This can only be due to the neglect of their parents or guardians either to send them to schools at the proper time, or at least to see that they are properly taught. This indicates the urgent necessity of the introduction of compulsory education for Europeans. In several areas where Europeans are resident compulsory education has already been introduced, and Europeans are not exempted, but it would appear that the law is not enforced in their case.

The most noticeable increase in numbers is at the Presentation Convent at Murree, where it has outrun the existing accommodation. On the other hand, the Station School at Ambala tends to go the way of so many other Station Schools, and has now only 24 pupils. The numbers at the B. B. and C. I. School at Rewari are stagnant, an unfortunate circumstance which tends to produce stagnation in the work.

Expenditure.

2. The total direct expenditure has decreased by Rs. 3,868, and the share borne by Government by Rs. 16,474, while tuition fees have provided a further sum of Rs. 7,671.

Scholarships.

3. The total number of scholarships has increased by thirteen, but the expenditure thereon has decreased by Rs. 2,120. This apparent anomaly is doubtless due to the more flexible system now adopted in the allotment of special professional scholarships, and the expenditure has thus been spread over a larger number of scholars.

Teachers.

4. There has been an increase of fifteen in the total number of teachers employed, but unfortunately the number of trained teachers has fallen by five. It has not been quite clearly understood hitherto that the rule forbidding the award of staff grants in respect of any newly appointed untrained teachers applies equally to the subsistence grants made in respect of teachers not in receipt of salaries. More definite orders have now been issued on this point, and it is to be hoped that they will have the effect of raising the number of trained teachers. The proportion of passes in the high school and scholarship examination was exceptionally high, probably because this examination is now optional and is most likely to attract candidates who are likely to win scholarships. The number of passes in the middle school examination was reasonably high, though not quite as good as last year, and so far as an examination is a suitable test, it seems to indicate a generally satisfactory level of work.

Buildings.

5. The new building at the Loreto Convent School, Simla, has been completed and provides an excellent hall with a number of airy and well-lighted class rooms. The re-building of the old temporary boys' boarding house at the Lawrence College and School, Ghoragali, was commenced. The temporary wooden cookhouse, mistresses' mess, and junior dining and play room, however, still remain. The girls' bathing accommodation at this institution is inadequate and their playground is in danger of being washed away

The new hall and library at the Bishop Cotton School were completed and opened by His Excellency the Viceroy.

6. It is unfortunate that more than one of the girls' schools have given up the study of domestic science, and this subject tends to languish in one or two others. Various reasons are advanced, including the difficulty of finding teachers, the difficulty of the courses, and the expense. It is doubtful whether any of these difficulties are insuperable, and it is to be feared that there is an unfortunate prejudice against this subject. In the circumstances, it is pleasing to be able to record that the subject is being particularly well taught at the Lawrence Girls' School, Ghoragali. There is a similar prejudice against Urdu in favour of French, and more than one school, few of whose pupils are likely to settle in France, insist on teaching the latter instead of the former language. One or two schools even insist on teaching Latin for no particular reason. On the other hand the Mayo School at Simla has introduced Urdu, and the St. Denys' School at Murree is also giving serious attention to the teaching of this subject. Both schools are to be congratulated in the matter.

7. One of the most satisfactory developments under this head is the steady improvement in the teaching at the Lawrence School at Ghoragali, a matter which may be largely attributed to the maintenance of detailed syllabuses and records of work. There has also been an improvement in the latter respect at St. Anthony's School, Lahore. The St. Denys' School at Murree, which maintains a training class, regards such syllabuses as unnecessary. The most noticeable defects in teaching are the lack of sufficient oral practice in arithmetic, the unsystematic use of readers in primary classes, and the use of "rough note books", one of the most powerful agents in the destruction of handwriting and neatness. In one school it was found that notes were being dictated on some subjects to primary classes, an almost equally efficacious method of destruction. And in one or two schools there is a tendency to neglect the essentials in reading, writing and arithmetic.

8. It is a little difficult to induce schools to adopt the class library. It is a common complaint that children have no ideas and that their minds are undeveloped, yet it does not seem to be realised that the making of suitable books as accessible as possible to children is one of the best ways of developing their minds. In one school at least some quite

unsuitable books had found their way into the main library, which appeared to be stocked more from the point of view of the teachers than from that of the children.

A satisfactory development is the adoption by one or two schools of the system of entering into definite agreements with their teachers. This helps in providing a more stable staff.

Health. 9. The general health of the pupils appears to be satisfactory, with perhaps fewer epidemics than usual.

Training institutions. 10. The Chelmsford Training College at Ghoragali and St. Bede's College at Simla continue to do excellent work. In the latter institution, however, the difficulty with regard to the standard of arithmetic continues, a possible consequence of the formerly accepted principle that girls should be required to reach a lower standard than boys in this subject. The training class attached to the St. Denys' School at Murree suffers on the one hand from an unsuitable curriculum, and on the other from the lack of suitable facilities for practising.

Collegiate Education. 11. One of the most important developments in connection with the education of Europeans in recent years has been the growth of post-matriculate study. The Lawrence Intermediate College at Ghoragali is proving very popular. The Lawrence Royal Military College at Sanawar now goes as far as the London Intermediate examination; there is a college class attached to the Bishop Cotton School at Simla; and the St. Bede's College, Simla, is now preparing a few candidates for the F. A. examination of the Punjab University. In this connection it is pleasing to be able to say that the Younghusband Hostel in Lahore has increased its numbers and improved its finances. It suffers, however, from an unfortunate lack of adequate water supply.

Technical education. 12. The Young Women's Christian Association Continuation Classes in Lahore are mentioned here because their pupils are almost entirely European and Anglo-Indian. The work has recently been re-organised and the staff strengthened, and a definite effort has been made to raise the standard of qualifications for entry to the classes. It is to be hoped that these measures will largely increase the usefulness of the institution.

CHAPTER X.

Education of Special Classes.

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

The liberal policy in regard to the special treatment to the poor and backward areas and communities of the province underwent no change during the year under report. The basis of distribution of grants to the various districts for the improvement and expansion of vernacular education was the same as in previous years. As before, out of twenty-nine district boards only one got the minimum grant of fifty per cent., while fourteen got sixty per cent., four seventy per cent., four eighty per cent. three ninety per cent. and the other three got the whole of the approved expenditure. The scope of concession in fees for village *kamins* and agriculturists mentioned in the last year's report has this year been extended inasmuch as the limit of annual land revenue for the purpose of this concession has been increased from rupees twenty-five to rupees fifty. In a later circular some of the hardships which the landholders felt in securing certificates and copies of revenue papers in order to secure these concessions have also been removed.

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

Comparative statement showing the enrolment of males of the three principal communities of the province in educational institutions of all kinds on 31st March, 1930 and 31st March, 1931.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.		
	19 9-30.	1930-31.	Increase or decrease.	1928-30.	1930-31.	Increase or decrease.	1929-30.	1930-31.	Increase or decrease.
University (Re- each students)	3	2	-1	26	14	-12	8	3	-5
College (English)	2,601	2,974	+373	6,313	6,510	+197	1,707	1,797	+90
College (Oriental)	62	71	+9	78	81	+3	14	17	+3
Total	2,666	2,949	+283	6,416	6,595	+179	1,729	1,757	+28
Law	138	106	-32	322	259	-63	76	74	-2
Medicine	163	151	-12	151	114	-37	71	69	-2
Commerce	78	9	-69	100	9	-91	12	10	-2
Teaching	28	31	+3	88	98	+10	4	21	+17
Agriculture	67	101	+34	69	74	+5	6	24	+18
Veterinary	57	48	-9	93	54	-39	88	84	-4
Engineering	55	69	+14	115	105	-10	60	54	-6
Total	578	562	-16	943	849	-94	343	335	-8
Secondary stage	77,639	84,572	+6,933	84,622	91,542	+6,920	32,331	34,714	+2,383
Primary stage	4,8,907	431,374	+422,467	261,404	272,391	+10,987	1,05,006	1,06,777	+1,771
Total	486,206	6,5,945	+28,739	348,236	364,275	+17,039	37,329	143,481	+106,152
Training	2,160	1,326	-834	1,603	1,107	-496	51	421	-370
Medical	222	215	-7	270	282	+12	83	76	-7
Law	145	160	+15	55	78	+23	16	21	+5
Engineering	38	41	+3	108	94	-14	34	29	-5
Industrial	9,245	3,314	-5,931	1,171	1,638	+467	460	473	+13
For defective	7	7	0	44	51	+7	...	...	...
Commercial	73	73	0	140	184	+44	44	53	+9
Academy	70	65	-5	56	56	0	...	...	...
Adults	24,166	23,144	-1,022	19,015	16,659	-2,356	6,339	4,870	-1,469
Others	888	865	-23	834	722	-112	348	343	-5
Total	31,922	29,797	-2,125	23,236	31,189	+7,953	6,988	6,334	-654
Grand Total (Recognised institutions)	620,270	549,804	-70,466	3,4,842	390,543	+15,701	14,240	152,907	+138,667
Unrecognised Institutions	53,553	5,278	-48,275	9,419	6,646	-2,773	5,419	4,823	-596
GRAND TOTAL (ALL INSTITUTIONS)	572,823	6,6,172	+38,349	384,261	397,239	+12,978	19,659	157,730	+138,071

(ii) *Muhammadans.*

2. The enrolment of Muhammadan boys under instruction in all kinds of institutions has risen from 5,72,328 in

1930 to 606,172 in 1931, which means an increase of 33,344 or 5·8 per cent. The number of Hindus, inclusive of 4,452 Jains, has gone up by 13,038 to 3,97,239, showing an increase of only 3·4 per cent. upon last year. The Sikh pupils have increased by 5,871 to 157,529 giving a rise of 3·9 per cent. on the previous year. It is pleasing to note that Muhammadans form fifty-one per cent, Hindus thirty-three per cent. and Sikhs thirteen per cent. of the present total enrolment. Of the increase among Muhammadans in all kinds of schools, excluding colleges and special schools, Rawalpindi division claims 14,768, Lahore 3,846, Jullundur 2,842, and Ambala and Multan 1,765 and 6,561 respectively. The number of Muhammadans in unrecognised schools has increased by 4,72 while the numbers of Hindus and Sikhs have decreased by 2,633 and 797 respectively. These figures, for unrecognised schools, however, are fluctuating and unreliable.

Adult education among Muhammadans has suffered a loss of 902 against 2,026 and 469 among Hindus and Sikhs respectively.

Muhammadan education shows a steady progress at its various stages ; an increase of 22,807 at the primary stage and 6,933 at the secondary stage. At the college stage also there is an increase of 83 against an increase of 169 among Hindus and 28 among Sikhs. In special schools there is shown a decrease of 1,185 in the number of Muslim boy-against 2,047 and 504 in that of Hindus and Sikhs respectively.

(iii) *Jains.*

3. The total number of Jains under instruction at the end of the year under report was 4,321 in schools and 131 in colleges against 4,378 and 105 respectively last year.

The decrease in the number of Jain students at colleges in the Ambala division is due probably to the closing of the Banarsi Das College at Ambala.

The Jain community continues to maintain two high schools at Panipat and Ambala city.

(iv) *The Upper Classes.*

4. There has been a gradual decline in the number of boys attending the Aitchison College, Lahore, during the last three years, from 112 to 106, 106 to 103 and 103 to 96. The decline in the recruitment of Muhammadan boys is especially noticeable. In the lower school consisting

of three forms there are only eight Muhammadan boys out of thirty-four. As compared with 1927 the number of Muhammadan boys has fallen from fifty-one to thirty-five while the Hindu and Sikh boys have remained the same, *viz.*, forty-seven and fourteen respectively. In this connexion the following remarks of the Principal serve as a note of warning :—

“ One cause assigned is dissatisfaction with the Preparatory School attached to Queen Mary College ; coupled with this, is the wish to provide for the education of boys from about eight years of age, whereas our age limit prevents their joining us till ten or very near ten years of age. Another suggestion is that the Western Punjab, whence our Muhammadan boys come, has been spending its money and getting into low water. I do not think these are all the reasons even if these are correct ones ; there is, I fear, some kind of feeling of dissatisfaction with the college, the ground for which I confess I cannot discover.”

The result of the diploma examination showed a marked improvement upon the previous year when only four out of thirteen passed. This year eleven out of eighteen boys came out successful, three in the second division and eight in the third. It may be pointed out that none of the candidates got a first class in this examination from any other institution in India.

Some old boys of the college are reported to have made worthy achievements in the Indian Civil Service, Indian Finance, Dehra Dun and the Punjab University examinations and to have secured high positions and titles in various Government departments.

(v) *The Depressed Classes.*

5. The orders contained in the Government resolution of November, 1929, mentioned in the last year's report, requiring all officers and departments concerned to encourage the education of the depressed classes are having the desired effect. It appears that the facilities provided by the Government and the district boards in the shape of scholarships and concessions in fees for the children of these classes have begun to produce good results. It is a matter of gratification to learn that the number of special schools for low caste boys is going down without any decrease in the number of scholars attending them and the number of such boys in ordinary schools is increasing satisfactorily.

It shows that the fellow feeling among the different communities is encouraged and the disabilities such as untouchability and prejudice of caste and creed, which in the past stood in the way of admissions of these boys to ordinary schools, are dying fast. The apathy of the depressed class parents towards the education of their children is still very great, particularly at this time when the economic depression is so acute that owing to extreme poverty they can ill afford to keep at school their children who can be of service to them in earning a living for the family. But in spite of these difficulties the results obtained so far are very encouraging. The enrolment has gone up by 3,544 to 32,418 or by 12·2 per cent. The increase is largest at the primary stage but the figures for the other stages also show a distinct improvement on last year.

(vi) *The Criminal Tribes.*

6. The education of the children of criminal tribes shows an all round improvement during the year. The number of pupils attending the schools for criminal tribes rose from 2,242 to 2,351, including 740 girls. Six hundred and twelve adult- against 532 last year, whose occupations could not permit them to study in day schools, attended night schools. One hundred and seven boys and twenty-nine girls passed the primary test, raising the number of primary passed boys and girls to 487 and 118 respectively. Eleven pupils passed the middle school test bringing the total of middle passes to thirty-six. Twenty-one primary passed boys attended the middle schools close to the settlements while there were sixty boys on the rolls of the anglo-vernacular middle school at Kacha Khuh. This institution is maintained by the settlers with a Government grant of Rs. 500 but it also serves the surrounding villages with a recruitment of fifty-two boys. Seven middle passed boys are attending high school classes. A *Sansi* boy has passed the junior vernacular examination and is employed in the Niamuana primary school.

The number of boys attending the village schools fell from 6,908 to 6,444. The decrease is mainly due to the withdrawal of nearly 700 children by the famine stricken parents of the Hissar district who had to move away to other areas to make a living.

As last year sixty-two scholarships of Rs. 2 per mensem and twenty-eight scholarships of Rs. 5 per mensem each were awarded to deserving pupils in the settlements

while 200 scholarships of Rs. 2 each and 300 scholarships of Re. 1 each were distributed among the boys of criminal tribes attending village schools. This pecuniary aid has given a great impetus to education among the children of this backward community. The necessity of increasing these scholarships and a more liberal supply of books and school requisites is strongly recommended.

The annual sports tournament which was held this year at Amritsar was attended by 600 youths and boys from all parts of the province.

Such are the efforts made to divert the energy of these children into avenues devoid of harm and perhaps productive of good. It is hoped that these measures will help them to overcome their evil propensities and tend to encourage their taking up better callings.

CHAPTER XI.

Text-Book Committee.

1. The committee consisted, as usual, of twenty-five members, of whom seven, whose term of office expired during the year, retired ; but they were re-appointed for a further period of two years ; three, who resigned, were succeeded by new members.

Constitu-
tion of the
Committee.

During the year the general committee met three times and there were nineteen sub-committee meetings.

2. The committee considered only 243 books as against 497 in the previous year. Of these, 13 were approved ; twenty-nine recommended for use as text books, ninety-three for school libraries and eight were purchased for distribution among schools. Fourteen books were rejected as their authors and publishers did not agree to price them at the rates fixed by the Education Department.

Considera-
tion of
books

The significant decrease in the number of books received by the committee is reported to be due probably to its strict observance of the conditions laid down in the departmental circulars with regard to the use of standard paper, general get-up and price and also to its recommendations to the department being restricted only to books of distinctive merit as compared with those already on the approved list.

3. Nine new books including a revised edition of "Asul-i-Talim" were printed and wall maps of five districts were revised and sent to the press.

Publica-
tions.

Mr. J. E. Parkinson, who held charge of the work of translating English books into the vernaculars, resigned as he had to proceed on leave, and an editorial board was appointed in his place to look after the translation work. As many as twenty translations of different interesting and useful books were completed and published in Urdu, Hindi and Punjabi. The production of these translations cost the committee Rs. 13,202 during the year, the total expenditure since the introduction of the scheme in 1924 amounting to Rs. 51,934.

Another useful work of the year was the publication, at the committee's cost, of a list of Urdu, Hindi and Punjabi books suitable for school and village libraries prepared by the department

4. In addition to a large number of useful books together with copies of eleven vernacular translations of English books prepared and published by the Committee, twenty-four journals in English, Urdu, Hindi and Punjabi were

Presenta-
tion of
books.

supplied to schools throughout the province. The total expenditure on these journals and books and on the preparation and publication of vernacular translations was Rs. 35,140.

Cinema
and gramophone.

5. The work of educating the public and school children by cinema shows was successfully continued throughout the year. The demonstrator visited eight educational centres and attracted no less than 60,000 school boys and girls. Besides visiting schools and colleges he also gave shows under the auspices of the Society for Promoting Scientific Knowledge, the Youngmen's Christian Association and the Museum Lectures Committee. The Royal Artillery Force Headquarters and the Police Department, Simla, also asked for the loan of films for exhibition to the members of their staffs. This work is being appreciated in all quarters and has great possibilities of expansion. It is a pity that a light portable electric generator for the machine which would enable the committee to extend the cinema shows to non-electrified places, is not procurable. During the year Rs. 6,759 were spent on new films and the demonstrator's pay and travelling allowances. The committee also possesses a complete set of such gramophone records published by the International Educational Society as can be of use and interest in colleges in India.

Prizes.

6. Under the patronage of the Vernacular Literature Fund, Dr. Bodh Raj Chopra received a prize of Rs. 750 for his "*Man aur Bachcha*" and Lala Sham Das Vadhwa, Bookseller, Lahore, Pandit Ved Vyasa, Pandit Man Mohan Diwana, Bhai Ram Singh Giani and Lala Ishwar Chandra Nanda got prizes of Rs. 500 each for "*Sachitra Mahabharata Bhasha*", "*Vishal Bharat, Part I*", "*Anwidh Moti*", "*Shabad Chamakir*" and "*War Ghar ya Lilli da Viyah*" respectively. Government contributed Rs. 2,500 and the committee Rs. 750 to this fund.

Library.

7. The library has been overhauled; old and obsolete books have been weeded out to make room for modern works. Eight hundred and thirty books including the Encyclopædia Britannica (14th edition) have been added. One thousand four hundred and eighty four books were issued to readers and ninety-seven gramophone records to professors.

Finances.

8. The total receipts of the year including the opening balance of Rs. 1,75,385 amounted to Rs. 2,41,617; and the total disbursements to Rs. 75,497, leaving a balance of Rs. 1,66,120 inclusive of Rs. 54,000 and Rs. 23,259 on account of earnest money for the contract for printing and selling of the committee's text-books and provident fund of the committee's employees respectively.

I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1930-31.

I.—CLASSIFICATION OF

	FOR MALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6
RECOGNISED INSTITUTIONS.						
Universities .. ..	..	..	..	1	..	1
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..
Colleges—						
Arts and Science* ..	1	..	..	7	3	11
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	13	..	..	5	3	21
Totals	20	..	..	13	7	40
High Schools	83	23	14	176	24	320
Middle Schools .. { English ..	7	102	18	69	43	(a) 239
.. { Vernacular ..	..	3,205	6	8	..	(b) 3,219
Primary Schools	12	4,212	312	1,045	119	5,700
Totals	102	7,542	350	1,298	186	9,478
Special Schools—						
Art	1	..	..	..	..	1
Law .. ..	..	..	..	..	..	..
Medical	1	..	..	2	..	3
Normal and Training ..	30	..	..	4	1	35
Engineering†	1	..	..	..	..	1
Technical and Industrial ..	29	..	..	4	..	33
Commercial	9	..	..	..	..	9
Agricultural .. ..	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1
School for Defectives ..	1	..	..	1	..	2
Schools for Adults	8	1,566	10	308	64	1,956
Other Schools	36	..	..	2	..	38
Totals	117	1,566	10	321	65	2,079
Totals for Recognised Institutions	239	9,108	360	1,633	258	11,598
UNRECOGNISED INSTITUTIONS ..	..	..	..	..	3,528	3,528
GRAND TOTALS, ALL INSTITUTIONS	239	9,108	360	1,633	3,786	15,126

*Includes one

†Includes Sur

(a) Includes Upper Middle Schools 211,

(b) Includes Upper Middle Schools 735,

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
22	..	..	14	1	37
3	1	..	20	1	25
3	9	27	59	3	101
1	812	231	483	111	1,638
29	822	258	576	116	1,801
..
..	..	..	1	..	1
15	..	..	4	..	19
2	..	..	1	..	3
..	..	..	1	..	1
..
..
..	4	..	..	1	5
26	..	..	..	..	26
43	4	..	7	1	55
73	826	258	585	117	1,859
..	..	..	..	3,170	3,170
73	826	258	585	3,287	5,029

Oriental College.
 vey Schools.
 Lower Middle Schools 28.
 Lower Middle Schools 2,484.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll On March 31st.	Average daily attendance.	Number of resi- dents in approv- ed hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of resi- dents in ap- proved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of resi- dents in ap- proved hostels.
	1	2	3	4	5	6	7	8	9
READING,									
IN RECOGNISED INSTITUTIONS,									
<i>University and Intermediate Education.</i>									
Universities									
Arts and Science	3,415	2,992	1,158						
Law									
Medicine	436	429	256						
Education	214	210	206						
Engineering	236	227	138						
Agriculture	287	352	254						
Commerce									
Forestry									
Veterinary Science	166	152	143						
Totals	4,734	4,262	2,156						
<i>Schools and Special Education.</i>									
In High Schools	26,514	24,953	3,975	8,042	7,466	810	6,233	5,600	412
" Middle, English	2,164	2,007	114	27,257	23,794	1,103	5,765	5,089	237
" Schools of Vernacular				472,010	389,531	7,686	1,479	1,323	111
" Primary Schools	1,009	846		271,412	221,504	114	50,575	42,960	
Totals	29,687	27,808	4,089	778,721	642,295	9,913	64,054	54,972	760
In Art Schools	267	285	79						
" Law									
" Medical Schools	378	372	312						
" Normal and Training Schools	3,176	3,107	2,950						
" Engineering Schools	167	164	167						
" Technical and Industrial Schools	5,238	4,923	479						
" Commercial Schools	316	292	84						
" Agricultural									
" Reformatory	125	121	125						
" Schools for Defectives	26	23	18						
" Schools for Adults	205	162		37,410	30,034		293	207	
" Other Schools	2,087	1,859	762						
Totals	11,984	11,288	4,976	37,410	30,034		293	207	
Totals for recognised institutions.	46,405	43,356	11,220	816,131	672,329	9,913	64,347	55,179	760
IN UNRECOGNISED INSTITUTIONS,									
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	46,405	43,356	11,220	816,131	672,329	9,913	64,347	55,179	760

- (a) Includes 1,768 students
 (b) Includes 149 scholars in
 (c) Includes 49,651 students
 (d) Includes 181,524 students
 * Does not include figures
 † includes survey schools

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
19	19	4							
(b) 6,141	4,232	1,777	3,496	2,940	1,488	(a) 12,052	10,164	4,423	17
..	..	..	438	389	269	438	389	289	..
..	..	..	..	..	..	438	429	255	..
..	..	..	..	..	..	214	210	205	7
..	..	..	..	..	..	236	227	188	..
111	107	88	..	..	..	267	252	264	..
..	..	..	..	..	..	111	107	88	..
..	..	..	..	..	..	166	152	143	..
5,271	4,358	1,869	3,934	3,329	1,777	13,939	11,949	5,801	24
78,481	71,194	8,695	9,928	8,859	1,016	129,148	148,102	14,808	16
14,766	13,580	591	4,320	3,938	194	(c) 54,283	48,408	2,239	281
1,046	901	22	..	..	..	(d) 474,536	391,755	8,219	5,548
70,871	61,460	48	5,178	4,316	..	399,046	331,086	162	6,657
165,104	147,135	9,456	19,426	17,143	1,210	1,056,992	889,351	25,428	12,498
..	..	..	..	..	..	267	285	79	..
202	168	24	..	..	..	580	540	336	..
208	201	138	39	38	38	3,422	3,346	3,126	1
..	..	..	..	..	..	167	164	167	..
860	812	224	..	..	..	5,598	5,235	703	6
..	..	..	..	..	..	316	292	84	..
..	..	..	..	..	..	125	121	125	..
86	26	36	..	..	..	62	49	54	..
6,532	41	..	1,348	1,162	..	45,788	37,059	..	54
242	250	..	..	..	..	2,329	2,089	762	8
7,580	6,451	422	1,387	1,200	38	58,654	49,180	5,486	59
177,955	1,57,944	11,747	24,747	21,672	3,025	1,129,589	950,480	36,665	12,589
..	..	..	70,242	*40,493	..	70,242	*40,493	..	8,557
177,955	157,944	11,747	94,989	62,165	3,025	1,199,827	990,973	36,665	21,146

reading in the high classes of Intermediate Colleges.
 Oriental College.
 In the Upper Middle Schools and 4,612 in Lower Middle Schools.
 In the Upper Middle Schools and 293,011 in Lower Middle Schools.
 for the Jullundur Division.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING.

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No of residences in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residences in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residences in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and intermediate Education.</i>									
Arts and Science ...	124	167	61	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	124	167	61	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ..	7,840	6,839	714	...	...	...	...	...	...
" Middle Schools—English	911	672	15	396	204	...	...	...	...
Vernacular ...	486	419	26	1,022	849	95	5,766	4,718	...
" Primary Schools ...	34	22	...	36,573	29,267	...	19,532	16,130	...
Totals ...	9,260	7,452	755	36,890	30,320	95	25,288	20,846	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	753	707	393	...	...	...	...	...	...
" Technical and Industrial Schools.	323	353	...	...	...	...	...	...	...
" Commercial Schools ...	...	...	...	...	...	...	...	...	...
" Agricultural Schools...	...	...	...	...	...	...	...	...	...
" Schools for Audits ...	...	...	...	120	108	...	...	...	...
" Other Schools ...	740	624	...	...	...	...	...	...	...
Totals ...	1,816	1,584	393	120	108	...	...	...	...
Totals for Recognised Institutions.	11,200	9,143	1,209	37,010	30,428	95	25,288	20,846	...
In Unrecognised Institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	11,200	9,143	1,209	37,010	30,428	95	25,288	20,846	...
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	57,805	53,499	12,429	853,141	702,757	10,008	89,035	76,027	760

* Does not include

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED			UNAIDED.			Grand total of Scholars on rolls.	Grand total of aver. age attendance.	Grand total of residents in approved hostels.	Number of unles included in column 16.
Scholars on rolls March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
81	73	60	...	...	...	205	160	121	...
38	37	28	...	...	...	28	37	28	...
109	110	68	...	...	...	233	217	149	...
2,843	2,529	1,222	220	300	114	10,903	9,068	2,050	293
3,517	2,868	783	19	18	...	4,743	3,777	778	130
13,460	11,383	732	265	211	...	30,988	17,530	853	117
30,789	25,969	201	4,370	3,629	...	90,187	76,017	201	540
50,609	42,714	2,918	4,774	4,068	114	126,821	106,392	3,862	1,080
265	265	265	...	...	...	265	265	265	...
87	78	71	...	...	...	840	785	464	...
16	16	16	...	...	...	338	268	15	...
...	20	...	...	...	...	26	20	...	...
...
...	...	...	36	33	...	156	141	...	...
...	...	...	...	...	...	740	624	...	9
393	378	351	36	33	...	2,365	2,103	744	9
51,111	43,202	3,357	4,810	4,091	114	129,419	107,712	4,775	1,088
...	...	...	56,595	*36,889	...	56,595	*36,889	...	7,473
51,111	43,202	3,357	61,405	40,780	114	186,014	144,461	4,775	8,561
220,066	201,146	15,104	168,394	102,945	3,139	1,385,841	1,136,374	41,440	

Figures for the Jullundur Division.

III-A.—EXPENDITURE ON EDUCATION FOR MALES

on buildings includes Rs. 7,86,459 spent by the Public Works Department on Educational Buildings.

ous" includes the following main items:—

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

Direction ..
 Inspection ..
 Buildings, etc. ..
 Miscellaneous ..
 Totals ..

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.
1,97,897	..	..	..	..	1,97,897
8,80,568	1,00,407	3,912	..	99	9,83,988
12,54,908	2,54,164	66,996	34,518	4,13,553	20,14,139
12,76,272	2,39,751	1,06,006	2,07,504	4,56,714	22,84,847
36,08,645	6,03,322	1,67,514	2,42,022	8,60,366	54,00,869

TYPE	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.			TOTALS					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21						
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						
..	2,71,750	..	..	8,91,701	..	11,63,451	..	..	..	2,71,750	..	..	8,91,701	..	11,63,451	
..	900	1,077	4,53,947	3,11,009	9,71,497	2,25,696	20,107	2,45,803	4,24,953	900	1,077	8,60,487	3,31,116	16,67,533	
2,20,389	1,29,844	..	3,50,233	..	..	..	..	..	..	..	..	..	..	..	..	65,206	..	65,206	..	..	..	65,206	..	65,206	
..
3,90,743	58,495	..	4,49,238
1,35,825	6,464	1,42,289
2,58,744	2,196	..	2,60,940
99,996	41,744	..	1,41,740
..
..
1,55,378	33,180	..	1,88,558
3,42,256	2,38,062	623	5,80,941*
16,03,331	5,03,521	7,087	21,13,939	..	..	..	..	..	..	5,35,056	900	1,077	14,35,711	3,40,868	23,13,702	3,25,316	22,267	3,57,663	21,38,387	900	1,077	22,74,628	3,70,312	47,85,204	
..
10,57,414	7,19,194	3,134	17,79,742†	1,72,969	1,18,566	66,256	2,87,464	3,254	6,48,509	9,46,422	34,565	51,651	14,96,649	6,30,263	31,59,540	2,16,307	89,167	3,05,474	21,76,805	1,53,131	1,17,907	27,19,614	7,25,808	58,93,265	
..
82,114	39,904	189	1,22,207	2,56,111	2,45,832	55,609	2,75,264	9,334	8,42,150	1,03,917	4,951	11,982	1,66,036	1,31,737	4,18,623	88,847	45,885	1,34,732	4,42,142	2,50,763	67,691	5,70,051	1,87,145	15,17,712	
..	45,17,770	9,79,280	17,398	5,09,908	35,209	60,59,565	9,387	3,780	..	2,898	13,322	29,367	..	..	..	45,27,137	9,83,000	17,398	5,12,806	48,531	10,84,432	
14,580	1	..	14,581	22,00,539	5,33,947	4,61,330	40,917	8,952	32,45,685	1,99,338	49,771	70,767	25,852	1,89,150	5,34,578	1,978	14,812	16,790	24,14,457	5,83,718	5,32,097	68,748	2,12,914	38,11,934	
11,54,108	7,59,099	3,323	19,16,530	71,47,389	18,77,625	6,00,593	11,13,553	56,749	1,07,95,909	12,59,044	93,067	1,34,400	16,91,435	9,64,462	41,42,408	3,07,132	1,49,864	4,56,606	95,60,541	19,70,692	7,34,993	38,71,219	11,74,398	1,73,11,843	
..
54,288	54,288	54,288
..
1,03,989	8,600	..	1,12,589	..	..	..	..	..	..	6,000	..	250	5,093	35,607	46,950	..	..	..	1,09,989	..	250	13,693	35,607	1,50,539	
4,45,016	253	4,525	4,49,794	..	..	..	..	..	..	10,325	660	4,265	6,529	21,779	2,491	842	3,333	4,55,341	..	660	7,009	11,896	4,74,906		
83,826	37,681	..	1,21,507	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	83,826	..	..	37,681	..	1,21,507	
3,84,009	3,84,009	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,50,737	..	..	51	67,948	4,68,736	
35,649	13,977	250	49,876	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	35,649	..	..	13,977	250	49,876	
..
49,326	46,326	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46,326	..	..	..	..	46,326	
6,285	6,285	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6,285	..	..	..	..	21,141	
668	..	25	..	..	693	43,983	6,511	1,489	..	..	51,983	14,771	437	166	..	14,556	14,856	..	..	..	693	..	..	..	14,556	
2,14,844	504	..	68,079	..	2,83,427	..	..	..	..	..	..	8,962	..	..	8,873	137	17,972	..	..	..	2,28,806	504	..	70,952	137	3,01,399
13,74,900	504	25	1,28,590	4,775	15,08,704	43,983	6,511	1,489	..	..	51,983	47,086	1,097	416	18,282	1,25,691	1,92,572	2,491	1,107	3,598	14,65,969	8,112	1,930	1,49,363	1,31,673	17,56,947
41,32,339	504	25	13,91,210	15,185	55,39,263	71,91,372	18,84,136	6,02,082	11,13,553	56,749	1,08,47,892	18,41,186	1,064	1,35,893	31,45,428	14,31,111	66,48,682	6,45,019	1,73,238	8,18,257	1,87,73,542	25,83,026	8,06,514	65,37,232	25,45,649	2,93,44,963	

† Intermediate Classes of the Lawrence Royal Military School, Sanawar, and the Bishop Cotton School Simla.
 * Includes expenditure on the Lawrence Royal Military School, Sanawar.

III-B.—EXPENDITURE ON EDUCATION FOR FEMALES.

Expenditure on buildings includes Rs. 19,474 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :—

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

Inspection ..
Buildings, etc. ..
Miscellaneous ..
Totals ..

TOTAL EXPENDITURE FROM				
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.
22	23	24	25	26
Rs. 1,00,914	Rs. 5,748	Rs. 829	Rs. 6,145	1,11,688
64,427	2,798	2,379	61,834	1,11,688
1,11,688	2,798	7,580	61,834	1,11,688
2,77,029	8,546	10,788	67,979	2,77,029

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.								
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21						
UNIVERSITY AND INTERMEDIATE EDUCATION.																											
Colleges ..	49,909	..	..	10,137	..	51,046	..	..	..	..	..	..	10,000	..	..	10,453	7,680	28,133	..	..	..	50,909	..	..	..	20,590
Professional Colleges— Medicine
Education
Intermediate Colleges	21,313	3,551	5,886	30,750	21,313	3,551
Totals ..	49,909	..	..	10,137	..	51,046	..	..	..	..	..	..	31,313	..	..	14,004	13,566	58,883	..	..	..	72,222	..	..	..	24,141
SCHOOLS EDUCATION.																											
<i>General.</i>																											
High Schools ..	4,15,712	..	1,474	59,022	..	4,76,208*	..	..	..	..	..	..	1,21,452	..	5,126	97,886	57,200	2,81,664	..	16,433	16,433	5,37,164	..	6,600	1,56,908	7
Middle Schools— English ..	18,119	..	1,000	..	..	19,119	..	5,007	..	..	5,007	56,533	1,414	9,576	28,034	60,066	2,81,623	..	440	440	74,652	6,421	10,576	28,034	6	
Vernacular ..	12,804	..	..	..	..	12,804	34,057	7,462	83,113	3	168	1,24,803	73,429	7,058	32,407	6,474	1,61,807	2,81,175	..	4,155	4,155	1,20,290	14,520	1,15,520	6,477	1,6
Primary Schools ..	300	..	..	..	..	300	3,48,915	1,13,288	1,94,392	26	1,385	6,58,006	1,00,056	21,435	47,761	7,858	1,40,876	3,17,986	1,827	17,042	18,869	4,49,271	1,34,723	2,42,153	9,711	1,5
Totals ..	4,46,935	..	2,474	59,022	..	5,08,431	3,82,972	1,25,757	2,77,505	29	1,553	7,87,816	3,51,470	29,907	94,870	1,40,252	4,19,949	10,36,448	1,827	38,070	39,897	11,81,377	1,55,664	3,74,849	2,01,130	4,5	
<i>Special.</i>																											
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	85,418	11,569	8,858	34,164	70,858	2,10,867	..	..	..	85,418	11,569	8,858	34,164	7
Normal and Training Schools ..	79,564	355	..	..	..	79,919	..	..	..	..	..	..	13,724	..	..	3,208	11,867	28,799	..	..	..	93,288	355	..	3,208	1
Technical and Industrial Schools ..	18,709	..	..	..	..	18,709	..	..	..	..	..	..	..	..	35	..	1,455	1,490	..	..	..	18,709	..	35	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	3,990	..	..	901	249	5,140	..	..	..	3,990	..	..	901	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	7,765	..	..	..	..	7,765	..	114	..	..	..	114	..	..	..	..	..	..	..	..	..	..	114	..	..	..
Totals ..	1,04,034	355	..	..	..	1,04,389	..	114	..	..	..	114	1,03,132	11,569	8,893	38,273	84,429	2,46,296	..	..	..	2,09,170	12,038	8,893	38,273	8
Grand Totals for Females ..	5,52,882	355	2,474	69,159	..	6,65,870	3,82,972	1,25,871	2,77,505	29	1,553	7,87,930	4,85,915	41,476	1,03,763	1,92,529	5,17,944	13,41,627	1,827	38,070	39,897	17,39,798	1,76,248	3,94,530	3,31,523	8,5	
Grand Totals for Males ..	41,32,339	504	25	13,91,210	15,185	55,39,263	71,91,372	18,84,136	6,02,082	11,13,553	56,749	1,08,47,892	18,41,186	95,064	1,35,593	31,45,428	14,31,111	66,48,682	6,45,019	1,73,238	8,18,257	1,67,73,542	25,83,026	9,05,514	65,37,232	25,4	
GRAND TOTALS FOR ALL ..	47,25,221	859	2,499	14,80,369	15,185	62,05,133	75,74,344	20,10,007	8,79,587	11,13,582	58,302	1,16,35,822	23,27,101	1,36,540	2,39,656	33,37,957	19,49,055	79,90,309	6,46,846	2,11,308	8,58,154	1,85,13,340	27,59,274	13,00,044	68,68,755	33,9	

*Excludes expenditure on the Lawrence Royal Military School, Sanawar.

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 ..		1,00,914	..	829	..	..	1,01,743
Buildings, etc. ..		64,427	5,748	2,379	6,145	1,12,599	1,91,298
Miscellaneous ..		1,11,688	2,798	7,580	61,834	1,83,400	3,67,300
Totals ..		2,77,029	8,546	10,788	67,979	2,95,999	6,60,341

USED UNDAIDED INSTITUTIONS.

Other sources.	Totals.						
20	21						
Rs.	Rs.						
..	..	50,909	..	..	20,590	7,680	79,179
..
..	..	21,313	..	..	3,551	5,886	30,750
..
..	..	72,222	..	..	24,141	13,566	1,09,929
16,433	16,433	5,37,164	..	6,600	1,56,908	73,633	7,74,305
440	440	74,652	6,421	10,576	28,034	60,506	1,80,189
4,155	4,155	1,20,290	14,520	1,15,520	6,477	1,66,130	4,22,937
17,042	18,869	4,49,271	1,34,723	2,42,153	9,711	1,59,303	9,95,161
38,070	39,897	11,81,377	1,55,664	3,74,849	2,01,130	4,59,572	23,72,592
..	..	85,418	11,569	8,858	34,164	70,858	2,10,867
..	..	93,288	355	..	3,208	11,867	1,08,718
..	..	18,709	..	35	..	1,455	20,199
..	..	3,990	..	..	901	249	5,140
..
Nil	Nil	..	114	..	..	..	114
..	..	7,765	..	..	..	..	7,765
		2,00,170	19,038	8,893	38,273	84,429	3,62,803

IV-A.—RACE OR CREED OF MALE SCHOLARS RECEIVING
GENERAL EDUCATION.

IV-A.—RACE OR CREED OF MALE SCHOLARS

Race or creed.	Europeans and Anglo- Indians.	Indian Christians.	HINDUS,		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population ..	16,553	213,465	2,609,256	856,278	7,241,612	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	446	5,517	102,206	16,202	222,345
	II ..	149	2,444	66,396	8,779	107,655
	III ..	135	1,072	39,467	3,603	57,078
	IV ..	117	780	33,521	2,117	44,296
Middle	V ..	10	451	25,343	760	27,531
	VI ..	133	369	19,226	457	20,132
	VII ..	127	277	15,160	272	15,002
	VIII ..	125	226	13,640	141	12,732
High	IX ..	87	130	8,402	43	4,983
	X ..	116	124	7,101	37	4,192
Totals ..	1,445	11,390	330,462	32,411	515,946	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ..	31	37	1,729	3	764
	2nd year ..	53	39	1,903	1	910
Degree classes	1st year ..	7	26	741	2	356
	2nd year ..	8	14	852	1	413
	3rd year ..	..	1	24	..	4
Postgraduate classes	1st year ..	..	3	121	..	67
	2nd year ..	..	1	133	..	62
Research students ..	..	..	14	..	2	
Totals ..	99	121	5,517	7	2,578	
No. of scholars in recognised institutions.	1,544	11,511	335,979	32,418	518,524	
No. of scholars in unrecognised institutions.	..	248	6,568	128	57,278	
GRAND TOTALS ..	1,544	11,759	342,547	32,546	575,802	

*The following are included under the heading "depressed classes":—
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera

†Excludes 149 students of the Oriental College, Lahore, of whom 61

I RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of agriculturists.	Number of pupils from rural areas.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,666	12,880,510	..	..
..	11	45,146	4,916	396,789	216,732	344,068
..	1	32,994	2,405	220,823	110,561	182,995
..	5	17,148	1,368	119,876	58,381	96,108
..	5	14,479	758	96,073	46,180	73,624
..	1	10,115	500	64,711	30,477	45,714
..	4	7,473	412	48,206	22,120	33,075
..	4	5,693	307	36,842	16,411	23,967
..	3	5,428	272	32,567	14,027	19,947
..	2	3,337	118	17,102	5,344	6,913
..	8	2,668	109	14,355	4,289	5,566
..	44	144,481	11,165	1,047,344	524,522	831,977
..	3	546	24	3,137	796	1,125
..	4	684	21	3,615	853	1,345
..	2	214	6	1,354	302	434
..	..	227	10	1,525	363	547
..	..	4	..	33	5	5
..	..	22	3	216	56	70
..	..	40	2	238	83	74
..	..	3	..	19	..	..
..	9	1,740	66	10,137	2,458	3,600
..	53	146,221	11,231	1,057,481	526,980	835,577
..	..	4,622	314	69,158	32,357	29,804
..	53	150,843	11,545	1,126,639†	559,337	865,381

Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar, are Hindus (higher caste), 71 Muhammadans and 17 Sikhs.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- macans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population ..	6,396	178,374	2,142,357	720,697	6,090,848	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	413	1,514	35,211	562	26,436
	II ..	182	540	10,334	154	6,240
	III ..	162	446	7,460	79	3,817
	IV ..	195	432	5,555	39	2,376
	V ..	20	348	4,024	22	1,664
Middle	VI ..	135	223	1,117	..	530
	VII ..	150	168	682	1	369
	VIII ..	121	163	511	..	287
High	IX ..	74	103	192	..	139
	X ..	69	41	96	..	62
Totals ..	1,521	3,978	65,182	857	41,920	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ..	..	11	39	..	23
	2nd year ..	1	13	31	..	10
Degree classes	1st year ..	1	12	11	..	11
	2nd year ..	..	10	9	..	5
	3rd year ..	..	..	..	..	..
Postgraduate classes	1st year ..	..	2	4	..	..
	2nd year ..	..	1	..	..	..
Research students	..	..	..	..	..
Totals ..	2	49	94	..	49	
Number of scholars in recognised institutions.	1,523	4,027	65,276	857	41,969	
Number of scholars in unrecognised institutions.	..	56	3,644	70	49,292	
GRAND TOTALS ..	1,523	4,083	68,920	927	91,261	

*The following are included under the heading "depressed d
Chamar, Weaver, Sweeper, Ramdasi, Dumna. Kothli li

1 RECEIVING GENERAL EDUCATION.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of agriculturalists.	Number of pupils from rural areas.
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	..	..
2	20	12,980	695	77,833 ✓	19,252	37,276
..	9	3,803	218	21,480	5,071	10,090
..	5	2,730	116	14,815 ✓	3,083	5,730
..	6	1,855	88	10,546	1,995	3,686
5	..	1,293	64	7,440	1,286	2,384
..	4	331	17	2,357	324	201
..	3	237	5	1,615	211	71
..	1	171	3	1,257	172	49
..	1	80	..	589	70	3
..	..	35	2	305	32	2
7	49	23,515	1,208	138,237	31,496	59,498
..	2	15	..	90	10	6
..	..	4	1	60	5	..
..	..	4	..	39	1	..
..	..	2	..	26	1	..
..
..	..	..	..	6	..	..
..	..	..	..	1	..	..
..
..	2	25	1	222	17	6
7	51	23,540	1,209	138,459	31,513	59,504
..	..	4,600	17	57,679	25,469	49,355
7	51	28,140	1,226	196,138	56,982	108,859

classes " :—

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

V.A.—RACE OR CREED OF MALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

Race or Creed.	Euro- peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total.	Number of agricul- turists.	Number of stu- dents from rural areas.
			Higher castes.	*Dep- ressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Art Schools .. .. .	..	7	78	..	160	..	..	21	1	267	80	190
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	..	2	280	2	218	..	..	78	..	580	174	361
Normal and Training Schools .. .. .	..	57	1,080	18	1,826	..	..	425	6	3,421	2,250	3,043
Engineering and Surveying Schools .. .. .	..	..	94	..	44	..	..	29	..	167	48	167
Technical and Industrial Schools .. .. .	..	160	1,450	176	3,314	..	..	473	19	5,592	643	1,516
Commercial Schools .. .. .	..	..	184	..	73	..	..	53	6	316	60	69
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	2	43	13	65	..	..	1	1	125	27	58
Schools for Defectives .. .. .	..	3	36	15	7	..	..	1	..	62	41	..
Schools for Adults .. .. .	..	493	15,072	1,917	23,164	..	..	4,870	218	45,734	26,197	40,978
Other Schools	3	71	246	476	866	..	..	383	284	2,329	1,197	1,024
Totals	3	795	18,572	2,617	29,737	..	..	6,334	535	58,593	30,717	47,406
<i>University and Intermediate Education.</i>												
Law .. .. .	..	1	259	..	105	..	1	72	..	438	140	151
Medicine .. .. .	..	6	213	..	153	..	2	59	3	436	135	137
Education	31	2	68	..	81	..	..	24	1	207	93	128
Engineering	16	2	105	..	59	..	..	54	..	236	37	82
Agricultural .. .. .	..	..	75	..	106	..	..	84	2	267	188	213
Commerce .. .. .	..	..	92	..	9	..	..	10	..	111	6	71
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	1	84	..	49	..	..	32	..	166	49	76
Totals	47	12	896	..	562	..	3	335	6	1,861	648	858
GRAND TOTALS	50	807	19,468	2,617	30,299	..	3	6,669	541	60,454	31,365	48,264

*The following are included under the heading "Depressed classes"—
 Chamar, Weaver, Sweeper, Ramdasi, Dumra, Kohli, Sareea, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.
 Chamar, Weaver, Sweeper, Ramdasi, Dumra, Kohli, Sareea, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.

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

Race or Creed.	Euro- peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Totals.	Number of agricul- turists.	Number of stu- dents from rural areas.
			Higher castes.	*Dep- ressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	11	152	57	..	24	..	..	21	..	265	..	..
Normal and Training Schools	9	116	363	..	214	..	..	139	..	841	139	318
Technical and Industrial Schools .. ..	..	24	232	..	67	..	..	21	..	344	4	150
Commercial Schools	20	..	6	..	..	..	..	..	..	26	..	..
Agricultural Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	76	6	22	..	..	106	..	210	76	156
Other Schools .. ..	..	30	28	183	199	..	..	87	213	740	265	242
Totals	40	322	762	189	526	..	..	374	213	2,426	484	866
<i>University and Intermediate Education.</i>												
Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education	28	6	1	..	..	..	..	..	..	35	..	..
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	28	6	1	..	..	..	..	..	..	35	..	..
GRAND TOTALS	68	328	763	189	526	..	..	374	213	2,461	484	866

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

VI.A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary Schools.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government	3	3	20	..	..	..	..	..	1	26	1	27
Local Board and Municipal Aided	2	295	6,302	441	87	..	5	388	2,074	7,127	2,467	9,594
Unaided .. .. .	..	65	464	89	19	..	8	193	1,370	637	1,373	2,010
Totals	5	367	6,815	535	107	2	14	589	3,386	7,829	3,991	11,820
<i>Middle Schools.</i>												
Government	24	26	43	..	3	1	..	4	..	96	5	101
Local Board and Municipal Aided	213	858	12,120	498	181	4	35	373	2,387	13,870	2,799	16,669
Unaided	52	128	265	14	5	7	10	35	107	464	159	623
Totals	29	76	68	3	4	5	8	6	59	180	78	258
<i>High Schools.</i>												
Government	604	330	416	59	44	5	13	9	16	1,453	43	1,496
Local Board and Municipal Aided	217	124	244	18	29	12	7	20	15	632	54	686
Unaided	742	631	898	48	45	76	106	221	331	2,364	734	3,098
Totals	80	80	70	2	1	8	27	23	81	242	139	381
GRAND TOTAL	1,643	1,174	1,628	127	119	101	153	273	443	4,691	970	5,661
GRAND TOTAL	1,966	2,629	20,939	1,177	419	120	220	1,280	6,382	27,130	8,002	35,132

VI-B.—WOMEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.	
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
	1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>													
Government	1	..	..	..	..	..	1	..	1	
Local Board and Municipal Aided	4	3	360	330	22	3	93	863	719	959	1,678	
Unaided	3	17	172	67	11	1	80	632	270	715	985	
Totals	3	12	4	..	1	8	123	19	132	151	
Totals	7	23	544	402	33	2	5	181	1,618	1,009	1,806	2,815
<i>Middle Schools.</i>													
Government	4	5	26	..	..	..	1	4	35	5	40	
Local Board and Municipal Aided	2	6	125	25	5	..	4	82	163	86	249	
Unaided	12	50	287	32	8	6	4	233	389	280	669	
Totals	1	1	1	4	2	1	8	9
Totals	18	61	439	57	13	7	5	46	321	588	379	967
<i>High Schools.</i>													
Government	24	59	151	2	2	1	17	..	41	238	59	297
Local Board and Municipal Aided
Unaided	22	71	11	5	1	26	20	104	52	156
Totals	1	2	..	6	1	8	9
Totals	46	130	163	2	2	6	20	26	67	343	119	462
GRAND TOTALS	71	214	1,146	461	48	15	30	253	2,006	1,940	2,304	4,244

Total European and Anglo-Indian population	.. Males	.. 16,553,553
	Females	.. 6,396,396
	TOTAL	.. 22,949,949

	Institutions.	Scholars on Roll on 31st March.	Number of females in institutions for males and vice versa.	Number of Non-on-European on Ro Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	3	141	..	9
Training Colleges	1	31	..	..
High Schools	⑤	1,081	3	113
Middle Schools	2*	327	167	69
Primary Schools	4†	198	69	21
Training Schools .. ..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools .. ..	..	..	..	..
Other Schools .. ..	..	..	..	..
Totals	15	1,778	239	212
<i>Institutions for Females.</i>				
Arts Colleges .. ..	..	..	..	..
Training Colleges	1	30	..	..
High Schools	⑥	1,045	75	66
Middle Schools	5*	504	106	70
Primary Schools	3†	98	47	21
Training Schools	1	10	..	1
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools	1	26	..	6
Other Schools .. ..	..	..	..	..
Totals	20	1,713	228	164
GRAND TOTALS FOR INSTITUTIONS	35	3,491	467	376

Expenditure on Buildings includes Rs. 61,775 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

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

*Local Funds include both District and Municipal Funds.

†Excludes expenditure on the Intermediate classes of the Lawrence Royal Military School.

‡Includes expenditure on the Intermediate classes of Bishop Cotton School, Simamla, but

§Excludes expenditure on the Lawrence Royal Military School, Sanawar.

EDUCATION.

Percentage to European population of those at schools.

Males.	Females.	Total.
10.74	26.78	15.21

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained..	Untrained.	Government funds.	*Local funds.	Fees.	Other sources.	
55	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
7	7	39,695	..	9,577	..	49,272+
7	1	23,395	..	..	..	23,395
41	13	88,123	..	1,22,379	15,588	2,26,090+
11	8	11,725	..	14,044	4,412	30,181+
9	8	16,150	..	9,645	5,983	31,778
...
...
...
...
75	37	1,79,088	..	1,55,645	25,983	3,60,716
...
5	2	21,313	..	3,551	5,886	30,750
79	26	1,18,627	..	88,878	11,855	2,19,360
19	16	30,400	..	20,843	12,998	64,241
5	2	3,190	..	4,651	5,257	13,098 ^s
2	..	6,150	..	1,350	..	7,500
...
2	..	3,990	..	901	249	5,140
...
112	46	1,83,670	..	1,20,174	36,245	3,40,089
187	83	3,62,758	..	2,75,819	62,228	7,00,805
Inspection ..	..	8,912	..	..	..	8,912
Buildings, etc.	..	1,01,565	..	6,145	80,772	1,88,482
Miscellaneous	..	57,313	..	40	1,11,615	1,68,968
Totals	..	1,67,790	..	6,185	1,92,387	3,66,362
GRAND TOTALS	..	5,30,548	..	2,82,004	2,54,615	10,67,167

Sanawar and the Bishop Cotton School, Simla.
 Includes expenditure on the Lawrence Royal Military School, Sanawar.

VIII.—EXAMINATION RESULTS—CONTINUED.

Examination.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
O. Litt. ...	...	...	...	...	...	...	...	...	...	...	...	...
Ph. D. ...	...	...	...	...	...	...	...	...	...	...	...	...
D. Sc. ...	...	...	...	...	...	...	...	...	...	...	...	...
M. A. ...	...	...	...	...	...	...	...	...	...	...	...	...
M. Sc. ...	160	55	244	90	26	124	1	1	2	1	...	1
B. A. (Honours) ...	26	4	29	19	3	21	...	...	...	...	...	...
B. Sc. (Honours) ...	261	...	261	97	...	97	...	...	...	...	...	...
B. A. (Pass) ...	3	...	3	...	...	...	...	...	...	...	...	...
B. A. (Pass) ...	1,419	514	1,933	757	191	948	21	13	34	15	6	21
B. Sc. (Pass) ...	97	12	109	55	6	61	...	...	...	...	...	...
<i>Law.</i>												
Master of Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	263	...	263	175	...	175	...	...	...	...	...	...
<i>Medicine.</i>												
M. D. ...	...	2	2	...	1	1	...	...	...	...	...	4
M. B., B. S. ...	50	...	50	36	...	36	7	...	7	4	...	...
L. M. S. (Bombay) ...	...	...	...	...	...	...	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
M. S. ...	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstetrics ...	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...	...	...	...	...	...	...
D. P. H. ...	...	...	...	...	...	...	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
Diploma in Ophthalmology ...	...	...	...	...	...	...	...	...	...	...	...	...
<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. ...	40	29	69	35	21	56	7	...	7	7	...	7
<i>Commerce.</i>												
Master of Commerce ...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Commerce ...	44	...	44	20	...	20	...	...	...	...	...	...
<i>Agriculture.</i>												
Master of Agriculture ...	1	...	1	1	...	1	...	...	...	...	...	...
Bachelor of Agriculture ...	69	...	69	40	...	40	...	...	...	...	...	...

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

†including the Diploma Examination of the Thomason College, Borokee.

VIII.—EXAMINATION RESULTS—concluded.

Examinations.	MALES.						FEMALES.					
	Number of Examiners.			Number passed.			Number of Examiners.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts ...	2,140	632	2,761	657	249	1,206	49	44	93	40	27	67
Intermediate in Science ...	1,428	101	1,529	598	19	607	26	1	27	18	...	18
Licentiate of Civil Engineering.	...	...	...	...	...	...	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	389	84	373	263	65	328	43	8	51	31	4	35
Intermediate or Diploma in Commerce.	340	...	340	233	...	233	...	...	...	...	...	...
Licentiate of Agriculture ...	25	...	25	23	...	23	...	...	...	...	...	...
Veterinary Examination ...	56	...	56	40	...	40	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course.</i>												
Matriculation ...	14,377	2,052	16,429	9,557	730	10,287	216	220	436	171	109	280
School Final, etc. ...	12	8	20	3	3	6	...	...	...	...	...	...
European High School ...	18	...	18	19	...	18	26	...	26	23	...	23
Cambridge Senior ...	47	...	47	35	...	35	36	...	35	27	...	27
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ...	71	...	71	64	...	64	33	...	33	17	...	17
European Middle ...	103	...	103	78	...	78	91	...	91	80	...	80
Anglo-Vernacular Middle ...	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular Middle ...	20,043	1,696	21,739	14,366	947	15,303	1,168	389	1,557	960	267	1,217
<i>(c) On Completion of Primary Course.</i>												
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
<i>(d) On Completion of Vocational Course.</i>												
For Teachers Certificates—	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular, Higher	572	74	646	527	20	547	123	27	150	111	13	124
Vernacular, Lower	2,083	664	2,677	1,968	287	2,345	225	71	296	167	46	212
At Art Schools ...	73	...	73	59	...	59	...	...	...	...	...	...
At Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Medical Schools ...	117	14	131	88	9	97	146	...	146	106	...	106
At Engineering Schools†	83	...	83	77	...	77	...	...	...	...	...	...
At Technical and Industrial Schools.	379	8	387	221	4	225	74	...	74	65	...	65
At Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Agricultural Schools ...	66	...	66	54	...	54	...	...	...	...	...	...
At other Schools ...	33	...	33	33	...	33	...	...	...	...	...	...

*i. e., appearing from a recognized institution.
†includes Survey Schools.

IX.—STATISTICS OF EDUCATIONAL

Types of Institutions.	NO. OF INSTITUTIONS AND SCHOLARS								
	Government.		District		Board.		Private.		Total.
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	
1	2	3	4	5	6	7	8	9	
I.—RECOGNISED INSTITUTIONS.									
<i>For Males.</i>									
Arts Colleges ..	2	357	..	..	1	68	3	1,039
High Schools ..	13	2,878	8	2,567	43	11,75	64	17,186	
Middle Schools ..	..	..	3,242	480,325	66	7,76	3,308	488,094
Primary Schools ..	9	371	4,347	264,529	738	37,63	5,094	302,532	
Training Schools ..	26	2,823	..	..	2	7	28	2,893
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	4	125	1,874	43,568	19	47	1,897	44,165	
Other Schools ..	2	383	..	..	34	1,20	36	1,583
Total ..	56	6,937	9,471	790,979	903	59,57	0,430	857,492	
<i>For Females.</i>									
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	176	..	..	..	..	1	176
Middle Schools ..	..	..	6	641	8	89	14	1,536
Primary Schools ..	1	24	817	33,562	280	13,70	1,098	47,295	
Training Schools ..	9	306	..	..	..	..	9	306
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	4	120	1	3	5	156
Other Schools ..	..	..	..	..	..	..	..	..
Total ..	11	506	827	34,323	289	14,64	1,127	49,469	
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	67	7,443	10,298	825,302	1,192	74,21	11,557	906,961	
II.—UNRECOGNIZED INSTITUTIONS.									
For Males ..	..	..	..	..	..	..	2,135	34,637
For Females ..	..	..	..	..	..	..	2,863	47,027
Total ..	..	..	..	..	..	..	4,998	81,664
GRAND TOTAL FOR ALL INSTITUTIONS.	..	..	..	..	..	..	16,555	9,88,625

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Schools.	In District Board Schools.	In private Schools.	TOTAL.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,60,485	..	1,12,557	2,73,042	26	..	40	66
3,56,498	52,258	3,98,087	8,06,843	200	129	558	887
50,28,510	12,95,682	7,50,165	70,74,357	..	15,442	381	15,823
20,62,290	6,12,515	1,02,880	27,77,685	11	7,276	1,090	8,377
4,41,310	..	4,163	4,45,473	83	..	4	87
..
58,877	10,025	754	69,656	4	626	13	643
6,095	193	..	6,198	29	..	34	63
81,13,975	19,70,673	13,68,606	1,14,53,254	353	23,473	2,120	25,946
..
1,33,160	..	..	1,33,160	14	..	..	14
18,506	8,027	28,457	54,990	..	25	52	77
2,75,284	1,29,161	30,097	4,34,542	1	1,169	395	1,565
47,401	365	..	47,756	23	..	..	23
..
..	114	..	114	..	2	..	2
..
4,74,351	1,37,657	58,554	6,70,562	38	1,196	447	1,681
85,88,326	21,08,330	14,27,160	1,21,23,816	391	24,669	2,567	27,627

Explanatory notes—

- (1) Figures for *urban* areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV—A and B and V—A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

X.—(A) SCHOLARS BY CLASSES AND AGES IN

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	218	..	..	..	..	..	..	..
5 to 6 ..	90,003	2,657	309	2	..	..	..	..
6 to 7 ..	101,785	28,572	663	67	..	..	..	..
7 to 8 ..	84,066	43,675	10,019	700	13	..	..	..
8 to 9 ..	55,787	49,656	19,553	7,577	664	9	1	..
9 to 10 ..	31,821	38,622	27,776	15,422	5,650	302	21	..
10 to 11 ..	18,697	26,422	25,596	22,780	10,828	3,749	545	71
11 to 12 ..	7,967	17,273	17,209	20,766	14,364	7,576	3,199	367
12 to 13 ..	3,298	8,977	9,719	13,872	13,269	11,018	5,573	2,748
13 to 14 ..	1,611	3,191	4,652	7,357	9,429	10,091	8,373	5,146
14 to 15 ..	786	1,099	2,656	4,293	5,392	7,049	7,689	7,241
15 to 16 ..	470	398	1,225	1,912	3,024	4,728	5,522	7,203
16 to 17 ..	118	163	318	794	1,387	2,109	3,168	4,744
17 to 18 ..	53	52	105	362	503	1,090	1,652	2,733
18 to 19 ..	29	26	26	98	147	365	752	1,460
19 to 20 ..	36	21	20	35	30	90	302	604
Over 20 ..	44	19	30	36	11	30	45	250
TOTAL ..	396,789	220,823	119,876	96,073	64,711	48,206	36,842	32,567

INSTITUTIONS FOR GENERAL EDUCATION (MALES).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	218	..	..	..	..	..	..	..	..	218
..	..	92,971	..	..	..	..	..	..	..	..	92,971
..	..	131,087	..	..	..	..	..	..	..	..	131,087
..	..	138,473	..	..	..	..	..	..	..	..	138,473
..	..	133,247	..	..	..	..	..	..	..	..	133,247
..	..	119,614	..	..	..	..	..	..	..	..	119,614
..	..	108,688	..	..	..	..	..	..	..	..	108,688
9	1	88,731	..	..	..	..	..	..	..	..	88,731
67	4	68,545	..	..	..	..	..	..	..	..	68,545
875	60	50,785	7	..	..	..	..	..	..	7	50,792
3,242	731	40,178	36	7	1	..	..	..	..	44	40,222
4,400	2,593	31,475	305	53	1	..	..	..	..	359	31,834
3,844	3,421	20,066	766	327	17	1	..	..	..	1,111	21,177
2,379	2,955	11,884	892	749	130	27	..	1	..	1,799	13,683
1,343	2,297	6,593	565	1,011	260	204	1	3	..	2,044	8,637
565	1,443	3,146	329	734	406	346	4	21	2	1,542	4,988
3:8	850	1,643	237	734	539	947	28	191	236	2,612	4,555
17,112	14,355	1,047,344	3,137	3,615	1,354	1,525	33	216	238	10,118	1,057,462

*Excludes—

(i) 149 students of the Oriental College, Lahore.

(ii) 19 Research Students.

X.—(B) SCHOLARS BY CLASSES AND

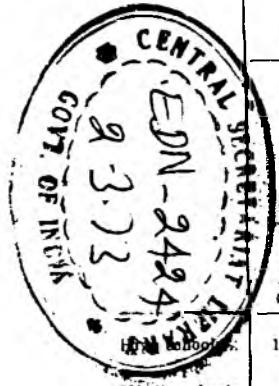
CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	491	2	..	..	..	..	..	..
5 to 6 ..	17,912	633	50	..	..	..	..	..
6 to 7 ..	17,715	2,676	144	1	1	..	..	..
7 to 8 ..	16,578	4,102	1,248	183	14	..	..	..
8 to 9 ..	10,233	4,349	2,492	641	164	1	1	..
9 to 10 ..	6,497	3,551	3,031	1,673	556	7	..	1
10 to 11 ..	4,259	2,919	3,092	2,305	1,061	135	6	2
11 to 12 ..	2,124	1,548	2,164	2,136	1,554	391	89	7
12 to 13 ..	1,026	817	1,220	1,602	1,582	578	224	82
13 to 14 ..	481	425	657	898	1,173	471	432	195
14 to 15 ..	217	221	376	521	559	322	329	297
15 to 16 ..	124	90	179	269	387	200	247	263
16 to 17 ..	65	48	58	168	154	147	127	176
17 to 18 ..	34	24	28	53	82	45	78	104
18 to 19 ..	30	17	18	28	35	27	42	76
19 to 20 ..	22	14	14	16	33	14	18	35
Over 20 ..	45	44	44	52	85	19	22	19
TOTAL ..	77,833	21,480	14,815	10,546	7,440	2,357	1,615	1,257

AGES IN INSTITUTIONS FOR GENERAL EDUCATION (FEMALES).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.		POST GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.		
..	..	493	..	..	..	..	..	..	..	493
..	..	18,595	..	..	..	..	..	..	..	18,595
..	..	20,537	..	..	..	..	..	..	..	20,537
..	..	22,125	..	..	..	..	..	..	..	22,125
..	..	17,881	..	..	..	..	..	..	..	17,881
..	..	15,316	..	..	..	..	..	..	..	15,316
..	..	13,779	..	..	..	..	..	..	..	13,779
..	..	10,013	..	..	..	..	..	..	..	10,013
9	..	7,140	..	..	..	..	..	..	..	7,140
29	..	4,741	..	..	..	..	..	..	..	4,741
102	3	2,947	..	..	..	..	..	..	..	2,947
142	41	1,942	9	..	..	..	..	..	9	1,951
126	83	1,152	11	6	..	..	..	..	17	1,169
96	76	620	23	12	..	1	..	..	36	656
46	52	371	23	12	6	1	..	..	42	413
20	27	213	11	12	4	7	1	..	35	248
19	23	372	13	18	29	17	5	1	83	455
589	305	138,237	90	60	39	26	6	1	222	138,459

SUPPLEMENTARY TABLE I.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH, 1931.



	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	1,690	25,424	26,514	1,557	6,485	8,042	2,144	4,089	6,233	24,095	54,836	78,431	2,126	7,802	9,928	31,012	68,136	120,148
Middle schools (English).	445	1,719	2,164	17,318	9,939	27,267	3,122	2,644	5,766	7,667	7,099	14,766	573	3,747	4,320	29,115	35,148	54,263
Middle schools (Vernacular).	...	...	...	384,201	87,809	472,010	687	592	1,479	624	422	1,046	...	...	...	385,713	68,823	474,635
Total ...	1,535	27,143	28,678	403,078	104,233	507,300	6,163	7,355	13,478	32,378	61,857	91,233	2,699	11,549	14,248	445,830	212,107	657,937

XXX

SUPPLEMENTARY TABLE II.

DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1931.

High schools...	5,558	2,282	7,840	...	...	...	...	...	...	2,010	833	2,843	97	123	220	7,665	3,238	10,903
Middle schools (English).	785	126	911	267	29	296	...	...	...	3,900	617	3,517	19	19	4,052	691	4,743	
Middle schools (Vernacular).	457	38	485	917	105	1,022	5,143	613	5,766	11,930	1,407	13,337	362	26	388	18,609	2,179	20,908
Total ...	6,800	2,436	9,236	1,184	134	1,318	6,143	613	6,766	16,843	2,757	19,697	459	168	627	30,526	6,106	36,634

95 DPI-525-1-3-32-SGPP Lahore.

95 DPI-525-1-3-32-SGPP Lahore.