



# REPORT

ON THE PROGRESS OF

# EDUCATION

IN THE

# PUNJAB

FOR THE YEAR

1914-15.



L a h o r e :

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB.

1915.



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*Proceedings of His Honour the Lieutenant-Governor of the Punjab, in the  
Home (General) Department, No. 1591, dated 30th November 1915.*

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1915.

REMARKS.—The report shows the marked advance which has been made by education in the Province during the year, but it is advisable to take a wider survey of educational progress, and from the attached table it will be seen that the number of scholars and pupils under education in the Province has risen by 66 per cent. during the last 10 years :—

1905-06	...	274,747	1910-11	...	346,940
1906-07	...	300,237	1911-12	...	381,113
1907-08	...	302,863	1912-13	...	410,491
1908-09	...	302,576	1913-14	...	439,256
1909-10	...	329,466	1914-15	...	445,909

The proportion of boys of school-going age who receive instruction has in the same period increased from less than 15 to over 23 per cent. and that of girls from 2·3 to 4·8 per cent. There is no doubt much still to be done, but the above figures show clearly enough the immense improvement in the position of education in the Punjab.

2. This change has involved a large increase in the expenditure of public money on educational needs, and the total sum so expended has risen by over 125 per cent. during the same term of years, *viz.* :—

		Lakhs.			Lakhs.
1905-06	...	31·46	1910-11	...	36·36
1906-07	...	33·51	1911-12	...	40·14
1907-08	...	36·25	1912-13	...	51·85
1908-09	...	34·60	1913-14	...	57·60
1909-10	...	35·89	1914-15	...	71·24

The data furnished by the reports fail to indicate clearly the extent to which Imperial, Provincial and local funds have respectively contributed to this increase, as the money primarily furnished from Imperial or Provincial sources is in many cases disbursed through the medium of local bodies, and the question has been raised whether local bodies have not in some instances utilised the liberal grants received from outside to reduce the payments which they make from their own resources. This point, as was noted in the reply given to a question put in the Legislative Council in September last, is at present under the separate consideration of Government and the Lieutenant-Governor would be glad if in future years the ultimate source of the public expenditure involved could be briefly indicated in the body of the Report. It is true that the figures presented indicate that local bodies have increased their expenditure on education ; but the increase is relatively much less than that from Government funds, and as any further increase in the latter will be checked by the present financial stringency, it is the more necessary that local bodies should not fall short of their obligations. The remarks in paragraphs 9 and 10 of the Report show that both district boards and municipalities in many cases failed to utilise fully their budget provision for education, and in the case of district boards the Lieutenant-Governor agrees with the Director that the responsibility for the failure lies largely on the District Inspectors.

The various communities in the Province continue to show much public spirit and self-sacrifice in opening new or improving existing denominational institutions, chiefly for secondary education, and subject to financial considerations, Government will be found in the future, as in the past, ready and willing to give substantial assistance to any well considered scheme.

3. The provision of new or improved buildings must continue for some time to be one of the main objects of expenditure, and a noticeable feature of the Report now under consideration is the considerable increase—one of over 7 lakhs—in such expenditure. Besides the new Biological Laboratory at the Government College, Lahore, completed at a cost of nearly 2 lakhs, there were no less than 475 school buildings erected or in course of erection during the year. In the case of secondary schools there is a steady improvement in the buildings and hostel accommodation not only of Government but of aided institutions. It is to be feared, however, that in the case of primary schools the type of building selected is not always the most economical or most suitable. The immense variations in the type adopted was the subject of comment in last year's Report, and is again noticed in the Report now under review, and the Lieutenant-Governor would be glad if the Director of Public Instruction could, in conjunction with the Commissioners of Divisions, discuss the suggestion thrown out in paragraph 29 of the present Report that some simple standard form of building should be devised for the guidance of local bodies in rural areas. The Lieutenant-Governor feels some disappointment that this fundamental question which has so long been under discussion has not yet been solved. Its importance will be realised from the facts stated in paragraph 29 of the Report. Thus in the Ambala Division more than half the primary schools are still without school buildings.

4. The recurring portion of the expenditure on education—as represented chiefly by the training and maintenance of teachers—is, however, of even more importance than the expenditure on buildings and equipment. The returns showing the number and qualifications of teachers do not go back before 1911-12, but they show that in the four years which have passed since then the number of teachers maintained has risen from 10,856 to 14,356, and much has been done to improve their quality, the percentage of trained teachers having in the interval risen from 46 to 52, and the number of teachers with degrees from 493 to 676. The demand for training is now intense, and the number of candidates for admission to training institutions of all classes far exceeds the facilities available. Proposals for relieving the congestion of the Central Training College are under consideration, and a new normal school has been started during the year, bringing the total of these schools to seven. The defects of the existing system of training are realized by the Department, and there are signs that the tone maintained in the teaching institutions is improving, and that the profession of teaching is now securing, if not the same at least something approaching the estimation and the dignity attached to it in more advanced countries. The teachers themselves are approaching their duties with a greater sense of their responsibilities, but the average teacher both in primary and in secondary institutions still falls considerably short of the ideal, and while over half the teachers in the former and over one-third in the latter remain untrained it is obvious that the system of instruction must continue to be seriously defective.

5. In primary schools the number of teachers maintained has kept pace with the number of schools, the number of primary schools having risen during the year from 4,158 to 4,552 and the number of vernacular teachers from 8,057 to 8,709. The percentage of trained teachers has, moreover, increased, but it is clear that much is still needed to improve the class of men employed and their methods of instruction. The old question of the adaptation of the courses and hours of instruction in primary schools to agricultural needs is still unsolved, and the Lieutenant-Governor regrets to find that Mr. Wyatt's half time-tables which were tried in some of the schools of the Ambala Division are reported to have proved unsuccessful. The question will, doubtless, receive further consideration at the hands of the Department, for till it is successfully solved primary education will not be looked on with favour by large masses of the rural population, and the progress desired will not be attained.



6. It is in the secondary institutions, however, that the defects of the present class of teachers are most felt. The constant increase in the number of the institutions and the further demand for secondary education are most gratifying. The dangers of too rapid development are, however, apparent from the Director's report, and while they are partly a consequence of the educational system, they are also largely connected with the inability to procure a sufficient number of masters of the standard required : men who will place the general interests of their schools before those of the matriculation class, who, by resisting the migratory propensities of their assistants and their pupils, will ensure for their schools a corporate and individual character, and who by strict discipline and the maintenance of high standards will prevent their institutions from degenerating into mere teaching machines. Mr. Wathen's admirable report (Appendix A) gives a vivid picture of the present conditions of secondary schools, and of the grievous defects from which they suffer, and, though his views are perhaps unduly pessimistic, the Lieutenant-Governor is sure that the managers of these schools will find in them much material for thought and many practical suggestions for improvement.

Mr. Wathen's remarks have the freshness and perhaps some of the errors of first impressions. But they are in many respects corroborated by the mature experience of Mr. Wright, the Inspector of the Lahore Division (paragraph 21 of the Report), who, while conscious of the defects still existing, is in a position to indicate the improvements that have already been effected.

It is clear that increased money grants, though an important, are not the sole means of improvement. If, as is not unlikely, the grants of public money will suffer some contraction during the next few years and the number of pupils and teachers fail to maintain the present rates of increase, the Department can do good work by improving the quality of secondary school teachers and by insisting on the rigorous rejection of unsuitable types of masters in favour of men of real character and administrative capacity, who can guide the energies of the students upon right lines. One of the dangers of secondary and collegiate education has been the tendency for those who have enjoyed its benefits to be regarded as a separate class with interests apart from the bulk of the population, but with a wide extension of this class of education and a broader outlook among teachers the barriers which separate the educated from the uneducated callings are gradually weakening. As an example of the detachment of the school atmosphere from current events Mr. Wathen states that, as far as he knows, not a single boy from the High Schools of his division has joined the army. The statement if correct, is not creditable. The Lieutenant-Governor's experience, though not considerable, has been more satisfactory, and in a recent visit to a vernacular secondary school in a village with fine military traditions, the Lieutenant-Governor was gratified to find that several of the old pupils were serving in the army, and that the headmaster himself had two sons at the front. It would be interesting to follow up this line of enquiry, and perhaps the Director may be able to throw further light on it in next year's report.

7. The number of collegiate students which in 1905-06 was 1,920 only has steadily increased to 3,955 in 1913-14 and 4,329 in 1914-15, and the examination results for the past year have been satisfactory. The system of special University lectures which was recently inaugurated was continued with great success, and considerable grants were made in aid of collegiate education from Government and University funds. The Government College completed its fiftieth year of existence during the year under review, and the Lieutenant-Governor desires to congratulate that institution on its record of half a century of valuable and distinguished work.

8. In the history of professional and technical institutions the three most prominent features of the year are the inauguration of a new system of instruction in the Agricultural College, the completion of the new buildings of the Veterinary College, and the unfortunate troubles at the Lahore Medical School. The Agricultural College has introduced a four years' course in two

parts, and with this salutary change previous difficulties in recruiting students have now disappeared. The fine buildings recently erected for the Veterinary College which provide facilities scarcely to be surpassed even in Europe are shortly to be formally opened by His Excellency the Viceroy, but they are already in use and afford opportunities for improved instruction. The complaints of students at the Medical School were the subject of investigation by a special committee, and after due enquiry it was found necessary to strike off the names of 90 students for insubordination. Apart from these outstanding features there is little of importance to record in respect of special forms of education, but the interesting note by Mr. Heath, which is appended to the Director's report, draws attention to the unsatisfactory working in which the system of industrial education at present stands. From what the Lieutenant-Governor has seen of such schools their curriculum is often too minutely sub-divided, with a resulting waste of teaching power, and from Mr. Heath's note it is clear that the principles upon which industrial teaching should be based are not yet defined. An Advisory Committee on industrial and technical education has recently been constituted, and the Lieutenant-Governor would be glad if the opinions of that committee could be obtained as to the precise objects at which industrial education in the Province should aim, and as to the further points of management which are raised in Mr. Heath's note.

9. The number of girls at school is now 64,815 or more than double that of 1905-06. The number of girls' schools increased during the year from 831 to 919, and while the demand for higher female education still continues strong, the importance of primary and infant teaching has not been neglected. The Victoria School, which was taken over by Government at the beginning of the year and is employed as a model school for the teaching of Kindergarten and Montessori methods to the smaller girls, and the courses of domestic and household work previously in force in the girls' schools of the Province, are receiving careful attention at the hands of the Inspectresses. As in previous years much has been done by excellent private agencies to supplement the efforts of Government in spreading female education.

10. The European Schools of the Punjab are steadily improving and playing their part well in the present crisis. They are well represented in the various ranks of the army, and not a few *ex*-pupils have already fallen. The Lawrence Military Asylum at Sanáwar is to be congratulated on having sent a complete signalling unit composed of masters and boys direct to the front. The Cadet Corps have reached a high standard of numbers and efficiency, and the boy scout and girl-guide movements have been greatly extended.

11. As noted in last year's review the whole question of improving Muhammadan education has been recently under discussion in consultation with the leaders of the community, and the matter is still under the consideration of Government. The rapid improvement noticed in last year's report has unfortunately not been maintained, and their rate of progress has fallen behind the general rate during the last year in all stages of education, primary, secondary and collegiate. A comparison between the figures of 1914-15 and those of 1904-05 shows some solid grounds for satisfaction. The figures are abstracted below :—

	MUHAMMADANS.		Increase per cent.	HINDUS AND SIKHS.		Increase per cent.
	1904-05.	1914-15.		1904-05.	1914-15.	
Collegiate ... ..	437	993	127	1,484	3,236	118
School ... ..	72,899	149,298	105	114,971	219,145	90
Special ... ..	1,248	1,917	53	1,490	2,158	45
<b>Total</b> ... ..	<b>74,584</b>	<b>152,208</b>		<b>117,945</b>	<b>224,539</b>	

There has been a gratifying increase in the number of girls under primary education, and the Muhammadans retain the preponderance in the Veterinary

College, the School of Art and the Industrial Schools, but they still form far too small a minority in all other professional and technical institutions.

12. The Department was under the administration of Mr. J. C. Godley, C.S.I., during the year under review, but the report has been written by Mr. J. A. Richey, the present officiating Director, and the Lieutenant-Governor desires to thank him for his excellent survey of the work done and the officers of the Department for the energy and ability they have brought to the discharge of their duties. The work of the Department during the year has been carried on with zeal and devotion in spite of many difficulties, and it is hoped that when the increase recently sanctioned in the number of Inspectors is made fully effective, the efficiency of the staff in the control of education may be further improved.

By order of His Honour the Lieutenant-Governor of the Punjab.

C. A. BARRON,

*Chief Secretary to Government, Punjab.*



# REPORT

on the progress of

## Education in the Punjab

for the year

### 1914-15.

The year under review, although not marked by any outstanding educational developments, shows a steady increase in the number of institutions and of pupils under instruction.

A satisfactory feature is the increase in the number of trained teachers employed in all classes of institutions and the growing popularity of the teaching profession, proved by the number of applicants seeking admission into training institutions.

A new Normal School was opened at Karnal, and a number of new training classes for teachers of lower primary schools were started.

The total expenditure on education rose by about fourteen lakhs of rupees over the expenditure of the previous year. Much activity has been shown in construction and improvement of school buildings.

2. *Statistical summary — Public institutions and pupils.*—The following statement shows the number of public institutions as compared with the figures of the previous year :—

<i>Institutions for males.</i>				
Arts Colleges ...	...	...	...	9
Professional Colleges ...	...	...	...	6
High Schools ...	...	...	...	125 (+ 14)
Middle Schools ...	...	...	...	262 (+ 21)
Upper Primary Schools ...	...	...	...	3,880 (+ 273)
Lower Primary Schools ...	...	...	...	672 (+ 121)
Institutions for special instruction ...	...	...	...	60 (+ 6)
<i>Institutions for females.</i>				
Arts Colleges ..	...	...	...	1
Professional Colleges ...	...	...	...	1
High Schools...	...	...	...	17 (+ 1)
Middle Schools ...	...	...	...	46 (+ 3)
Upper Primary Schools ...	...	...	...	741 (+ 57)
Lower Primary Schools ...	...	...	...	137 (+ 28)
Institutions for special instruction ...	...	...	...	14 (+ 2)

The increase has been general except in the case of colleges.

The number of pupils in public institutions increased by 14,936. Details are given below :—

<i>Males.</i>				
Arts Colleges ...	...	...	...	3,503 (+ 383)
Professional Colleges ...	...	...	...	835 (+ 58)
High Schools ...	...	...	...	50,870 (+ 2,523)
Middle Schools ...	...	...	...	52,082 (+ 1,450)
Upper Primary Schools ...	...	...	...	197,991 (+ 4,175)
Lower Primary Schools ...	...	...	...	30,570 (+ 3,831)
Institutions for special instruction ...	...	...	...	3,983 (+ 292)

*Females.*

Arts Colleges	...	...	...	...	11 (+ 5)
Professional Colleges	...	...	...	...	34 (+ 2)
High Schools	...	...	...	...	2,392 (+ 572)
Middle Schools	...	...	...	...	6,207 (+ 82)
Upper Primary Schools	...	...	...	...	92,701 (+ 866)
Lower Primary Schools	...	...	...	...	5,885 (+ 780)
Institutions for special instruction...	...	...	...	...	685 (+ 47)

3. *Private schools.*—There has been a decrease of 349 in the number of these institutions, and the attendance at them has fallen by 8,983 pupils. Private schools are not inspected by the Department and consequently not much reliance can be placed on the accuracy of these figures.

4. *Percentage of attendance to the population of school-going age.*—In schools of all kinds the percentage of scholars to the estimated population has risen from 22·79 to 23·11 in the case of boys and from 4·76 to 4·81 in the case of girls.

5. *Expenditure.*—The total expenditure has risen from Rs. 93,21,575 to Rs. 1,07,18,807. The following statement shows the increase classified according to various sources :—

	1913-14.	1914-15.	Difference.
	Rs.	Rs.	Rs.
1. Provincial Revenues	... 28,24,419	34,17,026	+ 5,92,607
2. District Funds	... 21,95,875	24,99,325	+ 2,43,450
3. Municipal Funds	... 4,57,001	5,25,772	+ 68,771
4. Fees	... 22,21,473	23,81,609	+ 1,60,136
5. Private Sources	... 13,40,065	12,13,213	— 1,26,847
6. Imperial Revenues	... 2,82,742	7,41,857	+ 4,59,115
		Total	... + 13,97,232

On buildings the expenditure has risen by Rs. 7,08,471, *i.e.*, more than half the total increase ; Provincial revenues alone contributing Rs. 4,38,916. The direct expenditure on secondary schools has increased by Rs. 3,19,608 and that on primary schools by Rs. 2,17,600.

6. *Buildings.*—The following statement shows the school buildings, including extensions to existing schools, erected or in course of erection during the year in the various divisions.

	<i>Primary Schools.</i>	<i>Middle Schools.</i>	<i>High Schools.</i>	<i>Hostels.</i>
1. Ambala	45	13	5	14
2. Jullundur	91	20	5	16
3. Lahore	35	13	12	9
4. Rawalpindi	59	9	...	8
5. Multan	87	12	6	16
Total	317	67	28	63

7. *Grants from Imperial revenues.*—The whole of the recurring grants from Imperial revenues given in previous years, namely, Rs. 3,65,000, Rs. 3,38,000 and Rs. 60,000 were during the year absorbed in recurring expenditure, mainly on the expansion of primary education.

The major portion of the grant of Rs. 40,000 for the Lawrence Military Asylum, Sanawar, was, pending the introduction of a revised scale of staff and salaries, spent in furniture and equipment.

Of the new grant of Rs. 26,000 sanctioned for the Islamia College, Lahore Rs. 15,000 were spent on equipment and Rs. 11,000 on staff. The new grant of Rs. 12,400 given for the Lawrence School, Ghora Gali, went towards meeting a part of the debt contracted by the school before it became a provincial institution.

The amount available for expenditure from the non-recurring grant of Rs. 25,25,000 during the year was Rs. 8,87,000. Of this Rs. 4,00,000 were spent on Government School buildings, Rs. 1,37,000 were made over to the Punjab University, being the balance of the grant of Rs. 2,00,000 payable to that body from this assignment, Rs. 1,79,006 were expended in grants to local bodies for the construction of school buildings, Rs. 23,375 in building and equipment grants to European Schools, Rs. 37,175 on improving the equipment in Government schools and colleges, and Rs. 1,05,444 were spent on building and equipment grants to aided institutions. A special grant of Rs. 3,000 was also received to meet a deficit in the funds of the Mayo Industrial Orphanage, Simla.

### Controlling Agencies.

8. *Direction and inspection.*—The Hon'ble Mr. Godley held charge of the office of Director of Public Instruction throughout the year. Mr. Wyatt relinquished charge of the Jullundur division and proceeded on long leave on the 30th November, 1914, when he was succeeded by Mr. Wathen, Professor of English in the Government College, Lahore. Rai Bahadur Lala Sundar Das Suri, Inspector of the Multan division, was absent on combined leave from the 1st September, 1914, to the 17th February, 1915, and has since been on special duty in the Central Training College, Lahore. Bhai Hari Singh was appointed officiating Inspector of Schools, Multan division, from the 1st September, 1914. Mr. Wright, Inspector of European Schools, and Mr. Sanderson, Master-in-charge of the Training Class for Europeans at Sanawar, again assisted Mr. Crosse in inspecting the schools in the Lahore division. The sanction of the Secretary of State was received during the year to the appointment of five additional Inspectors of Schools, three of them in the Indian Educational Service and two in the Provincial Service. Two of the Indian Educational posts were filled by the transfer of Messrs. Wathen and Sanderson to the inspecting line. Mr. Wathen was succeeded in the Government College by Mr. George, and Mr. Firth took Mr. Sanderson's place as Master-in-charge of the Training Class at Sanawar. Both these officers were appointed to the Indian Educational Service by His Majesty's Secretary of State for India. Mr. Buchanan, Instructor in Drawing and Manual Training, Central Training College, Lahore, was placed on special duty in the Lahore, Jullundur and Ambala divisions, to give short courses of lessons in drawing. Lala Rattan Lal, M.A., continued as a special Assistant Inspector of Schools during the year to report on science teaching in schools. The work of the Inspectors' assistants and of the district inspecting staff is reported to have been generally satisfactory. Among the officers of the district staff specially mentioned for good work are the following district inspectors:—Lala Sadhu Narayan, Karnal; Lala Tohlo Ram, Kangra; and Lala Shiv Sarn Das, Ferozepore; Chaudhri Gian Singh, Gurdaspur; Pandit Hem Raj, Amritsar; Mian Abdul Latif, Gujrat; Munshi Allah Rakha, Shahpur; and among the assistant district inspectors who have done well are Lala Chand Kishore, Gurgaon; Lala Raghbir Chand, Hissar; Munshi Muhammad Hasan, Ambala; Lala Salig Ram, Hoshiarpur; Munshi Abd-ur-Rahman, Ludhiana; Pandit Sukh Chain, Kangra; Sheikh Muhammad Nawaz Khan, Gurdaspur; Munshi Abd-ur-Rahman and Bawa Barkat Singh, Sialkot; Bhai Gian Singh, Amritsar; Munshi Ghulam Mohi-ud-din, Gujrat; and Lala Thakar Das, Jhelum.

9. *Management of district boards.*—The total expenditure of the district boards on education amounted to Rs. 24,39,325 against Rs. 22 lakhs in the previous year. Out of this, Rs. 12,04,885 were spent on the maintenance of primary schools and Rs. 7,17,741 on school buildings and equipment. The management of their schools by district boards is generally reported to have been satisfactory. The same adjective can hardly be applied to their educational finance when returns show that out of 34 lakhs budgetted by them for educational expenditure during the year, about 8 lakhs were unspent. About half of this unexpended sum falls under the head of 'school buildings'; for example, of the Multan division the Inspector remarks that only about 39 per cent. of the budgetted amount of Rs. 3,40,000 for school buildings could be utilised. In view of the annual increase in the number of district board schools and of the

general complaints of Inspectors as to the bad housing of existing primary schools, the failure of the boards to keep pace in the matter of school buildings is regrettable. The condition of the buildings in Gurgaon district is especially a matter for comment.

Of the boards whose net expenditure on education (other than school buildings) falls far short of their budget provision, those of Multan, Hoshiarpur and the Lahore division, with the exception of Gurdaspur, are conspicuous instances. Amritsar and Gujranwala spent less from their own resources on education than in the preceding year. On the other hand, the boards of Montgomery and Dera Ghazi Khan and those in the Rawalpindi division fully utilised their resources.

The responsibility for carrying out the schemes for which budget provision is made by boards rests primarily with district inspectors, and an instance in which provision for eighteen new schools was made by a district board, while only three were opened during the year, shows that they do not fully realise this responsibility.

It is interesting to note that the system introduced in 1912 of allocating Provincial grants to boards in proportion to their expenditure from their own resources seems to be having the desired effect. For example, the net expenditure of the Lahore boards from their own funds, which had fallen from Rs. 1,59,000 in 1906-07 to Rs. 1,29,000 in 1912-13, has since risen to Rs. 1,42,000 in the year under review. The salaries of teachers were improved in a few districts. The salaries paid in Gurgaon continue to be poor, and in some other districts they still remain comparatively low.

10. *Municipal committees.*—The total expenditure of municipal committees on education amounted to Rs. 5,25,772 against Rs. 4,57,001 in the previous year.

There is unfortunately little or no effort on the part of municipal committees to extend elementary education in the areas under their control. The smaller municipalities in particular seem disinclined to make improvements, and in some cases prefer reducing expenditure to increasing the efficiency of their schools. In the Jullundur division the number of schools under municipal control has in recent years been reduced by the smaller committees handing over their schools to the district boards. Thus in no district in this division, except Ferozepore, is more than one municipality in immediate control of education. Of these Jullundur and Hoshiarpur spent less than their budget estimates. Ludhiana shows a fall in net expenditure, though it has made efforts to improve female education. The expenditure of the Ferozepore Municipal Committee shows a marked fall. The state of affairs is more satisfactory in the Lahore division, where all the larger municipal committees spent more on education than in the previous year. It is to be regretted, however, that no activity has been shown by any municipality in improving its buildings. In the Multan division the municipal committees have on the whole done better than usual. In the Rawalpindi division the net expenditure has declined in the case of all major municipalities, chiefly owing to the remission of the contribution that was being paid by them towards the maintenance of local Government schools.

11. *Private agencies.*—The various denominational agencies continue to evince much interest in the spread of education and have again shown much activity in opening new schools and hostels. In the Ambala division were opened the Jat High School, Rohtak; the Bengali High School, Simla; the Muslim Anglo-vernacular Primary Schools, Kaithal and Simla; and the Vaish Vidyala, Bhiwani. Other institutions brought into being by the various societies are the Hardinge Hindu High School, Sonapat (recognised since the close of the year); Hali Muslim High School, Panipat; Islamia Anglo-vernacular Middle School, Sadhaura; and the Anglo-vernacular Middle School, Shahabad. Middle classes have also been added to the Islamia Primary School, Simla. The Inspector writes:—“It is satisfactory to note that the Islamia community has been most active and has been making rapid amends for past neglect, and



that most of the schools have been opened within the last year or two." The Inspector of Jullundur (Mr. Wathen) gives the following account of the doings of philanthropic bodies in his division:—"With the present scale of fees and grants, the net cost to a philanthropic body of a secondary school is small. For primary education less enthusiasm is shown, and primary schools are often regarded merely as 'feeders' of secondary schools. An exception to this is seen in the policy of the American Presbyterian Mission who have schools at Khanna and Moga, where English is not taught and where boys are guided to a village rather than a town life. This Mission too maintains big high schools at Ludhiana and Jullundur, each of which after a history of some sixty years continues to be very popular. Of all societies, the Arya Samaj remains the most active and has an organization in each of the five districts. In Ferozepore the Samaj pays particular attention to the depressed classes, but elsewhere confines itself chiefly to providing the sons of its supporters with a cheap and handy means of passing the Entrance examination. The Samaj schools are popular and attract members of all communities. In Hoshiarpur a more conservative population has given special strength to the Sanatan Dharm Sabha who are increasing their schools and making some of them more efficient. In all the Sikh districts the activities of the Khalsa Education Committee are being felt. Not only have Sikh schools and hostels increased, but there has been a marked tendency for Sikh boys to leave the schools of other denominations in order to join Khalsa institutions." In the Lahore division missionary societies continue to show considerable activity. In addition to their seven high and six middle schools, they have opened a network of elementary schools for the benefit of their low caste converts, and have established training classes to supply men and women teachers. The Education Committee of the Chief Khalsa Diwan is working strenuously to disseminate education among the Sikh community. The Gurdaspur Sikhs, however, do not show the same amount of activity. The Sikhs now possess four high schools in the Lahore division. All these secondary schools and several elementary schools in the division are financed by the Diwan. That body has however not devised any systematic scheme to open elementary schools and to avail itself of the Government grant-in-aid rules, except in Gujranwala district, where a Sikh society is opening such institutions. Of the four Sikh high schools, two are well built and equipped, and the third, at Sialkot, is under construction. The Lahore Sikhs have raised a building fund of Rs. 25,000, but have no site to build upon. In the Multan division successful high schools have been established at Multan, Maghiana and Dasuha by the Sanatanist Hindus, the Islamia Anjuman and the local Muhammadan zamindars, respectively. The people of Kamalia in the Montgomery district have organised a high department. The opening of a Muhammadan hostel at Toba Tek Singh in the Lyallpur district increases the number of such denominational institutions to seven. The Islamia schools at Multan and Pakpattan have added high departments. In the Rawalpindi division all communities are actively engaged in the spread of education, and in effecting improvements in their school buildings and hostels with the help of liberal grants from Provincial revenues. The school houses at Dalwal, Jalalpur Jattan and Chakwal have been extended and the hostel buildings attached to the Dayanand Anglo-Vedic High School, Rawalpindi, and the Khalsa School, Sukho, and the extension of the hostel at Dalwal have been completed. The school buildings of the Khalsa High School, Rawalpindi, and the hostel buildings in connection with the Mamooji Islamia High School, Rawalpindi, and the Khalsa High School, Faruka, are under construction.

Missionary societies have, as usual, played a very conspicuous part in the spread of education in the Province.

### Collegiate Education.

12. *Statistics.*—The number of arts colleges, including the Oriental College, remained the same as in the previous year, *viz.*, ten. The number of students rose by 338 to 3,514. To this increase the Government College contributed 8, aided colleges 450 and the Oriental College 21, while the

number attending unaided colleges declined by 141. The total expenditure on collegiate education amounted to Rs. 4,81,240 against Rs. 4,55,957 in the previous year; an increase of Rs. 25,283. Expenditure from Provincial revenues increased by Rs. 7,020 to Rs. 1,60,421, fees contributed Rs. 28,170 more and endowments Rs. 8,726, while subscriptions declined by Rs. 18,633.

13. *Examinations.*—The examination results have been generally satisfactory as will be seen from the comparative percentage of passes below :—

	1913-14.	1914-15.
<i>Arts—</i>		
F. A. ... ..	60·2	55·7
B. A. ... ..	42·5	44·2
M. A. ... ..	47·2	54·16
<i>Science—</i>		
F. Sc. ... ..	72·3	56·5
B. Sc. ... ..	56·5	40·5
M. Sc. ... ..	71·4	77·

14. *Government College.*—The staff was strengthened during the year by the appointment of a Professor of Persian. The three oriental languages are now taught by members of the college staff, and the former system under which Government College students of Arabic, Sanskrit and Persian were taught by the staff of the Oriental College has ceased to exist.

Mr. G. A. Wathen, Professor of English, left the College during the year on appointment as Inspector of Schools after ten years' connection. His manifold activities in various departments of College life and his keen personal interest in the welfare of the students make his loss to the College deeply felt. Mr. Wathen was succeeded by Mr. R. E. Gordon George who was appointed to the Indian Educational Service by the Secretary of State on the 22nd February 1915. The teaching of philosophy having been abolished from the beginning of the College session, the post of professor of philosophy was left unfilled, and it is proposed to replace it by a new post of professor of zoology. The services of Mr. J. E. Gateley, professor of economics, were placed at the disposal of the Government of India for employment in the Indian Army Reserve of Officers from the 15th February 1915. The expenditure increased from Rs. 1,81,070 in the previous year to Rs. 2,06,348 in the year under report. Fees increased by Rs. 2,292.

The number of science students remained stationary, but would have greatly increased if all the applicants could have been admitted at the beginning of the session: 214 candidates study physics; 228 chemistry, 176 botany, and 162 zoology. The new physics laboratory is in course of construction. The chemistry laboratory has increased in efficiency since the installation of electric lighting has made it possible to hold practical classes at night. The departments of zoology and botany have been considerably improved. The new buildings for the biological laboratory were completed and occupied towards the end of the year. The buildings and equipment cost nearly two lakhs of rupees, and they constitute what is one of the finest, most convenient and most completely furnished biological teaching departments in India. Among other conveniences the College now possesses a botanical museum, and some progress has already been made in fitting it up. The various athletic, social and literary societies of the college continue to flourish. The library has been removed into the quarters previously occupied by the biological department, and has been comfortably furnished and improved by the addition of a large number of books.

The College completed fifty years of its existence during the year when its history for the years 1864—1914 was prepared by Mr. H. L. O. Garrett and published.

15. *Aided Colleges*.—The number of students in the Forman Christian College was 600. No accommodation being available for any further increase, numbers of applicants had to be refused admission. The new hostel referred to in paragraph 16 of the last year's report is under construction. The library has been enlarged by the addition of some 400 volumes. The staff of the Khalsa College at Amritsar was strengthened by the addition of two European Professors, Messrs. Dunicliff and Langhorne, who were appointed to the Indian Educational Service and transferred to foreign service; the entire cost of their salaries, leave and pension contributions being borne by Government. The immediate effect of the strengthening of the staff has been a rise in the number of students from 148 to 226 at the close of the year under report. The Science departments are thoroughly up to date and efficient; the laboratories having been completely renovated. With the aid of a further grant of Rs. 1,000 from the Punjab University the library is now well furnished and contains some 4,000 volumes of valuable and useful books. The swimming bath was brought into use during the year. The number of students on the rolls of the Islamia College at the end of the year was 297. The College received a new recurring grant of Rs. 30,000 from Imperial revenues. The staff now consists of the Principal and twelve professors, two of whom are Englishmen. The Gordon Mission College, Rawalpindi, had an enrolment of 137 students. The Provincial grant to this College was raised from Rs. 8,000 to Rs. 10,000 during the year. The number of students in the Murray College, Sialkot, increased by 26 to 128. The Government grant was enhanced to Rs. 6,000. The scheme for a new College building has had unfortunately to be postponed pending the return of Mr. Scott, the permanent Principal, who was obliged to take a trip home to recoup his health. The College class in the Kinnaird High School for girls had 11 students. Five of the second year students passed the Intermediate examination last May.

16. *Unaided Colleges*.—The number of students in the D. A.-V. College was 939, of whom 638 were boarders. The number of students on the rolls of the Dyal Singh College was 499. The chemical laboratory was extended and science apparatus and furniture to the value of Rs. 3,000 purchased. The College Library was further extended and the number of books increased. A new hostel is under construction.

17. *Punjab University*.—The number of students on the rolls of the Oriental College rose by 21 to 126, of whom 42 held scholarships or stipends. The College Library has been transferred to, and amalgamated with, the Punjab University Library, the building of which is now being extended. Certain changes affecting the minimum number of marks required to pass the M. A. and B. A. examinations, the constitution of the board of studies, the admission of private candidates to the Degree Examinations, and the inspection of affiliated colleges were made in the University regulations. Extension of affiliation was granted to various colleges in particular subjects. Ten of the affiliated colleges were inspected. It has now been ruled that institutions need not be inspected every year. The following allotments for building, furniture and apparatus were sanctioned :—

	Rs.
Islamia College	2,000
D. A.-V. College	6,000
Murray College	3,000
Gordon Mission College	1,800
Dyal Singh College	1,000

Grants were also made to several colleges for libraries. Special University lecturers were appointed as follows :—

1. Mr. Manohar Lal in Indian Economics.
2. Mr. Barnes, Principal, Agricultural College, Lyallpur, on the application of Science to Agriculture in the Punjab.
3. Professor P. C. Ray of the Presidency College, Calcutta, in Chemistry.
4. Dr. E. E. Fournier d'Albe of the Department of Physics in the University of Birmingham lectured for six months to advanced students in Physics, besides giving lectures in the Government College and the Museum at Lahore. Dr. Fournier d'Albe also visited most of the affiliated colleges teaching science in the Province, and held a conference of all members of the University staff and affiliated colleges engaged in the teaching of physics.

### Secondary Education (Boys.)

18. *Institutions and pupils.*—The number of secondary schools increased by 35 to 379 and the number of pupils from 97,570 to 101,584. High schools increased by 14, Anglo-vernacular middle by 7 and vernacular middle by 14. The new schools are distributed according to divisions as follows :—

<i>Division.</i>	<i>High.</i>	<i>Anglo-vernacular Middle.</i>	<i>Vernacular Middle.</i>
Ambala ...	2	1	...
Jullundur ...	3	8	2
Lahore ...	2	...	1
Rawalpindi ...	2	2	6
Multan ...	5	...	5

The Multan division takes the lead in the number of new high schools opened. The number of Anglo-vernacular middle schools decreased by 3 in the Lahore division and by one in the Multan division.

It will be noticed that the Jullundur division easily heads the list in the matter of new Anglo-vernacular schools. That this increase in quantity is not accompanied by an improvement in quality may be seen from the Inspector's report, which is printed as an appendix (appendix A). The defects in the ordinary secondary school may be traced to two chief causes (*i*) the absence of any corporate ideal, (*ii*) the dominance of the matriculation examination over the work of the school. To the former cause is due the constant migration of teachers and pupils from school to school, a movement showing an absence of that feeling of loyalty which a well-organised and respected institution should inspire. The school is regarded rather as the sum of the classes it contains than as an organic whole. This defect is largely due to the second of the causes noted above. The energies of the Headmaster are directed towards the successful teaching of the high department with a view to matriculation results; he has but little time to spend in supervising the work of the junior classes, a supervision which is all the more necessary in view of the frequent changes in his staff. The evils resulting from this lack of supervision are well brought out in Mr. Wathen's note (appendix A).

A proposal to introduce a School Final examination was submitted by the department to the University towards the close of the year and is now under consideration by that body. The chief aim of this examination will be (*i*) to emphasise the importance of the ordinary daily work of the pupils during their school life, and thus to minimise the importance of the period of cram that at present precedes the final examination, (*ii*) to allow the boys facilities to choose the subjects, which will be of real value to them when they leave school, their choice at present being determined solely by the requirements of the matriculation examination.

19. *Expenditure.*—The expenditure on secondary education increased by Rs. 2,78,525. To this increase provincial funds contributed Rs. 65,749; district funds Rs. 57,482 and municipal funds Rs. 22,718; Fees Rs. 96,151 and private sources Rs. 36,425. Of the increased expenditure from Provincial revenues Rs. 64,293 went towards high schools. The increase under district funds was mainly spent on vernacular education in the middle departments, while the increased expenditure from municipal funds was distributed fairly evenly between the High and Middle departments, both Anglo-vernacular and vernacular. Fees contributed Rs. 75,940 of the increase towards high schools, and of the increase from private sources all but about Rs. 5,000 was spent on high schools. Of the total expenditure of Rs. 23,08,691 on secondary education 53 per cent. was met from fees.

20. *Teachers.*—Six hundred and eighty-one teachers were employed in secondary schools in the Ambala division, against 641 in the previous year, of whom 430 had been trained. In the Lahore division the number of teachers employed in secondary schools is 1,458 against 1,342 in the previous year. Nine hundred and seventeen of these had been trained. The total number of secondary teachers rose from 806 to 923 in the Rawalpindi division, of whom 603 held certificates. The total number of such teachers in the Multan and Jullundur divisions is 698 and 1,024 respectively. The number of trained teachers rose from 383 to 456 in the former. Of the secondary teachers in the Jullundur division 622 are trained.

21. *Instruction.*—The quality of the teaching in secondary schools is dealt with at length by the Inspector of Jullundur (see appendix A). Mr. Wright, Inspector of Schools, Lahore, says:—"In the last year's report it was mentioned that the new curriculum with its shorter hours of work had brought welcome relief to young pupils. But the passion for home tasks has, I am afraid, neutralised to a considerable extent the beneficent effect of the new scheme. I am, however, about to take necessary measures to minimise the evil as much as possible. The instructional work is improving though slowly. School excursions are resorted to more generally. The relief they afford from the monotony of school life, and the opportunities offered for independent observation, cannot but have a salutary effect on work in the class rooms. The written exercises begin to show some attempt at originality and the slavish reproduction of the words of the book is becoming less and less common. There is a distinct improvement in map drawing as well as in the teaching of geography in the high department. There is, however, room for much improvement in oral composition and conversation in English. The methods usually followed are those of question and answer, and pupils show a woeful want of practice in continuous oral statement. Too often the teacher's own English is defective and the answers to questions are memorised. This defect tells severely on the geography teaching of the 3rd middle, where pupils for the first time enter upon the study of the subject in English. Its effect is very cramping and whatever lucidity of thought or expression the boy had before vanishes. Then again the syllabuses are not at times drawn up with due care. Careful revision of previous work is seldom carried on along with new lessons."

Mr. Buchanan, the Instructor of Drawing and Manual Training visited the secondary schools in the Lahore, Jullundur and Ambala divisions and gave valuable advice in connection with the teaching of drawing on modern lines which has done much to stimulate interest in the subject. A manual training centre was opened at Lahore under the supervision of Mr. Buchanan to which classes from local schools are sent for a course of practical lessons in woodwork, &c.

22. *Buildings.*—The liberal grants sanctioned for buildings have resulted in much activity in this direction and excellent buildings have been constructed all over the Province while many others are under construction. New buildings for the Government High Schools were completed and occupied at Hoshiarpur and Dera Ghazi Khan, while those at Sialkot, Gujranwala, Gurdaspur, and Lyallpur are nearing completion. Blocks of rooms for the teaching of science and drawing were completed and brought

into use at Jhelum and Rawalpindi and the buildings at Karnal, Mianwali and Muzaffargarh have been or are being extended. The construction of new Government High Schools is about to be undertaken at Ferozepore, Jhang, Multan and Montgomery.

Aided schools also have shown much activity in the construction of new buildings; though there are still many such schools in which the accommodation is insufficient and the buildings unsuitable. Improvements were effected in board schools, though the reports of Inspectors mention that the accommodation in many schools is inadequate.

23. *Hostels.*—There has been much improvement in connection with the construction or extension of boarding-house accommodation, and it is satisfactory to note that the number of well-built and well-ventilated hostels is growing. The boarding-house of the Government High School, Mianwali, has been extended and certain additions and alterations are about to be effected in the hostel attached to the Government High School at Rawalpindi. At Dera Ghazi Khan and Lyallpur the Government High Schools have been provided with new and well-located boarding-houses: extensions are being carried out at Muzaffargarh and a new hostel is about to be constructed at Multan.

24. *Private enterprise.*—The interest shown by private persons in the cause of education continues to increase as is evident from the many new schools and the liberal gifts and donations made by Indian gentlemen. Thus Rai Sahib Lala Makhan Lal of Rewari made a further gift of land for the extension of the playground for the Government High School at Rewari and Lala Shambhu Dayal of Karnal made a similar gift for the boarding-house at Ladwa. In the Lahore division the most notable instance of private liberality comes from Srigobindpur in the Gurdaspur district where Lala Bishan Das, a leading gentleman of the place, made an offer of Rs. 20,000 towards the initial expenses incurred in raising the local Anglo-vernacular middle school to the high grade. The gift of Rs. 12,000 by Lala Gopal Das of Akalgarh has rendered possible the addition of high classes to the middle school at that place. Sardar Raghbir Singh gave a valuable plot of ground for the site of the middle school at Raja Sansi. Khan Sahib Chaudhri Fazl Ali, Rais of Ajnala, Gujrat district, presented sufficient land for the building of a school boarding-house and for a playground and Sheikh Ghulam Muhammad of Adhwal in the Attock district has given a plot of land for the building of a vernacular middle school.

### Primary Education (Boys).

25. *Institutions and pupils.*—The total number of primary schools for boys increased from 4,154 to 4,548. To this increase, board schools contributed 238,146 in the upper primary and 92 in the lower primary grade, and aided institutions contributed 159, of which 104 were upper primary. The number of pupils increased by 8,009 and this increase is shared fairly evenly between the upper and lower primary stages. Aided institutions contributed 4,543 towards the total increase and board schools 3,809. The following table shows the increase in the number of institutions and pupils by divisions:—

<i>Division.</i>	<i>Institutions.</i>	<i>Pupils.</i>
Ambala ... ..	48	1,104
Jullundur ... ..	80	2,862
Lahore ... ..	99	955
Rawalpindi ... ..	81	895
Multan ... ..	86	2,203

The number of agriculturists' children attending schools has increased by 576. In the Ambala division there was a falling off in the number by 646 which the Inspector attributes to the scarcity which prevailed throughout the year. In the Rawalpindi division also the number of agriculturists' children attending primary schools fell by 626 owing to the stricter application of the term "agriculturist" and to the severe outbreak of plague in the last month of the year.

26. *Expenditure.*—The direct expenditure from all sources on primary schools amounted to Rs. 13,57,993 against Rs. 11,79,364 in the previous year; an increase of Rs. 1,78,629, the greater portion of which (Rs. 1,37,590) is made up from district funds with the aid of Government grants. Municipal funds contributed Rs. 22,393 towards the increased expenditure, while Rs. 12,363 was derived from private sources.

27. *Teachers.*—There were 8,709 vernacular teachers employed in primary schools of all kinds for Indian boys. Of these 4,176 had been trained. The figure reported in the previous year was 8,057 of whom 3,597 had been trained. A very large number of men seek admission to the various Normal schools and to the training classes which have been formed in several districts, and it is satisfactory to note that there has been an increase in the number of trained teachers appointed to board schools. Much has been done to improve the lot of the primary teachers by the institution of graded services under various boards; and the numbers who now seek admission to Normal schools and training classes testify to the growing popularity of the teaching profession. Consequently the selection, which is annually becoming stricter for admission into such institutions, is effecting a gradual improvement in this class of teacher.

28. *Instruction.*—The Inspector of Ambala division writes—“the half-time time-tables prepared by Mr. Wyatt and tried in some of the schools in each district have not been appreciated.” The Deputy Commissioner of Hissar says “the people in this part of the Province look upon the school as a sort of nursery, and they will either not send their children to school at all or send them for a whole day to be kept under the eye of the teacher. The studying hours of the children are restricted to 5 or 6 periods of 45 or 50 minutes each (7 A.M. to 10 A.M. and 2½ P.M. to 5 P.M.). If they send their children for half the day, say, from 7 A.M. to 10 A.M., they cannot get any help in their agricultural work from their boys who generally being of tender age are useful to them in tending and grazing their cattle or looking after their fields for which they require their services from early in the morning till sunset. Consequently, if half the day is spent in the school small boys can render little help to their parents in the remaining part of the day. The above is at least the view of the zamindar parents in this district which is probably correct.” The Ambala experiment mentioned in last year’s report of boys in primary schools meeting only early in the morning in summer and from 10 A.M. to 2 P.M. in winter continues a success in that district. The comments of the Inspector of Schools, Jullundur division, present rather a gloomy outlook as regards the teaching generally in primary schools. He notes:—“Of the quality of teaching generally in primary schools it is difficult to form an estimate. Efficient they certainly are not, but when sometimes a single teacher has to struggle manfully with some forty boys, whose ages range from sixteen to four and whose capacities vary accordingly, and when some of the boys are not even capable of flicking the flies from their faces, it is a cause of wonder, not that they are well taught, but that they learn anything at all. However the teacher by an unconscious application of Montessori methods and by a generous use of the rod does after five years send out from his school boys who have a tolerable knowledge of the three R’s. Many boys, it appears, who leave school after three years soon forget how to write anything but their names. But these have been sent to school, because the school provides a cheap and handy nursery. To few indeed is primary education an end in itself; it is rather the first necessary stage on the road to the “Entrance”, the door to Government service. Once a rich villager showed me his three sons; two were at school, the third was not. Asked why, he replied that one was to be a Deputy Commissioner, the second a Civil Surgeon, and the third was to till the land, and for this education would unfit him. But the fallacy that education only exists to manufacture “babus” is to some extent being dissipated by the increasing difficulty of finding clerical employment and by the institution of a shorter school day. In this division primary schools generally open at 10-30 A.M. and close at 3 P.M. and boys are expected to help their parents in their work both before and after school-hours.

Of the ordinary working conditions of a primary school it is hard for the Inspector himself to see much. His whereabouts are known and his programme studied. When a school is on his route, he arrives to find the boys in turbans specially dyed and clothes specially washed ; the blackboard is being used, the time-table followed and the teacher showing method and energy. Scouts are posted to bring in early information, and they double off as soon as the Inspector is observed. But occasionally when a long ride has made my visit an entire surprise, the scene has been very different :—the master has been found sitting in an arm-chair doing postal work, the boys dirtily and scantily clad, scattered in all directions and in the nominal charge of monitors. In another school all the boys were occupied in spring-cleaning, because it was thought the Commissioner might pass the next day. A Sunday visit found the boys collected to assist in the distribution of letters. ”

The remarks of the Inspector of Lahore division are much in the same strain. He notes that the intelligence of the boys is seldom or rarely exercised in nature lessons, geography and mensuration, the memory rather than the intelligence continues to be cultivated. The teaching of practical mensuration, *Bahi khata*, land records and letter writing in almost all the districts of the Rawalpindi division leaves much to be desired. In connection with the teaching of mensuration, Junior Vernacular certificated candidates are examined in the practical part of the subject in the several divisions of the Province by competent Revenue Extra Assistant Commissioners.

29. *Buildings*.—In the Ambala division 32 new primary schools were built during the year besides several schools being extended. Nine each were constructed in Hissar and Karnal, 11 in Gurgaon, 2 in Rohtak and 1 in Simla. About half the number of schools in the Gurgaon, Ambala, Karnal and Rohtak districts, about one-third in Hissar and almost all the schools in the Simla district have no houses of their own. The five years' building scheme recently introduced in the Jullundur division is being followed by all the districts. Insistence is laid on sanitary sites, on light and ventilation, but throughout the greater part of the year the classes are held out of doors. From the Lahore division also comes the complaint that a considerable number of schools have no habitation of their own with the result that classes are held in insanitary and incommodious houses which are either rented or borrowed for the purpose. The district boards are making efforts to remedy the evil ; six schools were erected in Sialkot, five each in Amritsar and Gurdaspur, two in Lahore and four in Gujranwala ; and many of the existing schools were extended. The Inspector notes that the majority of the people in most districts are keenly alive to the benefits of education, and would gladly join hands with the authorities in providing new school houses if the district boards were to subsidize the village committees and ask them to put up school houses at new centres. The experiment has been tried with success in the Amritsar district. The buildings thus provided would be cheaper and the burden of the boards would be considerably lightened. Thirty-three school houses were built and 26 extended in the Rawalpindi division, but much remains to be done especially in the Shahpur, Jhelum and Gujrat districts. The district boards in the Multan division built 60 new schools, 47 of which were erected in the Lyallpur district.

The adoption of some simple type of primary school building, to be modified where necessary to suit local conditions, seems desirable, as the cost of such buildings varies very greatly at present under different boards without any apparent reason.

30. *Private enterprise*.—Private bodies added largely to the number of schools maintained by them. Gifts of various kinds were also made in cash and in kind.

### **Training of Teachers.**

31. There were in all 1,155 men students in the various training institutions for teachers or 43 more than last year.



32. *Central Training College.*—The number of men seeking admission to the College was even larger than in the previous year, a record year so far as the number of applicants goes. Out of these no less than 151 were graduates, over a hundred were qualified to join the Senior Anglo-vernacular Class, and nearly 250 had passed the F. A. or the Matriculation examination.

An admission test was applied, and it was mainly in accordance with its results that 51 students were admitted to the B. T. Class, 48 to the Senior Anglo-vernacular Class, 58 to the Junior Anglo-vernacular and 80 to the Senior Vernacular. Thus 237 students were admitted in all. The B. T. Class included one lady graduate of the Allahabad University.

The number on the rolls at the end of the year was 274 as compared with 303 in the year preceding. The decrease is solely due to restricted admissions necessitated by limitations of space and facilities for training.

Of the total number of students, 16 were sent from Native States, 6 were sent by the Education Department of the North-West Frontier Province and Baluchistan, and 19 were Khalsa Diwan stipendiaries. Eighty-nine or about a third of the whole were Muhammadans. The proportion might have been higher but for the Sikh and Hindu stipendiaries sent by Native States and the Chief Khalsa Diwan.

The total expenditure during the year was Rs 1,00,604 against Rs. 98,383 in the previous year, and the cost per student was Rs. 367 against Rs. 324. The increase is due to restricted admissions.

There were 235 boarders or three less than before. One of the reading rooms has to be used as a dormitory on account of insufficiency of accommodation.

The examination results were distinctly good. The percentage of passes in the B. T. examination was 91.5, in the Senior Anglo-vernacular 87, in the Junior Anglo-vernacular 89, and in the Senior Vernacular 92. The College presented in all 231 candidates of whom 208 or 90 per cent. were successful. Nine men were sent up for the Gymnastic Teachers' examination and all passed. Every student trained during the session 1913-14 obtained a post before leaving College; so great is the demand for trained men. Most of the B. T.'s obtained appointments carrying salaries of Rs. 100 or more, in one case even Rs. 150. The Senior Anglo-vernacular certificated men obtained Rs. 70 to Rs. 80 and Junior Anglo-vernacular men Rs. 40 to Rs. 50.

The theoretical and practical training continues to be given on much the same lines as before, and the last year's experiment of sending men to work in the Lahore schools for ten days seems to be working satisfactorily. The Principal complains of a certain misconception on the part of some of the Inspectors as regards the aims and functions of the College. It is certainly never claimed that in the necessarily short period of their stay at the College the students become finished teachers. What the College undertakes to do in the main is, in the words of the Principal, "to give to its students a true aim, an insight into the nature of the being to be educated and a thorough grasp of the principles underlying intelligent and successful work."

The work in drawing is making steady advance, and some of the colour studies came fully up to the standard. The development in wood-work is very gratifying, and its popularity with the students of the highest classes is especially noteworthy.

Mr. Buchanan has, as last year, been lecturing to drawing masters. Lala Rattan Lal and the late Professor Bishambhar Das similarly addressed the vernacular students on subjects connected with nature study. Dr. B. J. Sahu's lectures on school hygiene were also much appreciated. The utility of such gatherings is considerable. The Principal says:—"These are undoubtedly advances in the right direction, and I look forward to the time when the masters of our secondary schools may have annual opportunities of attending classes similar to the holiday courses of Western Europe and the summer schools of America."

The Principal this year speaks more hopefully of the general tone of the college than last. The system of groups described in the report for the year preceding is said to be working fairly well under the circumstances, and special efforts are being made to develop in the students an *esprit de corps*.

The reason why the results achieved do not come fully up to the expectations formed is not far to seek. As remarked last year the College has grown too unwieldy, and with the present strength of the staff and the short duration of the session it is impossible to bestow on individuals the requisite amount of attention. To these causes must be added the want of playing fields. It is hoped, however, that the establishment of a junior College at Jullundur will afford much needed relief.

33. *Normal Schools for Men.*—A new normal school was opened at Karnal during the year, thus bringing the total of these schools to seven. The number on rolls at the close of the year was 563 or 71 more than in the year preceding.

The increasing popularity of these institutions is evidenced by the fact that nearly everywhere the number of candidates for admission far exceeded the available accommodation. The results of the Junior Vernacular Certificate examination were not quite so good as those of last year, still 396 out of 538 passed, or about 73 per cent. Multan continues to obtain the highest percentage, *viz.*, 83·6. The lowest percentage 55 was at Rawalpindi. Frequent changes in the staff of the latter institution are said to be responsible for this somewhat low percentage. An improvement is not noted in the teaching of geography, drawing and mensuration. As regards the last-named subject the practical test in the final examination was for the first time conducted by officers of the revenue department. The results were generally satisfactory.

34. *Training Classes for Men.*—There were in all seventeen training classes in the year under report. The course of training has been extended to nine months. The total number of men turned out by these classes during the year was 305. Four of these classes were in the Jullundur division, five in Rawalpindi and eight in Lahore. There is great competition for admission to these classes, which are reported to be doing good work.

There are two Junior Anglo-vernacular classes, each containing 20 students attached to the Government High School, Jullundur, and the Mission High School, Ludhiana.

The authorities of the Church of Canada Mission have made arrangements for starting a similar class at Dharmasala.

35. *Training of Women Teachers.*—The number of students in the Normal School for Women rose from 64 to 92. The number of resident students, however, remains the same *viz.*, 34. For the Senior Vernacular 10 presented themselves out of whom 8 passed, and for the Junior 11 went up and 9 were successful. This is satisfactory. All of them have since obtained work. But the Chief Inspectress remarks:—“It is unfortunate that the district and municipal boards do not give them more encouragement on their return to their substantive posts. Aided schools, however, offer larger salaries to trained teachers.” The school has now been transferred to a better house in the same neighbourhood, and the staff has been strengthened. The Chief Inspectress notices a distinct advance in the methods of teaching and there is also considerable improvement in the outlook of the pupils. She writes:—“The girls are beginning to realise the value of good infant class teaching. They were formerly inclined to subscribe to the idea that only secondary teaching was worthy of the attention of trained mistresses.” The training class for Anglo-vernacular teachers attached to the Kinnaird High School continues to be conducted efficiently. The number in attendance, however, is small. There are vernacular training classes at Gujranwala and Amritsar, and the Municipal Committee of Multan have also started one in connection with their Nagri Middle School.

36. *Training Classes for Europeans.*—Near the end of the year under report 20 students were in residence at the Sanawar Training Class, 11 being new admissions. Three came from the Punjab, 6 from the United Provinces, 2 from the Central Provinces, 6 from Madras, 2 from Bihar and Orissa and one from Bengal. Although the number now on the rolls—20—is the largest on record since the opening of the class, for the first time some applicants had to be refused admission. The new students are said to be of a stamp distinctly superior to those who joined last year.

The examination results were good, and the Principal speaks in terms of praise of the tone of the class and the work of the staff. As regards the work of Mr. Sanderson, late Master of the class, the Principal remarks:—"It is largely owing to his efforts that the class is what it is to-day. He guided it successfully through its initial difficulties, and the fact that the institution is now well known and that Sanawar trained men never have any difficulties in getting places and are always welcomed by headmasters is due to his devoted and efficient work." The buildings occupied by the institution are old and unsuitable, and the equipment, especially in science, leaves much to be desired.

There were 34 women students at St. Bede's College, Simla, or two more than last year. All the sixteen presented for the teachers' examination passed. This is a very good record of work. About 120 of St. Bede's students are now teaching in various parts of India and Burma.

### **Professional, Technical and Industrial Education.**

37. *Professional institutions.*—The Law College, which is now housed in the western portion of the old Convent building purchased by the University, had 133 students on its rolls against 112 in the previous year. The hostel, which is located in the first floor of the building and a separate block of rooms, finds accommodation for 46 resident boarders. The staff consists of the Principal and two lecturers. Admissions to the Medical College increased by 14 to 172, while in the school there was a corresponding decrease of 14, the number being reduced to 352, which dropped further at the end of the year to 258, owing chiefly to the names of 90 military students having been struck off the rolls for insubordination. Sanction to the extensions to the buildings under the King Edward Memorial scheme having been received, the work was taken in hand last October and is being pushed on.

Female students are trained at the Women's Christian Medical College at Ludhiana which is now the Punjab Medical School for Women.

The Yunani classes at the Islamia College and the Vedic classes at the Dayanand Anglo-Vedic College had 25 and 37 students, respectively, on their rolls. The question of constructing a separate building for the latter is under the consideration of the Committee. There were 173 scholars on the rolls of the Veterinary College, practically the same as last year. In spite of the difficulties the staff and students had to contend with owing to the demolition of buildings and the absence of a dissecting room and laboratory, the results of the year's working has been satisfactory.

The Agricultural College had 63 students on its rolls. With the close of the diploma examination held in April last, the three years' syllabus of the College was brought to a close and a new syllabus consisting of a four years' course divided into two parts was introduced. The first part of the course will include practically all the agricultural tuition previously given in the old three years' course, as well as courses in English and Arithmetic; while the second part will include instruction in agricultural science.

The difficulties hitherto experienced in recruiting students for the College classes have now been removed by the change in the syllabus, the increase in the pay of assistants and the lowering of the cost of agricultural education. In addition to the new syllabus an innovation was made in extending the class for Assistant Commissioners in Indian Rural Economy so as to include a number of Canal Officers, Extra Assistant Commissioners and Canal Zilladars. All thirteen of the candidates who presented themselves for the diploma examination

passed. The average ability of the candidates was on the whole much higher than in the two previous years. The Principal reports that one of the most unsatisfactory features of the College is its water-supply which has been wholly insufficient for requirements for several years past, owing to an error in laying down the municipal pipe line in the first instance. A scheme for supplying water from a tube well in the estate is accordingly being worked out. Various improvements were made in the College buildings and others are in progress, among the former being the provision of quarters for three assistant professors and four research assistants, the construction of dairy buildings, and the extension of the workshop in the form of sheds for instruction in agricultural engineering.

There were 80 students on the rolls of the Government School of Engineering at Rasul, 34 of whom were Hindus, 27 Muhammadans and 19 Sikhs. Forty-five students qualified, and 85 per cent. of these secured employment, nearly one-half of these are employed in the Punjab Irrigation Department. The scope of the workshop training was enlarged, and the students are now beginning to evince much interest in this department of the work.

The total number of students receiving instruction in the Hindu Technical Institute at Lahore was 74. Of these 25 belonged to the mechanical engineering, 21 to the engine drivers, and 28 to special departments, which include milling, fitting and motor classes. The institute continues to do good work in imparting practical training to its students.

38. *Industrial training.*—The number of students in the Mayo School of Art rose from 243 to 251, of whom 131 were Muhammadans, 87 Hindus, 26 Sikhs and 7 Indian Christians. An important innovation during the year was the increase of the working hours in the workshops to eight hours a day, and the appointment of a works-overseer in order to bring the work of the school more into line with commercial enterprise. Though the system has only been in force six months, there has been a marked improvement in the amount and quality of the work done. Two new classes—cotton-printing and polishing—have been added to the school in connection with the development scheme. There now remains only book-binding to complete the original scheme, and this has been deferred owing to the impossibility of obtaining the machines from England. All the other departments are in full working order and the machinery shafting, &c., are working efficiently and producing satisfactory results.

There has been an increase of 24 in the number of students who are being trained as drawing teachers. The demand for trained teachers is greater than the number that can be supplied, owing to the period necessary for training, but this difficulty will be diminished in each succeeding year. The training is now very thorough in practical work, and each 2nd and 3rd year student has to attend a special course of lectures on the theory and practice of class teaching and demonstration, and the value of drawing as a means of general education. The only defect in the boys trained is that they do not as a rule understand English, and it will probably be necessary in the near future to raise the standard of general education required for admission to this department.

A small craft exhibition of the students' work was organised and held in the Lecture Hall of the Museum at which the work of every department of the school was represented. The exhibition remained open for a week and was much appreciated by the numerous visitors.

Of the 60 boys who left the school, 32 had completed their training, and 27 of these received appointments through the school; 11 of the latter are holding Government posts and 8 are serving local boards. Of the 28 who had not completed their training, 10 received appointments.

The number of industrial schools in the province increased from 24 with 2,249 pupils to 28 with 2,540 pupils.

Mr. Heath, Principal of the Mayo School of Art, has written an interesting report on the industrial schools in the Province which has been printed in a separate (Appendix B). The recommendations made by Mr. Heath will be considered separately.

39. The Reformatory School at Delhi provides accommodation for 154 boys. There were 139 pupils on the rolls, the same number as in the previous year. The general behaviour of the boys has been very satisfactory, the number of punishments having fallen from 18 to 11. For the first time in the history of the school a holiday camp was organised on the banks of the Agra Canal about 12 miles from the school which was thoroughly enjoyed, involving as it did a complete change of environment and routine. 'The boys' behaviour in camp was exemplary, and the Superintendent remarks that "it was very evident that they had resolved to show by their conduct that they valued the privilege and could be relied upon to respond to the trust reposed in them." Twenty-five boys were discharged during the year, and one escaped. Nineteen of the former have obtained employment, two are unemployed, and one was reconvicted.

40. The school for the blind attached to the Railway Technical School continued to do satisfactory work. There were 18 pupils on the rolls. The Shushila memorial deaf and dumb school, which receives a grant-in-aid from Government, under the management of Mr. Chatterji is still in an experimental stage. There are at present 7 day pupils being educated in reading, writing and arithmetic. There is no industrial class, but arrangements have been made to send the pupils to the Railway Technical School for the purpose. Though there are no boarders, accommodation for half a dozen or so exists.

41. *Clerical and Commercial Training.*—There has been a decrease in the pupils attending the Government Clerical and Commercial School at Amritsar, the numbers having fallen from 59 to 48. The Evening Continuation Classes for men conducted by the Young Men's Christian Association and those for women conducted by the Young Women's Christian Association continue to do useful work.

### Education of Indian Women.

42. *Statistics.*—The number of girls' schools rose from 831 to 919. The increase is made up of one Government school, 39 board, 44 aided and 4 unaided schools; 8 of these were high, 36 middle, 738 upper primary and 137 lower primary. The number of pupils increased from 42,792 to 44,996. The increase is principally in the lower primary classes where the numbers have risen by 1,872. But for the outbreak of plague and fever the increase would have been more marked. The following table shows the distribution of schools and scholars according to divisions :—

<i>Division.</i>	<i>No. of schools.</i>	<i>No. of scholars.</i>
Ambala	122	4,145
Jullundur	184	7,140
Lahore	261	15,802
Rawalpindi	219	10,391
Multan	133	7,518

43. *Instruction.*—There is an increasing demand in the larger centres for an Anglo-vernacular education for girls, but it is difficult at present to secure teachers with a sufficient knowledge of English. In the Mission High Schools English is very well taught, and the girls usually speak and write with facility. In many of the aided secondary schools English is taught as an optional subject. The pupils do not, however, get much practice in speaking, though they read and understand fairly easily.

College scholarships are now held in the Kinnaird Collegiate School and the Gordon Mission College, Rawalpindi. The six years' course prescribed for the Lady Hardinge Medical School has deterred girls from taking up the Medical scholarships offered for the F. A. work. In vernacular secondary,

schools an interest is evinced in higher education in vernacular and classical literary subjects. A class for the Pragana examination of the Punjab University has been opened in Multan and at the Victoria Girls' School, Lahore, and provision is made for teaching up to the University proficiency standard in Urdu, Hindi and Punjabi. The vernaculars taught in girls' schools are Urdu, Hindi and Gurmukhi, which are for the most part distributed according to religions. In one school at Simla and two in Rawalpindi Bengali is taken up. It is satisfactory to note that many of the girls in middle schools take up a second vernacular, very often in addition to a classical language, Sanskrit or Persian. In aided schools large salaries are offered to attract trained teachers, and a real appreciation of higher education is evinced. It is not, however, sufficiently realised that the teaching of the infant classes is at least as important as that of the high department. The Victoria School for Girls, which was taken over by Government on the 1st April, 1914, has been made a model school in this respect, and under the direction of Miss Hart, the head mistress, aided by nine assistant teachers, the teaching of the lower primary classes is entirely on Kindergarten and Montessori methods. The school is used as a practising school for the Normal School, and the effects of the better methods of teaching should be far-reaching. As regards domestic economy, the Chief Inspectress notes :—" It is very difficult in day schools to do any practical domestic work for the conditions are different to those of a home. It is hardly possible to aim at more than forming habits of industry, punctuality, neatness and cleanliness, and to try to give the children an intelligent knowledge of sanitation and elementary laws of health. On the other hand, plague and other epidemics are so frequent in the Punjab that it is urgently necessary that a realization of the necessity for precautions against infection should be emphasised.

" In the Pathankot American Mission High School a fund was started by which money is being collected to put up a small Indian house in the compound. The classes will take it by turns to manage it and do the whole house work and cooking.

" In the vernacular boarding schools the girls cook, clean, and sew. In Sialkot and Sangla Hill the cottage plan is carried out and the boarders divided into ' families ' in which the elder girls look after the younger ones who in their turn help them in their house work. In the Anglo-vernacular boarding schools much time cannot be spared for domestic work, but cooking classes, etc., are regularly held. In the aided day schools, Saturdays are usually devoted to cooking, but owing to the expense of materials and caste difficulties only a few children really learn much. The Sikh Kanya Maha Vidyalā in Ferozepore pays much attention to the domestic side, but the girls have to work for too long hours in addition to their six hours in school. Physiology and hygiene form a regular part of the curriculum in all secondary schools. The subject is however not put to any practical use and the pupils do not derive much benefit from it."

Needlework is a popular subject and many beautiful kinds of embroidery such as *kasida*, net-work, Peshawari gold embroidery (*tilla*) are done. Plain sewing is not good except in the Anglo-vernacular schools; it is not on a graduated scheme, and there is a tendency to buy machines and let the pupils neglect hand-sewing. Knitting is very poor. The shape of socks is incorrect, and the knitting even of neckties irregular in width. Crochet is taken up but is of little educative value. In industrial schools at Salamatpur and the Catholic Mission at Khushpur work is brought up to a saleable standard. Lace making is very well done, and in Clarkabad Mission School spinning and weaving is thoroughly taught.

44. *Drawing classes.*—Mr. Buchanan held a class for teachers of Indian schools in October 1914 with great success. The teachers took up the new methods of teaching drawing with enthusiasm, and many of them shewed particular aptitude in this subject. Up to this drawing has been much neglected in girls' schools, but with the help now given it is hoped that drawing will be included in the curriculum of the better staffed schools.

45. *Zenana classes.*—The work in the Punjab is for the most part done by Missionary societies. Reading is taught with a view to the reading of religious books. The only non-sectarian classes at present are taught by the house to house teachers of the Punjab Association. The work of zenana classes has always been very irregular and of doubtful benefit to education for each pupil only reads for a few weeks or months and the classes are constantly changing. There is, however, an opening for Continuation Classes in large centres, to enable teachers and others to improve themselves and take up such subjects as English, classical languages and drawing. The Society for the Promotion of Scientific Knowledge has proposals under consideration for vernacular classes worked on the same lines as those managed by the Young Women's Christian Association.

46. *Buildings.*—On the whole, the secondary schools supported by private societies are, with the aid of grants from Provincial revenues, well housed and even the primary institutions are not nearly as bad as those maintained by local bodies. Local bodies are in some cases taking up the question of providing suitable accommodation for girls' schools. Much, however, still remains to be done for the majority of schools are over-crowded and insanitary. In many instances village schools have no building at all. A new building for the Preparatory School for Boys in connection with Queen Mary's College has just been completed.

### Education of Europeans.

47. *Statistics.*—The number of schools increased by one to 36 owing to the opening of a Railway Primary School at Bahawalnagar. Thirty-four of these are public schools. The station school at Delhi, which remains in charge of the Inspector of European Schools, Punjab, for purposes of inspection, &c., is not included in the returns. There were 2,707 pupils in public schools against 2,655 in the previous year. The number of private schools remains the same, *viz.*, two, but the number of pupils in them decreased from 69 to 47. The total expenditure from all sources amounted to Rs. 10,52,257, against Rs. 10,84,075 in the previous year. Imperial revenues contributed 15·9 per cent.; Provincial revenues 41 per cent.; fees 32·3 per cent.; and other sources 10·8 per cent.

48. *Teachers.*—The total number of teachers employed was 207, against 210 last year. Of these 19 hold University qualifications, 111 are trained and certificated. Of the remaining 96, 34 are certificated and have passed the Government Teachers' Certificate examination for untrained teachers. There are now 22 schools with 74 teachers that have joined the Teachers' Provident Fund against 14 and 54, respectively, last year. Substantial improvement has been made in the pay of teachers during the last four years. The scale of salaries for women teachers is considered fairly satisfactory on the whole, but as regards masters more remains to be done to make the profession attractive.

Sanction has not yet been received to the scheme submitted to the Government of India for the revision of the salaries of the staff of the Lawrence Military Asylum at Sanawar.

49. *Examinations.*—For the High School examination 75 candidates appeared of whom 42 (17 boys and 25 girls) passed, a percentage of 56. These numbers include seven private candidates and also one candidate from the Quetta school. The pass percentage of Punjab schools alone was 57. One hundred and fifty-one candidates sat for the Middle School examination, of whom 97 (47 boys and 50 girls) passed. The percentage of passes in Punjab schools alone was 66·6.

A centre for the Cambridge Local examinations was formed in 1913 at Simla. This year arrangements are being made to open a new centre at Lahore. There is a growing desire in certain schools to substitute the Cambridge Local examinations for the departmental tests. The Inspector notes that "the dangers ahead of such a change need to be kept in view. The Cambridge syllabus should not be allowed to dominate the curriculum.\*\*\* It is very doubtful, indeed, whether the Cambridge Local examinations are in any degree ideal examinations for secondary schools, and especially for schools in India, and the Pre-



liminary and Junior examinations are in some ways actively prejudicial to real education." The London Chamber of Commerce examinations were again conducted under the superintendence of the Inspector of European Schools. Ninety-three candidates appeared for the last examination, of whom 27 were Europeans. The subjects taken for these examinations are Book keeping and Accountancy, Commercial and Industrial Law, Banking and Currency, Short-hand and Typewriting, Mathematics and Drawing.

50. *Scholarships.*—At the close of the year there were 72 scholarships current, 26 of which were held in boys' and 46 in girls' schools, in addition to 11 college scholarships. The State technical scholarship tenable in England awarded last year to Mr. W. Sorby has been held in abeyance for the present, Mr. Sorby having gone to the front as an officer of the Indian Army Reserve.

51. *Instruction.*—The Inspector reports that, generally speaking, the girls continue to do better in English than the boys. There has been a distinct improvement in composition, though the work in certain boys' schools is not yet quite up to standard. The teaching of Arithmetic in girls' schools has improved considerably during the last two years. Trigonometry has improved in boys' schools but Algebra is still rather unaccountably a weak subject. The new syllabus in drawing, will, it is hoped, shortly be introduced into all schools. Several schools have already begun this work with success.

Practical work in cooking, laundry work and house craft continues to be a special feature in five girls' schools, and in almost all girls' schools the teaching of domestic economy on really practical lines has been a feature of the last three years. It is satisfactory to notice an increase in the number of boys who now read for the higher examinations at the University and elsewhere. In this connection the Inspector remarks "that fewer boys than girls should continue their studies beyond the high school is an anomaly that is probably to be found nowhere but in India and amongst the domiciled community. That this should be the case amongst members of the domiciled community is not easy of explanation. My own view is that in the past parents found that they could place their boys very fairly well without being compelled to have recourse to a University or higher course of study. Parents and boys have not in the past been quick to see where their interest lies in this matter. Now that they are beginning to realise things as they are, members of the community will doubtless strive for their sons to be at least as favourably placed as their daughters in regard to higher education, realising, perhaps, that to the mentally alert the future holds out bright prospects. But another cause of fewer boys than girls taking up advanced studies is the great question of want of means. A boy's higher education costs more than that of a girl. Hence I advocated the raising of the high school scholarship from Rs. 20 to at least Rs. 30 per mensem."

52. *Physical training.*—Physical instruction is given in every school and games are regularly organised both in boys' and girls' schools. The volunteer movement in boys' schools continues to flourish, and the boys as cadets attain a high degree of efficiency in drill and musketry. This movement has been much more marked since the outbreak of the war, and it is a matter of the greatest satisfaction to record that nearly all the Punjab schools are well represented in the various ranks of the army. Indeed not a few *ex-pupils* have already fallen in the service of their King and country.

The Lawrence Military Asylum at Sanawar has been able to send a contingent of masters and boys direct from the school to serve as a signalling unit. The boy-scout movement has been greatly extended, and there are now nearly 320 boy-scouts in the Province. There are troops of girl guides in Simla and Lahore. The annual boys' holiday camp at Sanawar, instituted in 1909, was held from the 15th September to the 2nd October and was, as usual, a great success.

53. *Buildings.*—Building grants to the extent of Rs. 38,099 were given towards the building or enlargement and improvement of eight aided schools. The Cathedral Girls' Orphanage, Lahore, towards which a grant of



Rs. 20,000 was sanctioned, was completed and occupied in October last, and is an excellent building in every respect. Bishop Cotton School, Simla, received a grant of Rs. 13,327. The gymnasium at this school was completed during the year; while the Mayo School, Simla, has built a spacious playing shed and new domestic economy rooms which are well equipped. The Station School, Delhi, has recently been given an excellent site for a new school building and also a building grant. Amongst Government schools extensive improvements have been carried out in the boys' and girls' departments at the Lawrence Military Asylum, Sanawar, including four sets of quarters for Mistresses, improved ventilation of the dormitories, a new kitchen, &c. There is, however, much still remaining to be done to complete the scheme. Work is proceeding on the new boys' school at Ghora Gali, the foundation stone of which was laid by His Honour the Lieutenant-Governor last April. Electric installations have been provided in several institutions towards the cost of which grants were given by Government.

### Education of Muhammadans.

54. The general question as to the measures necessary for the improvement of Muhammadan education, which was referred to the Anjuman-i-Himayat-i-Islam, was dealt with by that body in a comprehensive memorandum, which is now under consideration.

55. *Statistics.*—The following table summarises the *increase* during the year in the number of pupils of each community in institutions for general education :—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Public Primary Schools for boys ...	2,533	3,910	992
Ditto ditto girls ...	1,140	160	209
Public Secondary Schools for boys ...	203	2,279	1,536
Ditto ditto girls ...	228	317	10
Arts colleges ...	78	216	25
Total ...	<u>4,182</u>	<u>6,882</u>	<u>2,772</u>

The figures given above are not reassuring, showing as they do that the Muhammadan community instead of making up lost ground in the matter of education is far from keeping pace with the other communities in its ratio of annual increase.

In the matter of secondary school education, the number of Muhammadan pupils attending Anglo-vernacular schools is actually 690 less than in the year 1913-14, the increase of 203 pupils shown in the table above being entirely due to an increase of 893 in the numbers attending middle vernacular schools.

In view of the fact that the year under review saw the opening of some ten new Muhammadan Anglo-vernacular schools, the decrease in the number of scholars attending such institutions is the more remarkable.

The only satisfactory feature in this table is the great improvement, amounting to a twelve per cent. increase, in the number of Muhammadan girls attending school.

The percentage of Muhammadans in colleges works out to 23, but a certain number of students, as noted in the last year's report, attend the Muhammadan Anglo-Oriental College, Aligarh.

When we turn to professional and technical institutions the figures are a little more satisfactory.

In professional colleges the number of students by communities are :—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Total enrolment ...	243	407	135
Comparison with 1913-14 ...	—8	+2	+29

Of the 243 Muhammadans attending such colleges it is interesting to note that 110 are at the Veterinary College in which there are only 24 Hindus and 39 Sikhs. On the other hand, at the Medical College there are only 17 Muhammadans as compared with 124 Hindus and 31 Sikhs.

For training in technical schools the statistics are as follows:—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Total enrolment ... ..	1,854	1,579	395
Comparison with 1913-14 ... ..	+185	+34	+5

(The figures for Hindus are abnormal owing to troubles at the medical school). The table above is far more satisfactory from the point of view of Muhammadan education. The preponderance of Muhammadan pupils is chiefly due to the figures for industrial schools, in which there are 1,186 Muhammadans as compared with 700 Hindus and 219 Sikhs, and those of the Mayo School of Art which is attended by 131 Muhammadans, but only 87 Hindus and 26 Sikhs.

Leaving the figures for private schools out of account, as these cannot be considered reliable, the increase of pupils in institutions of all kinds is as follows:—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Boys ... ..	2,991	6,438	2,587
Girls ... ..	1,383	504	236
Total ... ..	<u>4,374</u>	<u>6,942</u>	<u>2,823</u>

These figures do not compare favourably with those of 1913-14 which were:—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Boys and girls ... ..	14,281	9,968	3,515

56. The following statement shows the proportion of Muhammadan scholars to the total number of scholars in each of the secondary stages of school education (English and Vernacular schools):—

Secondary schools.	High stage.	Middle stage.
29·44	27·04	30·09

57. *Inspector's reports, Ambala.*—The Muslim high schools at Ambala and Panipat were completed during the year, and these, together with the Islamia middle schools at Simla and Sadhaura and the Anglo-vernacular primary schools at Kaithal, Rupar and Panipat, cater for the needs of Muhammadans, while there are board schools for girls and aided and unaided elementary schools in almost every town of importance. A boarding-house for Muhammadans is maintained at Rupar.

*Jullundur.*—Here the Sikhs continue to increase the number of their school boys at a slightly quicker rate than the Hindus or Muhammadans. In connection with Anglo-vernacular secondary schools, a middle school was brought into recognition at Jullundur; at Hoshiarpur a considerable strengthening of the staff of the Islamia school and the better organisation of the school life was effected. At Ludhiana continued dilatoriness and the usual frequent changes among teachers is reported, and the primary schools at Ferozepore, the Inspector remarks, are not remarkable for efficiency. "Probably one of the most interesting and useful Islamic institutions in the Province", says the Inspector, "is the Kot Abdul Khaliq Middle School, a few miles from Hoshiarpur, an institution of indigenous growth with an environment of educational value," and he adds that "few boys can leave this school without being the happier, healthier and handier for their stay".

*Lahore.*—There has been much activity in this division. The Muhammadan community has established ten Anglo-vernacular schools in different places, five of which are of the high, two of the middle and three of the primary grade. With the exception of Sialkot each district is provided with one Islamia High School at least. All these schools are managed by the

local Islamia associations, and with the aid of maintenance grants from Provincial revenues are making steady improvement under the guidance of the inspecting staff.

*Multan.*—The Muhammadans of this division, though still a backward community educationally, are evidently showing signs of advancement. In the previous year there were no Muhammadan schools above the middle grade. In the year under report a new Islamia High School and another high department were recognised. Two more Islamia institutions have added high departments and are working for recognition. A new Muhammadan hostel in the Lyallpur district was brought on the grant-in-aid list and a special grant of Rs. 10,000 has recently been sanctioned from provincial revenues for the construction of a hostel for the Islamia School at Multan. The Jampur Branch of the All-India Muslim League is interesting itself in the religious instruction of Muhammadan pupils attending public schools.

*Rawalpindi.*—The Inspector (Khan Bahadur Maulvi Umr-ud-din) writes that “in point of secondary Anglo-vernacular education the Muhammadans have made no progress and lag behind their rival communities, and in spite of an increase in their numbers in public schools the percentage of Muhammadan pupils of school-going age is very low as compared with that of the Hindus and Sikhs”. The chief cause which retards the Muhammadan progress, he adds, is their poverty. The special fee concessions and the Victoria scholarships intended to encourage English education among Muhammadans are looked upon as a great boon from the Government, and are much appreciated by the community. The O’Brien Islamia High School at Shahpur which was opened in April, 1914, owes its existence to the private enterprise of the community. In the Jhelum district the Muhammadans of Daryala Jalap raised their vernacular primary school to the status of a vernacular middle school.

The Anjuman-i-Mufid-i-T’alim of Mianwali has awarded 29 stipends of the aggregate value of Rs. 25-8-0 per mensem to poor Muhammadan students in some of the board schools of the district.

### **The Punjab Text Book Committee.**

58. The general committee met six times during the year, and there were twenty-eight meetings of ordinary or special sub-committees.

The number of books submitted for the consideration of the committee continues to increase. The total number considered was 723 against 673 in the previous year. Of these 280 were recommended to the Department for use in schools and 443 were rejected as unsuitable. The majority of the rejected books were found unsuitable, in the case of English publications, because no attempt had been made to adapt them to Indian needs and conditions, and in the case of vernacular books, because they did not reach the standard of quality required by the Committee.

It is a matter of regret that the Rs. 10,000 set aside by the Committee for rewards for vernacular literature was not utilised in full, since most of the 45 books submitted for competition were not of sufficient merit to deserve the award of a prize.

Five books were added to the number of publications of which the Committee own the copyright.

The Punjabi version of the book entitled “Life, Light and Cleanliness,” by Major Perry, I. M. S., which has already been published in English and Urdu, is under preparation. Permission to translate the book into the vernaculars of other Provinces has been granted to Messrs. Macmillan and Co., and it has recently been prescribed by the Madras Government as a text-book for the School Final examination. The publication of this little book has, it is believed, rendered a distinct service to the cause of sanitary reform, and steps are now being taken to bring it to the notice of district officers so that the elementary knowledge which it presents in so interesting and simple a

form may be widely diffused among the rural population of the Province. Steps have also been taken towards the preparation of the book entitled *Shah Rah-i-Tandrusti* (Lessons on Health and Disease) by Dr. Staley in Hindi and Punjabi. In addition to the works already published several books which were completed during the year are now being put through the Press. These include a Manual of Physical Exercise for girls in Urdu, by Mrs. E. Tydeman. This book, which has been based on the Swedish system of drill for girls, will, it is hoped, satisfy a long felt want in the Province. Arrangements were made during the year to secure the services of a competent artist to illustrate the Committee's publications, and judging from the drawings already prepared it is hoped that the vernacular text-books of the Province will before long bear comparison with English text-books in the matter of coloured illustrations. The sum of Rs. 11,962 was expended on books and periodicals for presentation to schools, against Rs. 12,713 in the previous year. The number of volumes presented to the libraries of Anglo-vernacular schools and other institutions was 2,341 and to vernacular middle schools 2,179.

The alterations and additions to the rooms of the Text-Book Committee were completed during the year, and the new rooms are now in use and afford sufficient room for the display of maps and charts, which hitherto had to be hung above the book almirahs in the library where they were too high to be seen to advantage.

The year opened with a balance of Rs. 39,831, the receipts during the year amounted to Rs. 22,692 making a total of Rs. 62,523. The disbursements amounted to Rs. 21,519, leaving a balance of Rs. 41,004 at the end of the year.

### Conferences.

59. No important educational conferences took place during the year. An informal consultation was held at the beginning of the year between the Director and the Divisional Inspectors of Schools at which the following questions were discussed :—

- (a) The institution of a School Final Examination.
- (b) Medical inspection of school pupils.
- (c) Effect of the new grant-in-aid rules.
- (d) Strengthening of the inspecting staff.
- (e) New training institutions.

The usual meetings of the Headmasters' and Teachers' Associations were held at the principal educational centres.

60. Professor Fournier d'Albe was appointed University Lecturer in Physics during the last cold weather and held several meetings of those engaged in teaching this subject which proved most interesting and instructive.

J. A. RICHEY,

*Offg. Director of Public Instruction, Punjab.*

## APPENDIX A.

### REPORT ON SECONDARY SCHOOLS IN THE JULLUNDUR DIVISION.

By Mr. G. A. Wathen, Inspector of Schools, Jullundur Division.

The condition of the secondary schools fills me with dismay. In the 88 such schools there are now 20,507 boys, including those at the primary stage. And these figures exclude all unrecognized secondary schools of which about 18 are known to exist. Thus while in village primary schools there has been an increase of 2,852 pupils, in recognized Anglo-vernacular secondary schools alone there has been an increase of 1,712; and merely in unaided schools fees have risen by Rs. 29,890. Of these twenty thousand boys it is safe to say that 90 per cent. look forward to Government service as their one ambition; and indeed when at the age of nineteen or twenty they eventually emerge from the Entrance examination, they have lost any power of initiative or adaptability they might once have had. Sir John Gorst, when British Minister of Education, remarked of the department for which he was responsible:—"Of the millions now being spent on education, a large proportion might as well be thrown into the sea for all the good that is being done; for we are rearing a stunted race, crushing their initiative and smothering them under mere book-learning". For the reasons stated below the words of Sir John Gorst appear to apply to many of the secondary schools in this division.

All Anglo-vernacular secondary schools conform to the same type, a type in which courses of study and examinations predominate, and to this system scholars are sacrificed. It has been well said that the strongest factor in education is environment and that it is the chief function of a school to create and maintain an environment whose influence will be healthy and inevitable. But such an environment as Jowett created at Balliol or Thring at Uppingham is nowhere to be found. Schools are so organized as to crush out all distinctive personality and to turn out all boys with minds of the same mould. Nor can such an environment be created without good buildings, hostels, generous playing-fields, strong personalities and organized activities. And most of the schools are handicapped by a weakness in one or other of these essentials.

Of the secondary school-teachers about one half are now trained; and the trained man is not only as a rule a better teacher but a more contented man with a greater interest in his profession. But even the best are products of the system they perpetuate and therefore hardly conscious of its weak points. And most of them are engaged in the impossible task of teaching subjects through the medium of a language of which they are not themselves masters and which their pupils cannot understand. Some of them make pathetic attempts to adopt the so called direct or natural method, forgetting that the originator of this method presupposes in the teacher a working knowledge of the language to be taught. In many schools it is supposed that any body can teach English to the primary classes, and so it happens that a teacher having stood up and said to the class "What I am making" commends the pupil who replies, "Sir, you are standing the floor." The older generation of Indians, "laudator temporis acti," complain that they are paying more than formerly and getting less, and they sadly contrast the old schoolmaster with the new. The older type now getting rare was by instinct and heredity a teacher, a man who loved his craft and by his enthusiasm appealed to the imagination of his pupils. The new type dulled by the courses he has to teach regards it as his main duty to see that his pupils temporarily acquire a certain amount of knowledge which they can reproduce in an examination. And so he follows the least line of resistance:—to give his class a certain task and to punish those who do not do it. In one instance to my certain knowledge a boy of fifteen worked six hours at night and was the next day caned because out of eighteen questions in Algebra he had failed to do seven. And the eighteen questions were only a small part of his home-work.

But the teachers in many schools, and practically in all "Committee-run" schools suffer greatly from having no security of tenure, no provident fund and no prospects.

Some of the weaknesses of the private secondary schools in this division are due to the powers exercised by the school-manager, a functionary often of far greater importance than the headmaster. One of these managers recently dismissed at 24 hours' notice a Master of Arts who had served more than a year as headmaster, and he justified his action by saying—"I am the master of the school and he is my servant." And the cause of the dismissal was the failure of the headmaster to oblige the Manager in a private matter. Another Manager ordered a headmaster to issue no more leaving certificates without reference to him, although the headmaster is bound under certain conditions to issue such certificates. But this headmaster weekly took each applicant to the Manager's private house where presumably the boys were cajoled not to leave. A third Manager made fifteen changes on his staff in the course of a single year.

One of the most disquieting features in the educational development of the division is the growing bitterness of sectarian rivalry. This I have already referred to in my report on the Hoshiarpur district where it is seen at its worst. The schools once started have

to be filled and kept full ; boys must at all costs be obtained, for boys exist for the schools and not the schools for the boys. And so in the beginning of the school year parties are sent into the surrounding villages to bring boys in ; members of committees induce boys to leave one school and join another ; fictitious and illiterate guardians apply for leaving certificates, and complaints against the rival school, often equally fictitious, are lodged with the Inspector. Infringements of rules are connived at, promotions liberally given, and in one case a boy was actually admitted with a forged leaving certificate from a school which never existed. The effect on the boys is an entire change of destiny : left alone, they would become useful members of the community, producers of food and fathers of healthy children ; cajoled to school they become parasites on society, consumers of cram books and patent medicines ; and having passed the " Entrance " bitterly complain against a Government which gives no employment to those who have spent so much on their education. And so they too open schools, professedly to " give the noble gift of education to others," actually because there is nothing else for them to do.

There is no guarantee that a boy going to a secondary school in the Jullundur Division will gain thereby a stronger body and better health ; indeed there is a possibility, even a likelihood, that he will become weaker. Drill, it is true, is compulsory, but as often conducted it fails entirely of its purpose. One flat chested, anaemic youth dressed perhaps in a vest, two shirts, a waistcoat and a coat with a muffler round his neck lifts himself up once or twice to the horizontal bar (aided by the instructor) while the rest of the class, equally muffled up, await their turn. In the whole so-called drill period not one boy is made to perspire or even take a deep breath. Games are played really well and thoroughly enjoyed by the stronger and more athletic, especially among boarders ; but in few schools only is organisation so good or grounds so large as to provide all boys with regular recreation. But undoubtedly progress is being made, and I am expecting good results from physical culture classes for selected weaklings, which have in several schools been recently instituted. Poor physique is often due to malnutrition and unhealthy homes, and I have a general impression that boarders, for whom the schools are immediately responsible, are at any rate in the better schools better fed and stronger than day-boys.

In some schools weights are taken ; in most eye-sight is tested, but such amateur measures result in little more than entries in registers. In one school I investigated the weights, and I found that no action whatever had been taken even in cases where a boy had increased in height by four inches and remained stationary in weight. Similarly weak eyes are sometimes discovered, but the discovery seldom leads to the wearing of spectacles.

District and divisional tournaments have been held, and they are greatly enjoyed by the public, but of their educational utility I am doubtful. Tournament teams tend to monopolize school games and to exhaust funds ; a spirit of professionalism is bred ; good sportsmanship, especially in supporters, is rare ; the desire to win is naturally great, but the desire that the enemy should be beaten is curiously greater. Evidence of the exaggerated importance attached to skill in games and success in tournaments is seen in the case of the " approver " Sucha Singh who when he was far away from school tampering with the loyalty of troops was actually marked present, because he was a good cricketer ; and had his percentage of attendances been small, he could not have taken part in the tournament.

For the games of the smaller boys there is seldom much organization, and the interest of school-life would be greater and the mental and bodily conditions healthier, if regular recreation were arranged and supervised. In the Ferozepore district games-masters are sometimes found, but they too do more to teach games to boys already tolerably efficient than to instil vigour by healthy organised recreation into those who are weak. The real remedy seems to lie in the appointment of more masters who enjoy life and recreation and are determined to make their pupils enjoy life too.

The present rate of fees and of grants are such as to make the cost of maintaining an aided school extremely small. In fact the management of a large and successful school may actually make a profit, or at any rate have to pay less than a rupee per annum per boy. Many schools, even unaided and unrecognized, pay their own way, for the demand for English teaching is great. Indeed a knowledge of English even at Rs. 2-8-0 a month is still regarded as a good investment, and even vernacular middle schools tend more and more to be used as stepping-stones to high schools. In Ludhiana district there has been a strong demand to give facilities for learning English even in vernacular middle schools, and as the demand comes from well-to-do parents, who are unwilling to send boys to the hostel of large cities, it is hard to refuse. To two such schools two English teachers have been sent, and English is being taught as an optional subject to those who can afford to pay greatly enhanced fees. Thus the richer classes get the English they require, the poorer continue to receive a cheap vernacular education, the district board is not out of pocket and retains control of an important section of school work which would otherwise almost inevitably fall into sectarian hands.

The number of well-built, well-ventilated hostels attached to secondary schools in this division is growing and among those recently completed or nearly so may be mentioned those of the  
 Hostels. Khalsa School, Ludhiana, and of the Sain Das School, Jullundur, both of them generous buildings in healthy localities. From such hostels may be expected to develop that corporate life which should be so important an influence in the development of character. I have seen some evidence of this, notably at the Government School, Hoshiarpur, the District Board School, Moga, and the J. P. Arya School, Ludhiana. But at present the ideal "house-master" or hostel-superintendent if rarely met, hostel life is deadly dull, and in the large number of surprise visits that I have paid I have invariably found boys pouring over text-books.

Little attention is paid in this division to the æsthetic side of education. Most schools  
 Buildings. have painfully plain buildings, a few are pleasant and spacious, but none that I have seen could be called beautiful. Meanwhile nearly all the high schools either have serviceable buildings or schemes to make them. In some cases the acquisition of a suitable site is an almost insuperable difficulty. During the year under report building operations have been in process at eight different high schools and many middle schools. At the Rajput High School, Nadalon, at Bajwara and at Dhamsala there have been or soon will be completed buildings, that may raise in the boys some affection for their schools; at Hoshiarpur the Government School has recently occupied its splendid new quarters. But though we have been living in an era of building, that era must long continue if every school and hostel is to be satisfactorily housed. Delay has naturally been caused by the war: iron girders are hardly to be had and applications for grants have to be refused. At one school, Sujanpur, operations were delayed for lack of timber. Sujanpur is on the Beas and sleepers float past in quantities: regulations however forbid their being sold *en route*.

I have already hinted that the curriculum, and especially the course for the matriculation,  
 Curriculum. has a depressing effect on the teaching. The teacher has always his book in his hand and the pupils think about text-books rather than subjects. Nor is the latitude that is allowed in the choice of books much used; and to trespass for a moment beyond the prescribed course is regarded as absurd, even as cruel to the boys. Among the different subjects science is making some progress, and hygiene remains popular because the little text-book can easily be crammed. It is yet, however, to be proved that the popularity of the subject has effected an improvement in the public health; and so divorced is theory from practice that teachers will teach the desirability of fresh air, while a class of fifty listens with doors and windows shut. But as the teaching consists of asking questions the answers to which have already been learnt by heart, the absence of practical application is hardly a matter of wonder.

The visits of Mr. Buchanan have done much to stimulate an interest in drawing, a subject sadly neglected. A circular has recently been issued calling attention to the fact that drawing is a compulsory subject now that teachers are available and that it must be arranged for.

The lack of manual training is increasingly felt; spasmodic efforts are made to start carpentry and tailoring classes, but these subjects where taught are more often considered vocational rather than educational. There is little doubt that a large number of Sloyd teachers could be rapidly absorbed in this division.

In spite of a curriculum that appears easy and of pupils who appear to work hard, failure to get promotion and applications for private tuition are very common. These may be ascribed to large classes and lack of individual teaching.

From some of the defects that I have described above the Government schools are free.  
 Government High School. Their class-rooms are not overcrowded, their teachers have security of tenure; they have no manager always on the spot, no sectarian rivalry; generally they have good playing-fields, well-fed and well-to-do boys and good equipment. With these advantages the Government schools of this division continue to have the confidence of the public and to deserve it.

Much emphasis is laid by the managements of sectarian schools on the moral effect  
 Moral training. of the religious training given therein. Of this I am sceptical and I have yet to learn that men who have been educated at Government institutions are less moral or have less civic sense or public spirit than the product of schools where religion is taught. However in one or two schools, notably at the Dev Samaj, Moga, and the Mission School, Jullundur, social service of a practical kind is encouraged. Even during this tremendous contest between the forces of barbarism and civilisation, few boys when they reach the 5th High have sufficient imagination or spirit to be interested in it, and not one from this division has, so far as I know, actually enlisted!

## APPENDIX B.

NOTE ON EXISTING INDUSTRIAL SCHOOLS BY MR. H. L. HEATH, PRINCIPAL, MAYO SCHOOL OF ART, LAHORE.

There is one thing that must be carefully considered while we are criticising Industrial schools and seeking to improve them, and that is that no matter whether the students are the sons of artisans or not the vast majority of them are anxious only to obtain some form of Government employment. Even the cleverest of the boys who obtain perhaps a scholarship to enable them to continue their studies in the Mayo School of Art and after three or four years there, having learnt to do the finest craft work which would fit them to open their own shops for the production of really first class work, they readily throw up the practice of their craft in favour of a post as teacher on Rs. 30 a month. It is true they may become good teachers, but if they use all their training for the purpose of training others to become teachers how are the industries of the Province benefited. Unless a fair percentage of these Industrial students use their training in the continued practice of their craft there is something defective in the scheme of things.

These boys come of a class that usually have no means of commanding money with which to start industrial enterprises. It appears, therefore, that no industrial training is complete unless a system is devised by which a boy can be helped to start his own works when he has completed his training.

Taking the Industrial schools as a whole the following are the points which strike the observer :—

- 1st—That a minority only of the pupils are of the artisan class.
- 2nd—That there is no clear idea of the principles on which the schools are to work, that is whether on educational lines or with a view to training craftsmen.
- 3rd—That the buildings are unsuitable and the equipment insufficient.
- 4th—That the crafts selected for teaching are often neither related to educational value or the craft demands of the district.
- 5th—That although Government pay a grant-in-aid the governing bodies appear to have a free hand in appointing teachers, in starving the school of necessities or in trying to make sale proceeds balance expenditure.
- 6th—That whether considered as a craft school or an educational school the teachers are often untrained for either purpose.
- 7th—That the discipline is slack and the hours of work have no relation to the future life and labour conditions of the artisan.
- 8th—That the general education given is both in advance of, and unsuited and unrelated to, the work the boys will have to do.
- 9th—That the Head Masters of these schools in nearly every case are appointed by the District Inspector for the general qualifications and not for their craft knowledge so there is hardly a single Head Master who is either qualified in or sympathetic with industrial training, and
- 10th—That although these are Industrial schools or at any rate schools whose aim it is to train the industrial classes, it is the District Inspector and not the Industrial Inspector who represents Government in their management.

It appears to me that there are only two types of Industrial schools possible. One is a school in which the industrial classes shall have an opportunity of obtaining such general education as shall fit them to be better and more intelligent workmen and in addition be trained in the use of modern tools and a systematic course of craft work in order to give students step by step a knowledge ranging from plain work up to the refinements of construction and finish of the best type of work.

In a school of this kind general education should end at the 5th primary, and up to this stage the whole course, whether general education, drawing or crafts work, should be purely educational, but with a distinct bearing upon the future requirements of the craftsman. In continuation of this preliminary training there should follow industrial training in which the discipline and hours of work should be in harmony with those obtaining in the bazar and workshops in which the boys should be taught something of the origin, nature and cost of the material he has to work with, a proper system of estimating value of material and labour, and honesty and refinement of construction and finish.

The second possible type of Industrial school is that founded with the avowed object of giving boys of the industrial classes an opportunity of raising themselves by education out of the sphere of life in which they are. This school, I imagine, would lead to the High School and University. In this school drawing and manual training should be used to the utmost and only for the purpose of increasing the boys' general intelligence, powers of observation, self-reliance, and initiative. Such a school cannot properly be called an Industrial school.



With these two types let us compare the existing Industrial schools.

While wishing to train craftsmen they give in many cases general education far beyond a craftsman's needs, and there is little or no attempt to give this general education any bearing upon a craftsman's work. At the end of a boy's training after eight years he has learnt to work perhaps three hours a day at his craft, when a bazar mistri has to work eight, ten, or twelve. The tools he has been working with are little or no better than bazar tools. Even if the teacher is qualified he has no time to teach the boys any superiority of work or finish as he is required by the governing board to produce finished saleable articles. With all his general education the boy cannot estimate correctly the cost of such a simple thing as an almirah; he knows nothing beyond the mere names of the materials he has to use. A boy in the Amritsar school on being asked, said that steel was a mixture of cast iron and wrought iron, and that zinc was used by jewellers as an alloy in the making of silver ornaments, yet a boy from this school is appointed as a qualified carpentry teacher in Raja Sansi where manual training is taught for purposes of raising the boys' general intelligence. A boy in these schools although he may spend two or three hours a day in manual work is often required by the District Inspector to take drill as one of the many subjects he must learn. In the Primary schools where the best teachers are required to give the manual training as educational basis, carpenters and blacksmiths are employed at a salary equal only to half what a good mistri can earn in the bazar. Tailoring or shoe-making are taught in some schools without any consideration as to either their educational value or the requirements of the district for no other reason apparently than that the salary of the teacher is low and equipment little or nothing.

In Kalabagh, for instance, although iron work and weaving are the industries of the district, the Industrial School teaches tailoring as an extra craft in addition to carpentry, not because the tailors want it, as out of the 61 boys learning tailoring only four are tailors' sons, but because the boys like the easy work, and the parents say they can get a few pices as soon as their boys can run a hem or work a machine, then they leave the school.

As far as I can judge it appears that artizans do not send their sons to these schools because they learn little in them that will be useful afterwards, and the craft they do learn could have been learnt better in the artizans' home, and by their school training they are undisciplined and ruined for hard work, those artizans, on the other hand, who do send their sons, do so not for the craft's sake, but in order to help their children by education to rise above the artizans' calling.

The result is this—by giving too much general education the divorce of the artizans' sons from his calling is assisted and by giving slovenly craft training and too much general education the artizan is made shy of sending his sons, and the sons of non-artizans are encouraged to join and to aspire to become teachers of craft or drawing. Also the artizan feels that the proper industrial atmosphere is missing owing to the head not having the necessary training. It is most necessary that both by example and precept the boys should be led to consider craft work as one of the noblest callings.

In brief my recommendations are as follows:—

1. That the only official adviser for these schools in Industrial subjects and general management should be a properly qualified and appointed Industrial Inspector with an Assistant Inspector for general subjects.
2. That no Head Master be appointed unless he is qualified in at least one craft besides drawing.
3. That all teachers be required to hold a departmental certificate which may be acquired either in a Training Institution or by proved ability and under recommendation by the Industrial Inspector.
4. That the Department should lay down definite principles governing Industrial schools, and that no recognition or grants-in-aid be given unless the schools conform to these principles.
5. That general education should cease at the 5th Primary standard with a special course in arithmetic for mensuration and estimating.
6. That after passing the general education test all boys be required to work 8 hours a day not including recess.
7. That a minimum equipment be enforced together with an adequate contingent grant both based upon the number of boys in the school.
8. That a minimum scale of salaries be fixed.
9. That all buildings must be passed as suitable by the Inspector.



## EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

(For details see General Table III.)

AREA AND POPULATION.			Institutions and Scholars.	PUBLIC INSTITUTIONS.										PERCENTAGE OF	
Total area in square miles.	Number of towns and villages.	Population.		COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.				SCHOOL EDUCATION, SPECIAL.		PRIVATE INSTITUTIONS.			GRAND TOTAL.
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Schools.	Total of Public Institutions.	Advanced.	Elementary.		
							Upper Schools.	Lower Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
97,213	Towns ... 140 Villages ... 33,421 Total ... 33,561	Males ... 10,992,067 Females ... 8,982,889 Total ... 19,974,956	Institutions ...	9	6	387	3,880	672	24	36	5,014	182	1,992	7,188	Institutions to number of towns and villages. { 21.42 5.74
			For Males ...	1	1	63	741	137	9	5	957	...	969	1,926	
			For Females ...	10	7	450	4,621	809	33	41	5,971	182	2,961	9,114	
			Total ...	3,496	833	102,713	197,375	30,515	861	3,124	338,917	3,104	39,073	381,094	Male scholars to male population of school-going age. } 23.11 Female scholars to female population of school-going age. } 4.81
			Scholars ...	18	36	8,338	33,317	5,440	176	507	47,832	...	16,983	64,815	
			Total ...	3,514	869	111,051	230,692	35,955	1,037	3,631	386,749	3,104	56,056	445,909	14.88

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
1	COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	
				Upper Primary Schools.	Lower Primary Schools.			
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions.	4,77,891	4,25,938	24,56,320	11,85,194	1,85,243	1,18,434	2,29,307	50,78,327
For Males ...								
For Females ...	3,349	12,152	3,32,185	2,75,898	39,713	31,156	55,512	7,49,965
Total ...	4,81,240	4,38,090	27,88,505	14,61,092	2,24,956	1,49,590	2,84,819	58,23,292
2. (a).—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction...	4.70	10.34	17.97	57	20	3.55	5.07	42.40
(b).—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	.01	.07	11.30	45.90	3.50	.71	1.04	62.53
(c).—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction...	.18	.14	35.01	19.65	17.11	.33	3.67	76.69
(d).—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction ...	4.49	4.09	26.02	13.63	2.10	1.39	2.65	54.37
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions	181 11 8	498 6 1	18 15 0	7 0 9	14 10 4	166 3 7	104 1 7	53 7 5
Cost to Provincial Revenues ...								
Cost to Local and Municipal Funds ...	...	3 12 7	0 0 6	...	...	...	...	0 2 8
Total Cost ...	281 12 6	536 12 7	46 11 3	12 15 9	16 5 4	166 4 9	117 0 5	82 6 0
Local Fund Schools.	...	...	6 12 4	6 6 4	6 3 1	74 15 8	35 0 1	6 9 11
Cost to Provincial Revenues ...								
Cost to Local Funds ...								
Total Cost ...			12 15 6	6 14 8	6 9 5	74 15 8	36 0 3	8 1 11
Municipal Schools.	...	...	6 10 0	8 15 5	8 4 11	156 13 1	21 14 3	8 1 6
Cost to Provincial Revenues ...						59 0 0	...	0 0 4
Cost to Municipal Funds ...								
Total Cost ...			17 14 2	10 5 6	9 1 8	215 13 1	23 1 3	13 8 9
Aided Institutions.	44 4 5	282 11 7	8 8 2	0 4 1	0 9 2	43 10 2	47 12 1	4 10 7
Cost to Provincial Revenues ...								
Cost to Local and Municipal Funds ...	0 15 1	...	2 3 1	3 1 2	2 8 7	...	8 4 1	2 11 0
Total Cost ...	180 0 4	368 3 10	29 15 10	5 3 3	6 0 5	88 1 11	08 6 9	18 7 5
Unaided Institutions	58 15 7	173 15 8	20 1 3	4 4 1	2 5 10	208 5 1	74 13 1	16 11 7
Total Cost ...								
All Institutions.	48 8 2	418 7 11	5 6 0	0 1 5	0 3 5	114 8 10	49 1 9	3 13 5
Cost to Provincial Revenues ...								
Cost to Local and Municipal Funds ...	0 6 1	3 1 7	4 0 10	5 8 1	4 2 1	17 14 7	12 10 5	5 1 9
Total Cost ...	145 8 4	519 1 0	24 6 10	6 9 2	6 14 11	141 4 1	80 10 11	15 7 0

## RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

*General Table IV.)*

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,77,236	81,026	3,40,303	2,64,769	25,29,073	2,51,332	10,46,776	48,90,515	1,07,18,807	
3,77,236	81,026	3,40,303	2,64,769	25,29,073	2,51,332	10,46,776	48,90,515	1,07,18,807	
·88	2 37	8·35	3·12	36 31	1·63	4 94	57·60	100	
...	...	2 04	3·23	26·20	3·13	2·73	37·47	100	
...	...	·97	3 25	11·97	2 37	4·75	23·31	100	
3·52	·76	3 17	2·47	23 60	2·34	9·77	45·63	100	

## EDUCATION - GENE

## RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.		PUBLIC IN							
		UNDER PUBLIC MANAGEMENT.							
		Managed by Government.				Managed by District or Municipal Boards.			
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	
ARTS COLLEGES.									
Collegiate Education.	English { Males ... ..	1	551	556	481	...	...	...	
	{ Females ... ..	...	...	...	...	...	...	...	
	Oriental ... ..	...	...	...	...	...	...	...	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education.	Law ... ..	1	172	181	174	...	...	...	
	Medicine ... ..	...	...	...	...	...	...	...	
	Engineering ... ..	...	...	...	...	...	...	...	
	Teaching { Males ... ..	2	294	294	281	...	...	...	
	{ Females ... ..	...	...	...	...	...	...	...	
	Agriculture ... ..	1	63	38	35	...	...	...	
	Veterinary ... ..	1	173	177	174	...	...	...	
	Total ... ..	6	1,253	1,246	1,145	...	...	...	
SECONDARY SCHOOLS.									
School Education, General.	For Boys { High Schools ... ..	31	12,685	12,964	11,746	12	4,108	4,187	3,810
	{ Middle Schools { English ... ..	...	...	...	...	64	14,984	15,399	13,346
	{ Vernacular ... ..	...	...	...	...	138	25,747	27,533	24,205
	For Girls { High Schools ... ..	4	916	848	700	...	...	...	...
	{ Middle Schools { English ... ..	...	...	...	...	...	...	...	...
	{ Vernacular ... ..	...	...	...	...	12	1,722	1,693	1,346
	Total ... ..	35	13,601	13,812	12,446	226	46,561	48,812	42,707
PRIMARY SCHOOLS.									
School Education, General.	For Boys { Upper Primary Schools ... ..	5	889	865	748	2,754	147,984	143,368	125,308
	{ Lower " " ... ..	2	158	148	102	447	20,673	18,166	15,402
	For Girls { Upper Primary Schools ... ..	...	...	...	...	485	20,243	19,651	15,761
	{ Lower " " ... ..	...	...	...	...	75	3,499	3,263	2,331
	Total ... ..	7	1,047	1,013	850	3,761	192,399	184,448	158,852
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special.	Training Schools for Masters ... ..	8	586	605	586	13	234	230	222
	" " for Mistresses... ..	1	92	97	107	1	10	11	9
	Schools of Art ... ..	1	251	267	232	...	...	...	...
	Law Schools ... ..	...	...	...	...	...	...	...	...
	Medical Schools ... ..	1	258	260	251	...	...	...	...
	Engineering and Surveying Schools ... ..	1	80	81	79	...	...	...	...
	Technical and Industrial Schools ... ..	1	454	480	411	20	1,447	1,345	1,148
	Commercial Schools ... ..	1	48	50	44	...	...	...	...
	Agricultural Schools ... ..	...	...	...	...	...	...	...	...
	Reformatory Schools ... ..	1	139	136	123	...	...	...	...
	Other Schools ... ..	1	18	16	13	...	...	...	...
	Total ... ..	16	1,926	1,992	1,846	34	1,691	1,586	1,379
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ... ..		64	17,827	18,063	16,287	4,021	240,651	234,846	202,938

## PRIVATE INSTITUTIONS.

- 1.—Advance Teaching—
  - (a) Arabic or Persian ... ..
  - (b) Sanskrit ... ..
  - (c) Any other Oriental Classic ... ..
2. Elementary teaching a Vernacular only or mainly ... ..
3. Elementary teaching the Quran, Shastras or other religious books by rote ... ..
4. Other Schools not conforming to Departmental Standard ... ..



## EDUCATION—GENERAL TABLE III—concluded.

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

CLASS OF INSTITUTIONS.		(CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED—concluded.)					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
I		27	28	29	30	31	32	33	34
ARTS COLLEGES.									
Collegiate Education.	English	{ Males ...	391	710	...	...	18	7	...
		{ Females...	...	...	...	...	...	...	...
	Oriental	...	10	40	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education.	Law	...	8	18	...	...	...	...	...
	Medicine	...	31	17	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	{ Males ...	38	89	...	...	...	2	...
		{ Females	...	...	...	...	5	...	...
	Agriculture	...	19	9	...	...	...	...	...
Veterinary	...	59	110	...	...	...	...	...	
Total		...	536	993	...	23	9	...	...
SECONDARY SCHOOLS.									
School Education, General.	For Boys	High Schools	7,514	16,748	21	22	58	3	...
		Middle Schools	{ English ...	3,137	8,733	...	6	47	26
		{ Vernacular ...	3,271	10,094	...	...	55	3	...
	For Girls	High Schools	370	310	...	20	...	...	154
		Middle Schools	{ English ...	73	135	...	27	...	139
		{ Vernacular ...	816	351	...	...	7	...	...
Total		...	15,181	36,371	21	75	167	32	293
PRIMARY SCHOOLS.									
School Education, General.	For Boys	Upper Primary Schools	27,325	88,628	21	...	1,287	648	...
		Lower " "	3,744	12,863	33	...	301	55	...
	For Girls	Upper Primary Schools	5,826	9,602	...	4	30	...	32
		Lower " "	667	1,834	...	...	...	...	...
Total		...	37,562	112,927	54	4	1,618	703	32
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special.	Training Schools for Masters		79	357	...	...	1	...	...
	" " for Mistresses...		27	46	...	...	...	...	...
	Schools of Art		26	131	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		35	89	...	1	...	...	...
	Engineering and Surveying Schools		21	27	...	...	...	...	...
	Technical and Industrial Schools		219	1,187	...	...	13	...	2
	Commercial Schools...		6	14	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...	...
	Reformatory Schools		4	55	...	...	20	...	...
Other Schools		5	11	...	5	...	...	...	
Total		...	422	1,917	...	6	34	...	2
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		...	53,701	152,208	75	85	1,842	744	327
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(a) Arabic or Persian		...	...	...	...	...	...	...	...
(b) Sanskrit		10	1,907	...	...	...	...	...	...
(c) Any other Oriental Classic		22	...	...	...	...	...	...	...
2. Elementary teaching a Vernacular—									
For Boys		2,359	2,312	4	...	119	262	...	...
For Girls		428	308	...	...	2	...	43	...
3. Elementary teaching the Quran, Shastras or other religious books by rote									
For Boys		30	20,622	...	...	1	2,228	...	...
For Girls		4	13,036	...	...	...	...	1,848	...
4. Other Schools not conforming to Departmental Standard									
For Boys		832	623	4	...	21	...	...	...
For Girls		220	163	...	1	...	...	22	...
Total		...	3,905	38,971	8	1	143	2,490	1,913
GRAND TOTAL		...	557,606	191,179	83	86	1,985	3,234	2,240



## EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31st MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1914-15.

1	2	3	HINDUS.		6	7	8	9	10	11
			4	5						
<b>COLLEGIATE EDUCATION—</b>										
<i>Arts Colleges—</i>										
English ...	Male ...	5	39	2446	1,961	391	710	...	...	18
	Female ...	3	10	1	4	...	...	...	...	...
Oriental ...	Male ...	...	...	772	4	10	40	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training—</i>										
Law ...	Male ...	...	1	8	98	8	18	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	118	106	31	17	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	21	7	337	95	38	69	...	...	-5
	Female ...	34	2	...	...	...	...	...	...	...
Agriculture... ..	Male ...	9	...	...	26	19	9	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Veterinary ...	Male ...	...	...	...	24	69	110	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...	72	69	3652	2,318	536	993	...	...	23	
<b>SCHOOL EDUCATION—GENERAL—</b>										
<i>Secondary Schools—</i>										
<i>For Boys—</i>										
High Schools ...	Male ...	660	517	4,4771	20,356	7,514	16,748	21	22	58
	Female ...	1	2	...	...	...	...	...	...	...
<i>Middle Schools—</i>										
English ...	Male ...	148	144	2,7227	10,674	3,137	8,733	...	6	47
	Female ...	22	4	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	421	2,9906	9,603	3,271	10,093	...	...	53
	Female ...	...	...	...	...	...	1	...	...	2
<i>For Girls—</i>										
High Schools ...	Male ...	136	3	12	1	3	9	...	...	...
	Female ...	785	265	880	420	367	301	...	20	...
<i>Middle Schools—</i>										
English ...	Male ...	131	...	...	...	...	...	...	8	...
	Female ...	503	141	118	46	73	135	...	19	...
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	236	3835	3,338	816	351	...	...	7
Total ...	2,386	1,733	10,6779	44,438	15,181	36,371	21	75	167	
<i>Primary Schools—</i>										
<i>For boys—</i>										
Upper Primary ...	Male ...	89	1,813	17,3551	61,201	27,269	88,320	21	...	1,279
	Female ...	61	78	119	118	56	208	...	...	8
Lower Primary ...	Male ...	...	320	2,4444	10,834	3,744	12,842	33	...	298
	Female ...	...	1	13	27	...	21	...	...	3
<i>For Girls—</i>										
Upper Primary ...	Male ...	31	1	...	...	...	...	...	...	...
	Female ...	42	610	2,7221	13,834	5,826	9,602	...	4	30
Lower Primary ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	151	3960	2,343	667	1,831	...	...	...
Total ...	223	2,974	22,9228	88,357	37,562	112,927	54	4	1,618	

## EDUCATION—GENERAL TABLE III (A)—concluded.

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31st MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1914-15.

1	2	3	HINDUS.		6	7	8	9	10	11
			4	5						
	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	REMARKS.
SCHOOL EDUCATION—SPECIAL— <i>Schools for Special Instruction.</i>										
Training Schools ...		20	175	229	79	357	...	...	1	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	42	10	51	27	46	...	...	...	
Schools of Art ...		7	6	81	26	131	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
Law Schools ...		...	...	...	...	...	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
Medical Schools ...		2	52	158	35	73	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	14	82	1	...	...	16	...	1	...	
Engineering and Surveying Schools.		...	4	46	21	27	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
Industrial Schools ...		69	121	579	219	1,186	...	...	13	
{ Male	2	...	...	...	...	...	...	...	...	
{ Female	...	257	13	80	...	1	...	...	...	
Commercial Schools ...		1	10	17	6	14	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
Reformatory Schools ...		1	9	50	4	55	...	...	20	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
Other Schools ...		15	8	34	5	11	...	1	...	
{ Male	5	...	...	...	...	...	...	...	...	
{ Female	32	4	...	2	...	...	...	4	...	
Total	53	1500	409	1,327	422	1,917	...	6	34	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	2,734	5,226	34,598	136,440	53,701	152,208	75	85	1,842	
PRIVATE INSTITUTIONS—										
1. ADVANCED TEACHING—										
(a) Arabic or Persian...		...	...	26	10	1,907	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
(b) Sanskrit ...		...	863	276	22	...	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
(c) Any other Oriental Classic.		...	...	...	...	...	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—										
For Boys ...		130	1,748	8,027	2,270	2,243	4	...	119	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	1	1	102	89	69	...	...	...	
For Girls ...		11	199	645	403	290	...	...	2	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
3. ELEMENTARY TEACHING—THE QURAN, SHASTRAS OR OTHER RELIGIOUS BOOKS BY ROPE—										
For Boys ...		...	197	184	30	18,393	...	...	1	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	2	...	...	2,226	...	...	...	
For Girls ...		...	7	148	4	1,848	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD—										
For Boys ...		16	572	1,743	832	623	4	...	21	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	...	...	...	...	...	...	...	...	...	
For Girls ...		17	...	5	...	...	...	...	...	
{ Male	...	...	...	...	...	...	...	...	...	
{ Female	29	94	221	563	220	163	...	1	...	
TOTAL OF PRIVATE INSTITUTIONS	46	252	3,810	12,024	3,905	38,971	8	1	143	
GRAND TOTAL	2,780	55,518	38,208	148,464	57,606	191,179	83	86	1,985	



EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

		PUBLIC							
		UNDER PUBLIC							
		Managed by Government.							
OBJECTS OF EXPENDITURE.		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1		2	3	4	5	6	7	8	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
ARTS COLLEGES.									
Collegiate Education.	English ... { Male ... ..	1,01,042	...	...	55,630	...	...	1,56,672	
	... { Female ... ..	...	...	...	...	...	...	...	
	Oriental ... ..	...	...	...	...	...	...	...	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education.	Law ... ..	1,13,494	...	...	13,511	...	...	1,27,005	
	Medicine ... ..	...	...	...	...	...	...	...	
	Engineering ... ..	...	...	...	...	...	...	...	
	Teaching ... { Male ... ..	1,10,444	1,894	722	...	...	5,464	1,18,524	
	... { Female ... ..	...	...	...	...	...	...	...	
	Agriculture ... ..	56,242	...	...	...	...	...	56,242	
Veterinary ... ..	63,702	...	...	8,850	...	(b) 30,563	1,03,115		
Total		4,44,924	1,894	722	77,991	...	36,027	5,61,558	
SECONDARY SCHOOLS.									
School Education, General.	For Boys... { High Schools ... ..	2,21,925	280	170	3,12,759	...	(c) 37,074	5,72,208	
		... { Middle Schools { English ... ..	...	...	...	...	...	...	...
	For Girls... { High Schools ... ..	39,649	...	...	14,081	...	(e) 19,135	72,865	
		... { Middle Schools { English ... ..	...	...	...	...	...	...	...
	Total		2,61,574	280	170	3,26,840	...	56,209	6,45,073
	PRIMARY SCHOOLS.								
School Education, General.	For Boys... { Upper Primary Schools ... ..	6,096	...	...	5,138	...	...	11,234	
		2,168	...	...	250	...	...	2,418	
	For Girls... { Upper Primary Schools ... ..	...	...	...	...	...	...	...	
		...	...	...	...	...	...	...	
Total		8,264	...	...	5,388	...	...	13,652	
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special.	Training Schools for Masters ... ..	98,323	...	...	...	...	52	98,375	
	Training Schools for Mistresses ... ..	18,368	...	...	...	...	...	18,368	
	Schools of Art ... ..	42,991	...	...	911	...	...	43,902	
	Law Schools ... ..	...	...	...	...	...	...	...	
	Medical Schools ... ..	13,008	...	...	6,912	...	...	19,920	
	Engineering and Surveying Schools ... ..	32,473	...	...	5,585	...	...	38,058	
	Technical and Industrial Schools ... ..	13,629	...	...	833	...	291	14,753	
	Commercial Schools ... ..	2,717	...	...	2,103	...	...	4,820	
	Agricultural Schools ... ..	...	...	...	...	...	...	...	
	Reformatory Schools ... ..	28,250	...	...	...	...	...	28,250	
	Other Schools ... ..	1,222	...	...	16	...	26	1,264	
Total		2,50,981	...	...	16,360	...	369	2,67,710	
Buildings ... ..	9,57,032	...	...	...	...	...	8,827	9,65,879	
Furniture and Apparatus (Special Grants only) ... ..	44,602	...	...	3,363	...	...	19,762	67,727	
Total		10,01,654	...	...	3,363	...	28,589	10,33,606	
University ... ..	...	...	...	...	...	...	...	...	
Direction ... ..	...	...	...	...	...	...	...	...	
Inspection ... ..	...	...	...	...	...	...	...	...	
Scholarships held in	Arts Colleges ... ..	...	...	...	...	...	...	...	
	Medical Colleges ... ..	...	...	...	...	...	...	...	
	Other Professional Colleges ... ..	...	...	...	...	...	...	...	
	Secondary Schools ... ..	...	...	...	...	...	...	...	
	Primary Schools ... ..	...	...	...	...	...	...	...	
	Medical Schools ... ..	...	...	...	...	...	...	...	
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...		
Other Special Schools ... ..	...	...	...	...	...	...	...		
Boarding-houses ... ..	...	...	...	...	...	...	...	...	
Miscellaneous ... ..	...	...	...	...	...	...	...	...	
Total		...	...	...	...	...	...	...	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		19,67,397	2,174	892	4,29,942	...	1,21,194	25,21,599	

(a), (b), (c) and (e) for note

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							Aided by Government or by District or Municipal Boards.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	36,616	300	967	94,515	30,885	(c) 52,573	2,15,856
...	...	...	...	...	...	...	2,700	...	...	649	...	...	3,349
...	...	...	...	...	...	...	20,063	...	...	366	...	1,780	22,209
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,380	...	...	2,822	...	...	12,152
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	66,709	300	967	98,352	30,885	54,353	2,53,566
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	21,953	14,812	82,479	...	59	1,19,303	2,10,519	6,746	49,309	4,51,854	62,587	96,814	8,77,889
...	31,630	54,400	1,84,119	1,787	3,230	2,75,166	30,562	5,707	5,734	61,170	10,774	17,527	1,31,474
...	2,01,208	22,705	56,010	130	741	2,80,794	1,116	1,713	...	1,887	484	2,975	8,175
...	...	...	...	...	...	...	63,460	...	4,099	39,596	526	11,885	1,19,566
...	...	...	...	...	...	...	45,839	...	1,080	12,682	1,836	2,487	63,924
...	2,887	21,473	...	...	2	24,332	401	3,170	13,040	211	10,124	11,466	38,852
...	2,57,678	1,13,390	3,22,808	1,917	4,032	6,99,625	3,51,897	17,836	73,322	5,67,400	86,331	1,43,094	12,39,380
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	8,77,163	12,451	85,566	71	2,472	9,77,743	8,346	99,280	15,020	16,732	17,716	18,766	1,75,860
...	66,437	60,366	11,910	34	144	1,36,891	477	10,617	6,906	3,928	12,952	5,353	40,233
...	1,20,344	54,991	9	39	127	1,75,510	5,002	22,786	20,642	3,695	15,770	23,277	91,172
...	5,586	21,573	...	24	3	27,186	4,331	2,672	1,125	164	862	1,227	10,401
...	10,69,530	1,49,381	97,505	168	2,746	13,19,330	18,156	1,35,355	43,693	24,519	47,320	46,623	3,17,666
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	17,246	...	...	...	...	17,246	825	...	...	...	88	1,900	2,813
649	...	1,725	...	...	...	2,374	3,146	...	...	131	...	1,929	5,206
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	20,000	...	1,200	2,877	546	23,148	47,771
...	22,614	15,302	1,246	...	239	39,401	7,667	2,703	2,821	1,367	472	10,036	25,096
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,399	...	...	2,553	1,871	...	15,823
649	39,860	17,027	1,246	...	239	59,021	43,037	2,733	4,021	6,928	2,977	37,013	96,709
44,938	6,41,383	63,851	...	13,237	8,373	7,70,782	2,38,418	...	75	457	1,41,181	2,93,015	6,73,146
...	76,241	12,161	...	62	...	88,464	11,339	117	312	349	23,730	31,404	67,251
44,938	7,17,624	75,012	...	13,299	8,373	8,59,246	2,49,757	117	367	806	1,64,911	3,24,419	7,40,397
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
45,587	20,84,692	3,54,810	4,21,359	15,384	15,390	29,37,222	7,31,556	1,55,841	1,22,390	6,98,005	3,32,424	6,07,502	26,47,718

see "Remarks" column, page XIII.

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.				PUBLIC INSTITUTIONS—CONCLD.				TOTAL EXPENDI		
				UNDER PRIVATE MANAGEMENT— <i>concluded.</i>				Provincial Revenues.	District Funds.	
				<i>Unaided.</i>						
				Fees.	Subscriptions.	Endowments and other sources.	Total.			
1	23	24	25	26	27	28				
ARTS COLLEGES.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.	English... { Male ... ..	...	68,598	...	14,556	83,154	1,37,658	300		
	English... { Female ... ..	...	...	...	...	...	2,700	...		
	Oriental ... ..	...	...	...	...	...	20,063	...		
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law ... ..	...	15,923	...	5,129	21,052	...	...		
	Medicine ... ..	...	...	...	...	...	1,13,494	...		
	Engineering ... ..	...	...	...	...	...	...	...		
	Teaching... { Male ... ..	...	...	...	...	...	1,10,444	1,894		
	Teaching... { Female ... ..	...	...	...	...	...	9,330	...		
	Agriculture ... ..	...	...	...	...	...	56,232	...		
Veterinary ... ..	...	...	...	...	...	63,702	...			
Total				84,521	...	19,685	1,04,206	5,13,633	2,194	
SECONDARY SCHOOLS.										
School Education, General.	For Boys... { High Schools ... ..	...	86,469	24,865	5,063	1,16,397	4,32,444	28,979		
		Middle Schools { English ... ..	48,313	13,827	(d)12,774	74,914	31,683	37,693		
	For Girls... { High Schools ... ..	...	...	...	6,591	6,591	1,03,109	...		
		Middle Schools { English ... ..	92	...	6,433	6,525	45,839	...		
	Middle Schools { Vernacular ... ..	...	...	...	...	...	401	6,057		
		...	...	...	...	...	...	...		
	Total				1,34,574	38,692	20,861	2,04,427	6,13,947	2,75,650
	PRIMARY SCHOOLS.									
	School Education, General.	For Boys... { Upper Primary Schools ... ..	...	4,868	9,099	5,790	20,357	14,442	9,76,443	
			Lower Primary Schools ... ..	11	549	2,971	3,761	2,645	77,054	
For Girls... { Upper Primary Schools ... ..		...	1	5,135	(f)4,080	9,216	5,002	1,43,130		
		Lower Primary Schools ... ..	...	1,461	565	2,126	4,331	8,258		
Total				5,050	16,944	13,406	35,400	26,420	12,04,885	
SCHOOLS FOR SPECIAL INSTRUCTION.										
School Education, Special.	Training Schools for Masters ... ..	...	...	...	...	...	99,148	17,246		
	Training Schools for Mistresses ... ..	...	...	...	...	...	22,163	...		
	Schools of Art ... ..	...	...	5,208	5,208	42,991	...	...		
	Law Schools ... ..	...	...	...	...	...	...	...		
	Medical Schools ... ..	...	...	...	...	...	33,008	...		
	Engineering and Surveying Schools ... ..	...	1,195	...	1,001	2,396	32,473	...		
	Technical and Industrial Schools ... ..	...	...	...	...	...	21,296	25,347		
	Commercial Schools ... ..	...	...	...	...	...	2,717	...		
	Agricultural Schools ... ..	...	...	...	...	...	...	...		
	Reformatory Schools ... ..	...	...	...	...	...	28,250	...		
	Other Schools ... ..	...	...	...	...	...	12,621	...		
Total				1,395	...	9,574	10,939	2,94,667	42,583	
Buildings ... ..	...	47	47,576	71,643	1,19,266	12,40,408	6,41,388			
Furniture and Apparatus (Special Grants only) ... ..	...	1,012	13,177	13,701	27,890	55,941	76,358			
Total				1,059	60,753	85,344	1,47,156	12,96,349	7,17,741	
University ... ..	...	...	...	...	...	30,000	...			
Direction ... ..	...	...	...	...	...	81,026	...			
Inspection ... ..	...	...	...	...	...	2,85,407	49,802			
Scholarships held in	Arts Colleges ... ..	...	...	...	...	18,160	1,517			
	Medical Colleges ... ..	...	...	...	...	2,935	951			
	Other Professional Colleges ... ..	...	...	...	...	3,732	2,832			
	Secondary Schools ... ..	...	...	...	...	43,780	65,888			
	Primary Schools ... ..	...	...	...	...	21,559	170			
	Medical Schools ... ..	...	...	...	...	12,381	1,680			
	Technical and Industrial Schools ... ..	...	...	...	...	4,046	6,888			
Other Special Schools ... ..	...	...	...	...	...	...				
Boarding-houses ... ..	...	...	...	...	...	1,17,356	35,621			
Miscellaneous ... ..	...	...	...	...	...	51,628	30,913			
Total				...	...	...	6,72,010	1,96,262		
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION				2,26,899	1,16,389	1,58,870	5,02,158	34,17,026	(g)24,39,325	

TABLE IV—concluded.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15—concluded.

SOURCE OF REVENUE FROM					REMARKS.
Municipal Funds.	Fees.	ALL OTHER SOURCES.		GRAND TOTAL.	
		Private.	Public.		
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
967	2,18,743	92,964	5,050	4,55,682	(a) Includes Rs. 5,050 from Imperial Revenues.
...	649	...	...	3,349	
...	366	1,780	...	22,269	
...	15,923	5,129	...	21,052	
...	13,511	...	...	1,27,115	
...	...	...	...	...	
722	...	5,464	...	1,18,524	(b) From Imperial Revenues.
...	2,822	...	...	12,152	
...	8,850	...	30,563	1,03,115	
1,689	2,60,864	1,05,337	35,613	9,19,330	
64,351	9,33,561	2,03,302	23,160	16,85,797	(c) Includes Rs. 23,160 from Imperial Revenues.
60,472	2,93,602	58,749	...	4,81,554	(d) Includes Rs. 476 from Provincial Revenues, Rs. 356 from District Funds, and Rs. 338 from Municipal Funds.
22,705	57,897	4,330	...	2,88,969	
4,099	53,677	20,814	17,323	1,99,022	(e) Includes Rs. 17,323 from Imperial Revenues.
1,080	12,774	10,756	...	70,449	
34,513	211	21,562	...	62,714	
1,87,220	13,51,722	3,19,483	40,483	27,88,505	
27,471	1,12,324	54,514	...	11,85,194	
67,272	16,269	22,003	...	1,85,243	
75,833	3,705	48,228	...	2,75,898	(f) Includes Rs. 200 from Municipal Funds.
22,698	164	4,262	...	39,713	
1,93,274	1,32,462	1,29,007	...	16,86,048	
...	...	2,040	...	1,18,434	
1,725	131	7,137	...	31,156	
...	911	...	...	43,902	
...	...	...	...	...	
1,200	9,789	27,059	...	71,056	
...	6,980	1,001	...	40,454	
13,123	3,446	11,038	...	79,250	
...	2,103	...	...	4,820	
...	...	...	...	28,250	
...	2,569	1,897	...	17,087	
21,048	25,929	50,172	...	4,34,409	
62,926	504	2,01,994	3,81,858	*25,29,073	*Revised figures received after compilation has been completed show an additional expenditure of Rs. 12,636 from Provincial Revenues.
12,473	4,724	36,969	64,867	2,51,332	
75,399	5,228	2,38,963	4,46,725	27,80,405	(g) Includes the following items:—
...	1,73,036	2,200	1,72,000	3,77,236	(1) RRs. 2,20,700 from Provincial Revenues for the extension of Vernacular education.
...	...	...	...	81,026	(2) RRs. 9,092 from Provincial Revenues for local training classes.
5,094	...	...	...	3,40,303	(3) RRs. 2,800 from Provincial Revenues for the maintenance of District Board Secondary Schools.
1,892	...	5,191	21,701	48,461	(4) RRs. 7,95,521 from Imperial Revenues for the extension of Vernacular education.
49	...	1,034	...	4,969	(5) RRs. 10,775 from Imperial Revenues for local training classes.
240	...	2,431	8,141	17,376	(6) RRs. 1,54,000 from Imperial Revenues for the erection and improvement of school buildings.
11,660	...	5,112	...	1,26,440	(h) Includes the following items:—
243	...	700	...	22,672	(1) RRs. 5,543 from Provincial Revenues for the extension of Vernacular education.
339	...	12,857	...	27,257	(2) RRs. 9,000 from Provincial Revenues for the maintenance of Secondary Municipal Board Schools.
2,680	...	3,980	...	17,594	(3) RRs. 1,43,304 from Imperial Revenues for the extension of Vernacular education.
...	...	...	...	...	(4) RRs. 22,506 from Imperial Revenues for the erection and improvement of school buildings.
7,659	3,85,588	2,04,938	17,194	7,68,357	
17,286	46,780	1,31,812	...	2,78,419	
47,142	6,05,404	3,70,256	2,19,036	21,10,110	
(A) 5,25,772	23,81,609	12,13,218	7,41,857	1,07,18,077	

## RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC INSTI									
			UNDER: PUBLIC MANAGEMENT.					UNDER PRIVATE				
			<i>Managed by Government.</i>					<i>Aided by Government</i> <i>Municipal</i>				
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
1	2	3	4	5	6	7	8	9	10	11	12	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.	Teaching	Male	...	...	...	...	24,603	...	...	...	...	
		Female	...	...	...	...	...	9,330	...	...	2,822	
	Total	...	24,603	...	...	...	24,603	9,330	...	...	2,822	
SECONDARY SCHOOLS.												
School Education, General.	For boys	High Schools	...	...	16,827	...	(a) 26,783	(a) 56,439	37,402	...	...	28,078
		Middle Schools, English	...	...	...	...	...	...	13,292	...	...	6,274
	For Girls	High Schools	...	...	10,098	...	(b) 19,135	(b) 35,647	52,942	...	...	33,779
		Middle Schools, English	...	...	...	...	...	...	43,884	...	...	12,682
	Total	...	19,243	...	...	26,925	...	(c) 45,918	(c) 92,086	1,47,520	...	...
PRIMARY SCHOOLS.												
For Boys	Upper Primary Schools	...	...	...	...	...	...	6,891	...	...	2,815	
	Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	
For Girls	Upper Primary Schools	...	...	...	...	...	...	4,596	...	...	2,806	
	Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	11,487	...	...	5,623	
Buildings	...	72,214	...	...	...	...	72,214	60,457	...	...	457	
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	...	(d) 12,294	(d) 12,294	1,518	...	...	280
Total	...	72,214	...	...	...	...	(d) 12,294	84,508	61,975	...	...	737
Inspection	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Training Colleges	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	
Boarding Houses	...	...	...	...	...	...	...	...	...	...	...	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	
TOTAL	...	...	...	...	...	...	...	...	...	...	...	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	...	1,16,060	...	...	26,925	...	58,212	2,01,197	2,30,312	...	...	89,995



TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1914-15.

TUTIONS.							TOTAL EXPENDITURE FROM						REMARKS.	
MANAGEMENT.														
or by District or Boards.			Unaided.				All other sources.							
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).		Grand Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	24,603	...	...	...	...	...	24,603	
...	...	12,152	...	...	...	...	9,330	...	...	2,822	...	...	12,152	
...	...	12,152	...	...	...	...	33,933	...	...	2,822	...	...	36,755	
...	4,023	69,503	...	...	...	...	50,231	...	...	44,905	7,646	23,160	1,25,942	(a) Includes Rs. 23,160 from Imperial Revenues.
812	1,309	21,687	...	...	...	...	13,292	...	...	6,274	2,121	...	21,687	
...	...	56,721	...	...	...	...	59,356	...	...	43,877	1,812	17,323	1,22,368	(b) Includes Rs. 17,323 from Imperial Revenues.
...	...	56,536	...	...	...	...	43,884	...	...	12,682	...	...	56,566	
812	5,332	2,34,477	...	...	...	...	1,66,763	...	...	1,07,738	11,579	40,483	3,26,563	(c) Includes Rs. 40,483 from Imperial Revenues.
...	2,738	12,444	...	...	...	...	6,891	...	...	2,815	2,738	...	12,444	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	415	7,819	...	...	...	...	4,596	...	...	2,808	415	...	7,819	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	3,153	20,263	...	...	...	...	11,487	...	...	5,623	3,153	...	20,263	
658	10,506	72,078	...	...	...	...	1,32,671	...	...	457	11,164	...	1,44,292	
...	11,307	13,105	...	...	...	...	1,518	...	...	280	11,307	12,294	25,399	(d) From Imperial Revenues.
658	21,813	85,183	...	...	...	...	1,34,189	...	...	737	22,471	12,294	1,69,691	
...	...	...	...	...	...	...	17,872	...	...	...	...	...	17,872	
...	...	...	...	...	...	...	2,120	...	...	...	...	...	2,120	
...	...	...	...	...	...	...	9,614	...	...	...	...	...	9,614	
...	...	...	...	...	...	...	51,376	...	...	1,76,562	53,866	17,194	2,98,998	
...	...	...	...	...	...	...	4,420	...	...	46,354	21,994	97,613	1,70,381	
...	...	...	...	...	...	...	85,402	...	...	2,22,916	75,860	1,14,807	4,98,985	
1,470	30,298	3,52,075	...	...	...	...	4,31,774	...	...	3,39,836	1,13,063	1,67,584	10,52,257	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.				Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.								
						Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.						Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.					
						1			2			1			2		
								Boys.	Girls.	Total.	Boys.	Girls.	Total.				
SECONDARY SCHOOLS.																	
For Boys.	Government	...	{ English	31	12,685	2,456	...	2,456	4,744	...	4,744						
				District Board	...	{ Vernacular	40	9,681	273	...	273	3,260	...	3,260			
	Municipal	...	{ English				125	23,422	...	...	6,249	...	6,249				
				Aided	...	{ Vernacular	36	9,411	224	...	224	2,796	...	2,796			
	Unaided	...	{ English				13	2,325	...	...	498	...	498				
				Total	...	{ Vernacular	98	34,692	4,625	...	4,625	10,834	3	10,837			
							3	693	...	...	112	...	112				
			41	9,543	1,227	...	1,227	3,327	...	3,327							
			...	...	...	...	...	...	...	...							
			387	102,452	8,805	...	8,805	31,820	3	31,823							
For Girls.	Government	...	{ English	4	916	...	43	43	...	186	186						
				District Board	...	{ Vernacular	...	...	...	...	...	...	...				
	Municipal	...	{ English				3	305	...	...	...	28	28				
				Aided	...	{ Vernacular	9	1,417	...	...	...	206	206				
	Unaided	...	{ English				25	2,107	...	126	126	11	437	448			
							19	3,411	...	...	...	278	278				
				3	443	...	16	16	...	51	51						
			...	...	...	...	...	...	...	...							
			63	8,599	...	185	185	11	1,186	1,197							
TOTAL SECONDARY SCHOOLS.				450	111,051	8,805	185	8,990	31,831	1,189	33,020						
PRIMARY SCHOOLS.																	
Upper Primary Schools.																	
For Boys.	Government	...	...	5	889	...	...	...	...	...	...						
	District Board	...	...	2,741	146,106	...	...	...	...	...	...						
	Municipal	...	...	13	1,878	...	...	...	...	...	...						
	Aided	...	...	961	42,838	...	...	...	...	...	...						
	Unaided	...	...	160	6,280	...	...	...	...	...	...						
			3,880	197,991	...	...	...	...	...	...							
For Girls.	Government	...	...	380	14,564	...	...	...	...	...	...						
	District Board	...	...	105	5,679	...	...	...	...	...	...						
	Municipal	...	...	214	10,600	...	...	...	...	...	...						
	Aided	...	...	42	1,858	...	...	...	...	...	...						
	Unaided	...	...	741	32,701	...	...	...	...	...	...						
			4,621	230,692	...	...	...	...	...	...							
Lower Primary Schools.																	
For Boys.	Government	...	...	2	158	...	...	...	...	...	...						
	District Board	...	...	360	12,904	...	...	...	...	...	...						
	Municipal	...	...	87	7,769	...	...	...	...	...	...						
	Aided	...	...	162	7,423	...	...	...	...	...	...						
	Unaided	...	...	61	2,316	...	...	...	...	...	...						
			672	30,570	...	...	...	...	...	...							
For Girls.	Government	...	...	26	733	...	...	...	...	...	...						
	District Board	...	...	49	2,766	...	...	...	...	...	...						
	Municipal	...	...	45	1,309	...	...	...	...	...	...						
	Aided	...	...	17	577	...	...	...	...	...	...						
	Unaided	...	...	137	5,385	...	...	...	...	...	...						
			809	35,955	...	...	...	...	...	...							
TOTAL LOWER PRIMARY SCHOOLS				809	35,955	...	...	...	...	...	...						
TOTAL PRIMARY SCHOOLS				5,430	266,647	...	...	...	...	...	...						
GRAND TOTAL				5,880	377,698	8,805	185	8,990	31,831	1,189	33,020						

TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
						Reading Printed Books.			Not reading Printed Books.		
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,026	...	3,026	2,459	...	2,459	...	...	...	12,685	...	12,685
...	...	...	...	...	...	...	...	...	...	...	...
3,425	...	3,425	2,723	...	2,723	...	...	...	9,681	...	9,681
4,417	...	4,417	12,525	2	12,527	229	...	229	23,420	2	23,422
2,784	...	2,784	3,435	...	3,435	172	...	172	9,411	...	9,411
453	...	453	1,325	1	1,326	48	...	48	2,324	1	2,325
8,531	11	8,542	10,643	15	10,658	30	...	30	34,663	29	34,692
173	...	173	408	...	408	...	...	...	693	...	693
2,670	...	2,670	2,307	...	2,307	12	...	12	9,543	...	9,543
...	...	...	...	...	...	...	...	...	...	...	...
25,479	11	25,490	35,825	18	35,843	491	...	491	102,420	32	102,452
3	259	262	59	215	304	...	121	121	92	824	916
...	...	...	...	...	...	...	...	...	...	...	...
...	49	49	...	228	228	...	...	...	...	305	305
...	...	...	...	...	...	...	...	...	...	...	...
...	441	444	...	767	767	...	...	...	...	1,417	1,417
17	412	429	173	902	1,075	...	29	29	201	1,906	2,107
...	654	654	...	2,202	2,202	...	277	277	...	3,411	3,411
...	96	96	...	268	268	...	12	12	...	443	443
...	...	...	...	...	...	...	...	...	...	...	...
20	1,914	1,934	262	4,582	4,844	...	439	439	293	8,306	8,599
25,499	1,925	27,424	36,087	4,600	40,687	491	439	930	102,713	8,338	111,051
...	...	...	...	...	...	...	...	...	...	...	...
313	...	313	576	...	576	...	...	...	889	...	889
29,358	10	29,368	116,164	20	116,184	554	...	554	146,076	30	146,106
652	...	652	1,208	...	1,208	18	...	18	1,878	...	1,878
4,058	14	4,072	38,148	555	38,703	63	...	63	42,269	569	42,838
547	3	550	5,634	46	5,680	50	...	50	6,231	49	6,280
34,928	27	34,955	161,730	621	162,351	685	...	685	197,343	648	197,991
...	...	...	...	...	...	...	...	...	...	...	...
...	2,067	2,067	...	12,339	12,339	...	158	158	...	14,564	14,564
...	754	754	...	4,892	4,892	...	33	33	...	5,679	5,679
6	1,054	1,060	26	9,138	9,164	...	376	376	32	10,568	10,600
...	114	114	...	1,710	1,710	...	34	34	...	1,858	1,858
6	3,989	3,995	26	28,079	28,105	...	601	601	32	32,669	32,701
34,934	4,016	38,950	161,756	28,700	190,456	685	601	1,286	197,375	33,317	230,692
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	158	...	158	...	...	...	158	...	158
...	...	...	12,831	29	12,860	44	...	44	12,875	29	12,904
...	...	...	7,169	...	7,169	600	...	600	7,769	...	7,769
...	...	...	7,369	4	7,373	50	...	50	7,419	4	7,423
...	...	...	2,284	22	2,306	10	...	10	2,294	22	2,316
...	...	...	29,811	55	29,866	704	...	704	30,515	55	30,570
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	733	733	...	...	...	...	733	733
...	...	...	...	2,591	2,591	...	175	175	...	2,766	2,766
...	...	...	...	1,187	1,187	...	122	122	...	1,309	1,309
...	...	...	...	537	537	...	40	40	...	577	577
...	...	...	...	5,048	5,048	...	337	337	...	5,385	5,385
...	...	...	29,811	5,103	24,914	704	337	1,041	30,515	5,440	35,955
34,934	4,016	38,950	191,567	33,803	225,370	1,389	938	2,327	227,890	38,757	266,647
60,433	5,941	66,374	227,654	38,403	266,057	1,880	1,377	3,257	330,603	47,095	377,698

## EDUCATION—GENERAL

## RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF S	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			
			I			
			Boys.	Girls.	Total.	
<b>SECONDARY SCHOOLS.</b>						
<i>For Boys</i> ...	Government, English ...	2	416	56	...	56
	Aided „ ...	6	452	53	...	53
	Unaided „ ...	...	...	...	...	...
	Total ...	8	868	109	...	109
<i>For Girls</i> ...	Government, English ...	2	413	...	31	31
	Aided „ ...	17	1,199	...	66	66
	Total ...	19	1,612	...	97	97
	TOTAL SECONDARY SCHOOLS ...	27	2,480	109	97	206
<b>PRIMARY SCHOOLS.</b>						
<i>Upper Primary Schools.</i>						
<i>For Boys</i> ...	Aided ...	4	150	...	...	...
	Unaided ...	...	...	...	...	...
	Total ...	4	150	...	...	...
<i>For Girls</i> ...	Aided ...	3	77	...	...	...
	Total ...	3	77	...	...	...
	TOTAL UPPER PRIMARY SCHOOLS ...	7	227	...	...	...
<i>Lower Primary Schools.</i>						
<i>For Boys</i> ...	Aided ...	...	...	...	...	...
	Unaided ...	...	...	...	...	...
	Total ...	...	...	...	...	...
<i>For Girls</i> ...	Aided ...	...	...	...	...	...
	Total ...	...	...	...	...	...
	TOTAL LOWER PRIMARY SCHOOLS ...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS ...	7	227	...	...	...
	GRAND TOTAL ...	34	2,707	109	97	206

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1914-15.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.					
						Reading Printel Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
199	...	199	105	...	105	56	...	56	416	...	416
184	3	187	86	11	97	102	15	115	425	27	452
...	...	...	...	...	...	...	...	...	...	...	...
383	3	386	191	11	202	158	15	171	841	27	868
...	100	100	...	84	84	83	115	198	83	330	413
11	299	310	17	249	266	173	384	557	201	998	1,199
11	399	410	17	333	350	256	499	755	284	1,328	1,612
394	402	796	208	344	552	414	512	926	1,125	1,355	2,480
...	...	...	12	12	24	77	49	126	89	61	150
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	12	12	24	77	49	126	89	61	150
...	...	...	6	16	22	26	29	55	32	45	77
...	...	...	6	16	22	26	29	55	32	45	77
...	...	...	18	28	46	103	78	181	121	106	227
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	18	28	46	103	78	181	121	106	227
394	402	796	226	372	598	517	590	1,107	1,246	1,461	2,707



REAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1914-15.

NUMBER PASSED.					IRACAQR OR CERED OF PASSED SCHOLARS.									
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Budhists.	Parsis.	Others.	
11	12	13	14	15	16	17	Brahmins.	Non-Brahmins.	19	20	21	22	23	24
18	6	1	1	26	...	...	15	15	2	3	1+	...	...	
41	63	103	20	232	...	5	1 149	128	24	53	3+	...	...	
7	...	...	...	7	...	1	11	6	...	...	...	...	...	
15	2	...	...	17	...	1	11	8	5	2	...	...	...	
48	48	66	...	162	...	2	1 111	95	38	14	2+	...	...	
84	136	272	20	462	...	5	8 399	247	59	124	6+	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	10	...	27	37	...	...	3 311	6	...	...	...	...	...	
...	4	...	24	28	...	...	...	...	27	1	...	...	...	
...	6	...	4	10	...	...	...	...	...	10	...	...	...	
...	3	...	27	30	...	...	...	1	...	28	...	...	...	
...	11	...	43	54	...	...	4 443	8	...	...	...	...	...	
...	4	...	...	4	...	...	...	...	...	4	...	...	...	
...	1	...	2	3	...	...	...	...	...	3	...	...	...	
...	2	...	11	13	...	...	...	11	1	11	...	...	...	
...	...	...	2	2	...	...	...	12	...	...	...	...	...	
...	...	...	122	122	...	...	IC 1027	15	...	...	...	...	...	
...	...	...	4	4	...	...	...	...	...	4	...	...	...	
...	...	...	2	2	...	...	...	...	...	2	...	...	...	
...	...	...	1	1	...	...	...	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	23	10	33	...	...	...	22	2	7	...	...	...	
...	...	39	24	63	...	1	...	48	1	7	1+	...	...	
13	...	...	...	18	...	...	...	10	2	3	...	...	...	
29	...	...	...	29	...	...	...	19	2	5	...	...	...	
17	...	...	...	17	...	...	...	9	6	...	...	...	...	
21	11	16	...	48	...	...	...	28	18	4	2+	...	...	
2	...	...	...	2	...	2	...	...	...	...	...	...	...	
2	...	...	...	2	...	...	...	1	...	...	...	...	...	
50	...	...	...	50	...	...	...	7	11	32	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
226	18	...	16	260	24	7	3 399	95	18	74	3+	...	...	
14	...	...	...	14	...	...	...	7	4	3	...	...	...	
665	1,034	321	155	2,228	...	21	24 2449	1,036	329	575	18+	...	...	
2	12	1	2	17	...	9	...	5	2	1	...	2	...	
5	11	...	1	17	14	...	...	1	...	...	...	...	...	
4	17	...	4	25	25	...	...	...	...	...	...	...	...	
32	14	...	...	46	44	...	...	...	...	...	...	2	...	
6	44	...	...	50	50	...	...	...	...	...	...	...	...	
1,642	11	...	43	1,696	...	5	24 2557	664	219	543	6+	...	...	
32	60	24	43	159	...	36	...	72	28	14	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
424	...	...	40	464	...	1	...	150	33	178	1+	...	...	
11	8	...	2	21	...	6	...	1	5	6	...	...	...	
9	9	...	1	19	...	9	...	4	...	4	...	...	...	
133	...	...	...	133	...	8	...	3	14	65	...	...	...	
77	...	...	...	77	...	3	...	47	5	12	...	...	...	
12	...	...	...	12	...	12	...	...	...	...	...	...	...	
26	...	...	...	26	...	6	...	5	...	15	...	...	...	
45	...	4	...	49	...	...	...	1	4	16	...	...	...	
18	...	...	1	19	...	...	...	2	3	12	...	...	...	
29	...	...	4	33	...	...	...	7	14	6	1+	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Examination ; (3) Junior Anglo-Vernacular Certificate Examination ; (4) S Senior Vernacular Certificate Examination ; Certificate Examination.

†Jalms.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.

IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.

IN INSTITUTIONS MANAGED BY

OBJECTS OF EXPENDITURE.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendances.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
					Rs. Rs. s.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>Collegiate Education.</b>														
ARTS COLLEGES.														
English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGE OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING														
Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching ...	...	...	...	...	...	...	...	...	...	...	...	1,894	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	1,894	...	300
<b>School Education, General.</b>														
SECONDARY SCHOOLS.														
For Boys { High Schools ...	6	1,942	2,00	1,747	...	18,793	1,887	39,535	...	37	59,702	280	3,160	6,746
{ Middle Schools { English ...	34	7,739	7,95	7,010	...	22,092	14,705	1,02,575	525	680	1,40,577	...	9,538	6,063
{ Schools { Vernacular ...	125	23,422	25,04	21,896	...	1,95,441	7,831	50,790	150	727	2,54,919	...	5,767	1,713
For Girls { High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle Schools { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools { Vernacular ...	3	305	3,0	249	...	2,687	...	...	...	2	2,889	...	...	3,170
Total	163	33,403	35,319	30,902	...	2,39,213	23,873	1,92,900	655	1,446	4,58,087	280	18,465	17,692
PRIMARY SCHOOLS.														
For Boys { Upper Primary ...	2,741	146,106	141,550	123,749	...	5,77,019	1,088	76,893	68	2,353	9,57,421	...	141	99,280
{ Lower Primary ...	360	12,904	10,916	9,356	...	66,089	4	4,409	34	144	70,680	...	345	10,617
For Girls { Upper Primary ...	380	14,564	14,087	11,376	...	1,19,171	155	7	9	111	1,19,453	...	1,173	22,786
{ Lower Primary ...	26	733	54	506	...	5,686	...	...	6	3	5,695	...	...	2,672
Total	3,507	174,307	167,207	144,987	...	10,67,865	1,247	81,809	117	2,611	11,53,149	...	1,665	1,31,355
<b>Schools for Special Instruction.</b>														
Training Schools for Masters ...	13	234	2,0	222	...	17,246	...	...	...	...	17,246	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	13	727	6,6	666	...	22,614	...	606	...	49	23,269	...	...	2,733
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	26	961	8,6	768	...	39,860	...	606	...	49	40,515	...	...	2,733
Buildings	...	...	...	...	389,44,46.62	5,28,453	...	...	7,328	5,116	6,80,389	...	12,900	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	76,241	...	...	...	...	76,241	...	...	117
Total	...	...	...	...	389,44,46.62	7,04,724	...	...	7,328	5,116	7,56,630	...	12,900	117
<b>Scholarships held in</b>														
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>GRAND TOTAL</b>	<b>3,701</b>	<b>208,676</b>	<b>203,322</b>	<b>176,677</b>	<b>389,44,46.62</b>	<b>20,51,662</b>	<b>25,120</b>	<b>2,74,815</b>	<b>8,100</b>	<b>9,222</b>	<b>21,08,381</b>	<b>2,174</b>	<b>33,030</b>	<b>1,58,157</b>



GENERAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.											IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
	IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											MUNICIPAL BOARDS.					
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
Rs. 1000	...	...	...	Rs.	Rs.	Rs.	Rs.	R Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. 967	Rs. 967	Rs. 1,267	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,694	...	...	...	...	...	...	...	...	...	...	...	722	...	...	722	2,616	...
2,194	...	...	...	...	...	...	...	...	...	...	...	722	...	967	1,689	3,683	...
28,979	6	2,166	2,177	2,063	...	13,475	3,160	42,944	...	22	56,601	170	1,337	49,368	64,351	93,330	...
37,693	30	7,245	7,404	6,336	...	39,695	9,533	81,544	11,21,2632	2,550	1,31,589	...	14,705	6,072	60,472	98,165	...
2,02,921	13	2,325	2,529	2,309	...	14,874	5,767	5,220	...	14	21,875	...	7,631	...	22,705	2,25,626	...
6,057	9	1,417	1,393	1,097	...	21,473	...	...	...	...	21,473	...	...	4,698	4,099	4,099	...
2,75,650	58	13,153	13,503	11,805	...	89,517	18,465	1,29,708	11,20,2632	2,586	2,41,538	170	23,873	73,660	1,87,220	4,62,870	...
9,76,443	13	1,878	1,818	1,559	...	11,363	144	8,693	13	119	20,922	...	1,088	15,026	27,471	10,03,914	...
77,054	87	7,769	7,190	6,046	...	60,362	348	7,501	...	...	68,211	...	4	6,906	67,272	1,44,326	...
1,43,130	165	5,679	5,564	4,385	...	54,836	1,173	2	...	...	56,057	...	155	20,844	75,813	2,18,963	...
8,258	49	2,766	2,669	1,875	...	21,573	...	...	...	...	21,591	...	...	1,127	22,698	30,956	...
12,04,885	254	18,092	17,241	13,865	...	1,43,134	1,665	16,196	5 511	135	1,66,181	...	1,247	43,890	1,93,274	13,98,159	...
17,246	1	10	11	9	649	1,725	...	...	...	...	2374	...	...	...	1,725	1,725	...
25,347	7	720	699	582	...	15,302	...	640	...	190	16,132	...	...	2,821	18,123	18,470	...
42,593	8	730	710	591	649	17,027	...	640	...	190	18,506	...	...	4,621	21,048	63,641	...
6,41,383	...	...	...	...	5,476	62,851	12,900	...	55,90,9099	3,257	90,393	...	...	75	62,926	7,04,309	...
76,858	...	...	...	...	...	12,161	...	...	( 632	...	11,223	...	...	312	12,473	58,831	...
7,17,741	...	...	...	...	5,476	75,012	12,900	...	55,97,971	3,257	1,02,616	...	...	387	75,399	7,33,140	...
49,802	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,694	54,896	...
1,517	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,892	3,409	...
951	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49	1,600	...
2,832	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3,072	...
55,838	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,660	77,548	...
170	...	...	...	...	...	...	...	...	...	...	...	...	...	...	243	413	...
1,630	...	...	...	...	...	...	...	...	...	...	...	...	...	...	339	2,010	...
6,888	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,680	9,568	...
66,534	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,945	91,479	...
1,96,262	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,142	2,43,404	...
24,89,325	320	31,975	31,454	26,261	6,125	3,29,690	33,030	1,46,514	77,27,2344	6,168	5,18,847	182	25,120	1,22,912	5,25,772	29,65,097	...

## EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1914-15.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARERS WHO ARE STUDENT OF						EXPENDITURE FROM					REMARKS.
	Hostels or Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FOR MALES.														
1. Managed by Government.	49	3,635	813	296	2,228	39	...	778939	59,901	...	(a) 15,723	66,949	(a) 1,42,573	(a) Includes Rs 8,263 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	220	5,972	...	...	5,516	212	22	222222	...	40,545	84	27,975	68,554	
3. Aided by Government or by Local or Municipal Boards.	76	4,839	11	14	4,190	64	1	15959	24,048	2,007	42,483	59,448	1,27,986	
Unaided ...	87	6,120	2,060	46	3,435	526	...	68663	428	...	45,134	86,636	1,92,193	
Total ...	432	20,166	2,884	356	15,369	841	23	1,11,3333	84,377	42,552	(b) 1,03,374	2,41,008	(b) 4,71,311	(b) Includes Rs. 8,263 from Imperial Revenues.
FOR FEMALES														
1. Managed by Government.	4	462	...	...	430	...	...	8888	8,418	...	(c) 8,931	22,351	(c) 39,700	(c) Includes Rs. 8,931 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	26	1,279	8	...	1,171	13	...	8787	24,561	728	69,546	1,13,503	2,08,338	
4. Unaided ...	20	1,036	...	34	621	295	...	13436	...	...	40,262	8,726	49,068	
Total ...	50	2,833	8	34	2,222	308	...	26261	32,979	728	(d) 1,18,759	1,44,580	(d) 2,97,046	(d) Includes Rs. 8,931 from Imperial Revenues.
GRAND TOTAL ...	482	22,939	2,392	390	17,591	1,149	23	1,13,3934	1,17,356	43,280	(e) 2,22,133	3,85,588	(e) 7,68,357	(e) Includes Rs. 17,194 from Imperial Revenues.

## EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES  
(FOR EUROPEANS) FOR THE OFFICIAL YEAR 1914-15.

(CLASS OF HOSTELS OR BOARDING-HOUSES.)	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.	
	Hostels or houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Grants-in-Aid.	Fees.		Total Expenditure.
1	2	3	4	5	6	7	8	9	9	10	11	12	13	14	15
						Upper Primary Schools.	Lower Primary Schools.			Rs.	Rs.	Rs.	Rs.	Rs.	
<b>FOR MALES.</b>															
1. Managed by Government.	3	456	...	20	416	...	...	...	...	14,045	...	a) 1263	30,285	52,593	(a) From Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	213	...	...	213	...	...	...	...	7,429	...	4507	33,023	44,959	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	7	649	...	20	629	...	...	...	...	21,474	...	(1) 1270	63,308	97,552	(b) From Imperial Revenues.
<b>FOR FEMALES.</b>															
1. Managed by Government.	2	413	...	...	413	...	...	...	...	6,946	...	(d) 8131	16,827	32,704	(c) From Imperial Revenues.
2. Aided by Government	14	725	...	...	725	...	...	...	...	22,956	...	49,59	90,463	1,62,778	
3. Unaided	1	34	...	34	...	...	...	...	...	...	...	...	5,964	5,964	
Total	17	1,172	...	34	1,138	...	...	...	...	29,902	...	(d) 58,90	1,13,254	2,01,446	(d) From Imperial Revenues.
<b>GRAND TOTAL</b>	24	1,821	...	54	1,767	...	...	...	...	51,376	...	(e) 71,60	1,76,562	2,98,998	(e) Includes Rs. 17,194 from Imperial Revenues.

## EDUCATION—GENERAL TABLE IX.

RETURN OF THE NUMBER AND QUALIFICATIONS OF TEACHERS SERVING IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

		IN PRIMARY SCHOOLS.					MIDDLE SCHOOLS.					HIGH SCHOOLS.					COLLEGES.					TOTAL.	
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.		
Teachers of Vernacular.	Trained ...	29	3,756	197	171	23	5	988	210	126	59	176	33	29	301	38	...	...	...	...	...	...	6,141
	Untrained ...	1	2,005	410	1,210	215	...	221	140	211	70	70	12	12	200	42	...	...	...	...	...	...	5,007
	Total ...	30	5,851	609	1,881	338	5	1,219	358	370	132	249	47	43	536	80	...	...	...	...	...	...	11,748
Anglo-Vernacular teachers and teachers of Classical Languages.	Trained ...	8	4	5	15	1	3	92	99	42	37	305	33	38	427	61	2	...	...	8	18	1,198	
	Untrained ...	...	3	6	35	10	13	82	73	107	92	160	25	18	378	91	25	...	...	59	26	1,203	
	Total ...	8	7	11	50	11	16	174	172	149	129	465	58	56	805	152	27	...	...	67	44	2,401	
	Possessing degree. a ...	...	...	...	3	...	2	16	14	21	15	143	15	19	248	39	27	...	...	52	43	657	
	Possessing degree. no ...	8	7	11	47	11	14	158	158	128	114	322	43	37	557	113	...	...	...	15	1	1,744	
Total ...	8	7	11	50	11	16	174	172	149	129	465	58	56	805	152	27	...	...	67	44	2,401		
In Schools for Europeans	Trained ...	...	...	...	7	...	...	...	...	32	...	23	...	...	49	...	...	...	...	...	...	111	
	Untrained ...	...	...	...	8	...	...	...	...	34	...	9	...	...	45	...	...	...	...	...	...	96	
	Total ...	...	...	...	15	...	...	...	...	66	...	32	...	...	94	...	...	...	...	...	...	207	
	Possessing degree. a ...	...	...	...	...	...	...	...	...	2	...	5	...	...	12	...	...	...	...	...	...	19	
	Possessing degree. no ...	...	...	...	15	...	...	...	...	64	...	27	...	...	82	...	...	...	...	...	...	188	
Total ...	...	...	...	15	...	...	...	...	66	...	32	...	...	94	...	...	...	...	...	...	...	207	
GRAND TOTAL OF ALL TEACHERS ...		38	5,858	620	1,946	349	21	1,393	530	585	261	746	105	99	1,435	232	27	...	...	67	44	14,358	

NOTE.—The two totals will be identical.



EDUCATION—GENERAL TABLE X—CONCLUDED.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS FOR THE YEAR ENDING 31st MARCH 1915—CONCLD.

Serial No.	Districts.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS:							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Under public management.	Aided.		
		Upper.	Lower.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.					
				Upper.	Lower.	Upper.	Lower.				Upper.	Lower.	Upper.	Lower.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17	Gujrat ... ..	97	1	91	...	22	1	212	8,347	33	5,650	...	735	76	14,841	Rs. 41,588	Rs. 12,852	
18	Shahpur ... ..	158	5	40	...	8	...	211	6,403	420	1,204	...	250	...	9,400	44,020	9,221	
19	Jhelum ... ..	67	...	58	...	10	...	135	5,626	...	3,197	...	431	...	9,254	26,881	8,510	
20	Rawalpindi ... ..	84	3	38	3	7	...	135	6,187	87	1,897	219	273	...	8,663	30,137	5,740	
21	Attock ... ..	58	2	44	...	10	...	114	2,906	254	1,898	...	354	...	5,412	21,583	5,768	
22	Mianwali ... ..	71	3	36	...	12	...	122	4,000	182	1,567	...	419	...	6,168	32,463	4,584	
	Total ... ..	535	14	307	3	69	1	929	33,559	985	15,503	219	2,462	76	52,804	1,97,575	41,375	
23	Montgomery ... ..	62	38	1	2	...	1	104	2,602	1,285	34	32	...	16	3,969	30,236	918	
24	Lyalpur ... ..	197	79	15	22	...	...	313	8,517	3,260	724	707	...	...	13,208	83,878	7,041	
25	Jhang ... ..	68	7	42	...	...	7	124	3,162	258	1,853	...	...	235	5,508	28,269	5,546	
26	Multan ... ..	99	26	23	4	1	...	153	4,630	1,357	912	284	108	...	7,291	42,028	5,108	
27	Muzaffargarh ... ..	72	24	36	...	3	...	135	2,720	473	1,284	...	175	...	4,652	27,770	4,550	
28	Dera Ghazi Khan ... ..	71	13	43	...	...	...	127	3,512	434	1,758	...	...	...	5,704	35,372	5,261	
	Total ... ..	569	187	160	28	4	8	956	25,143	7,067	6,565	1,023	233	251	40,332	2,47,553	28,424	
	GRAND TOTAL ... ..	2,747	449	936	162	155	61	4,510	146,736	20,831	40,157	7,423	5,458	2,316	222,921	12,59,443	1,76,763	