

REPORT
ON THE PROGRESS OF
EDUCATION
IN THE
PUNJAB
FOR THE YEAR
1915-16.



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year 1915-16.**

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Proceedings of His Honour the Lieutenant-Governor of the Punjab, in the Home (General) Department, No. 674-Genl.-1, dated the 18th December 1916.

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March 1916.

REMARKS.— The all-round progress of education in this Province has been the constant theme of successive reports and reviews for years past, and, in spite of the limitations on expenditure imposed by the war, has been well maintained in the present year. Developments are noticeable in every direction: the total expenditure has risen by nearly 5 lakhs, the attendance of pupils by over 16,000, and the number of educational institutions by 285. The percentage of the population of school-going age, which is actually being educated, has now reached 24.4 in the case of males and 5.21 in that of females. Ten years ago the corresponding figures were 15 and 2.3 per cent. Among other features of the year's progress are the continued replacement of untrained by trained teachers, a marked advance in the attendance at girls' schools, and a large increase in the contributions from private sources. But while this continuous progress even in a year marked by the three scourges of war, pestilence and severe scarcity is a matter for congratulation, it must not blind us to the other side of the picture which shows that only one boy in four and one girl in nineteen are under instruction, that the great majority of those receiving instruction do not go beyond the lower primary stage, that the diffusion of education among different communities and districts is still very unequal, and that though the desire for it is steadily spreading among the middle class population in town and country—including the fairly well-to-do agriculturists—the general attitude of the ordinary peasant and of the artisan and menial classes towards education is still one of indifference or of passive resistance which cannot be easily or speedily overcome.

2. An increase, which amounted to over 3 lakhs, in private contributions, together with a rise of over 1½ lakhs in fees, mainly accounted for the increase of nearly 5 lakhs in expenditure. The necessities of the times were responsible for a falling-off of just under 5½ lakhs in Imperial contributions, but this loss was made up for by a rise of over 4 lakhs in the expenditure from district funds proper, and by increases in the expenditure from Provincial and municipal funds. It is satisfactory to find that there is no ground for the suggestion referred to in last year's review, that local bodies had taken advantage of the liberal grants by Government to reduce their own expenditure on education. Of a total expenditure of 112 lakhs about 50 lakhs were provided by Government directly or through grants to local bodies, 21 lakhs by local bodies from their own resources, over 25 lakhs from fees and over 15 lakhs from private sources.

3. The report contains a number of adverse, but not very convincing, criticisms on the new system of fixed grants *per* school to boards for vernacular education. This scheme was tentatively introduced in view of the uncertainty of Imperial contributions in these times of stress. Under the old system it was impossible to ascertain the extent of the Provincial liability until after the close of the financial year. The object of the recent modifications was to enable an accurate forecast to be made at the time of the preparation of the budget. But if further experience shows that they are prejudicial to the interests of education, the question will be reconsidered. The figures above quoted make it clear that Government even in a year of financial stringency did not fail to fulfil its obligations and is not likely to do so in the future. In fact two-thirds of the cost of primary education is defrayed by Government.

4. The educational administration of district boards is generally commended, and that of the district board of Ferozepore has been remarkably successful. Montgomery is among the districts where there was a decline in

expenditure. The income of the district board will expand rapidly in the near future, and the local authorities should see to it that timely provision is made for the educational requirements of the new colonists. The colony will contain large numbers of *ex*-soldiers, and the Lieutenant-Governor thinks it not unlikely that their experiences abroad will have opened their eyes to the advantages of education.

It would appear from the report that municipalities are on the whole less efficient than district boards in promoting education. In the Ambála Division especially many of them have shown a lack of method and foresight that suggests the need for more active direction on the part of the local authorities.

5. The number of students in the Arts Colleges rose by 379 to 3,893. The increase at the Khalsa and Islamia Colleges was very remarkable, and the Lieutenant-Governor is glad to see the increasing success of these institutions in spreading higher education among the Sikh and Muhammadan communities which are still backward in this respect and have much ground to make up. He also hopes that the newly opened Sanatan Dharm College in Lahore will stimulate sound educational progress in the orthodox Hindu community and also help to relieve the undoubted congestion in the older colleges. Consideration of the scheme for a second Government College away from Lahore has had to be postponed owing to the war, but the scheme will not be lost sight of. The examination results were on the whole better than those of last year, and His Honour congratulates the Government College on signaling its entry on its second half-century of existence by obtaining six "Firsts" in the M. Sc. examination.

The system of special University lectures was continued with success and the University Library was re-arranged by an expert from America. The employment of these special lecturers costs the University a good deal, and it is important that full advantage should be taken of their visits. It is not only the students attending their lectures who should derive benefit from their teaching. The object in view is a gradual raising of the standard of instruction in colleges throughout the Province, and to this end it is very desirable that all engaged in teaching the subjects dealt with by the special lecturers should take every opportunity of studying their methods and profiting by their example and their advice.

6. It is in the sphere of secondary education that the educational enthusiasm of local bodies and private agencies is principally displayed, and the increases in expenditure from private sources and district board funds have already been alluded to. The number of pupils and recognized institutions has again increased, the former by 4,662 and the latter by 25, and the proportion of trained teachers continues to rise. The large part played by communal rivalry in secondary education is an instructive feature of the report, and His Honour commends to those concerned in the foundation or management of denominational schools the remarks of the Inspector of the Jullundur Division quoted in paragraph 30 of the report which go to show that misguided enthusiasm may and does injure the cause of true education.

Sardar Sahib Hari Singh, the Multán Inspector, contrasts the results of the vernacular final examination and the University Matriculation examination, and observes that "other things being equal, teaching and examination through a student's vernacular will always produce results which the medium of a foreign tongue can never approach." His Honour believes that these views are shared by other members of the Department, and from a long practical experience of men trained in both systems the conclusion he personally has arrived at is that while a thorough knowledge of English broadens a man's views and increases his efficiency, a man with an incomplete knowledge of English who attempts to reason and work thorough that medium is usually less clear in his reasoning and less efficient in his work than the man who thinks and works through his mother tongue only, but knows that well. The first deduction from this argument is that a thorough knowledge of the vernacular provides a better mental equipment than an indifferent knowledge of the vernacular supplemented by a smattering of English. If that deduction is

correct, it raises issues which carry us down to the very foundations of our system of education. They are issues which every thoughtful man can formulate for himself, and though the past may have to some extent prejudged them, their final decision will rest with the future.

The new system of medical inspection of secondary schools was introduced in October, and should in time produce results of great value.

In paragraph 31 of the report the Director gives instances of the interest taken by teachers and scholars in the war. He shows that in the Rawalpindi Division alone 868 teachers and *ex*-students of secondary schools besides 1,682 *ex*-pupils of primary schools have enlisted in the army, and the Lieutenant-Governor is glad to notice this confirmation of the opinion he expressed in last year's review. In the course of his tours he has seen some scores of schools of all grades and was very favourably impressed by the spirit of loyalty and the keen desire for the success of our cause which animated them all. A noticeable evidence of this spirit is the many contributions from schools to the various funds connected with the war.

7. The number of primary schools has increased during the year by 206, the number of pupils by 6,288, and the expenditure by a lakh and a half, but though the proportion of trained teachers has risen and now amounts to two-thirds of the total number, the number of teachers is still inadequate. The improvement in the pay and status of the teachers is a very satisfactory feature and the Lieutenant-Governor sees no sufficient reason for the apprehension that the change referred to in paragraph 3 above will deter the local bodies from proceeding with a progressive programme.

The Jullundur Inspector has some interesting remarks on the efforts made to adapt rural education to the demands of agriculture. Success under the conditions, he describes, is difficult of attainment, but the experiment is an important one, and the Lieutenant-Governor hopes that the inspecting staff will do all in their power to see that it has a fair trial.

8. The number of those under training for the teaching profession is rising rapidly. The aim of the training institutions, as Mr. Knowlton well says, is "to create a proper attitude of mind towards teaching," and not to lay down any hard and fast rules for the conveyance of instruction. So long as this remains the guiding principle of these institutions, there need be no fear that they will belie the hopes that have been founded on them. The difficulty is that the present period of training—less than a year—in the Training College and Normal Schools is hardly sufficient for the creation of that attitude and the problem is to lengthen that period so as to ensure the object in view. The steady increase in the number of Normal Schools—the number rose from 6 to 9 during the year—will help materially to that end, and the very necessary scheme for a Junior Training College at Jullundur will be proceeded with when funds allow.

9. The year was one of steady progress in professional and technical education. An important event in the history of the Medical and Veterinary Colleges was the opening by the Viceroy of their new buildings, completed last year. The increased facilities provided for veterinary study are already said to be producing marked results.—The removal by the Chief Court of its restriction on the number of pleaders has increased the demands on the Law College. The staff has been reorganized and the number of students on the rolls has practically regained its former figure. The proper place of industrial education in the general system has been more clearly defined by the recommendations of the Standing Committee, but the Director gives a salutary warning in paragraph 46 of his Report to those who think that industrial education can bring about an economic revolution.

10. The number of Indian girls' schools has risen by 52 to 971, and the number of pupils, largely in lower primary classes, by 4,371 to 49,367 or nearly double last year's increase. Female education is, however, still in its infancy in this Province, and the lack of competent teachers, especially for the lowest classes, is inevitable at this stage. The report shows satisfactory

development, and much credit is due to the various communities—Sikh, Arya Samaj and Dev Samajj—which have established and maintained admirable institutions for the secondary education of girls, but even these find it impossible to dispense with male teachers.

11. The European schools have had a successful year. The number of schools and scholars has remained unaltered. The expenditure from all sources has risen by Rs. 40,000 to Rs. 10,52,257. A much needed revision of the scale of salaries for the staff of the Lawrence Military Asylum at Sanáwar is being introduced, but the report remarks on the unattractiveness of pay and prospects generally for men teachers. The examination results were good, and health and physical training appear to receive due attention. The Lieutenant-Governor is glad to see that European schools continue to be well represented on active service.

12. A section of the report is, as usual, devoted to Muhammadan education. The subject was reviewed at some length last year and the present report shows that there has been an increase in the attendance of Muhammadan pupils at primary schools, which would have been greater were it not that the war caused a large decrease in the Rawalpindi Division where many of the elder boys joined the army, while many of the younger were withdrawn to take the place of parents or brothers in military service. The figures for secondary education are somewhat more favourable, giving an increase of 1,395 as compared with one of 431 last year. The Muhammadan element in primary schools is 42 per cent., in secondary 29, and in Arts Colleges 22. As the Muhammadan percentage of the total population is 55, the two latter figures in spite of steady improvement in recent years are still unsatisfactory, and it is to be hoped that the steady increase of Muhammadan High Schools, to which Government has made liberal contributions, and the special measures of encouragement referred to in paragraph 67 of the report will help to redress the inequality. In the Veterinary College, the Mayo School of Art and Technical and Industrial Schools, Muhammadans, as usual, predominate, but in the Training, Medical and Law Colleges they contribute only 30, 11 and 10 per cent. of the students respectively. The paucity of Muhammadans in the Medical Department is very marked and Government has recently had some practical difficulty in finding Muhammadan Assistant Surgeons and Sub-Assistant Surgeons for posts on the frontier of the Empire which can be more suitably filled by Muhammadans than by members of other communities. In the Agricultural College their numbers have doubled, and 19 out of 80 are Muhammadans.

The explanation is no doubt to be found partly in the comparative poverty of the Muhammadan community. As the Lahore Inspector puts it, "the more expensive the education, the smaller is the number of Muhammadans." But possibly Muslim conservatism counts for something, and the fact that they take readily to "training classes and industrial schools which cheaply and readily provide them with a means of livelihood," speaks well for their practical commonsense and independence :

جو بر پیشہ بااعد دست رس

کجا دست حاجت برد پیش کس

13. The report contains an interesting new paragraph on the education of low-castes. Praiseworthy efforts are being made, especially in the Ambála Division, to provide special schools for these classes, and it is interesting to hear that the prejudice against low-caste children attending ordinary schools is considered to be gradually dying out.

14. The Text-Book Committee continues to do useful work, and with the increasing output of educational works their task does not grow lighter. The flood of catch-penny manuals that issues from presses in England and India every year makes it more than ever necessary to guide school masters in the selection of books to be placed in the hands of their pupils.

15. The report bears evidence to the intelligent and thorough manner in which the officers of the Education Department are applying themselves to the solution of the many difficult problems to which their work gives rise and the Lieutenant-Governor desires cordially to acknowledge their labours. Mr. Godley was in charge of the Department during the year under report, with the exception of the six months from June to December 1915 when Mr. Richey officiated for him. The thanks of the Lieutenant-Governor are due to both these officers for their efficient administration, and to the former for an interesting and comprehensive account of the satisfactory progress made during the year.

This is Mr. Godley's last report. In the spring he will retire from the Department over which he has presided with success for a period of ten years. The Lieutenant-Governor desires to take this opportunity of placing on record his appreciation of Mr. Godley's services to the cause of education in the Punjab. Last year's review showed the remarkable progress that had been made since he assumed the direction of the Department, and it is not necessary to repeat the statistics here. The officers of the Department will long remember Mr. Godley's *régime*, and the Lieutenant-Governor has derived the greatest assistance from his acute criticism and balanced judgment.

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

J. P. THOMPSON,

Chief Secretary to Government, Punjab.

REPORT
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for the year
1915-16.

The year 1915-16 has been one of development in all branches of education. The attendance in public institutions of all kinds has increased by 16,204, or 1,268 more than in 1914-15, the rise in the number of middle school pupils being particularly noticeable. The total expenditure has risen by nearly five lakhs, principally from district funds and private sources. At the same time the effects of the war have been felt in various ways. Thus the discontinuance of new recurring grants from imperial revenues and the uncertainty of the financial situation have retarded the opening of primary schools by the district boards, and in the absence of any assurance that grants will be forthcoming in the future they have hesitated in some cases to accept additional liabilities for recurring expenditure. The number of new primary schools opened by these bodies, apart from schools receiving aid from them, was only 108. A slackening of the rate of increase of pupils in primary schools has resulted, and in the Rawalpindi division, where recruiting for the army has been particularly brisk, there has even been a decrease. Among the more favourable features of the year the continued replacement of untrained by trained teachers may be noticed, as well as a marked advance in the number of girls attending schools.

2. On the side of instruction there are few changes of importance to record. The efforts of the special inspectors to reform the teaching of science and drawing, and to introduce woodwork in schools, are producing good results. Lala Ratan Lal, the special inspector for science, has compiled a valuable note on this subject, introducing a new syllabus which has been recommended to schools. A manual training centre was started for the schools in Lahore city, under Mr. Buchanan's guidance. A scheme of study recommended for Anglo-vernacular schools for girls, leading up to a school final examination, was drawn up by the Chief Inspectress in consultation with school authorities; this was issued after the close of the year.

3. The question of improving the health and physique of school pupils has engaged attention in recent years, and three measures were adopted during the year under report in furtherance of this object. In the first place, courses of lectures in hygiene, delivered by medical officers, were instituted in the various training institutions for teachers. Secondly, an arrangement was made with the Young Men's Christian Association to secure the services of an expert to act as adviser to the Department in physical training. Mr. S. Robson, the adviser, began by assisting in the Training College, where he introduced a new system of exercises, and he also gave a course of training to drill and gymnastic instructors from the Lahore schools. The object is to substitute physical training based on scientific principles, and planned with a view to promoting health and bodily fitness, for sets of exercises which are liable to become mechanical and occasionally even harmful, if unintelligently supervised. Thirdly, the systematic medical inspection of school pupils was inaugurated by the appointment of six medical inspectors to visit secondary schools for boys and examine the pupils. It is hoped in this way to awaken the attention of parents and others to the presence of risks of which they would otherwise be ignorant, and to the necessity for medical treatment in serious cases. Closely connected is the need of airy and well-lighted school buildings situated in healthy surroundings, the number of which continues to show a satisfactory increase. The Government high school buildings are intended to be models in this respect; they have been planned as economically as is consistent with requirements; and from the point of view of health and sanitation, if for no

other reason, the money spent on their construction has been well invested. Among the latest and best of them the new building of the Government High School, Gujranwala, may be mentioned, and another for the Montgomery school has recently been completed. Playground space is invariably provided. The lists of new buildings and extensions erected during the year in the various divisions aggregate over 400.

4. A brief reference may be made here to three points which were the subject of comment in the review of the education report for 1914-15, and regarding which an enquiry was asked for. These are dealt with more fully in the body of the report (paragraphs 14, 31 and 36). With regard to the supposed decrease in the expenditure of the local bodies from their own resources, the figures which have been compiled show that, so far from this being the case, purely local expenditure on educational objects has increased very considerably in recent years, under the stimulus of the system of proportionate grants. The remarks in the review regarding buildings for primary schools indicate that there has been a misunderstanding on the subject. A type design for the guidance of local bodies was issued five years ago, and although no attempt has been made to enforce a rigid adherence to this design, it has served as a useful basis for local school-planning. In cases where seemingly excessive expenditure has been incurred, it has not been due to the want of a design, but presumably to the adoption of a needlessly expensive style of building, or to variations or additions. In matters such as these the Department does not attempt to interfere with the discretion of local authorities, but confines itself to advice and criticism. There remains the question of the enlistment of *ex*-pupils of high schools in the army, suggested by a passage in the report submitted in 1915 by Mr. Wathen, the Inspector of Schools for the Jullundur division. It should here be explained that Mr. Wathen was new to inspection work, and that his outspoken criticisms were intended to be taken as a record of first impressions, many of which, with longer experience, he would doubtless have seen reason to modify. The statement that no high school pupil from the Jullundur division had, so far as was known, enlisted in the army seems to have been made without sufficient enquiry, if the figures referred to in paragraph 31, which are admittedly incomplete, can be relied on. At the same time there can be little doubt that the higher the stage of education reached, the smaller the proportion of enlistment. This fact, however, should not be regarded as evidence, even in war time, of detachment of school influences from current events. The interest of teachers and pupils in the war has been evinced in many ways, of which examples are given in paragraph 31.

5. *Institutions and pupils.*—The following statement shows the number of public or recognised institutions of each class, and the increase in each case. The total increase was 285.

Institutions for males.

Arts Colleges	...	...	...	...	9
Professional Colleges	...	...	...	...	6
High Schools	...	...	...	...	130 (+ 5)
Middle Schools	...	...	...	...	283 (+ 21)
Primary Schools	...	...	...	...	4,757 (+ 205)
Institutions for special instruction	...	...	...	...	61 (+ 1)

Institutions for females.

Arts Colleges	...	...	...	...	1
Professional Colleges	...	...	...	...	1
High Schools	...	...	...	...	18 (+ 1)
Middle Schools	...	...	...	...	53 (+ 7)
Primary Schools	...	...	...	...	922 (+ 44)
Institutions for special instruction	...	...	...	...	15 (+ 1)

The number of students or pupils in these institutions increased by 16,204 (males 11,729, females 4,475), as shown below :—

<i>Males.</i>			
Arts Colleges	...	...	3,880 (+377)
Professional Colleges	...	...	922 (+87)
High Schools	...	...	51,111 (+741)
Middle Schools	...	...	56,089 (+4,007)
Primary Schools	...	...	234,762 (+6,201)
Institutions for special instruction	...	...	4,299 (+316)
<i>Females.</i>			
Arts Colleges	...	...	13 (+2)
Professional Colleges	...	...	38 (+4)
High Schools	...	...	2,603 (+211)
Middle Schools	...	...	7,859 (+1,652)
Primary Schools	...	...	40,591 (+2,505)
Institutions for special instruction	...	...	786 (+101)

The figures relating to private or unrecognised schools, said to be 3,122, with 60,204 pupils, show little variation; but there is always uncertainty about their accuracy, and it is possible that many such schools have been left out of account. Taking as usual 15 per cent. of the population to be the proportion that might, on an average, be expected to be receiving education in schools and colleges, the percentage of that proportion actually being educated is now 24.4 in the case of males and 5.21 in that of females.

6. *Expenditure.*—The total educational expenditure rose from Rs. 1,07,18,807 to Rs. 1,12,16,765. The following is a comparative statement of expenditure from each source :—

	1914-15.	1915-16.	<i>Difference.</i>
	Rs.	Rs.	Rs.
1. Provincial Revenues	34,17,026	35,02,905	+85,879
2. District Funds	24,39,325	27,87,274	+3,47,949
3. Municipal Funds	5,25,772	5,99,445	+73,673
4. Fees	23,81,609	25,38,305	+1,57,196
5. Private sources	12,13,218	15,24,384	+3,11,166
6. Imperial Revenues	7,41,857	2,63,952	-4,77,905
Total	1,07,18,807	1,12,16,765	+4,97,958

A few explanatory remarks are appended—

(1) *Provincial.*—There was a decrease of over 3½ lakhs in the expenditure on buildings for Government schools, which was partially balanced by an increase of over two lakhs in expenditure on the buildings of aided institutions. Otherwise the chief item of increased provincial expenditure was in grants to aided colleges and secondary schools for boys, which rose by about Rs. 80,000 and Rs. 50,000 respectively. Government secondary schools cost Rs. 25,000 more, and Government training institutions Rs. 12,000.

(2) *District.*—Of the large increase of nearly 3½ lakhs in district board expenditure buildings and furniture account for nearly a lakh, maintenance of secondary schools nearly three-quarters of a lakh, and of primary schools over a lakh and a half. The rise in recurring expenditure was largely met from the boards' own resources, no new imperial grants having been made available.

(3) *Municipal*.—The increase was chiefly under secondary schools (Rs. 33,931) and primary schools (Rs. 31,749). It should be observed here that the local bodies still retain unspent balances, aggregating over two lakhs, of the imperial grant for capital expenditure on buildings, the execution of certain building schemes for which the money was sanctioned having been for various reasons deferred.

(4) *Fees*.—Fees increased by Rs. 37,000 in colleges and Rs. 80,000 in secondary schools : in primary schools there was a small decrease.

(5) *Private*.—Expenditure from private sources on buildings and equipment, chiefly for secondary schools, increased by Rs. 2,90,000, and on the maintenance of secondary schools by Rs. 52,000. Comparatively little is spent on primary schools from these sources.

(6) *Imperial*.—The decrease is due to the exhaustion of special building grants.

7. *Cost of education per pupil*.—The figures given in Table II deserve notice as illustrating the growth and distribution of expenditure from public funds on education in recent years per student or pupil educated, if compared with those of five and ten years ago. In the Government College, Lahore, the annual cost to Government has fallen from Rs. 277 to Rs. 176, along with the growth of numbers. In professional colleges (medical, agricultural, &c.), the cost rose from Rs. 303 in 1905-06 to Rs. 508 in 1910-11, partly owing to the addition of the Agricultural College, but it has since declined with the increase of students. In aided Arts colleges the cost to provincial revenues is Rs. 90 against Rs. 45 in 1905-06, the grants to colleges having been largely increased. The cost to Government per pupil in aided secondary schools is slightly less than before, the number of such institutions and pupils being far greater. In Government secondary schools, however, owing to improvements in staff, &c., it has risen from Rs. 14 to Rs. 21. District funds now provide between Rs. 7 and Rs. 8 annually for each pupil in a primary school, compared with Rs. 5·4 in 1910-11 and Rs. 4·7 in 1905-06 : the explanation is doubtless to be found in the improvement of teachers' pay and the addition to their number. Similarly in aided elementary schools the cost to local funds has risen from Re. 1·11 in 1905-06 to Rs. 3·5, which is due to an enhancement of the rates of aid. The cost of training a teacher in a Normal school has fallen from Rs. 180 in 1905-06 to Rs. 160, these schools being now full.

8. *Grants from imperial revenues*.—The recurring grants for various branches of education sanctioned by the Government of India in 1912 and the two following years, a detailed list of which was given in the report for 1913-14, aggregate Rs. 8,38,000, the bulk of which was spent, as before, in grants to local bodies for the extension of vernacular education. These grants have been hitherto supplemented by a provincial allotment of Rs. 2,00,000 for the same purpose, the whole amount sufficing to defray about two-thirds of the cost of maintaining vernacular schools. In addition certain special recurring grants have been sanctioned in previous years from imperial revenues, *viz.* Rs. 30,000 for the Islamia College, Lahore, Rs. 12,400 for the Lawrence School, Murree, and Rs. 10,000 for the Training Class for European Teachers at Sanawar. The Lawrence Military Asylum, Sanawar, is maintained from imperial revenues ; an additional grant of Rs. 40,000 per annum was sanctioned for this institution in 1913. No new imperial grant for education has been sanctioned since 1914.

9. *Grants for the extension of vernacular education*.—A change in the system of distributing grants to local bodies for the extension of vernacular education was introduced during the year. The variable grants formerly assessed from year to year on the basis of salary payments and other local expenditure were converted into fixed grants. With regard to new grants from provincial revenues, the Finance Committee of the Legislative Council now decides the amount to be allotted in the next financial year for the opening of vernacular schools by local bodies, and this sum is subsequently distributed to the boards most in need of assistance, at the rate of Rs. 200 for each

boys' school opened, and Rs. 150 for each girls' school, subject, of course, to the sanctioned allotment not being exceeded. The change of system enables Government to know exactly the expenditure to which it is committed under this head, and gives more freedom in the matter of distribution: thus the grants may be, if necessary, reserved chiefly or entirely for districts which are educationally backward. On the other hand, the local bodies are left in ignorance as to what assistance they will get, if any, and they are consequently unable to frame programmes of extension in advance. Further, they are offered no inducement to raise salaries or to add teachers to understaffed schools, for the cost of all such improvements must now be met from their own resources. And finally, the new system affords no guarantee of proportionate expenditure on the part of the boards. The strongest objection to a system of proportionate grants is that it commits Government to an indefinite liability. In practice, the liability is limited by the inelasticity of local resources, and can be averaged accordingly. It seems improbable, for instance, that local funds can afford more than an average increase of (say) Rs. 30,000 yearly on the maintenance of vernacular schools. Under the former system this would involve a subsidy of about Rs. 60,000, to be met either from provincial revenues or from such imperial grants as might be made available in future years, and the total would suffice for the addition of some 300 primary schools annually, at Rs. 300 apiece. The needs of educationally backward districts could be met by special grants, as has been done before. Whether provincial revenues could bear such a charge, and to what extent it would have to be curtailed in time of war or famine, is not for discussion here. It is simply desired to affirm the principle that no system of allotting funds from the centre to supplement local effort in extending elementary education will be economical and effective which is not in some degree proportioned to that effort. The system of proportionate grants adopted in the Punjab in recent years was framed with the view not merely of augmenting local resources, but of ensuring that the teacher received a fair wage and offering an inducement to the boards to employ a larger number of qualified teachers. This system may perhaps fairly be claimed to have stood the test of experience, and to have accomplished results sufficient to justify its continuance, subject to such modifications as altered circumstances should render necessary. It remains to be seen what results will follow its abolition, but signs are already apparent that the local bodies will treat the grants which they receive as covering their liabilities for new educational expenditure, and that a gradual deterioration of salaries and staffs will ensue.

10. The question of financing primary education seems never to have received the attention which its importance deserves. Much has been said about schemes and programmes: too little about the exact means of carrying them into effect. Systematic extension of primary education is impracticable without an assurance of a continuously expanding provision of funds, from one quarter or another. Experience has shown that local resources in the Punjab are unequal to the task, and no definite liability has hitherto been assumed in the case of provincial revenues. The imposition of school-rates such as are levied in England from townspeople as well as owners and tenants of agricultural land has not even been suggested. The result is that extension has been virtually dependent on occasional and irregular doles from the Government of India. These doles accomplish much at the time, although the unexpected receipt of large sums of money is not favourable to economical spending. But the progress is by fits and starts; whereas it is steady development, on lines planned beforehand with a view to the funds available, which is likely to achieve the most solid and permanent results. So long as there is no sort of pledge that a regular supply of money will be forthcoming for bringing new schools into existence, the drawing-up of imaginary programmes of extension based on imaginary finance is an occupation which lacks practicality.

11. The period of grants from imperial revenues for the extension of primary education began in 1904-05, when a recurring grant of Rs. 3,00,000 was assigned to the Punjab for that purpose. An immediate and large increase of schools resulted. But the effect of the grant soon died away, and the number of schools became almost stationary. The increase of schools and

pupils in recent years has been chiefly due to the imperial grants sanctioned for the years 1911-12, 1912-13, and 1913-14, the effect of which has not yet entirely ceased. Roughly speaking, therefore, the eleven years dating from 1904-05 cover the operation of the grants, and a few statistics may be illustrative of what has been accomplished in this period. The earlier figures, it should be prefaced, include those for the Delhi Province. The total number of recognised schools rose from 3,041 to 6,239, and of pupils attending them from 182,825 to 398,100. College students increased from 1,911 to 4,853; secondary school pupils from 60,293 to 117,662; primary school pupils from 119,516 to 275,353; students in training institutions for teachers from 588 to 1,538; and female pupils from 16,554 to 52,278. The number of primary schools increased from 2,690 to 5,679. Thus the volume of education has been doubled, or more than doubled, during the period. But the grants have been utilised in many other ways besides merely adding to the number of institutions. Salaries, for instance, have been enhanced, additional teachers have been appointed to existing schools, and new facilities have been given for training teachers. The educational developments of the closing four years of the period represent the effect of the later grants. In those years 130 secondary and 1,800 primary schools were added, and the attendance in recognised institutions increased by nearly 160,000.

12. To set against the record of numerical progress there is the fact that the number of children at the lower primary stage of education is disproportionately large, being nearly four times instead of twice as great as that of the upper primary classes. The disproportion, however, is not as great it seems, as the numbers in the higher classes should obviously be compared with those in the lower classes some years back, not with the present numbers. The figures of recent years show a gradual improvement in this respect, but it is clear that a campaign against illiteracy cannot be as effective as it might appear to be from statistics, when the period of school attendance is so often cut short prematurely. An attempt to enforce attendance, even if it were practicable, would not necessarily be a panacea. The success of compulsion depends on social and economic conditions which it would be out of place to discuss here. Compulsory attendance means one thing in manufacturing districts, where the children are not wanted at home: another thing in agricultural country, where they are needed to help in field work. And where there is not a popular bent for literacy, school education does not produce lasting results: thus in Spain, where education is nominally enforced, illiteracy is common. But the statistics at any rate prove that the demand for education in the Punjab is steadily increasing, and that school facilities are being gradually supplied. The accepted reckoning is that 15 per cent. of the population should be in educational institutions. Probably 10 per cent. would be a more suitable standard for this province, where the population is mainly agricultural, and whole sections of it are still outside the educational movement. The number of male students in educational institutions of all kinds is approximately 400,000, and the average yearly increase recently has not been far short of 20,000. An addition of that number annually would bring the total in thirty years to a million, or approximately 10 per cent. of the male population. But it would entail expenditure on a scale apparently far beyond the compass of provincial or local finance.

Controlling Agencies.

13. *Direction and inspection.*—There were several changes during the year. I was on leave from the 15th June to the end of December, during which period Mr. Richey, Director of Public Instruction in the North-West Frontier Province, officiated as Director. Mr. Crosse, Inspector of Schools, Lahore division, was on leave from the 6th April to the 6th October; Mr. Wright, Inspector of European Schools, held charge during his absence, Mr. Wright's place being taken by Mr. Sanderson, formerly Master of the Training Class at Sanawar. Mr. Wathen, Inspector of Schools, Jullundur division, was appointed Principal of the Khālsa College, Amritsar, and Mr. Wright moved to the Jullundur division on Mr. Crosse's return from leave. Khan Bahadur Maulvi Umr-ud-din, Inspector of Schools, Rawalpindi division, went on leave in August, and was succeeded by Khan Sahib Khalifa

Imad-ud-din, Reporter on Books. Rai Bahadur Sundar Das Surf, Inspector of Schools, Multan division, was on special duty in the Training College, Sardar Sahib Hari Singh officiating for him. Lala Sheo Dayal on return from leave in October was posted temporarily to the Jullundur division as second inspector.

The two inspectors for special subjects continued to do most useful work. Mr. Buchanan, whose permanent post is in the Training College, besides inspecting drawing and manual training in schools, held classes at centres for drawing-masters, and organised a manual training centre for schools in Lahore. Lala Ratan Lal, the special inspector for science teaching, visited secondary schools in the Lahore, Ambala and Jullundur divisions, and drew up a new scheme of science teaching in correlation with nature study and geography. Among the assistant inspectors Sardar Sahib Bishan Singh, Lala Ladhu Mal, and Sayed Maqbul Shah are specially mentioned for good work. The district inspecting staff contains a number of deserving officers who have been assiduous in the discharge of their duties: the district inspectors specially commended are Lala Sheo Dayal, Hissar; Lala Sheo Sarn Das, Ferozepore; Chaudhri Gyan Singh, Gurdaspur; Lala Kanhaya Lal Bedi, Sialkot; M. Abdul Latif, Gujrat; M. Ahmad Khan, Jhelum; Lala Ram Chand, Multan; Lala Khazan Chand, Lyallpur; and Lala Visanda Ram, Jhang; while among the assistant district inspectors the following are reported to have done particularly well: Lala Raghbir Chand, Hissar; Pandit Sukh Chain Nath, Kangra; Shaikh Ghulam Hussain, Hoshiarpur; M. Abd-ur-Rahman, Bhai Barkat Singh and Lala Wadhawa Mal, Sialkot; M. Muhammad Nawaz Khan and Lala Vishnu Das, Gurdaspur; Bhai Gyan Singh, Amritsar; M. Muhammad Munir, Shahpur; M. Ghulam Muhi-ud-din, Gujrat; and M. Imam Bakhsh Khan, Dera Ghazi Khan.

Mr. Pearce, the Registrar of the Education Department, was transferred at the close of the year to the Financial Commissioners' office as assistant secretary, and the post of registrar was replaced by that of superintendent on a lower salary. With the expansion of education which has taken place in recent years much extra work has fallen upon the Director's office staff, which has nevertheless undergone reduction. In this connection special mention may be made of the valuable services rendered by Mr. McMurray, the present Superintendent, and by Lala Dina Nath and Lala Tara Chand in the statistical and establishment branches, respectively.

14. *District Boards.*—The total expenditure of the district boards on education rose by Rs. 3,47,949 to Rs. 27,87,274. The increase was distributed over all heads of expenditure. Deducting the portions which represent various imperial and provincial allotments, the expenditure of these bodies rose from Rs. 12,46,437 to Rs. 16,64,744, or by Rs. 4,18,307, while there was a decrease of Rs. 70,358 in the imperial and provincial share. When the system of grants proportioned to local expenditure was first introduced it had the inevitable result of relieving local bodies of a portion of their recurring charges for education, and this gave rise to a mistaken idea that they were availing themselves of the grants to effect a reduction of the expenditure which would normally have been incurred from their own resources. What really happened was that the money thus set free was utilised at the time for capital expenditure on school buildings, and that since that time, under the stimulus of proportionate grants, the recurring expenditure of the boards has risen to its former level and beyond. This was anticipated from the first, and the anticipation has been fully realised. The net expenditure of the boards from their own resources on all educational objects, other than buildings and equipment, for the last three years is shown below :—

					Rs.
1913-14	...	...	...	...	5,36,324
1914-15	...	...	...	...	6,82,696
1915-16	...	...	...	...	8,54,603

And it will be seen from the tables appended to the reports that in respect solely of the maintenance of vernacular (including industrial) schools the

amount spent by the boards from their own resources rose from Rs. 4,22,989 in 1914-15 to Rs. 5,44,142 in 1915-16. This is, of course, exclusive of their expenditure on school buildings and equipment, which increased by two and a half lakhs. The system of proportionate grants mainly based on salaries has, it may be added, had the effect of inducing the boards not merely to open new schools, but also to provide more teachers for existing schools and to improve the scale of salaries throughout. Educational officers are strongly of opinion that the measure referred to in paragraph 9, *viz.* the substitution of a fixed grant per school for grants proportioned to local expenditure, will remove all inducement to improve salaries and staffs, and will afford no effective guarantee of the boards' contributing their quota of educational expenditure in future. Thus the Jullundur Inspector writes—"The general effect of the new rules in this connection will be, it seems, to break down much of the progress we have been trying to build up for the last few years, and there appears to be little or no check exercised thereby on the deterioration of the staffs of the various district board schools, with possibly a lowering of the scales of pay. It would seem that the new plan affords no guarantee of the district boards' expenditure. Under the former system it paid boards to engage qualified men; now there is no such encouragement, and indeed the present plan may possibly be used as an incentive to employ unqualified men on lower rates of pay."

The improvements carried out by the boards included the introduction of better scales of salaries in several districts. Among the more progressive districts Ferozepore is specially mentioned: the Inspector says—"Of all the boards Ferozepore is the only one which displays a zeal and an anxiety to carry out fully the suggestions of the Department, and which realises its educational obligations to the people of the district. In great contrast to the state of affairs here in 1910-11 the schools of this district are now well equipped and properly housed. This, too, is the only district in which primary school buildings have been cheaply and effectively constructed on the basis of the sum of Rs. 500 being contributed from private subscriptions with a like sum from public funds." The thanks of the Department are due to Mr. Bosworth-Smith for this. Sialkot, Gurdaspur, and Lyallpur spent large sums on school buildings. The net expenditure on education decreased in the case of Rohtak, Hissar, Shahpur and Montgomery. The Ludhiana board is said by the Inspector to erect needlessly expensive buildings for its schools. Generally speaking, however, the management of the district boards is praised by the inspecting officers.

15. *Municipal Committees.*—The total expenditure of the municipal committees was Rs. 5,99,445, showing an increase of Rs. 73,673 on that of the previous year. Eliminating grants, their expenditure increased from Rs. 3,45,419 to Rs. 4,27,239. In the case of primary schools the increase was Rs. 31,749. The general tendency of these bodies is to postpone the needs of primary to those of secondary education, and complaint is made that some of the smaller municipalities, especially in the Ambala division, have not properly utilised the Government grants. The worst in this respect are said to be Hissar, Palwal, Faridabad, Jagadhri, Buria, Kaithal, and all the municipal committees in Rohtak except Beri. In the Jullundur division most of the minor municipalities have made over the control of their schools to the district boards: of the larger municipalities Jullundur spent the lowest proportion of its income on education. In the Rawalpindi division Pind Dadan Khan is singled out for neglect of its responsibilities.

16. *Private agencies.*—Private enterprise continued to be manifested chiefly by religious bodies, and in the field of secondary education. Muhammadan Anjumans have now 52 schools in the Ambala division, the Arya Samaj 19, the Baptist Mission 16, and the Sanatan Dharm 11. In the Jullundur division the Arya Samaj is most prominent, with more than a third of the schools which are privately managed. In the Lahore division the Chief Khalsa Diwan is active in promoting education, and the Muhammadan Anjumans maintain a large number of elementary institutions in addition to their secondary schools. A conspicuous instance of private munificence was the gift of Rs. 20,000 by Lala Bishen Das to raise the board school at Sri-gobindpur to the high grade. In the Rawalpindi division there are 14 secondary

schools under Sikh management, two having been added, and the Scotch and American Missions maintain several schools. The newest Muhammadan secondary school is the Zamindar High School opened at Gujrat.

Collegiate Education.

17. *Statistics*.—There was no increase in the number of Arts colleges. The number of students in attendance rose by 379, the most noticeable increases being in the Khalsa College (105) and the Islamia College (91). These are satisfactory as indicating Sikh and Muhammadan progress in higher education. The expenditure on tuition rose by Rs. 95,663, of which provincial revenues contributed Rs. 77,226. Fee-receipts increased by Rs. 22,229, while income from private sources declined.

18. *Examinations*.—The examination results were, on the whole, better than those of the previous year, with which they are compared below :—

	1914-15.	1915-16.
Arts—		
F. A.	55·7	56·2
B. A.	44·2	41·7
M. A.	54·2	57·1
Science—		
F. Sc.	56·5	54·2
B. Sc.	40·5	58·1
M. Sc.	77	90

19. *Government College*.—Rai Sahib Ruchi Ram Sahni, Second Professor of chemistry, and Lala Ram Parshad Khosla, Assistant Professor of English and history, returned from England to duty in the College. The College sustained a loss by the death of Lala Bishambhar Das, Assistant Professor of biology, who was a popular and successful teacher of botany and had won the affections of his pupils. The number of students increased by 33 to 584, of whom 320 were boarders. Competition becomes keener every year for admission, and for the first time it was found impossible to take all applicants who had matriculated in the first division. The expenditure on the College was Rs. 1,93,118, of which Rs. 63,232 was covered by fees. The examination results were good, the percentage of passes being 66 against 59 in the previous year; and in the M.A. and M.Sc. examinations six students obtained first classes. As only sixteen such distinctions, the Principal says, had previously been awarded in the whole history of the University, the achievement was notable. 106 students were in receipt of scholarships of various kinds. The number of science students rose to 289, biology being the most popular subject. The new physics laboratory was nearly completed. The B.Sc. and M.Sc. classes in zoology and botany now constitute the University department of biology, and they are attended by students of other Colleges. Valuable research work was done by the science staff. Other developments were the improvement of the library, which is being recatalogued on the Dewey system, the introduction of systematic medical inspection, and the activity of the College War News Association, the members of which have written pamphlets and undertaken to disseminate information. Apart from athletic clubs, the College numbers no less than 11 societies for study and discussion.

20. *Aided Colleges*.—The largest of these is the Forman Christian College, with 647 students, of whom 403 were boarders. As in the Government College, a large number of applications for admission had to be refused. A new hostel which will accommodate some 75 students is nearing completion, and the chemical laboratory has been extended. The Islamia College numbered 388 students, and is rapidly developing in size and efficiency with the aid of the grant of Rs. 30,000 per annum from imperial revenues. The Khalsa College under its new Principal, Mr. Wathen, also shows marked development; the number of students rose from 226 to 331, and many improvements were made. The smaller Mission colleges, the Gordon College, Rawalpindi, and the Murray College, Sialkot, continued to expand.

21. *Unaided Colleges.*—The numbers in the D. A.-V. College increased from 939 to 991, of whom 689 were boarders. The examination results were good, and the College won the football trophy in the University tournament. Rs. 4,000 were spent on science equipment. The Dyal Singh College had 511 students on the rolls. The new hostel, costing over Rs. 40,000, was completed, and the science staff was strengthened.

22. *Punjab University.*—Among changes in the regulations it may be mentioned that mathematics and science were made elective subjects in the Intermediate examination of the Arts Faculty, and that the "compartment rule" was amended. The Syndicate considered the question of the supervision of students in hostels, and a visiting committee was appointed. Affiliation was extended to the Lady Hardinge Medical College, Delhi. Five colleges were inspected; grants amounting altogether to Rs. 21,850 were sanctioned for building improvements, furniture, and science apparatus in five colleges; and library grants amounting to Rs. 6,000 were allotted to eight colleges. Professor Todd, of the University College of Nottingham, was engaged by the University as special lecturer in economics, and lectured for six months, visiting some of the affiliated colleges and holding a conference of teachers of the subject. Lectures on history were delivered in December and January by Professor Leonard of Bristol University. Mr. Dickenson, a library expert from America, was appointed to rearrange the University library and train librarians in modern methods.

Secondary Education (Boys).

23. *Institutions and pupils.*—The number of recognised schools increased by 25 to 404. Of the new institutions 5 were high schools, 13 Anglo-vernacular middle, and 7 vernacular middle. The newly recognised high schools included three Islamia schools, at Panipat, Gujrat, and Multan. Of the Anglo-vernacular middle schools four were added in the Jullundur division, and the same number in Lahore. These two divisions are nearly equal in respect of the number of secondary schools, but in Jullundur the schools are inferior in quality and unequally distributed, religious rivalries having led to an undesirable form of competition, and the departmental officers have had to attempt to reconcile conflicting interests and to promote harmony of working—by no means an easy task.

The number of pupils in secondary schools increased by 4,662. The increase was chiefly in pupils attending Anglo-vernacular middle schools in the Ambala, Jullundur and Lahore divisions.

24. *Expenditure.*—Direct expenditure rose by Rs. 2,56,215. The increase in the case of high schools was chiefly under fees (Rs. 52,685) and provincial revenues (Rs. 43,745). In the case of Anglo-vernacular middle schools fees, private sources, and district funds contributed most to the increase, while in vernacular middle schools almost the whole came from district funds. Of the total direct expenditure on secondary schools for boys provincial revenues contribute 18 per cent. (chiefly on high schools), district funds 13 per cent. (chiefly on vernacular middle schools), municipal funds 7 per cent. (chiefly on high and middle English schools in about equal proportion) fees (chiefly in high schools) 51 per cent. the rest being met from private sources. Fees in English-teaching schools constitute 95 per cent. of the total fee-receipts. This, and the fact that the bulk of municipal and private educational expenditure is incurred on English-teaching schools, are illustrative of the growing demand for English instruction.

25. *Teachers.*—The figures given in Table IX show that the number of teachers employed in secondary schools for Indian pupils, both boys and girls, increased during the year by about 400. Simultaneously with this general increase, the proportion of trained teachers is steadily rising: the number added in 1915-16 was 343, and 67 more graduates were employed. The percentage of untrained teachers employed in secondary schools is 39: it is highest (55) in unaided schools, and lowest (23) in board schools. These percentages may be considered low when it is remembered that untrained teachers include

not only women teachers employed in girls' schools, but a large number of teachers of Oriental languages who have studied in the Oriental College, and also University graduates, many of whom intend to join the Training College. In the Ambala division the number of teachers employed in secondary schools for boys rose by 54 to 735, of whom 476 were trained teachers. The percentage of trained teachers in Government and board schools was 72, in aided schools 49, and in unaided schools 17. In the Jullundur division 699 out of 1,087 teachers were trained men; in Lahore 995 out of 1,586; in Rawalpindi 603 out of 971; and in Multan 537 out of 780. The demand for trained teachers, especially those holding Junior Anglo-vernacular certificates, continues to be active, and rates of pay tend to rise. Teachers holding the B. T. degree, however, do not seem to find employment as readily as in former years, from which it may be inferred that the supply is overtaking the demand.

26. *Instruction.*—Mr. Crosse, the Inspector for the Lahore division, writes :—

“The necessity of a simple curriculum is felt. Many good schools are alternating science with languages instead of taking both, but other schools add to their difficulties by needlessly introducing subjects merely to compete with neighbouring schools. The teaching of science, both theoretical and practical, has received an impetus unknown before. The large number of failures in drawing in recent years created a revulsion against it as a subject for the Matriculation examination, and schools are taking up physiology instead, though very few of them have made any adequate provision for teaching it; but in spite of this the advance in the drawing work of the schools is extraordinary and will have far-reaching educational effects. Good progress in English continues. Extra reading is encouraged, and juvenile literature is very much in demand. The wealth of appliances for and literature on geography have made the teaching of this subject much more intelligent, interesting and practical. Temperature and pressure are daily recorded, and graphs are prepared by the boys themselves to show variations in climate. History teaching is still very bookish and is ruined by the multitude of cram-books, the use of which is too often encouraged. Human interest is lacking, and cause and effect are not connected, and consequently there is no mental reaction in the learner. Some schools organise excursions to historical places, but very few schools outside Lahore have taken their boys to the Museum to show them the history section, and even historical monuments in Lahore are unknown to most. In mathematics efforts are being made to cultivate the power of thought by an expansion of oral work and by the translation of the language of arithmetic into that of algebra in the solving of problems.”

Sardar Sahib Hari Singh, the Multan Inspector, remarks as follows on the vexed question of examinations :—

“The existing two annual public examinations—the vernacular final of the Department and the Matriculation of the University—continue to dominate the tuitional work in our schools. So long as the value of a teaching institution is measured by pass percentages, the ultimate ideal before the teachers and the taught will naturally remain in the examiner's hands, and this in spite of the courses gone through in the training institutions and the inspecting officers' periodical criticisms of lessons. It is, however, true that of late the examination questions set have been taking a turn for the better in so far as discouragement of cram is concerned. But mere written answers to a limited number of questions, of any quality, can never be a sure and full enough test of a student's real worth....The results of the last vernacular final examination were, as has generally been the case, much better than those of the University Matriculation test, the exact average pass percentages being 80 and 60, respectively. This is as it must be. Other things being equal, teaching and examination through a student's vernacular will always produce results which the medium of a foreign tongue can never approach.”

27. *Medical inspection.*—The medical inspection of pupils in secondary schools was begun in October, six assistant surgeons being appointed for the purpose, of whom two were posted to the Lahore division and one to each of

the other divisions. Their reports have been useful not merely in disclosing prevalent and remediable ailments, but in drawing the attention of school authorities to insanitary conditions from the point of view of experts. Defective vision, as was expected, was found to be common in schools, probably owing to overstudy and bad lighting. Thus in the Lahore division the number of boys with defective vision was reported to be 32 per cent. of the total, and in Multan to be as high as 37 per cent. Skin diseases and enlarged spleen were among the other ailments most frequently reported. Information and advice was sent to the parents in each case, but many of them are said to be indifferent, and the problem of ensuring treatment to follow medical examination is by no means easy to solve.

28. *Buildings.*—In spite of the contraction of expenditure caused by the war there was a good deal of building activity, the large grants given to local bodies for this purpose not having been fully expended. The Government high schools for which new buildings or additions were completed or begun were those at Karnal, Hissar, Gurdaspur, Gujranwala, Sialkot, Montgomery, and Muzaffargarh. Projects have been prepared for new buildings for the Government schools at Ambala, Ferozepore, Jhang, and Multan, which are all urgently needed. The inspectors' reports give lists of buildings erected during the year by local bodies and private managers. Thus in the Jullundur division, apart from extensions, three new buildings were constructed for high schools and ten for middle schools; in Lahore the district boards erected five buildings and extended thirteen; and the Multan Inspector says that although advance was retarded by the financial situation, something was done in every district. For a year of war the progress achieved was considerable, and is in contrast with the stagnation which prevailed a few years ago.

29. *Hostels.* From the point of view of health the provision of good hostels ranks high among educational needs, and it is satisfactory to be able to record that many such buildings have been erected during the year, as at Hissar, Mirjpur (Hissar), Murthal (Rohtak), and Kunjpura, in the Ambala division, and similarly elsewhere. The supervision of the hostels attached to Government schools has been improved by the enhancement of the scale of allowances for superintendence, rendering it possible to obtain the services of senior members of the staff for this duty. But much remains to be done to improve hostels generally, for instance in the matter of lighting and dietary arrangements. 14,794 pupils of secondary schools are inmates of school hostels.

30. *Privately-managed schools.*—As noticed in previous reports, trouble has been caused in the Jullundur division by the multiplying of ill-managed secondary schools. The Inspector's remarks on this subject are worth quoting at length. "Some of the mufassil schools," he says, "especially in small towns and localities where there is more than one school, and in which one school only would easily suffice (as in the Hoshiarpur district) are ill-managed and inefficient to a degree, doing more harm than good to the community for whose benefit they are supposed to have been opened, and who liberally pay for them. These schools, and also some privately-managed high schools, show a tendency to include only those subjects in their curriculum which pay in examinations and are at the same time inexpensive to arrange for. Thus drawing is neglected in most of these schools. No steps whatever have been taken to introduce this subject in the Dayanand Anglo-Vedic, the Sanatan Dharm and the Bajwara high schools in the Hoshiarpur district, while it is taught with very fair success in the district board Anglo-vernacular primary school, Bajwara, at a distance of only 100 yards from the high school. The subject is found to be expensive to provide for and it does not pay in the Matriculation examination to take it.

"The chief reason for the ill-success and inefficiency of some of these privately-managed schools in the mufassil is that they are opened without any definite aim, apart from sectarian rivalry, without a carefully thought-out plan; and with little or no funds. For want of funds and efficient staff, proper equipment and adequate accommodation are an impossibility, and yet without these essentials there can be no real education.

“ There are some schools where the manager is the absolute master, who does just as he pleases and dispenses with the services of teachers, and of the headmaster also, however capable they may be, at very short notice and for very insufficient cause. Sometimes it is because these teachers are not able to comply with the unreasonable orders of the manager, or are unwilling to manipulate the marks awarded in the promotion examination to suit his wishes. Under this head come the Doaba Rajput High School, Nadalon, and the Dayanand Anglo-Vedic Middle School, Muktsar.

“ There are other schools in which departmental instructions often go unheeded and which, by promises to the boys and by exactions from parents, do much harm to the cause of education. A school in the mufassil obtained recognition as an Anglo-vernacular middle school; soon afterwards the manager opened a fourth high class without any provision in regard to staff, equipment or building, and applied for recognition. The Department did not see its way to accord recognition, but the authorities nevertheless continued the class, and then opened a fifth high class also. In this way they misled both parents and boys, for the latter were thus ineligible to be sent up as school candidates for the Matriculation examination, and I had to make special arrangements in order to avoid hardship to boys who had been deliberately imposed upon.

“ There are other Anglo-vernacular middle schools in the Hoshiarpur district which have been opened by different sects or communities entirely as rival schools to each other, and without the slightest justification for the existence of a second Anglo-vernacular school in the village or town. Sham Churasi, Hariana, Mahilpur, Patti and Una come under this category.

“ There are still some other schools, though they are few in number I am glad to say, which are run on commercial lines with a profit from the fee income etc.

“ But there is also another side to the picture. As a result of our tours, opportunities were found to discuss various school matters with committees and to bring to their notice the remarks recorded in their log-books as to what was needed, on the part of the staff and of the committee, in order to make their schools really efficient. Certain instructions and suggestions were afterwards issued on the lines discussed.

“ These were designed to remedy the evils complained of in regard to the annual promotion of boys; to put a stop to injudicious marking of papers and consequent unwise promotions; to abolish the pernicious system of touting for boys (which went on unrestrained in some schools last year at the time of new admissions) by suggesting definite rules by which all this was rendered almost impossible; and in other ways to secure greater harmony and co-operation between schools.

“ These instructions have been carefully impressed upon all schools, and I am glad to say they have borne fruit.”

31. *Miscellaneous—the schools and the war.*—Numerous lectures and addresses were delivered on the war by members of the staff and others. Teachers and boys subscribed liberally to the various war funds; in the Government High School, Amritsar, for instance, the amount contributed to the Punjab aeroplane fund was over Rs. 500. In the Jullundur division many of the schools are undertaking to supply furniture for the use of sick and wounded soldiers. Figures of recruitment which have been collected show that a large number of teachers and students in each division enlisted in the army: in the Rawalpindi division alone the number was 868 in the districts where an account was kept, in addition to 1,682 ex-pupils of primary schools. Instruction in First Aid was given in the Government High School, Amritsar, and in twelve schools in the Ferozepore district. Lectures on temperance were given in some of the schools by Master Sant Singh of Amritsar.

Primary Schools (Boys).

32 *Institutions and Pupils.*—The number of schools increased from 4,548 to 4,754. There were 102 more board schools, and 126 more aided schools;

unaided schools declined by 23. Only 39 of the new board and aided schools were lower primary; it is noticeable that only 15 per cent. of the total number of primary schools for boys are of this grade, and that about 70 per cent. of the schools are maintained by Government or local bodies. Generally speaking, the people are not satisfied with anything less than an upper primary board-school. The increase of pupils was 6,288, mostly in board schools.

The following table shows the increase or decrease in the different divisions :—

<i>Division.</i>		<i>Institutions.</i>	<i>Pupils.</i>
1. Jullundur	...	+ 79	+ 4,309
2. Lahore	...	+ 52	+ 854
3. Multan	...	+ 48	+ 860
4. Ambala	...	+ 31	+ 2,062
5. Rawalpindi	...	- 4	- 1,797
	Total	+ 206	+ 6,288

It will be observed that the Jullundur division easily heads the list. A large proportion of the schools added in this division were of the aided elementary type, *i.e.* primary schools with a slightly simpler curriculum. The decrease in the Rawalpindi division is attributed to plague, famine, and the war. The Jhelum district alone shows an increase, largely due to the exertions of M. Ahmad Khan, the District Inspector, who is himself an agriculturist. Probably the main cause of the fall has been the large recruitment of parents and elder brothers for the army. There has been a decrease of pupils of the agricultural classes in the Lahore and Rawalpindi divisions, which is ascribed to drought and scarcity.

33. *Expenditure.*—The expenditure on the maintenance of primary schools for boys was Rs. 15,07,460 against Rs. 13,57,993 in 1914-15. The bulk of this increase was in district board expenditure: fee-receipts decreased by Rs. 2,482. Nearly four-fifths of the total expenditure are borne by district funds, and the greater part of the district funds available for the purpose consists of Government grants. Thus the financing of primary education is mainly from the centre, while the control of the schools is practically local.

34. *Teachers.*—The number of trained teachers employed continues to show a satisfactory increase. In district board primary schools (including those for girls) they constitute two-thirds of the total. The proportion is, of course, comparatively small in aided elementary schools, training not being insisted on as a condition for a grant. The out-turn of the various Normal schools and training classes is fairly adequate for existing needs, and improved pay and provident funds have checked the tendency to desert the teacher's calling for other paths of employment. "One no longer hears the complaint", the Jullundur Inspector says, "of teachers leaving this service to become patwaris." In this connection the Multan Inspector writes: "I fear, and this fear is shared by most of the district inspectors, that the new mode of assessing annual grants to boards will tempt them to lower their scales of pay: and even if such a lowering is not done all at once, there is little hope for any future brightening of the prospects of the hard worked village schoolmaster." An equally important matter is the provision of a sufficient quantity of teachers. In the Jullundur division the Inspector says (and the remarks apply elsewhere) "there are still many board primary schools which are wretchedly housed and wretchedly furnished, and many in which a single teacher has to teach forty or more boys in five classes. Under the new rules of grants to local bodies, there is now, I fear, little chance of any improvement in this respect." It is, indeed, abundantly clear from the inspection reports that the abolition of the system of proportionate grants is considered likely to cause a set-back in these respects. Thus the district inspectors in the Ambala division are said by the Inspector to apprehend that it may have the effect of restricting progress.

35. *Instruction.*—With the increase of trained teachers and the strengthening of the district inspecting staff the quality of the teaching is considered to be steadily improving, although the Multan Inspector describes the average village schoolmaster as “more of a machine than an intelligent and thoughtful educator,” pointing out at the same time that he often labours under the disadvantage of being set to teach five classes. The newer subjects of study, such as practical mensuration, land records, native accounts, and nature lessons, are, as before, the worst taught. Would-be educational reformers are apt to regard the school as an agency for imparting a great deal of miscellaneous information which is beyond the capacity of the average teacher, who cannot always be trusted to teach the three R’s efficiently.

Experiments continue to be made in the direction of abridging the time spent in school, so as to allow the children to help in home avocations. It appears, however, that parents and teachers do not as a rule desire a change, being wedded to their former habits, and the teachers, in particular, are lacking in the qualities of punctuality and alertness which are needed in order to render the scheme a success. The under staffing of schools is another obstacle. Nevertheless in the Gurdaspur and Sialkot districts of the Lahore division the system of one-session schools, working from 7 to 11 in summer and 10 to 3 in winter, is said to have taken root and to be generally appreciated, and a similar arrangement is in force in the Jullundur division. On this subject the Jullundur Inspector writes: “The question of the adaptation of village schools to the needs of the rural population is doubtless a most important problem in connection with primary education. The difficulty, however, lies not in devising suitable time-tables, but in overcoming the village schoolmaster’s traditional predilection for a whole-day school. As things too often are, the village school teacher sets one class to do so many sums from one book, another to write so many lines to dictation, another to cram up so many pages from a geography or a grammar book, and so on—under the monitors’ supervision—while he himself is engaged on postal work, in selling stamped paper, writing letters or petitions for people, or medical recipes in his character of a village physician, smoking the *hukka* or doing other work, and now and then taking a class in this subject or that. In this way a whole day is passed, the boys getting a short recess for meals, and when they are dismissed in the afternoon each boy receives some work to do at home. With such a programme of daily work boys get no time for field occupations, and after five or six years of this kind of life, when they pass out of the school, they are often useless to their parents in the fields, and there is no other alternative but to send them on to an Anglo-vernacular school to complete their education, or to let them sit at home doing nothing till they have outlived the effect of their schooling.

“The Code prescribes five hours’ school time at the longest, but to village schoolmasters, accustomed all their life to the leisurely and unmethodical work of a whole-day school, a five-hours day naturally seems preposterous, especially as it requires, *inter alia*, carefully thinking out every day’s plan of work and preparing every day’s lessons at home in advance; and it also demands a concentration of attention throughout the school time which the teachers, I fear, seldom vouchsafe to their work except for a few days just before the annual inspection.

“Nor is this five-hours school altogether perhaps to the liking of the district inspecting staff—the very agency on whom the enforcement of this reform entirely depends. With whole-day schools, these officers are able to visit a school at their convenience any time between early morning and late afternoon, but with a five-hours school day, they lose an inspection if they are late, nor can they see two or three schools a day as they often desire to do in order to save time.

It is also necessary for the success of this reform that no primary school with forty boys or more, and five classes, should have less than two teachers.”

36. *Buildings.*—A large number of primary school buildings were erected or extended during the year, particularly in the Lyallpur district, where

the number of such additions was 57. In the Ferozepore district, the Inspector says, almost every primary school is properly accommodated and equipped. Elsewhere there is still much to be done. Thus in Shahpur most of the schools are without buildings of their own, and in Gujrat about half are in rented or borrowed buildings. The Multan Inspector gives the average cost of the new buildings as nearly Rs. 2,000, part of which has been sometimes paid by the residents. In Ferozepore an ordinary primary school consists of a single large room with a verandah and *koihri*, and costs about Rs. 1,000, about half of which is realised in subscriptions from the people of the village. Gifts of land and buildings for school purposes have been numerous throughout the province.

The remarks made in paragraph 3 of the review of the last report point to a misunderstanding with regard to the type of buildings now erected for primary schools. The question of a single type design for these schools was carefully considered several years ago, with the result that one was issued in 1911 for the guidance of local bodies in rural areas. It was recognised that the older buildings were deficient in light and ventilation, and the particular object of the new plan was to show how this defect should be avoided. The plan was for a school of 45 pupils, allowing 10 square feet per pupil: the average cost, calculated by the rates prevailing in 12 districts, was Rs. 1,135, or Rs. 25 per pupil. The buildings erected since have more or less followed this design, and they are considered to be airy, well-lighted, and generally suitable. What has evoked criticism in inspection reports is not so much the design of the buildings as the apparently unnecessary cost of their construction in some instances, due perhaps to the addition of compound walls and other extras which might have been omitted. An alternative plan, with the lighting entirely from one side of the building, has recently been prepared by the Government architect: this plan is more elaborate and expensive, but it will be useful by way of suggestion. It is tolerably clear that no standard plan can be devised which will suit all circumstances and localities—a small outlying village school, for instance, equally with one which may be expected to grow into a middle school later. Possibly the verandah type of building, with open arches on the side least exposed to the sun, and windows that can be screened or shuttered on the opposite side, would be best for adoption in many cases. Local bodies usually erect substantial buildings in preference to temporary ones, with a view to economy in repairs: the expensiveness of this course would be lessened if more effort were made to induce the residents to contribute part of the cost, as has already been done with success in some districts. And the plan of entrusting repairs to local agency, which is said to work well in Amritsar and Multan, is worthy of more general adoption.

37. *Vernaculars*.—Urdu continues to be in favour as the school vernacular for boys. Gurmukhi or Punjabi schools for boys and girls numbered 446 with 20,347 scholars, but three-quarters of the latter were girls. Punjabi, however, is also occasionally studied as a second vernacular in boys' schools along with Urdu. Hindi is chiefly taught in girls' schools.

38. *Miscellaneous*.—*Ambala*.—"The chief extension of primary education in the division is due to private enterprise. A number of schools are opened every year by public-spirited gentlemen like Rao Rampat of Gurgaon, and by the different Anjumans, Sabhas, and societies."

"Sericulture continued to be tried in 11 primary schools in the Ambala district."

Lahore.—"Schools, as a rule, open with a prayer to the Almighty, and in many places one was pleased to hear the children singing patriotic songs and praying for victory in the present war."

Rawalpindi.—"The newly trained men coming from Normal schools can well teach the primary courses in drill. In the Attock and Gujrat districts the posts of district itinerant instructors for primary schools have consequently been abolished as unnecessary."

Multan.—"In the Dera Ghazi Khan district no fees are charged at all in the lower primary departments, and in the upper primary departments of this district and in all primary departments of the Muzaffargarh and Multan districts half rates are charged."

Training of Teachers.

39. There were 1,271 men and 267 women students under training in various institutions, the increase on last year's figures being 116 and 57 respectively. The students under training were distributed as follows :—

	{	B. T. class (graduates) ...	63
Central Training College		S. A.-V. class (University Intermediate test) ...	44
		J. A.-V. class (Matriculation) ...	101
		S. V. (J. V. examination in first division) ...	83
	Normal Schools for Men ...	679	
Training Classes for Men (A.-V.) ...		105	
" " (Vernacular) ...		176	
Lahore Normal School for Women ...		101	
Training Classes for Women ...		128	
Training Classes for European Teachers—			
Men ...		20	
Women ...		38	

40. *Central Training College* —The number of applicants for admission was the largest on record, and the Principal considers that the type of applicant is improving yearly. The admissions to the B. T. class included seven M.A.'s and five who had secured honours in the B.A. and B.Sc. examinations. Merit, however, is not the sole ground of selection, as the representation of communities has to be borne in mind. Nearly one-third of the students were Muhammadans, and one-eighth Sikhs. 246 students received stipends from provincial revenues, and 31 stipends from the North-West Frontier Province, Baluchistan, several Native States, and various religious societies, the Chief Khalsa Dewan alone contributing twelve. The total expenditure was Rs. 1,02,260, against Rs. 1,00,604 in the previous year. The cost per student fell from Rs. 367 to Rs. 351. The number of boarders was 250. The examination results were good, the pass percentage being over 90 except in the S. A.-V. class.

The instruction was on the same lines as in former years. The Principal points out that the training is not and cannot be complete and final, as it is sometimes supposed to be. "Our aim is to create a proper attitude of mind towards teaching, to point out new departures in the teaching of certain subjects, to indicate the lines along which progress may be made; to develop the interest in the study of the child, in short to train the teacher to think intelligently about the problems of education and to give him an ideal. Then when he returns to his work he can examine the methods and theories from this point of view after his change of environment and readjust his outlook." The students spent ten days in the local schools, and it is satisfactory to learn that the headmasters welcome these visits. For the purpose of general supervision the students were divided into groups, each under a tutor. Games suffer for lack of playgrounds, but several matches were arranged with outside teams. Mr. Robson, the adviser to the Department on physical instruction, lectured to the students on the principles of physical training, and introduced a new system of exercises. The College stood third in the University gymnastic competition. A course of 20 lectures on hygiene was delivered by the Health Officer of Lahore to the English-speaking students. It may also be mentioned that Rs. 720 were subscribed by the staff and students to the various war funds.

The Central Training College is doing extremely valuable work, but is hampered by overgrowth of numbers; and it is difficult to refuse applicants so long as there is an active demand for trained teachers in secondary schools. Unfortunately the execution of the scheme for establishing a Junior Training College at Jullundur has had to be deferred until the financial situation improves. The time seems now to have come for framing a rough estimate of the number of teachers of each kind for whom posts can be found annually, on an average

in the secondary schools of the province, so that the numbers under training in the College may be proportioned accordingly. The lengthening of the period of training (some nine months in most instances) will be a point to be decided in this connection.

41. *Normal Schools for Men.*—Two institutions were added during the year, one being a Government Normal school at Sargodha, the other an aided Normal school at Dharmasala, for teachers in the Kangra district, with some twenty-eight students. Since the close of the year a ninth Government Normal school has been opened at Gurdaspur, making the number of such institutions ten altogether, training some 700 teachers for primary schools. As soon as the supply of trained teachers begins to overtake the demand, it will be advisable to consider the question of lengthening the course of training to two years. The popularity of the Normal schools continues unabated, and no difficulty is experienced in recruitment. The examination results were good, the percentage of passes being 84. The cost of training was Rs. 190 per student in the Government Normal schools for men. With regard to the instruction, the Principal of the Central Training College writes :—

“The curriculum was simplified in the year 1911-12 with a view to secure greater effectiveness in teaching. Experience shows that it is well suited to the requirements of village schools. Improvement in the teaching of geography, practical mensuration, and drawing is particularly noticeable and deserves mention. The Revenue officers continue to hold the final test in practical mensuration; the scheme is apparently working well; but it is premature to pronounce it a success. Mr. Buchanan has given a new direction to the teaching of drawing and has invested it with added interest—a distinct gain. His efforts are bearing fruit almost everywhere. Educational hand-work is evidently receiving increased attention in most schools—particularly at Lahore and Karnal. Weather observations are taken by students in some schools. Excursions to places of geographical and historical interest and to commercial and industrial centres of activity in the neighbourhood continue to be popular. Clay-models for illustration of geographical lessons were made at Karnal and Lyallpur with care and intelligence. The students of the Lahore Normal School paid special attention to the drawing of large outline wall maps. The introduction of lectures on hygiene by local medical officers forms an interesting feature of the year’s work.”

Building accommodation is good except at Karnal and Sargodha, where hired buildings are in use.

42. *Training classes for Men.*—The number of local classes for vernacular teachers of lower primary classes increased from 17 to 19: of these 2 were in the Rawalpindi division, 6 in Jullundur, and 11 in Lahore. The number of students trained during the year was 561 against 305 in the preceding year. Four Anglo-vernacular training classes were opened in connection with high schools at Rawalpindi, Jullundur, Rohtak and Ludhiana, the number of students being 105. All such classes are more or less temporary expedients, the continuance of which is conditional on the supply of teachers from permanent training institutions being inadequate.

43. *Training of Women Teachers.*—The staff of the Normal School for Women consists of a European headmistress, four trained mistresses and three language teachers. The number on the rolls were 101, an increase of 9 on the previous year’s figure. Thirteen candidates were presented for the Senior Vernacular Certificate examination, of whom 8 passed; and 14 were successful out of the 26 who appeared for the Junior Vernacular Certificate examination. The number of resident students is 44. Much difficulty is experienced in getting suitable hostel accommodation, and owing to the expansion in numbers which has taken place in recent years it was found difficult to give the students sufficient practice in teaching. The training of women students was also carried on in nine local training classes attached to secondary schools: these classes, the number of which is being added to, contained 128 students. Of 230 Indian women students being trained for the teaching profession, 84 were Christians, against 78 Hindus, 49 Muhammadans, and 17 Sikhs: it would appear, therefore, that outside the small Indian Christian

community there is comparatively little readiness to take up the teacher's calling — a fact which should be noted by those who hold that a large expansion of female education is chiefly a question of administration and expenditure.

44. *Training of European Teachers.*—The Sanawar Training Class for men contained 20 students, most of whom came from the United Provinces and Madras : only three belonged to the Punjab. The examination results were below the average. The class is still occupying the temporary quarters assigned to it nine years ago, which are inadequate and unsuitable. The Superintendent advocates an increase in the value of the stipends to Rs. 50 per mensem, and the lengthening of the course to three years. The cost of the class is largely borne by provincial revenues, an arrangement which seems inequitable when the comparatively small benefit accruing to the province from the maintenance of this institution is considered.

There were 38 women students in St. Bede's College, Simla, which receives a small grant-in-aid from Government. 17 out of 18 candidates were successful in the teachers' certificate examinations. The institution is well managed.

Professional, Technical and Industrial Education.

45. *Professional institutions.*—The Law College, one of the two teaching institutions maintained by the University, prepares students for the Bachelor of Laws degree, which qualifies successful candidates to practise as 2nd grade pleaders in courts subordinate to the Chief Court. The staff, which was reorganised during the year, now consists of a principal, a law lecturer, and two part-time law readers. There were 159 students on the rolls, against 133 in the previous year, in two classes. As the restriction imposed by the Chief Court on the number of admissions to pleaderships was withdrawn in January, 1916, all the 59 successful students at the LL. B. examination were granted licenses to practise.

The numbers in the Medical College and School showed no diminution. There were changes in the staff due to the recall of some professors to military duty, but satisfactory arrangements were made for carrying on their work. The new main college block was opened by the Viceroy in November, 1915, and good progress is being made with the other new buildings. The Yunani and Vedic classes subsidised by the University had 43 and 28 students, respectively.

The number of students in the Veterinary College increased to 190. The fine new buildings were formally opened in December by the Viceroy ; the increased facilities have led to very great improvement in the training of the students, and the examination standard was higher. The demand for veterinary graduates was far in excess of the supply. Among other experiments the anti-rabic inoculation of dogs bitten by rabid dogs was carried out on a small scale. The Agricultural College, Lyallpur, is attracting a better type of students. The new vernacular class was chiefly composed of agriculturists' sons ; 24 completed the course, the popularity of which is shown by the number of applicants for admission to the class. The class for revenue officers in Indian rural economy was held in February and March. All the 14 students who appeared in the leaving certificate examination of the college passed.

The Government School of Engineering, Rasul, had 97 students, against 80 in the previous year ; 31 of these were Muhammadans and 23 Sikhs. A draftsman class was opened, to which five students were admitted. The instruction was made as practical as possible, and the workshop output was double that of last year. Of the students who qualified in 1915 only two failed to obtain employment. The number of students in the Hindu Technical Institute, Lahore, was 76, all Hindus and Sikhs. The institute is developing in various directions under the guidance of Rai Bahadur Ganga Ram, the president, but is hampered by want of funds. All the students who passed in mechanical engineering obtained employment. 31 students and ex-students were engaged in the manufacture of munitions.

46. *Industrial training.*—In the Mayo School of Industrial Art, Lahore, the number of students increased by 10 to 261, of whom 150 were

Muhammadans. The year was notable for the large number of orders executed, which necessitated the employment of bazar mistris and ex-students to assist. Notwithstanding the endeavour to make the training as practical as possible, the Principal notes that the chief desire of most of the students is to become teachers, "and so a great part of the training has no material results, as craft teachers have no scope for utilising high artistic craft knowledge." Specimens of work done in the school have been supplied to industrial schools in order to give them a standard, and the Principal hopes to extend the usefulness of the School of Art by a wider circulation of designs and specimens which may reach the actual workers. The number of students in the photo-lithography section has doubled, and the class, under M. Feroz-ud-din, has carried out work for the University, the Museum, and Government departments. The cotton-printing class has also made progress.

The duties of the Principal and Vice-Principal included the inspection of industrial schools as in former years: 23 were visited. The number of these schools increased by two to 30, with 2,769 pupils. The standing committee recently appointed to advise on industrial education has recommended that schools in which forms of manual training are combined with elementary general education should no longer be separately classed as "industrial" schools, as the name causes a misunderstanding as to their function. The industrial schools of the future should be schools in which particular industries are taught on workshop lines to pupils who have already received their elementary education. In other words, while manual training can well be combined with general education at all stages, specialised industrial training, in order to be effective, should be entirely separate, and should not begin until elementary education has been completed. Training of this kind can only be given by expert instructors, and the schools should be under the direction of the Department of Industries. The committee proposed that a beginning should be made with a school of carpentry, to be located at Jullundur; and the scheme received the approval of Government.

Reference may here be made to the current misconception that technical and industrial education is cheap and easy to introduce, and that it is a shortcut to industrial development. The reality is widely different. Of all forms of education this is one of the most expensive and uncertain. It can only succeed where industries are already existent, and it cannot teach how to make industry commercially profitable. There can be no assurance that a school of carpentry or metal-work or any other industry will have any positive or direct effect on the expansion and improvement of these industries. The experiment, however, is worth trying.

47. *Reformatory School, Delhi.*—There were 30 admissions and 28 discharges: the number of boys was 141. The Deputy Commissioner of Delhi has drawn attention to the fact that of the new admissions 23 were boys who had not been convicted previously, from which it would appear that magistrates do not fully realise the purpose of a reformatory school. Obviously it is intended for boys whose character needs reforming, not necessarily for those who have committed a single offence. The health and behaviour of the boys was good, and the education and industrial training have been favourably reported on. The annual holiday camp in February was much appreciated. 84 out of 102 boys discharged during the past three years are known to be earning honest livelihoods, and 25 out of 81 are employed in the trades taught them at school: four have joined the army. Much credit is due to Mr. Farmer for the excellent way in which the school is conducted.

48. *Other special schools.*—The school for the blind attached to the Railway Technical School, Lahore, had 17 pupils, of whom 10 were receiving stipends from local bodies. Cane-work is taught, in addition to reading Urdu by the Braille system, and arithmetic. The aided school for the deaf and dumb which was recently started in Lahore had six pupils.

49. *Clerical and Commercial Training.*—The Evening Continuation Classes for Men conducted by the Young Men's Christian Association, Lahore, showed marked improvement under Mr. Hume. The number of students admitted was 223, against 126 in the preceding year, notwithstanding a raising

of the standard and an increase in the rate of fee. Two students passed the London Chamber of Commerce examination, one in shorthand at a speed of 100 words per minute. 27 candidates are being sent up for the next examination. It is intended to start day classes in the future as well. The classes for women conducted by the Young Women's Christian Association were also well attended: instruction was given in shorthand, type-writing, drawing, painting, dress-making and millinery, singing, and physical training. A number of candidates were successful in the Chamber of Commerce and other examinations, and students from the classes have had little difficulty in obtaining remunerative employment in firms and offices. The Government Clerical and Commercial School, Amritsar, had 40 students on the rolls: 11 out of 18 candidates passed the University test.

Female Education (Indian).

50. *Numerical Progress.*—In view of the enquiry now on foot regarding the best means of promoting female education in India, the record of the year has special interest. Progress has been well maintained, in spite of adverse financial conditions. The number of institutions increased by 52 to 971 (9 high, 44 middle, and 918 primary). Board schools increased by 28 and aided schools by 36, while unaided schools diminished. The number of scholars rose by 4,371 (largely in lower primary classes) to 49,367, the increase being nearly double last year's figure. The following table shows the number of schools and scholars in the five divisions:—

Division.	Schools.	Scholars.
Ambala	130	4,443
Jullundur	195	7,900
Lahore	284	17,836
Rawalpindi	214	10,523
Multan	148	8,605

The most progressive districts are Lahore (4,740 scholars), Amritsar (4,480), Sialkot (3,375), Gujranwala (3,332), and Rawalpindi (2,777). It is remarkable that Hoshiarpur, an advanced district as regards the education of boys, can show only 871 girl scholars.

51. *Instruction.*—(a) *Collegiate.*—The classes attached to the Kinnaird School at Lahore prepare women students for the Intermediate examination of the University. Six candidates were sent up, all of whom passed. The opening of B. A. classes had to be postponed owing to difficulty about funds. Queen Mary's College sent up two candidates, both of whom passed with distinction. The Convent School at Lahore also prepares women candidates for University examinations, and women students occasionally join the Gordon College, Rawalpindi, or the Forman College, Lahore. Altogether 9 out of 14 women candidates passed the University Intermediate examination, while 28 out of 41 were successful in the University examinations for titles or distinctions in Sanskrit, Hindi and Punjabi.

(b) *Secondary.*—The scheme of studies for secondary schools is elastic, English, for instance, being sometimes taught as a language and sometimes also used as a medium of instruction. Sanskrit and Persian are commonly taught, and a little Arabic in Muhammadan schools: Hindi, though not spoken in the home, is a popular vernacular. The Chief Inspectress notes as regrettable the fact that most of the teaching in the secondary classes of large high schools like the Kanya Maha Vidyala and the Dev Samaj School, Ferozepore, is done by men. All the larger towns have vernacular middle schools for girls: four board schools were added during the year, as well as three aided and one unaided schools.

(c) *Primary.*—The three vernaculars, Urdu, Hindi, and Punjabi, are taught throughout the province: in Rawalpindi the majority of the girls read Gurmukhi. The Chief Inspectress reports that the vernaculars and needlework are usually well taught in the larger primary schools, and arithmetic is brought to a standard sufficient for household needs, but geography is a difficulty, unless

there is a trained teacher. "The smaller primary schools and the branch and lower primary schools are usually understaffed, and badly equipped and accommodated, so that the work is done under great difficulties. The teacher often is in charge of three or more classes, and not being trained is bewildered and cannot arrange her time so as to devote full attention to any one class. Added to this there is an attempt to teach each child individually instead of a class as a whole, and the noise and confusion are distracting.

"In villages the school hours are much interrupted, for the children continually run home to help their mothers or for their food. The parents do not much realize the necessity for educating girls, considering learning only a means to earning a livelihood; they therefore take no care to send them to school regularly or punctually."

52. *Industrial Training, Needlework, &c.*—At the S. P. G. Mission School at Salamatpur embroidery continues to be taught with success, and many of the pupils are almost self-supporting. Lace-making is taught in a convent of Belgian nuns at Khushpur, Lyallpur district, and "provides a welcome addition to the earning of agricultural families." At the Church Missionary Society's school at Clarkabad the girls learn spinning and weaving and also work in the fields at harvest. In the Pasrur school drawn thread work, spinning, and fine needlework are well taught. Fine sewing is taught in many other schools, and this year a good deal of knitting, &c., was done for the war. Domestic economy is popular as a book subject, but is seldom practical. Cooking, however, is practised in most secondary schools, and laundry work was introduced for the first time in the Victoria School, Lahore, many teachers joining the class. First Aid is taught to some extent in many places: in Amritsar instruction is given by the Health Officer, and the schools compete for a medal.

53. *Physical exercise.*—The Inspectress says:—"Regular drill and organised games are taken up in the Christian boarding-schools, and wherever space allows in day schools; swings are put up, skipping-ropes and balls are provided, and games of all kinds are encouraged. The children, however have to be taught to play, and though they become very keen when played with, yet there seems to be latent prejudice against physical exertion. Teachers are very apathetic; if the rope of a swing breaks or a support becomes unsafe it is left unused for months because no effort is made to have it repaired. In many schools the children sit and play with the balls instead of running about. In too many cases there is no space to admit of any physical exercise at all." The Inspector for the Rawalpindi division remarks: "As Indian girls are often rebuked whenever they run about or play freely in their homes, as unbecoming for girls, they learn sedentary habits which are very difficult to eradicate afterwards."

54. *Zenana Classes.*—Most of these classes are conducted by Christian Missionary societies. As the figures of attendance sent in last year were obviously incomplete, a more thorough enquiry was made. It appears that in Amritsar alone 1,139 women were taught, and that the numbers elsewhere were:—Lahore 274, Gurdaspur 218, Rawalpindi 55, Sialkot 53, Hoshiarpur 27, Jhelum 23. The educational value of these classes cannot easily be tested.

55. *Buildings.*—There has been a lull in building activity owing to the financial situation. Among the new buildings completed or under construction the most important was that of the Municipal Board Middle School, Amritsar, a two-storied building with a parada quadrangle and accommodation for 250 pupils. The Lyallpur District Board has provided well-planned buildings for its girls' schools, but primary schools for girls are in general badly housed.

56. *General.*—The Inspectress, as before, emphasises the need of employing better teachers in the lowest classes. "It is much to be regretted," she writes, "that there is an idea that a trained mistress should not be required to teach little children, and that any one can manage infant classes. The salaries offered in board and still more in aided schools are so small as to offer no inducement to well-qualified mistresses. The result is that the methods of instruction are of little educational value." The kindergarten teaching introduced by Miss Hart in the Victoria School, Lahore, has served as a useful object-lesson to other schools in this respect.

Education of Europeans.

57. The number of schools remained 36 as before, with 2,753 scholars on the rolls, practically the same as in the previous year. As the returns relate to March 31st, by which date many pupils have not returned to hill schools after the vacation, the number of children at school is really greater. The expenditure from all sources was Rs. 10,92,606, against Rs. 10,52,257 in the previous year. Imperial revenues contributed 15·6 per cent., provincial revenues 40·8 per cent., fees 30·6 per cent. and other sources 13 per cent.

58. *Teachers.*—The number of teachers employed at the end of the year was 216, against 207 in 1914-15, of whom 18 had University qualifications, 118 were trained, and of the 98 who were untrained, 32 were certificated. 76 teachers from 21 schools subscribe to the teachers' provident fund. The scale of pay has been considerably improved in recent years, and is now fairly satisfactory in the case of women teachers; for men the pay and prospects offered cannot be said to be attractive, and the difficulty of recruitment is, of course, accentuated by the war. But the only schools in which men teachers are now required are the boys' schools at Lahore, Simla, Murree, and Sanawar; and in the larger boys' schools, *viz.* those at Murree and Sanawar, the posts are pensionable. The revised scale of salaries for the staff of the Lawrence Military Asylum, Sanawar, which will eventually entail, when brought into full operation, an additional average annual expenditure of Rs. 25,000, was introduced during the year. A revision of the scale at the Lawrence School, Murree, has had to be deferred for financial reasons.

59. *Instruction.*—A feature of the year was the introduction of a new syllabus in drawing, for which the ground had been prepared by courses of lectures given by Mr. Buchanan. As to other subjects the Inspector writes:—

“During the year only two boys' schools attempted to teach science, and the examiner's report on the results is very discouraging. At the same time three or four schools were teaching elementary Latin with equally unsatisfactory results; while, in one school at least, more important subjects were neglected to give time for this. Some of the best schools devote considerable time to French and the teaching is often good, but the reasons given for the time spent over the language are inadequate—in one case the reason given was that it scored heavily in the High School examination, and in another that some of the girls were going to be teachers and would have to teach French. Yet in one of these schools the Inspectress had to complain that the girls' underclothing was very badly mended. Work in mathematics is constantly to be criticised because too much time is devoted to mechanical processes while intelligent practical application of these processes is neglected. In physiology children make elaborate coloured diagrams of internal organs, but are not taught how to live healthily. Common-sense rules of health are not implanted, nor do teachers apply them to the children in the class-room. The history, religions and civilisation of India are neglected, and children are surprisingly ignorant of the administration of the country.” The Inspector is strongly of opinion that more should be done to differentiate the courses of studies for boys and girls. “The instruction given is satisfactory enough from a purely teaching point of view, but the value and purpose of this instruction is open to grave doubts. The curriculum laid down in the Code is largely to blame. The ignorance of parents as to the purpose of education is another factor, and one more difficult to remedy. They consider that a thorough training in domestic economy is unladylike, while a smattering of French is genteel.”

60. *Examinations.*—Sixty candidates (30 boys and 30 girls) appeared for the High School examination, of whom 39 (22 boys and 17 girls) passed—a percentage of 65 against 56 in the previous years. In the Middle School examination 91 passed out of the 141 candidates who presented themselves—a percentage of 64·5 against 66·6. Particularly creditable results were obtained by the boys' schools at Sanawar and Murree (Ghora Gali), the Lawrence School, Ghora Gali, taking first place in the High School examination and the first four places in the Middle, with eighteen passes to nineteen candidates in the latter. Lahore was constituted a centre for the Cambridge Local examinations, in

which 122 candidates appeared, 65 for the Senior, 30 for the Junior, and 27 for the Preliminary, and 16, 14, and 20 passed, respectively. But 46 of these candidates were not European school pupils. The Inspector considers that the tendency to adopt the Cambridge Local examinations in lieu of departmental ones should be resisted, as it would stereotype the teaching and make necessary reforms difficult to accomplish. Expert opinion in England, he adds, has spoken very strongly against these examinations in recent years.

61. *Scholarships*.—Seventy-five scholarships were current during the year, of which 28 were held in boys' schools and 47 in girls' schools; 20 college scholarships were also current, against eleven in the previous year. The latter are comparatively seldom taken up by the boys entitled to them, owing (the Inspector thinks) to their value being insufficient. But there may be other reasons.

62. *Health and physical training*.—The health of the schools was generally good and the sanitation was reported by the medical officers to be satisfactory, but an outbreak of measles affected most schools, and work was in many cases seriously interrupted. Whooping-cough and mumps were also troublesome. "It is clear," the Inspector says, "that parents are grossly negligent in the matter of quarantine." Games are well organised in the larger boys' schools, and physical drill is good at Sanawar, in the Cathedral Girls' School, Lahore, and in the larger Convent schools. The medical inspection of scholars has not as yet been systematically introduced.

63. *Buildings*.—Rs. 1,47,744 were spent from provincial revenues on the erection or improvement of school buildings, including the new buildings for the Lawrence School, Ghora-Gali, where the boys are still housed in wooden sheds. The Convent School, Lahore, received a grant of Rs. 25,000 towards the cost of a very large new building recently completed, and Rs. 15,000 were sanctioned for an addition to the Christ Church School, Simla, which has been excellently planned. Grants were also made for improvements to two convent schools at Simla and Murree, and for the Station School at Ferozepore. A number of improvements, involving considerable expenditure, were carried out at Sanawar, where the girls' school, in particular, is now provided with admirable accommodation.

64. *European Schools and the War*.—It may be of interest to mention that the larger European boys' schools have supplied many recruits for the army. The list of old Sanawar boys serving is a very long one; over twenty old boys of Bishop Cotton School are known to have obtained commissions, and five of the staff are serving, three of them with commissions. The Lawrence School, Ghora-Gali, sent seven boys into the army during the year. A signalling detachment of two masters, two staff sergeants, and fifteen boys volunteered from Sanawar: most of them are in Mesopotamia. A second Sanawar detachment of one master and ten boys was sent to Sialkot for training. And ten of the students of the Sanawar Training Class for teachers, with Mr. Firth, the Master in charge, went on service to East Africa.

Education of Muhammadans.

65. *Statistics*.—The following table shows the increase or decrease in the number of students of each community in public or recognised institutions for the year:—

	<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
Primary Schools, boys	... + 981	+ 4,632	+ 462
Do. do. girls	... + 653	+ 1,407	+ 154
Secondary Schools, boys	... + 1,003	+ 3,219	+ 325
Do. do. girls	... + 392	+ 1,250	+ 256
Arts Colleges	... + 91	+ 232	+ 73
Training schools for teachers	... + 19	+ 91	— 10
Technical and Industrial Schools (including the Mayo School of Art and the School of Engineering)...	+ 119	— 3	+ 7

In primary schools the increase of Muhammadan pupils has been comparatively small. In the Rawalpindi division there has been a drop of 1,607 in

the Muhammadan enrolment, due to war and plague; whereas in the Lahore division there have been increases of 1,028 Muhammadan and 411 Sikh pupils, compared with one of only 366 in the case of Hindus. This illustrates a point previously emphasised but frequently overlooked—that the question of promoting Muhammadan education varies in importance according to locality. Muhammadans in these schools now constitute 42·4 per cent. of the total of the three communities, and Sikhs 14·1 per cent. while, if the statistics of private schools are included, the proportion of Muhammadans is not far short of half.

In secondary schools the increase of Muhammadan pupils, though far in advance of that of the previous year, compares unfavourably with that of Hindus, and the Muhammadan percentage in the secondary stage—28·97 (High stage 24·53, Middle stage 30·17)—is still low. In the case of girls it is 10. The number of new Muhammadan secondary schools recently opened should effect a numerical improvement, provided that they do not merely fill their classes by drawing away Muhammadan pupils from other schools.

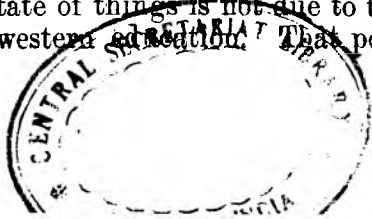
In Arts colleges the percentage of Muhammadan students rose from 21·3 to 21·6. There has been practically no increase in the number of Muhammadans attending the Law and Medical Colleges, but their strength has more than doubled in the Agricultural College. The majority of students in the Veterinary College, the Mayo School of Art, and the various industrial schools, are Muhammadans. In training schools for teachers they number about 40 per cent. and in the Central Training College and the School of Engineering nearly one-third of the total of the three communities.

The total number of Muhammadan scholars in all public institutions for males was 142,187, compared with 155,252 in the case of Hindus and 46,824 in that of Sikhs.

66. *Inspectors' reports.*—*Ambala*—“The percentage of pupils under instruction to those of school-going age for different communities works out to 15·7 for Muhammadan males, 16·6 for Hindus and 19·8 for Sikhs. The corresponding figures for females are 1·8, 1·9 and 1·1, respectively. It is gratifying that in industrial schools the proportion of Muhammadans is 59 per cent. of the whole. The Muslim high schools at Ambala and Panipat, the Islamia middle school at Simla and the Anglo-vernacular primary schools at Kaithal, Rupar, Panipat and Sadhaura cater to their wants, besides board schools for girls and aided and unaided elementary schools in almost every important place. A boarding-house for Muhammadans is maintained at Rupar and others are in course of formation at Kharar and Rewari.”

Jullundur.—“As a rule, Muhammadan children form a large number—in many cases the largest number—in the infant class, but this proportion fast decreases, especially in Anglo-vernacular schools, from class to class, upwards until a small percentage is left in the highest class. This is said to be chiefly due to the growing poverty of Muhammadans as a community and to their unwillingness to enter the educational service as teachers in large numbers and the consequent paucity of Muhammadan teachers. In their own schools, too, they do not exhibit any great capacity for organization and management. They have now one high, four Anglo-vernacular middle, and three Anglo-vernacular primary schools in this division.”

Lahore.—“There is at least one Islamia high school in each district. Besides these are two middle branches, one at Lahore and the other at Amritsar, one Anglo-vernacular middle school at Fatehgarh in the Gurdaspur district and one Anglo-vernacular primary school at Batala. All these schools avail themselves of the liberal grant-in-aid rules, and the amount of grants earned together with the income from tuition fees is in many cases their chief source of support. They are managed by the local Muslim associations and are much appreciated by the community. The percentage of Muhammadans is 36 in Anglo-vernacular, 45 in vernacular middle, 46 in primary, 56 in industrial schools and 59 in training classes. These figures require small comment. The more expensive the education the smaller is the number of Muhammadans. This state of things is not due to the old theory that Muhammadans are averse to western education. That poverty is the real cause that



stands in the way of Muhammadan advance in secondary education is proved by the fact that the number of Muhammadans in training classes and industrial schools, which cheaply and readily provide them with a means of livelihood, is larger than that of the other communities."

Rawalpindi.—"Taking together the figures for all kinds of schools (public and private), Hindus record an increase of 555 pupils, but Muhammadans and Sikhs a decrease of 386 and 153 pupils, respectively. Muhammadan and Sikh pupils in attendance at all kinds of schools for girls (public and private) taken together, as well as in public schools for girls taken alone, show a decrease; but the Hindus an increase in either case.

"Plague, famine and war are chiefly responsible for this drop in numbers. That Muhammadans generally live in rural areas and are mostly agriculturists and that, unlike the comparatively wealthier Hindu community, they and the Sikhs in several districts, particularly Jhelum, Gujrat and Rawalpindi, take to military service and have contributed their quota of recruits for the army, sufficiently explains why famine and war operated effectively in reducing the number of Muhammadan and Sikh pupils without affecting at all the Hindus in public schools.

"The Muslim Zamindar Association, Gujrat, as mentioned in last year's report, has established the well staffed and fairly well equipped Coldstream Muslim Zamindar High School at Gujrat. The Anjuman-i-Ulama, Gujrat, has opened an Anglo-vernacular primary school there, and the Anjuman-i-Islam, Rawalpindi, has started an elementary school at Jhanda about two miles from the town. Both these institutions were examined and brought on the list of aided schools. The flourishing O'Brien Islamia High School, Shahpur Sadr, and the middle department of the Islamia Vernacular Middle School, Dharyala Jalip, the only institution of its kind in the division, were brought on the aided list. The construction of a well-planned building for the former school has been taken in hand. A well-designed and well-situated hostel for the boarders of the Mamooji Islamia High School, Rawalpindi, now second to no local school in efficiency and good work, has almost reached completion."

Multan.—"The number of Muhammadan pupils in boys' schools of all kinds and grades has risen from 34,384 to 35,219, and is again greater than that of Hindus and Sikhs combined. This rate of progress compares very favourably with Sikh attendance, which shows a positive decline, but falls below the percentage of advance made by Hindus."

"Five high schools—two with unrecognised high departments—one Anglo-vernacular middle school and a large number of elementary schools are under Muhammadan management. Three independent hostels are also being maintained by Muhammadan enterprise. Every one of these institutions shows signs of growth. The high schools at Jhang and Multan are in a particularly flourishing condition."

67. *Measures of encouragement.*—Muhammadan education is, as before, promoted by special scholarships, fee-concessions in backward districts, special grants for the opening of schools in Muhammadan districts, liberal building grants for Muhammadan secondary schools, and such other means of encouragement as are feasible.

Education of Low-Castes.

68. In the Ambala division the number of low-caste schools rose from 19 to 23, and of pupils from 574 to 659. Three schools are maintained by municipal committees in Rohtak, ten by the S. P. G. Mission, nine by Arya and Dev Samajs and one by Sikhs. The medium of instruction is generally Nagri. The number of low-caste children in ordinary schools increased to 315, of whom 180 were Chamars. In Jullundur there were six special schools for low-castes, and 603 low-caste pupils were studying in schools. The Inspector states that the low-caste schools were not doing well. In the Lahore division there were 46 schools in the Lahore district and ten in Sialkot. All the Lahore schools were conducted by American Missions, and six in Sialkot by the Arya Samaj for

Meghs. The total number of low-caste pupils was 1,020, of whom 745 were Christian converts. In Rawalpindi only one low-caste school, for Meghs, is recorded, but the number of low-castes attending ordinary schools rose to 56 (Sansis, sweepers, and Chamars). In Multan there are Christian Mission schools for Chuhras and Chamars in the Lyallpur district. The inspectors consider that the prejudice against low-caste children's attending ordinary schools is gradually dying out.

The Punjab Text-Book Committee.

69. The Punjab Text-Book Committee now consists of the Director of Public Instruction as president, and 23 other members, representing, as far as possible, the different branches of educational work in schools. Mr. Tydeman, Headmaster of the Central Model School, is the secretary. There are eight sub-committees, and a local branch at Delhi.

The work of the Committee continued to expand, and the number of meetings increased. The Committee hold the copyright of 179 publications : of six books added, three were in Punjabi. Hindi and Punjabi versions of Dr. Staley's *Lessons on Health and Disease* and a revised version of *Life, Light and Cleanliness* were prepared. The production of a manual of physical exercises for girls and of an Urdu version of *The Child's World in Pictures* has been delayed by difficulty in getting illustrations printed. Work undertaken and completed during the year included a revision of *Ilm-ut-T'alim*, the preparation of a new Anglo-Arabic Grammar, and the final revision of the *Seventh Town School Reader*, one of an up-to-date and interesting set of Urdu Readers which will prove a great advance on the old series. Coloured illustrations are being produced for some of the Committee's publications.

During the year under review the sum of Rs. 10,620 was spent on books and periodicals for presentation to schools. The periodicals *Phool*, *Kisan*, and *Raushni* were patronised to the same extent as in the previous year, viz., *Phool*, 1,500 copies weekly to selected primary schools, *Kisan*, 500 copies monthly to selected middle and primary schools, and *Raushni*, 226 copies monthly to middle schools. This year the Committee extended its patronage to the journal *Makhzan*, 200 copies monthly being distributed among middle schools. The expenditure on account of this periodical literature amounted to Rs. 6,632. The libraries of vernacular middle schools received during the year 2,903 volumes at a cost of Rs. 1,757, while 1,837 volumes were presented to other schools, at a cost of Rs. 1,788.

It may also be recorded that the Committee distributed at a cost of Rs. 153 to district officers 560 copies of its publication *Life, Light and Cleanliness* with a view to bringing the book and its teaching to the notice of lambar-dars and other village officials who might be in a position to encourage the diffusion of sanitary and hygienic literature in rural areas. The Committee took the opportunity of disseminating information about the war by presenting to educational institutions a number of books on this subject. Pandit Balak Ram Pandya generously made over to the Committee at cost price an illustrated Hindi edition of 1,900 copies of his book, *The Great War*, which were distributed through the medium of divisional inspectors, and there were also presented to schools copies of Rai Bahadur K. B. Thapar's translation of Ramsay Muir's *Britain's Case Against Germany* and facsimile reproductions of *The Scrap of Paper*.

Healthy literature in the vernacular was encouraged as in previous years by rewards. The Committee possesses a large and valuable library of educational works, and a trained librarian has been appointed to reclassify it and prepare a card catalogue.

The year opened with a balance of Rs. 41,000. Receipts were Rs. 22,853 and disbursements Rs. 22,194, leaving a balance of Rs. 41,663 at the close of the year.

J. C. GODLEY,

Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1915-16.

(For details see General Table III.)

AREA AND POPULATION.			Institutions and Scholars.	PUBLIC INSTITUTIONS.										GRAND TOTAL.	PERCENTAGE OF	
Total area in square miles.	Number of towns and villages.	Population.		COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.				SCHOOL EDUCATION, SPECIAL.		PRIVATE INSTITUTIONS.				
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
							Upper Primary Schools.	Lower Primary Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
99,251	Towns ... 136	Males ... 10,770,715	Institutions ...	9	6	413	4,034	773	24	37	5,246	192	2,067	7,505	Institutions to number of towns and villages. } 22.59	
	Villages ... 33,185	Females ... 8,807,254		1	1	71	763	154	10	5	1,010	1	862	1,873		5.64
	Total ... 33,231	Total ... 19,577,959	Total ...	10	7	434	4,802	877	34	42	6,256	193	2,929	9,378	28.23	
				Scholars ...	3,873	921	107,390	203,286	30,906	960	3,539	350,875	3,239	40,402	394,305	24.40
					20	39	10,373	34,937	6,224	229	557	52,278	28	16,546	68,852	5.21
			Total ...	3,893	960	117,662	238,223	37,130	1,189	3,896	402,953	3,256	56,948	463,157	15.77	

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.			
2	3	4	5	6	7	8	9	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions.								
{ For Males ...	5,72,523	4,63,906	27,20,713	13,07,742	2,06,238	1,40,556	2,47,203	56,58,881
{ For Females ...	4,380	14,938	3,73,541	3,22,965	49,450	30,058	73,414	8,68,746
Total ...	5,76,903	4,78,844	30,94,254	16,30,707	2,55,688	1,70,614	3,20,617	65,27,627
2. (a)—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction ...	6.78	10.51	19.27	8.5	0.8	3.96	5.67	47.12
(b)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	0.1	0.8	12.50	44.78	3.92	6.0	1.23	63.11
(c)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	1.6	1.9	36.83	20.44	17.10	3.1	3.93	79.02
(d)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction ...	5.14	4.27	27.59	14.54	2.28	1.52	2.85	58.19
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.								
{ Cost to Provincial Revenues ...	175 11 1	478 0 1	21 4 6	11 13 7	18 5 10	159 9 6	116 0 8	57 15 3
{ Cost to Local and Municipal Funds ...	...	4 6 11	0 0 5	...	...	...	0 2 11	0 3 6
{ Total Cost ...	277 6 1	589 6 11	51 1 4	18 7 6	20 5 3	159 9 6	128 10 2	89 7 5
Local Fund Schools.								
{ Cost to Provincial Revenues ...	...	...	...	...	...	...	...	...
{ Cost to Local Funds ...	...	...	8 4 10	7 3 2	7 10 11	125 7 3	35 15 11	7 10 0
{ Total Cost ...	...	...	14 6 1	7 11 4	8 1 10	125 8 1	37 2 5	9 2 2
Municipal Schools.								
{ Cost to Provincial Revenues ...	...	...	...	...	...	35 2 2	...	0 0 4
{ Cost to Municipal Funds ...	...	...	7 12 8	9 6 0	8 7 11	82 5 1	24 10 10	8 13 10
{ Total Cost ...	...	...	19 3 0	10 11 9	9 4 2	117 7 3	26 6 3	14 3 0
Aided Institutions.								
{ Cost to Provincial Revenues ...	89 15 10	268 3 9	8 11 4	0 5 6	0 0 10	24 7 2	65 6 7	5 7 11
{ Cost to Local and Municipal Funds ...	0 13 3	...	2 11 1	3 5 8	3 5 0	3 2 10	7 6 10	3 1 3
{ Total Cost ...	222 13 5	439 5 8	51 5 9	5 12 4	5 13 10	97 13 8	129 2 7	20 3 2
Unaided Institutions—Total Cost	60 1 6	128 11 9	22 4 7	4 3 3	2 6 9	14 6 5	25 10 10	18 3 11
All Institutions.								
{ Cost to Provincial Revenues ...	69 14 0	337 7 7	5 11 4	0 2 2	0 1 4	116 5 8	52 0 6	4 4 7
{ Cost to Local and Municipal Funds ...	0 6 0	3 8 0	4 13 1	6 2 2	6 3 8	15 11 1	15 1 3	5 12 9
{ Total Cost ...	169.10 0	504 0 9	26 2 9	7 4 9	7 8 4	143 2 1	84 1 0	16 15 3

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

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.	
2,78,624	78,409	3,88,161	2,93,707	23,36,307	2,09,066	11,04,864	46,89,138	1,12,16,765	
2,78,624	78,409	3,88,161	2,93,707	23,36,307	2,09,066	11,04,864	46,89,138	1,12,16,765	
30	224	938	349	3011	153	583	5288	100	
...	...	193	316	2687	219	274	3689	100	
...	...	99	360	1052	228	359	2098	100	
249	70	346	262	2083	186	985	4181	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	584	570	492	...	...	...	...
	{ Females ... ..	...	...	...	...	...	...	...	...
	Oriental ... ..	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law ... ..	...	...	...	...	...	...	...	...
Medicine	1	176	135	175	...	...	...	...
Engineering ... ..	...	...	...	...	...	...	...	...
Teaching { Males	2	311	312	305	...	...	...	...
{ Females ... ..	...	...	...	...	...	...	...	...
Agriculture	1	83	59	57	...	...	...	...
Veterinary	1	190	195	187	...	...	...	...
Total	...	6	1,347	1,321	1,219	...	...	...	...
SECONDARY SCHOOLS.										
School Education, General.	For Boys { High Schools	31	12,194	12,595	11,477	13	4,370	4,517	4,010	
	{ Middle Schools { English ... ..	...	...	...	...	67	15,727	15,805	13,737
	{ Vernacular ... ..	...	...	...	...	145	26,929	27,878	24,309
	For Girls { High Schools	4	908	851	735	...	...	...	...
	{ Middle Schools { English ... ..	...	...	...	...	...	...	...	...
	{ Vernacular ... ..	...	...	...	...	16	2,671	2,402	1,934
Total	...	35	18,102	18,446	12,152	241	49,697	50,293	43,990	
PRIMARY SCHOOLS.										
School Education, General.	For Boys { Upper Primary Schools	6	977	927	817	2,855	151,830	142,698	124,479	
	{ Lower " "	2	150	126	103	450	20,981	18,901	15,955	
	For Girls { Upper Primary Schools ... ..	...	...	...	...	505	21,131	19,935	16,409
	{ Lower " " ... ..	...	...	...	...	79	3,951	3,704	2,796
Total	...	8	1,127	1,053	923	3,837	198,296	184,638	159,639	
SCHOOLS FOR SPECIAL INSTRUCTION										
School Education, Special.	Training Schools for Masters	11	727	734	717	8	132	130	127	
	" " for Mistresses	1	101	102	93	2	26	22	21	
	Schools of Art	1	261	266	226	...	...	...	...
	Law Schools ... ..	...	...	...	...	...	...	...	...
	Medical Schools	1	255	257	248	...	...	...	...
	Engineering and Surveying Schools	1	97	93	92	...	...	...	...
	Technical and Industrial Schools	1	421	427	374	22	1,763	1,686	1,451	
	Commercial Schools	1	40	45	40	...	...	...	...
	Agricultural Schools ... ..	...	...	...	...	...	...	...	...
	Reformatory Schools	1	141	146	133	...	...	...	...
	Other Schools	1	17	18	15	...	...	...	...
Total	...	19	2,060	2,098	1,943	32	1,921	1,838	1,599	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		68	17,636	17,918	16,277	4,160	249,914	236,368	205,228	

PRIVATE INSTITUTIONS.

1.—Advanced Teaching—

(a) Arabic or Persian ... ..	...	...	...	...	...	...	...	...	...
(b) Sanskrit ... ..	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic ... ..	...	...	...	...	...	...	...	...	...

2. Elementary teaching a Vernacular only by or mainly

3. Elementary teaching the Quran, Siastarasas 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 1915-16.

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.			
1				27	28	29	30	31	32	33	34
ARTS COLLEGES.											
Collegiate Education.	English	Males	471	799	...	1	7	7	...	
		Females...	...	1	"	
	Oriental	2	42	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	12	18	1
Medicine	...	...	...	37	18	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...
Teaching	Males	...	...	36	93	...	...	...	1	...
	Females...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	29	19	...	...	...	...	...
Veterinary	...	...	...	42	118	...	...	...	...	...
Total				630	1,107	...	1	7	8	...	
SECONDARY SCHOOLS.											
School Education, General.	For Boys	High Schools	...	6,905	16,287	5	25	82	2	...	
		Middle Schools	English	...	3,971	9,711	...	4	62	54	...
	Vernacular		...	3,371	10,596	...	...	80	2	...
	For Girls	High Schools	...	312	234	...	20	1	...	152	
		Middle Schools	English	...	110	155	...	23	1	...	98
	Vernacular		...	1,093	749	...	4	9	...	...
Total				15,762	37,768	5	76	235	58	248	
PRIMARY SCHOOLS.											
School Education, General.	For Boys	Upper Primary Schools	...	28,513	89,064	22	...	1,582	775	...	
		Lower " "	...	3,018	13,408	...	...	310	56	...
	For Girls	Upper Primary Schools	...	5,855	9,821	...	2	42	...	234	
		Lower " "	...	792	2,268	...	...	6	...	23
Total				38,178	114,561	22	2	1,940	832	262	
SCHOOLS FOR SPECIAL INSTRUCTION.											
School Education, Special.	Training Schools for Masters			79	373	...	...	...	...	...
	" " for Mistresses			17	49	...	...	2	...	...
	Schools of Art			22	150	...	...	...	...	...
	Law Schools			...	...	...	...	...	...	...
	Medical Schools			60	121	...	1	...	...	...
	Engineering and Surveying Schools			23	31	...	...	...	...	...
	Technical and Industrial schools			228	1,283	...	...	124	...	...
	Commercial Schools...			5	14	...	...	...	...	...
	Agricultural Schools			...	...	...	...	...	...	...
	Reformatory Schools			4	62	...	...	18	...	...
	Other Schools			5	17	...	4	1	...	...
Total				443	2,100	...	5	145	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION				55,013	155,534	27	84	2,327	898	510	
PRIVATE INSTITUTIONS.											
1. Advanced Teaching—											
	(a) Arabic or Persian	For Boys	...	1	1,733	...	...	...	11	...
		For Girls	...	...	20	...	...	...	...	8
	(b) Sanskrit	...	42	...	...	...	3	5	...	
	(c) Any other Oriental Classic			...	...	...	...	...	...
2. Elementary teaching a Vernacular only or mainly.	For Boys	...	...	2,507	2,112	...	...	71	300	...
	For Girls	...	...	353	324	...	...	2	...	87
3. Elementary teaching the Quran, Shastras or other religious Books by rote.	For Boys	...	...	26	22,753	...	...	14	2,069	...
	For Girls	...	...	1	10,847	...	...	...	...	1,266
4. Other Schools not conforming to Departmental Standard.	For Boys	...	...	539	670	...	...	11	...	...
	For Girls	...	...	264	717	...	4	9	...	27
Total				3,733	39,176	...	4	110	2,385	1,388	
GRAND TOTAL				58,746	194,710	27	88	2,437	3,283	1,898	

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 1915-16.

1	2	3	HINDUS.		6	7	8	9	10	11
			4	5						
COLLEGIATE EDUCATION—										
<i>Arts Colleges—</i>										
English ...	Male ...	6	30	617	1,812	471	799	...	1	7
	Female ...	2	11	2	4	1	...	...	...	...
Oriental ...	Male ...	...	1	81	4	2	42	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
<i>Colleges for professional training—</i>										
Law ...	Male ...	...	1	13	115	12	18	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	1	15	105	37	18	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	20	7	36	118	36	93	...	...	...
	Female ...	38	3	...	...	...	...	...	...	...
Agriculture ...	Male ...	3	2	...	33	29	19	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Veterinary ...	Male ...	...	...	...	30	42	118	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...	...	69	54	764	2,221	630	1,107	...	1	7
SCHOOL EDUCATION—GENERAL—										
<i>Secondary Schools—</i>										
<i>For Boys—</i>										
High Schools ...	Male ...	660	451	4,943	21,751	6,905	16,287	5	25	82
	Female ...	2	...	...	...	...	...	...	...	...
Middle Schools— English ...	Male ...	210	252	2,858	11,264	3,971	9,709	...	4	62
	Female ...	49	3	...	...	...	2	...	...	...
Vernacular ...	Male ...	...	444	3,056	10,173	3,371	10,579	...	...	80
	Female ...	...	...	1	...	...	1	...	...	...
<i>For Girls—</i>										
High Schools ...	Male ...	136	5	1	3	6	...	...	1	...
	Female ...	798	271	79	693	303	284	...	19	1
Middle Schools— English ...	Male ...	68	...	...	1	...	...	...	7	...
	Female ...	471	148	17	49	110	155	...	16	1
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	244	457	4,210	1,093	749	...	4	9
Total ...	...	2,414	1,818	11,442	43,144	15,762	37,766	5	76	235
<i>Primary Schools—</i>										
<i>For Boys—</i>										
Upper Primary ...	Male ...	38	1,947	18,806	63,531	28,469	88,627	22	...	1,562
	Female ...	21	6	58	190	44	437	...	...	20
Lower Primary ...	Male ...	...	204	2,721	11,224	3,018	13,402	...	...	309
	Female ...	...	...	16	33	...	6	...	...	1
<i>For Girls—</i>										
Upper Primary ...	Male ...	65	6	26	63	14	58	...	2	...
	Female ...	73	832	2,853	14,752	5,841	9,763	...	...	42
Lower Primary ...	Male ...	...	...	13	15	...	...	...	...	...
	Female ...	...	134	416	2,562	792	2,268	...	...	6
Total ...	...	197	3,120	24,911	92,410	38,178	114,561	22	2	1,940

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 1915-16.

1	2	3	HINDUS.		6	7	8	9	10	11
			4	5						
	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadians.	Buddhists.	Parsis.	Others.	REMARKS.
	2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL— <i>Schools for Special Instruction.</i>										
Training Schools	Male	30	187	291	79	373	...	...	...
	Female	83	13	65	17	49	...	...	2	
Schools of Art	Male	6	13	70	22	150	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	1	44	121	59	101	...	...	...
	Female	10	90	4	1	20	...	1	...	
Engineering and Surveying Schools.	Male	1	9	33	23	31	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	57	119	588	220	1,282	...	...	123	
	Female	275	11	84	8	1	...	...	1	
Clerical and Commercial Schools.	Male	1	7	13	5	14	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	1	8	43	4	62	...	...	18	
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	1	17	32	5	17	...	1	1	
	Female	41	6	1	...	...	...	3	...	
Total	52	568	422	1,350	443	2,100	...	5	145	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.										
	2,732	5,569	37,542	1,44,125	55,013	1,55,534	27	84	2,327	
PRIVATE INSTITUTIONS—										
1. ADVANCED TEACHING—										
(a) Arabic or Persian	Male	...	1	26	1	1,730	...	...	...
	Female	...	...	...	...	23	...	...	...
(b) Sanskrit	Male	...	1,179	246	42	...	...	...	3	
	Female	...	...	5	...	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—										
For Boys	Male	74	1,578	8,717	2,333	2,064	...	...	71	
	Female	...	...	78	174	45	...	...	...
For Girls	Male	...	8	33	42	4	...	...	...
	Female	98	208	881	311	320	...	...	2	
3. ELEMENTARY TEACHING—THE QURAN ONLY—										
For Boys	Male	...	204	307	26	20,692	...	...	14	
	Female	...	...	8	...	2,061	...	...	...
For Girls	Male	...	...	...	...	1,256	...	...	...
	Female	...	89	207	1	9,581	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD—										
For Boys	Male	9	425	1,288	539	670	...	...	11	
	Female	...	...	...	...	...	...	...	...
For Girls	Male	29	539	156	766	264	712	4	9	
	Female	22	...	...	...	5	...	...	...
TOTAL OF PRIVATE INSTITUTIONS										
	51	720	3,849	12,562	3,733	39,176	...	4	110	
GRAND TOTAL										
	22,783	62,219	41,330	1,56,687	58,746	1,94,710	27	88	2,437	

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1915-16.

CLASS OF INSTITUTIONS.		PUBLIC INSTITUTIONS.												Grand total of public institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.										Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
		UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.										English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Indian Christians.	Hindus.					Parsis.	Others.				
		Managed by Government.				Aided by Government or by District or Municipal Boards.				Unaided.											Brahmans.	Non-Brahmans.	Sikhs.	Muhamedans.	Buddhists.						
		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.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			14	15	16	17	18						19	20	21			
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Collegiate education. } Teaching ... { Males } ... { Females ...		1	20	18	18	1	38	34	34	1	20	20	26	10	20
Total		1	20	18	18	1	38	34	34	...	...	...	...	2	58	53	26	22	58	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... { High Schools : ... } Middle Schools, English		3	395	349	339	3	295	254	242	...	...	...	...	5	680	690	76	605	660	8	4	5	...	8	...	9	1	...	...
" Girls ... { High Schools ... } Middle Schools, English		2	379	377	368	4	264	253	204	...	...	...	...	4	264	193	12	76	259	6	...	...	...	...	...	...	...	...	...	...
TOTAL		4	774	726	702	7	559	507	446	...	...	...	...	9	957	957	8	378	933	14	3	...	1	...	...	6	...	...	...
PRIMARY SCHOOLS.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... { Upper Primary Schools ... } Lower Primary Schools		3	63	62	49	3	63	62	49	...	...	...	...	3	63	63	...	9	59	...	...	...	2	...	...	2	23	...	...
" Girls ... { Upper Primary Schools ... } Lower Primary Schools		4	143	135	109	4	143	135	109	...	...	...	...	4	143	143	...	32	138	...	...	...	...	...	...	2	...	...	70	
TOTAL		7	206	197	157	7	206	197	157	...	...	...	...	7	206	206	...	41	197	...	3	...	2	...	2	23	70	...	...
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION		4	774	723	702	30	1,920	1,900	1,735	...	...	...	...	34	2,703	2,692	93	1,219	2,606	22	13	8	...	11	...	40	3	77	309	
GRAND TOTAL		5	794	744	720	31	1,937	2,024	1,769	...	...	...	...	36	2,761	2,690	122	1,241	2,664	23	13	8	...	11	...	40	3	77	309	
Private Institutions		...	...	...	...	...	...	...	...	...	...	...	...	2	50	50	...	...	50	...	...	...	...	...	...	...	...	...	...	...
Other schools not conforming to departmental standard		...	...	...	...	...	...	...	...	...	...	...	...	2	50	50	...	...	50	...	...	...	...	...	...	...	...	...	...	...
TOTAL		...	...	...	...	...	...	...	...	...	...	...	...	2	50	50	...	...	50	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL		38	2,811	2,740	122	1,241	2,714	22	13	8	...	11	...	40	3	77	331	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.		PUBLIC						
		UNDER PUBLIC						
		Managed by Government.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	
ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.	English ... { Male	1,00,144	...	...	57,962	...	...	1,58,106
	English ... { Female ... ..	...	...	...	...	...	...	...
	Oriental ... ..	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES: FOR PROFESSIONAL TRAINING.							
	Law ... ..	...	...	...	...	...	...	...
	Medicine	1,32,268	...	...	18,530	...	...	1,45,798
	Engineering ... ..	...	...	...	...	...	...	...
	Teaching ... { Male	1,05,805	2,196	1,131	...	...	13,484	1,22,616
	Teaching ... { Female ... ..	...	...	...	...	...	...	...
	Agriculture	63,838	...	...	4,175	...	...	68,013
Veterinary	57,069	...	...	11,185	...	(a)37,984	1,06,288	
Total		4,59,124	2,196	1,131	86,852	...	61,468	6,00,771
SECONDARY SCHOOLS.								
School Education, General.	For Boys... { High Schools	2,36,646	245	125	3,22,722	23	(b)39,221	5,98,982
	For Boys... { Middle Schools { English ... ..	...	...	...	...	...	...	...
	For Boys... { Middle Schools { Vernacular ... ..	...	...	...	...	...	...	...
	For Girls... { High Schools	49,505	...	...	14,745	...	(c)23,607	87,857
	For Girls... { Middle Schools { English ... ..	...	...	...	...	...	...	...
	For Girls... { Middle Schools { Vernacular ... ..	...	...	...	...	...	...	...
Total		2,86,151	245	125	3,37,467	23	62,823	6,86,839
PRIMARY SCHOOLS.								
School Education, General.	For Boys... { Upper Primary Schools	10,982	...	...	6,115	...	22	17,119
	For Boys... { Lower Primary Schools	2,314	...	...	247	...	...	2,561
	For Girls... { Upper Primary Schools ... ..	...	...	...	...	...	...	...
	For Girls... { Lower Primary Schools ... ..	...	...	...	...	...	...	...
Total		13,296	...	...	6,362	...	22	19,680
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special.	Training Schools for Masters	1,14,787	...	...	...	...	...	1,14,787
	Training Schools for Mistresses	18,634	...	...	...	...	...	18,634
	Schools of Art	46,573	...	...	934	...	...	47,507
	Law Schools ... ..	...	...	...	...	...	...	...
	Medical Schools	17,043	...	...	5,357	...	...	22,400
	Engineering and Surveying Schools	30,853	142	90	6,110	...	...	37,195
	Technical and Industrial Schools	19,175	...	...	794	425	...	20,394
	Commercial Schools	2,375	...	...	1,982	...	...	4,357
	Agricultural Schools ... ..	...	...	...	...	...	...	...
	Reformatory Schools	29,091	...	...	...	...	...	29,091
	Other Schools	1,337	...	...	43	16	...	1,396
Total		2,79,868	142	90	15,220	441	...	2,95,761
Buildings	6,05,171	...	...	...	...	9,554	6,14,725	
Furniture and apparatus (Special Grants only)	34,303	...	...	4,282	...	(e)25,045	63,630	
Total		6,39,474	...	...	4,282	...	34,599	6,78,355
University ... ..	...	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges ... ..	...	...	...	...	...	...
	Medical Colleges ... ..	...	...	...	...	...	...
	Other Professional Colleges ... ..	...	...	...	...	...	...
	Secondary Schools ... ..	...	...	...	...	...	...
	Primary Schools ... ..	...	...	...	...	...	...
	Medical Schools ... ..	...	...	...	...	...	...
Boarding-houses	Technical and Industrial Schools ... ..	...	...	...	...	...	...
	Other Special Schools ... ..	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...
Total		...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		16,77,918	2,588	1,346	4,50,183	464	1,48,917	22,81,406

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 ...	...	...	67,690	...	10,613	78,303	2,16,521	300
		Female ...	...	...	...	...	...	...	3,000	...
	Oriental ...	...	...	...	...	...	...	...	15,126	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law ...	...	...	...	21,241	...	...	21,241	...	...
	Medicine ...	...	...	...	...	...	...	...	1,32,268	...
	Engineering ...	...	...	...	...	...	...	...	...	...
	Teaching ..	Male ...	...	...	...	...	...	...	1,75,805	2,196
		Female ...	...	...	...	...	...	...	9,130	...
	Agriculture ...	...	...	...	...	...	...	...	63,338	...
	Veterinary ...	...	...	...	...	...	...	...	57,669	...
	Total					88,931	...	10,613	99,544	6,05,747	2,496
SECONDARY SCHOOLS.											
School Education, General.	For Boys...	High Schools	...	...	99,501	17,579	11,994	1,23,074	4,83,700	33,546
		Middle Schools	English	...	42,452	23,024	3,050	67,526	43,754	68,772	
			Vernacular	...	...	...	...	...	1,783	2,42,906
	For Girls ..	High Schools	...	...	...	...	6,684	6,684	1,09,610	...
		Middle Schools	English	1,775	2,044	8,658	12,477	86,640	...
			Vernacular	854	1,277	25	13,173
Total					1,43,728	42,040	31,270	2,17,038	6,74,947	3,48,396	
PRIMARY SCHOOLS.											
School Education, General.	For Boys .	Upper Primary Schools	...	...	2,222	10,683	8,317	16,222	16,885	10,90,806
		Lower Primary Schools	...	...	177	759	3,191	4,127	2,773	97,972
	For Girls ..	Upper Primary Schools	...	...	...	2,031	(d)3,334	5,265	13,028	1,57,356
		Lower Primary Schools	...	...	...	127	1,992	2,119	...	11,215
			
Total					2,399	13,600	11,734	27,733	32,684	13,57,349	
SCHOOLS FOR SPECIAL INSTRUCTION.											
School Education, Special.	Training Schools for Masters				...	...	288	288	1,16,787	16,309
	Training Schools for Mistresses				...	...	...	...	21,965	540
	Schools of Art				...	...	...	...	46,573	...
	Law Schools				...	...	...	...	...	...
	Medical Schools				...	90	1,733	1,823	51,043	...	
	Engineering and Surveying Schools				...	...	...	...	30,853	142
	Technical and Industrial Schools				...	...	...	...	25,010	33,828
	Commercial Schools				...	...	...	...	2,375	...
	Agricultural Schools				...	...	...	...	...	...
	Reformatory Schools				...	...	...	...	29,091	...
	Other schools				...	...	...	...	13,504	...
Total					...	90	2,021	2,111	3,37,141	50,819	
Buildings					2,259	34,812	78,387	1,15,468	10,54,896	7,48,926	
Furniture and Apparatus (Special Grants only)					1,030	10,472	11,332	22,834	53,498	61,215	
Total					3,289	45,284	89,729	1,38,302	11,08,394	8,10,141	
University					...	...	...	...	10,450	...
Direction					...	...	...	...	78,409	...
Inspection					...	...	...	...	3,28,524	53,702
Scholarships held in	Arts Colleges				...	...	...	...	18,250	1,739
	Medical Colleges				...	...	...	...	3,223	542
	Other Professional Colleges				...	...	...	...	3,279	1,431
	Secondary Schools				...	...	...	...	57,875	72,843
	Primary Schools				...	...	...	...	22,050	1,116
	Medical Schools				...	...	...	...	11,535	936
	Technical and Industrial Schools				...	...	...	...	6,000	9,344
	Other Special Schools				...	...	...	...	...	...
Boarding-houses					...	...	...	...	1,35,492	38,372
Miscellaneous					...	...	...	...	68,853	38,048
Total					...	...	...	...	7,43,990	2,18,073
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION					2,38,347	1,01,014	1,45,367	4,84,728	(g)35,02,305	(h)27,87,274	

TABLE IV—concluded.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16—concluded.

SOURCE OF REVENUE FROM					REMARKS.
Municipal Funds.	Fees.	ALL OTHER SOURCES.		GRAND TOTAL.	
		Private.	Public. Imperial contributions.		
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
967	2,40,903	91,811	..	5,50,502	
...	705	675	...	4,380	
...	379	3,516	...	22,021	
...	21,241	...	...	21,241	
...	13,530	...	...	1,45,798	
...	
1,131	...	13,484	...	1,22,616	
...	5,818	...	...	14,938	
...	4,175	...	...	68,013	
...	11,185	...	37,984	1,06,238	(a) From Imperial Revenues.
2,098	2,97,936	1,09,486	37,984	10,55,747	
73,787	9,81,959	2,13,403	25,204	18,11,599	(b) Includes Rs. 25,204 from Imperial Revenues.
75,137	3,19,050	82,339	...	6,79,052	
21,825	59,061	4,483	...	3,30,062	
6,540	54,702	27,001	21,854	2,19,827	(c) Includes Rs. 21,854 from Imperial Revenues.
1,393	16,374	15,826	...	69,633	
42,469	207	28,207	...	84,081	
2,21,151	14,31,353	3,71,349	47,058	30,94,254	
32,520	1,09,721	57,810	...	13,07,742	
73,424	15,552	16,517	...	2,06,238	
90,004	4,375	58,202	...	3,22,965	(d) Includes Rs. 10 from District Funds.
29,075	205	8,955	...	49,450	
2,25,023	1,29,853	1,41,484	...	18,86,395	
...	...	7,460	...	1,40,556	
1,856	407	5,350	...	30,058	
...	934	...	...	47,507	
...	
...	8,925	23,017	...	82,985	
90	6,110	...	...	37,195	
23,442	4,499	13,939	...	1,00,718	
...	1,982	...	...	4,357	
...	
...	...	...	...	29,091	
...	2,950	2,310	...	18,764	
25,388	25,807	52,076	...	4,91,231	
63,056	2,259	4,67,170	...	23,36,307	(e) Includes Rs. 10,690 from Imperial Revenues.
13,681	8,226	61,756	10,690	2,09,066	(f) Includes Rs. 6,598, the expenditure on the medical inspection of schools.
76,737	10,485	5,28,926	10,690	25,45,373	(g) Includes Rs. 5,74,328 from Imperial grants.
...	2,03,061	10,113	55,600	2,78,624	(h) Includes the following items :—
...	...	...	...	78,409	(1) Rs. 1,39,987 from Provincial Revenues for the extension of vernacular education.
5,925	...	...	...	3,88,161	(2) Rs. 2,800 from Provincial Revenues for the maintenance of District Board Schools.
2,892	...	27,944	...	50,825	(3) Rs. 9,53,126 from Imperial Revenues for the extension of vernacular education.
224	...	1,503	...	5,492	(4) Rs. 16,617 from Imperial Revenues for local training classes.
243	...	13,070	...	18,023	(i) Includes the following items :—
14,535	...	5,785	...	1,51,038	(1) Rs. 80,988 from Provincial Revenues for the extension of vernacular education.
716	...	184	...	24,066	(2) Rs. 80,433 from Imperial Revenues for the extension of vernacular education.
96	...	10,121	...	22,738	(3) Rs. 8,000 from Provincial Revenues for the maintenance of Secondary Municipal Board Schools.
2,898	...	3,283	...	21,525	(4) Rs. 2,500 from Imperial Revenues for the erection and improvement of school buildings.
...	...	...	...	...	(5) Rs. 235 from Provincial Revenues for the erection and improvement of school buildings.
7,908	3,97,804	2,13,862	17,509	8,10,937	
13,611	42,506	35,198	95,711	2,93,927	
49,048	6,43,871	3,21,063	1,68,220	21,43,765	
(i) 5,99,445	25,38,805	15,24,384	2,63,952	1,12,16,765	

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.		PUBLIC INSTRUCTION										
		UNDER PUBLIC MANAGEMENT.						UNDER PRIVATE				
		Managed by Government.						Aided by Government Municipal				
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
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	15,2119	9,637	24,856
		Female	9,120	5,818
	Total	15,2119	...	...	...	9,637	24,856	9,120	...	...	5,818
SECONDARY SCHOOLS.												
School Education, General	For Boys	High Schools	14,9972	16,636	(a) 28,711	60,339	42,750	23,982
		Middle Schools, English	18,233	7,324
	For Girls	High Schools	7,4906	10,003	(b) 23,607	41,106	49,204	34,396
		Middle Schools, English	34,771	14,599
	Total	22,4888	26,639	(c) 52,318	1,01,445	1,44,953	80,301
PRIMARY SCHOOLS.												
School Education, General	For Boys	Upper Primary Schools	3,855	1,977
		Lower Primary Schools
	For Girls	Upper Primary Schools	8,379	3,429
		Lower Primary Schools
Total	...	...	...	...	...	...	...	12,234	...	...	5,406
Buildings	1,00,2839	...	...	...	...	...	1,00,289	47,455	...	...	...
Furniture and Apparatus (Special Grants only).	1,7778	...	...	...	...	...	(d) 10,690	12,463	6,127	...	2,897
Total	1,02,0667	...	...	...	...	...	(d) 10,690	1,12,757	53,582	...	2,897
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Boarding Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,39,7774	...	...	26,639	...	72,645	2,39,058	2,19,894	...	...	94,422

TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1915-16.

TUTIONS.							TOTAL EXPENDITURES FROM							REMARKS.
MANAGEMENT.														
or by District or Boards.			Unaided.											
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.	
...	...	...	...	...	...	...	15,219	...	...	...	9,637	...	24,856	
...	...	14,938	...	...	...	...	9,120	...	...	5,818	...	...	14,938	
...	...	14,938	...	...	...	...	24,339	...	...	5,818	9,637	...	39,794	
...	614	67,376	...	...	...	...	57,742	...	...	40,618	4,151	25,204	1,27,715	(a) Includes Rs. 25,204 from Imperial Revenues.
783	1,752	28,092	...	...	...	...	18,233	...	...	7,324	2,535	...	28,092	(b) Includes Rs. 21,854 from Imperial Revenues.
...	...	88,600	...	...	...	...	56,700	...	...	44,399	1,753	21,854	1,24,706	
...	...	49,370	...	...	...	...	34,771	...	...	14,599	...	...	49,370	
783	2,396	3,28,438	...	...	...	...	1,67,446	...	...	1,06,940	8,439	47,058	3,29,883	(c) Includes Rs. 47,058 from Imperial Revenues.
...	688	6,520	...	...	...	...	3,855	...	...	1,977	688	...	6,520	
...	
315	2,671	14,794	...	...	...	...	8,379	...	...	3,429	2,986	...	14,794	
...	
315	3,359	21,314	...	...	...	...	12,234	...	...	5,406	3,674	...	21,314	
...	30,673	78,128	...	...	...	...	1,47,744	...	...	...	30,673	...	1,78,417	(d) From Imperial Revenues.
...	1,980	11,004	...	...	...	...	7,905	...	...	2,897	1,980	10,690	23,472	
...	32,653	89,132	...	...	...	...	1,55,649	...	...	2,897	32,653	10,690	2,01,889	
...	...	...	...	...	...	...	15,772	...	...	...	...	...	15,772	
...	...	...	...	...	...	...	1,188	...	...	...	...	...	1,188	
...	...	...	...	...	...	...	7,883	...	...	...	...	...	7,883	
...	...	...	...	...	...	...	56,566	...	...	1,71,057	59,497	17,509	3,04,629	
...	...	...	...	...	...	...	4,887	...	...	42,506	27,150	95,711	1,70,254	
...	...	...	...	...	...	...	86,296	...	...	2,13,563	86,647	1,13,220	4,99,726	
1,098	38,408	3,53,822	...	...	...	...	4,45,964	...	...	3,34,624	1,41,050	1,70,988	10,92,606	

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				
				Boys.	Girls.	Total.	Boys.	Girls.	Total.		
SECONDARY SCHOOLS.											
For Boys.	Government	English	.....	31	12,194	2,597	...	2,597	4,775	...	4,775
		Vernacular	.....	...	...	...	...	...	...	...	...
	District Board	English	.....	42	10,079	316	...	316	3,518	...	3,518
		Vernacular	.....	133	25,011	...	...	...	6,681	...	6,681
	Municipal	English	.....	38	9,958	257	...	257	3,052	...	3,052
		Vernacular	.....	12	1,978	...	...	...	477	...	477
	Aided	English	.....	117	38,183	4,838	...	4,838	11,924	7	11,931
	Vernacular	.....	3	716	...	...	...	150	...	150	
Unaided	English	.....	87	9,081	1,368	...	1,368	3,205	...	3,205	
	Vernacular	.....	...	...	...	...	...	...	...	...
Total				413	107,200	9,376	...	9,376	33,780	7	33,787
For Girls.	Government	English	.....	4	908	...	47	47	...	213	213
		Vernacular	.....	...	...	...	...	...	...	...	...
	District Board	English	.....	6	919	...	...	...	...	87	87
		Vernacular	.....	...	...	...	...	...	...	...	...
	Municipal	English	.....	10	1,752	...	...	...	...	305	305
		Vernacular	.....	24	2,201	...	153	153	3	468	471
	Aided	English	.....	22	4,024	...	...	...	...	415	415
	Vernacular	.....	4	557	...	8	8	...	78	78	
Unaided	English	.....	1	101	...	...	...	...	9	9	
	Vernacular	.....	...	...	...	...	...	...	...	...
Total				71	10,462	...	208	208	3	1,575	1,578
TOTAL SECONDARY SCHOOLS.				484	117,662	9,376	208	9,584	33,783	1,582	35,365
PRIMARY SCHOOLS.											
<i>Upper Primary Schools.</i>											
For Boys.	Government	.....	6	977	...	...	...	...	...	...	...
	District Board	.....	2,842	1,50,039	...	...	...	...	...	...	...
	Municipal	.....	11	1,811	...	...	...	...	...	...	...
	Aided	.....	1,050	45,861	...	...	...	...	...	...	...
	Unaided	.....	125	5,110	...	...	...	...	...	...	...
Total				4,084	208,828	...	...	...	...	...	...
For Girls.	Government	.....	396	15,059	...	...	...	...	...	...	...
	District Board	.....	109	6,425	...	...	...	...	...	...	...
	Municipal	.....	242	12,141	...	...	...	...	...	...	...
	Aided	.....	21	770	...	...	...	...	...	...	...
	Unaided	.....	...	...	...	...	...	...	...	...	...
Total				768	31,395	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS.				4,802	2,38,223	...	...	...	...	...	...
<i>Lower Primary Schools.</i>											
For Boys.	Government	.....	2	150	...	...	...	...	...	...	...
	District Board	.....	355	12,405	...	...	...	...	...	...	...
	Municipal	.....	95	8,576	...	...	...	...	...	...	...
	Aided	.....	198	7,494	...	...	...	...	...	...	...
	Unaided	.....	73	2,309	...	...	...	...	...	...	...
Total				723	30,934	...	...	...	...	...	...
For Girls.	Government	.....	22	679	...	...	...	...	...	...	...
	District Board	.....	57	3,272	...	...	...	...	...	...	...
	Municipal	.....	51	1,536	...	...	...	...	...	...	...
	Aided	.....	24	709	...	...	...	...	...	...	...
	Unaided	.....	...	...	...	...	...	...	...	...	...
Total				154	6,196	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS				877	37,130	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS				5,679	275,353	...	...	...	...	...	...
GRAND TOTAL				6,163	393,015	9,376	208	9,584	33,783	1,582	35,365

REAL TABLE V.

FOR GENERAL EDUCATION IN THE FUNJAB AT THE END OF THE OFFICIAL YEAR 1915-16.

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.			Net reading Printed Books.		
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	(Girls.	Total.	Boys.	Girls.	Total.
2,926	...	2,926	1,896	...	1,896	...	...	...	12,194	...	12,194
...
3,404	...	3,404	2,843	...	2,843	...	...	...	10,079	...	10,079
4,854	...	4,854	13,164	2	13,166	310	...	310	25,009	2	25,011
3,058	...	3,058	3,412	2	3,414	177	...	177	9,956	2	9,958
394	...	394	1,092	...	1,092	15	...	15	1,978	...	1,978
9,317	17	9,334	12,005	30	12,035	45	...	45	38,129	54	38,183
163	...	163	403	...	403	...	...	...	716	...	716
2,389	...	2,389	2,099	...	2,099	20	...	20	9,031	...	9,081
...
26,505	17	26,522	36,914	34	36,948	567	...	567	107,142	58	107,200
...
...	228	232	83	330	413	...	3	3	87	821	908
...
...	144	144	...	688	688	...	...	...	...	919	919
...
...	620	620	...	827	827	...	...	...	...	1,752	1,752
16	435	451	142	944	1,086	...	40	40	161	2,040	2,201
...	720	720	...	2,756	2,756	...	133	133	...	4,024	4,024
...	109	109	...	230	330	...	32	32	...	557	557
...	8	8	...	84	84	...	...	...	...	101	101
20	2,264	2,284	225	5,959	6,184	...	208	208	248	10,214	10,462
26,525	2,281	28,806	37,139	5,993	43,132	567	208	775	107,390	10,272	117,662
...
382	...	382	585	...	585	10	...	10	977	...	977
31,197	2	31,199	118,084	45	1,18,129	741	...	741	150,022	47	150,069
660	...	660	1,100	...	1,100	51	...	51	1,811	...	1,811
4,795	6	4,801	40,301	701	41,002	58	...	58	45,154	707	45,861
449	...	449	4,591	22	4,613	48	...	48	5,088	22	5,110
37,483	8	37,491	164,661	768	165,429	908	...	908	2,03,052	776	2,03,828
...
...	2,012	2,012	...	13,033	13,033	...	14	14	...	15,059	15,059
...	850	850	...	5,555	5,555	...	20	20	...	6,425	6,425
9	1,325	1,335	201	10,375	10,576	...	230	230	210	11,931	12,141
...	41	41	24	705	729	...	...	...	24	716	770
9	4,229	4,238	225	29,663	29,888	...	264	264	234	34,131	34,395
37,492	4,237	41,729	164,886	30,436	195,322	908	264	1,172	2,03,286	34,937	238,223
...
...	...	...	150	...	150	...	...	...	150	...	150
...	...	...	12,384	4	12,388	17	...	17	12,401	4	12,405
...	...	...	6,035	...	6,035	541	...	541	8,576	...	8,576
...	...	...	7,476	17	7,493	1	...	1	7,477	17	7,494
...	...	...	2,274	35	2,309	...	...	...	2,274	35	2,309
...	...	...	30,319	56	30,376	559	...	559	30,373	53	30,934
...
...	...	...	...	679	679	...	...	...	...	679	679
...	...	...	...	3,045	3,045	...	227	227	...	3,272	3,272
...	...	...	28	1,508	1,536	...	...	...	28	1,508	1,536
...	...	...	...	709	709	...	...	...	...	709	709
...	...	...	28	5,941	5,969	...	227	227	28	6,168	6,196
...	...	...	30,347	5,997	36,344	559	227	786	30,906	6,224	37,130
37,492	4,237	41,729	195,233	36,433	231,666	1,467	4491	1,958	234,192	47,161	275,353
64,017	6,518	70,535	232,372	42,426	274,798	2,034	6699	2,733	341,582	57,433	399,015

EDUCATION—GENERAL

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

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE.			
			<i>Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.</i>			
			1			
			Boys.	Girls.	Total.	
SECONDARY SCHOOLS.						
<i>For Boys</i> ...	Government, English ...	2	395	53	...	53
	Aided „ ...	7	559	52	...	52
	Unaided „ ...	...	...	...	...	...
	Total ...	9	954	105	...	105
<i>For Girls</i> ...	Government, English ...	2	379	...	23	23
	Aided „ ...	16	1,164	...	96	96
	Total ...	18	1,543	...	119	119
	TOTAL SECONDARY SCHOOLS. ...	27	2,497	105	119	224
PRIMARY SCHOOLS.						
<i>Upper Primary Schools.</i>						
<i>For Boys</i> ...	Aided ...	3	63	...	...	...
	Unaided ...	...	...	...	...	...
	Total ...	3	63	...	...	...
<i>For Girls</i> ...	Aided ...	4	143	...	...	...
	Total ...	4	143	...	...	...
	TOTAL UPPER PRIMARY SCHOOLS ...	7	206	...	...	...
<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	206	...	...	...
	GRAND TOTAL ...	34	2,703	105	119	224

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1915-16.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.</i>			<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>			<i>Comprising all pupils who have not passed beyond the Lower Primary Stage.</i>					
2			3			4					
Reading Printed Books.											
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
189	...	189	109	...	109	44	...	44	395	...	395
211	7	218	87	17	104	155	30	185	505	54	559
...
400	7	407	196	17	213	199	30	229	900	54	954
...	110	110	...	81	81	78	87	165	78	301	379
3	306	309	16	241	257	142	360	502	161	1,003	1,164
3	416	419	16	322	338	220	447	667	239	1,304	1,543
403	423	826	212	339	551	419	477	896	1,139	1,358	2,497
...	...	...	4	5	9	36	18	54	40	23	63
...
...	...	...	4	5	9	36	18	54	40	23	63
...	...	...	9	15	24	61	58	119	70	73	143
...	...	...	9	15	24	61	58	119	70	73	143
...	...	...	13	20	33	97	76	173	110	96	206
...
...
...
...
...
...
...	...	...	13	20	33	97	76	173	110	96	206
403	423	826	225	359	584	516	553	1,069	1,249	1,454	2,703

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ...	1	2	1	4	34	21	1	7	63
2. Bachelor of Arts ...	1	4	3	8	87	238	299	71	695
3. M. Sc. ...	2	1	...	2	10	...	...	...	10
4. B. Sc. ...	2	1	...	3	34	9	...	...	43
5. Intermediate Science Faculty ...	1	3	2	6	67	103	177	...	347
6. Intermediate Arts Faculty ...	1	5	3	9	76	235	514	67	892
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit ...	...	1	...	1	...	27	...	88	115
3. " " Gurmukhi ...	...	1	...	1	...	4	...	29	33
3. " " Arabic ...	...	1	...	1	...	10	...	9	19
3. " " Persian ...	...	1	...	1	...	12	...	32	44
4. High Proficiency in Sanskrit ...	...	1	...	1	...	19	...	90	109
4. " " Arabic ...	...	1	...	1	...	3	...	1	4
4. " " Persian ...	...	1	...	1	...	1	...	3	4
4. " " Urdu ...	...	...	...	...	...	...	...	7	7
4. " " Punjabi ...	...	1	...	1	...	1	...	27	28
4. " " Hindi ...	...	...	...	...	...	...	...	2	2
5. Proficiency in Sanskrit... Arabic ...	...	...	...	...	...	...	...	192	192
5. " " Persian ...	...	...	...	...	...	...	...	6	6
5. " " Urdu ...	...	...	...	...	...	...	...	1	1
5. " " Punjabi ...	...	...	...	...	...	...	...	10	10
5. " " Hindi ...	...	...	...	...	...	...	...	5	5
COLLEGES FOR PROFESSIONAL TRAINING.									
<i>Law.</i>									
1. Doctor of Laws ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws ...	...	...	1	1	...	...	45	48	93
3. First Examination in Law ...	...	...	1	1	...	...	79	9	88
<i>Medicine.</i>									
1. Final Professional Examination for M. B., B. S. ...	1	...	...	1	47	...	...	...	47
2. Second " " " " " ...	1	...	...	1	23	...	...	...	23
3. First " " " " " ...	1	...	...	1	46	...	...	...	46
4. Additional test in Chemistry ...	1	3	2	6	27	21	51	1	100
5. Master of Surgery Examination ...	...	...	...	...	...	...	...	1	1
6. Special Certificate Class Examination for Females ...	...	...	...	...	...	...	...	...	...
7. Second L. M. S. Examination ...	...	...	...	...	...	...	...	1	1
8. Veterinary College Examination ...	1	...	...	1	55	...	...	...	55
<i>Engineering.</i>									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
Teaching* ...	2	2	...	4	238	21	...	39	298
Agricultural College Examination ...	1	...	...	1	14	...	...	...	14
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... { For Boys ...	23	65	21	114	970	1,927	651	459	4,007
1. Matriculation ... { For Girls ...	...	4	...	4	...	22	...	6	28
2. High School Examination for Europeans. { For Boys ...	2	3	...	5	15	15	...	...	30
2. High School Examination for Europeans. { For Girls ...	2	5	...	7	9	20	...	1	30
3. Middle School Examination for Europeans. { For Boys ...	2	5	...	7	44	27	...	1	71
3. Middle School Examination for Europeans. { For Girls ...	2	13	...	15	17	53	...	...	70
4. Vernacular Final Examination for Boys ...	128	3	...	131	2,297	21	...	120	2,438
5. Middle Standard Examination for Indian Girls ...	10	24	3	37	61	146	14	48	269
6. Public Service Certificate Examination. { English ...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination { Upper for Masters. { Lower ...	7	...	...	7	527	...	...	50	587
2. Training School Examination { Upper for Mistresses. { Lower ...	2	4	...	6	17	13	...	9	39
3. School of Arts Examination ...	1	3	...	4	26	15	...	10	51
4. Vernacular Medical Examinations. { M. P. L. Diploma ...	1	...	...	1	157	...	...	...	157
4. Vernacular Medical Examinations. { Midwives Diploma ...	1	...	...	1	100	...	...	...	100
4. Vernacular Medical Examinations. { Dhais Diploma ...	1	...	...	1	11	...	...	...	11
5. Examination in Engineering ...	1	...	1	2	31	...	18	...	49
6. Industrial School Examination ...	5	...	...	5	52	...	...	...	52
7. Commercial School Examination ...	2	...	...	2	25	...	...	21	46
8. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination ...	...	...	...	...	...	...	...	...	...
10. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
11. Other Schools Examination ...	...	...	...	...	...	...	...	...	...

*includes the following Examinations:—(1) Bachelor of Teaching Examination; (2) Senior Anglo-Vernacular Certificate; (6) European Teachers' certificate examination.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1915-16.

NUMBER PASSED.					RACE OR CREEDO OF PASSED SCHOLARS.									
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadians.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	Brahmans.	Non-Brahmans.	20	21	22	23	24	
19	12	1	4	36	...	1	6	26	1	2	...	...	...
49	96	128	17	290	...	8	30	171	28	53	...	...	...
9	...	...	...	9	...	...	1	7	...	1	...	...	...
23	2	...	...	25	...	1	4	15	2	3	...	...	...
45	46	98	...	189	...	4	16	105	43	21	...	...	...
53	134	288	26	501	...	10	57	287	43	104	...	...	...
...	
...	13	...	22	35	...	...	30	5	...	...	...	...	...
...	1	...	17	18	...	...	...	...	18	...	...	...	...
...	2	...	...	2	...	...	...	...	...	2	...	...	...
...	4	...	13	17	...	1	...	1	...	15	...	...	...
...	12	...	44	56	...	...	51	5	...	...	...	...	...
...	3	...	1	4	...	...	...	...	...	4	...	...	...
...	...	...	3	3	...	...	...	...	...	3	...	...	...
...	...	...	5	5	...	...	...	1	...	4	...	...	...
...	1	...	15	16	...	...	...	...	16	...	...	...	...
...	...	...	131	131	...	...	112	19	...	...	...	...	...
...	...	...	5	5	...	1	...	...	...	2	...	...	...
...	...	...	1	1	...	...	1	...	...	1	...	...	...
...	...	...	9	9	...	...	1	...	8	...	...	...	...
...	...	...	4	4	...	...	...	4	...	...	...	...	...
...	
...	...	31	27	58	...	1	3	41	1	12	...	...	...
...	...	52	7	59	...	...	2	41	8	8	...	...	...
38	...	...	...	38	...	...	6	22	4	6	...	...	...
21	...	...	...	21	...	...	3	10	6	2	...	...	...
33	...	...	...	33	...	...	2	27	3	1	...	...	...
17	13	21	1	52	...	2	2	28	14	6	...	...	...
...	...	...	1	1	...	...	...	1	...	...	...	...	...
...	
49	...	...	...	49	...	...	...	8	12	29	...	...	...
...	
...	
217	18	...	26	261	28	11	30	81	38	73	...	...	...
14	...	...	...	14	...	...	...	7	4	3	...	...	...
661	1,197	419	105	2,382	...	17	215	1,142	361	647	...	...	...
...	15	...	3	18	...	13	...	4	1	...	...	...	...
15	7	...	...	22	20	...	...	...	...	...	2	...	...
5	11	...	1	17	17	...	...	...	...	...	...	...	...
33	11	...	...	44	43	...	...	...	...	...	1	...	...
8	39	...	...	47	46	1	...	...	...	...	...	...	...
1,835	14	...	59	1,908	...	7	324	704	238	637	...	...	...
48	106	8	22	184	...	44	13	82	17	27	...	1	...	
...	
...	
396	...	...	17	413	...	6	82	138	30	159	...	...	...
9	8	...	3	20	...	7	1	5	1	6	...	...	...
14	6	...	2	22	...	5	2	6	3	6	...	...	...
144	...	...	...	144	...	4	8	42	11	79	...	...	...
92	...	...	...	92	...	6	12	52	11	12	...	...	...
11	...	...	...	11	...	11	...	...	...	...	...	...	...
31	...	...	...	31	...	16	...	8	...	7	...	...	...
29	...	5	...	34	...	...	...	14	10	10	...	...	...
34	...	...	...	34	...	1	1	4	7	21	...	...	...
19	...	...	8	27	...	8	3	7	5	9	...	...	...
...	
...	
...	
...	

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

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.																	
OBJECTS OF EXPENDITURE.	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY					
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
ARTS COLLEGES.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Collegiate Education.	English	...	...	...	...	...	...	...	...	...	...	...	...	300
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																	
Collegiate Education.	Law	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	2,196	...	...	
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
	Veterinary	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	2,196	...	300
SECONDARY SCHOOLS.																	
School Education, General.	For Boys	High Schools	7	2,075	2,197	19 1/2	...	22,435	1,568	42,541	...	183	66,777	245	3,160	7,656	
		Middle Schools	35	8,004	7,973	7,055	...	38,145	14,085	1,03,605	855	223	1,56,913	...	6,500	14,127	
	For Girls	High Schools	133	25,011	25,719	22,445	...	2,34,825	6,461	52,784	1,023	177	2,95,270	...	5,767	2,313	
		Middle Schools	6	919	895	724	...	10,034	3	10,037	3,139	
	Total	181	36,009	36,787	32,166	...	3,05,489	22,114	1,98,930	1,878	586	5,28,997	245	15,427	27,235		
	PRIMARY SCHOOLS.																
	School Education, General.	For Boys	Upper Primary	2,842	150,069	140,331	122,980	...	9,79,716	696	74,080	2,132	1,073	10,57,697	...	144	1,10,946
			Lower Primary	355	12,405	11,055	9,382	...	83,178	4	4,858	7	133	83,18	...	348	14,446
		For Girls	Upper Primary	396	15,059	14,020	11,666	...	1,31,330	709	2	134	198	1,32,373	...	388	25,638
			Lower Primary	24	679	609	516	...	6,432	10	1	6,473	4,753
Total	3,615	178,212	166,015	144,494	...	12,00,686	1,409	78,940	2,253	1,405	2,84,723	...	880	1,55,783			
SCHOOLS FOR SPECIAL INSTRUCTION																	
School Education, Special.	Training Schools for Masters	8	132	130	127	...	15,309	7	16,316	540		
	Training Schools for Mistresses		
	Schools for Art		
	Law Schools		
	Medical Schools		
	Engineering and Surveying Schools		
	Technical and Industrial Schools	13	927	862	730	...	31,023	...	802	42	151	32,023	142	...	2,800		
	Commercial Schools		
	Agricultural Schools		
	Other Schools		
Total	21	1,059	992	857	...	47,337	...	802	42	158	43,339	142	...	3,340			
Buildings																	
Furniture and Apparatus (Special Grants only).																	
Total	...	...	...	...	...	7,29,434	553	...	5,466	...	7,35,456	...	16,322	3,170
Total	...	...	...	...	...	60,966	...	...	...	...	60,966	...	194	55
Total	...	...	...	...	...	7,90,400	556	...	5,466	...	7,56,422	...	16,516	3,225
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																	
Miscellaneous																	
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	3,817	215,280	203,794	177,517	...	23,43,912	24,079	2,78,672	9,639	2,149	58,81	2,534	32,823	1,89,882			

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																REMARKS.	
Total District Fund Expenditure on Public Instruction.	IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.		Total expenditure of Local Fund and Municipal Boards on Public Instruction.
	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.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	967	967	1,267	
2,198	...	...	...	...	...	...	...	...	...	...	1,131	...	...	1,131	3,327	...	
2,486	...	...	...	...	...	...	...	...	...	...	1,131	...	967	2,093	4,594	...	
33,546	6	2,235	2,320	2,068	...	12,893	3,170	45,694	26	18	61,781	125	1,568	59,201	73,787	1,07,333	
58,772	32	7,723	7,532	6,682	...	52,877	6,560	85,699	540	3,049	1,48,664	...	14,085	8,175	75,137	1,33,909	
2,42,905	12	1,978	2,159	1,864	...	15,364	5,767	4,567	...	14	25,712	...	6,461	...	21,825	2,64,730	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,540	6,540	6,540	
13,173	10	1,752	1,594	1,210	...	24,869	...	...	...	30	24,899	...	1,393	1,393	1,393	1,398	
3,48,396	60	13,688	13,605	11,824	...	1,06,003	15,427	1,35,949	566	3,111	2,61,056	125	22,114	92,909	2,21,151	5,69,547	
10,90,806	11	1,811	1,767	1,549	...	10,593	144	9,296	3	92	20,128	...	696	21,231	32,520	11,23,326	
97,972	95	8,576	7,843	6,573	...	66,062	358	7,793	...	198	74,401	...	4	7,358	73,424	1,71,396	
1,57,353	109	6,425	5,915	4,743	...	61,431	388	1	26	521	62,367	...	709	27,864	40,004	2,47,360	
11,215	57	3,272	3,095	2,230	...	26,896	...	...	25	...	26,921	...	...	2,179	29,075	40,230	
13,57,349	272	20,084	18,623	15,145	...	1,64,982	880	17,190	54	811	1,83,817	...	1,409	58,632	2,25,023	15,82,372	
16,309	...	...	...	...	...	...	...	...	...	...	2,584	...	...	...	...	16,309	
540	2	26	22	21	773	1,811	...	...	...	...	...	...	...	45	1,856	2,396	
142	...	...	...	...	...	...	...	...	...	...	...	90	...	...	90	232	
33,828	9	836	84	721	...	20,336	...	1,013	...	398	21,747	...	3,106	23,442	57,270	...	
60,819	11	862	86	742	773	22,147	...	1,013	...	398	24,331	90	3,151	25,388	76,207	...	
7,48,928	...	...	...	...	...	62,500	16,322	...	...	...	78,822	...	556	...	63,056	8,11,984	
61,215	...	...	...	...	...	13,289	194	...	...	...	13,483	...	392	13,681	74,896	...	
8,10,141	...	...	...	...	...	75,789	15,516	...	...	...	92,305	...	556	392	76,737	8,86,878	
53,702	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,925	59,627	
1,739	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,892	4,631	
542	...	...	...	...	...	...	...	...	...	...	...	...	...	...	224	766	
1,431	...	...	...	...	...	...	...	...	...	...	...	...	...	...	243	1,874	
72,843	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,535	87,378	
1,116	...	...	...	...	...	...	...	...	...	...	...	...	...	...	716	1,832	
936	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	1,032	
9,344	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,598	12,242	
76,420	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,519	97,939	
2,18,073	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49,048	2,67,121	
27,37,274	343	94,688	88,071	27,711	773	3,68,921	32,823	1,54,052	320	4,320	5,61,509	1,346	24,079	1,66,051	5,99,445	33,86,719	

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES
FOR THE OFFICIAL YEAR 1915-16.

CLASS OF HOSTEL OR BOARDING- HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.
	Hostels or Boarding- houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endow- ments.	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.	53	3,950	320	463	2,188	40	...	936	71,380	...	(a) 9,994	64,961	(a) 1,46,335	(a) Includes Rs 8,759 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	238	5,976	...	...	5,503	293	...	180	...	44,287	38	30,281	74,606	
3. Aided by Government or by Local or Municipal Boards.	82	4,353	234	14	4,012	59	3	31	28,489	1,213	47,280	57,150	1,34,132	
4. Unaided ...	89	5,842	1,680	159	3,698	198	...	107	...	...	50,538	90,893	1,41,431	
Total ...	462	20,121	2,234	639	15,401	590	3	1,254	99,869	45,500	(b) 1,07,850	2,43,285	(b) 4,96,504	(b) Includes Rs 8,759 from Imperial Revenues.
FOR FEMALES.														
1. Managed by Government.	4	444	...	...	400	...	...	44	10,676	...	(c) 8,750	28,443	(c) 47,869	(c) Includes Rs 8,750 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	26	1,285	...	...	1,095	...	...	190	24,937	780	70,930	1,17,127	2,13,774	
4. Unaided ...	20	1,123	11	38	578	479	...	17	...	...	43,841	8,949	52,790	
Total ...	50	2,852	11	38	2,073	479	...	251	35,613	780	(d) 1,23,521	1,54,519	(d) 3,14,433	(d) Includes Rs 8,750 from Imperial Revenues.
GRAND TOTAL ...	512	22,973	2,245	677	17,474	1,069	3	1,505	1,35,482	46,280	(e) 2,31,371	3,97,804	(e) 8,10,937	(e) Includes Rs 17,509 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 1915-16.

CREAS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.
	Hostels of 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
									Rs.	Rs.	Rs.	Rs.	Rs.	
FOR MALES.														
1. Managed by Government.	6	415	...	20	395	...	...	...	17,773	...	(a) 8,759	29,903	56,435	(a) Includes Rs. 8,759 from Imperial Revenues.
2. Aided by Government	4	212	...	...	212	...	...	...	8,135	...	6,045	29,678	43,858	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	0
Total	7	627	...	20	607	...	...	...	25,908	...	(b) 14,804	59,581	1,00,293	(b) Includes Rs. 8,759 from Imperial Revenues.
FOR FEMALES.														
1. Managed by Government.	2	375	...	...	375	...	...	...	8,718	...	(c) 8,750	16,635	34,103	(c) Includes Rs. 8,750 from Imperial Revenues.
2. Aided by Government	14	780	...	...	780	...	...	...	21,940	...	53,452	92,650	1,68,042	
3. Unaided	1	38	...	38	...	...	...	...	...	...	...	2,191	2,191	
Total	17	1,193	...	88	1,155	...	...	...	30,658	...	(d) 62,302	1,11,476	2,04,336	(d) Includes Rs. 8,750 from Imperial Revenues.
GRAND TOTAL	24	1,820	...	58	1,762	...	...	...	56,566	...	(e) 77,006	1,71,057	3,04,629	(e) Includes Rs. 17,509 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 1915-16.

	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 ...	31	4,130	233	174	22	6	1,098	261	191	61	183	51	29	324	48	...	...	...	...	...	6,822
	Untrained ...	1	2,005	424	1,917	241	4	257	137	274	36	69	17	13	254	55	...	...	...	...	...	5,704
	Total ...	32	6,135	657	2,091	263	10	1,355	398	465	97	252	43	42	578	103	...	...	...	...	...	12,526
Anglo-vernacular teachers and teachers of Classical Languages.	Trained ...	12	5	6	10	4	2	105	93	93	36	297	40	41	445	66	3	...	...	11	3	1,272
	Untrained ...	...	2	6	36	6	11	73	64	126	88	152	26	17	421	74	24	...	...	78	33	1,237
	Total ...	12	7	12	46	10	13	178	157	219	124	449	66	58	866	140	27	...	...	89	36	2,509
	Possessing degree. a ...	...	1	2	1	...	1	22	15	35	22	151	21	17	258	57	27	...	...	74	35	739
	Possessing degree. no ...	12	6	10	45	10	12	156	142	164	102	298	45	41	608	83	...	...	...	15	1	1,770
Total ...	12	7	12	46	10	13	178	157	219	124	449	66	58	866	140	27	...	...	89	36	2,509	
In Schools for Europeans	Trained ...	...	...	...	6	...	...	...	38	...	27	...	...	47	...	...	...	...	...	...	...	118
	Untrained ...	...	...	...	8	...	...	...	28	...	15	...	...	47	...	...	...	...	...	...	...	98
	Total ...	...	...	...	14	...	...	...	66	...	42	...	...	94	...	...	...	...	...	...	...	216
	Possessing degree. a ...	...	...	...	...	...	...	...	1	...	5	...	...	12	...	...	...	...	...	...	...	18
	Possessing degree. no ...	...	...	...	14	...	...	...	65	...	37	...	...	82	...	...	...	...	...	...	...	198
Total ...	...	...	...	14	...	...	...	66	...	42	...	...	94	...	...	...	...	...	...	...	...	216
GRAND TOTAL OF ALL TEACHERS ...	44	6,142	669	2,151	273	23	1,533	555	750	221	743	114	100	1,538	243	27	...	...	89	36	15,251	

NOTE—The two totals will be identical.

EDUCATION—GENERAL TABLE X.

Statement showing particulars of *Maktabs, Mulla Schools, and Pathshalas*
in the Punjab for the official year 1915-16.

Particulars.				Classed in general table III as "prim- ary schools."	Classed in general table III as "other schools."	Classed in general table III as "pri- vate institu- tions."	TOTAL	
1				2	3	4	5	
MAKTABS.				Rs.	Rs.	Rs.	Rs.	
1.	Institutions	...	...	{ For boys ...	1,032	...	1,138	2,170
				{ For girls ...	159	...	444	603
2.	Pupils	...	...	{ For boys ...	40,826	...	19,700	60,526
				{ For girls ...	6,351	...	7,288	13,639
3.	Expenditure from Provincial Funds	...	...	...	264	...	...	264
4.	Expenditure from District or Local Funds...	...	...	...	1,20,134	...	...	1,20,134
5.	Expenditure from Municipal Funds	...	...	...	15,575	...	...	15,575
6.	Fees	...	...	...	3,204	...	...	3,204
7.	Other sources	...	...	...	17,576	...	...	17,576
8.	Total expenditure	...	...	...	1,56,753	...	...	1,56,753
MULLA SCHOOLS.								
1.	Institutions	...	...	{ For boys ...	1	...	699	700
				{ For girls ...	...	...	364	364
2.	Pupils	...	...	{ For boys ...	48	...	11,679	11,727
				{ For girls ...	...	...	4,797	4,797
3.	Expenditure from Provincial Funds	...	...	...	...	...	...	...
4.	Expenditure from District or Local Funds	...	...	...	...	...	...	...
5.	Expenditure from Municipal Funds	...	...	...	166	...	...	166
6.	Fees	...	...	...	...	...	...	...
7.	Other sources	...	...	...	...	...	...	...
8.	Total expenditure	...	...	...	166	...	...	166
PATHSHALAS.								
1.	Institutions	...	...	{ For boys ...	124	...	398	522
				{ For girls ...	50	...	33	83
2.	Pupils	...	...	{ For boys ...	4,832	...	11,507	16,439
				{ For girls ...	1,758	...	1,015	2,773
3.	Expenditure from Provincial Funds	...	...	...	...	...	...	...
4.	Expenditure from District or Local Funds...	...	...	...	10,315	...	...	10,315
5.	Expenditure from Municipal Funds	...	...	...	6,448	...	...	6,448
6.	Fees	...	...	...	655	...	...	655
7.	Other sources	...	...	...	22,175	...	...	22,175
8.	Total expenditure	...	...	...	39,593	...	...	39,593

EDUCATION—GENERAL TABLE XI.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1916.

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.				Total.	Under Public Management.	Aided.		
		Upper.	Lower.	Aided.		Unaided.		Upper.	Lower.	Aided.		Unaided.						
				Upper.	Lower.					Upper.	Lower.	Upper.	Lower.					
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	Hissar	104	37	12	...	3	...	156	3,065	1,207	537	...	146	...	4,955	Rs. 41,344	Rs. 4,355	
2	Rohtak	121	8	10	...	4	...	143	5,993	671	465	...	139	...	7,273	51,351	3,523	
3	Gurgaon	112	8	33	...	13	...	166	4,891	523	1,265	...	441	...	7,121	42,164	7,095	
4	Karnal	88	23	16	4	...	4	135	2,821	766	531	217	...	4,447	34,058	2,776		
5	Karnal	130	4	35	3	4	2	178	5,983	437	1,407	229	86	71	8,213	50,110	10,608	
6	Ambala	7	9	...	1	...	...	17	472	215	...	28	...	715	13,025	223	
	Total	562	89	106	8	24	6	795	23,230	3,839	4,306	474	812	163	32,724	2,32,052	28,562	
7	Kangra	67	12	33	62	2	21	197	4,596	655	1,244	1,952	69	443	8,859	46,938	11,906	
8	Ho-Sharpur	156	2	68	...	18	...	244	10,690	183	2,873	...	642	...	14,343	89,161	8,256	
9	Jullundur	113	7	17	34	...	8	179	7,201	229	707	1,103	...	254	9,494	59,790	5,893	
10	Ludhiana	84	9	22	2	1	2	120	4,590	350	801	141	53	79	6,014	50,701	2,733	
11	Ferozepore	108	32	15	16	...	3	175	5,591	1,214	676	541	...	242	8,264	79,070	5,549	
	Total	523	62	156	114	21	31	915	32,663	2,436	6,301	3,737	764	1,018	46,974	3,25,660	34,337	
12	Lahore	91	18	...	41	...	12	162	4,438	1,493	...	1,525	...	456	7,915	42,699	10,024	
13	Amritsar	93	12	73	...	...	...	183	6,062	1,505	2,744	...	...	...	10,311	69,534	12,992
14	Gurdaspur	138	47	55	1	10	1	252	7,820	1,989	1,844	85	317	29	12,084	44,553	8,977	
15	Sialkot	162	11	56	...	10	...	239	12,640	1,370	3,397	...	297	...	17,704	1,03,226	11,920	
16	Gujranwala	110	39	52	3	9	...	213	5,574	1,651	1,763	230	260	...	9,537	51,184	14,347	
	Total	699	127	266	45	29	13	1,079	35,564	7,931	9,748	1,899	874	455	57,551	3,32,401	58,260	
17	Gujrat	56	2	93	...	17	...	213	8,016	120	5,491	...	791	...	14,418	43,905	12,623	
18	Shahpur	155	5	37	...	9	...	206	6,289	416	1,321	...	255	...	8,281	44,919	4,318	
19	Jhelum	67	2	68	...	8	...	145	5,590	210	3,563	...	363	...	9,726	37,903	10,898	
20	Rawalpindi	84	3	37	3	...	6	133	4,675	82	1,876	253	...	178	7,064	35,353	8,604	
21	Attock	55	2	42	...	7	...	106	2,769	239	1,712	...	299	...	4,049	25,934	6,126	
22	Mianwali	67	8	39	...	3	...	117	3,487	357	1,704	...	123	...	5,671	31,585	6,066	
	Total	524	22	321	3	44	6	920	30,766	1,424	15,667	233	1,821	178	50,109	2,19,599	47,640	
23	Montgomery	80	25	...	2	...	1	109	3,068	916	...	49	...	15	4,066	32,548	545	
24	Lyalpur	232	50	21	18	...	...	321	9,740	1,924	917	639	...	...	13,220	56,878	6,777
25	Jhang	73	8	47	...	8	...	133	3,342	269	1,901	...	306	...	5,793	31,914	6,007	
26	Multan	93	35	25	4	...	...	162	4,523	1,512	1,092	447	...	...	7,577	47,644	5,466
27	Muzaffargarh	72	26	36	...	1	5	140	2,659	493	1,275	...	84	144	4,855	29,390	5,577	
28	Dera Ghazi Khan	77	7	42	4	1	...	131	3,541	245	1,843	143	121	...	5,893	34,956	5,952	
	Total	632	152	171	28	10	6	999	26,854	5,379	7,028	1,278	511	159	41,209	2,63,920	39,924	
	GRAND TOTAL	2,845	452	1,020	198	123	65	4,708	150,082	21,109	42,950	7,641	4,782	2,003	223,567	13,74,032	1,99,723	