

REPORT



ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1918-19.



Lahore :

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB,
1919.

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**Report on the Progress of Education
in the Punjab for the year
1918-19.**

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1935

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Report

ON THE PROGRESS OF

Education in the Punjab

FOR THE YEAR

1918-19.

CHAPTER I.

General.

1. The year under review though not marked by any large increase in the numbers of schools and scholars has seen a number of important changes introduced in the educational system of the Province. In order to restrict the length of this report the expedient has been adopted of printing the circulars embodying three of the most important changes as appendices, but even with this device it would have been impossible without omitting much that is of interest to reduce the report to the length of that for 1917-18 in which few new developments were recorded.

2. A reference to the table below will show that the number of public institutions increased by 125 and of scholars attending them by 11,584. This increase is satisfactory when compared with the figures for 1917-18, but there is no doubt that it would have been much greater but for the outbreak of influenza which occurred in the autumn and which not only reduced considerably the attendance at existing schools but interfered seriously with the programmes of expansion which were just being initiated. On the other hand the figures under Primary schools do not give District Boards full credit for their activities. Actually 338 new board primary schools were started, but a large number of these replaced inefficient aided institutions. The decrease in the number of private institutions is not a matter for regret as these schools are of little educational value. It is satisfactory to note the increased expenditure on nearly all classes of schools, representing for the most part improvements in the pay of the teaching staff.

STRENGTH

Year	Month	Day	Temperature	Humidity	Wind	Direction	Remarks
1880	Jan	1	45	75	10	N	Clear
1880	Jan	2	40	80	15	NE	Cloudy
1880	Jan	3	35	85	20	E	Rain
1880	Jan	4	30	90	25	SE	Thunder
1880	Jan	5	25	95	30	S	Storm
1880	Jan	6	20	100	35	SW	Heavy
1880	Jan	7	15	105	40	W	Blizzard
1880	Jan	8	10	110	45	NW	Ice
1880	Jan	9	5	115	50	N	Snow
1880	Jan	10	0	120	55	NE	Fog
1880	Jan	11	5	125	60	E	Clear
1880	Jan	12	10	130	65	SE	Partly
1880	Jan	13	15	135	70	S	Sunny
1880	Jan	14	20	140	75	SW	Breezy
1880	Jan	15	25	145	80	W	Clear
1880	Jan	16	30	150	85	NW	Light
1880	Jan	17	35	155	90	N	Variable
1880	Jan	18	40	160	95	NE	Clear
1880	Jan	19	45	165	100	E	Partly
1880	Jan	20	50	170	105	SE	Sunny
1880	Jan	21	55	175	110	S	Breezy
1880	Jan	22	60	180	115	SW	Clear
1880	Jan	23	65	185	120	W	Light
1880	Jan	24	70	190	125	NW	Variable
1880	Jan	25	75	195	130	N	Clear
1880	Jan	26	80	200	135	NE	Partly
1880	Jan	27	85	205	140	E	Sunny
1880	Jan	28	90	210	145	SE	Breezy
1880	Jan	29	95	215	150	S	Clear
1880	Jan	30	100	220	155	SW	Light
1880	Jan	31	105	225	160	W	Variable

General statistics for British territory in the Punjab for the year 1918-19.

	NUMBER OF INSTITUTIONS.				NUMBER OF SCHOLARS.				EXPENDITURE.			
	1918-1919.	1917-1918.	Increase.	Decrease.	1918-1919.	1917-1918.	Increase.	Decrease.	1918-1919.	1917-1918.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
FOR MALES.												
Arts Colleges { English ...	11	10	1	..	4,429	4,484	..	55	6,72,738	6,35,834	36,904	..
Arts Colleges { Oriental ...	1	1	..	..	111	113	..	2	28,468	29,259	..	791
Professional Colleges { Law College ...	1	1	..	..	495	437	58	..	31,422	27,308	4,114	..
Professional Colleges { Medical ..	1	1	..	..	324	289	35	..	1,51,949	1,51,771	178	..
Professional Colleges { Agricultural ..	1	1	..	..	159	112	47	..	79,139	72,363	6,776	..
Professional Colleges { Veterinary ..	1	1	..	..	212	218	..	6	1,07,069	1,01,681	5,408	..
Professional Colleges { Teaching ..	2	2	..	..	271	281	..	10	1,17,299	1,09,831	7,468	..
High Schools	167	143	14	..	59,125	55,235	3,890	..	23,04,301	21,10,632	1,84,669	..
Middle Schools	305	291	14	..	57,335	56,542	793	..	11,13,654	10,22,728	90,926	..
Total Secondary Schools	462	434	28	..	1,16,460	111,777	4,683	..	34,17,955	31,32,360	2,74,595	..
Primary Schools	5,172	5,084	88	..	246,771	243,345	3,426	..	18,89,396	17,01,652	1,87,744	..
Total Schools for General Education.	5,634	5,518	116	..	363,231	355,122	8,109	..	53,06,751	48,34,012	4,72,739	..
Institutions for Special Instruction.	57	51	6	..	4,765	4,206	559	..	4,27,180	4,13,763	13,417	..
Total Institutions for General Education and for Special Instruction.	5,709	5,569	129	..	373,997	365,262	8,735	..	57,33,931	52,47,775	4,86,156	..
FOR FEMALES.												
Arts Colleges	1	1	..	..	30	24	6	..	12,870	7,144	5,726	..
Professional Colleges	1	1	..	..	29	33	..	4	17,289	20,000	..	2,711
High Schools	18	18	..	..	2,938	2,730	208	..	2,76,215	2,49,147	..	27,068
Middle Schools	71	62	9	..	10,807	8,829	1,978	..	2,59,442	2,04,502	54,940	..
Total Secondary Schools	89	80	9	..	13,745	11,559	2,186	..	5,32,657	5,53,649	..	20,988
Primary Schools	951	954	..	3	42,919	42,644	275	..	4,25,543	4,04,801	20,742	..
Total Schools for General Education.	1,040	1,034	6	..	56,664	53,803	2,861	..	9,58,200	9,58,450	..	250
Institutions for Special Instruction.	16	20	..	4	908	922	..	14	1,17,114	1,44,795	..	27,681
Total Institutions for General Education and for Special Instruction.	1,056	1,054	2	..	57,572	54,725	2,847	..	10,75,314	11,03,245	..	27,931
Total Public Institutions for males and females.	6,767	6,642	125	..	431,628	420,044	11,584	..	80,27,497	75,10,210	5,17,287	..
PRIVATE INSTITUTIONS.												
For males	1,520	1,838	..	309	33,946	36,632	..	2,686	..	..	..	..
For females	680	761	..	81	11,626	12,163	..	537	..	..	..	..
Total males and females	2,198	2,599	..	401	45,572	48,795	..	3,223	..	..	..	..
Grand Total of Institutions, Public and Private.	8,965	9,241	..	276	477,200	468,839	8,361	..	..	..	..	..
Scholarships	..	..	..	..	..	..	..	..	3,96,272	3,98,658	..	2,386
Other charges	..	..	..	..	..	..	..	..	39,78,417	35,57,984	4,20,433	..
Grand Total of Expenditure	..	..	..	..	..	..	..	..	1,24,02,189	1,14,72,852	9,29,337	..

3. For the convenience of the general reader it is usual to enumerate in this chapter the more important developments introduced during the year. The following list includes only those measures which have some general effect on the educational system of the Punjab :— General.

(a) *Primary education*—

- (i) The scheme for the expansion of vernacular education in rural areas to which a reference is made in paragraph 26 of last year's report, was brought into effect by the issue of the circular in August 1918, a copy of which will be found in Appendix A. (See also paragraph 29 *infra*.)
- (ii) The Punjab Primary Education Act of 1919 was passed by the Legislative Council (see paragraph 34).

(b) *Secondary education*—

- (i) Regulations for the institution of a Matriculation and School Leaving Certificate examination were framed by the Punjab University (paragraph 21).
- (ii) A comprehensive scheme for the introduction of agricultural teaching in Middle and High schools was approved by the Local Government and a non-recurring grant of Rs 4,69,000 was received from the Government of India to cover initial expenses. A description of it will be found in Appendix B.
- (iii) A system of manual training centres for High schools was instituted (paragraph 19).
- (iv) Rules were framed under the Land Acquisition Act for the purchase of land for schools under private management (paragraph 25).
- (v) Standard provident fund rules for aided schools were drawn up and a system of special grants from provincial revenues sanctioned to encourage the acceptance of the new rules (paragraph 26).
- (vi) The Subordinate Educational Service was revised, the service being divided into two sections, one for English masters and the junior inspecting staff, one for classical and vernacular teachers (paragraph 23).
- (vii) The revision of the school courses, involving the postponement of the teaching of English to the 5th class and the introduction of optional English into vernacular middle schools, is dealt with in paragraph 4.

(c) *Collegiate education*—

- (i) Proposals were submitted to the Government of India for the opening of two Government Intermediate Colleges at Multan and Ambala (paragraph 9).
- (ii) Regulations for the establishment of Honours schools were passed by the Punjab University (paragraph 10).

(d) *Training and inspection*—

- (i) Sanction for the strengthening of the staff of the Central Training College by the addition of three new posts in the Indian Educational Service and four new posts in the Provincial Educational Service was received from the Secretary of State (paragraph 38). This will enable the College to increase the output of trained secondary teachers.

- (ii) Four new Normal Schools for Women were opened (paragraph 37).
- (iii) A training class for teachers of agriculture was opened at Lyallpur (paragraph 40).
- (iv) An Inspectress of Domestic Science was appointed (paragraph 5).

(e) *Technical education*—

- (i) An account of the revised scheme for industrial schools will be found in Appendix C.
- (ii) A diploma of commerce was instituted by the University (paragraph 46).

4. One of the most important changes, affecting both primary and secondary education (and therefore not appearing under either head in the report) may conveniently be described here.

During the course of the year a note prepared by me on the school courses was circulated by Government to all local bodies, leading associations, &c., for opinion. The proposals met with general acceptance and were brought into force on April 1st of the present year. They effect important alterations in the educational system of the Province and are as follows :—

- (a) School classes will be numbered in future from I to X. (This is in accordance with the recommendations of the Directors' Conference of 1917).
- (b) Classes I-IV will form the primary department, V-VIII the middle department, and IX and X the high department.
- (c) The foregoing change involves the reduction of the standard Primary school from five to four classes. It was criticised (but not by local bodies or those conversant with the conditions of rural education) as reducing the standard of instruction in village schools. As a matter of fact about one-third of our rural schools did not teach above the 3rd primary standard and these will now add a fourth year to their course. Of the remainder nearly half were single teacher schools, and it was the unsuccessful attempt of single teachers to cope with five classes that was largely responsible for the stagnation of pupils in the first two classes and for the other unsatisfactory features of our primary schools described in the Quinquennial Report of 1917. In future no teacher will be entrusted with more than four classes or forty pupils.

The distinction between Upper and Lower Primary schools and the term elementary school is abolished; there will be one standard Primary school containing four classes in future. It will be noticed that the new Primary school provides exactly the minimum education that may be prescribed under the new Compulsory Education Act.

- (d) But while these changes improve the condition of the ordinary village school the opportunity was also taken to raise the standard of education in rural areas by the institution of a new class of school, the Lower Middle school, formed by addition of the 5th and 6th (middle) classes to all large adequately staffed primary schools. This class of school is likely to become popular, and many such schools will no doubt ultimately develop into full Middle schools.
- (e) Permission has also been given for the introduction of optional English in vernacular middle schools where the parents are ready to provide the initial cost, *i.e.*, for accommodation, equipment, library, etc. Full Anglo-vernacular fees are charged from the boys taking optional English. Reports show that this innovation has been widely appreciated. It is hoped that the ultimate effect of this change will be to produce one uniform type of Middle school. Meanwhile the problem

referred to in paragraph 31 of the Quinquennial Report, *i.e.*, the gradual conversion of vernacular into Anglo-vernacular Middle schools to the detriment of the interests of the poorer classes of scholars, has been solved by this expedient.

- (7) Another important concomitant change is the postponement of the teaching of English to the middle department, *i.e.*, the fifth class, in all Government and Board schools. This step has been taken in order to overcome the handicap from which rural boys suffered in the matter of secondary education. Hitherto English has been commenced in the fourth primary class with the result that boys starting their education in a vernacular school (as the majority of boys must do) had to spend an extra year, when going on to Anglo-vernacular school, in a 'Junior Special Class' learning the English which their more fortunate fellow pupils had learnt in the 4th and 5th classes.

Under the new arrangement there is a uniform school course for all boys from the primary school to the University and a rural boy completing the primary or 4th standard course in a village school joins the middle department of a high school on level terms with a town boy.

In order to allow for schools catering for the more highly educated classes latitude has been left to schools under private management to commence English at an earlier stage if they desire to do so. In spite of this provision the change met with some opposition, the principal argument of the critics being a probable deterioration in the standard of matriculation English. But in view of the better grounding in the vernacular provided in the Primary school by the elimination of English additional periods are available for this subject in the middle department, and educational experience everywhere has shown that a shorter concentrated study of a foreign language produces better results than a longer less intensive course.

There is incidentally a saving in school fees to parents under the new arrangement and in the cost of English staff to school managers. It is satisfactory to find that a large number of aided schools have at once adopted the revised scheme.

The effect of these changes will not be visible for some years, but they cannot but result in improved efficiency in our rural primary schools and a large ultimate increase in the number of rural boys (and 90 per cent. of the population of the Province is rural) who proceed to a secondary school.

CHAPTER II.

Controlling Agencies.

5. An Assistant Director of Public Instruction, Mr. J. H. Towle, late Principal of the M. A.-O. College, Aligarh, was appointed on March 12th; but owing to the shortage of inspecting officers he has had to undertake also the duties of Inspector of European Schools.

Punjab Education
Department.

There were several changes in the Senior inspecting staff of the Education Department last year. Mr. M. Crosse, Inspector of Schools, Lahore, proceeded on six months' leave in October, 1918, preparatory to retirement. Mr. Crosse had served in the Province for about 19 years, during 18 years of which he had been in charge of the Lahore Division. His work as an Inspector was marked by a thorough knowledge of the conditions of the secondary schools under his charge, a keen and sympathetic interest in their improvement and by special skill and enthusiasm in the introduction of the direct method of teaching English. His place was taken by Mr. W. T. Wright of the Jullundur Division, the latter charge being assigned to Sardar Sahib Bhai Bishen Singh. The services of Sardar Sahib Bhai Hari Singh, Inspector of the Multan Division, an officer of tried experience, were recognised by his appointment to the Indian Educational Service with effect from 7th November, 1918, and by the award of the title of Sardar Bahadur.

The vacant Inspectorship in the Provincial Educational Service was filled by the promotion of Lala Ratan Lal, Assistant Inspector for Science.

Mr. H. T. Knowlton, Principal of the Central Training College, was transferred to the inspectorship of the Ambala Division, his place being taken by Mr. H. G. Wyatt, Inspector of the Rawalpindi Division, the charge of which was assumed by S. Maqbul Shah.

The Central Training College also lost the services by retirement of Rai Bahadur Lala Sundar Das Suri, an officer with long experience of inspection and training, and whose work in various capacities has been of great value to the Department.

The vacant Assistant Inspectorship was filled by the promotion of M. Mohsin Mirza to Multan.

The Assistant Inspectorship of schools in Baluchistan was brought on the Punjab Cadre, with a view to allowing the officer at present working in that Province opportunities for gaining a wider experience by occasional periods of inspection work in the Punjab.

The work of the following officers was especially commended :—

(a) District Inspectors—

M. Abdul Latif, Hoshiarpur ;
 L. Kanahya Lal Bedi, Ferozepore ;
 L. Shiv Saran Das, Ludhiana ;
 Ch. Gyan Singh, Gurdaspur ;
 I h. Amar Singh, Gujranwala ;
 Sh. Allah Rakha, Amritsar ;
 L. Khazan Chand, Lyallpur ;
 M. Ahmad Khan, Attock ;
 M. Muhammad Mohsin, Shahpur.

(b) Assistant District Inspectors—

Ch. Ghulam Muhy-ud-din, Gujrat ;
 M. Muhammad Ayub, Attock ;
 M. Abd-ur-Rahman, Sialkot ;
 Sh. Muhammad Nawaz Khan and L. Vishnu Das, Gurdaspur ;
 Bh. Sohan Singh, Amritsar ;
 Bh. Bikram Singh, Gujranwala ;
 M. Sardar Alam, Lahore ;
 Sodhi Jagat Singh, Ferozepore ;
 Bh. Sundar Singh, Ludhiana ;
 Pt. Ram Kishen and M. Ghulam Hussain, Hoshiarpur ; and
 M. Said-ud-din Ahmad, Ambala.

The increase in the inspecting staff in recent years has not kept pace with the increase in the number of schools to be inspected. This is particularly the case with regard to vernacular schools and a considerable increase in the number of Assistant District Inspectors is needed in the immediate future. This question together with that of a reorganisation of the inspecting staff of the Department is at present being considered by the Local Government.

Inspectresses.

The staff of Inspectresses was further depleted by the retirement of Miss Stuart Douglas in October last. Miss L. Stuart was appointed to officiate in her place but was attached for work to the Normal School for Women, Lahore. Miss Ahmad Shah was appointed Assistant to the Chief Inspectress but was appointed to work as Inspectress of Schools, Multan, a post rendered vacant by the transfer of Miss Marshall to the North-West Frontier Province. Great difficulty has been experienced in recruiting and retaining a staff of Inspectresses, whose work is very arduous. In order to make these posts more attractive their value was raised to Rs. 300—20—50' with effect from January 1919, the grade of the Chief Inspectress being raised at the same time to Rs. 500—20—600. The work of Inspectresses, and especially of Miss Stratford, the Chief Inspectress, and Mrs. Ingram, Inspectress

of Jullundur, calls for special notice. It is largely due to their efforts that the girls' schools in the province are increasing steadily in popularity and efficiency.

A new appointment was created for an Inspectress of Domestic Science to which Miss M. Graham was appointed. Her work was primarily intended to be in connection with European schools; but she has also devoted considerable attention to domestic science teaching in Indian girls' schools. Miss Graham entered on her new duties with enthusiasm and the stimulus which she has imparted to the teaching of her subject and the improvements she has effected in it are already marked.

6. The total expenditure by District Boards on education from their own resources rose from Rs.12, 54,019 to Rs. 13,50,620. Rs. 15,28,835 were contributed by grants from provincial revenues including the recurring Imperial grants. District Boards.

The new system of allotting grants to District Boards which was described in paragraph 7 of last year's report, and which is more fully set forth in the letter printed as Appendix A to this report, was introduced last year; and, so far as can be judged from such a short experience of its working, has met with marked success.

District Boards have responded well to the increased demands on them for education, and in addition to opening a large number of new schools have done much to improve existing institutions by the enhancement of the pay of their teachers and the appointment of assistants.

All Inspectors comment favourably on their management of the schools under their charge.

They have not however been able to make much progress in the matter of buildings. This is no doubt largely due to the high prices prevailing for building material, but it is also due to the inability of District Boards to meet even the proportion of the cost required of them under paragraph 4 of the letter at Appendix A. Realising this difficulty the Local Government has during the present year adopted a still more generous policy of assistance towards building programmes, account of which will be made in next year's report.

7. Municipalities, with the exception of Lahore and Multan, Municipalities. have not devoted much attention to primary education. But it is to be hoped that the introduction of the Primary Education Bill will encourage the more progressive amongst them to take a survey of the conditions of education in municipal areas. Projects for the better housing of municipal schools, *e.g.*, the Industrial School and Municipal Girls' School in Amritsar, have been held over during the war, but will, I hope, shortly be put in hand. The Jullundur Municipality has opened a Manual training centre for the secondary schools in the municipal area, and their example might well be followed by other municipalities (*vide* paragraph 18).

The expenditure of municipalities on education from their own resources rose from Rs. 4,07,651 to Rs. 5,40,197.

CHAPTER III.

Collegiate Education.

8. One additional Intermediate Arts College was opened at Jullundur under the management of the authorities of the D. A.-V. College, Lahore, bringing the total number of such colleges to 13. The number of students fell slightly from 4,621 to 4,570. Statistics.

The tendency of students to come to Lahore Colleges was discussed in the last quinquennial review. So far as senior students are concerned this movement is by no means to be deprecated, but the Lahore Arts Colleges contain a large number of 1st and 2nd year students whose work, according to the Calcutta University Commission's report, is not really of a University nature. In the D. A.-V. College, for example, the largest institution, we find the students distributed as follows: 1st year 286, 2nd year 380, 3rd year 141, 4th year 186. No other College shows quite such a large proportion of interme-

mediate students, and it is satisfactory to find that the college authorities are restricting the number of admissions to their first year class (the number in the previous year being 348). Still the numbers in all colleges of students who do not proceed beyond the Intermediate standard are considerable.

Intermediate
Colleges.

9. Apart from the question of separating the intermediate from College work, there can be no question of the need for more institutions of an intermediate rank in outstations to relieve the pressure on accommodation in Lahore. This need was recognised by Government and definite steps were taken to meet it.

A Committee consisting of the Registrar of the University, the Principal of the Government College and myself visited Multan, Ludhiana and Ambala with a view to investigating the possibilities for opening Government Intermediate Colleges at two of those centres. The Committee reported that there was a real need for such an institution at each of the three centres visited, but in view of water difficulties at Ambala recommended that preference should be given to Multan and Ludhiana.

Proposals for the opening of two Government Intermediate Colleges at these centres were submitted to the Government of India for sanction.

Punjab Uni-
versity.

10. The Punjab University spent a busy year. Amongst the more important of the regulations, which it passed, were—

- (a) The institution of a system of Honours Schools, the work of which is brought directly under University management by means of University Boards of Control.

The effect of these regulations on the character of the University teaching should be considerable.

- (b) The institution of a University Diploma in Commerce.

- (c) The establishment of a Matriculation and School Leaving Certificate examination to take the place of the old Matriculation.

In all three cases the regulations only come into force after the close of the period under review, and do not, therefore, call for more detailed notice in this report.

The regulations for the LL. B. and M. B. B. S. examinations were also amended to permit a supplementary examination to be held for those who fail in one subject but obtain a higher percentage of marks in other subjects.

Twelve colleges, including for the first time the Lady Hardinge Medical College, Delhi, and the Punjab Agricultural College, Lyallpur, were inspected by the University.

A special Library Training class was held in the University Library and 14 candidates qualified for a certificate in modern library methods.

Several courses of University lectures on special subjects were delivered including a series of lectures on Archæology in India by Professor A. Foucher of the University of Paris.

Government
College.

11. The Government College lost the services by retirement of Rai Sahib Lala Ruchi Ram Sahni, Professor of Chemistry, who had served for 31 years in this institution, and earned the esteem and gratitude of many generations of Indian students.

Two members of the college staff, Messrs. H. L. Garrett and L. T. Watkins, were absent on military duty during the greater part of the year.

The services of Mr. H. B. Dunncliff were placed at the disposal of the Indian Munitions Board with effect from October 1918, his place being taken by Bawa Kartar Singh, M A., Professor of the Dacca College.

The college opened with 660 students but lost a number from various causes including nineteen who joined the Medical College, nine from death and two who received the King's Commission, so that the numbers at the close of the year were only 587.

The year was a remarkably successful one in the matter of work, the College securing a pass percentage of 70 in all examinations combined. This is the highest percentage the College has ever reached. It is noteworthy that out of 16 special medals and prizes awarded by the University at Convocation 12 were secured by the Government College. The War News Association continued its activities under the Presidentship of Professor A. S. Hemmy, no less than 150 students doing work of some kind in connection with it (recruiting, etc.) during the vacations.

12. The following new developments in colleges under private management are of interest :— Other Col-
leges.

The Gordon College, Rawalpindi, received a sum of Rs. 60,000 from private sources for the erection of a Science Hall.

A special grant of Rs 3 lakhs was made to the Khalsa College, Amritsar, in commemoration of the services rendered by the Sikhs in the war. With this sum it will be possible to complete the college building and undertake various necessary extensions. The College Co-operative Society continues to extend its activities and its turn over last year amounted to nearly Rs. 50,000. Fuel and cloth departments were started. The College hopes shortly to open a department of agriculture. The success of the College at the University Sports Tournament was remarkable.

The boarding-house of the D. A.-V. College has been extended to accommodate 170 more students. Special instructors have been engaged to supervise the games.

A plot of land measuring about 38 kanals has been purchased by the Sanatan Dharm College for playgrounds and hostel extensions. The present building was remodelled but a good new college building is badly needed.

The Guru Nanak Khalsa College, Gujranwala, erected seven rooms of its new building, which should make a very good college building when completed.

CHAPTER IV.

Secondary Education (Boys).

13. The number of recognised secondary schools for boys rose Numbers. from 426 to 454 during the past year and the number of scholars attending them from 1,10,839 to 1,15,526. The increase in attendance was, however, chiefly in the primary stage, the actual number of scholars in the secondary stage of education increasing from 48,154 to 49,251.

The new institutions consisted of fifteen Anglo-vernacular middle schools and thirteen vernacular middle schools ; but fourteen existing Anglo-vernacular middle schools were raised to the status of high schools, so that the tables show only an increase of one in the former class of institution.

14. The total direct expenditure on secondary schools rose from Expenditure. Rs. 29,91,845 to Rs. 32,65,990 : of this sum Rs. 14,59,070 was derived from fees and Rs. 4,62,130 from private sources.

15. It is calculated that in aided schools the management have to Grants-in-aid. meet about 20 per cent. of the recurring charges from private sources, the balance of the expenditure being covered by the receipts from fees and Government grants. The grant-in-aid rules may therefore be considered sufficiently liberal, but some redistribution of their allotment has been suggested since the chief burden on the finances of aided schools is the maintenance of the primary departments, in which the receipts from fees are naturally very low. Such a readjustment is, however, not very easy to arrange because the grants to primary departments are made from local funds, and an enhancement of the rates of grants to primary departments with a corresponding reduction in the grants to secondary departments would mean a transfer of the liabilities from provincial to local funds which would in many cases find great difficulty in meeting them. On the other hand, the inclusion of the fifth class in the middle department under the arrangement described in

paragraph 4 will correspondingly reduce the demands for grants from local funds and a solution of the problem has been thereby rendered easier and at the same time more urgent.

Local Board
and Secondary
educati.n.

16. The whole question of the responsibility of local authorities for secondary education is one that calls for early decision. There are at present 89 Anglo-vernacular institutions maintained wholly by Board and Municipal Local Funds apart from vernacular institutions in which English is taught as an optional subject. Local Boards are not entitled to earn maintenance grants for these 89 institutions and are thus in a worse position than managers of aided schools; with the result that they have no encouragement to improve the conditions of the Anglo-vernacular schools under their direct management, and with the calls now made upon their funds for vernacular education, are obliged to run them at the minimum outlay consistent with efficiency.

The scheme now adopted (*vide* Punjab Government, Home (Education) Department, C. M. No. 261-S., dated 24th August 1919) for meeting the insistent demands for English education in rural areas, namely, the addition of English classes (the cost of which will be met partly from local subscriptions and partly from fees) to vernacular middle schools, for which Boards will continue to draw grants from provincial revenues, will tide over the immediate difficulty so far as the extension of English teaching is concerned, but does not dispose of the problem of the existing 89 Anglo-vernacular schools, nor does it suggest the steps which must be taken when the time comes for the more flourishing of these vernacular institutions to be converted into high schools.

The question suggests itself whether there is any longer any justification for the distinction between vernacular secondary education as a legitimate field for the activities of local boards and Anglo-vernacular secondary education now in theory entrusted to Government and private enterprise.

It is one which has now been referred to the Local Government for consideration.

Teachers.

17. The number of teachers employed in secondary schools rose from 6,157 to 6,538. Of these 4,360 are trained as compared with 4,074 in 1917-18. The resultant proportion of pupils to teachers is 18 to 1. This of course includes teachers of special subjects such as drill, drawing and classical languages; but the figures show that our secondary schools are well staffed both as to the quantity and quality of the teachers.

Instruction.

18. This fact is reflected in the work of the schools, which, it is satisfactory to find, is generally well reported upon by Inspectors: though there is an inevitable tendency, while the merits of a school are chiefly judged from its percentage of successes at matriculation, to concentrate attention on the higher classes. To quote the report of S. Maqbul Shah, Inspector of the Rawalpindi Division—"The lower primary classes remain almost everywhere neglected; the greatest attention being given to the matriculation class and classes below it receiving less and less attention as the distance from the matriculation class increases."

The subjects of instruction the teaching of which is criticised by most Inspectors are mental arithmetic and drawing. The former subject entails more preparation and personal effort on the part of the teacher than he is often willing to give, while the latter subject is apt to be treated by headmasters as too technical for their inexpert supervision; but for the practical purposes of life mental calculations are more often in use than written, while the course of drawing should be susceptible of arrangement and correlation with the other subjects of the school curriculum by any capable headmaster.

Manual
Training.

19. A circular was issued during the year outlining a scheme for the opening of manual training centres, accommodation for which should be provided by municipalities, but the whole recurring cost of which would be met by Government. It was felt that this system would in the long run be more economical than the encouragement by means of grant-in-aid of manual training in individual schools under private management, and the opening of manual training classes in Government schools. The equipment

and material thus provided in the single centre will serve the needs both of the Government and the aided schools. Progress has hitherto been slow in this matter owing to difficulties of accommodation and dearth of teachers, but in a few years' time we may hope to have manual training centres in all towns of importance.

20. To correspond with the introduction of this practical subject in town schools a scheme for the introduction of agricultural education was drawn up by a principal committee during the year, the details of which will be found in Appendix B to this report. The principle underlying this scheme is the recognition of agriculture not as a special subject to be taught in a few technical schools but as a subject to be included in the ordinary curriculum of all rural schools in the Province. In pursuance of this principle agricultural teaching will gradually be introduced into all vernacular middle schools, which are in effect rural secondary schools, and will also be provided by means of agricultural centres for selected groups of high schools. The initial difficulties in the way of introducing this scheme are (a) the supply of qualified teachers, (b) the provision of land and equipment for each middle school or agricultural centre. Steps have already been taken to overcome the first difficulty by the opening of a training class for agricultural teachers at Lyallpur which in the present year is being converted into a Training College (*vide* paragraph 40) while the second difficulty has disappeared with the receipt of a generous grant of Rs. 4,69,000 from the Imperial Government.

Agricultural
Education.

It is impossible at present to foresee the ultimate results of this scheme, but it can at least be claimed for it that it is a bold attempt to diffuse sound ideas on agriculture over as wide a range as possible in the Punjab, which is pre-eminently an agricultural province. Much will of course depend on the quality of the instruction, but the system of selecting trained vernacular teachers for the course in agriculture, and of subjecting the Bachelors in Agriculture to a course in pedagogy before giving them a certificate for teaching the subject should ensure that the agricultural masters will be really teachers, not merely experts in agriculture.

21. The introduction of other subjects of a practical nature in the secondary school curriculum, *i.e.*, commercial subjects, has been long awaiting a modification of the matriculation on the lines of a School Final examination. A committee was appointed by the Syndicate under my chairmanship last winter which formulated a scheme for such an examination to be called the Matriculation and School Leaving Certificate (or M. S. L. C.) examination. With certain modifications this scheme has been accepted by the University and the Regulations embodying it have been passed during the current year. Though it omits some of the special features of a good school final scheme, it constitutes an examination which in the wider choice of courses which it permits a school is a great advance on the present matriculation, and above all it establishes a Board which will deal solely with this examination and will be in a position to adapt its syllabus to the requirements and capabilities of school boys. A description of it falls more properly in the scope of next year's report.

Matriculation
and School
Leaving Certi-
ficate Examin-
tion.

22. The subject of discipline in schools was dealt with very fully in last year's report, and will probably call for special mention in the report on the current year. The discipline of a school depends very largely on the personality of the headmaster, and it stands to the credit of the headmasters of the schools situated in the recently disturbed areas that they were with few exceptions able to maintain school discipline unimpaired during a period of considerable tension.

Discipline.

I am indebted to the meetings of Headmasters' Associations for several valuable suggestions for the improvement of school work. Notably a revision which was introduced in January of this year in the Subordinate Educational Service was based on the recommendation of two Headmasters' Associations.

23. The revision of the Subordinate Educational Service has been long overdue but had been deferred pending the decision of the Government of India as to the constitution of the Provincial Educational Service, into which

Revision of
Subordinate
Educational
Service.

class I of the Subordinate Educational Service will naturally be merged. It was however in the lowest ranks of the service, which contain the drawing masters, drill masters, vernacular teachers, classical teachers and lower English staff, that the chief hardships were experienced owing to the very large numbers in each grade. It was practically impossible for a teacher entering the lowest grade (Rs. 20—30) to expect more than one step in promotion (to the grade of Rs. 35—50) during the whole course of his service. The Subordinate Educational Service has now been divided into two sections, the Anglo-vernacular section starting from the grade of Rs. 35—50 per mensem and rising to Rs. 400 per mensem which corresponds almost exactly to the service of English teachers from Rs. 40 per mensem to Rs. 400 recommended in the Government of India's Resolution on Indian Educational Policy of 1913, while the classical and vernacular section which starts from Rs. 20—30 and rises to Rs. 100—140 contains the remaining classes of teachers. Only drill masters and vernacular teachers are appointed to the lowest grade, classical masters and drawing masters commencing on the grade of Rs. 35—50. A certain number of posts in each grade are reserved for the different classes of teachers, and the great reduction in the number of posts in each grade owing to the elimination of the English teachers ensures a much more rapid flow of promotion. The junior grades of the Anglo-vernacular section are similarly affected by the exclusion of the classical and vernacular teachers.

Buildings.

24. Building activities have again been restricted owing to the difficulty in obtaining materials and their high cost. The only buildings of any importance that are reported to have been completed during the year are the Government school and boarding-house at Multan, both excellent up-to-date structures, and the buildings for the D. A.-V. Middle School, Naushera Panwan, the Crosse High School, Akalgarh, and the District Board Middle Schools at Pindigheb, Adhwal and Rohri. However a number of buildings were commenced and may be expected to be completed during the current year.

Land Acquisition.

25. An obstacle in the way of the extension and improvement of school premises in town areas has been the difficulty which the managers of aided institutions often find in purchasing land contiguous to the school property. This has been overcome by the extension in January last of the use of the Land Acquisition Act in favour of schools under private management. Under the rules now issued, which are based on those in force in Behar and Orissa, Government may acquire land for the managers of aided schools, if they have been unable to purchase it by private negotiation. The managers will bear three-quarters of the cost of acquisition, but the land remains the property of Government to be leased to the school on a nominal rental for a term of years. In the event of Government desiring to terminate the lease, the school managers will be compensated in full for their expenditure on the purchase of the site and for any buildings they may have erected on it.

Provident Fund.

26. Standard rules for Provident Funds in aided schools were issued by the Department towards the close of the year together with regulations for special grants-in aid to encourage the introduction of Provident Funds. In a school adopting these rules every teacher on the permanent staff drawing more than Rs. 12 per mensem is required to contribute one anna in the rupee of his pay monthly to a school Provident Fund, a similar sum being contributed on his behalf jointly by the management and Government (each $\frac{1}{2}$ anna in the rupee). The total sum is placed to his credit in the Postal Savings Bank. A teacher on retirement is entitled to his own contributions together with a proportion of the balance to his credit (consisting of the contributions of Government and the management and the interest on the whole amount) which varies with his length of service up to 100 per cent. after ten years' service. The sums lapsing to the credit of the school Provident Fund can be utilised for special donations, *e.g.*, to the relations of teachers dying in service. In future no secondary school will be recognised by the Department which has not established a Provident Fund.

Provident Funds of this nature should not only be a great boon to teachers on retirement, but should prove a strong inducement to teachers to stick to their posts.

27. Suggestions for the promotion of Co-operative Societies in schools for the cheap supply of school books and material were circulated by the Department, and the movement has made rapid progress. Co-operative Societies.

In the Multan Division for example Students' Co-operative Societies have been formed in about a dozen schools of the Lyallpur, Montgomery, Muzaffargarh and Dera Ghazi Khan Districts. "The Khalsa High school, Lyallpur, aims at eventually leaving the supply of everything needed by the large hostel of the institution to the boys' co-operative management."

Apart from the financial advantages the educational value of such societies must be considerable.

28. The medical inspection of schools which made a promising start in 1915 is still unfortunately in abeyance owing to the absence of the medical inspectors on military duty. Medical inspection.

CHAPTER V.

Primary Education (Boys).

29. The year 1918-19 was marked by the adoption of a vigorous forward policy in the matter of vernacular education. Reference is made in paragraph 26 of the report on education for 1917-18 to the initiation of the scheme for the expansion of education in rural areas, and a description is there given of the steps taken to ascertain the needs of the province by means of an educational survey, and of the system of five-year programmes which was recommended by the Committee on District Board Educational Finance. The scheme in its final form is of such importance that the letter embodying it is printed as Appendix A to this report. The statement attached to the letter shows the position of vernacular education in 1918-19, the ultimate needs of the province (so far as they can be foreseen) for vernacular schools and the results that we hope to obtain in 1923-24, when the first five-year programmes are completed. In one or two cases the grading of district boards has required reconsideration, but with these exceptions the scheme has been accepted by all district boards and is now in working order. Half the year had already passed however when the circular was issued, and its issue was soon followed by a terrible outbreak of influenza which dislocated the work of the rural schools in several parts of the province. So that the results during 1918-19 were not so successful as had been anticipated. In the Gurgaon District for example none of the new 18 schools proposed for the first year could be opened and several rural teachers and a good many boys died during the epidemic. New Programme of Expansion and Improvement.

30. However 338 new Board schools were opened as compared with 114 in the previous year. Multan which opened no less than 48 schools (far in excess of the programme for the year) headed the list, but a number of other districts completed their first-year programmes. A large number of the new Board schools replaced aided indigenous schools, the conversion of which into Board schools is part of the accepted policy. Consequently the number of aided institutions decreased by 157 while 93 unaided schools were closed (probably many of them owing to the influenza outbreak). The result is a total of 5,167 schools or an increase of 90 over the number in 1917-18. There was an increase of 12,207 pupils attending Board schools with a decrease of about 6,000 in aided schools and of some 3,000 in unaided schools, so that the net gain in scholars is only 3,441, but the whole of this gain is in pupils attending the more efficient Board schools. The attendance at the new schools which opened so late in the year may be expected to improve during the current year. Numbers.

Another satisfactory feature is in the increase in the number of agriculturists' sons in attendance at primary schools. In the Multan Division for example there was an increase of 2,455 of such boys and in the Jullundur Division of no less than 4,392; while in the Attock District alone, an agricultural area, there was an increase of 1,334 scholars.

But the new policy is directed towards the improvement of existing schools no less than the addition of new schools. One step towards this improvement has been already mentioned, namely the conversion of aided schools into Board schools, and this is being vigorously carried out. That the Board school is the more popular institution with the rural population may be illustrated by the fact that while there was an increase of 4,807 agriculturists in Board schools in the Jullundur Division there was a decrease of 415 in their attendance at elementary schools.

Teachers.

31. Another measure of improvement which has immediately resulted from the adoption of the new programme is the improvement of the pay of the teachers. The introduction of a satisfactory scale of salaries was laid down in paragraph 10 (a) of the Government's letter (Appendix A) as a necessary condition of the Government grant and it is satisfactory to find that this condition has been generally fulfilled. The following district boards introduced revised scales of pay : Hissar, Ambala, Simla, Gurgaon, Hoshiarpur, Ludhiana, Jullundur, Ferozepore, Kangra, Gurdaspur, Gujranwala, Amritsar, Lyallpur, Muzaffargarh, Jhang, Multan and Mianwali.

Several of the other districts, *e.g.*, those in the Rawalpindi Division, had introduced good graded scales of pay in recent years. The scales of pay generally run from Rs. 15 to Rs. 30 per mensem while under the Lyallpur District Board and Multan Municipal Committee the maximum is as high as Rs. 35 per mensem for a Junior Vernacular teacher. This general improvement is very satisfactory and shows that the attachment of this condition to the issue of Government grants has proved far more effective in improving the pay of teachers than the old system of using salaries as the basis for calculating the grant.

The very slight increase in the proportion of trained teachers from 5,380 to 5,455 is due to the conversion of a number of aided schools and the taking over of their untrained masters into Board service. In order to increase the output of trained teachers one new normal school (*vide* paragraph 35) was opened last year and two during the current year.

A young trained teacher fresh from the Normal school is not however the best person to put in charge of a newly opened Board school, and several Inspectors report that the attendance and efficiency of the new schools would have been better had they been entrusted to more experienced hands.

Instruction.

32. In general, Inspectors report hopefully on the improvement in the work of the schools. The improved pay and prospects of rural teachers have reacted favourably on the energy with which they undertake their duties. The inspecting staff have shown themselves more keenly alive to the deficiencies of our Primary schools. In this connection I quote an interesting paragraph from the report of Sardar Bahadur Bhai Hari Singh, Inspector of Multan : "Improvement in the average village-schoolmaster's love of his profession and in the consequent desire to amend his methods of work under the advice and guidance of the inspecting agency is still one of the most important problems connected with primary school education. It is not easy to apportion the fault between the two parties concerned, but I feel little hesitation in stating that we, the inspecting people, have a share in the fault. Both sides have their excuses, too many classes and low wages for Munshiji and long tedious journeys and official correspondence worry for the inspecting man.

"More of system and sympathy on the side of inspecting officers and more of earnestness to understand defects and to follow advice on the side of the teacher are requisite."

Among other teaching improvements must be noted the introduction by Mr. Wright, first in the Jullundur Division and afterwards in Lahore, of the look and say method of teaching reading, peculiarly suitable to the Urdu language.

Practical work is done in a certain number of schools, *e.g.*, sericulture in several Middle and Primary schools in sub-montane tracts. Where mulberry trees are plentiful as at Shamdhara, which I visited with the Director of

Agriculture last year, the work is often very good. Amongst other activities may be mentioned wool-spinning and tree-planting and grafting in Kular, mat-making, rope-making, charpai-weaving and soap-making, while gardening in connection with nature study is receiving increased attention. In Shahpur for example a qualified itinerant agricultural expert is maintained by the Board.

"It is a happy sign," says Mr. Wright of Lahore, "that boys are now seen setting up sun dials and weather-cocks, planting trees and vegetables in the school compound"

33. The difficulties in the way of the rural Primary school teacher were discussed at length in the last Quinquennial Report on education in the Punjab (paragraphs 55 and 56). One of the chief of those was stated to be the number of classes which he was expected to teach. This obstacle has to some extent been overcome by the introduction of the revised system of rural schools, an account of which has been given in paragraph 4. In future no teacher can have more than four classes to teach, and in any school where the attendance exceeds 40 he will have an assistant. In time it may be hoped, when the period of rapid expansion is over, we shall be able to provide assistants for smaller schools.

34. The Punjab Primary Education Bill, which provides for the introduction by local option of compulsory education for boys between the ages of 6 and 11 (or 7 and 12) in any rural or urban area, was introduced by Government last year and passed in the Punjab Legislative Council. The Bill as originally drafted allowed for its extension also to girls at a later stage, but in deference to public opinion this provision was dropped. Criticisms of the Bill were chiefly directed against the procedure for the introduction of compulsion, which was simplified by the select committee, and against the period suggested for compulsion, urban enthusiasts with little consideration of the conditions prevailing in rural areas or for the feelings of the agriculturists, pressing for a longer period of compulsory attendance. The Act as finally passed contains two parts. The first part lays down the procedure for the introduction of compulsion.

Any local body, rural or urban, may at a meeting specially convened for the purpose propose the introduction of compulsory education in any part of the area under its control and if two-thirds of the numbers present support the resolution and if after local publication no valid objections to the proposal are received, it may be submitted to the Local Government for approval together with proposals for meeting some share of the cost, if necessary by additional local taxation. If the proposals are approved by Government, Part II of the Act prescribing the conditions of compulsory education may be brought into force in the selected area. The regulations for exemptions and for the infliction of fines on parents who contravene the Act or persons who employ children during school hours follow the line adopted in other similar Bills. The question of free education is complicated by the fact that at least four-fifths of the scholars in municipal areas attend schools under private management, which cannot afford to dispense with their fee income. A solution of the problem was reached by providing that no fees should be levied in municipal or board schools for boys compelled to attend school, and that the local body introducing compulsion should also pay the fees of such boys (up to the usual code limit) attending recognised private schools if asked to do so by the managers. In this manner the desired object is achieved, that no boy shall be prevented from attending school by reason of the fees charged while better class schools may restrict admissions by the levy of fees from well-to-do parents.

As at present advised the Municipality of Multan is the only body which is taking practical steps to make use of the Act; but it is sincerely to be hoped that other local bodies may follow this example.

CHAPTER VI.

Training of Teachers.

35. There were at the close of March 1,180 men and 326 women under training as teachers. Of these 11 men and 29 women were at

School
Courses.

Punjab Pri-
mary Educa-
tion Act,
1919.

Numbers.

the European Training Schools at Sanawar and St. Bede's (Simla), respectively. Of the remainder 187 men were under training as English teachers (152 in the Central Training College and 35 in the Junior Anglo-vernacular class of the Islamia College), and 8 of the women (2 in the Central Training College and 6 in the Junior Anglo-vernacular class at the Kinnaird College). The remaining 982 men and 289 women were being trained as vernacular teachers for primary and middle departments, an increase of 109 in the case of men and of 14 in the case of women.

There was an increase in the number of Government Normal schools for men of one (a local training class at Rawalpindi being closed), while four new Government Normal schools for women were opened, but since three of the latter replaced municipal training classes the increase in the number of women students is inconsiderable.

Normal
Schools.

36. The need for more trained vernacular teachers is insistent and two steps to increase the output were taken last year. (a) The Normal School at Lahore was moved to Sialkot and housed in hired premises. The removal of this school to surroundings more suitable for students intending to teach in rural Primary schools had been under contemplation for many years, and a site for the school had been selected at Gakhar, between Gujranwala and Wazirabad. Owing to building delays the question had been continually postponed, but the solution which has temporarily been adopted has proved quite satisfactory. Meanwhile the buildings at Gakhar are actually under construction and should be completed next year. The hostel accommodation set free by the removal of the Normal school students from Lahore was utilised to admit additional students to the Senior Vernacular Class of the Central Training College. (b) A new Government Normal school was also opened at Gujranwala in rented premises.

These were of course only temporary arrangements and the policy is now being adopted of removing Normal schools from the larger towns, where the students find the expenses of living very great and where they have no opportunity to see the work of rural Primary schools, to smaller centres selected as far as possible for their proximity to village Primary schools in which the students can be trained in the practice of teaching, and the peculiar difficulties of which they can study at first hand. In pursuance of this policy the Normal school at Sargodha is being transferred to Lala Musa which, though a railway junction and easily accessible, is only a large village with village schools in the near neighbourhood. Similarly the Rawalpindi school will be transferred to Campbellpur and other such movements are in contemplation.

Mr. Wyatt, Principal of the Central Training College, sends in an interesting report on the work of the Normal schools. In general his criticisms are that the instructors are themselves out of touch with the conditions for which they are supposed to be preparing their students, and that the subjects are too often taught without due regard to purpose of teaching them. "This type of defect," he says, "is especially pronounced in the so-called criticism lesson, which at its worst is simply a ceremony with a time-honoured ritual, and even in the best schools—in all indeed except one elaborates steps and procedure at the expense of its purpose as a lesson, a reading lesson has everything except practice in reading, a geography lesson cumbers ground and easels with apparatus, such as no village teacher in his senses would dream of preparing, and almost invariably fails to use it to forward the object of the lesson."

In spite of these other defects in these institutions the Normal school student is generally a keen and intelligent worker and the effects of the course of training on his value as a teacher are very marked.

Normal
Schools for
Women.

37. The Normal School for Women, Lahore, had 162 pupils, but the numbers declined owing to marriage, sickness and other causes to 144 at the close of March. Miss Uppal, the headmistress, left to be married in June and her place was taken by Miss Littlewood. The school is very much handicapped by its unsatisfactory building.

The four new Normal Schools for Women are situated at Rawalpindi, Multan, Ludhiana and Sialkot. The Rawalpindi school under Miss Das, late 2nd mistress of the Lahore school, is in a good hired building and had 13 students last year. Miss Hamilton Brooks, B.Sc., was headmistress of the Normal School, Multan (she has since left to be married), and made a good start with 17 pupils. The Ludhiana school was housed in the municipal Middle school with Miss Wylie as headmistress. There were 36 students. Plans for a new building have been prepared. The Sialkot school with 25 students was the least successful as the headmistress (who has left) did not prove a good organiser. From the foregoing remarks it will be gathered that it is not easy to find a good permanent senior staff for these institutions.

The numbers have increased considerably in all the schools during the present year. It is satisfactory to find that there is little difficulty in obtaining candidates for admission (chiefly Muhammadans). The qualification for admission is the passing of the 5th primary standard and the course for the Junior Vernacular Certificate is of two years' duration, a third year being added for the Senior Vernacular course.

38. The Central Training College had an average attendance of 266 students of whom 67 were graduates. The applications for admission again far exceeded the number of vacancies, but the qualifications of the candidates were not quite as high as last year.

The Central
Training
College.

Mr. H. T. Knowlton retired from the Principalship, which he has held with but few intermissions for the last 22 years, in May 1919. The efficiency and the popularity of this institution are in a large measure of his making and the influence which he has been able to exert through the teachers who have passed through his hands on the quality of the education in this Province has been incalculable. The Punjab has lost in him a great educator.

He was succeeded by Mr. H. G. Wyatt, Inspector of the Rawalpindi Division, whose long experience of inspection has enabled him to introduce a number of changes into the courses of study with a view to bringing them more into relationship with the actual work which the students will have to undertake when they become teachers. Problems for example in school organisation, and early steps in the teaching of English, are receiving greater attention.

But the Training College has long been understaffed and it was with much relief that the sanction of the Secretary of State to the revision of the establishment was received in February last. This includes the addition of three posts in the Indian Educational Service to the two already in existence, and an increase in the number of Provincial Service posts from one to five.

The sanction was received too late for the new staff to be entertained during the year under review.

Further relief will be afforded, enabling a larger number of admissions to be made in the English classes, by the removal of the Senior Vernacular Classes to the second Training College at Lyallpur (of which mention is made in Appendix B, paragraph 5 (1)). This step was not however taken till the present year and so does not come within the scope of this report.

The results of the various examinations, B.T., S.A.-V., J.A.-V. and S.V., in which 211 candidates passed out of 220 presented, show that the standard of work is as high as ever.

The chief need of the institution is good playing-fields and steps are now being taken to supply this deficiency.

Mr. E. Tydeman, headmaster of the Central Model School, was deputed by Government in November 1918 to the Secretaryship of the Publicity Board, his place being taken by Mr. E. Smith of Amritsar.

39. The Sanawar Training class for men continued to suffer from the war, three of the students leaving during the year to join the I. A. R. O. and the Master-in-charge still being absent on military duty. Steps have at last been taken to supply this institution with a suitable building. This structure indeed when completed will be worthy of the institution which

Training of
European
Teachers.

is the only one of its kind in India. The cost is largely met from an Imperial grant for the purpose. The site was cleared during the year but the building will take some time to complete.

There were two changes in the staff of St. Bede's and the work of the institution suffered somewhat from the severe outbreak of influenza last autumn; but 40 distinctions were obtained by the successful candidates. A special class for the training of kindergarten mistresses for European Schools, towards the cost of which Government contributes six stipends annually, was opened at St. Deny's School, Murree.

Special
Training
Classes.

40. Another Special class for the training of Agricultural teachers for Vernacular Middle schools was opened at the Lyallpur Agricultural College in July 1918, in anticipation of the sanction of the general scheme for agricultural education (*vide* Appendix B). The class was entirely successful and will now be merged in the Training College at Lyallpur.

Mr. Buchanan, the Inspector of Drawing and Educational Handwork, held a course in the latter subject during the summer at Murree. The results, he is able to obtain from a short course of this kind, are remarkable.

A most successful course for teachers in Domestic Science was held by Miss Graham in Lahore, further mention of which is made in paragraph 54.

CHAPTER VII.

Professional, Technical and Special Education.

PROFESSIONAL INSTITUTIONS.

Law College.

41. There are no developments of importance to report with regard to the Women's Christian Medical College, the Veterinary or Law Colleges. The number of students taking the LL.B. examination rose to 225, of whom 92 were successful.

Medical
College.

42. Steps are definitely being taken to transfer the Medical School to Amritsar and thus provide additional accommodation for the Medical College students. The transfer should be effected during the current year.

The number of students in the college rose to 324, almost double of the enrolment in 1914-15, while the number attending the medical school is 379 (including 52 on Field Service).

The College is still short of staff owing to the absence of some of the Indian Medical Service officers on military duty and suffered a great loss in the death of Lieutenant-Colonel H. G. Melville, Professor of Materia Medica.

Mayo School
of Art.

43. The numbers in the institution showed a further decrease to 231. The causes for the decline were the same as those given in last year's report, *i.e.*, the great demand for artisan labour, and sickness, a number of students and one or two teachers dying of influenza. Work in the various branches has proceeded satisfactorily except in photo.-lithography where the cost of materials has been prohibitive. (Two of the ex-students of this department were appointed on Rs. 200 per mensem each in Mesopotamia.)

A new department was opened in the autumn for the training of architectural draftsmen under the immediate superintendence of Mr. B. Sullivan, A.R.I., B.A., Consulting Architect to Government, who visits the school regularly and gives instruction to the students. This class was opened provisionally by Government as an experiment, but there is every hope of its proving a success. Hitherto the Punjab has had to import men of this class from Bombay.

The work of the Principal, who is in addition Curator of the Museum and Inspector of Industrial Schools, has increased considerably with the growth of the latter class of institution, and M. Feroze-ud-din of the School of Art has been appointed Assistant Inspector of Industrial Schools while continuing to carry on his duties at the School of Art.

44. The proposals of the Standing Committee on Technical and Industrial education for the improvement of Industrial Schools after the receipt of opinions from local bodies were accepted by Government and embodied in the circular which will be found in Appendix C. Industrial Education.

A revision of the system of grants in order to effect the necessary improvements in the staffing, etc., of these schools is now under consideration. The schools are generally badly housed.

A grant of Rs. 1,50,000 was sanctioned by the Government of India towards the cost of the Carpentry School at Jullundur, and a sub-committee consisting of Messrs. Townsend and Heath selected a site for the institution, which is now being acquired.

The exact scope of the Railway Technical School and its connection with the North-Western Railway was considered by the committee, and a revised course of instruction mapped out leading to the 3rd year course of the Railway literate apprentice class.

In connection with this institution a school for the training of disabled soldiers in oil engine and motor work was opened in the autumn. Forty-six disabled soldiers were admitted, being housed in tents on adjacent ground. The class was doing well at the close of the year.

45. The Reformatory School, Delhi, had 97 boys on its rolls at the close of the year. There are no noticeable events in its history to report. The Reformatory School, Delhi.

46. The scheme for the institution of a Diploma of Commerce drafted by a sub-committee appointed by the Syndicate was accepted by the University. The course will be of two years' duration and include English, the elements of accountancy and commercial law, an introductory course of economics, and commercial geography, to which may be added as an optional subject either stenography (typewriting and shorthand) or a foreign language. The sub-committee also recommended the transfer of the Government post-matriculate commercial class, which was opened at Amritsar last year, to Lahore to form the nucleus of a Government institution of commerce. This proposal has been accepted by Government during the current year. The Amritsar class proved most successful, admission to it being only limited by the accommodation and equipment available. Several of the students obtained good posts before completing the year's course, but of 31 students who appeared at the final examination 24 passed, 16 gaining distinctions. The fact that a number of first class matriculates took this course instead of joining Arts Colleges is of good augury for the success of this new branch of University work. Commercial Education.

There was also such a rush for admission to the Young Men's Christian Association Evening Commercial Classes that only half the applicants (436) could be admitted: but unfortunately many of the students do not stay long enough to obtain much benefit from the course.

CHAPTER VIII.

Female Education.

47. The number of schools for girls rose by 5 to 1,020. Several Numbers. of the primary schools were raised to the middle standard and the number of secondary schools for girls is now 70 of which 9 are High schools.

In spite of the epidemic of influenza in the autumn and local outbreaks of small-pox, which were expected to lower the attendance, the number of girls attending school rose by 2,768 to 54,755. When compared with the small increase in the number of schools this increase in attendance is very satisfactory.

There seems little doubt that a large additional number of primary schools could be successfully opened if funds were forthcoming. The question is at present under consideration by the Local Government.

The distribution of schools and scholars by divisions is as follows :—

<i>Division.</i>	<i>Schools.</i>	<i>Scholars.</i>
Lahore ...	300	20,270
Jullundur ...	214	10,110
Rawalpindi ...	208	10,341
Multan ...	162	9,348
Ambala ...	136	4,686

It will be seen, as might be anticipated, that the attendance is largest in the divisions containing large towns, but the figures for Ambala are very unsatisfactory.

The expenditure on girls' schools has remained practically stationary and amounts to Rs. 7,39,681 of which Rs. 3,16,450 is spent on secondary schools.

Collegiate
Education.

48. The attendance at the Kinnaird College, the only collegiate institution for women in the Province, rose from 24 to 30. Of these 21 are reading for the Intermediate and nine students are in the B.A. classes. The College is still very poorly housed in private bungalows, but an effort is being made to improve the accommodation. The arrangements for the boarders particularly were the subject of unfavourable comment by the University Inspection Committee. It is to be hoped that the various missions which support this institution will now be able to come forward with more generous help.

Training of
Teachers.

49. The most important of the new institutions are the four Government Normal schools of which an account is given in paragraph 37 of this report.

It will be seen that we are now turning out over 150 trained teachers annually which, in view of the number of schools for girls in the Province, may be considered very satisfactory : but there is a great deal of leeway to be made up, and if the recommendations of the Female Education Conference (see paragraph 53) are accepted, we shall need a still larger supply.

Secondary
Schools.

50. The number of girls who completed the middle school course was 585, a great increase on last year's number 481. Only 25 girls appeared at Matriculation, and the problem of staffing secondary schools, much more so of finding District Inspectresses, is a serious one.

The work is reported to be steadily improving, though it is still characterised by a lack of interest and intelligence.

Primary
Schools.

51. The work in the large primary schools is fairly satisfactory but the infant class is usually neglected. In the single teacher primary schools the teacher is handicapped by having to teach five classes, a task which it is impossible for anyone to accomplish with success.

The Punjab Association which maintains nine schools in Lahore effected considerable improvements in the pay of the staff and equipment. It is however regrettable that a committee of Indian ladies appointed to visit the schools and suggest improvements took no action.

Buildings.

52. Very little could be accomplished during the past year owing to the high cost of building materials. Several important projects, notably the Municipal Girls' School, Amritsar, will, I trust, be shortly put in hand.

Female Edu-
cation Con-
ference.

53. A conference on the education of girls was held in February 1919 in Lahore at which a number of important recommendations were made. If Government finds it possible to adopt them, they will set our existing schools on a better basis and mark out suitable lines for advance in the future. The conference felt that while our girls' schools were still so few in number it should be possible to set a higher standard of efficiency for them in the matter of staffing and pay than it would now be possible to introduce into boys' schools. It therefore recommended—

- (i) that there should be at least one teacher for every 30 girls; and that there should be two teachers in every full primary school;

(ii) that a standard minimum scale of salaries as under should be introduced for all teachers in board or aided schools :—

			Rs.	
Untrained assistant	...	...	12	per mensem.
„ Headmistress	...	...	15—20	„
J. V. Certificated teacher	...	...	20—30	„
S. V. „ „	...	...	30—40	„

It further recommended that there should be an outstation allowance (the conference suggested Rs. 7-8-0 per mensem, which is perhaps high) for all female teachers obliged to live away from their homes. Great difficulty is experienced in getting women teachers to take posts in villages owing partly to their natural disinclination to live away from their families and partly to the difficulties of finding suitable accommodation and making arrangements for food, etc. It was thought that an allowance of this nature might act as an inducement, and would be justified by the increased expenditure entailed on outstation teachers.

With regard to the expansion of education the conference recommended that a survey should be made of the needs for more schools ; not an exhaustive survey such as was made in the case of boys' schools (*vide* paragraph 29) but an enquiry as to the places where new girls' schools were likely to meet with success. Such a survey is now being carried out.

It further suggested since the attendance at a denominational school is generally better than at a Board school, that District Boards might open new schools through the agency of private bodies, *i.e.*, the Board should select a suitable place for a school, and provide the funds for its maintenance but ask some local religious association to undertake the management.

This is a complete reversal of the policy adopted with regard to boys' schools where Boards' schools are rapidly replacing aided institutions ; but the cases are not parallel for whereas Urdu is the recognised vernacular in all boys' schools, there are more Hindi and Gurmukhi than Urdu girls' schools, and the children in a girls' school generally belong to one community. The recommendation is interesting but its consideration must await the result of the survey of our needs for new schools.

Among many other valuable recommendations that with regard to buildings for girls' primary schools deserves special mention. The cost of building a decent girls' school with the necessary high purdah wall round the compound has so often proved prohibitive that most of the primary schools are housed in very unsatisfactory hired buildings. The conference recommended that since the purdah wall is a necessity, expenditure might well be concentrated on that, the school premises consisting of a plot of ground surrounded by a high wall, against which sheds should be built for classrooms. Chicks for these sheds would be needed to keep out the sun but the cost of the schools apart from the enclosure walls would be very small. The centre plot would naturally be grassed and trees planted under which classes could be held in suitable weather. The ordinary drawbacks to an open air school, namely, the nuisances caused by wind, dust and stray animals, are obviated by the protection afforded by the purdah walls. The scheme is original but appears to offer a practical solution to a very real difficulty.

54. Miss Graham, the new Inspectress of Domestic Science, visited a number of secondary schools and gave advice as to the teaching. From January 15th to April 10th she held classes daily in domestic science. Over a hundred girls from various city schools came each once a week for lessons in cookery and laundry work ; twice a week Indian ladies were invited to attend and did come in large numbers. On Thursday afternoons a largely attended class of teachers came from city schools to cookery lectures. These courses were by way of an experiment and the great success which they achieved would warrant their being put on a permanent basis ; but if so a special staff for them would be needed.

Domestic
Science.

CHAPTER IX.

Education of Europeans.

Numbers.

55. The number of public schools decreased by 1 to 33 owing to the closing of the small and unsatisfactory railway school at Bahawalnagar. Of these 4 (the two departments of the Lawrence Military Asylum, Sanawar, and of the Lawrence School, Ghora Gali) are maintained by Government; the remainder are aided schools under private management, 14 of the Church of England, 11 of the Roman Catholic Church, 1 of the Church of Scotland, and 3 of Railway authorities.

Thirteen of the public schools are for boys and 20 for girls. The number of scholars in them increased by 74 to 3,024.

The total direct expenditure on European schools increased by Rs. 22,02' to Rs. 3,94,779. This expenditure is distributed as follows:—

				Rs.
From Imperial revenues	...	...	...	60,174
„ Provincial „	...	...	...	1,84,128
„ Fees	...	...	...	1,09,409
„ Other sources	...	...	...	41,068

Buildings.

56. The material conditions of the larger schools are far from satisfactory. They are as a rule housed in buildings which were originally constructed as private residences and which are ill-adapted for school purposes; moreover the increase in attendance has not been accompanied by an increase in the accommodation. The dormitories are seriously overcrowded, and the classrooms are unsuitable. These defects are most notable in the case of the Ayrcliff and Auckland House Schools at Simla.

Even the schools with new buildings such as the Lawrence School, Ghora Gali, have no accommodation provided for science or domestic economy.

Special capital grants of Rs. 30,000 to the Ayrcliff School and of Rs. 15,000 to St. Denys', Murræ, were made last year, but these sums represent but a small fraction of the outlay required.

The whole question of hill school accommodation needs serious consideration.

Staff.

57. The total number of teachers is 201 of whom 144 are trained, an improvement on the figures of last year. But great difficulty is still experienced in recruiting masters for boys' schools. This is partly due to the absence of masters in the I.A.R.O., but chiefly to the fact that the best boys' schools in the Punjab have not been sending their ex-students for training to Sanawar. Nor is the Inspector of European Schools wholly satisfied with the trained teachers from St. Bede's. The provident fund rules have been revised and the fund is very popular.

Examinations.

58. The results of the departmental examinations were not so satisfactory as usual, but this is no doubt largely due to the interruption to school studies caused by the serious outbreak of influenza last year. Of 71 candidates for the High School examination (33 boys and 38 girls) only 46 passed (25 boys and 21 girls). Of 163 candidates for the Middle School examination 122 passed.

The results of the Cambridge Local examinations were very poor; one out of six passing the Senior Cambridge, one out of seven the Junior Cambridge, and two out of ten the Preliminary examination.

A board of moderators was established last year for the departmental examinations and the beneficial results of this change were at once apparent, no complaints (such as were frequent in previous years) having been received as to the nature of the papers. Another innovation was the holding of an oral test in Urdu; a subject which had been much neglected hitherto. This test was conducted by the Reporter on Books, who submitted a valuable report on the Urdu teaching. His visits should do much to improve the work in this subject.

The primary school scholarship examination was abolished as the candidates are too young to stand the test of a formal examination. In future primary scholarships will be awarded by the Inspector after testing the most promising candidates selected by head teachers. In order that small schools shall not suffer whose pupils are unable to compete on level terms with those of large well staffed institutions, the number of scholarships has been increased.

59. One of the chief needs of European schools is a revision of the curriculum to permit a wider differentiation between the work of the boys and the girls, and the introduction of more modern subjects such as science and domestic economy. For neither of these subjects are there at present qualified teachers or school accommodation. Work.

Miss Graham, Inspectress of Domestic Science, was however able to effect improvements in the teaching of needlework, in which a new syllabus has been introduced.

The revision of the girls' school curriculum has been taken up. Draft syllabuses in various subjects have been prepared by the Department which are now under the consideration of headmistresses.

The late Inspector of European Schools has submitted an interesting report on the work of the schools. His criticisms may be summarised by saying that he considers that the ideals which should underlie the work, *i.e.*, the creation of loyal and useful members of the community, are too often lost sight of, and the interests of the pupils are too narrow, and their future careers not sufficiently studied.

60. This criticism is borne out by the very small number of pupils who proceed to a higher education after leaving school. There is no good reason why Anglo-Indian boys of ability should not enter such professions as the law and medicine, yet no student of this community is at present enrolled in either of the law or medical colleges at Lahore. One obstacle in the way of their attendance at Colleges has been the absence of any Collegiate hostel for Anglo-Indians at Lahore, but this obstacle owing to the generous and successful efforts of the Reverend Oswald Younghusband will shortly be removed. Collegiate
Education.

61. This is the last year in which the Punjab Government will share in the management of the Lawrence Military Asylum, which was transferred to the control of the Military Department with effect from April 1919, though its work will of course continue to be inspected by the Inspector of European Schools. The material needs of the Asylum, although many improvements have been effected in recent years, are still very great; but the efficiency and tone of the institution are as high as ever. Notes on Spe-
cial Schools.

Mr. Barne, the Principal, will still retain his connection with the Punjab Government as Superintendent of the Teachers' Training class. The latter (*vide* paragraph 39) will soon be housed in a fine new building, and it is hoped that the site which is occupied by the present class rooms will be used for the erection of an up-to-date boys' school.

The work of the Lawrence School, Ghora Gali, was of a very high level as may be judged from the fact that the school headed the list in both the High and Middle school examinations and won no less than twelve scholarships. (Incidentally all the girls sent up for the middle examination passed, a remarkable result when the general percentage of passes at the examination is considered.) This result is all the more creditable in that the school suffered severely from influenza, and that there were several changes in the staff. The scale of staff was completely revised in September 1918, several new posts being added and the pay of the teachers—especially the senior masters—considerably enhanced. Married quarters for three of the senior masters, and a new hospital were also sanctioned. The chief need of the school is some provision for science teaching.

A large plot of ground with two cottages were purchased for extensions to St. Denys' School, Murree, and the Station School, Rawalpindi, was enlarged with the help of a Government grant.

The financial condition of the Bishop Cotton School, which had long been precarious, was so critical last year that the Governors proposed to lease the school to a committee which intended to open a special school for officers' children unavoidably detained in India during the war. This proposal fell through with the opening of passages to England at the armistice, and the Governors decided to make one further attempt to reopen the school on the old lines with increased fees and a stronger staff, in the recruitment of which they were kindly assisted by the Army Department. The experiment has proved a complete success, the school reopening in March under its new headmaster, the Reverend F. Gillespy, with over 100 pupils, a number which has since increased. There is every hope that this important school has again a successful future before it.

CHAPTER X.

Education of Special Classes.

(i) Muhammadans.

62. The following table shows the number of scholars of the chief communities in the Punjab attending educational institutions of all kinds:—

	MUHAMMADANS.				HINDUS.				SIKHS.			
	1916-17.	1917-18.	Increase.	Decrease.	1916-17.	1917-18.	Increase.	Decrease.	1916-17.	1917-18.	Increase.	Decrease.
Arts Colleges { English ...	888	921	...	33	2,872	2,832	40	...	613	671	...	58
Arts Colleges { Oriental ...	32	35	...	3	79	71	8	...	6	6	...	...
Professional Colleges { Law ...	63	59	...	4	901	558	343	...	41	22	...	19
Professional Colleges { Medicine ...	49	57	...	8	215	203	12	...	60	49	...	11
Professional Colleges { Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges { Teaching ...	88	91	...	3	126	123	3	...	40	42	...	2
Professional Colleges { Agriculture ...	72	49	...	23	36	31	5	...	51	32	...	19
Professional Colleges { Veterinary ...	132	135	...	3	39	44	...	5	41	38	...	3
Total	1,322	1,326	...	4	3,759	3,660	99	...	853	800	...	53
Secondary Schools { Anglo-Vernacular.	27,902	28,399	...	497	44,815	43,751	1,064	...	13,396	12,830	...	566
Secondary Schools { Vernacular ..	10,828	10,226	...	602	13,457	18,320	137	...	3,800	3,611	...	189
Total	38,730	38,625	...	105	58,272	57,071	1,201	...	17,126	16,441	...	685
Primary Schools ..	103,561	101,810	...	1,751	108,348	103,471	...	4,877	34,677	34,264	...	413
Training Schools	433	301	...	132	379	497	...	118	72	84	...	12
Medical Schools ...	139	130	...	9	155	169	...	14	107	107	...	...
Technical and Industrial Schools { Mayo School of Art.	132	147	...	15	60	69	...	9	20	19	...	1
Technical and Industrial Schools { Industrial School's.	1,557	1,362	...	195	800	769	...	31	257	312	...	55
Technical and Industrial Schools { Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools { Reformatory Schools.	41	47	...	6	33	36	...	3	1	3	...	2
Technical and Industrial Schools { Other Special Schools.	25	31	...	6	105	44	...	61	6	4	...	2
Technical and Industrial Schools { Engineering Schools.	34	32	...	2	35	50	...	15	15	16	...	1
Total of Public Institutions...	145,976	141,820	...	4,156	167,014	165,745	...	1,269	53,042	51,410	...	1,632
Private Schools ..	17,934	21,748	...	3,814	12,376	11,882	...	494	2,434	2,652	...	218
Total of Scholars and Institutions of all kinds.	163,760	163,568	...	192	179,390	177,627	...	1,763	55,476	54,062	...	1,414

For the purpose of estimating educational progress attendance at private schools which are as a rule purely religious institutions may be left out of account. It will then be seen that the foregoing table discloses a most satisfactory increase in the number of Muhammadans in schools. The attendance at Arts Colleges it is true (918) is little more than the attendance in 1916-17 (888); but in all other classes of institutions the Muhammadan element shows a large increase, an increase in fact more than double of that achieved by either of the other communities. The increase is entirely confined to the Rawalpindi and Multan Divisions.

The percentage of scholars belonging to the Muhammadan community in the secondary stages of education is as follows :—

Secondary schools.	High stage.	Middle stage.
28·56	24·33	29·76

Several Inspectors comment on the difficulties Islamia schools experience in keeping efficient managing committees. The activities of the Anjuman-Taraqqi-i-Islam, Amritsar, in providing scholarships for poor Muhammadans deserve special mention.

(ii) *Jains.*

63. Out of 157 372 non-Brahman Hindus in public institutions there were 1,463 Jains, namely, 78 in Colleges, 446 in secondary schools, 936 in primary schools and 3 in special schools.

(iii) *Education of Upper Classes.*

64. The average number of students on the rolls of the Aitchison College during the year was 93.

The death of His Highness the Maharaja of Faridkot deprived the College of a member of a Committee who had taken a keen personal interest in the management of the institution.

The staff suffered somewhat from changes of personnel, amongst other absentees being Mr. A. A. Ritchie, who joined the Indian Army Reserve of Officers. The proposals referred to last year for the improvement of the salaries of the staff still await the sanction of the Government of India.

Meanwhile the enhancement in the rate of fees has brought in an additional income of Rs. 6,000.

(iv) *Education of Low Castes.*

65. There has been a falling off in the number of boys attending low caste schools. This the Inspector of the Ambala Division ascribes no doubt correctly to the ravages of influenza amongst these poor people.

On the other hand the Inspector of Jullundur reports an increasing number of low caste children attending ordinary village schools, and still more remarkable is the fact that attendance at low caste schools is by no means confined to low caste children. For example, out of 813 children in the 23 schools of this kind in the Lahore Division 8 were Brahmans, 44 non-Brahmans, 49 Muhammadans and 227 Christians; only half the enrolment belonging strictly speaking to the Hindu low castes. Of these 23 schools 14 are maintained by Christian missions and 5 by the Arya Samaj.

CHAPTER XI.

Text-Book Committee.

66. The number of books submitted for the consideration of the Text-Book Committee further declined from 384 to 280. This decrease was undoubtedly due to the high cost of printing and publishing during the war. Text-Book Committee.

The work of the Text-Book Committee did not however decrease. The opportunity was taken to consider the Committee's authorised list of books, which has not been revised for a number of years, with a view to eliminating books which are now obsolete, *i.e.*, superseded by superior works of the same kind, or which owing to changes in the school curriculum are no longer of use to schools. This work was undertaken by the various standing sub-committees each dealing with the books on their own subjects. The revision was no light task as it was necessary before eliminating any book to compare it with the other similar works which it is proposed to retain. This undertaking was, however, practically completed at the end of the year.

The Urdu readers published by the Committee were revised; and various new publications completed for press.

The term of contract with the Committee's printers lapsed at the close of the year and tenders for a new contract for five years were called for. The contract had been renewed in 1914 without an invitation for tenders, but the committee did not wish it to be understood that they had given any particular firm the monopoly. It was decided to invite tenders for the whole contract and also for individual books. It was thought that possibly by this means the work of the Committee might be distributed between different firms. The three tenders received were, however, all for the whole contract. Ultimately it was decided to accept the tender of the old contractors, which was for one lakh thirty thousand rupees, an improvement of thirty thousand rupees on the terms of the previous contract.

Only eleven books were received for consideration in connection with the award prizes : and under the revised rules for such awards (*vide* last year's report, paragraph 59) none of these was considered worthy of a prize.

Three of the seven committees appointed last year to standardise technical terms in Urdu completed their task. The remaining four will complete the work this year. In view of the very great importance and difficulty of this work this slow rate of progress is inevitable.

Mr. Parkinson, Vice-Principal of the Central Training College, took over the secretaryship from Mr. Tydeman on the latter's deputation to the Publicity Committee. The attendance at sub-committee meetings was very satisfactory, and the Education Department is much indebted to the members and to the numerous reviewers for their honorary work.

APPENDIX A.

C. M. No. 261-S., dated Lahore, 24th August 1918.

From—The Hon'ble Mr. J. A. RICHEY, M.A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Deputy Commissioners in the Punjab.

I AM directed to address you on the subject of the improvement and expansion of vernacular education in the areas administered by District Boards. The Lieutenant-Governor believes that this matter is of such importance in the present conditions of the Punjab that not even the pre-occupations arising out of the war nor the restrictions imposed by it on Provincial finances should delay the adoption of a vigorous forward policy in the matter of vernacular education. Indeed Government has, during the past year, taken various measures for the initiation of such a policy, the most important of which are—

- (i) the formulation of a programme for the expansion of vernacular education in rural areas (my letter No. 260 of June 16th, 1917, to the address of Divisional Commissioners) ;
- (ii) the introduction of a Compulsory Primary Education Bill into the Punjab Legislative Council.

The policy may be summarised as the provision of adequate facilities for vernacular education where such do not exist, and the introduction of the principle of compulsion by local option where such facilities have been provided.

2. The first measure naturally precedes the second and I am, therefore, directed to lay before you the proposals of Government for realising the ideal which was formulated in the following words in paragraph 6 of my letter of June 16th, 1917 :—“ Ultimately Board schools should be established at every centre where an average attendance of not less than fifty children may be expected ; provided that a distance of two miles by the nearest route should ordinarily intervene between two Board schools.”

The letter proceeded to give directions for the preparation by inspecting officers of the Education Department of District maps showing the existing conditions and the ultimate needs of each district in the matter of vernacular education. These maps have since been prepared and have undergone careful scrutiny and comparison in my office. Where necessary, deductions or additions have been made in the number of projected schools in order to bring the proposals for all districts to a common standard.

The maps in their final form constitute a record, permanent in so far as it is possible for such a record to be in view of the fluctuations of the population, of the ultimate requirements of the province in the matter of vernacular education. It is proposed to have copies of the maps made for the use of Commissioners, District Boards and educational officers.

3. In paragraph 8 of the letter of June 16th, 1917, it is stated that “ the question of providing funds for systematic annual progress towards the fulfilment of this programme is being separately considered by Government ; as also the most suitable system by which such funds may be distributed to District Boards.”

A Committee on District Board Educational Finance met in October 1917, and considered these questions. A copy of the proceedings of this Committee, which dealt with many matters of the greatest importance to District Boards, will be found attached to this letter (Appendix A).

The resolutions with which this letter is primarily concerned are :—

(a) Resolution I read in conjunction with Resolutions XI, XII and XIII, which deal with programmes : and (b) Resolutions VI, VII, VIII, IX, and the Appendix, which deal with finance.

It will be seen that the Committee recommended—

- (a) that progress should be made towards the fulfilment of the ultimate programme by a series of five-year programmes to be

administratively sanctioned by District Boards on the understanding that Government will pledge itself to meet a fixed proportion of the cost of every approved programme ;

- (b) that District Boards should be graded in accordance with their financial position and capacity ; and that the proportion of the cost of each Board's programme to be met from Provincial revenues should be determined by the grade assigned to the Board. A detailed explanation of the scheme will be found in the Appendix to the Committee's proceedings.

4. In accordance with recommendation (a) District Inspectors were asked to submit programmes for (i) the improvement and expansion of vernacular education in their districts during the period 1918-19—1923-24 ; (ii) capital expenditure on equipment and buildings during the same period.

These programmes have been checked in my office and in a few cases modified in order to introduce a comparatively uniform rate of expansion, and to correct any wide divergencies in the estimated cost of the component items (e.g., the cost of converting an aided elementary school into a Board School, the equipment needed for a Middle school, etc., etc.). A reasonable amount of latitude has, however, been allowed, and the programmes are substantially in the form submitted by District Inspectors.

5. In accordance with recommendation (b) (see paragraph 3 *supra*) District Boards have been graded for the purpose of Provincial grants.

In determining the grade of each Board a number of factors have been taken into consideration by the Lieutenant-Governor, e.g.—

- (a) the proportion of its net income (excluding Government grant and income from school fees) which the Board spends on education ;
- (b) the local rate levied by the Board and its present liabilities and financial resources, actual and potential ;
- (c) its normal annual surplus under present conditions ;
- (d) the actual amount of money required for the fulfilment of its five-year programme ;
- (e) the claims which the rural population have established for special support from Government, e.g., by the assistance rendered in the present war.

Taking two-thirds as a liberal estimate of what Government should at this stage contribute towards the recurring expenditure for the Province as a whole, the proposed contribution in individual cases varies from 50 per cent. in prosperous districts, such as Lahore, Karnal, Montgomery and Lyallpur, to 60 per cent. in Sailkot and all other districts not specifically mentioned, 70 per cent. in Hissar and Ludhiana, 80 per cent. in Attock, Mianwali, Rohtak, Gurgaon, Kangra and Dera Ghazi Khan, while in recognition of the comparative poverty and the exceptional services of the rural population in Jhelum and Rawalpindi, the Lieutenant-Governor has decided that Government should bear the whole recurring cost of the five-years' programme in those districts.

The present expenditure by Government on educational grants to District Boards is Rs. 12,66,359.

It is calculated that to give effect to the proposals on the above lines will involve an expenditure by Government of three lakhs in the first year rising to eight lakhs in the fifth and successive years of the programme, and Government is willing to make provision accordingly provided the District Boards will contribute on the above percentages an aggregate equal roughly to one-half of the Government subsidy.

There are four sources from which a District Board can find the additional funds required for its educational programme :

- (a) The ordinary income of the Board, by diversion from other heads of expenditure when its allotment for education is low in com-

parison. Twenty-five per cent. may be taken as a fair proportion of a Board's net income to be devoted to education.

- (b) Enhancement of the local rate, when the rate levied by the Board is less than the maximum.
- (c) The normal annual surplus of the Board.
- (d) New taxation under section 31 of the District Boards Act, either in the form of a special educational cess, or in a more general form as has recently been imposed by the Attock District Board on the well-to-do rural population who do not pay local rate, but benefit by the institutions maintained by the Board.

NON-RECURRING EXPENDITURE.

6. The programme for your Board for capital expenditure on equipment and buildings will be found at Appendix D.

It will be seen that the cost of this programme is large; indeed the aggregate cost of the programmes for the whole Province exceeds fifty lakhs.

Under present conditions the Local Government cannot undertake to meet a similar proportion of the cost of these programmes within a period of five years, nor is it probable that more than a few District Boards are in a position to guarantee their share of the non-recurring cost.

Moreover, there are practical difficulties in the way of embarking on any large building schemes at the present time. Over half of the non-recurring expenditure is on account of middle schools and the construction of these should be deferred, except in very urgent cases, while prices of materials remain abnormally high. The erection of Primary schools—materials for which can as a rule be obtained locally—in accordance with the programme need not be deferred.

If the scheme is generally accepted Government will be willing to set aside a provision of 2 lakhs annually for the next 5 years for building and equipment grants and will be prepared within that limit to meet $\frac{3}{4}$ of the cost in the case of Boards graded at 70 per cent. or more for recurring expenditure and half of the cost in other cases.

The money will be allotted to meet most urgent needs. The total contribution of Boards by this calculation would therefore be about $1\frac{1}{4}$ lakhs, but where the Boards are in a position to extend the building programme at their own cost they should be encouraged to do so.

It is also probable that in many cases villages in which it is proposed to establish new Primary schools will themselves be willing to provide up to half of the cost, and this has been the common practice in the past in Lyallpur and Ferozepore. Such contributions would of course be excluded from the District Board share referred to above. Another alternative would be that suggested by the District Board Finance Committee in Resolution No. X that private persons should be encouraged to erect school buildings of approved design and rent them to the Boards.

7. The provision for non-recurring expenditure made by your Board during the present year and its requirements during the 5-yearly period should be indicated in your reply to this letter.

RECURRING EXPENDITURE.

8. (a) The ultimate programme for your District Board is embodied in the map which is returned herewith, comments on which will be found in Appendix B to this letter. If changes have been made by this office in the number of proposed schools, corresponding alterations should be made in the maps, which should then be returned to me. Copies of the map in its final form will be supplied for use in your office.

(b) The five-year programme of your District Board will be found in Appendix C. It may be summarised as follows:—

Board.

NUMBER OF INSTITUTIONS.					COST IN FIFTH YEAR.					
Existing.		Ultimately needed.		Proposed to open in 1918-23.		Improvement of existing schools.*	New Vernacular Middle schools.	New Primary schools.	Provident Fund, etc.	Total.
Vernacular Middle.	Primary.	Vernacular Middle.	Primary.	Vernacular Middle.	Primary.					

*It may be explained that the proposals include (a) provision of assistants in larger Primary schools, (b) annual increments to the teaching staff, (c) replacement of untrained by trained teachers, (d) conversion of aided elementary into Board schools.

The Lieutenant-Governor has assigned the grade of _____ to the _____ District Board; that is to say, Government is prepared to meet _____ per cent. of the annual cost (amounting in the fifth year to Rs. _____) of the above programme if the Board is prepared to find the remaining _____ per cent. (i.e., in the fifth year Rs. _____).

9. I am accordingly to invite an early consideration of the programme by the District Board and to request that a reply may be sent to the following questions before 15th October:—

- (i) Does the Board approve the five-year programme, jointly prepared by your district educational officer and this department, as a reasonable measure of advance towards the fulfilment of the ultimate programme?
- (ii) If the Local Government will meet the proportion of the annual cost mentioned in paragraph 8 (b) of this letter, is the District Board prepared to meet the balance from its own resources?
- (iii) If the answers to questions (i) and (ii) are in the affirmative how much of the first year's programme is the Board prepared to carry out during the present year 1918-19? What would be the cost involved this year?

N.B.—(a) It must be remembered that even if a commencement is made in October, only a third of the first year's estimate will be required.

(b) Any new schools already opened this year, i.e., since the programme was prepared, will naturally be reckoned as part of the first-year programme and entitle the Board to a proportionate grant from Provincial revenues.

10. Before coming to a decision on these questions the Board should realise—

- (a) that there are two essential conditions to the issue of the Government grant, namely, those laid down in Resolution VI of the District Board Finance Committee (Appendix A);
A comment on the scale of salaries in force under the Board will be found in Appendix E.
- (b) that acceptance by the Board of the five-year programme and the financial liabilities it entails will commit the Board to its completion in five years, but will permit of variations in the rate of progress from year to year as the Board may think advisable;
- (c) that the proposals apply to boys' schools only. The suggestion of the Committee that during the first year girls' schools also should be included in the programmes could not be adopted, as many District Inspectors omitted them from their calculations;

(d) that acceptance by the Board of the five-year programme, towards the cost of which Government will contribute, is not in any way intended to discourage the Board from proceeding more rapidly with the expansion of education, if its finances permit it to do so without further help from Government.

11. In conclusion I send for your information a summary (Appendix F) showing the present position of vernacular education in the whole Province, and the ultimate and five-year programmes for its improvement and expansion.

From this summary it will be seen that if the rate of progress suggested in the five-year programmes is maintained, it should be possible to bring facilities for vernacular education within a reasonable distance of all boys of school-going age in a period of fifteen years, and the Lieutenant-Governor trusts that this ideal will be kept steadily in view and that by close co-operation between the Government the Boards and the rural population it will be achieved.

The following suggestions are offered for consideration when framing salary scales for Board school teachers. A salary scale, to be satisfactory, should offer to every duly qualified teacher (besides a sufficient starting salary, a reasonable prospect of regular periodical promotion up to a minimum limit, on satisfactory work and conduct, with a further prospect of rising after a due interval to a higher limit by regular gradation—allowance being made for retarding or accelerating promotion according to the merits of the teacher. A scale for vernacular teachers already accepted in some districts is as follows :—

Junior Vernacular Teachers	... }	Class A Rs. 15—1—20
		„ B „ 20—2—30
Senior Vernacular Teachers	} ... }	„ A „ 20—2—30
Gurmukhi Giani		
Maulvi Alam		
Munshi Alam	} ... }	„ B „ 30—3—50
Shastri		
Maulvi Fazal	} ... }	To start at Rs. 26 the 3rd grade in
Munshi Fazal		Class A above.
Gymnastic Certificated Teachers	... }	Rs. 20—2—30, with a few special posts, and extra increments for those who have profited from the special courses held by the Adviser on Physical Education.

(Increment to be ordinarily annual, but promotion from class to class on special selection after satisfactory previous service. On an average, five years might be expected to intervene between Classes A and B.)

Where annual, or sufficiently regular, increment is not ensured by an incremental scale of this kind, it is important so to proportion the number of posts in each grade that promotion shall be regular and rise to a reasonable maximum without excessive breaks or delay.

Since the data provided by District Inspectors with their five-year programmes was in some cases incomplete, I should be glad if with your reply to this letter a statement could be sent showing—

- (1) the scale of grades and classes for teachers' salaries,
- (2) the number of posts in each grade,
- (3) the interval which may ordinarily be expected to elapse between promotions and between the year of first appointment and the attainment of maximum grades.

Special remarks on

Board Salaries.

Abbreviated Summary, Numerical and Financial.

Districts.	Male rural population (approximate).	EXISTING VERNA- CLAR SCHOOLS.		TOTAL ADDITIONAL NUMBERS CONTEMPLAT- ED (AS IN MAPS)*		COMPLETED FIVE-YEAR PROGRAMME.						RESULTANT NUMBER OF SCHOOLS AFTER 5 YEARS.		
		Middle.	Primary or Elementary.	Middle.	Primary.	New Schools.		Recurring cost in 5th year.				Total recurring charge.	Middle.	Primary.
						Improvement of existing schools.†	Maintenance New Middle Department's (column 7).	Maintenance New Primary Schools (column 8).	Additional Provi- dent Fund (pre- sent and new Schools).	Middle.	Primary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AMBALA DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.		
Hissar	422,209	5	164	19	211	5	75	13,778	5,880	21,600	2,174	43,427	10	239
Rohtak	374,366	7	142	11	158	2	40	18,359	2,032	11,520	1,800	33,711	9	182
Gurgaon	366,181	6	152	9	166	4	50	15,926	4,460	14,400	1,890	36,676	10	202
Karnal	425,739	5	109	17	219	3	50	19,371	3,670	14,400	2,077	39,518	8	159
Ambala	344,961	9	173	11	213	2	65	19,958	2,350	18,720	2,276	43,304	11	238
Simla	10,611		12	...	6	...	5	3,433	...	2,320	330	6,082	...	17
JULLUNDUR DIVISION.														
Kangra	401,109	6	220	13	146	3	53	22,435	4,200	15,120	2,308	44,063	9	276
Hoshiarpur	491,745	5	256	21	191	5	50	26,342	6,180	13,750	2,585	48,907	10	306
Jullundur	410,060	15	191	5	125	5	50	24,850	6,180	15,000	2,543	48,573	20	241
Ludhiana	268,014	14	118	2	82	1	40	25,100	1,290	12,000	1,909	40,299	15	158
Ferozepore	516,937	3	190	21	253	10	85	28,100	12,460	23,375	2,922	65,557	13	275
LAHORE DIVISION.														
Lahore	451,985	7	144	16	273	5	80	21,713	7,140	24,000	2,816	55,659	12	224
Amritsar	407,705	6	192	7	133	5	50	27,597	5,720	12,500	2,621	48,488	11	242
Gurdaspur	465,346	5	252	20	222	15	75	14,527	14,700	22,500	2,718	54,440	20	327
Sialkot	504,104	15	225	14	236	5	79	33,650	6,430	23,700	3,524	67,384	20	304
Gujranwala	501,980	8	177	19	292	8	100	25,130	9,642	25,000	3,217	62,989	16	277
KAWAIPINDI DIVISION.														
Gujrat	390,515	5	183	10	88	4	38	18,058	5,280	17,400	2,181	42,919	9	221
Shahpur	370,706	5	186	13	145	5	50	28,395	6,180	13,750	2,383	45,708	10	236
Jhelum	254,376	5	126	7	49	3	40	18,190	4,590	10,570	1,835	35,185	8	166
Rawalpindi	239,067	3	135	9	92	7	47	21,722	9,874	12,448	2,316	46,320	10	182
Attock	270,403	6	110	5	115	...	57	25,149	...	13,750	2,259	43,083	6	167
Mianwali	175,836	3	120	6	35	4	16	13,090	5,780	4,800	1,257	24,957	7	136
MULTAN DIVISION.														
Montgomery	297,063	5	119	5	100	3	30	17,090	3,410	7,500	1,576	29,573	8	149
Lyallpur	473,574	8	321	10	200	5	65	24,535	6,680	16,900	2,638	50,753	13	386
Jhang	263,916	5	157	7	93	4	40	14,498	5,180	12,000	1,715	33,393	9	197
Multan	388,423	4	164	9	141	3	50	18,306	3,510	13,750	1,969	37,535	7	214
Muzaffargarh	305,758	5	150	5	68	2	30	22,944	2,470	8,400	2,141	35,975	7	150
Dera Ghazi Khan	261,981	3	125	7	75	4	50	14,516	5,180	16,800	1,956	31,652	7	175
Total	10,045,720	173	4,613	298	060	122	1,463	5,71,856	1,50,508	4,17,933	61,961	12,01,383	294	6,676

* Representing roughly the number required to bring Primary education within reach of all boys of Primary school-going age.
 † Including cost of conversion of Aided schools and increase of pay and establishment.

APPENDIX B.

C. M. No. 77, dated 19th February 1919.

From—The Hon'ble Mr. J. A. RICHEY, M. A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners, Deputy Commissioners and Inspectors of Schools in the Punjab.

I AM directed to address you on the subject of Agricultural Education in the Punjab.

The resolutions of the All-India Conference on Agricultural Education held at Simla in June, 1917, were considered by the Punjab Agricultural and Education Departments and tentative proposals were submitted to a provincial conference on Agricultural Education held in April, 1918, under the chairmanship of the Hon'ble Mr. H. J. Maynard, C.S.I., and attended by leading representatives of the agricultural community. This conference dealt primarily with elementary and vernacular agricultural education. A second conference held in Simla in July under the chairmanship of the Hon'ble Mr. C. J. Hallifax, C.B.E., after considering the question further in its relation to Anglo-vernacular education, submitted a complete scheme for agricultural education in the Punjab together with an estimate of its initial cost.

The Punjab Government accepted the recommendations of the two provincial conferences and forwarded them to the Government of India with a request for financial assistance towards the introduction of the scheme.

The Government of India signified its approval of the scheme, which is described in this letter, by sanctioning a grant from Imperial revenues of Rs. 4,69,000 to enable it to be brought into effect.

2. It will be convenient to deal with the scheme under the three heads, Primary, Vernacular Secondary and Anglo-vernacular secondary education.

I.

Primary education.—The Local Government accepts the recommendation of the provincial conference, which is also that of the All-India Conference, that no attempt should be made to teach technical agriculture and horticulture in primary schools. Universal experience has shown that experiments at this early stage are likely to do more harm than good.

On the other hand, the Lieutenant-Governor agrees with the view of the conference that—

- (a) Nature study should form an essential part of the teaching in primary schools and that
- (b) the text-books in use in rural primary schools should be adapted to the environment of the pupils.

The following changes in the existing system are involved in the acceptance of these proposals :—

- (i) the attempt to teach practical agriculture in normal schools, no use of which is made by the students on their subsequent employment in primary schools, will be definitely abandoned.
- (ii) the present series of object lessons for primary schools being of little use, a revised course of nature study, drawn up by the Education and Agricultural Departments in consultation, will be substituted. Students in normal schools will be trained to teach this course.
- (iii) the Punjab Text-Book Committee will be asked to revise the books in use in rural schools in order to incorporate in them lessons dealing with rural life, e.g., the arithmetic books should contain problems such as may arise in the ordinary course of agriculture.

II.

3. *Vernacular Secondary Education.*—The Punjab Conference agreed with the All-India Conference that it is at the secondary stage that the practical and technical teaching of agriculture should be introduced but differed from the All-India Conference in the method proposed for its introduction.

The All-India Conference had recommended the institution of a number of agricultural middle schools, somewhat on the lines of the school maintained by the Bombay Government at Loni. The Punjab Conference was of opinion that the number of boys willing to attend such special agricultural schools would be small and their intellectual quality probably poor, since attendance at such a school would mean the definite renunciation by the student of any hope of higher education. For these reasons the Conference recommended that the ordinary vernacular middle schools of the Punjab should be utilised for the diffusion of agricultural education. There are 148 of these schools in existence at present with an enrolment of 26,891, and it is contemplated ultimately to raise the number of schools to 446. The number of boys thus receiving practical instruction in agriculture though small in comparison with the rural population of the Punjab would be very much larger than the probable attendance at special agricultural schools. The Conference considered that, since vernacular middle schools are primarily intended for the agricultural community, it would be justifiable to make agriculture a compulsory part of their curriculum, provided that no boys should thereby be precluded from pursuing his general studies further in a high school and college should his parents so desire. "The Committee, however, would for the present give discretion to each district board concerned to adopt either the compulsory or the voluntary introduction of agricultural teaching as it thought fit. This will doubtless furnish such practical experience of the working of both systems as will enable a definite conclusion to be arrived at later, if necessary, as to which system should be ultimately prescribed."

4. The Punjab Government has accepted the views of the provincial conference and proposes to make use of the vernacular middle schools of the province as the vehicle for the spread of agricultural education.

In order to carry out this policy it is necessary—

- (i) to provide teachers capable of giving instruction in agriculture in middle schools ;
- (ii) to provide land for practical work in proximity to the school and necessary equipment ;
- (iii) to modify the curriculum of these schools in order to work in the new subject.

5. The Punjab Government consequently proposes to take the following steps to fulfil those objects ; certain steps indeed it has already taken .—

- (i) The most urgent need being teachers, the Local Government without waiting for the detailed scheme, opened a class for agricultural teachers at Lyallpur in June last to which twenty S. V. (Senior Vernacular) teachers were admitted. This was in accordance with the decision of the first provincial conference that for the agricultural teachers of middle schools it would be better to take well-trained vernacular teachers and send them for a year's course in agriculture than to take men with agricultural qualifications and give them a course in pedagogy. Men of the former class, many of whom are agriculturists by birth, have definitely adopted teaching as their profession and will not therefore be discontented, as the agricultural expert might be, with the life of a teacher. The inducement of an additional allowance of some Rs. 10 per mensem for agricultural teaching should be sufficient to attract the best Senior Vernacular teachers to this branch of vernacular education. A much higher salary might be asked by a man claiming to be an agricultural expert.

The present arrangement is, however, only temporary. It is intended to establish at Lyallpur a second Training College for senior vernacular teachers, [where a course for English agricultural teachers (*vide* paragraph 10) will also be provided]. The senior vernacular classes will be removed from Lahore to the new College, which will be in close touch with the Lyallpur Agricultural College, and a selected number of teachers afte

taking their Senior Vernacular certificate will be put through an agricultural course similar to that conducted this year at the Agricultural College. A sum of Rs. 1,00,000 has been given by the Government of India towards the cost of this project.

- (ii) For practical agricultural teaching schools must have land. It is therefore essential to provide land for the twenty schools in which such teaching will be introduced next year, and the Committee was of opinion that provision should immediately be made for at least 30 schools, for if any measure of success is secured in the schools in which it is first introduced, practical agricultural teaching will in the immediate future undoubtedly be extended to at least one school in each district.

The Committee was of opinion that each school would require on an average 3 acres of land. This much must be taken up out of the cultivated land in the immediate neighbourhood of each school. The average price of cultivated land in the Punjab is now about Rs. 220 per acre. An addition of 15 per cent must be made for compulsory acquisition. Therefore an expenditure, say of Rs. 250 per acre is likely to be incurred in the provision of land. For the purchase of 90 acres for 30 schools an allotment of Rs. 22,500 will be necessary.

On account of bullocks, implements and plant for the working of the lands, the expenditure required, though excessive from the point of view of the economic farmer is unavoidable from the educational point of view. To provide sufficient facilities for practical training each school should have two pairs of bullocks and duplicate sets of ploughs, harrows, drills and other implements. Each school will also require a shed for its bullocks and chaff cutter, with accommodation for implements, a store-room, and quarters for a chaukidar. Finally, expenditure will be necessary in some schools on the provision of well water and in all schools on miscellaneous requirements.

It was estimated by the Conference that the cost of a pair of bullocks would be about Rs. 200, that Rs. 200 per school would be required for implements and Rs. 2,000 for buildings, while some Rs. 150 should be provided for miscellaneous expenditure.

The annual capital cost for each school is therefore calculated to be —

	Rs.
Land	750
(2 pair) bullocks	400
Implements	200
Buildings	2,000
Miscellaneous	150
Total	3,500

A sum of Rs. 1,05,000, sufficient to equip thirty schools on the above scale has been received from imperial revenues.

- (iii) As regards the curriculum, much will of course depend on whether the Board decides to make agriculture a compulsory or an optional subject.

The Committee suggested that since in the first year only twenty schools would be affected it would be possible to select for the experiment places where agriculture could be easily introduced as a compulsory subject.

A modified curriculum for middle schools, allowing both for the introduction of agriculture and of optional English will be found in my note on school courses forwarded with Chief Secretary's letter No. 1382-S., dated June 19th, 1918.

III.

6. *Anglo-vernacular Secondary Schools.*—The Conference which met in July noted that there is a material difference in the aim of agricultural education in vernacular middle schools and in Anglo-vernacular secondary

schools. In consequence the character also of the agricultural education appropriate in these two classes of schools is materially different. The students of vernacular middle schools for the most part end their education on leaving school. For those who are drawn from the agricultural classes - a large proportion—it is feasible to provide in such schools a course of practical teaching in agriculture which will be complete in itself and will help to equip those who undergo it for work as practical agriculturists in so far as this is possible in the period and with the material available. But the course at an Anglo-vernacular middle school is, as a general rule, followed by two years' study in a high school. A complete course of practical agriculture cannot be given in the middle department. Its curriculum has been arranged to meet the requirements of the majority of its students, *viz.*, preparation for the high department and in consequence practically all subjects except languages have been made compulsory. The time available in the middle department for optional subjects will not therefore suffice for an adequate course of practical agriculture. The two years spent in a high school are not long enough for the efficient teaching of practical agriculture. A complete course extending over the whole period usually spent in Anglo-vernacular secondary schools could, it is true, be arranged by undertaking a more or less radical revision of the current curriculum. But the class of students in these schools is not the same as in vernacular middle schools. Their ambition is ordinarily not a return to the land; they are not therefore likely to appreciate a course of practical agriculture; and little good would result from providing one for them. In this connection the Conference noted that the efficient teaching of practical agriculture could of course be introduced in Anglo-vernacular secondary schools if circumstances justify a change of policy in respect of secondary education that would amount practically to a revolution. The Lieutenant-Governor agrees with the Conference that this is at present out of the question. An interest in agriculture as a profession does not exist and cannot be created in the students who comprise the majority of the students of Anglo-vernacular secondary schools. To compel these to undergo agricultural teaching would arouse opposition and discourage education. On the other hand the Conference was advised that there is no serious objection to a change in the present science teaching of these schools so as to convert it into a teaching in agricultural science. The Conference therefore recommended that instead of the present science course a course of agricultural science should be made general and compulsory in Anglo-vernacular middle schools and should be so devised as to lay the foundation of agricultural knowledge which the students can develop by taking a further course of agriculture when he proceeds to a high school. This measure is all that in the existing circumstances is practicable and it should, the Conference thought, be introduced at once.

7. The preceding paragraphs outline the policy accepted by Government so far as the middle departments of Anglo-vernacular schools are concerned.

The course in elementary agricultural science to which reference is made will be prepared by the Agricultural Department in consultation with the Education Department.

8. About 50 high schools already teach agriculture but not in a practical form. In the opinion of the Conference some practical instruction is essential. Most of the students who go through a high school course of agriculture will probably do so with the intention of qualifying themselves for a degree in science or agriculture. Therefore the agricultural teaching of a high school must not be purely vocational as in vernacular middle schools where many of the students intend on leaving to adopt farming as a calling. It must be optional and it should aim at turning out men who even if they do not adopt practical agriculture as their means of livelihood will still have the ability and interest to diffuse sound agricultural knowledge.

The main lines of agricultural teaching in high schools should be the inculcation of sound principles of agriculture. But as already noted theoretical teaching by itself is not sufficient for this. The Conference therefore recommended for high schools a course of theoretical teaching accompanied by some practical training; and that all students in the agricultural classes of

high schools should spend a reasonable number of their study periods in practical work on land set apart for the purpose and in observing agricultural processes and experiments practically demonstrated on that land.

9. It may be objected that the Conference has so limited the scope of its recommendations as to fall far short of securing from Anglo-vernacular secondary schools an outturn of practical farmers. But it is not a function of secondary education to equip ploughmen with degrees and the recommendations made are calculated to secure the inculcation of sound agricultural ideas in the minds of a large number of students which will in itself be a great advance. The Conference was of opinion that the system of agricultural education in secondary schools recommended by it would be very valuable in leading a student up to a point from which he can either become a practical farmer or go on for a university degree. If he prefers the former alternative it will be open to him to proceed to Lyallpur or some other similar institution, which, if the demand arises, will no doubt be created, to finish his education as a practical farmer. All that he will require will be a short practical course to supplement the knowledge that he has already acquired. Thus the system recommended by the Conference avoids the pitfall of rendering an agricultural student unfit for anything but the life of a farmer.

10. To carry these proposals into effect it would be necessary as in the case of vernacular schools—

- (i) to provide the teachers,
- (ii) to provide the land, and equipment,
- (iii) to modify, if necessary, the curriculum.

As regards (i) it was recommended by the Conference that for the middle department selected Junior Anglo-vernacular teachers should undergo a course of agricultural science at the new Training College at Lyallpur. It is possible that this may be arranged during the ordinary second year of the Junior Anglo-vernacular course for teachers who elect to specialise in science.

For the high department the system of taking trained teachers (in this case with Senior Anglo-vernacular or B. T. qualifications) and giving them a course of agriculture at the Agricultural or new Training College at Lyallpur, would no longer be suitable. Such men even if agriculturists by birth would have been too long divorced from the land to be competent to teach agriculture practically.

The instructors should clearly be graduates of Lyallpur Agricultural College who have undergone a fifth year's training in practical pedagogy. It is proposed to arrange for this fifth year at the new Lyallpur Training College.

(ii) For the present and as a beginning the Conference recommended that in Anglo-vernacular secondary schools arrangements for the practical teaching of agriculture should be made only in places where there are two or more high schools having agricultural classes. The students of the different high schools would attend their own schools for tuition in all subjects other than agriculture, but in this subject they would receive tuition in a centre common to them all. The teachers, land and other requirements of the centre should, in the opinion of the Conference, be provided at the expense of Government. This would be much more economical and efficient than to require each high school with agricultural classes to make its own arrangements for its agricultural teaching with the aid of grants from provincial revenues. This is the system which is already being introduced in connection with manual training, which may naturally form an alternative subject to agriculture.

It was reckoned that six agricultural classes each containing not more than 20 students could be taught at an agricultural centre by a teacher specially selected and certified as competent to teach practical agriculture.

The Conference considered that not less than five acres of land would be required for practical work at each centre. As this land would be in proximity to large centres of population it would be considerably more expensive than that to be acquired for vernacular middle schools.

An average rate of Rs. 1,000 per acre was estimated by the Committee as the cost of acquiring such land.

The other expenses, *e.g.*, bullocks, tools, etc., necessary for establishing each high school centre would be the same as for a vernacular middle school.

The total cost of a high school agricultural centre is therefore estimated to be—

	Rs.
(i) Land	5,000
(ii) Bullocks	400
(iii) Implements	200
(iv) Buildings	2,000
(v) Miscellaneous	150
Total	7,750

(iii) Since agriculture would continue to be as at present an optional subject in the high department no alteration in the curriculum is necessary. But the Conference "appreciated the necessity of recommending to the University that it should make changes in its matriculation test in agriculture so as to eliminate the advantage now enjoyed by the students who have only a theoretical knowledge of agriculture and to substitute a test including the element of practice as taught in high schools."

This however will only be practicable when the arrangements proposed for the practical teaching of agriculture have been brought into force and it is not a matter of immediate moment.

11. The Punjab Government has not only accepted the foregoing recommendations but has received a grant from the Government of India of Rs. 1,55,000 to cover the initial cost of opening twenty such agricultural centres.

12. There will remain, however, a certain number of isolated high schools which will not be able to avail themselves of instruction at any agricultural centre, although desirous of teaching agriculture in their high departments. The Conference recommended that till trained teachers are available certificates should be awarded and staff grants should be given by the Education Department to teachers in these schools recommended by the Agricultural Department as qualified to give the instruction required.

The Conference further recommended that Government should give assistance to such aided schools towards providing them land required for practical teaching by—

- (a) the use of the Land Acquisition Act for the purchase of the plots,
- (b) by capital grants not to exceed half the cost of the land required provided the area is reasonable in view of the number of agricultural students in the school.

The Punjab Government has accepted these recommendations of the Conference and—

- (i) staff grants will be given for agricultural teachers fulfilling the requisite conditions;
- (ii) rules for the acquisition of land for the use of aided schools have been recently published in the *Punjab Gazette*.
- (iii) a sum of Rs. 50,000 of the Government of India grant is set aside for capital grants to aided schools for the purchase of land and equipment for practical agriculture.

13. In order that the agricultural work in vernacular middle schools and at the high school agricultural centres should be efficient, it is necessary that it should be subject to supervision and inspection such as the Education Department cannot supply. This supervision in the case of vernacular middle schools will be exercised by the teacher in charge of the nearest high school centre, who will, as a trained graduate of the Lyallpur College, be quite competent to undertake this work. The inspection of the high school centres will be entrusted to the agricultural staff of the new Lyallpur Training College.

14. The policy of Government having thus been described, it remains to indicate the action which is required from local officers to give effect to this policy.

(a) *Vernacular Middle Schools*.—The district boards who have supplied the 20 Senior Vernacular teachers now under training at Lyallpur, should at once select the vernacular middle schools in their districts to which the teachers will be attached after training, *i.e.*, in June next.

These teachers are entitled to an allowance of Rs. 10 per mensem for their agricultural teaching after successfully completing their course.

District Boards should also make arrangements for the purchase of the land required for practical teaching at each school, and for the necessary buildings and equipment. Application for the Government grant to meet these charges (Rs. 3,500 in each case) should not be made till all arrangements are complete.

Where a larger area than 3 acres can be obtained within the provision sanctioned or where the Board desire to add to that provision to increase the area there need be no hesitation in acquiring a larger area.

(b) *Anglo-vernacular Schools*.—Inspectors of Schools should suggest suitable sites for the establishment of high school agricultural centres. (The marginally noted towns were suggested by the Conference as likely to prove successful centres.) At the centres suggested suitable plots of land of some five acres in extent should be chosen by the Inspector in consultation with the Deputy Com-

missioner, and estimates made of the cost of acquisition. But if a demonstration farm is suitably situated at a selected centre the purchase of additional land may be unnecessary; where the opening of a new demonstration farm is under consideration, the possibility of its being used for educational purposes under this scheme should not be overlooked when the site is selected.

In the case of isolated high schools where agriculture is taught enquiry should be made as to the need for land for practical teaching and where necessary a grant towards its purchase suggested.

APPENDIX C.

C. M. No. 32, dated Lahore, 20th January 1919.

From—The Hon'ble Mr. J. A. RICHEY, M. A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners, Chairmen and President of District Boards and Municipal Committees, Inspectors, and District Inspectors of Schools.

I AM directed to state that a revised scheme for the organisation of the Industrial schools in this Province which was submitted to the Local Government by the Standing Committee on Technical and Industrial Education, and the draft of which has met with the approval of all Local Bodies interested, has been accepted by the Punjab Government and will be brought into effect from April 1st, 1919.

Before explaining the scope of this scheme it appears advisable to enumerate some of the causes which have led to the comparative failure of the Industrial schools of this Province in the past. (A more detailed report on the present condition of these schools will be found in Appendix B to the Report on Education in the Punjab for 1914-15):—

- (1) Lack of definite views as to the function of these schools, with the result that attempts have been made to train craftsmen without any preliminary manual education.
- (2) General education in advance of the requirements of the industrial classes and not properly related to industrial subjects.
- (3) Industrial courses ill-devised with inadequate hours.
- (4) Buildings often inadequate and unsuitable.
- (5) Equipment poor and insufficient.
- (6) Contingent grant generally insufficient.

- (7) Headmasters without industrial qualifications and otherwise unsuitable.
- (8) Staff ill-qualified and sometimes ill-paid.
- (9) Insufficient control owing to dual inspections by the Industrial and District Inspectors.
- (10) Insufficient inspection on the industrial side.

2. These defects which have been brought to the notice of Government by the Inspector of Industrial schools will, it is hoped, be largely remedied by the adoption of the following scheme:—

Industrial schools will be divided into two classes as at present: Primary Industrial schools and Middle Industrial schools: but the distinction between these two classes of school will be more clearly defined than at present.

(a) *Primary Industrial schools* will not attempt to teach crafts but will be devoted to instruction in manual training (woodwork and ironwork), drawing and the general subjects of the primary curriculum.

They will for purposes of inspection, assessment of grant, etc., be under the control of the Inspector of Drawing and Manual Training, Punjab

The courses of instruction in Primary Industrial schools have been drawn up by the Inspector of Drawing and Manual Training and will be issued shortly.

Although these courses have been most carefully designed to suit the children, both of artisans and of non-artisans, yet the Standing Committee recognises that some artisans may prefer to give their sons their craft training themselves. In order that such boys may take advantage of the instruction in drawing and general subjects imparted in Primary Industrial schools, it will be necessary to divide the work of these schools into two sessions. The one session will be devoted to manual training, the other session to general subjects and drawing. To the latter session may be admitted, in addition to the boys attending the manual training classes, any children of artisans who are regularly engaged in craft work during the day; and the hours for these sessions for general work should be arranged if possible to attract these boys to school.

It is hoped that by this means, while the children of artisans and non-artisans alike should be encouraged to attend the full school courses, working boys also may obtain some advantage from these Industrial schools.

It is laid down for information that these courses for Primary Industrial schools are intended to be the first of three progressive steps in the artisans' sons industrial education, and are based upon the principle that before craft training can be taken up it is essential that the child shall be grounded in the initial stages of hand and eye training by which he is taught progressively to observe, to control his hand and finally to construct.

The courses of the Primary Industrial schools therefore are educational courses giving the boy general ability with the pencil, the measure and the tools used in modelling, wood and metal work in their elementary stages and do not attempt the specialised training necessary to the making of a craftsman.

This first step in industrial training leads progressively to the second step in the Middle Industrial schools.

(b) *Middle Industrial schools*.—These schools will admit pupils who have either been trained in Primary Industrial schools or have had an equivalent training (e.g., as apprentices to their parents), enabling them to pass a test entrance examination.

These schools will be under the control of the Principal, Mayo School of Art, for purposes of inspection, assessment of grant, etc., in his capacity as Inspector of Industrial schools. The subjects of instruction in Middle Industrial schools will ordinarily be woodwork and metalwork with such general work, e.g., mathematics, drawing, etc., as are directly useful for an artisan. Other subjects (e.g., pottery) should only be introduced when the Inspector of Industrial schools is satisfied that the qualifications of the instructor and the equipment provided are satisfactory.

The Standing Committee is of opinion that the indiscriminate introduction of inferior instruction in such subjects as tailoring has tended to discredit industrial schools.

The courses in carpentry and ironwork have been prepared by the Principal, Mayo School of Art, and will be issued shortly.

These courses for the Middle schools are designed to give specialised training in the craft having regard to the fact that six hours a day will be devoted to craft work in the three middle classes of these schools, and the aim is that the training shall be sufficient to give a thorough grounding in construction, finish, and how to interpret and make scale drawings, with an understanding of materials, their uses, preparation and composition. These studies with the three years' practice in craft work will fit the boy to take his place in competition with any boy trained in the Bazar and show better workmanship and a greater knowledge of construction. It must be understood, however, that the three years' practice will not also give the speed and decision that can only be acquired by long years of hard work under commercial conditions. It must therefore be the endeavour of the staff of these schools to inculcate the discipline of attention to work, and concentration during working hours, that will lead to the necessary speed and decision.

5. No carefully considered curricula or scheme of organisation can ensure the success of these schools unless the staffing, equipment and maintenance charges are also satisfactory. These factors depend upon the degree of interest taken in the institutions by the local boards responsible for their management.

The Standing Committee recommend that each school should have a managing and visiting committee of not more than six members under the chairmanship of the President of the Local Board; the Industrial Inspector of schools also being an *ex-officio* member. This committee should meet once a year in the cold weather after the annual inspection of the school and should also visit the school periodically and record their advice and criticism in a book kept for the purpose for the information of the Inspector.

In future the grants earned by Industrial schools will be assessed by the Inspector of Industrial Schools, in the case of Middle schools, by the Inspector of Drawing and Manual Training in the case of Primary Industrial schools. Grants will not as at present be dependent solely upon the pay of the teachers, but will be partly determined by the general efficiency of the school under the heads, buildings, equipment, maintenance and management. The Inspector will be empowered to reduce the grant earned by twenty-five per cent. (as a maximum) for defects in any of the above heads. Existing schools in order to maintain recognition must conform to the new scheme of studies, and in order to obtain grant-in-aid must comply with the standard of efficiency in staff, equipment, and maintenance required by the Industrial Inspector from schools of their grade.

4. A system of Industrial school training cannot be considered complete without instruction in the use of machine tools and finer and more advanced craft work in wood and metal such as are necessary in metal turning, fitter's work and higher class cabinet work. This type of work cannot be taught in the Middle Industrial school nor in any school which a local board could ordinarily afford to maintain. This need can only be met by the establishment of special craft schools dealing with separate crafts, on the lines of the Bareilly School of Carpentry. Steps have already been taken by the Local Government towards the foundation of such a school of carpentry at Jullundur.

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GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1918-19.

(For details see General Table III.)

AREA AND POPULATION.			Particulars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.			AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY		PERCENTAGE TO POPULATION OF SCHOLARS IN				
Total area in square miles.	Number of Towns* and Villages.	Population.		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		Advanced.	Elementary.	Total.	GRAND TOTAL.	Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.									Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
99,251	Towns* Villages Total	Males ... 10,729,704 Females ... 8,808,943 Total ... 19,576,647	Institutions ...	For Males	12	6	462	5,172	5,634	18	89	5,709	149	1,380	1,529	7,238	5.8	4.6	...	...
				For Females	1	1	89	951	1,040	11	5	1,058	2	667	669	1,727	31.4	19.2	...	...
				Total	18	7	551	6,123	6,674	29	44	6,767	151	2,047	2,198	8,965	4.9	8.7	...	...
				Scholars ...	Males	4,540	1,461	116,460	248,771	363,231	911	3,854	373,997	2,444	31,502	33,946	407,943	3.47	3.78
					Females	80	29	13,745	42,910	56,664	295	619	57,631	23	11,603	11,626	69,257	0.65	0.78
Total	4,570	1,490	130,205	289,690	419,895	1,206	4,467	431,628	2,467	43,105	45,572	477,200	...	...	2.20	2.44				

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
1	University Education.		School Education, General.		School Education, Special.		Total
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. INSTITUTIONS							
{ For males ...	7,01,206	4,86,898	34,17,355	18,89,396	1,60,993	2,66,187	69,22,035
{ For females ...	12,879	17,269	5,32,657	4,25,543	56,406	60,708	11,05,462
Total ...	7,14,085	5,04,167	39,50,012	23,14,939	2,17,399	3,26,895	80,27,497
2. (a)—Percentages of Provincial Expenditure included in columns 2-16 to Total Provincial Expenditure on Public Instruction ...	4.22	7.29	21.53	22.19	3.55	3.30	62.58
(b)—Percentages of Local Fund Expenditure included in columns 2-16 to Total Local Fund Expenditure on Public Instruction ...	.03	.21	18.91	41.95	.07	1.06	62.83
(c)—Percentages of Municipal Expenditure included in columns 2-16 to Total Municipal Expenditure on Public Instruction ...	.23	.12	46.24	28.72	.15	3.38	79.19
(d)—Percentages of Total Expenditure in columns 2-16 to Total Expenditure on Public Instruction ...	5.76	4.06	31.85	18.67	1.75	2.64	64.73
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.
Government Institutions							
{ Cost to Provincial Revenues ...	180 2 4	421 2 1	23 10 3	12 8 9	187 13 9	88 7 9	66 7 11
{ Cost to Local and Municipal Funds ...	..	3 11 2	..	..	0 5 10	..	0 3 4
Total cost ...	283 0 1	476 15 0	53 9 6	17 5 1	188 9 7	95 15 11	91 5 8
Local Fund and Municipal Board Schools.							
{ Cost to Provincial Revenue ...	..	..	5 3 4	5 4 10	64 12 9	14 6 9	5 5 11
{ Cost to Local and Municipal Funds ...	..	..	6 12 2	3 2 5	11 13 6	20 15 7	4 0 2
Total cost ...	..	..	19 12 0	8 15 5	77 0 5	37 6 8	11 7 0
Aided Institutions.							
{ Cost to Provincial Revenues ...	64 2 9	349 11 0	10 6 10	2 18 9	88 8 8	42 10 6	7 10 11
{ Cost to Local and Municipal Funds ...	0 14 3	..	2 11 1	1 8 2	0 14 2	6 11 4	2 1 1
Total cost ...	185 5 1	539 10 0	35 8 10	7 5 11	242 7 1	100 15 11	23 13 6
Unaided Institutions.—Total cost	102 10 3	60 14 4	27 0 11	6 7 5	49 1 10	57 13 2	30 1 4
All Institutions.							
{ Cost to Provincial Revenues ...	56 1 4	276 0 6	9 5 9	4 10 7	161 11 3	48 8 1	8 9 11
{ Cost to Local and Municipal Funds ...	0 6 9	2 5 7	1 15 4	2 10 1	1 7 0	9 9 1	3 5 5
Total cost ...	167 8 1	335 7 1	30 4 7	8 9 2	174 12 1	73 11 4	19 7 11

TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total Expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,87,069	73,953	4,19,436	3,96,272	18,81,921	13,16,033	43,74,689	1,24,02,186	
...	
2,87,069	73,953	4,19,436	3,96,272	18,81,921	13,16,033	43,74,689	1,24,02,186	
1.15	1.30	6.07	2.89	18.72	7.29	37.42	100	
...	...	5.08	7.59	17.41	7.09	37.17	100	
...	...	1.27	4.79	9.68	5.13	20.81	100	
2.81	.60	3.38	3.20	15.17	15.61	35.27	100	

COLLEGES, SCHOOLS AND SCHOLARS IN

				PUBLIC IN								
				UNDER PUBLIC MANAGEMENT.								
CLASS OF INSTITUTION.				Managed by Government.		Managed by Local Funds and 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	
<i>Arts Colleges.</i>												
UNIVERSITY EDUCATION.	English	For males	1	567	609	501
				For females
	Oriental	For males
				For females
	<i>Colleges for Professional Training.</i>											
	Law	For males
				For females
	Medicine	For males	1	324	386	326
				For females
	Engineering	For males
For females				...	...	...	...	...	...	...	...
Teaching	...	...	For males	2	271	278	244	...	...	...	...
			For females	...	...	...	...	...	...	...	...
Agriculture	...	...	For males	1	159	119	111	...	...	...	...
			For females	...	...	...	...	...	...	...	...
Veterinary	...	...	For males	1	212	221	187	...	...	...	...
			For females	...	...	...	...	...	...	...	...
Commercial	...	...	For males	...	...	...	...	...	...	...	...
			For females	...	...	...	...	...	...	...	...
Forestry	...	...	For males	...	...	...	...	...	...	...	...
			For females	...	...	...	...	...	...	...	...
Total				6	1,553	1,564	1,369	...	...	...	...
<i>Secondary Schools.</i>												
SCHOOL EDUCATION, GENERAL.	High Schools for males			30	11,996	12,271	10,803	21	6,175	6,500	5,655	
	Middle Schools for males	...	...	English	...	...	...	68	15,659	15,558	13,412
				Vernacular	...	...	...	159	27,679	27,632	23,519
	High Schools for females			4	983	943	779	...	...	...	...
	Middle Schools for females	...	...	English	...	...	...	1	48	50	42
				Vernacular	...	...	...	23	3,612	3,390	2,645
	Total				84	12,979	13,214	11,581	272	53,173	53,180	45,273
	<i>Primary Schools.</i>											
	For males				9	1,142	1,093	975	3,864	139,067	173,522	145,223
	For females				2	166	187	119	626	27,454	25,926	20,523
				11	1,308	1,280	1,094	4,490	216,521	199,448	165,746	

TABLE III.

THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

INSTITUTIONS.															REMARKS.
UNDER PRIVATE MANAGEMENT.								Grand Total of Institutions.	Grand Total of Scholars on 31st March.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.	
<i>Aided by Government, by Local Funds or Municipal Boards.</i>				<i>Unaided.</i>						English.	A Classical Language.	A Vernacular Language.			
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.								
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
5	1,936	1,875	1,504	5	1,906	1,638	1,437	11	4,429	4,204	1,963	...	...	...	...
1	30	23	25	...	...	...	...	1	30	30	...	30	...	...	...
1	111	115	95	...	...	...	...	1	111	105	102	6	...	...	...
...
...	...	...	...	1	495	516	273	1	495	495	...	...	...	...	...
...
...	...	...	...	...	...	...	...	1	324	...	...	...	...	...	...
...
...
...
...	...	...	...	...	...	...	...	2	271	165	...	112	2	...	...
1	29	32	30	...	...	...	...	1	29	29	22	7	...	...	...
...	...	...	...	...	...	...	...	1	159	77	...	...	...	...	...
...
...	...	...	...	...	...	...	...	1	212	...	...	...	...	...	...
...
...
...
...
...
8	2,106	2,048	1,654	6	2,401	2,154	1,710	20	6,060	5,105	2,077	155	2	...	...
22	35,828	36,293	31,685	14	5,126	5,178	4,477	157	59,125	46,415	27,824	53,918	28	...	...
48	9,150	9,094	7,950	25	4,046	4,094	3,585	141	28,855	17,463	14,085	21,738	...	...	...
4	710	720	653	1	91	97	77	164	28,480	379	8,248	28,480	4	...	...
12	1,519	1,578	1,378	2	436	443	351	18	2,938	1,927	764	1,863	...	124	...
16	1,482	1,370	939	...	...	...	...	17	1,530	1,062	56	775	...	205	...
31	5,635	5,162	3,995	...	...	...	...	54	9,277	296	861	9,277	...	4	...
203	54,354	54,217	46,640	42	9,699	9,812	8,490	551	130,205	67,543	51,836	116,051	32	374	...
1,208	52,568	51,311	43,406	91	4,054	3,600	2,960	5,172	246,771	2,729	761	244,563	1,105	...	...
290	14,127	13,302	10,458	33	1,172	982	824	951	42,919	143	372	42,886	...	120	...
1,498	66,635	64,613	53,864	124	5,226	4,582	3,804	6,123	289,690	2,872	1,133	289,449	1,105	120	...

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS IN

CLASS OF INSTITUTIONS.				PUBLIC IN							
				UNDER PUBLIC MANAGEMENT.							
				Managed by Government.			Managed by Local Funds and 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			
SCHOOL EDUCATION, SPECIAL.											
Training Schools	{ For males ...	10	724	752	725	5	101	96	87
			{ For females ...	5	235	248	213	1	19	19	19
Schools of Art	{ For males ...	1	231	235	193	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Law Schools	{ For males ...	...	...	...	...	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Medical Schools	{ For males ...	1	327	338	329	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	{ For males ...	1	96	97	95	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	{ For males ...	3	890	881	828	21	1,714	1,721	1,426
			{ For females ...	...	...	...	...	...	...	...	...
Commercial Schools	{ For males ...	...	...	...	...	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Agricultural Schools	{ For males ...	...	...	...	...	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Reformatory Schools	{ For males ...	1	97	94	74	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
Other Schools	{ For males ...	2	59	53	40	...	...	...	...
			{ For females ...	...	...	...	...	...	...	...	...
			Total	24	2,359	2,635	2,492	27	1,834	1,886	1,532
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION				75	18,499	18,703	16,536	4,789	271,528	254,414	212,551

PRIVATE INSTITUTIONS.

1. *Advanced teaching—*

(a) Arabic or Persian

(b) Sanskrit

(c) Any other Oriental Classic

2. *Elementary teaching—*

(a) A vernacular only or mainly

(b) The Koran only

3. *Other Schools not conforming to Departmental Standards*

TABLE III—CONCLUDED.

THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

STITUTIONS.										NUMBER OF SCHOLARS ON 31st MARCH LEARNING							
UNDER PRIVATE MANAGEMENT.																	
Aided by Government, by Local Funds or Municipal Boards.				Unaided.													
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.	Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A Classical Language.	A Vernacular Language.	Number of girls in boys' schools.	Number of boys in girls' schools.	REMARKS.		
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	28	28	28	2	58	59	58	18	911	35	270	876	...	...	
5	41	42	36	...	...	...	...	11	295	...	50	294	...	...	
...	...	...	...	...	...	...	...	1	281	...	...	...	3	...	
...			
...			
...	...	...	...	2	74	74	55	3	401	...	...	...	...	...
1	140	137	135	...	...	...	...	1	140	...	...	...	...	...
...	...	...	...	...	...	...	...	1	96	...	...	...	...	...
...			
6	274	280	206	...	...	...	...	30	2,878	105	...	2,115	...	...	
3	429	416	342	...	...	...	...	3	429	...	...	429	...	...	
...			
...			
...			
...	...	...	...	...	...	...	...	1	97	...	...	97	...	...	
...			
1	92	90	73	...	...	...	...	3	151	33	...	57	...	...	
1	44	42	40	...	...	...	...	1	44	...	...	...	...	...
18	1,048	1,015	860	4	132	133	108	73	5,673	173	320	2,868	3	...			
1,727	124,143	121,593	103,018	176	17,458	16,681	14,112	6,767	431,628	75,692	55,378	4,09,523	1,142	493			
...	...	...	...	...	{ For males	...	...	87	1,206	...	1,179	68	6	...	
...	...	...	...	...	{ For females	...	...	...	...	...	...	...	...	...
...	...	...	...	...	{ For males	...	...	62	1,238	...	1,180	14	...	...	
...	...	...	...	...	{ For females	...	...	2	23	...	23	...	...	...
...	...	...	...	...	{ For males	...	...	...	...	...	...	...	...	...
...	...	...	...	...	{ For females	...	...	...	...	...	...	...	...	...
...	...	...	...	...	{ For males	...	...	391	13,461	33	147	12,868	95	...	
...	...	...	...	...	{ For females	...	...	83	1,737	...	...	1,737	...	15	
...	...	...	...	...	{ For males	...	...	922	14,773	...	12,777	324	1,926	...	
...	...	...	...	...	{ For females	...	...	565	9,133	...	8,460	68	...	1,140	
...	...	...	...	...	{ For males	...	...	67	3,268	1,108	753	2,093	1	...	
...	...	...	...	...	{ For females	...	...	19	733	91	84	579	...	23	
TOTAL OF PRIVATE INSTITUTIONS								...	2,198	45,572	1,232	24,603	17,751	2,023	1,178		
GRAND TOTAL OF ALL INSTITUTIONS								{ For males	...	7,238	407,943	73,346	69,239	3,69,329	3,170	...	
								{ For females	...	1,727	69,257	3,578	10,692	57,945	...	1,671	
Total								...	8,965	477,200	76,924	79,981	427,274	3,170	1,671		

GENERAL TABLE III (A).

NUMBER OF SCHOLARS ON 31st MARCH 1919 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

1	2	3	HINDUS.		6	7	8	9	10	11
			Brahmana.	Non-Brahmans.						
UNIVERSITY EDUCATION.										
<i>Arts Colleges—</i>										
English ...	Male ...	6	51	427	2,445	613	866	1	..	4,429
	Female ...	..	19	2	6	1	1	1	..	30
Oriental ...	Male ...	..	..	64	9	6	32	..	..	111
	Female ...	..	..	..	..	..	..	..	..	..
<i>Colleges for professional training.</i>										
Law ...	Male ...	..	..	42	349	41	63	..	..	495
	Female ...	..	..	..	..	..	..	..	..	..
Medicine ...	Male ...	..	..	25	190	60	49	..	..	324
	Female ...	..	..	..	..	..	..	..	..	..
Engineering ...	Male ...	..	..	..	..	..	..	..	..	..
	Female ...	..	..	..	..	..	..	..	..	..
Teaching ...	Male ...	11	4	38	38	40	89	..	..	269
	Female ...	30	1	..	..	..	..	..	..	31
Agriculture ...	Male ...	..	..	6	30	51	72	..	..	159
	Female ...	..	..	..	..	..	..	..	..	..
Veterinary ...	Male ...	..	..	..	39	41	132	..	..	212
	Female ...	..	..	..	..	..	..	..	..	..
Commercial... ..	Male ...	..	..	..	..	..	..	..	..	..
	Female ...	..	..	..	..	..	..	..	..	..
Forestry ...	Male ...	..	..	..	..	..	..	..	..	..
	Female ...	..	..	..	..	..	..	..	..	..
Total ...	..	47	75	604	3,156	853	1,323	2	..	6,060
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools—</i>										
<i>For Males—</i>										
High Schools ...	Male ...	741	563	5,577	24,433	8,976	18,733	32	42	59,697
	Female ...	22	6	..	..	..	..	..	..	28
Middle Schools— English ...	Male ...	137	353	3,011	11,781	4,342	9,164	5	57	28,855
	Female ...	..	..	..	..	..	..	..	..	..
Vernacular For Females—	Male ...	..	348	3,035	10,372	3,796	10,828	..	47	28,476
	Female ...	..	..	..	..	..	4	..	..	4
High Schools ...	Male ...	140	7	..	4	7	5	1	..	164
	Female ...	931	298	120	812	322	264	14	13	2,774
Middle Schools— English ...	Male ...	184	3	1	3	1	..	8	..	205
	Female ...	584	282	16	228	106	82	14	13	1,325
Vernacular ...	Male ...	..	..	..	..	4	..	..	..	4
	Female ...	..	437	658	4,980	1,453	1,743	..	2	9,273
Total ...	..	2,739	2,302	12,463	52,618	19,007	40,823	74	174	130,205
<i>Primary Schools—</i>										
For males ...	Male ...	103	2,780	22,290	80,957	34,571	103,550	5	1,409	245,666
	Female ...	63	119	49	339	26	435	..	24	1,105
For females... ..	Male ...	6	1	11	85	6	11	..	..	120
	Female ...	9	832	3,555	18,379	7,175	12,239	11	99	42,799
Total ...	..	181	3,732	25,905	100,260	41,778	116,265	16	1,532	289,690

GENERAL TABLE III (A)—concluded.

NUMBER OF SCHOLARS ON 31ST MARCH 1919 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

1	2	3	HINDUS.		6	7	8	9	10	11	
			Brahmans.	Non-Brahmans.							
SCHOOL EDUCATION, SPECIAL.											
Training Schools	Male	..	27	153	226	72	433	...	...	911
	Female	...	54	21	92	33	94	...	1	295	
School of Art	Male	...	6	21	39	29	132	...	1	228	
	Female	2	...	...	...	...	...	1	...	8
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	46	109	107	139	...	...	401
	Female	11	106	...	10	2	11	...	...	140
Engineering and Surveying Schools.	Male	...	...	11	34	15	36	...	...	96
	Female	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	Male	...	120	162	698	257	1,557	1	...	2,878	
	Female	...	429	...	...	...	...	...	...	429
Commercial Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	1	10	33	1	41	...	11	97	
	Female	...	...	...	...	...	...	...	...	...
Other Schools	Male	2	13	8	97	6	25	...	...	151
	Female	42	...	1	...	...	...	...	1	44
Total	...	57	756	433	1,338	522	2,468	1	3	95	5,673
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.											
PRIVATE INSTITUTIONS.											
ADVANCED TEACHING.											
(a) Arabic or Persian	Male	...	...	3	12	1	1,184	...	...	1,200
	Female	...	...	...	...	...	6	...	...	6
(b) Sanskrit	Male	...	...	870	352	12	1	...	3	1,238
	Female	...	...	5	15	3	...	...	...	23
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
ELEMENTARY TEACHING.											
(a) A vernacular only or mainly—											
For males	Male	...	163	1,612	7,619	1,597	2,236	4	...	136	13,366
	Female	...	...	...	22	41	32	...	...	95
For females	Male	...	...	2	9	4	...	...	...	15
	Female	...	17	211	790	488	204	12	1,722
(b) The Koran only—											
For males	Male	1	2	...	12,328	16	12,547
	Female	1,926	1,926
For females	Male	1,140	1,140
	Female	7,979	14	7,993
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.											
For males	Male	...	40	520	1,374	820	415	98	3,267
	Female	...	1	...	...	...	...	...	...	1
For females	Male	23	...	...	...	...	...	...	...	23
	Female	28	2	59	230	99	300	2	...	710	
TOTAL OF PRIVATE INSTITUTIONS											
GRAND TOTAL OF ALL INSTITUTIONS											
	...	51	222	3,233	10,475	3,005	28,251	6	...	279	45,572
	...	3,075	7,037	4,693	167,847	6,165	189,150	23	80	2,080	477,200

GENERAL

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	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.
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
<i>Arts Colleges.</i>												
English ...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	11	13	12	1	29	32	30	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
<i>Secondary Schools.</i>												
High Schools for males ...	2	426	428	426	3	957	440	376	...	...	...	...
Middle Schools—English—for males ...	...	...	...	...	3	151	147	122	...	...	...	...
High Schools for females ...	2	415	404	368	7	682	827	740	...	...	...	...
Middle Schools—English—for females ...	...	...	...	...	10	796	778	439	...	...	...	...
Total ...	4	841	832	794	23	1,985	2,192	1,677	...	...	...	...
<i>Primary Schools.</i>												
For males ...	...	...	...	...	5	181	171	158	...	...	...	...
For females ...	...	...	...	...	1	16	13	10	...	...	...	...
Total ...	...	...	...	...	6	197	184	168	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Training Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	852	845	806	30	2,212	2,408	1,875	...	...	...	...
PRIVATE INSTITUTIONS.												
Other Schools not conforming to Departmental Standards—	...	...	...	...	...	...	...	...	...	...	...	...
For males ...	...	...	...	...	...	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS	5	852	845	806	30	2,212	2,408	1,875	...	...	...	...

EXPENDITURE ON PUBLIC INSTRUCTION

				PUBLIC			
				UNDER PUBLIC			
				<i>Managed by Government.</i>			
OBJECTS OF EXPENDITURE.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	...	...	...	62,639	...	...	1,72,350
Oriental	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	25,625	...	...	1,51,949
Engineering	...	...	...	...	...	...	...
Teaching	...	2,898	635	...	7,546	3,414	1,17,299
Agriculture	...	...	...	...	...	...	79,139
Veterinary	...	...	...	13,177	...	...	1,07,089
Commercial	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Total	5,11,392	2,898	635	1,01,441	7,546	3,414	6,27,326
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males	...	...	...	3,01,979	1,074	3,026	5,94,282
Middle Schools for males	...	...	...	...	...	...	...
High Schools for females	...	...	...	21,475	...	2,179	1,13,836
Middle Schools for females	...	...	...	...	...	...	...
Total	8,78,485	...	...	3,23,454	1,074	5,305	7,08,218

TABLE IV—CONTINUED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONTINUED.

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,500	3,37,717	75,843	44,787	6,72,738	The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund, Rs. 19,58,072, which were utilized as follows:— 1. Rs. 30,524 for the Veterinary College, Lahore. 2. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department. 3. Rs. 12,440 for the appointment of additional Assistant Inspectors of Schools. 4. Rs. 5,890 for the Female Inspecting staff. 5. Rs. 11,472 for the revision of the pay of the Superintendents of boarding-houses. 6. Rs. 5,000 for the Queen Mary's College, Lahore. 7. Rs. 15,500 for the Normal School, Karnal. 8. Rs. 38,000 for salary grants to European Schools. 9. Rs. 33,250 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College, Amritsar. 10. Rs. 1,50,000 for the building of the Khalsa College, Amritsar. 11. Rs. 19,258 for the Victoria Girls' School, Lahore. 12. Rs. 60,000 for the maintenance of Aided Secondary Schools. 13. Rs. 10,000 for the Government Training Class, Sanawar. 14. Rs. 30,000 for the improvement of the Islamia College, Lahore. 15. Rs. 12,400 for the Lawrence School, Ghora Gali. 16. Rs. 86,500 for the Punjab University. 17. Rs. 90,840 for the training of teachers. 18. Rs. 10,79,704 to District Boards for the extension of Vernacular Education. 19. Rs. 57,486 to Municipal Committees for the extension of Vernacular Education.
...	2,159	4,720	1,000	12,879	
...	373	6,595	...	28,468	
...	
...	31,422	...	...	31,422
...	
...	25,625	...	...	1,51,949
...	
...	
...	
635	...	7,546	3,414	1,17,299	
...	3,131	...	2,948	17,289	
...	...	...	...	79,139
...	
...	13,177	...	...	1,07,089
...	
...	
...	
...	
...	
2,135	4,13,604	94,704	52,149	12,18,252	
1,13,690	11,17,531	1,75,999	1,54,398	23,64,301	
60,759	3,44,572	60,851	75,811	6,98,643	
12,712	66,880	8,040	3,419	4,14,411	
7,706	62,359	20,941	27,332	2,76,215	
6,240	14,375	16,307	17,957	97,011	
48,873	1,028	33,660	23,153	1,59,401	
2,49,780	16,06,695	3,15,798	3,61,600	39,50,012	

GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fee.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
<i>Primary Schools.</i>							
For males ...	Rs. 15,013	Rs. ...	Rs. ...	Rs. 5,796	Rs. 43	Rs. 21	Rs. 20,873
For females ...	425	...	...	...	...	...	425
Total ...	15,438	...	...	5,796	43	21	21,298
<i>SCHOOL EDUCATION, SPECIAL.</i>							
Training Schools ...	Rs. 1,46,122	Rs. 56	Rs. ...	Rs. ...	Rs. ...	Rs. 176	Rs. 1,46,354
{ For males ...	41,737	..	311	..	200	..	42,248
{ For females ...	48,559	...	...	956	...	...	49,515
Schools of Art ...	...	...	...	...	...	...	...
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Medical Schools ...	Rs. 18,838	...	...	Rs. 3,543	...	...	Rs. 22,381
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Engineering and Surveying Schools	Rs. 33,145	...	...	Rs. 6,445	...	...	Rs. 39,590
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Technical and Industrial Schools ..	Rs. 19,631	...	...	Rs. 400	...	Rs. 1,319	Rs. 21,350
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Reformatory Schools...	Rs. 28,245	...	...	...	...	...	Rs. 28,245
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Other Schools ...	Rs. 1,567	...	...	Rs. 41	...	Rs. 24	Rs. 1,632
{ For males ...	...	...	...	...	...	...	...
{ For females ...	...	...	...	...	...	...	...
Total ...	3,37,944	56	311	11,385	200	1,519	3,51,315
<i>Total Direct Expenditure</i> ...	12,43,659	2,954	946	4,42,076	8,863	10,159	17,08,657
<i>Buildings, furniture and apparatus</i> ...	4,65,027	..	...	14,071	...	11,807	4,90,905
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 ...	...	...	...	...	...	...	...
Boarding-houses ...	...	...	...	...	...	...	...
<i>Total Indirect Expenditure</i> ...	4,65,027	..	...	14,071	...	11,807	4,90,905
TOTAL EXPENDITURE PUBLIC INSTRUCTION ...	17,08,686	2,954	946	4,56,147	8,863	21,966	21,99,562

EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE	PUBLIC INSTITUTIONS.				TOTAL.	
	UNDER PRIVATE MANAGEMENT.				Provincial Revenues.	Local Funds.
	Unaided.					
	Fees.	Endowments.	Subscriptions and other sources.	Total.		
1	23	24	25	26	27	28
<i>Primary Schools.</i>						
For males ...	Rs. 5,918	Rs. 10,763	Rs. 8,928	Rs. 25,609	Rs. 10,96,528	Rs. 4,51,067
For females	2,049	1,977	4,026	1,61,586	1,15,387
Total ...	5,918	12,812	10,905	29,635	12,58,114	5,66,454
<i>SCHOOL EDUCATION, SPECIAL.</i>						
Training Schools ...	1,175	751	972	2,898	1,54,695	665
{ For males	46,464	326
{ For females
Schools of Art	48,559	...
{ For males
{ For females
Law Schools
{ For males
{ For females
Medical Schools ...	1,104	...	3,175	4,279	18,588	...
{ For males	24,000	...
{ For females
Engineering and Surveying Schools	33,145	...
{ For males
{ For females
Technical and Industrial Schools	48,489	19,320
{ For males
{ For females	619	3,185
Commercial Schools
{ For males
{ For females
Agricultural Schools
{ For males
{ For females
Reformatory Schools	28,245	...
{ For males
{ For females
Other Schools	9,595	...
{ For males
{ For females	3,630	...
Total ...	2,279	751	4,147	7,177	4,16,279	23,496
Total Direct Expenditure ...	3,04,742	93,635	1,03,472	5,01,849	35,47,594	8,48,518
<i>Buildings, furniture and apparatus</i>	5,519	23,884	2,12,663	2,42,066	10,61,205	2,35,202
University	65,000	...
Direction	73,953	...
Inspection	3,44,021	68,533
Scholarships held in —
Arts Colleges	18,544	2,197
Medical Colleges	5,638	320
Other Professional Colleges	5,085	3,064
Secondary Schools	93,384	88,234
Primary Schools	23,053	1,000
Medical Schools	11,210	500
Technical and Industrial Schools	7,190	5,243
Other Special Schools	1,968
Miscellaneous	2,17,134	48,452
Boarding-houses	1,96,061	47,329
Total Indirect Expenditure ...	5,519	23,884	2,12,663	2,42,066	21,21,484	5,02,072
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,10,261	1,17,519	3,16,135	7,43,915	56,69,078	13,50,620

TABLE IV—CONCLUDED.

PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONCLUDED.

EXPENDITURE FROM					REMARKS
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
81,303	1,43,523	47,115	69,860	18,89,398	The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund, Rs. 19,58,072, which were utilized as follows :— 1. Rs. 30,524 for the Veterinary College, Lahore. 2. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department. 3. Rs. 12,440 for the appointment of additional Assistant Inspectors of Schools. 4. Rs. 5,880 for the Female Inspecting staff. 5. Rs. 11,472 for the revision of the pay of the Superintendents of boarding-houses. 6. Rs. 5,000 for the Queen Mary's College, Lahore. 7. Rs. 15,500 for the Normal School, Karnal. 8. Rs. 38,000 for salary grants to European Schools. 9. Rs. 33,250 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College Amritsar. 10. Rs. 1,50,000 for the building of the Khalsa College, Amritsar. 11. Rs. 19,258 for the Victoria Girls' School, Lahore. 12. Rs. 60,000 for the maintenance of Aided Secondary Schools. 13. Rs. 10,000 for the Government Training Class, Sanawar. 14. Rs. 30,000 for the improvement of the Islamia College, Lahore. 15. Rs. 12,400 for the Lawrence, School, Ghora Gali. 16. Rs. 86,500 for the Punjab University. 17. Rs. 90,840 for the training of teachers. 18. Rs. 10,79,704 to District Boards for the extension of Vernacular Education. 19. Rs. 57,496 to Municipal Committees for the extension of Vernacular Education.
73,883	4,019	45,065	25,573	4,25,513	
1,55,186	1,47,572	92,180	95,423	23,14,939	
...	1,175	795	3,663	1,60,993	
800	248	3,119	5,449	56,408	
...	956	...	...	49,515
...	
...	
...	4,647	...	3,175	26,660	
...	4,656	10,977	8,422	48,055	
...	6,445	...	...	39,590
...	
19,932	4,330	8,773	6,553	1,07,697	
...	210	2,580	...	6,594	
...	
...	
...	
...	...	...	...	28,245
...	
...	2,365	...	2,520	14,480	
...	1,470	...	959	6,059	
20,732	26,502	26,244	31,041	5,44,294	
4,27,833	21,94,373	5,28,928	4,80,223	80,27,497	
52,172	43,851	88,125	4,01,366	18,81,921	
...	2,17,171	4,898	...	2,87,069	
...	...	...	...	78,953
6,882	...	...	...	4,19,436
2,083	...	15,138	21,835	59,797	
345	...	...	1,156	7,459
1,640	...	4,582	17,379	31,750	
18,411	...	1,843	1,418	2,08,290	
171	...	323	139	24,692	
61	...	...	37,854	49,628
2,735	...	1,003	833	17,004	
131	...	559	...	2,052	
16,078	41,065	3,616	1,21,219	4,47,594	
11,152	4,09,292	87,653	1,17,652	8,68,444	
1,12,364	7,11,379	2,07,139	7,20,251	43,74,689	
5,40,197	29,05,752	7,36,065	12,00,474	1,24,02,186	

TABLE IV—CONCLUDED.

PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONCLUDED.

EXPENDITURE FROM					REMARKS
Municipal Funds.	Fees	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	
Rs.	Rs.	Rs.	Rs.	Rs.	
81,303	1,43,523	47,115	89,860	18,80,898	The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund, Rs. 19,58,072, which were utilized as follows :— 1. Rs. 30,524 for the Veterinary College, Lahore. 2. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department. 3. Rs. 12,440 for the appointment of additional Assistant Inspectors of Schools. 4. Rs. 5,880 for the Female Inspecting staff. 5. Rs. 11,472 for the revision of the pay of the Superintendents of boarding-houses. 6. Rs. 5,000 for the Queen Mary's College, Lahore. 7. Rs. 15,500 for the Normal School, Karnal. 8. Rs. 38,000 for salary grants to European Schools. 9. Rs. 33,250 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College Amritsar. 10. Rs. 1,50,000 for the building of the Khalsa College, Amritsar. 11. Rs. 19,258 for the Victoria Girls' School, Lahore. 12. Rs. 60,000 for the maintenance of Aided Secondary Schools. 13. Rs. 10,000 for the Government Training Class, Sanawar. 14. Rs. 30,000 for the improvement of the Islamia College, Lahore. 15. Rs. 12,400 for the Lawrence, School, Ghora Gali. 16. Rs. 86,500 for the Punjab University. 17. Rs. 90,840 for the training of teachers. 18. Rs. 10,79,704 to District Boards for the extension of Vernacular Education. 19. Rs. 57,496 to Municipal Committees for the extension of Vernacular Education.
73,853	4,049	45,065	25,573	4,25,543	
1,55,166	1,47,572	92,180	95,423	23,14,939	
...	1,175	795	3,663	1,60,993	
800	248	3,119	5,419	56,406	
...	956	...	...	49,515
...	
...	
...	4,647	...	3,175	26,660	
...	4,656	10,977	8,422	49,055	
...	6,445	...	...	39,690
...	
19,932	4,330	8,773	6,853	1,07,697	
...	210	2,580	...	6,594	
...	
...	
...	
...	
...	...	...	...	28,245
...	
...	2,365	...	2,520	14,480	
...	1,470	...	959	6,059	
20,732	26,502	26,244	31,041	5,44,294	
4,27,833	21,94,373	5,28,923	4,80,223	80,27,497	
52,172	43,851	88,125	4,01,965	18,81,921	
...	2,17,171	4,898	...	2,87,069	
...	...	...	...	73,953
6,882	...	...	...	4,19,436
2,083	...	15,138	21,935	59,797	
345	...	...	1,156	7,459
1,640	...	4,582	17,379	31,750	
18,411	...	1,843	1,418	2,03,290	
171	...	323	139	24,692	
61	...	...	37,854	49,628
2,735	...	1,003	833	17,004	
131	...	553	...	2,652	
16,078	41,065	3,616	1,21,219	4,47,594	
11,052	4,09,293	87,053	1,17,052	8,68,444	
1,12,364	7,11,379	2,07,139	7,20,251	43,74,689	
5,40,197	29,05,752	7,36,065	12,00,474	1,24,02,186	

EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS IN THE

PUBLIC

OBJECTS OF EXPENDITURE	UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
	Managed by Government					Aided by Government or by Local				
	Provincial Revenues.	Fees.	Endowment.	Subscription and other sources.	TOTAL.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Arts Colleges.</i>										
English ... { For males	...	...	...	...	...	...	...	...	...	...
{ For females	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Teaching... { For males	11,762	...	7,546	...	19,308	...	...	...	...	...
{ For females	...	...	...	...	...	11,190	...	...	3,131	...
Total	11,762	...	7,546	...	19,308	11,190	...	...	3,131	...
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools.</i>										
High Schools for males ...	42,709	18,687	...	2,906	64,302	42,832	...	...	18,678	...
Middle Schools—English—for males ...	...	...	...	...	...	10,073	...	...	2,498	948
High Schools for females ...	43,313	14,806	...	2,179	60,298	52,435	...	...	34,301	...
Middle Schools—English—for females...	...	...	...	...	...	40,015	...	100	14,220	1,829
Total	86,022	33,493	...	5,085	1,24,600	1,45,405	...	100	69,697	2,772
<i>Primary Schools.</i>										
For males ...	...	...	...	...	...	11,777	...	...	5,802	...
For females ...	...	...	...	...	...	1,098	...	...	417	...
Total	...	...	...	...	...	12,875	...	...	6,219	...
SCHOOL EDUCATION, SPECIAL.										
Training Schools { For males	...	...	...	...	...	...	...	...	...	...
{ For females	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying { For males	...	...	...	...	...	...	...	...	...	...
Schools. { For females	...	...	...	...	...	...	...	...	...	...
Technical and Industrial { For males	...	...	...	...	...	...	...	...	...	...
Schools. { For females	...	...	...	...	...	...	...	...	...	...
Commercial Schools { For males	...	...	...	...	...	...	...	...	...	...
{ For females	...	...	...	...	...	...	...	...	...	...
Other Schools { For males	...	...	...	...	...	...	...	...	...	...
{ For females	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...
TOTAL DIRECT EXPENDITURE	97,784	33,493	7,546	5,085	1,43,908	1,69,470	...	100	79,047	2,772
<i>Buildings, furniture and apparatus</i> ...	9,513	...	...	...	9,513	54,616	...	...	23,977	...
Inspection ...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE	9,513	...	...	...	9,513	54,616	...	...	23,977	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,07,297	33,493	7,546	5,085	1,53,421	2,24,086	...	100	1,03,024	2,772

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOL.	Number of Schools.	Number of pupils on the rolls on 31st March,	HIGH STAGE.			
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			
			Males.	Females.	Total.	
1	2	3	4	5	6	
SECONDARY SCHOOLS.						
<i>For Males.</i>						
Government ...	{ English ...	30	11,996	2,757	...	2,757
	{ Vernacular ...	...	...	...	...	...
Local Fund ...	{ English ...	51	12,373	426	...	426
	{ Vernacular ...	149	26,237	...	...	...
Municipal Fund ...	{ English ...	38	9,461	457	...	457
	{ Vernacular ...	10	1,442	...	...	...
Aided ...	{ English ...	140	44,978	6,429	...	6,429
	{ Vernacular ...	4	710	...	...	...
Unaided ...	{ English ...	89	9,172	1,285	...	1,285
	{ Vernacular ...	1	91	...	...	...
	Total ...	462	116,460	11,354	...	11,354
<i>For Females.</i>						
Government ...	{ English ...	4	983	...	58	56
	{ Vernacular ...	...	...	...	...	...
Local Fund ...	{ English ...	...	...	...	...	...
	{ Vernacular ...	5	805	...	...	...
Municipal Fund ...	{ English ...	1	48	...	...	...
	{ Vernacular ...	18	2,807	...	...	...
Aided ...	{ English ...	28	3,001	...	165	165
	{ Vernacular ...	31	5,685	...	...	...
Unaided ...	{ English ...	2	486	...	25	25
	{ Vernacular ...	...	...	...	...	...
	Total ...	89	13,745	...	246	246
TOTAL SECONDARY SCHOOLS ...		551	130,205	11,354	246	11,600
PRIMARY SCHOOLS.						
<i>For Males.</i>						
Government ...	...	9	1,142	...	...	...
Local Fund ...	...	3,750	178,287	...	...	...
Municipal Fund ...	...	114	10,800	...	...	...
Aided ...	...	1,208	52,503	...	...	...
Unaided ...	...	91	4,054	...	...	...
	Total ...	5,172	246,771	...	...	...
<i>For Females.</i>						
Government ...	...	2	166	...	...	...
Local Fund ...	...	458	17,053	...	...	...
Municipal Fund ...	...	168	10,401	...	...	...
Aided ...	...	290	14,127	...	...	...
Unaided ...	...	83	1,172	...	...	...
	Total ...	951	42,919	...	...	...
TOTAL PRIMARY SCHOOLS ...		6,123	289,690	...	...	...
GRAND TOTAL ...		6,674	419,895	11,354	246	11,600

TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1918-19.

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			UPPER PRIMARY STAGE.		
<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>		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
4,738	...	4,738	7,495	...	7,495	2,802	...	2,802
...
4,370	...	4,370	4,796	...	4,796	3,958	...	3,958
7,794	4	7,798	7,794	4	7,798	4,898	...	4,898
3,153	...	3,153	3,610	...	3,610	2,644	...	2,644
342	...	342	342	...	342	311	...	311
14,543	9	14,552	20,972	9	20,981	10,750	8	10,758
165	...	165	165	...	165	133	...	133
3,286	...	3,286	4,571	...	4,571	2,394	...	2,394
21	...	21	21	...	21	20	...	20
38,412	13	38,425	49,766	13	49,779	27,910	8	27,918
...	238	238	...	294	294	5	188	191
...
...	96	96	...	96	96	...	153	153
...	13	13	...	13	13	...	9	9
...	489	489	...	489	489	4	779	783
10	546	656	10	811	821	47	549	556
...	470	470	...	470	470	...	931	931
...	111	111	...	136	136	...	110	110
...
10	2,063	2,073	10	2,309	2,319	56	2,717	2,773
38,422	2,076	40,498	49,776	2,322	52,098	27,966	2,725	30,691
...
...	...	...	...	...	...	355	...	355
...	...	...	...	...	...	34,917	4	34,921
...	...	...	...	...	...	672	...	672
...	...	...	...	...	...	5,601	25	5,627
...	...	...	...	...	...	454	...	454
...	...	...	...	...	...	42,000	23	42,029
...
...	...	...	...	...	...	...	2,211	2,211
...	...	...	...	...	...	1	871	872
...	...	...	...	...	...	...	1,547	1,547
...	...	...	...	...	...	...	74	74
...	...	...	...	...	...	1	4,703	4,704
...	...	...	...	...	...	42,001	4,732	46,733
38,422	2,076	40,498	49,776	2,322	52,098	69,967	7,457	77,424

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

				LOWER PRI					
				COMPRISING ALL PUPILS WHO HAVE NOT PASSED					
CLASS OF SCHOOLS.				Reading Printed Books.			Not Reading Printed Books.		
				Males.	Females.	Total.	Males.	Females.	Total.
1				16	17	18	19	20	21
SECONDARY SCHOOLS.									
<i>For Males.</i>									
Government	...	English	...	1,699	...	1,699	...	...	...
		Vernacular	...	...	...	...	...	...	...
Local Fund	...	English	...	3,619	...	3,619	...	...	...
		Vernacular	...	13,541	...	13,541	...	...	...
Municipal Fund	...	English	...	3,152	...	3,152	55	...	55
		Vernacular	...	789	...	789	...	...	...
Aided	...	English	...	13,228	11	13,239	...	...	...
		Vernacular	...	412	...	412	...	...	...
Unaided	...	English	...	2,207	...	2,207	...	...	...
		Vernacular	...	50	...	50	...	...	...
Total				33,697	11	33,708	55	...	55
<i>For Females.</i>									
Government	...	English	...	87	396	483	4	11	15
		Vernacular	...	...	...	...	...	...	...
Local Fund	...	English	...	...	...	...	...	...	...
		Vernacular	...	...	556	556	...	...	...
Municipal Fund	...	English	...	...	26	26	...	...	...
		Vernacular	...	...	1,535	1,535	...	...	...
Aided	...	English	...	216	1,368	1,584	...	...	...
		Vernacular	...	...	4,264	4,264	...	...	...
Unaided	...	English	...	...	190	190	...	...	...
		Vernacular	...	...	...	...	...	...	...
Total				303	8,335	8,638	4	11	15
TOTAL SECONDARY SCHOOLS				39,000	8,346	47,346	59	11	70
PRIMARY SCHOOLS.									
<i>For Males.</i>									
Government	...	...	...	787	...	787	...	...	...
Local Fund	...	...	...	143,203	143	143,346	...	...	...
Municipal Fund	...	...	...	10,125	8	10,128	...	...	...
Aided	...	...	...	45,988	893	46,881	...	...	...
Unaided	...	...	...	3,583	37	3,600	...	...	...
Total				203,686	1,076	204,742	...	...	...
<i>For Females.</i>									
Government	...	...	...	...	166	166	...	...	...
Local Fund	...	...	...	15	14,827	14,842	...	...	...
Municipal Fund	...	...	...	...	9,529	9,529	...	...	...
Aided	...	...	...	98	12,482	12,580	...	...	...
Unaided	...	...	...	6	1,092	1,098	...	...	...
Total				119	38,096	38,215	...	...	...
TOTAL PRIMARY SCHOOLS				203,785	39,172	242,957	...	...	...
GRAND TOTAL				242,785	47,518	290,303	59	11	70

TABLE V—CONCLUDED.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1918-19.

PRIMARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
BEYOND THE LOWER PRIMARY STAGE									
Total									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
1,699	...	1,699	4,501	...	4,501	11,996	...	11,996	
7,619	...	3,619	7,577	...	7,577	12,373	...	12,373	
13,541	...	13,541	18,439	...	18,439	26,233	...	26,237	
3,207	...	3,207	5,851	...	5,851	9,461	...	9,461	
789	...	789	1,100	...	1,100	1,442	...	1,442	
13,228	11	13,239	23,978	19	23,997	41,050	28	41,078	
412	...	412	545	...	545	710	...	710	
2,207	...	2,207	4,601	...	4,601	9,172	...	9,172	
50	...	50	70	...	70	91	...	91	
38,752	11	38,763	66,662	19	66,681	116,428	32	116,460	
91	407	498	96	593	689	98	887	985	
...	
...	556	556	...	709	709	...	105	805	
...	26	26	...	35	35	...	48	48	
...	1,535	1,535	4	2,314	2,318	4	2,843	2,847	
218	1,368	1,584	263	1,917	2,180	273	2,728	3,001	
...	4,264	4,264	...	5,195	5,195	...	5,365	5,665	
...	190	190	...	300	300	...	436	436	
...	
307	8,346	8,653	363	11,063	11,426	373	13,372	13,745	
39,059	8,357	47,416	67,025	11,082	78,107	116,801	13,404	130,205	
787	...	787	1,142	...	1,142	1,142	...	1,142	
143,203	143	143,346	178,120	147	178,267	78,140	147	178,287	
10,128	3	10,128	10,797	3	10,800	10,797	3	10,800	
45,928	693	46,621	51,590	918	52,508	51,590	918	52,508	
3,563	37	3,600	4,017	37	4,054	4,017	37	4,054	
203,666	1,073	204,739	245,666	1,105	246,771	245,666	1,105	246,771	
...	166	166	...	166	166	...	166	166	
15	14,827	14,842	15	17,088	17,053	15	17,038	17,053	
...	9,529	9,529	1	10,400	10,401	1	10,400	10,401	
68	12,482	12,550	98	14,029	14,127	98	14,029	14,127	
6	1,092	1,098	6	1,166	1,172	6	1,166	1,172	
119	38,096	38,215	120	42,799	42,919	120	42,799	42,919	
203,765	39,72	242,957	245,786	43,904	289,690	245,786	43,904	289,690	
242,844	47,519	290,373	312,811	54,986	367,797	362,587	57,308	419,895	



GENERAL TABLE V-A.

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE OF INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

1	European and Anglo-Indians.	Indian Christians.	HINDUS.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 2 to 10.	Depressed class.	Total of columns 11 to 12.	REMARKS.
			Brahman.	Non-Brahmans.									
2	3	4	5	6	7	8	9	10	11	12	13	14	
College stage ...	Males ...	17	55	602	3,150	852	1,323	...	1	...	5,999	...	5,999
	Females ...	30	20	2	6	1	1	...	1	...	61	...	61
High stage ...	Males ...	94	97	1,486	5,012	1,826	2,821	...	8	6	11,350	4	11,354
	Females ...	139	37	10	32	18	9	...	...	1	246	...	246
Middle stage ...	Males ...	419	350	4,697	15,097	6,017	11,762	4	10	28	38,384	38	38,422
	Females ...	503	235	90	676	272	292	...	8	10	2,076	...	2,076
Upper Primary stage ...	Males ...	264	526	7,197	25,468	11,172	25,031	...	17	71	69,746	221	69,967
	Females ...	350	356	631	3,345	1,249	1,498	...	10	12	7,451	6	7,457
Lower Primary stage ...	Males ...	534	3,087	20,595	81,022	32,743	102,619	10	12	661	241,283	1,581	242,864
	Females ...	617	1,356	3,687	21,097	7,488	13,076	11	10	103	47,425	104	47,529
Special schools ...	Males ...	2	167	411	1,136	487	2,363	1	1	16	4,584	178	4,762
	Females ...	55	589	23	102	35	105	...	2	...	911	...	911
Private institutions ...	Males ...	23	202	3,008	9,320	2,434	17,804	4	...	141	32,936	160	33,096
	Females ...	28	20	275	1,107	571	10,447	2	...	26	12,476	...	12,476
GRAND TOTAL ...	Males ...	1,353	4,484	37,996	1,40,205	55,531	163,732	19	49	923	404,282	2,162	406,444
	Females ...	1,722	2,603	4,698	26,365	9,634	25,428	13	31	152	70,646	110	70,756
	Total ...	3,075	7,087	42,694	1,66,570	65,165	189,150	32	80	1,075	474,928	2,272	477,200

TAXI

GENERAL TABLE VI.

RESULTS OF THE PRESCRIBED EXAMINATION IN THE PUNJAB
DURING THE OFFICIAL YEAR 1918-19.

RESULTS OF THE PRESCRIBED EXAMINATION

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINEES.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	
	2	3	4	5	6	7	8	9	10	
COLLEGES FOR PROFESSIONAL TRAINING— <i>concluded.</i>										
<i>Teaching.</i>										
Post-graduate degrees or licenses ...	Males ...	1	...	1	41	...	...	...	41
	Females ...	1	...	1	1	...	...	...	1
Under-graduate licenses or diplomas	Males ...	2	2	...	4	72	35	...	34	141
	Females	2	...	2	...	16	16
AGRICULTURE.										
Master of Agriculture ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
Bachelor of Agriculture ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
Licentiate of Agriculture ...	Males ...	1	1	16	16
	Females ...	...	...	...	...	...	...	...	...
VETERINARY EXAMINATIONS ...	Males ...	1	1	49	49
	Females ...	...	...	...	...	...	...	...	...
COMMERCIAL EXAMINATIONS ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.										
Matriculation ...	Males ...	28	98	18	144	1,155	3,174	653	407	5,339
	Females ...	1	4	1	6	1	29	3	8	41
School final or leaving certificate ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
"B" Final examination ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
High school examination for Europeans.	Males ...	2	2	...	4	22	11	33
	Females ...	2	7	...	9	10	2	38
Cambridge senior examination ...	Males	1	...	1	...	1	...	22	23
	Females	1	...	1	...	4	4
Cambridge junior examination ...	Males	1	...	1	...	1	1
	Females	1	...	1	...	6	6
Cambridge preliminary examination	Males	1	...	1	...	5	...	1	6
	Females	1	...	1	...	5	5
Vernacular high examination ...	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
Anglo-vernacular middle examination	Males ...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...
Vernacular final examination ...	Males ...	151	4	3	158	2,672	53	8	71	2,807
	Females ...	18	33	5	56	145	172	23	108	428

TABLE VI—CONTINUED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19—continued.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.										REMARKS.	
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	European and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammads.	Buddhists.	Parsis.	Others.			
11	12	13	14	15	16	17	Brahmans.	Non-Brahmans.	18	19	20	21	22	23		24	25
40	...	...	...	40	...	1	1	14	8	16	...	...	...	...	...	...
1	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...
68	23	...	39	141	10	2	9	56	12	32	...	...	...	...	...	...
...	14	...	...	14	10	4	...	...	...	...	...	...	...	...	...	...
...
...
...
12	...	...	...	12	...	...	2	2	2	6	...	...	...	...	...	...
...
40	...	...	...	40	...	...	...	10	7	23	...	...	...	...	...	...
...
...
...
707	2,170	425	161	3,523	...	31	438	1,658	577	805	...	...	4	...	...	...
1	25	2	8	36	...	19	4	7	5	1	...	...	...	...	...	...
...
...
...
17	8	...	...	25	25	...	...	...	...	...	...	...	...	...	...	...
5	16	...	...	21	21	...	...	...	...	...	...	...	...	...	...	...
...	...	...	4	4	...	...	...	2	1	1	...	...	...	...	...	...
...	1	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...
...	1	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...
...
...	2	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...
...
...
...
1,781	20	5	22	1,828	...	11	261	659	237	648	...	...	...	...	...	...
85	116	11	40	252	...	40	18	114	30	47	...	...	3	...	...	...

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL BOARDS ON PUBLIC INSTRUCTION.											IN INSTITUTIONS MANAGED BY			Total Local Boards' expenditure on Public Instruction.	
	IN INSTITUTIONS MANAGED BY LOCAL BOARDS.											MANAGED BY				
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local Funds.	Municipal grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY EDUCATION.																
<i>Arts Colleges.</i>																
English	{ for males	300	300
	{ for females
Oriental	{ for males
	{ for females
<i>Colleges or Departments of Colleges for Professional Training.</i>																
Law	{ for males
	{ for females
Medicine	{ for males
	{ for females
Engineering	{ for males
	{ for females
Teaching	{ for males	2,898	2,898
	{ for females
Agriculture	{ for males
	{ for females
Total	...	...	...	...	...	...	...	...	...	...	...	2,898	...	300	3,198
SCHOOL EDUCATION, GENERAL.																
<i>Secondary Schools.</i>																
High Schools for males	...	9	2,870	2,861	2,531	7,230	20,993	1,788	56,866	303	99,157	...	2,696	17,800	47,489	
Middle Schools for males	{ English	42	9,694	9,591	8,364	8,220	67,468	6,761	1,27,926	0,751	1,35,138	...	6,102	12,182	86,055	
	{ Vernacular	149	26,237	26,117	22,218	2,01,403	1,01,119	7,956	60,936	2,474	3,74,177	...	2,416	3,439	1,06,974	
High Schools for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools for females	{ English	1,541	1,541
	{ Vernacular	5	805	740	682	5,882	10,508	...	...	1	16,481	...	...	2,743	13,341
Total	...	205	39,416	39,321	33,605	2,22,705	2,08,178	10,405	2,45,729	12,534	7,05,281	...	11,217	38,005	2,55,400	
<i>Primary Schools.</i>																
For males	...	3,750	17,267	163,740	137,115	9,00,886	4,03,287	1,177	85,308	897	13,03,302	...	144	47,620	4,51,067	
For females	...	468	17,063	16,134	13,182	65,880	1,02,720	932	122	1,757	1,69,007	...	432	12,735	1,15,397	
Total	...	4,208	190,320	180,088	150,247	9,66,846	5,05,517	2,109	85,308	1,019	15,82,309	...	576	60,355	5,66,464	
SCHOOL EDUCATION, SPECIAL.																
Training Schools	{ for males	5	101	90	87	5,573	609	...	...	44	6,226	56	...	...	665
	{ for females	...	...	...	...	...	...	...	...	...	...	...	261	...	328
Schools of Arts	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	{ for males	11	889	871	732	13,205	18,554	1,586	...	294	34,563	...	...	780	10,320
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	3,185	3,185
Commercial Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	{ for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	16	970	967	819	18,778	10,163	1,506	1,003	338	41,094	56	264	4,018	23,49	
Total direct expenditure	...	4,429	235,705	220,376	184,761	12,09,029	7,30,858	20,170	3,32,040	13,891	23,08,664	2,954	12,057	1,02,679	8,48,54	
<i>Buildings, furniture and apparatus.</i>																
University	...	...	...	...	1,58,974	2,35,202	...	...	500	23,543	4,18,219	...	...	...	2,35,202
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	68,533
<i>Scholarships held in—</i>																
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,197
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	320	
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	3,000	
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	68,23	
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	1,000	
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	500	
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	1,242	
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	1,060	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	48,48	
Boarding-houses (Recurring Expenditure)	...	...	...	...	...	...	...	...	...	...	...	...	...	47,32	
Total	...	...	...	...	1,58,974	2,35,202	...	...	500	23,543	4,18,219	...	...	...	5,20,07
GRAND TOTAL	...	4,429	235,705	220,376	184,761	13,67,003	9,06,060	20,170	3,32,040	14,391	27,299	2,954	12,057	1,02,679	13,50,62	

TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY				
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Boards' grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,600	1,800
...
...
...
...	...	...	...	...	...	...	...	...	...	...	635	...	...	635	3,533
...	...	...	...	...	...	...	...	...	...	...	635	...	1,500	2,135	5,333
12	3,400	3,639	3,124	11,501	41,352	2,696	69,341	...	57	1,24,917	...	1,798	70,500	1,15,690	1,61,179
25	5,925	6,904	5,048	14,558	44,288	6,105	73,584	617	1,256	1,35,360	...	6,751	11,742	60,759	1,46,814
10	1,442	1,615	1,301	13,989	4,256	2,406	4,185	10	5	24,561	...	7,956	500	12,712	1,19,686
1	48	50	42	576	1,356	...	...	...	1,932	...	...	...	7,706	7,706	7,706
18	2,807	2,641	2,083	13,847	36,009	...	...	85	4,300	54,241	...	...	4,884	6,240	7,781
67	13,758	13,809	11,578	54,171	1,26,209	11,217	1,47,175	827	5,618	3,44,017	...	16,495	1,08,078	2,97,800	5,05,180
114	10,800	9,773	8,108	46,095	57,518	144	17,269	325	...	1,21,351	...	1,177	22,608	81,308	5,32,370
168	10,101	1,587	7,391	45,125	58,173	432	...	83	48	1,03,856	...	932	14,778	73,853	1,59,270
282	21,201	19,360	15,499	91,220	1,15,691	576	17,269	408	43	2,25,317	...	2,109	37,306	1,55,186	7,21,640
1	19	19	19	1,870	489	204	...	...	...	2,632	...	311	...	800	645
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,126
10	946	850	694	11,618	15,978	...	1,333	532	133	29,594	...	1,666	2,388	19,932	39,253
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,185
11	864	869	713	13,497	16,467	264	1,333	532	133	32,220	311	1,506	2,388	20,738	44,228
380	35,823	34,038	27,790	1,58,888	2,57,367	12,057	1,65,777	1,567	5,794	6,01,460	946	20,170	1,49,350	4,27,833	12,76,981
...	...	...	...	5,152	52,057	...	...	...	...	57,209	...	...	115	52,172	2,87,374
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,862	75,415
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,083	4,280
...	...	...	...	...	...	...	...	...	...	...	...	...	...	345	685
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,640	4,704
...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,411	1,06,645
...	...	...	...	...	...	...	...	...	...	...	...	...	...	191	1,171
...	...	...	...	...	...	...	...	...	...	...	...	...	...	64	564
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,735	7,078
...	...	...	...	...	...	...	...	...	...	...	...	...	...	131	2,099
...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,078	64,560
...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,652	58,981
...	...	...	...	5,152	52,057	...	...	...	...	57,209	...	...	115	1,12,364	6,14,436
380	35,823	34,038	27,790	1,64,040	3,09,424	12,057	1,65,777	1,567	5,794	6,58,659	946	20,170	1,49,465	5,40,197	18,90,817

GENERAL TABLE VIII.

ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1918-19.

1	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					CAPITAL EXPENDITURE FROM						15
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenue.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
MANAGED BY GOVERNMENT—														
Males	51	4,304	316	678	2,329	37	944	5,629	...	...	3,239	...	8,867	
Females	7	535	...	...	442	11	8	48	...	...	...	...	48	
MANAGED BY LOCAL OR MUNICIPAL BOARDS—														
Males	225	7,056	...	...	6,612	433	10	...	29,165	...	...	...	28,165	
Females	1	5	...	...	...	...	5	...	...	...	...	...	...
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—														
Males	112	6,052	242	15	5,588	127	80	...	...	3,002	30,280	...	33,482	
Females	33	1,740	...	29	1,227	427	57	...	72	4,570	...	...	4,642	
UNAIDED—														
Males	82	5,790	2,219	...	3,296	232	43	...	...	8,721	65,125	6,327	80,173	
Females	10	891	18	...	79	152	2	...	...	12,956	500	...	13,456	
Total	Males	470	23,201	2,777	693	17,825	829	1,077	5,628	28,165	11,023	98,044	6,327	1,50,387
	Females	51	3,171	18	29	2,388	590	146	48	72	17,526	500	...	18,146
GRAND TOTAL	521	26,372	2,795	722	20,213	1,419	1,223	5,676	28,237	29,449	99,144	6,327	1,68,533	

GENERAL TABLE IX.

NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB
FOR THE OFFICIAL YEAR 1918-19.

NUMBER AND QUALIFICATION OF TEACHERS

		(a) IN PRIMARY SCHOOLS.					(b) IN MIDDLE SCHOOLS.						
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	
Teachers for vernacular.	Trained ...	26	4,694	304	342	41	5,407	5	1,320	242	283	86	1,936
	Untrained ...	8	2,217	424	1,938	169	4,756	5	263	142	258	51	719
	Total ...	34	6,911	728	2,280	210	10,163	10	1,583	384	541	137	2,655
Anglo-vernacular Teachers and Teachers of classical languages.	Trained ...	10	2	10	20	6	48	3	170	91	112	54	480
	Untrained ...	...	1	4	22	20	47	12	74	51	100	66	303
	Total ...	10	3	14	42	26	95	15	244	142	212	120	733
Possessing a degree	...	1	...	1	4	1	7	2	34	17	42	24	119
	Possessing no degree.	9	3	13	38	25	88	18	210	125	170	96	614
	Total ...	10	3	14	42	26	95	15	244	142	212	120	733
Trained	...	...	...	...	6	...	6	...	...	...	37	...	37
	Untrained ...	...	...	...	7	...	7	...	...	...	18	...	18
	Total ...	...	...	...	13	...	13	...	...	...	55	...	55
Possessing a degree	...	...	...	...	...	...	...	...	...	...	3	...	3
	Possessing no degree.	...	...	...	13	...	13	...	...	...	52	...	52
	Total ...	...	...	...	13	...	13	...	...	...	55	...	55
GRAND TOTAL OF ALL TEACHERS ...		44	6,914	742	2,335	283	10,271	25	1,827	526	803	257	3,443

In Schools for Indians.

In Schools for Europeans.

TABLE IX.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						REMARKS.	
Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		GRAND TOTAL.
14	15	16	17	18	19	20	21	22	23	24	25	26	27
193	49	68	513	48	869	...	...	...	...	...	...	8,212	
72	15	25	309	59	480	...	...	...	...	...	...	5,955	
265	64	91	822	107	1,349	...	...	...	...	...	...	14,167	
307	71	81	575	91	1,125	1	...	...	12	10	23	1,626	
130	23	34	396	93	676	26	...	...	99	40	165	1,191	
437	94	115	971	184	1,801	27	...	...	111	50	188	2,817	
156	29	39	367	57	648	27	...	...	93	47	167	941	
281	65	76	604	127	1,153	...	...	...	18	3	21	1,876	
437	94	115	971	184	1,801	27	...	...	111	50	188	2,817	
29	...	...	72	...	101	...	...	...	...	...	...	144	
7	...	...	25	...	32	...	...	...	...	...	...	57	
36	...	...	97	...	133	...	...	...	...	...	...	201	
2	...	...	9	...	11	...	...	...	...	...	...	14	
24	...	...	88	...	122	...	...	...	...	...	...	187	
36	...	...	97	...	133	...	...	...	...	...	...	201	
738	154	206	1,890	291	3,283	27	...	...	111	50	188	17,185	

GENERAL TABLE X.

CLASSIFICATION OF PUPILS BY DEPARTMENTS IN THE PUNJAB FOR 1918-19.

	SCHOOL FOR GENERAL EDUCATION.											ARTS COLLEGES.							GRAND TOTAL.	REMARKS.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Total	1,70,296	65,383	54,694	41,831	35,593	17,425	13,206	9,667	6,256	5,844	4,19,895	1,174	1,458	743	857	110	83	4,460	4,24,355	

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

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.						
1. Institutions	...	{ For boys ... For girls ...	933 103	... 1	526 252	1,459 356
2. Pupils	...	{ Boys ... Girls ...	37,093 4,322	... 121	12,753 5,102	49,846 9,545
3. Expenditure from provincial funds	...	Ra. ...	63,830	...	...	63,830
4. Expenditure from district or local funds	...	"	68,421	1,239	...	69,660
5. Expenditure from municipal funds	...	"	9,416	...	...	9,416
6. Fees	...	"	2,952	...	...	2,952
7. Other sources	...	"	19,383	...	1,117	20,500
8. Total expenditure	...	"	1,64,002	1,239	1,117	1,66,358
MULLA SCHOOLS.						
1. Institutions	...	{ For boys ... For girls ...	2 3	...	691 347	693 350
2. Pupils	...	{ Boys ... Girls ...	191 86	...	10,125 4,727	10,316 4,813
3. Expenditure from provincial funds	...	Ra. ...	...	...	...	...
4. Expenditure from district or local funds	...	"	258	...	...	258
5. Expenditure from municipal funds	...	"	845	...	...	845
6. Fees	...	"	15	...	...	15
7. Other sources	...	"	200	...	...	200
8. Total expenditure	...	"	1,318	...	...	1,318
PATHSHALAS.						
1. Institutions	...	{ For boys ... For girls ...	54 84	...	301 57	355 141
2. Pupils	...	{ Boys ... Girls ...	2,269 3,868	...	10,683 1,294	12,952 4,662
3. Expenditure from provincial funds	...	Ra. ...	14,245	...	...	14,245
4. Expenditure from district or local funds	...	"	5,374	...	...	5,374
5. Expenditure from municipal funds	...	"	5,851	...	...	5,851
6. Fees	...	"	319	...	...	319
7. Other sources	...	"	14,055	...	...	14,055
8. Total expenditure	...	"	39,844	...	...	39,844
TOLL SCHOOLS.						
1. Institutions	...	{ For boys ... For girls ...	...	...	11	11
2. Pupils	...	{ Boys ... Girls ...	...	...	384	384
3. Expenditure from provincial funds
4. Expenditure from district or local funds
5. Expenditure from municipal funds
6. Fees
7. Other sources
8. Total expenditure

GENERAL TABLE XII.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES IN THE PUNJAB FOR THE YEAR ENDING 31ST MARCH 1918-19.

Serial No.	District.	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.	Upper.	Lower.	Upper.	Lower.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Hissar	172	9	10	...	...	...	191	4,409	461	526	...	...	...	5,394	Rs. 86,984	Rs. 4,007	
2	Rohtak	185	13	23	...	...	...	171	6,178	1,046	966	...	...	...	8,190	60,016	7,112	
3	Gurgaon	113	8	34	...	...	...	175	4,550	487	1,760	...	...	...	6,806	50,668	8,623	
4	Karnal	102	9	14	...	...	...	135	3,253	579	619	438	...	43	5,032	43,530	6,209	
5	Ambala	158	4	41	...	...	...	200	6,247	542	1,394	582	...	56	8,791	59,781	15,241	
6	Simla	9	8	1	...	...	...	21	475	188	159	87	...	14	925	13,681	2,552	
	Total	687	51	143	17	...	4	902	25,211	3,303	5,422	1,967	...	115	35,138	2,91,690	43,973	
7	Kangra	83	13	38	74	...	...	214	5,435	451	1,500	2,442	...	179	10,016	57,893	16,947	
8	Hoshiarpur	175	2	79	...	...	...	261	12,155	109	3,269	...	...	144	15,707	96,348	11,755	
9	Jullundur	138	4	32	27	...	...	193	8,910	343	788	937	...	36	10,822	97,494	8,148	
10	Ludhiana	93	14	23	1	...	2	139	5,104	535	1,077	23	75	...	7,204	41,890	7,574	
11	Ferozepore	143	24	23	10	...	...	199	6,022	730	730	373	...	...	7,904	70,184	9,668	
	Total	631	57	185	112	...	2	990	37,925	2,717	7,403	3,774	75	359	51,653	3,63,799	54,022	
12	Lahore	119	9	33	10	...	...	178	4,734	1,083	1,150	1,219	...	283	8,469	49,834	22,184	
13	Amritsar	122	12	63	...	11	...	223	6,984	1,651	2,830	...	409	...	11,574	69,564	16,246	
14	Gurdaspur	177	39	60	2	...	...	278	8,930	1,825	1,933	102	...	...	12,790	14,191	12,143	
15	Sialkot	190	11	75	...	...	...	289	12,040	1,185	3,302	378	...	323	18,128	1,13,700	19,069	
16	Gujranwala	143	33	47	...	1	...	227	6,398	1,036	1,771	366	59	...	9,650	63,540	12,188	
	Total	751	104	298	19	12	16	1,200	39,986	6,780	10,966	2,085	606	606	60,911	3,10,840	81,829	
17	Gujrat	105	2	72	1	...	2	182	7,712	116	3,584	...	...	20	11,634	59,281	12,174	
18	Shahpur	173	6	35	...	...	...	213	6,418	491	863	...	244	...	8,016	55,140	4,453	
19	Jhelum	67	2	32	...	5	...	136	4,018	182	3,913	...	225	...	5,348	32,615	9,669	
20	Rawalpindi	96	2	32	3	...	...	134	6,138	77	1,647	315	...	20	8,205	41,768	7,650	
21	Attock	95	4	18	...	...	...	117	5,295	437	820	...	...	...	6,555	66,483	2,340	
22	Mianwali	76	8	25	...	...	...	116	3,514	338	1,101	...	...	163	5,426	35,966	3,916	
	Total	613	24	235	4	16	7	658	34,298	1,671	11,028	335	871	182	48,355	2,91,282	40,233	
23	Montgomery	91	23	4	1	...	3	122	2,788	348	203	6	...	123	3,468	31,682	1,272	
24	Lyalpur	285	21	12	13	...	...	338	12,432	1,031	644	710	...	...	14,817	1,07,922	9,944	
25	Jhang	103	7	37	...	...	...	146	3,804	207	1,531	...	...	...	5,542	40,067	7,642	
26	Multan	131	60	10	6	...	...	207	6,111	2,166	459	573	...	...	9,338	57,063	7,967	
27	Muzaffargarh	83	20	36	3	...	...	151	2,729	679	1,169	291	...	...	4,968	38,022	6,824	
28	Dera Ghazi Khan	106	2	34	...	...	...	143	3,750	103	1,347	...	...	13	5,222	39,994	6,058	
	Total	798	143	133	27	...	4	1,105	31,823	4,554	5,353	1,579	...	136	43,245	3,14,970	30,755	
	GRAND TOTAL	3,479	370	904	179	30	43	5,104	169,043	18,435	40,192	8,860	1,414	1,398	239,332	15,72,500	2,50,811	

GENERAL TABLE XII—CONCLUDED.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR FEMALES IN THE PUNJAB FOR THE YEAR ENDING 31st MARCH 1918-19.

Serial No.	District.	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.	Upper.	Lower.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Hissar	20	...	2	...	...	...	22	503	...	41	...	...	...	514	Rs. 7,181	Rs. 475	
2	Ferozshah	31	...	4	...	...	...	33	953	...	62	...	...	...	1,015	10,489	830	
3	Gurgaon	17	...	4	...	...	...	21	459	...	209	...	...	...	698	5,975	0,958	
4	Karnal	18	...	3	...	...	1	22	601	...	79	...	...	47	727	7,024	725	
5	Ambala	12	...	13	...	...	...	25	396	...	642	...	...	...	1,019	5,162	12,350	
6	Sirsa	1	...	3	1	1	...	6	20	...	108	7	8	...	143	413	4,669	
	Total	99	...	27	1	1	1	129	2,032	...	1,122	7	8	47	4,116	36,238	28,907	
7	Bangalore	13	1	4	10	...	...	28	617	25	109	233	...	...	394	8,799	2,107	
8	Joshiabazar	20	...	13	...	...	...	33	907	...	491	...	...	...	1,398	11,114	9,935	
9	Delhi	39	...	10	4	...	...	62	1,731	...	555	65	...	...	2,371	24,300	6,280	
10	Ludhiana	27	...	11	...	...	1	39	1,050	...	587	...	...	31	1,546	12,148	18,410	
11	Ferozshah	25	4	15	4	2	...	50	1,087	93	630	126	72	...	2,007	15,483	13,203	
	Total	123	5	63	18	2	1	202	5,392	117	2,352	444	72	31	8,498	71,830	49,925	
12	Delhi	17	...	10	2	1	...	30	898	...	1,056	52	91	...	2,097	12,568	19,937	
13	Amritsar	11	26	17	...	...	1	65	529	1,599	1,061	...	...	15	3,204	18,234	12,217	
14	Ferozshah	23	1	11	1	1	2	39	1,053	121	505	43	47	60	1,829	12,334	7,919	
15	Delhi	73	...	4	...	3	...	80	2,028	...	242	...	85	...	3,253	30,116	2,588	
16	Gurgaon	23	7	12	...	...	...	42	1,472	583	855	...	...	...	2,910	19,130	6,509	
	Total	147	34	63	3	5	3	255	6,878	2,303	3,719	96	223	75	13,293	92,700	49,070	
17	Gujrat	22	...	11	...	7	...	40	825	...	765	...	215	...	1,805	12,908	5,123	
18	Shahpur	19	2	9	...	3	...	33	1,065	95	855	...	153	...	1,958	11,690	4,207	
19	Jhelum	17	...	16	...	...	4	37	588	...	859	...	...	151	1,578	6,278	5,004	
20	Nawalpindi	12	...	12	...	...	...	40	1,242	...	508	...	...	...	1,750	11,420	2,740	
21	Attock	26	...	17	...	...	1	29	526	...	739	...	...	33	1,398	4,315	3,432	
22	Mianwali	9	...	8	1	3	...	21	343	...	243	36	64	...	676	3,214	1,347	
	Total	106	2	73	1	13	5	200	4,580	95	3,729	36	462	184	9,005	48,725	21,553	
23	Montgomery	12	...	4	3	...	...	19	539	...	229	67	...	...	834	4,805	4,854	
24	Lyalpur	12	...	7	6	...	...	24	547	...	513	163	...	...	1,223	6,613	5,309	
25	Jhang	14	...	8	...	...	...	22	1,139	...	369	...	...	...	1,528	11,052	3,177	
26	Multan	19	9	5	...	...	...	33	710	520	386	...	...	...	1,616	14,073	3,831	
27	Muzaffargarh	18	...	5	...	...	...	23	664	...	131	...	...	...	795	6,610	613	
28	Dera Ghazi Khan	28	...	4	...	...	...	32	1,192	...	347	...	...	...	1,530	11,771	1,883	
	Total	103	9	33	8	...	...	138	4,791	520	1,994	230	...	...	7,535	55,693	19,707	
	GRAND TOTAL	578	50	249	31	21	10	839	24,582	3,035	12,016	812	765	837	42,447	3,05,129	1,69,462	

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