

Report on the Progress of Education in the Punjab

DURING THE QUINQUENNIAL ENDING

1931-32.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

1933.

Revised List of Agents for the Sale of Punjab Government Publications.

ON THE CONTINENT AND UNITED KINGDOM.

Publications obtainable either direct from the High Commissioner for India, at India House, Aldwych, London, W. C. 2, or through any book-seller :—

IN INDIA.

The GENERAL MANAGER, "The Qaumi Daler" and the Union Press, Amritsar.

MESSRS. D. B. TARAPOREWALA, SONS & Co., Bombay.

MESSRS. W. NEWMAN & Co., Limited, Calcutta.

MESSRS. THACKER, SPINK & Co., Calcutta.

MESSRS. RAMA KRISHNA & SONS, Lahore.

The SECRETARY, Punjab Religious Book Society, Lahore.

The University Book Agency, Kachery Road, Lahore.

L. RAM LAL SURI, Proprietor, "The Students' Own Agency," Lahore.

L. DEWAN CHAND, Proprietor, The Mercantile Press, Lahore.

The MANAGER, Mufid-i-'Am Press, Lahore.

The PROPRIETOR, Punjab Law Book Mart, Lahore.

The MANAGING PROPRIETOR, The Commercial Book Company, Lahore.

MESSRS. GOPAL SINGH, SURI & Co., Law Booksellers and Binders, Lahore.

R. S. JAURA, Esq., B.A., B.T., The Students' Popular Depôt, Anarkali, Lahore.

MESSRS. R. CAMBRAY & Co., 11-A, Halder Lane, Bowbazar P. O., Calcutta.

MESSRS. B. PARIKH & Co., Booksellers and Publishers, Narsinhji Pole, Baroda.

MESSRS. DES Brothers, Booksellers and Publishers, Anarkali, Lahore.

The MANAGER, The Feroze Book Depôt, opposite Tonga Stand of Lohari Gate, Lahore.

The MANAGER, The English Book Depôt, Taj Road, Agra.

*The MANAGING PARTNER, The Bombay Book Depôt, Booksellers and Publishers, Girgaon, Bombay.

*The PROPRIETOR, The Book Company, Calcutta.

*MESSRS. CHATTERJI & Co., Booksellers, 204, Cornwallis Street, Calcutta.

*The MANAGER, Standard Book Depôt, Lahore.

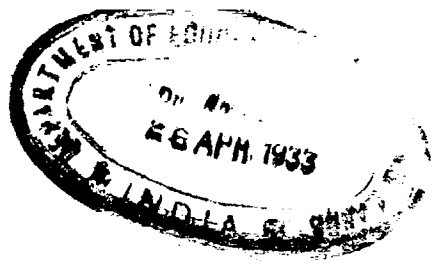
*The PROPRIETOR, Aftab Punjab General Law Book Agency, Lahore.

*The MANAGER, Oxford Book and Stationery Co., The Mall, Lahore.

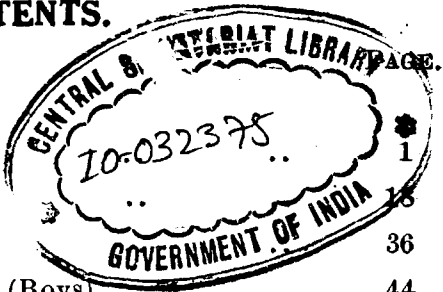
*The PROPRIETOR, City Book Co., Post Box No. 283, Madras.

*The MANAGER, The New Book Depôt, No. 79, The Mall, Simla.

CoL. 27
 IOD-26
 379.5735
 AIO-P, 1931



CONTENTS.



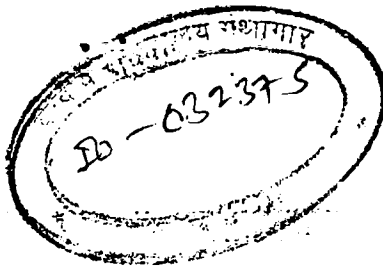
CHAPTERS—

I.—General Summary ..	1
II.—Controlling Agencies ..	18
III.—Collegiate Education ..	36
IV.—Secondary Education (Boys)	44
V.—Primary Education (Boys)	55
VI.—Training of Teachers	62
VII.—Professional, Technical and Special Education ..	75
VIII.—Education of Girls	<u>92</u>
IX.—Education of Europeans	104
X.—Education of Special Classes	112
XI.—Text-Book Committee	118

T ABLES —

I.—Classification of Educational Institutions ..	ii—iii
II-A.—Distribution of Scholars attending Educational Institutions for Males	iv—v
II-B.—Distribution of Scholars attending Educational Institutions for Females	vi—vii
III-A.—Expenditure on Education for Males	ix
III-B.—Expenditure on Education for Females	x
IV-A.—Race or Creed of Male Scholars receiving General Education	xii—xiii
IV-B.—Race or Creed of Female Scholars receiving General Education	xiv—xv
V-A.—Race or Creed of Female Scholars receiving Vocational and Special Education	xvi
V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education	xvii
VI-A.—Men Teachers	xviii
VI-B.—Women Teachers	xix
VII.—European Education.. ..	xx—xxi

	PAGE.
VIII.—Examination Results	xxii—xxiii
IX.—Statistics of Educational Institutions in Rural Areas	xxiv—xxv
X-A.—Scholars by classes and ages in institutions for General Education (Males) ..	xxvi—xxvii
X-B.—Scholars by classes and ages in Institutions for General Education (Females) ..	xxviii—xxix
 SUPPLEMENTARY TABLES—	
I.—Distribution of Scholars by stages in Secondary Schools for Males	xxx
II.—Distribution of Scholars by stages in Secondary Schools for Females	<i>ib.</i>



Proceedings of the Punjab Government (Ministry of Education), No. 6061-R., dated 17th March 1933.

READ—

THE report of the Director of Public Instruction, Punjab, for the quinquennium ending the 31st of March, 1932.

THE first chapter of the report—General Summary—describes the main features of the educational development in the Province, with special reference to the means adopted for the encouragement of rural areas. The statistics discussed in the opening sections indicate the progress made in the furtherance of elementary education and the conversion of primary into lower middle schools as well as the success achieved in improving attendance in educational institutions. It also draws attention to the difficulties, mainly financial, encountered in the progress of the elimination of the one-teacher school.

Government notices with pleasure the increase by about 50 per cent. in the lower middle type of school and the greatly increased output of literates at the higher stages of literacy.

Efforts to develop the vernacular system of education show no sign of relaxation and it is gratifying to know that the proportion of scholars in the primary departments of secondary schools to the total number of pupils in the primary stage, is, if anything, higher than during the last quinquennium.

There is a steady improvement in the proportion of pupils under instruction to the total population. It now stands at 5.61 per cent. on the basis of the new census as against 5.01 per cent. in 1926-27. The percentage of boys alone is 8.82. The unusual increase in population during the last decade has seriously affected the apparent percentage figures of scholars to population.

The total expenditure from various sources was Rs. 3,68,41,143 or an increase of Rs. 20,65,380, over the figures for 1926-27. 53.5 per cent. of the cost was borne by the provincial revenues, 13.03 by local funds, 23.4 by fees and 10.07 came from other sources.

The concluding sections of this chapter deal with important aspects of the problem of rural education and present a very encouraging picture of the enthusiasm with which this question has been tackled and the success with which the efforts of the

Problem
of rural
education

Department have been attended. The deliberate policy of giving a rural bias to all instruction in village schools has awakened considerable interest and is rapidly bringing school education into closer relation with the environments of the pupil. One noteworthy feature of the quinquennium is the abolition of a large number of adult schools. In view of the facts as presented by responsible officers who have been in close touch with these schools, Government is of opinion that this is a step in the right direction and will ultimately result in increasing the usefulness of such adult schools as escape elimination by virtue of their usefulness and in response to a genuine demand.

**collegiate
education.**

The very large number of students reading in the University provide food for anxious thought, particularly as they tend to impair the standards of University teaching as well as to involve a considerable amount of wastage. The matter is engaging the attention of educationists and it is earnestly to be hoped that before long a satisfactory solution will be found and the situation will improve.

Government views with apprehension the situation set forth in the quotation from Mr. Lucas which begins at the bottom of page 42 and hopes that attention will be paid to this matter of very great importance. But while there may be some lack of discipline amongst college students, Government appreciates the fact that during the year of civil disobedience and non-co-operation the school population of the Punjab showed a much higher level of restraint and discipline than that of other provinces.

One of the difficulties encountered in the proper development of the intermediate colleges has been found to be their inability to attract students for their 9th and 10th classes from within the walls of the more influential local schools, and therefore, although the enrolment in the intermediate classes is satisfactory, the numbers in the two lower years are disproportionately small, thus impeding the achievement of a fullness of life and training. Nevertheless, the demand for these institutions is as great as ever. Partly as the result of an increased demand for higher education in the mofussil and partly owing to the advisability of ensuring that the large number of students who join these colleges after passing the matriculation, will stay for at least four years and thus help in the building of a corporate life within these institutions, Government has decided to raise two of these colleges to the degree standard. It is to be noted that the intermediate colleges have not succeeded greatly in relieving the congestion in the Lahore

colleges which suggests that a still larger number of such institutions is one of the needs of the province. It shows that these institutions are now providing educational facility for rural population that would otherwise not have gone to colleges in towns.

The two-year clerical classes attached to intermediate colleges or high schools, having completed the stage of experimentation, were submitted in 1929-30 to the scrutiny of an inspection committee. In accordance with the recommendations of this committee the length of the course has been reduced to one year and the syllabus modified. This has resulted in attracting a larger number of students into these classes.

The number of secondary schools of all types has steadily increased during the quinquennium. This is very gratifying, particularly as the major share of the advance fell to the lot of vernacular middle schools which show an increase of 50 per cent. Statistics given at the beginning of the relevant chapter show that great economy has been exercised and great care taken in the location of these schools. The numbers of pupils have steadily increased, in spite of the fact that the Department steadfastly aimed at consolidation rather than expansion. The static figure for anglo-vernacular middle schools is no matter for regret as it is more than compensated by the large increase in the vernacular middle figures, indicating a still firmer consolidation of the vernacular system. The judicious distribution of schools is one of the most commendable features of the expansion of secondary education and is particularly noticeable during the quinquennium under review.

**Secondary
Education.**

The interest in scouting is rapidly on the increase and it is a matter for great pride that our scouts all over the province are engaged in community work of the most helpful kind and various societies for social service have spontaneously sprung up in a large number of schools. The development of school hobbies has succeeded to a very great extent in making school life more useful and less dull and physical training has been further stimulated by the appointment of physical training supervisors in each district.

In 1927-28 the Agricultural Education Committee appointed by the Punjab Government published its exhaustive report dealing with the question of agricultural education not only in vernacular middle schools but also in other kinds of institutions including the normal schools, high departments and intermediate colleges. This report has been of real help and value. Agricultural teaching in vernacular schools in spite of the

**Agricultural
Teaching.**

shortage of funds has made no small advance, and the number of school farms and garden plots has increased. It is further pleasing to note that the efforts at working these farms on a sound economic basis have at last succeeded, and in the last year of the quinquennium, far from experiencing the heavy deficits of past years the farms actually show appreciable saving. The following quotation from the report of the Royal Commission on Agriculture will lend further justification to the policy of the Department in the matter of agricultural teaching :—

“ We consider the Punjab type of school has much to recommend it. It is true that this method of imparting instruction in elementary agriculture in rural middle schools has not been in use sufficiently long to enable conclusions as to its merits to be reached. It may be that most of the boys who passed through the course will prefer to become teachers or village accountants rather than to farm their own land. But even if this should prove to be so, the value of the training in agriculture they have received will not be lost to the country side as there will still remain a large residuum who will take up agriculture as their occupation. In the meantime there is no doubt that the classes have so far proved a great success and that they have enjoyed a popularity which has been denied to schools of a vocational type.”

**Compulsory
Education.**

Compulsion has not only been extended but also tightened up during the quinquennium and is wisely used by the inspectors more as a weapon for keeping the boy at school than for sending him to it. Government realises that, for some time to come, coercion must be judiciously tempered with persuasion and that the immediate aim of the Department should be the prevention of leakage rather than the expansion of numbers. Government sympathizes with educational officers in the difficulties which confront them in their great campaign against illiteracy and hopes that with the gradual awakening of the public consciousness to educational needs and with greater co-operation from local bodies, their perseverance will be amply rewarded with the fruits of their labours.

Rural Uplift.

Paragraphs of the report relating to rural uplift form very stimulating reading and Government agrees with the Director (pages 14–17) that the outlook in rural schools has undergone a considerable change and the more recent type of student promises in time to become the citizen that his country needs.

In the closing year of the quinquennium Khan Bahadur S. Maqbul Shah, I. E. S., retired, after many years of faithful service in the Department. During the closing years of his service he was in the headquarters office in charge of vernacular

education and showed vast industry and zeal in the cause of education in rural areas. The Punjab owes much to his faithful service.

It is gratifying to learn that the experiment of extending the senior vernacular course from one to two years has been completely successful but it is a matter for greater satisfaction that not only is the percentage of trained teachers in schools very high and has reached saturation point but also that the vernacular teacher now evinces much greater interest in community and propaganda work, in games and physical training and other stimulating and valuable activities. The time is not far off, if indeed it has not arrived already, when the vernacular teacher will, in actual practice and by dint of his personality and interests, play that part in the advancement of the country which in theory is allotted to him. The Ministry is watching with great interest the fuller and richer life that is manifesting itself in schools, where such teachers form the centre of educative activities.

**Vernacular
Teachers.**

The position in the Central Training College seems to have been reversed since 1927-28, for the supply now threatens to exceed the demand in spite of the fact that as a result of economy on the part of the Government, training has now become more expensive for the students. The situation, however, has a bright side, in that a much better selection for teachers of various school subjects, out of the applicants who present themselves for admission, is now possible.

**Anglo-Vernacular
Teachers.**

The extracts from Jullundur and Multan divisional reports given on page 47 eloquently sum up the situation with regard to the pay and position of some teachers in private institutions. This question closely allied as it is with efficiency of teaching is a matter of public importance and the result of the deliberations of the Department for securing improvement in the present situation will be awaited with interest.

Progress in girls' education has quickened its pace and although it compares very unfavourably with the advancement made in the field of boys' education is yet full of hopeful signs. The proportion of girls under instruction to the total female population is low, but when it is remembered that social conventions and prejudices check the spread of girls' education more effectively in the Punjab than in most other provinces in India, it is not difficult to understand this low figure. Co-education has made some headway, and the figures, read district-wise, contain some pleasant surprises. The difficulties in the way of a more speedy rise in girls' education are many and

**The Education
of
Girls.**

not all of them are discussed in the relevant chapter. Government expresses its gratitude to Missionary Societies and other public bodies as well as philanthropic individuals who are helping the cause of girls' education. No one doubts that education amongst girls is bound to spread. Nevertheless efforts need to be concentrated on accelerating the progress. The main difficulty about providing separate female institutions is the lack of women teachers. It will be difficult to prevent co-education unless a larger number of women teachers are available than is the case at present. The financial stringency prevents Government from having separate colleges and high schools for women all over the province.

Education of Muslims.

The percentage of Muslims under instruction is lower than that of other communities, but they seem to be making up their deficiency at as fast a rate as general conditions will allow. During the previous quinquennium more than half of the increase in enrolment was claimed by Muslims. In the present quinquennium four-fifths of the new entrants to educational institutions belong to the Muslim community, the increase in their number amounting to 40,822.

Depressed classes.

The increase in the number of boys of the "depressed" classes under instruction is slightly less than during the quinquennium 1922—27, viz., 13,693 as against 18,320. Their numbers in the stages beyond the primary are still very meagre, due partly no doubt to the increased expenses at these stages. Government has rendered assistance by abstaining from withdrawing Government stipends from depressed class students in the Government Normal School, Jullundur, at a time when all other stipends were withdrawn.

Education of Europeans.

A pleasing development in the education of the domiciled community is the rise in collegiate education. Three schools have opened intermediate classes. Enrolment is increasing all round and it is no small compliment to the efficiency of European schools that the number of Indian boys actually on their rolls or seeking admission is ever on the increase.

Acknowledgments.

During the quinquennium under review the direction of the Department has been under the charge of Sir George Anderson and Mr. R. Sanderson for almost equal periods. The former retired in April 1931 after eleven years' strenuous service and the Punjab Government (Ministry of Education) once again places on record its sense of appreciation of the great work and achievements of Sir George Anderson. The progress which the province had made in every line of educational activity under Sir George's able guidance has continued unabated during the

period of Mr. Sanderson's directorship and the Government is indebted to Mr. Sanderson for his capable and energetic administration of the Department in a period of unprecedented financial stringency. The Government particularly appreciates Mr. Sanderson's efforts at economy and consolidation and is gratified to note that despite the substantial curtailment in the educational expenditure of the province he succeeded in maintaining unimpaired the efficiency of the Department and the extent of its usefulness.

The thanks of the Government are also due to all the other officers who have helped in the work of the Department and in the preparation of the report. Government appreciates in particular the work of the officiating Assistant Directors Mr. Parkinson, Mr. Armstrong and Khan Bahadur Sheikh Nur Elahi, whose industry and ability have proved an asset at the headquarters. Gratitude is due also to Mr. Reynell who retired in 1931 after twelve years' work as Inspector of Schools and Assistant Director in which capacity he gave constant and most efficient service to the Department.

Order.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the *Punjab Government Gazette* and forwarded to the Director of Public Instruction, Punjab, for information ; and be submitted to the Government of India in the Department of Education together with copies of the report.

By order of the Punjab Government
(Ministry of Education)

FIROZ KHAN NOON,

R. SANDERSON,

Minister for Education.

*Under-Secretary to Government,
Punjab.*

CHAPTER I.

General Summary.

(1)—Preliminary Remarks.

The main statistical tables showing the number of schools and scholars and also the chief items of educational expenditure are given below :—

		PERCENTAGE OF SCHOLARS TO POPULATION.						
		<i>Recognised institutions.</i>			<i>All institutions.</i>			
		1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.	
Area in square miles ..	99,866							
Population (census 1931)—								
Males 12,880,510	Males ..	7.78	8.77	8.25	8.23	9.32	8.82	
Females 10,700,342	Females ..	.78	1.21	1.28	1.14	1.74	1.85	
Total 23,580,852	Total ..	4.61	5.34	5.09	5.01	5.88	5.61	

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.					SCHOLARS.					Stages of instruction of scholars entered in column 8.
	1926-27.	1930-31	1931-32	Increase or decrease during 1931-32.	Increase or decrease since 1926-27.	1926-27.	1930-31.	1931-32.	Increase or decrease during 1931-32.	Increase or decrease since 1926-27.	
RECOGNISED INSTITUTIONS.	1	2	3	4	5	6	7	8	9	10	11
Universities ..	1	1	1	..	..	19	19	20	+1	+1	
<i>For Males.</i>											
Arts Colleges ..	28	32	31	-1	+3	8,805	12,052	12,900	+848	+4,095	{ (a) 3,603 (b) 7,478 }*
Professional Colleges	7	8	8	..	+1	1,827	1,868	1,952	+84	+125	{ (a) 1,627 (b) 325 }
High Schools	301	320	323	+3	+22	114,863	129,148	131,655	+2,507	+16,792	{ (c) 101,484 (d) 30,171 }
Middle Schools	2,332	3,458	3,470	+12	+1,138	376,830	528,798	507,527	-21,271	+130,697	{ (c) 118,161 (d) 389,366 }
Primary Schools	5,912	5,700	5,611	-89	-301	393,178	399,046	386,870	-12,176	-6,308	(d) 386,870
Special Schools	3,891	2,079	694	-1,385	-3,197	106,923	58,654	22,258	-36,396	-84,665	
TOTAL ...	12,471	11,597	10,137	-1,460	-2,334	10,02,426	1,129,566	10,63,162	-86,404	+60,736	

<i>For Females.</i>											
Arts Colleges ...	2	2	2	..	..	77	205	240	105	+100	{ (a) 69 (b) 171 (c) Nil.
Professional Colleges.	1	1	1	..	..	27	28	29	+1	+2	{ (a) Nil. (b) 29
High Schools ...	21	37	40	+3	+19	3,641	10,903	12,263	+1,360	+8,622	{ (c) 3,718 (d) 8,545
Middle Schools ..	93	126	135	+9	+42	16,868	25,731	28,135	+2,404	+11,267	{ (c) 4,155 (d) 23,980
Primary Schools ..	1,232	1,638	1,627	-11	+395	61,480	90,187	94,050	+3,863	+32,570	(d) 94,050
Special Schools ...	39	55	57	+2	+18	1,549	2,365	2,701	+336	+1,152	.
TOTAL ...	1,388	1,859	1,862	+3	+474	83,642	129,419	137,418	+7,999	+53,776	
UNRECOGNISED INSTITUTIONS.											
For Males ...	2,707	3,528	3,292	-236	+585	58,117	70,242	72,241	+1,999	+14,124	
For Females ...	2,206	3,170	3,180	+10	+974	38,532	56,595	60,726	+4,131	+22,194	
TOTAL ...	4,913	6,698	6,472	-226	+1,559	96,649	126,837	132,967	+6,130	+36,318	
GRAND TOTAL	18,773	20,155	18,472	1,683	-301	1,182,736	1,385,841	1,333,567	-52,274	+150,831	

cc

Note.—(a) Graduate and post-graduate classes; (b) Intermediate classes; (c) Secondary stage; (d) Primary stage.
 * Excludes 149 students of the Oriental College of whom sixteen attended the post-graduate class and 133 the Oriental Titles class.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.					PER
	1926-27.	1930-31.	1931-32.	Increase or decrease during 1931-32.	Increase or decrease since 1926-27.	Government funds.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction and In- spection	11,00,048	12,93,626	12,45,678	-47,948	+ 1,45,630	90.1
Universities ..	11,12,462	11,63,451	10,81,075	- 82,376	-31,387	16.85
Board of Secondary and Intermediate Education.	..	..	..	..	..	..
Miscellaneous* ...	67,50,983	48,57,584	32,52,233	-16,05,351	-34,98,750	42.38
Total ...	89,63,493	73,14,661	55,78,986	-17,35,675	-33,84,507	48.09
<i>Institutions for males.</i>						
Arts Colleges ...	16,84,101	23,15,133	23,72,703	+57,570	+6,88,602	31.17
Professional Colleges	10,90,682	13,06,720	12,43,352	-63,368	+1,52,670	80.39
High Schools ..	52,54,007	58,93,265	58,22,730	-70,535	+5,68,723	35.49
Middle Schools ...	51,70,754	76,06,644	77,02,125	+95,481	+25,31,371	63.79
Primary Schools ...	34,99,920	38,11,934	37,98,489	-13,445	+2,98,509	65.37
Special Schools ...	11,26,995	17,56,947	14,14,152	-3,42,795	+2,87,157	78.51
Total ...	1,78,26,459	2,26,90,643	2,23,53,551	-3,37,092	+45,27,092	55.08
<i>Institutions for females.</i>						
Arts Colleges ...	74,270	79,179	89,727	+10,548	+15,457	58.23
Professional Colleges	21,990	30,750	21,585	-9,165	- 405	84.28
High Schools ...	4,49,760	7,74,305	8,01,549	+27,244	+3,51,789	62.1
Middle Schools .	4,85,872	6,03,126	6,13,171	+10,045	+1,27,299	35.06
Primary Schools ..	7,34,544	9,95,161	9,99,639	+4,478	+2,65,095	48.04
Special Schools ...	2,09,375	3,52,803	3,72,935	+20,132	+1,63,560	61.42
Total ...	19,75,811	28,35,324	28,98,606	+63,282	+9,22,795	51.67
GRAND TOTAL ...	2,87,65,763	3,28,40,628	3,08,31,143	-20,09,485	+20,65,380	53.5

*Includes expenditures

†Local funds included

EXPENDITURE ON EDUCATION.

PERCENTAGE OF EXPENDITURE FROM			COST PER SCHOLAR TO				Total cost per scholar.
Local funds.	Fees.	Other sources.	Government funds.	†Local funds.	Fees.	Other sources.	
7	8	9	10	11	12	13	14
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
8·07	1·83	...	...	...	...	...	...
...	83·15	...	...	...	...	...	...
...
17·08	7·76	32·2	...	...	...	...	...
12·5	20·64	18·77	..	..	..	..	..
·06	52·59	16·18	57 4	0 1 11	96 11 8	29 12 0	183 14 11
...	18·94	·67	512 0 8	...	120 10 2	4 4 6	636 15 4
4·69	49·71	10·11	15 11 1	2 1 1	21 15 9	4 7 7	44 3 6
18·51	14·42	3·28	9 10 11	2 12 11	2 3 0	0 7 11	15 2 9
27·67	1·88	5·08	6 6 9	2 11 3	0 3	0 8 0	9 13 0
1·44	13·34	6·71	49 14 1	0 14 7	8 7 8	4 4 2	63 8 6
12·39	25·72	6·81	11 9 3	2 9 8	5 6 8	1 6 10	21 0 5
...	28·42	13·35	217 11 4	...	106 4 3	49 14 3	373 13 10
...	15·72	..	627 4 11	...	117 0 0	..	744 4 11
1·21	25·23	11·46	40 9 5	0 12 8	16 7 11	7 7 9	65 5 9
23·3	7·66	33·08	7 13 5	5 1 3	1 10 8	7 3 4	21 12 8
37·75	·69	13·52	5 1 8	4 0 2	0 1 2	1 7 0	10 10 0
5·32	8·15	25·11	84 12 11	7 5 5	11 4 0	34 10 10	138 1 2
18·96	10·88	18·49	10 14 5	4 0 0	2 4 8	3 14 5	21 1 6
13·03	23·4	10·07	13 11 9	3 5 7	6 0 2	2 9 4	25 10 10

a buildings

bth district board and municipal funds.

Number of
Schools.

There has been a decrease of 301 in the total number of institutions during the quinquennium. To interpret this figure correctly, it is necessary to lay bare its implications. The decrease in the number of primary schools for boys is 301, but considering the fact that as many as 895 flourishing primary schools were converted into lower middle schools during this period, this decrease is apparent rather than real.

The decrease in the total number of institutions is, as a matter of fact, wholly due to the closing down of 3,200 inefficient adult schools which were abolished as a result of a deliberate policy that the Department has steadily pursued throughout the quinquennium. It was suspected as early as 1927-28 that schools of this type were not making satisfactory progress and the money, time and energy that were being spent on adult education, were, in view of the statistics, not wholly justified. As years went by, it was increasingly felt that much "cutting away of dead wood" was necessary. The need for adult education still exists, but it is hoped that with the closing down of a large number of unsuccessful adult schools the small number remaining will be able to do better work as a result of the more frequent inspection.

Number of
Scholars.

The enrolment figures show an increase of 150,831 during the quinquennium, in spite of a decrease of 85,635 due to the reduced enrolment of adults alone. The increase in the number of pupils at the primary stage is 131,048, the figure showing a drop of 6,308 in the enrolment of primary schools for boys being fallacious since 895 of the primary schools, converted into middle schools, have registered their numbers under that head. Still it must be confessed that enrolment figures, having on the whole mounted up during the first four years of the quinquennium, fell during the last year by 52,274. This decrease, including as it does a fall of 38,314 at the primary stage in the schools for boys is largely due to a new rule enforced by the Department, restricting infant class admissions to certain parts of the year, instead of keeping the doors open for new entrants throughout the year as previously. It must further be remembered that the acute financial depression through which the country is passing and which has adversely affected education in several other ways, could not but impair the numbers in our schools to some extent.

Figures of the total enrolment during the last five years are given below :—

Year.	Enrolment.	Increase or decrease.
1926-27	1,182,736	+119,920
1927-28	1,248,131	+65,395
1928-29	1,220,769	-27,362
1929-30	1,313,376	+92,607
1930-31	1,385,841	+72,465
1931-32	1,333,575	-52,267

In recognised institutions the increase or decrease in the several divisions approximates the following totals :—

Ambala	.. ..	..	-25,828
Jullundur	.. ..	..	+28,573
Lahore	.. ..	..	+24,458
Rawalpindi	.. ..	..	+36,556
Multan	.. ..	..	+39,432

The proportion of pupils under instruction to the total population (new census) shows a slight increase, being 5.01 per cent. five years ago and 5.61 in 1931-32. The percentage of boys and girls under instruction over the five years of the quinquennium is :—

			Percentage of Population under Instruction
<i>Boys and Girls.</i>			
1926-27 5.72	} According to the old census.
1927-28	..	.. 6.04
1928-29	..	.. 5.90
1929-30	..	.. 6.35
1930-31	..	.. 5.88
1931-32 5.61	} According to the new census.
and for boys only—			
1926-27 9.32	} Old census.
1927-28	..	.. 9.77
1928-29	..	.. 9.41
1929-30	..	.. 10.1
1930-31 9.32	} New census.
1931-32	..	.. 8.82

Worked out on the basis of the old census the figure for 1930-31 in the first table would read 6.70 and in the second

table 10.61. The percentage figures for 1931-32 should also, for comparative purposes, be interpreted in the same manner.

The quality of expansion.

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

	I Class.		II Class.		III Class.		IV Class.	
	M.	F.	M.	F.	M.	F.	M.	F.
1926-27 ...	303,266	47,295	165,735	12,374	87,492	8,709	76,781	6,130
1927-28 ...	308,363	58,683	169,116	14,200	96,036	9,776	77,617	6,627
1928-29 ...	352,363	59,777	202,618	16,072	106,218	11,763	82,076	8,191
1929-30 ...	373,820	69,550	213,950	18,941	115,804	12,732	88,977	8,977
1930-31 ...	396,789	77,833	220,823	21,460	119,876	14,815	98,073	10,546
1931-32 ...	393,523	79,317	182,899	23,170	120,166	16,210	97,685	11,897

Remembering that the number of pupils in class IV in any one year represents what is left of the class I enrolled three years earlier, it will be seen that towards the end of the quinquennium there was some slight decrease in the leakage that occurs at the primary stage, but the percentage of pupils in class I who succeeded in climbing up to class IV is yet no higher than about 45, and it is obvious that the strenuous endeavours of the Department to keep the pupils at school after they have joined it, will not only have to be sustained but also extended further whenever the attitude of the parents shows signs of improvement, and by lending greater support to the cause of literacy, permits the Department to do so.

Real and permanent literacy in India, however, can be said to have been achieved not at the end of four but at the end of six years and the six-year minimum has been the ultimate goal of the Education Department of the Punjab. In this connection the following figures show the bright side of the picture :—

Year.	Class I.	Class IV.	Class VI.	Class VIII.
1926-27	440,561	82,911	38,380	22,364
1931-32	472,800	109,582	54,431	34,188

It will be seen from the above that although the enrolments in class I and class IV at the end of the quinquennium show only an increase of 7 per cent. and 32 per cent., respectively, over the corresponding figures for 1926-27, the numbers of pupils in classes VI and VIII are respectively 41 per cent. and 52 per cent. greater. This indicates that during these five years our output at comparatively higher stages of literacy has increased very greatly and that if the quantity of our literates has made slow progress, their quality at least has improved considerably.

In the last quinquennial report much stress was laid on the importance of regular attendance. During the present quinquennium emphasis was definitely shifted from aiming at increase in enrolment to ensuring regular attendance, and circulars were issued to all concerned, asking them to attend to the most pressing need of making the existing enrolment profitable and to insist on regularity rather than seek to swell the numbers. As a result of these efforts, the percentage of average attendance in Jullundur division has during the quinquennium risen from 83 to 88 in secondary schools and from 81·4 to 86 in primary schools, in Multan division from 75·6 to 84·6 and in Lahore division from 82·8 to 86 in the case of boys and from 79·6 to 83·4 in the case of girls. The table below shows the proportion of average attendance to the total enrolment:—

Attend-
ance.

Year.	Total Enrolment.	Average attendance.	Percentage.
1927-28	1,248,131	1,006,514	80·64
1928-29	1,220,769	1,035,412	84·81
1929-30	1,313,376	1,069,491	81·43
1930-31	1,385,841	1,135,374	81·93
1931-32	1,333,575	1,119,535	83·95

These figures though by no means ideal, are nevertheless very encouraging. To gauge truly the measure of success achieved, it will perhaps not be out of place to recall that in Scotland where there is complete compulsion, the maximum percentage of attendance was not reached earlier than 1930-31 and stood no higher than 90·2 per cent.

The campaign against one-teacher schools has received a slight setback during the quinquennium, their number having increased during the last year from 1,168 to 1,258.

One-
Teacher
Schools.

The increase is mostly due to the reduction of the school staff by local bodies and it is hoped that when better times return the process of elimination of this type of school will again proceed unchecked. In Scotland, a country very advanced in education the proportion of single teacher schools is higher than in the Punjab. The following table shows the progress already made in this reduction :—

One-teacher schools.

1927-28	..	..	Information not available.
1928-29	..	..	1,642 ..
1929-30	..	..	1,380 -262
1930-31	..	..	1,168 -212
1931-32	..	..	1,258 +90

Middle
Schools.

The number of boys' vernacular middle schools has shown a considerable increase during the quinquennium :—

Year.	Upper Middle.	Lower Middle.	Primary.
1926-27	456	1,658	5,912
1927-28	529	1,989	5,694
1928-29	595	2,221	5,520
1929-30	670	2,431	5,584
1930-31	735	2,484	5,700
1931-32	766	2,475	5,611

The steady increase slowed off and practically stopped towards the end of the quinquennium, for the proportion of one lower middle school to two primary schools had now been practically achieved. Nevertheless, the conversion of promising primary schools into lower middle schools is proceeding steadily towards the goal of establishing the six-year vernacular school as the foundation of our educational system. It is gratifying to note that the lower middle school is increasing in popularity and our vernacular education is becoming increasingly stable.

Compul-
sion.

The chief obstacles hampering the progress of compulsion, apart from the apathy of the people, are the poor financial conditions of local bodies, the poverty of the people, leading to employment of child labour at home and outside, and lack of vocational or commercial training in the primary course. Nevertheless, the number of areas

under compulsion has risen by 2,098 to 2,978, of which 2,924 are rural and 54 urban areas, indicating that the municipalities are much less enthusiastic than district boards. In some places the average of the boys of school-going age attending the compulsion area schools, is highly satisfactory, for example 90 per cent. and 100 per cent. at Kehra Fauju Singh and Bhupara in the Jullundur district, 96 per cent. in Multan city and 92 per cent. and 85 per cent. in Montgomery and Lyallpur rural areas, respectively.

But some aspects of compulsory education still continue to vex the educational authorities. Mr. Wilson says :—

“ It is feared that too often local bodies and others have considered their duty finished when the Compulsory Education Act has been nominally applied and forget that the formal application of the Act is merely the first stage in a process which has for its object the elimination of leakage in the primary schools..... If the Act could be made effective in those areas where the people are apathetic, a very great reduction in leakage could be obtained within a short time. The other areas where people are interested and where they have responded to the preachings of the members of the Department do not require compulsion and might well be left alone.”

Sheikh Zahur-ud-Din has different views to offer :—

“ I must regretfully state that some of the areas under compulsion have been injudiciously selected. I have always told my district inspectors of schools that the proper standard for the selection of these areas is the keenness and zeal of the parents rather than their indifference. A careful and judicious choice in this matter will not only add to the success of the measure in a particular area but will also set a good example for the neighbouring areas.”

Mr. Man Mohan is of opinion :—

“ That the time has not yet come to apply wholesale naked compulsion. We dare not and must not antagonise the people, for once the measure becomes unpopular, it will be extremely difficult for the inspectors to carry on their other beneficent activities and sometimes perhaps even their presence will not be tolerated in a village or ilaqa. The safest plan is not to apply compulsion to any rural or urban area until and unless it has been ascertained beforehand that a vast majority of the people concerned are heartily in favour of compulsion.”

Resort to legal action against defaulters presents further problems. Mr. Wilson writes :—

“ Our urgent need is for the development of a quick and easy means of disposing of education cases in courts. When this has been obtained, it will then be necessary for

Government to insist upon compulsion being made effective and upon prosecutions being undertaken and sanctioned by the officers concerned."

Whereas the late Inspector of Rawalpindi has a different story to relate :—

" It is curious to learn from the report of the District Inspector of Schools, Mianwali, that by the people of his district, criminal litigation is treated very lightly and the fear of legal action under the Compulsory Education Act has comparatively little effect on the majority of them. Persuasion is, therefore, largely resorted to in this district."

On the other hand, the District Inspector of Schools, Shahpur, is of opinion :—

" That the authority given by the Punjab Government . . . has had the desired effect, i. e., the very presence of the compulsory education officer in compulsory areas is sufficient to induce the defaulting parents to send their boys to school."

Education
of Girls.

In a resolution, dated the 8th February, 1923, the Punjab Government (Ministry of Education) after reviewing the situation regarding the education of girls, expressed the opinion that the prospects of speedy advance in the sphere of higher education were distinctly bright and that within the next few years the number of girls completing the secondary school course would be considerably greater. It is a matter of gratification that these hopes have not been wholly belied and that there are evidences of progress all round. The total enrolment of girls and the number of schools, both high and middle, as well as the number of pupils in the colleges are steadily on the increase. The leakage at the primary stage is, however, much greater than in boys' schools and the percentage of female population under instruction though steadily increasing has yet reached no higher than 1.85.

Co-education seems to be least popular in Ambala and Multan divisions, where the number of girls reading in boys' schools is 1,386 and 1,770, respectively. In the Lahore division, however, there are as many as 2,181 girls reading in boys' schools, the largest number being in the Amritsar District; and in the Jullundur division 3,720, Kangra leading with 1,933. Co-education seems to be most popular in the Rawalpindi division where the number of girls in boys' schools has gone up from 1,517 in 1926-27 to 5,014

in 1931-32, Mianwali district leading the division with 2,575. As Mr. Wilson remarks :—

“ In the present financial condition of the province it is impossible to provide both boys' and girls' schools for an adequate number of villages, and unless girls are admitted to boys' schools where they already exist and *vice versa*, the education of girls will be seriously retarded.”

The main financial figures are given in the general summary table of expenditure in the beginning of this chapter. From this it will be seen that the total expenditure on education has advanced during the quinquennium from Rs. 2,87,65,763 to Rs. 3,08,31,143, an increase of Rs. 20,65,380. Thus the average cost of 150,531 additional pupils works out at about Rs. 18 inclusive of capital expenditure. Provincial contributions (including capital expenditure on buildings) have advanced from Rs. 1,51,17,231 in 1926-27 to Rs. 1,64,92,681 in 1931-32.

Expendi-
ture.

The following reports in connection with the various activities of the Department were compiled and published during the quinquennium :—

Reports
published.

(1) 1927-28.—A report on the system of agricultural instruction in the Punjab schools by a committee appointed by the Punjab Government (Ministry of Education) and presided over by R. Sanderson, Esq., M. A., I.E.S., Director of Public Instruction, Punjab.

(2) 1928.—Occasional Report No. 15 on “ Rural Education in England and the Punjab,” by R. Sanderson, Esq., M.A., I.E.S., Inspector of Schools, Lahore division and J. E. Parkinson, Esq., MA., I.E.S., Principal, Central Training College, Lahore.

(3) 1928-29.—A report on the method of improving and expanding the facilities for the education of the depressed classes by R. B. Lala Ram Chandra, placed on special duty.

(4) 1929-30.—A report on the scheme of studies in force in the post-matriculation clerical classes by an inspection committee appointed by the Punjab Government.

(5) 1930-31.—Report on the question of introducing compulsory education throughout the province and to suggest ways and means for achieving this object by a committee appointed by the Punjab Legislative Council under the chairmanship of R. Sanderson, Esq., M.A., I.E.S., Inspector of Training Institutions.

(6) 1930-31.—A report on the scheme of studies for the two-year senior vernacular class for men teachers, by a committee consisting of the headquarters' staff, heads of

training institutions and selected district inspectors under the chairmanship of R. Sanderson, Esq., M.A., I.E.S., Inspector of Training Institutions.

(7) 1931-32.—A report on the revised syllabus for the Vernacular Final Examination by a committee consisting of the headquarters' staff, inspecting staff of the Lahore Division and selected headmasters and district inspectors under the chairmanship of Khan Bahadur Sheikh Nur Ilahi, Assistant Director of Public Instruction, Punjab.

(ii) *Rural Education.*

Adult
schools.

Reference has already been made in an earlier paragraph to the abolition, during the quinquennium, of a very large number of adult schools for reasons of efficiency and economy. It only remains to be mentioned that this policy of the Department has been welcomed by all the inspecting officers and others who knew only too well the failings of this experiment. It is sufficient to quote the remarks of Mr. S. Partap, Deputy Commissioner, Ferozepore, with regard to adult schools :—

“ I particularly welcome the recent policy of the Education Department to reduce the number of adult schools, not that I am loth to appreciate the advantages of adult education but because my experience of the last few years has convinced me that, in ninety cases out of a hundred the attendance is fictitious and the money wasted. If and when a more satisfactory scheme of imparting education to adults is worked out, it shall have my fullest support.”

Village
libraries.

Village libraries have continued to gain both in numbers and popularity. A village library is generally attached to a middle school and forms a little cultural centre for the rural area in which it is situated, serving a very useful purpose in checking relapse into illiteracy and providing a convenient meeting place where lectures on various topics relating to health, co-operation and agriculture are delivered to peasant audiences. Almost all inspectors, however, are unanimous in complaining that literature suitable for villagers is not available. The fact is that the Indian villager is an altogether new type of reader and it will be some time before authors in this country address themselves to him. It is hoped, however, that the ruralization of instruction in schools, by bringing rural interests into prominence, will give an impetus to the production of literature that will suit the villagers' needs.

tural Bias.

To quote from a previous annual report :—

“ The greater number of our critics fail to realize that in the primary curriculum there is little room for change or reform.

Reading, writing and arithmetic must be taught and the content of such a curriculum is not open to much variation. Here, however, we seek salvation in those blessed words 'rural bias'".

There is a general awakening towards giving a rural bias to all education and the shaping of the school curriculum continues in the direction of closer co-ordination between the villager's studies and his environment. This new outlook is best expressed by the late Inspector of schools, Rawalpindi Division, who says :—

"In addition to the inclusion of agriculture as a separate subject of study in some of our vernacular middle schools and training institutions and the introduction of gardening and tree planting as our school hobbies, various attempts have been made, from time to time, to give a rural bias to instruction in village schools. Several of the school readers in use at present contain information and interesting stories about farms, cattle, crops, trees, plants and various natural phenomena. In arithmetic the boys are required to do sums relating to rural life. The teaching of geography arouses interest in immediate natural surroundings. Crafts particularly useful for the rural population have been introduced in some of the vernacular schools in the Gujrat district and soap-making and nawar-weaving have been successfully taken up by the school boys. Each boy is permitted to specialize in a particular craft of his own liking. Prizes and medals are awarded to boys who make the best exhibits at the cattle and horse show fair. A similar attempt is being made in the Shahpur district in certain schools of Sillanwalli and Khushab sub-divisions. The practice of closing village schools at the time of the harvest not only enables the boys to help their parents in their important work of the season but also gives them practical training in the various agricultural processes involved in harvesting. The boys in the rural areas are also required to write compositions connected with the daily life of the masses and are thereby given an opportunity of studying and criticising the problems of their rural environments."

Similar adjustment is going on in the Lahore division where

"Nature study is confined to the animals, vegetables, and crops of the locality, geography to the phenomena of the ilaqa, arithmetic to the business needs of the students' life, conversation and composition to the scenes, incidents, life and manners of the village or the tehsil and the reading and the writing to *parwana rahdaris*,

post-cards and letters, applications, petitions and orders from higher officials, receipts of money received and money orders, etc., etc., despatched, to friends and relations."

This has opened such new avenues for educational exploration that the position of the Inspector of Schools, Multan division, is not difficult to understand—

" In my opinion, say he, a second deputy-inspector is needed to take charge of vernacular schools in this division to guide the teachers and to give definite rural bias to the teaching in these schoolsIt should be the duty of this second deputy to frame a variety of syllabuses and initiate different experiments in introducing different plans and devices to give the rural boys all the instructional work in our village school. What is wanted is greater freedom for the village school to be conducted on lines suited to the local requirements as indicated by the vocational pursuits of the population of a particular tract."

Rural up
ift.

The programme of rural uplift has found most zealous and untiring workers amongst the students and the teachers of our middle schools. Village games have been codified and village tournaments are organised. Villages are chosen for intensive and concentrated work. A number of districts have started their own monthly papers. One cannot do better than end this chapter with a quotation from the report of the Inspector of Schools, Jullundur division :—

" It will be tedious to reproduce, however briefly, all the details with regard to the admirable work which our Department has been doing in regard to rural uplift propaganda and village community councils. In every district village community councils exist. There is not a tehsil or a sub-tehsil where extremely useful uplift propaganda work has not been done by our teachers and particularly by our inspecting officers. We have wholeheartedly co-operated with the officers of other departments in these beneficent activities. Scores of our school boys have formed themselves into singing parties for carrying on uplift propaganda in the villages and gratifying reports have reached me about the cordial welcome which is always extended to these singing parties and the salutary effect produced on the villagers as a result of their activities and of dramatic performances which are staged by some of these boys. Indeed some of these amateur theatrical parties have become immensely popular and their services have been requisitioned at several places far away from the school. As a result of

our propaganda vigorously pursued, one is beginning to see a streak of light on the horizon and one has occasion to pass through a village where signs are visible of the wholesome effect on the villagers of the work done by all those who have so heartily co-operated in making life worth living in the villages. Thousands of lectures have been delivered by our teachers and inspecting officers. Thousand of people have been vaccinated and inoculated at our persuasion. Prophylactic measures against diseases have been taken in hundreds of villages. The noxious *pohli* weed has been destroyed in hundreds of villages by thousands of boys. Scores of streets have been cleaned, hundreds of manure pits have been dug, thousands of wells have been made more sanitary etc., etc. Indeed, it would be difficult to enumerate in detail the selfless work done in this direction by the members of our Department in co-operation with other departments."

This is a very vivid and encouraging picture indeed of the new Punjabi school boy that our educational system is turning out,—a wholesome combination of dignity and usefulness, full of fair promise and perhaps a type better fitted than any produced so far, for shouldering the great responsibilities that lie before him.

CHAPTER II.

Controlling Agencies.

(i) The Head Office.

IN the quinquennium under review the post of the Director of Public Instruction was held by Sir George Anderson for four years and one month and by me for the last eleven months after his retirement. During his tenure of office, however, Sir George was away on foreign service for about a month, on deputation in England for two months and a half, on deputation as a member of the Hartog Committee associated with the Indian Statutory Commission for five months and a half and on leave on three occasions for a year and a half. In his absence which covered a period of two years and three months I officiated for him.

**Head Office
Appoint-
ments.**

Mr. D. Reynell held the office of Assistant Director of Public Instruction throughout, except for one year and ten months when Mr. J. E. Parkinson and Mr. W. H. F. Armstrong and Khan Bahadur Sheikh Nur Elahi officiated for him on three different occasions, each for about the same period of time. Messrs. Parkinson, Reynell, and Armstrong held charge of the post of Inspector of European Schools as well. Miss L. M. Stratford continued to hold the post of Deputy Directress of Public Instruction throughout the quinquennium with the exception of a little over ten months, when Miss E. M. Must officiated for her. This period includes the four months and a half during which Miss Stratford worked under the Government of India as a member of the Primary Education Committee. The post of Inspector of Training Institutions was held by Khan Bahadur Sheikh Nur Elahi and myself, and for a short time by M. Abdul Hamid and remained vacant for one year and nine months during which period Lala Rang Behari Lal carried on the work in addition to his own duties as Reporter on Books. Rai Sahib Lala Hari Das worked as Registrar, Departmental Examinations, for the first half of the quinquennium and on his retirement was succeeded by Lala Rang Behari Lal on 1st January 1930. Khan Bahadur Sayed Maqbul Shah continued as Inspector of Vernacular Education for four years and two months after which period he proceeded on six months' leave preparatory to retirement. Chaudhri Muhammad Hussain officiated for him for eight months. The post of Reporter on Books was held by Rai Bahadur Lala Ram Chandra for seven months, by Lala Rang Behari Lal for a little over two years and by Lala

Sham Chand for a little under two years. It remained vacant for four months:

On the clerical side the posts of two head assistants were converted into those of junior superintendents and the designation of the superintendent of the office was changed to senior superintendent. The status of this post was later on raised to that of a gazetted post. Mr. McMurray continued to hold charge of the office throughout and discharged his duties most efficiently. The early years of the quinquennium witnessed considerable expansion in the activities of the Department and it may be said to the credit of the office that under the able guidance of Mr. Reynell it faced the increased volume of work in a cheerful spirit and proved itself equal to the task.

The Clerical
Establish-
ment.

There have been several changes in the personnel of the inspectorate. Mr. Leitch Wilson, Inspector of Schools, Rawalpindi division and Rai Bahadur Mr. Atma Ram, Inspector of Schools, Ambala division, changed places in October 1928. The former held charge of the Ambala division till the end of the quinquennium and the latter after six months' work proceeded on two and a half years' leave and ultimately resigned. Rai Sahib Lala Ratan Lal officiated for Rai Bahadur Mr. Atma Ram during his absence and in August 1931, gave place to Sardar Tara Singh whose premature death in August 1932, has been a great loss to the Department. On his retirement in 1928, Sardar Bahadur Sardar Bishen Singh was succeeded by Mr. (now Rai Bahadur) Man Mohan who continued to hold charge of the Jullundur division for the rest of the period. Chaudhri Fateh-ud-Din, Inspector of Schools, Multan division, retired in July 1929. Mian Abdul Hamid succeeded him and stayed for two years. Khan Sahib Mian Fazil Muhammad remained in charge of the division during the remaining eight months. The Lahore Division witnessed several changes. In the beginning of the quinquennium Khan Bahadur Sheikh Nur Elahi filled the post of Inspector for about six months after which he was transferred to the head office as Inspector of Training Institutions. Rai Sahib Chaudhri Gyan Singh took his place and retired after about a year and a quarter. Khan Bahadur Sheikh Nur Elahi returned to the Lahore Inspectorship in April 1929, and continued till August 1931, when he was called upon to take over as Assistant Director of Public Instruction. Sheikh Zahur-ud-Din officiated for the last eight months.

Inspecto-
rate.

Among the deputy inspectors there were a number of transfers in the Ambala, Jullundur and Lahore divisions.

Deputy In-
spectors.

For the greater part of the quinquennium, however, Sardar Deva Singh, Khan Sahib Mian Fazil Mohammad and Sheikh Zahur-ud-Din were posted to these divisions, respectively. Sheikh Allah Rakha remained at Rawalpindi and Lala Inder Bhan succeeded Lala Sukh Dyal at Multan on the latter's retirement from service towards the end of 1929. It had been felt for some time that in the Lahore and Jullundur divisions one inspector and one deputy inspector could not reasonably be expected to cope with the very great increase in office and inspection work and consequently an additional deputy inspector was given to Lahore in December 1928, and to Jullundur in July 1931, the late Sardar Tara Singh and Mr. S. Muhammad Sharif being the first incumbents. The inspectors of the Ambala, Rawalpindi and Multan divisions particularly mention the honest work and loyal co-operation of their deputies and Mr. Wilson is especially pleased to note that during his absence on leave Sardar Deva Singh tactfully handled the situation created by political agitation in the country and succeeded in keeping the schools in his division unaffected.

**District
Inspectors.**

As usual there have been a large number of changes in the district inspecting staff during the quinquennium. It is still an open question whether in the interests of efficiency and good work it is desirable to keep a district or an assistant district inspector in the same place for many years and whether it will not be advantageous to have inspectors and teachers change places periodically. Rai Bahadur Mr. Man Mohan is inclined to think that if an officer remains on inspection duty particularly in one district for more than five years he is liable to develop an inclination to vegetate. He suggests that the district officers, particularly those who are inclined to be lazy or to rest on their laurels, should, in the interest of public service, be sent as teachers to normal or high schools for two or three years, in order to establish contacts with fresh educational methods. The late Sardar Tara Singh also held much the same view. He considered it essential that the assistant district inspector whom he called the backbone of our vernacular education system, should keep his knowledge up-to-date and should read extensively and suggested the institution of regular refresher courses in the Central Training College and interchange of places between the assistant district inspectors and schoolmasters.

All the inspectors speak favourably, in general terms, of the work done by these officers in increasing enrolment, improving attendance, doing propaganda work for introducing compulsion and in co-operating with other beneficent

departments for the uplift of rural communities. The following gentlemen have been specially commended for good work done during the last year :—

Lala Prabhu Dayal (Hissar), Pir Mohammad Nawaz Khan (Karnal), Lala Diwan Chand (Hoshiarpur), Mr. Murli Dhar Moudgill (Kangra), Sardar Jogindra Singh (Ferozepore), Lala Bhana Ram (Amritsar), Mian Mahmud-ul-Hasan (Gujranwala), Bawa Barkat Singh (Lahore), Lala Ram Chand (Multan), Ch. Ahmad Hasan (Montgomery), Ch. Sardar Alam (Jhang), Pir Mohammad Yaqub Shah (Jhelum), Sardar Bikram Singh (Rawalpindi), Ch. Ghulam Mohy-ud-Din (Gujrat), Pandit Suraj Bal (Ambala), Mr. S. F. Deen (Rohtak), Sardar Ujjagar Singh (Hissar), Sardar Indar Singh (Hoshiarpur), Ch. Gurdas Singh (Hoshiarpur), L. Bhagwan Das (Kangra), Pandit Maharaj Narain Rozdan (Gurdaspur), Bedi Naranjan Singh (Amritsar), Sh. Ghulam Mohy-ud-Din (Lahore), Mufly Mohammad Zaman (Montgomery), S. Chanan Shah (Jhang), Sardar Asa Singh (Lyallpur), M. Najam-ud-Din (Shahpur), S. Shabir Hussain (Gujrat), Sardar Banta Singh (Rawalpindi).

Some improvements are reported under this head. In the Ambala Division more time was given to the inspection of schools so as to enable the inspecting officers to undertake a certain amount of demonstrative teaching work and greater emphasis was laid on scrutinising the methods adopted by the teachers rather than on examining the pupils. In the Lahore Division inspection notes, unnecessary formal remarks were replaced by helpful criticism for the guidance of teachers. The Dalton plan proved useful in encouraging practical work in the teaching of science and the results of its further application to other subjects are being closely watched. In the Rawalpindi Division, Rai Sahib Lala Rattan Lal arranged refresher courses for the improvement of teaching methods in science, and tried to improve the pronunciation of English by the use of linguaphone records. Mr. Man Mohan is not satisfied with the usual full-dress annual inspection, as in his opinion the spectacular aspect assumed by schools on such occasions, tends to obscure the real condition of the institutions. He is strongly in favour of surprise visits to schools. His graphic description of one of his surprise visits to a village school is interesting though depressing :—

“ In one particular case I surprised a schoolmaster who was lying on a *charpoy* and smoking his *huqqa*. When I stopped my car on the road, the information was hurriedly carried to the munshi sahib, and he tried his best to remove

Scope and
method of
inspection.

his *hugqa* and his *charpoy* to the other side of a dilapidated school room. When I arrived on the scene, which was hardly a hundred yards from the main road, the school work seemed to be going on very smoothly. When I questioned the schoolmaster as to why he was lying on the *charpoy* and smoking the *hugqa* he said he was not doing either. When I told him that I had seen him with my own eyes he got frightened and said he had fever. When I felt his pulse and told him he had no fever, he said he had it the previous night. When I reminded him that he was telling one lie after another, he collapsed and wanted to be forgiven, and assured me that every morning and evening he would pray for my long life and prosperity if I did not take any action against him".

Another point to which Mr. Man Mohan draws special attention in his report is the desirability of inspection by the inspector and his deputy, of vernacular middle and primary schools. There is much truth in his remark that the main educational problems can be studied best in the rural areas and hence the necessity of an inspector devoting more and more of his time to the study of these problems in the villages. •

Departmental Examinations. The following statement gives comparative figures for the various examinations held by the Department : -

No.	Name of departmental examination.	NO. OF CANDIDATES.	
		1926-27.	1931-32.
1	Vernacular Final Examination ..	273	19,873
2	Middle Standard Examination for Indian Girls.	763	1,952
3	Junior Vernacular Certificate Examination for men teachers.	2,467	1,047
4	Senior Vernacular Certificate Examination for men teachers.	560	600
5	Junior Vernacular Certificate Examination for women teachers.	122	360
6	Senior Vernacular Certificate Examination for women teachers.	98	163
7	Junior Anglo-Vernacular Certificate Examination for teachers.	278	258
8	Senior Anglo-Vernacular Certificate Examination for teachers.	135	132
9	The Oriental Teachers' Certificate Examination.	60	1

No.	Name of departmental examination.	NO. OF CANDIDATES.	
		1926-27.	1931-32.
10	Trained Teachers Certificate Examination.	23	14
11	Diploma Examination of Chelmsford Training College, Ghoragali.	12	14
12	Gyani Teachers' Certificate Examination.	34	2
13	Physical Training Certificate Examination.	22	..
14	Middle School Examination for Europeans.	258	188
15	High School Examination for Europeans.	97	..
16	One Year Post Matric Clerical Examination.	..	358
17	Clerical and Commercial Certificate Examination.	117	..
18	Junior Clerical Certificate Examination.	30	..
19	Fatehjang Soldiers' Training Class Certificate Examination.	56	..
Total ..		14,405	24,932*

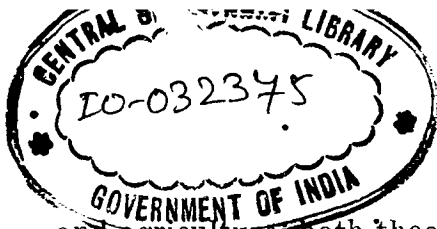
NOTE.—* If the figures relating to candidates from outside the British Punjab are taken into account the grand total amounts to 26,602.

It will be observed that there has been much expansion during the last five years in the middle school examinations for Indian boys and girls, the number of candidates having risen by 10,600 and 1,189, respectively. The vernacular final examination is now a compulsory test for students competing for high school scholarships both on the vernacular and the anglo-vernacular side and also for those applying for military scholarships. With a view to improving instructional condition in the secondary departments of anglo-vernacular schools it was proposed to make this examination an obligatory test for admission to the ninth class, but the proposal most unfortunately had to be shelved in deference to public opinion against the institution of another public examination in the school course. The increase in the number of girls taking up the middle school examination is an unmistakable indication of the rapid progress in secondary education amongst girls. Examinations

Nos. 13 and 19 were discontinued as they were no longer necessary. The clerical examinations Nos. 17 and 18 were remodelled and a new examination No. 16 substituted for them. With a view to co-ordinating the departmental examinations for European Schools with the Cambridge Certificate examinations it was decided to abolish the departmental high school examination from 1930 and to substitute for it the Cambridge school certificate examination. The main feature of this scheme was a reorganization of the departmental middle school examination along a line leading directly to the Senior Cambridge Certificate examination. With the object of preventing injudicious and unsuitable selection of subjects by the candidates for the Cambridge school certificate examination and of ensuring a reasonably wide foundation of knowledge at the middle school stage, certain groups of subjects were made compulsory and it was ruled that the Cambridge school certificate examination could not be taken earlier than two years after passing the middle school examination. The conduct of departmental examinations which is a matter of great difficulty and responsibility improved considerably towards the end of the quinquennium.

**Conferences
and Com-
mittees.**

In addition to the usual annual conferences held in Lahore to discuss important educational problems, three special committees were appointed to consider certain specific activities of the Department. Under the orders of the Punjab Government (Ministry of Education) a small committee reviewed the position of clerical education in 1928. In accordance with their recommendations the length of the course in the post-matriculation clerical classes was reduced from two years to one year and the curriculum was revised so as to give a sound and useful training in fewer subjects in preference to imparting superficial information in many. The committee appointed by the Punjab Legislative Council in 1930 to enquire into the question of introducing compulsory education throughout the province and to suggest ways and means for achieving this object, submitted its report to Government in 1931 and the orders of Government are still awaited. Another committee of departmental officers met in January 1931, to draft a detailed scheme for the two-year senior vernacular course. The most important addition that they made to the scheme of studies was that of two new subjects, *viz.*, rural economy (including personal and village hygiene, general social work and civics with particular bearing on rural life) and rural science comprising physics, chemistry



and agriculture, both theoretical and practical. The Department had visualised such highly useful composite subjects for a long time and it is hoped that when a good supply of senior vernacular teachers competent to impart instruction in these subjects is available, they will be introduced in all vernacular middle schools.

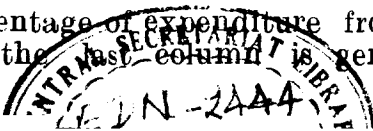
It is very pleasing to note that the interest of the Legislative Council in educational matters continued unabated throughout the quinquennium. Numerous questions were asked and illuminating debates arose on a number of resolutions, the more important of which related to compulsory physical training, military training for college students, compulsory primary education, school fee concessions, the anglo-vernacular middle school examination and the Punjab University Enquiry Committee.

The expenditure of district boards from their own funds on institutions maintained by them has increased from Rs. 22,34,527 to Rs. 22,97,351 and the Government grants have risen from Rs. 54,85,265 to Rs. 73,59,615 during the quinquennium. The following statement will show the position of the various divisions in this respect :—

District Boards.

Division	Increase or decrease in Government grant in 1931-32 as compared with 1926-27.	Increase or decrease in expenditure from district board funds in 1931-32 as compared with 1926-27.	PERCENTAGE OF EXPENDITURE FROM DISTRICT BOARD FUNDS IN—	
			1926-27.	1931-32.
	Rs.	Rs.		
Ambala ..	+2,08,860	+20,471	24.3	21.8
Jullundur ..	+4,90,305	-60,809	27.4	19.0
Lahore ..	+1,60,211	-5,281	27.9	25.0
Multan ..	+4,47,104	+1,12,388	31.0	28.0
Rawalpindi ..	+5,67,870	-3,945	18.8	14.0
Total ..	+18,74,350	+62,824	26.0	21.5

The fall in the percentage of expenditure from the board funds as shown in the first column is general, but it



is particularly marked in the case of Jullundur Division. Mr. Man Mohan explains this in the following words :—

“ The quinquennium under review witnessed widespread financial and economic distress. The close of the quinquennium found the various district boards in a state of acute financial stringency: falling receipts, reduced Government grants and increased liabilities. The district boards, which had been encouraged by increasingly large recurring Government grants in the past, found it necessary to effect drastic economies as soon as it was realised that the financial position of Government precluded the continuance of such generous grants. The income of the district boards continued to decrease while the expenditure—particularly the expenditure on education—steadily increased. By the end of the quinquennium the finances of most of the district boards were on the verge of catastrophe and drastic retrenchment became an inevitable necessity ”.

Mr. Wilson (Ambala) writes in a similar strain. He says :—

“ The financial condition of the district boards has steadily deteriorated during the quinquennium, and in Gurgaon and Hissar districts the problem is not so much how to maintain existing schools as how to avoid bankruptcy; nor is there much hope of improvement in the financial situation. When the Government is compelled to remit or suspend the payment of land revenue by the *samin-dars* it is only natural that the district board income from local rate should also decrease. Further it is no longer possible for district boards to look to Government for relief when the finances of Government are also embarrassed. We can only hope that by careful pruning, by the elimination of unsuccessful small schools and the development of larger schools, boards may be able to maintain the past general standard of progress at a largely reduced cost. ”

The other inspectors also refer to general economic depression as telling upon the district boards. The stoppage of increment, the imposition of 10 to 15 per cent. cuts on salaries, the abolition of allowances, the reduction of grades for new incumbents, the retirement of old employees at the age of fifty, the closure of uneconomical schools and the reduction in teaching and menial staffs have generally been the measures adopted to effect economy in order to adjust their budgets. The proportion in which the total expenditure of district board institutions has been

net from various sources in the beginning and at the end of the quinquennium is shown below :—

Year.	Provincial revenues.	District Board funds.	Fees and other sources.
1926-27	63.9	28.0	10.1
1931-32	68.9	21.5	9.6

It will be observed that whereas the income from fees and other sources has remained practically stationary the statutory percentage of contribution by district boards, *viz.*, 25, has gone down by 3.5 and the deficit has had to be made up by increased Government grants.

The position of the district boards in this respect varies from district to district. The question of delegation is a very complex and difficult one, and has been a subject of discussion at almost all the annual conferences of inspecting officers. While, on the one hand, in consequence of the increasing association of the people with the administration of the country, a desire on the part of district boards to manage their own schools without any external interference is quite legitimate, the officers of the Education Department, on the other, responsible as they are for the educational well-being of the areas under their jurisdiction and for ensuring the best use of the money spent by the Government in the form of grants, are justified in demanding some control over the administration of schools. It must be admitted that the struggle between the two parties is a little too keen. "While the district boards are fighting to wrench the powers from the hands of inspectors, the latter are unwilling to part with their time-honoured privileges." The position can only be cleared if the two parties realise that the present time is one of gradual transition of power from the Government to the people, and that both of them are in fact working towards the same end. The inspectors have to teach the boards how best to manage their educational institutions efficiently and economically and the boards have to learn how to wield new powers with a true sense of fairness and responsibility.

Interest
taken by
the district
boards.

As might be expected, the activities of the district boards have been mainly directed towards the development of vernacular education, particularly for boys. The following statement will give an idea of their achievement during the quinquennium, the latter part of which, it must be remembered, has been financially a most trying time:—

District Board Institutions.	Increase or decrease in the number of institutions in 1931-32 as compared with 1926-27.	Increase or decrease in the number of scholars in 1931-32 as compared with 1926-27.
High Schools	+11	+3,392
A.-V. Middle Schools	+8	+277
Vernacular Middle Schools	+1,128	+130,092
Primary Schools	-268	-24,790
Adult Schools	-2,435	-64,399

In the matter of administration, however, the attitude of the boards has not been quite satisfactory. They are generally anxious to wrest powers of appointment, transfer, dismissal, etc., of teachers from the Government inspecting staff without always being in a position to exercise these powers in the best interests of the people they represent. Messrs. Wilson and Man Mohan express their views on this point in no uncertain terms. Mr. Wilson writes:—

“Interest in educational matters by members of the district boards is generally limited to pressing the claims of their own village school for development, whether such is justified or not, and to securing the advancement of persons in local board service who have claims on them, either personal or communal. Rarely do we find district board members visiting and taking an intelligent interest in the schools in their *ilaga*. Those members who are illiterate, or almost so, might be excused, but educated members have not shown themselves more anxious to fulfil their responsibilities than their less educated colleagues.”

Mr. Man Mohan writes still more strongly, and makes his experience a plea for a full and unequivocal delegation of

powers to the inspectorate. He says :—

“ Personal and party motives often characterise the deliberations of district boards with the result that administrative efficiency is seriously impaired. The members of the district boards pester the district inspectors for favours in the matter of promotions and transfers of their relatives, and the district inspectors find it increasingly difficult to escape their interference. If a district inspector resists these influences, he at once becomes very unpopular. He is threatened and bullied in the district board meetings, and complaints are often lodged against him.”

But this is no reason for disappointment. With the spread of education in the rural areas and with a more enlightened electorate, improvement in the ability and character of our village councils may well be hoped for in due course of time.

With the present stagnation in trade and fall in prices the income of municipal committees is rapidly declining, and for the same reason it is vain to expect them to explore other sources of revenue. Up to this time they have been boldly facing the situation, but the outlook is very gloomy and a considerable fall in expenditure on education in the near future seems inevitable. The Inspector of Schools, Lahore Division, points out that some of the big municipalities like Lahore and Amritsar have to pay exorbitant rents for accommodating their schools and emphasises the necessity of their putting up their own buildings. Mr. Wilson is extremely dissatisfied with most of the buildings in which the schools are housed in municipal areas. He calls them nurseries of disease rather than of education. To his mind what is worse is the apathy of the people and their representatives who do not appear to have a desire to provide sanitary and healthy schools. He laments the fact that even when building grants from Government were available practically none of the municipal committees attempted to avail themselves of the offer. He has yet another complaint against many of these committees, *viz.*, that they have shown themselves much more zealous in awarding grants to private schools in which some members are personally interested than in fostering the welfare of their own schools. For many years money has, in his opinion, been spent on grants to such schools which could have been spent to better purpose in providing satisfactory buildings, equipment and surroundings for the municipal schools. The following table gives an idea of how the expenditure on municipal board schools has been met in the beginning and again at the end of the quinquennium :—

**Municipal
Committees.**

Statement showing percentage of expenditure from municipal funds on municipal schools.

Division.	Expenditure from Government funds. Increase or decrease in 1931-32 as compared with 1926-27.	Expenditure from municipal funds. Increase or decrease in 1931-32, as compared with 1926-27.	PERCENTAGE OF EXPENDITURE FROM MUNICIPAL FUNDS IN	
			1926-27.	1931-32.
	Rs.	Rs.		
Ambala	-7,591	+10,013	48·8	55·1
Jullundur	+14,192	-2,000	55·9	48·14
Lahore	+16,577	+1,22,291	55·9	60·8
Multan	+18,639	-13,779	61·3	56·6
Rawalpindi	+17,161	+2,295	48·9	46·4

Cantonment Boards. The cantonment boards are taking lively interest in the furtherance of education in their respective areas. The expenditure on institutions maintained by these boards has increased from Rs. 19,904 to Rs. 48,826 during the quinquennium, and the percentage of expenditure borne by cantonment funds varies between 2 and 90. Government grants have amounted to Rs. 11,769 in 1931-32 as against Rs. 4,862 in 1926-27. The Cantonment Board, Ambala, is not only satisfactorily maintaining its own educational institutions, but is also contributing liberally towards the funds of private schools to enable them to maintain proper standards of efficiency. It introduced compulsion within its jurisdiction this year.

Private enterprise. Private enterprise has done a great deal to supplement the efforts of Government in spreading education. In fact anglo-vernacular education is largely controlled by private bodies. A few years ago it was anticipated in some quarters that schools maintained by private bodies were likely to decline on account of the growth of board and provincialised schools, but it has not been so. Whereas in Government and board schools the enrolment of anglo-vernacular secondary schools has gone up by 1,184 and 5,332 to 28,283 and 45,087, respectively, during the

quinquennium, the enrolment of privately managed schools has shown an increase from 96,548 to 108,298. One of the main reasons for pupils flocking to private schools in large numbers has been the lower rates of fees charged in these schools as compared with Government schools. Under the prevailing financial stress, however, Government has now been compelled to rule that with effect from January, 1932, the rates of fees shall be uniform in all kinds of schools—private, board and Government—throughout the province. This is likely to react on the numbers in private schools. Speaking about the work of these schools in his division Mr. Man Mohan says :—

“ As regard examination results, several private schools can compete favourably with Government institutions. It is difficult to assign any particular reason for this state of things ; but it seems fairly obvious that a school, which devotes itself almost entirely to preparing boys for a particular examination and neglects all other healthy activities is bound to have a good record from the point of view of vernacular final and matriculation examination results. It would not be fair, however, to some of the denominational schools, if I do not say, that, in at least a few of them in this division, private enterprise has succeeded extremely well in running very efficient schools from several points of view. The staff is excellent, the organisation is very good, the school is run very efficiently, the examination results are extremely satisfactory, and even the build-ings are far above the average.”

These remarks apply equally to other divisions ; but perhaps it would be well to enumerate below some of the general defects noticed by inspectors in connection with the administration of these schools.

(i) *Lack of security of the tenure of teachers.*— In the Ambala and Jullundur Divisions this is the direct result of the almost complete absence of any rules of service or contracts between the employers and the employees. Inspectors sometimes come across very pathetic cases. Mr. Man Mohan gives his experience in the following words :—

“ A management appoints a teacher or headmaster on a so-called incremental scale ; when the poor man has risen or is about to rise to the maximum of his grade some perturbation is caused in the camp of the managing committee, and an attempt is made to bust him on one pretext or another ; and the number of managing committees who try to save the salary for the vacation is very large indeed. ”

It is very pleasing to note, however, that in the Lahore Division almost all the private institutions have now introduced rules of service, and though still much depends on the composition of the managing committees, there is a distinct improvement in the general situation.

(ii) *Interference in the internal management of schools.*—Mr. Wilson writes :—

“ This interference is most conspicuous at the time of annual promotion. It is extremely difficult if not impossible, for the headmaster and his teachers to resist these influences, with the result that the boys are too frequently promoted from class to class until they finish the ninth class, when there is ruthless weeding out in order to show good matriculation results. At every stage the real interests of the pupils are sacrificed to satisfy the unintelligent desire of the parents that their boys should obtain not a satisfactory amount and quality of instruction, but the outward and really valueless success of being promoted.”

It may be noted that it has been laid down as one of the conditions for the award of maintenance grant that the managing committee must be approved by the Department. The imposition of this condition may be expected to have a salutary effect on the composition of managing committees.

(iii) *Inadequate finances.*—Endowments and Reserve Funds for the suitable maintenance of schools are wanting almost everywhere. A majority of schools are living from hand to mouth, depending on their income from fees, Government grants and casual subscriptions which are generally negligible. The result is that payment of salaries is occasionally stopped, contributions to the teachers' provident funds are not forthcoming and sometimes these and other funds and even sports and boys' funds are used to meet urgent liabilities.

Reorgani-
ation of
the educa-
tional ser-
vices.

In exercise of the powers conferred by the Civil Service Rules published by the Government of India in 1930, the Governor-in-Council and the Governor acting with his Ministers framed a set of rules for the Punjab Educational Service, Class I, which has taken the place of the Indian Educational Service with effect from 1st January, 1931. The following tabular statements will give a comparative idea of the composition of all educa-

tional services in 1926-27 and 1931-32 :—

(i) *Indian Educational Service.*

Year.	EUROPEANS.		INDIANS.		VACANT.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1926-27 ..	14	2	12	..	8	1	34	3
1931-32 ..	6	2	6	..	..	..	12	2

(ii) *Provincial Educational Service, Class I.*

Year.	No. of posts.	Europeans.	Indians.	Vacant.	Total.
1926-27—					
Men's branch
Women's branch
1931-32—					
Men's branch	27	3	2	22
Women's branch	3	1	..	3

Rs.

(a) Men's branch—

One post of Director of Public Instruction of 2,250—100—2,750.

Grades of pay.

(a) Ordinary time-scale ... 360—40—720/760—40—800/50—1,000 (Pause for one year)—50—1,150.

(b) Junior selection grade .. 1,150—50—1,400.

(c) Senior selection grade ... 1,450—75—1,600.

b) Women's branch— ... 400—25—625/650—25—850.

(iii) *Provincial Educational Service, Class II.*

Year.	Men's branch, No. of posts.	Women's branch, No. of posts.
1926-27 ..	97	5
1931-32 ..	117	10

Grades of
pay.

	Rs.
(a) Men's branch—	
(i) Selection grade ..	650—30—800.
(ii) Ordinary time-scale ...	250—25—500/25—600.
(b) Women's branch—	
Ordinary time-scale ...	200—20—400 (Pause for one year and effi- ciency bar)—25—500.

(iv) *Special posts.*

	Rs.
(a) Men's branch—	
1 post in the grade of ...	1,000
1 " " " " " " ...	450—25—800.
4 " " " " " " ...	450—25—700.
(b) Women's branch—	
4 posts in the grade of ...	350—20—650.
7 " " " " " " ...	300—20—560.
1 " " " " " " ...	300—20—400 plus local allowance Rs. 50.

(v) *Subordinate Educational Service.*

1. Anglo-vernacular section—

(a) <i>Men's branch.</i>	(b) <i>Women's branch.</i>
Rs.	Rs.
(i) 200—10—250	(i) 200—10—250.
(ii) 140—10—190	(ii) 140—10—190.
(iii) 110—5—135	(iii) 110—5—135.
(iv) 80—4—100	(iv) 80—4—100.
(v) 55—3—70	(v) 55—3—70.

2. Classical and vernacular section—

(a) <i>Men's branch.</i>	(b) <i>Women's branch.</i>
Rs.	Rs.
(i) 140—10—190.	(i) 110—5—135.
(ii) 110—5—135.	(ii) 80—4—100.
(iii) 80—4—100.	(iii) 55—3—70.
(iv) 55—3—70.	(iv) 35—3—50.
(v) 35—3—50.	

(a)—Men.

Year.	Inspecting staff.					
	Inspectors.	Deputy Inspectors.	District Inspectors.	Assistant District Inspectors.	Special Inspectors or Supervisors.	Total.
1926-27	8	5	*30	149	1	193
1931-32	5	7	*30	†151	2	195

*Including District Inspector of Schools at Delhi.

†Including two Assistant District Inspectors at Delhi.

(b)—Women.

Year.	Inspectresses.	Assistant Inspectresses.	Total.
1926-27	‡3	9	12
1931-32	‡4	12	16

‡Including Inspectress and Supervisor of Domestic Science, Punjab.

CHAPTER III.

Collegiate Education.

(i) Preliminary Remarks.

Number in
Arts Col-
leges.

The following table gives the number of students enrolled in the men's arts colleges during the last five years :—

Year.	Men.	Women.	Total.
1927-28	9,634	9	9,643
1928-29	10,573	15	10,588
1929-30	11,677	12	11,689
1930-31	11,894	17	11,911
1931-32	12,721	30	12,751

Women's colleges and colleges affiliated to the Punjab University but outside the territorial limits of the Punjab have been excluded. The total number of students enrolled in colleges affiliated to the Punjab University is very much larger, and at the present date stands roughly at an estimate of 16,000. Ignoring this larger figure, and confining our attention to the more restricted scope of enquiry to which this chapter is confined, we note that while there has been a continuous increase during the last five years, the rate of increase has been slower than in the previous quinquennium, during which the number of students in arts colleges for men had nearly doubled itself, by an average increase of one thousand per year. During the last five years, however, there has been an increase of three thousand only.

The main problem which emerges on reviewing this great expansion is the question whether any method can be devised for checking this flow of students into the portals of the University. That no university can possibly cater for the needs of such thousands of students, or can establish reliable standards of examination as a test of their fitness, is too obvious to need elaboration. The unsuitability of the bulk of the material which enters the University is fully demonstrated by the very high percentage of failures in each of the University examinations, in spite of the lowness of the standard and the lack of rigour with which that standard

is applied. The following table gives the number of students appearing in each of the university examinations and the pass percentage in those examinations for the last five years :—

			1927-28.	1928-29.	1929-30.	1930-31.	1931-32.
F. A.	Male	{ A.	1,817	1,948	2,358	2,781	3,002
		{ P.	939	978	988	1,206	1,411
		{ P.P.	51·7	50·2	41·9	43·4	47·0
	Female	{ A.	33	50	78	93	129
		{ P.	22	37	55	67	97
		{ P.P.	66·6	74·0	70·5	72·0	75·2
F. Sc.	Male	{ A.	1,186	1,335	1,510	1,529	1,486
		{ P.	463	606	574	607	686
		{ P.P.	39·0	45·4	38·0	39·7	46·2
	Female	{ A.	28	5	11	27	31
		{ P.	20	2	8	18	22
		{ P.P.	71·7	40·0	72·7	66·6	70·9
B. A.	Male	{ A.	1,744	1,766	1,915	2,194	2,239
		{ P.	783	833	840	1,045	918
		{ P.P.	44·9	47·2	43·9	47·6	41·0
	Female	{ A.	22	28	22	34	53
		{ P.	8	22	15	21	26
		{ P.P.	36·4	78·6	68·2	61·8	37·7
B. Sc.	Male	{ A.	194	149	128	112	109
		{ P.	94	89	76	61	44
		{ P.P.	48·5	59·7	59·4	54·5	40·4
	Female	{ A.	..	..	..	..	..
		{ P.	..	..	..	..	..
		{ P.P.	..	..	..	..
M. A.	Male	{ A.	146	210	233	244	286
		{ P.	69	102	112	124	158
		{ P.P.	47·3	48·6	48·0	50·8	55·2
	Female	{ A.	2	4	6	2	4
		{ P.	..	2	3	1	3
		{ P.P.	..	50·0	50·0	50·0	75·0
M. Sc.	Male	{ A.	36	27	36	29	35
		{ P.	27	23	27	21	27
		{ P.P.	75·0	85·2	75·0	72·4	77·1
	Female	{ A.	..	..	1	..	..
		{ P.	..	..	..	..	..
		{ P.P.	..	..	..	..

A. = Appeared.

P. = Passed.

P.P. — Pass percentage.

It will appear from this table that the average pass percentage amongst male students in the intermediate and degree examinations during the last five years is well below 50 per cent. This high percentage of failures does not, however, act as a check upon the ever-increasing entry of students into the university.

Matriculation.

The following table gives the result of the matriculation examination for the last five years :—

	MALE.		Pass per cent.	FEMALE.		Pass per cent.
	Appeared.	Passed.		Appeared.	Passed.	
1927-28 ..	13,528	7,937	58.7	179	121	67.6
1928-29 ..	13,492	8,374	62.0	203	142	69.9
1929-30 ..	14,267	7,851	55.0	304	181	59.5
1930-31 ..	16,429	10,287	62.6	436	280	64.2
1931-32 ..	15,877	9,618	60.6	551	336	60.9

There has been an increase of roughly three thousand candidates appearing for this examination during the last quinquennium, and the pass percentage, which has shown slight improvement during the last two years, now stands at 60 per cent. There is some ground for thinking that the number of matriculation candidates has now reached a stable figure, and they are not likely, in the near future, to exceed the 1930-31 figure, the highest hitherto, namely, 16,429. The year 1931-32 has in fact shown a slight decline. This is partly due to the tightening up of regulations relating to the appearance of private candidates from other provinces, which was a standing abuse for many years. The School Board, however, has not met with much success in its efforts to raise the standard of the examination itself. The very high percentage of failures in the university examination indicates that the present matriculation standard is altogether an inadequate test of suitability for the university course. This is one of the main problems awaiting a satisfactory solution.

Intermediate Colleges.

Since the last quinquennial report Government has opened one new intermediate college at Pasrur and another at Shahpur. An intermediate college for Anglo-Indians known as the Lawrence College has also been opened at Ghora Gali, and the Bishop Cotton School at Simla and the

Lawrence Military Asylum, Sanawar, have obtained affiliation from the University for intermediate classes. The Punjab thus possesses the largest number of the new type intermediate colleges. The main object in the founding of these colleges was to prevent the congestion of young and immature boys in the crowded atmosphere of Lahore and also to provide a more suitable method of instruction at the intermediate stage than the lecture method which had become customary in the Lahore colleges. The new colleges are of the four-year type, combining the two matriculation classes with the intermediate classes, and the intention was that students should stay in these institutions for a continuous period of four years during which the institution would be able to mould their character and form in them proper habits of study and observance of discipline. It is a matter of considerable regret to note that none of these objects have been fulfilled to any great extent. The congestion in Lahore colleges is still on the increase. The intermediate colleges have met with very great difficulty in recruiting suitable material for the 9th class. Their school classes are often very small while the intermediate classes are over-flowing. The result is that these colleges have mainly to rely upon admissions in the first year class from outside and are not able to retain their students for more than two years. The difficulties of recruitment to the 9th class are due to the local high schools which undoubtedly exert undue influence on their own students, preventing them from leaving their schools after they have completed the 8th class course. The Inspection Committee which Government appointed for the supervision of these colleges in 1928 has done a great deal towards improving the methods of instruction and standards of examination in these colleges. But it has been unable to devise any machinery for improving recruitment to the 9th class. In fact the Committee after careful investigation has come to the conclusion that except in a few specially favoured centres, where there are no rival high schools, it is impossible to make the school classes of intermediate colleges a real success. One of the methods suggested by the Committee for the improvement of recruitment was the re-introduction of the Anglo-Vernacular Middle School Examination which would have enabled students to leave their old schools and enter the intermediate colleges without undue interference. The effort, however, has been defeated by the Legislative Council which misunderstood the functions of this examination.

Life in
Intermedi-
ate colleges.

It is more than a relief to turn from these difficulties in the way of the intermediate colleges to the activities within their own doors. There is no doubt that they have to a large extent fulfilled the hope which was entertained that they would become centres of light and learning in the backward places of the Punjab. The following quotation from Mr. Hervey's report from Ludhiana is an example of what these colleges can do for the neighbourhood in which they are placed :—

“ During the period under review I have set to work to make changes and developments along three main lines. Firstly, to develop and extend the methods originally laid down, which were found to be generally on sound lines ; secondly, to introduce into the ordinary college work and timetable a considerable element of individual work on active or self-educative lines, seeking to prevent the teacher doing all the work himself by perpetual mass lecture and dictation of notes ; and, thirdly, by gradually introducing, as opportunity and funds, permitted, a series of hobby clubs which might not only serve to give students—and teachers also—opportunities for learning a healthy, pleasurable and possibly profitable means of employing their leisure time, now and in later life, but might have the inestimable educational value of giving that chance of creative work on free and self-chosen lines, individually or by groups, which the standard routine so steadily denies ”.

In all these institutions an effort has been made to give students greater initiative and greater responsibility in the administration of the corporate life of the college. Through the influence of these colleges district educational associations have been formed in many places, and an attempt has been made to co-operate with the activities of the rural community councils. It may fairly be claimed that the intermediate colleges of the Punjab are pioneer institutions for the spread of new and better principles of educational theory and practice. They are valuable experimental institutions furnishing us with results which will be of permanent advantage to any reform of education which the future holds in store.

The Uni-
versity.

During the quinquennium under review the University reports steady increase of numbers, certain reforms in administration, the institution of a new Department of History and that of the Hailey College of Commerce. Increasing stress is being laid on physical training, and extension lectures for the benefit of mofussil students have been introduced. In 1928, the functions of the Academic

Council were widened, and it was given control in all matters connected with higher teaching and research. A degree in engineering has been instituted, and the Maclagan Engineering College has been affiliated to the University. A diploma course in arts for girls has been instituted, the object of which is not so much to provide any professional qualification as to train the general intelligence and character of future wives and mothers. French and German classes have been started to help students proposing to study abroad. The conduct of examinations has been improved by introducing a secrecy system.

As mentioned before an Honours School in History has been founded and a University Professor appointed in this subject. It has been found necessary to discontinue the honours schools in Oriental languages and Mathematics and the Combined Honours School. The honours schools in Science subjects have continued to develop. All M. A. teaching has been brought under the control of the University, and inter-collegiate arrangements in almost all the subjects have been made. Important papers have been published by all the research departments and notably those of Botany, Zoology, Chemistry and the Oriental languages. The University library has added during the last quinquennium 2,790 manuscripts, 14,174 volumes and 57 periodicals.

University
Teaching.

During the quinquennium under review, Mr. H. L. O. Garrett has held charge of the Government College, Lahore, and reports progress in all directions in that institution. Like all Government institutions this college has been the subject of a retrenchment enquiry, but it is gratifying to note that after careful scrutiny the Committee appointed for the purpose was unanimously led to the view that for an institution of the size and importance of Government College there was very little waste indeed, and there was hardly anything that they could retrench. This enquiry also brought to light a fact which is not sufficiently realized that much of the expense connected with the college is due to the very large share that this institution takes in the higher University teaching. During the last few years the college has begun a system of medical inspection of all students in the first and third year classes shortly after their admission, and wherever necessary medical reports are sent to the parents or the physical instructor. Similar care of students by competent medical officers is now being undertaken by other leading colleges of Lahore and it is gratifying to note that the general health of

Lahore
Colleges.

the student community is remarkably good and the incidence of malaria and other infectious diseases is trifling as compared with previous years.

In the course of his report Mr. Garrett states :—

“ Great attention is paid to the life in the hostels with a view to the development of character and public spirit among the students. The tone of the college is also entirely set by the resident student. In the hostels, so far as possible, students manage their own affairs under constant supervision, however, of the superintendents and the wardens. The numerous societies in the College are mostly run by resident students, and in games also they take distinctly a more prominent part than the non-residents. Without the hostel the College would have nothing like the vitality and *esprit de corps* that it has. ”

The above remarks are deserving of careful notice. It is a pity that the number of resident students in most colleges is very much less than half their total strength. In recent years the University has recognized a large number of private hostels for the residence of students. As these private hostels are run on cheaper lines than those managed by the colleges, there is a tendency on the part of large numbers to seek admission into them. This system is not only responsible for the deplorable condition of sanitation and health under which large bodies of students are now living, but it leads also to the slackening of discipline and consequent participation in political agitation and other subversive movements. Whatever steps can be taken towards enforcing students to reside in hostels directly controlled and managed by the colleges themselves will, therefore, be in the best interests of the student community.

Dr. E. D. Lucas, who has been the Principal of the Forman Christian College, Lahore, since the retirement of Sir James Ewing, more than fifteen years ago, has now withdrawn from that office in favour of Dr. S. K. Datta, who has now taken charge of that college.

Dr. Lucas's concluding remarks on the changing conditions in the student world of Lahore in his last annual report are of much interest, and no apology is needed for quoting them in full. Dr. Lucas writes :—

“ The increasing freedom of the student population in Lahore owing to inadequate staff to cope with the numbers

enrolled and the attraction of the cinema, the cafe and the club, make the problem of student's morals a matter of supreme importance. At the same time the impact of modern science has loosened the hold of custom and religion. No adequate study of student life in Lahore has been undertaken, and so we are ignorant of the facts. But there is wide-spread complaint on the part of parents and guardians regarding extravagance, foppish dress, card playing and influence of the cinema and growing lack of reverence and discipline, which bodes ill for the future, if true. There is much greater freedom between the sexes, and some contend that there is increasing immorality. In such matters it is very hard to prove where one generation stands in respect to another. But we who are some what older, at least know that strong, upright, pure and purposeful lives are not built on the foundations of an epicurean philosophy of life. "

Dr. Lucas is here touching upon a problem which is exercising the minds of all serious educationists. In India, old traditions are crumbling away very fast and new beliefs and ideals which are to take their place are not yet firmly implanted. It is the mission of higher education to see that the good in the old tradition is not destroyed along with the bad, and not only new ideas but also new ideals are inculcated in the young to take the place of those which are now dead and out-worn. That the colleges of Lahore are unable to cope with this great task is due to the fact that their present numbers are far in excess of what they can hope to influence. The great need of the future is to devise some machinery by which we can conserve our educational resources, so that these can be brought to bear upon the lives and character of our students, and not fritter them away in attempting to deal with swollen crowds, as we are tending to do under present conditions.

CHAPTER IV. Secondary Education (Boys.)

(i) Schools and Scholars.

Number of
Schools.

During the quinquennium high schools have increased in number from 297 to 320 or by 8 per cent. ; anglo-vernacular middle schools from 215 to 226 or by 5 per cent. and vernacular middle schools from 2,114 to 3,241 or by 53 per cent. The total number of secondary schools has increased from 2,626 to 3,787 or by 44 per cent. The increase in the number of vernacular middle schools is chiefly due to the conversion of a large number of flourishing primary schools into lower middle schools, which are proving immensely useful not only in removing illiteracy but also in minimising chances of a relapse. The following table gives the enrolment figures :—

Numerical increase of pupils at the end of each quinquennium.

Year.	High schools	Anglo-vernacular middle schools.	Vernacular middle schools.	Total.
1926-27 ..	39,112	11,518	232,635	283,265
1931-32 ..	17,016	1,135	129,223	147,374

It is gratifying to remark that an addition of 23 high schools in 1927-32 gives an increase of 17,016, or 740 scholars per new school, whereas that of 97 similar schools during the quinquennium 1922—27 was attended with an increase of 39,112, or 403 scholars per school added. These figures establish the fact that no small economy has been exercised in expenditure, that great care has continued to be taken in the location of these schools, and that extravagance has been checked. They are, moreover, an eloquent testimony to the fact that the Government and the local bodies, aided by liberal Government grants, have continued making provision, on an extensive scale; for anglo-vernacular education, so much so that there appears to be no genuine need for private bodies vying with one another in setting up unnecessary and uneconomical schools. Despite efforts at consolidation rather than expansion, it is a matter for congratulation that the number of pupils in all departments of schools of every description indicates a steady and continuous rise.

A.-V. Middle School.

The expansion of anglo-vernacular middle school education has continued to be comparatively stagnant. It is, however, no matter for regret. It serves but to show the attitude of the people towards anglo-vernacular

education up to the middle standard. It is regarded as productive of little good and is consequently growing increasingly unpopular, those areas alone excepted where there is a preponderance of military people, who, allured by the prospects of the King's Commission being offered to their educated children still insist on optional English classes being attached to vernacular middle schools. As observed by the Inspector of Schools, Ambala Division, agriculturists have begun to patronise these institutions, as is evident from the rise of 39 per cent. in their numbers in this division alone.

The enrolment in the vernacular middle schools has risen in five years from 328,291 to 457,514. The greater part of this increase has been in lower middle schools, and this type of school, rightly regarded as the pivot of vernacular education, may become the ordinary elementary institution of the country-side with a number of lower grade feeders grouped around it.

Vernacular
Middle
Schools.

As remarked in the report of the last quinquennium, the wealthier and more advanced areas were not infrequently inundated with schools to the comparative neglect of the more backward areas. The needs of the latter are, however, now duly consulted in opening or recognising new schools. With increased provincialization of schools and with the assistance rendered to local bodies, facilities for secondary education are now more evenly distributed than towards the end of the last quinquennium. Extravagance and unhealthy competition have been discouraged, though the large number of communal schools in some places still embarrasses this policy of equitable distribution of facilities for education. So far as the condition of finances has permitted, endeavours have consistently been made to bring the advantages of anglo-vernacular as well as vernacular education to the very door of the country folk. In the Multan Division there is now a secondary school for every 36.3 square miles, serving a male population of 2,762,961, while in the Lahore Division there is a similar school for every 21 square miles. In the latter division there is a primary school for every unit of 9.7 square miles.

Distribution
of Schools.

The total direct expenditure on secondary education has advanced from Rs. 1,01,79,978 in 1926-27 to Rs. 1,32,71,914 in 1931-32. Provincial revenues contributed Rs. 68,72,719 or 51.7 per cent. of the total expenditure. Fees have increased from Rs. 31,98,425 to Rs. 38,75,116 or 29.2 per cent. of the total expenditure. Expenditure incurred by district boards has advanced from Rs. 11,82,630 to Rs. 14,80,119 or 11.1 per cent. and that incurred by municipalities from Rs. 1,97,624 to Rs. 2,18,726 or 1.6 per cent. Expenditure from other

Expendi-
ture.

sources has fallen from Rs. 9,68,561 to Rs. 8,25,234 or 6·2 per cent. of the total expenditure. The fall in the proportion of expenditure from other sources indicates that the grant-in-aid rules, in spite of economies in the assessment of grants-in-aid, still continue to be generous.

The cost per head of increased enrolment in all secondary schools has risen from Rs. 15 to Rs. 21. This increase is due to a very great extent to a larger influx of pupils in the high schools and the higher classes of vernacular schools and to replacing untrained by trained teachers. It is happily more than repaid by increased efficiency in instruction and by improved discipline, as is proved by the fact that during the campaigns of civil disobedience and non-co-operation in 1929-30, the students remained, comparatively speaking, unaffected by undesirable influences. The average annual cost of educating a secondary pupil is practically the same as at the end of the last quinquennium and is less than Rs. 21.

(ii) *The teachers.*

In the last quinquennium as well as in the earlier years of the quinquennium under review, much attention was devoted to the training of teachers, with the result that the quality of trained teachers improved and the number of those receiving training considerably increased. In 1921-22, the total number of teachers employed in secondary schools was 9,223, of whom 6,446 or 70 per cent. had been trained; in 1926-27, 12,316 out of a total of 17,614, or 70 per cent. were trained. But in 1931-32, out of a total of 22,775 no less than 19,962 or 88 per cent. have been trained. The saturation limit of 75 per cent. fixed by the Department has thus already been exceeded. Some middle schools in the districts of the Multan and Lahore Divisions, however, are yet without senior vernacular teachers.

The pay
and posi-
tion of
teachers.

An increasingly large number of highly qualified young men of promise continue to be attracted by the vocation of teaching partly because of its prospects and chiefly because of the absence of openings in other departments of service. In the case of Government institutions, the scale of salaries is uniform throughout the province, but the problem of inequality of pay in the several types of non-Government schools and even in different schools of the same type yet remains to be tackled. Variations in the scale of salaries in district board institutions are very considerable, and apart from the fact that these inequalities breed discontent, no small difficulty is experienced in regard to transfers from

one district board to another. As remarked by the Inspector of Schools, Jullundur Division, the problem is further complicated by the existence of divisional seniority lists, and transfers cannot consequently be effected with any degree of equity and justice. This points to the desirability of bringing about uniformity in the scale of salaries of teachers belonging to the same divisional cadre, as has already been done in the case of anglo-vernacular teachers working in board anglo-vernacular middle schools in the Rawalpindi Division. Under the existing grades the headmaster of a board high school can rise up to Rs. 250 in the 200—10—250 grade. In the case of private schools, grades vary so much that the pay of the headmaster ranges from Rs. 150 to 450 per mensem.

With respect to the inadequate pay and insecurity of tenure of the teachers in private institutions the Inspector of Schools, Jullundur, remarks :—

“ I receive complaints from teachers regarding unjust dismissals, and a great deal of my time and my deputies' time is wasted in the adjudication of these claims..... Sir George Anderson in his C. M. No. 6666-G. S., dated 1st August, 1923, had recommended the desirability of a contract to be executed by the contracting parties but this advisory clause has all along remained a dead letter. ”

The Inspector of Schools, Multan, in the same strain observes :—

“ Instances are not wanting in which efficient and capable teachers are victimised not for any fault of their own but simply because they have incurred the displeasure of the management by failing to cater to the whims of those who have got the upper hand in the administration of the institution. There should be some provision in the Punjab Education Code empowering the Department to come to the rescue of such teachers particularly in cases of gross injustice which are not of infrequent occurrence. Some schools go even so far as to spend the teachers' provident fund on buildings, etc., without any hesitation or scruple. ”

The suggestion offered by the various divisional inspectors is already receiving serious consideration, and before long rules of service will be drawn up and enforced in the case of all teachers serving in private schools.

All aided schools have now established provident funds for the benefit of their teachers. Those to whom recognition **Provident funds**

was accorded after 1st April, 1926, have adopted the Standard Provident Fund Rules whereas the older ones have framed their own rules which have been approved by the Department and are fairly generous. Some managing committees, however, do not administer the fund regularly and divert a portion of it in other directions, such as meeting the running charges of the institutions, paying salaries to teachers, or constructing school buildings. Others do not deposit their contributions regularly in banks approved by the Department and keep the money in their own custody. Disciplinary action in such cases has been taken.

(iii) Influences on school life.

Honest and consistent endeavours have been made during the quinquennium to remove the universal complaint that both instruction and school life are characterised by undue rigidity and narrowness. The teachers generally speaking have now a wider outlook on life and boys are not only healthier and happier but also mentally more alert than they were five years ago. This has been chiefly brought about by encouraging various healthy and useful extra-mural activities in schools.

The Inspector of Schools, Jullundur Division, however, has deemed a word of warning necessary in regard to denominational institutions. He attributes the growing communal tension which has during the last decade been reflected in rioting and all its attendant ugly incidents, to the spirit of exclusiveness and separatism that denominational institutions, in their endeavour to preserve their community as a separate entity, foster and encourage. He observes :—

“ Education to-day is essentially liberal and democratic. It has tended, to liberate Indian society from the shackles of caste and creed, and has indisputably tended to promote equality and homogeneity. The various activities of educational institutions have influenced progress in the same direction. Scouting and Red Cross Societies, by preaching the ideas of “ By love serve one another,” promote equality of opportunity and brotherhood. And yet, paradoxically enough, communal tension has increased considerably. The explanation is not far to seek. To a great extent it is due to the existence of denominational institutions. It is neither possible nor desirable to touch these institutions, but the time has come for a serious review of the position. The seriousness of the problem

will be realised when it is remembered . . . that quite 64 per cent. of the boys of impressionable age receive their education in an atmosphere least calculated to unity and co-operation between communities."

The Inspector in offering these observations puts his finger on perhaps the worst blot on private enterprise which has otherwise done so much for the spread of education.

The movement has been steadily spreading throughout **Scouting**, the province, and has met with a response as enthusiastic as it has been spontaneous even in some of the least advanced of the rural areas such as Jampur, Kot Adu and Shahpur. It has opened avenues for new and cleaner interests, by accelerating the progress of community work in schools and stimulating among boys a sense of social helpfulness. Teachers and boys alike appear to be keener in mind and more cheerful in spirits. Junior Red Cross Societies, First Aid classes, literary societies, games clubs and excursion parties have also been helpful. Another fruitful effort has been the deliberate encouragement of hobbies such as sericulture, tree-planting, painting, photography, music, etc., to which no small impetus has been lent by school authorities. General public opinion has spoken highly of the all-round good work done and of the high standard of selfless devotion to duty displayed by scouts on occasions of fairs, floods, etc. Refresher courses and the rallies arranged from time to time have infused new life and vigour into the movement. A real scouting spirit has permeated the minds of the student community. The Department has now agreed to a portion of the sports fund being utilized in meeting expenses incurred on scouting and the financial difficulty in the way of the movement has been surmounted. In the Rawalpindi District, special scholarships have been instituted to encourage scouting. His Excellency Lord Willingdon, Chief Scout for India, awarded the Scout Medal for Merit to Mir Mohammad Mosin, District Scout Master, Bhera, for his distinguished services to the Punjab Boy Scout movement. In the provincial rally at Kot Lakhpat in 1930, three out of the five shields available were won by the scouts from the Ambala Division.

(iv) *Special features.*

The centres in the various divisions, which are general- **Manual** ly popular and flourishing, have continued to do good **training.** work in giving training of hand and eye to boys. The boys as a rule take a keen interest in the work. In the Lahore Division, however, most of the centres attached to middle

schools were abolished, for aided schools did not lend their support and the teachers failed to create interest sufficient to elicit appreciation. The centres have benefited by the visits of Mr. Cowie, Inspector of Industrial Schools. Some classes work for their schools. At Phalia, District Gujrat, for example, drawing desks have been improved and shelves made by the pupils. "This is training in practical citizenship" says Mr. Cowie.

The tailoring class at Sharaqpur has been closed down, but the smithy class at Kotli Loharan is growing in popularity.

Endeavours have been made to give education a rural and vocational bias and to co-ordinate it with environment.

Co-operative
and
Red Cross
Societies.

The number of co-operative societies has increased and they have proved useful and helpful to students in giving them training and in initiating them into the advantages of co-operation. But for practical difficulties experienced in their working through the jealousy of local dealers and the unwillingness of teachers to undertake the honorary work of managing them, their number would have risen still higher. The Co-operative Department is generally satisfied with their working. The Inspector of Schools, Jullundur, however, thinks that they have not done much in the way of promoting the spirit of co-operation among boys, and are generally a part of the spectacular element. Thrift societies also have been started in several schools during the quinquennium. They are growing in popularity and proving useful in inculcating among boys and masters habits of thrift and frugality. The District Inspector of Schools, Multan Division, however, is not very optimistic about their success. The Inspector of Schools, Rawalpindi Division, observes, "It is reported that these societies have not been able to achieve the real object on account of the transfer of members from one school to another." Bye-laws do not permit transfer of members' deposits which are in consequence withdrawn and compulsory saving of years of frugality are lavishly spent during the period of transit.

The number of Red Cross Societies has increased considerably during the last five years, and their efforts in ministering to the needs of the public on occasions of outbreak of epidemics have continued unabated. In the Rawalpindi Division exceedingly good work was done in connection with the anti-locust campaign. In the Ambala Division they have provided eye-glasses for poor scholars with defective vision. The movement has got a firm footing in schools in the Jul-

lundur Division and continues to grow. The useful work of the societies in the cause of public health by propagauda and publicity is highly spoken of. The fire brigade organized in the Normal School hostel at Kasur, was rewarded Rs. 100 by an insurance company for bringing under control a fire which had broken out in an adjacent factory. In May 1927, His Excellency the Governor sent a note, appreciating the help rendered by the staff and students of this school in extinguishing a fire in a ginning factory. Mrs. King, the President of the Senior Red Cross Society, Attock District branch, has taken a keen interest in the movement wherever she has been. An annual health week and an educational exhibition were arranged by this society ; both of these functions were highly successful. These societies are a good training ground for school boys in social service and organization of relief in times of distress. The movement may, however, receive a setback as the provincial branch has henceforth decided to withdraw grants from all societies.

(v) *Recreation and health.*

Physical
training.

The improvement in formal physical training which was referred to in the last quinquennial report has not only been steadily kept up but has also been lent an additional stimulus by the appointment of physical training supervisors of the new type who had received at the Central Training College, Lahore, thorough training in organization and successful prosecution of work. With the closing down of normal schools to which these supervisors were originally appointed and with greater opportunities now afforded to them of extensive touring in the country-side still better results are being achieved. The drill-masters of the old type have been kept in touch with new methods and activities by means of refresher courses. But by far the most important work done by the supervisors has been the holding of refresher courses to stimulate vernacular teachers who, despite their training in physical instruction, are generally apt to deteriorate on their return to schools. The system adopted in the Punjab has been kept up-to-date and several of our physical training supervisors have been through the latest courses in Europe and the successful development of scouting has reacted favourably on the progress of physical training. The Punjab is indeed fortunate in possessing Mr. Hogg to develop its physical training and scouting.

The revival of district tournaments in some districts of the Rawalpindi and Multan Divisions and in the Amritsar

District in the Lahore Division has been a prominent feature of the quinquennium. Lack of grounds has stood in the way of organizing major games, particularly in the case of vernacular schools. Endeavours, however, have been made to utilize every inch of available space ; though organization is still defective in many places. Games clubs for village boys and adults have been organized in many places and in the district tournaments village clubs take a prominent part. District reports make appreciative references to the efforts of the district inspecting staffs in organising games and sports in schools, and it is refreshing to note that a large number of teachers have taken an active part with their pupils in all school activities. Volley ball has been the most popular of all games and hockey has all but completely eclipsed cricket.

School
bands.

School bands are very popular and play their part in brightening school life. The Department has now sanctioned their maintenance from the school sports fund.

Libraries.

In the early years of the quinquennium village libraries continued to prove of great value to students and the village folk in creating a desire for general reading and preventing relapse into illiteracy. The library grants having been stopped, the interest of the public has recently begun to flag. It is indeed a pity that no fresh additions to these libraries, the number of which has multiplied rapidly, can be made in the present state of acute financial stringency.

The Divisional Association, Rawalpindi, instituted in 1929-30 a divisional library and a sum of Rs. 2,000 was voted out of the savings of the divisional middle school examination fund. Every effort has been made to equip it with suitable publications and a catalogue of its books has been printed and supplied to all anglo-vernacular secondary schools in the division.

Class libraries have been organized in most of the schools and are used both by the teachers and the boys.

Personal
hygiene
and general
health.

An inspection of nails, teeth, eyes and general hygienic condition is ordinarily held in many schools every morning when the boys assemble for their morning prayer with the result that personal cleanliness has been promoted and the health of the student community improved. Pale faced, anemic, under-fed and "under-sized", boys are, however, by no means a rare sight and this is attributable partly to poverty and partly to the lack of co-ordination between the school life and the home life of the pupils.

The scheme introduced experimentally in the Gurgaon, Jullundur, Sialkot, Shahpur and Multan Districts towards the end of the last quinquennium appears to be working well in the Gurgaon District alone. The number of diseased boys who attended dispensaries and were cured has risen from 46 per cent. to 69 per cent. in this district. The scheme is indeed a laudable one but can be productive of good only if medical inspection is followed up by proper treatment. Many parents and teachers, however, are not keenly anxious for a cure unless the malady detected becomes positively troublesome if not actually dangerous. Difficulties experienced in big cities owing to large numbers have, to some extent, been met in Jullundur and Amritsar by a number of schools combining together, charging a small fee per boy towards what is called the 'Medical Fund' and appointing a qualified medical practitioner for daily inspection and treatment of boys. The results of medical inspection at Shahpur and Multan have not been encouraging partly because of apathy on the part of teachers and parents and partly because the medical officers are under the civil surgeon while the work of inspection is supervised by the district officers of health. In some of the districts of the Rawalpindi Division no less than 60 per cent. of the boys have been reported to be suffering from defective vision.

Medical inspection.

(vi) *School buildings and hostels.*

Life in hostels has continued to be much the same as before. Many schools have common rooms, reading rooms, and supervised study arrangements. Some run their own co-operative stores and hostel messes, thus training students in the art of self-government. The Inspectors of Schools, Lahore and Ambala divisions, complain that hostels, ill-supervised, or insufficiently equipped as they are in most cases, do not attract many students. The number of boarders in the Ambala division has fallen from 4,339 in 1926-27 to 4,122 in 1931-32. The number has also gone down in other divisions. This is partly due to increase in the number of secondary schools in rural areas.

Hostels.

Towards the close of the quinquennium building operations were practically suspended on account of the unprecedented financial stringency. In its earlier years, however, local bodies with the aid of liberal grants from Government housed several vernacular schools in new buildings. Financial depression has caused a very serious setback and several schools still remain located in extre-

School buildings.

mely inadequate, insanitary and unsuitable buildings. As many as 35 per cent. of the vernacular middle and 55 per cent. of the lower middle schools in the Multan Division are still housed in unsuitable buildings. High and upper middle schools in the Jullundur Division are generally supplied adequately with buildings. Rawalpindi Division witnessed much building activity in the early years of the quinquennium.

Equipment in schools and hostels is generally satisfactory, some district board institutions alone excepted.

CHAPTER V.

Primary Education.

The number of primary schools fell during the quinquennium by 301 to 5,607, the drop during the last year being 89. The decrease, however, is more apparent than real; for 895 flourishing primary schools were converted into lower middle schools during this period. The number of single-teacher schools, however, has increased during the last year from 1,168 to 1,258—a rise of 90; this is indeed somewhat disconcerting. A careful study of the statistics in this regard discloses the fact that this increase is not attributable to any fall in the enrolment of the institutions, but to the reduction effected in the school staff by the local bodies concerned owing to a general depression in their resources. These institutions are admittedly inefficient and it is most important that their number should be reduced, though in districts like Muzaffargarh and Mianwali peculiar local conditions render their total elimination difficult.

Number of
primary
schools.

Adult schools, in which the standard of instruction generally corresponds to that of the boys' primary school, have witnessed a considerable fall in numbers, being 584 in 1931-32 as against 3,784 in 1926-27. It was generally recognised that owing to lack of effective supervision, they were not sufficiently fruitful in results and in the interest of economy it was essential that their number should be curtailed. Restricted numbers will lead to a better and more efficient supervision which, in its turn, will result in greater efficiency of instruction.

Enrolment in primary schools declined during the quinquennium by 6,332 to 386,678, but average attendance in the same period rose by 21,919 to 326,719 and was 84 per cent. of the enrolment as against 77.6 in 1926-27. This indicates not only a more stable enrolment, but also better attendance in our primary schools, which should lead to instructional efficiency and elimination of wastage. The roll in primary departments of secondary schools has, however, risen by 89,416 to 418,967; thus the total enrolment at the primary stage has advanced during the quinquennium by 83,84 to 805,645. As compared with last year, the year 1931-32 has seen a fall of 38,314 scholars, which is almost entirely due to a new rule restricting admissions to the infant class to the months of April to June and October and November. Educationally this is an

Enrolment
and
attendance.

essential reform calculated to ensure concentrated teaching in the winter months and thus reduce stagnation in the infant class. It will also produce greater homogeneity in this class and enable the teacher to make his teaching effective both collectively and individually. Although the enrolment in primary classes has declined, the numbers in the third and fourth classes have increased during the past year by 328 and 1,619, respectively. This indicates that the pace towards literacy has not slackened. Steady improvement is noticeable in the enrolment of the fourth class. In 1926-27, the number of scholars in this class was 10·6 per cent. of the total enrolment at the primary stage. This percentage rose to 11·5 in 1930-31 and to 12·3 in 1931-32.

The following table illustrates the position of each division in respect of enrolment in the various classes :—

	I.	II.	III.	IV.	Total (I-IV).	Percentage of scholars in class IV to the total enrolment in primary classes.
Ambala ..	52,353	22,186	16,045	12,668	103,252	12·26
Jullundur ..	54,618	49,155	24,404	20,186	148,363	13·6
Lahore ..	98,545	38,180	29,475	24,815	191,015	12·99
Rawalpindi	104,600	38,577	27,144	21,348	191,669	11·13
Multan ..	83,045	34,672	22,985	18,536	159,238	11·64
Total .. (Classwise)	393,161	182,770	120,053	97,553	793,537	12·29

The average enrolment in a primary school has risen from 67 at the end of the previous quinquennium to 69 in 1931-32 ; and this in spite of the fact that many of the best and most popular primary schools were, during this period converted into lower middle schools. For each division the average per school is as follows :—

Ambala	..	48
Jullundur	..	78
Lahore	..	82
Rawalpindi	..	66
Multan	..	67

Some districts in the Ambala division have, for the last few years, been passing through an acute economic crisis which could not fail to affect the enrolment in schools.

The total cost of primary schools rose by Rs. 2,87,982 from Rs. 31,78,352 in 1926-27 to Rs. 37,66,334 in the year 1931-32. Of this Rs. 35,17,192 or 93 per cent. came from public funds and Rs. 1,81,025 or 5 per cent. from private sources - Government contributing 65.6, district boards 15.4, municipal committees 12.5, fees 1.5 and private sources 5 per cent. of the total expenditure. The corresponding percentages for the final year of the last quinquennium were 64.5, 18.7, 9.9, 2.1 and 4.8, respectively. The contributions from district board funds and from fees have declined, the former chiefly because of the cent per cent. grants from provincial revenues for new primary schools and additional teachers, and the latter because of the increase in the number of compulsory areas. The average cost per scholar from all sources in the primary schools has increased from Rs. 8-13-7 in 1926-27 to Rs. 9-9-3 in 1931-32, which is mainly due to the replacement of cheap untrained teachers by trained teachers with incremental scales of salary. In the several divisions the cost *per capita* is as follows:—

		Rs.	A.	P.
Ambala	..	11	8	0
Jullundur	..	8	12	3
Lahore	..	9	12	3
Rawalpindi	..	9	5	0
Multan	..	9	0	0

The proportion of trained teachers and the grades of their salaries not being uniform throughout the province, the average cost in each division is different. It is highest in the Ambala division where on account of great economic depression, enrolment in schools has been adversely affected and the cost per scholar increased.

There is a decrease of 127 in the total number of primary school teachers, the number being 11,656 in 1926-27 and 11,513 in 1931-32. The percentage of trained teachers has, however, very much improved and is now 73 against 53 in 1926-27. This has specially contributed to the efficiency of teaching in the infant class which has in the majority of schools been placed in charge of trained teachers. The

Expendi-
ture.

Teachers.

district inspecting staff has been holding conferences of teachers to discuss ways and means of improving instruction in schools. These conferences are reported to have been productive of much good. A village teacher, in the peculiar circumstances in which he is placed, is in constant need of superior guidance and assistance to improve not only his professional skill but also his academic qualifications. The need and utility of such conferences is therefore obvious ; and occasion should be sought to hold them with greater regularity. The average number of scholars per teacher in a primary school is 33, the same as at the end of the previous quinquennium. This indicates that existing schools can accommodate more scholars without any addition to the teaching staff.

Instruction.

The replacement of untrained by qualified teachers, and improvement in the methods of instruction, which can largely be traced to the rural bias imparted to training in normal schools, have helped in improving the efficiency of teaching and in accelerating promotion from class to class. The introduction of a better type of reading book has resulted in creating a taste for independent reading which is probably a surer guarantee of permanent literacy than anything else. The school libraries have, in no small degree, contributed to this result. Improved penmanship is another achievement of the last quinquennium. Efforts have been made to introduce the element of play in the teaching imparted to the infant class, and thus render the school a place of interest and attraction. Model schools have been established especially in the Jullundur division where experiments are carried on in new methods and devices, and demonstrations arranged for the benefit of the teachers of the neighbourhood. The ruralization of instruction, in the sense of co-ordinating teaching with the environment of the scholar and the conveying of fresh information in terms of the objects with which he is familiar, is being widely attempted.

Physical training.

The appointment of the new type of physical training supervisors some years ago heralded a new era in the realm of physical instruction. Their activities in colleges and high schools have been discussed elsewhere under the appropriate heads. Their influence on primary schools is by no means less worthy of note. They have indirectly, through their being attached to normal schools or combined institutions, made a laudable contribution to the improvement in the organisation of games and other physical activities of the rural schools. With superior general qualifications and

improved training both in the theory and the practice of physical instruction, they have helped in producing teachers equipped with more scientific and modern knowledge. This has naturally infused among the primary schools of even the remotest corners of the countryside, a new spirit and a healthy and joyous interest in all physical activities. Further, these physical training supervisors have been instrumental in establishing games clubs for villagers, and in organising tournaments both for the school boys and the adults. They have also held refresher courses for the village teachers and have offered them friendly guidance in their practical work. The refresher courses organised by the Adviser to the Punjab Government in Physical Education for the benefit of drill instructors of the old type, have helped in widening the mental outlook of these men at least so far as the physical development of the children is concerned. One period a day is provided in the school timetable for drill and games, Indian games, particularly *kabaddi* are becoming increasingly popular. Inter-class, inter-school and inter-tahsil matches have further helped in sustaining the interest of the school children in out-door activities.

The number of compulsory areas rose during the quinquennium from 880 to 2,978 of which as many as 2,924 were rural. The following table gives the number of these areas in each division :—

<i>Division.</i>	<i>Rural.</i>	<i>Urban.</i>	<i>Total.</i>
Ambala	900	20	920
Jullundur	.. 37	2	39
Lahore	.. 539	4	543
Multan	.. 833	26	859
Rawalpindi	.. 615	2	617
Total	.. 2,924	54	2,978

This numerical advance is undoubtedly a very refreshing feature of this period but it cannot be productive of satisfactory results unless it brings in its train regularity of attendance and efficiency of instruction leading to the retention of scholars once enrolled for the complete course of primary instruction. Some improvement in this direction is, indeed, noticeable but the situation which is yet far from encouraging is viewed with great concern. The disparity

between the number of scholars in the higher classes and those in the lower is still marked. This has been due to an unhappy selection of the areas and of the teachers, lack of interest on the part of the attendance committees, the inaction of the attendance officers, the unwillingness in some divisions to make use of the power of prosecutions under the Act and to the delay in the conviction of defaulters. The difficulties are many and varied, but not insuperable. A vigorous application of the penal clauses of the Act is being attempted in at least two divisions with encouraging results. In the Rawalpindi division alone about 2,00 prosecutions were launched against defaulters during the last year of the quinquennium. In the Multan division similar steps were taken, specially in the Montgomery district, where these cases are being tried by magistrates exercising summary powers. It is gratifying to learn that the large number of prosecutions in the Rawalpindi division have provoked no opposition. Public opinion appears generally in favour of coercion, wherever and whenever other devices have failed. Legal aid is, however, sought in the last resort, while in the ordinary course persuasion, through suitable propaganda, is the chief agency. The percentage of admissions ranges between 70 and 100. With better selection of teachers, attractive schools, vitalised instruction and effective supervision, it is hoped that compulsion will achieve its goal. In some districts compulsory education officers have been appointed for the threefold purpose of advising attendance committees, assisting school teachers in improving attendance and instituting cases against recalcitrant parents. The experiment is being watched with interest and it is yet too early to appraise the results.

**Branch
schools.**

Branch schools opened for the benefit of young children who cannot walk the distance to the parent institution registered a decline of 278, from 2,797 at the end of the previous quinquennium to 2,429 in 1931-32. Their number on March 31, 1931, was 2,705, so that most of the decline occurred last year. This is due to a number of causes, of which the most prominent has been the financial stringency and the consequent need of eliminating too closely situated or instructionally inefficient institutions. Branch schools are at best experimental and makeshift institutions. There are quite a number of villages which in the beginning provide sufficient recruits of all ages but cannot keep up the supply for any length of time on account of the small population. At these places inadequate enrolment often necessitates

the closure of the branch schools. Moreover, as funds permit, flourishing branch schools are converted into primary schools. The branch school has played an important role in the expansion of vernacular education in remote and sparsely populated tracts but is not free from a serious danger. Sometimes the distance of a branch from its parent institution is too great and scholars fight shy of joining the third class ; at others the teaching is so inefficient, owing to an injudicious selection of teachers and lack of proper supervision or guidance, that boys fail to pass the second class in satisfactory numbers. This creates a distaste for education both among the scholars and their parents and is responsible for no small fraction of the leakage occurring at this stage. The expenditure incurred on the maintenance of branch schools is, in such cases, sheer waste. In the Ambala division 45 per cent. of the boys passing the second class from branch schools joined the main institution. The Multan report states that the number of boys who joined the parent school after completing their course in branch schools is not very encouraging. The Inspector of Schools, Rawalpindi division, is of the opinion that 'prohibitive distances between the parent institution and the branch schools have caused a serious leakage at the second class stage'. The remaining divisions are silent on the point. It is to be borne in mind that a branch school which fails to send almost all its scholars to the parent institution in the third class ceases to justify its existence. These schools require particular care and a watchful eye should be kept on the proportion of boys sent up to the parent institutions.

CHAPTER VI. The Training of Teachers.

(i) *Anglo-Vernacular Teachers.*

Importance of the Teacher. In the last quinquennial report it was stated that "the satisfactory progress of an educational system depends very largely on the personnel of the teachers; and this is especially true at a time when a heavy strain is being imposed on that system by rapid expansion." On this account considerable attention had been paid during that quinquennium to the difficult problems relating to the training of teachers and to the provision of a suitable supply of teachers on account of the rapid expansion.

Financial stringency. The quinquennium ending in 1926-27 was not one of financial stringency. Indeed the Education Department might be said to have been blessed with ample money for as wide an expansion as could be effectually carried out.

There is a different story to tell for the quinquennium now under report. The last few years have been lean years in contrast with the fat years of the last quinquennium. Financial stringency has become increasingly marked and the year now under report has, we hope, seen its climax. Instead of an expansion there has been a ruthless scrutiny to see where money could be saved. The problem this year has been not so much to provide sufficient trained teachers to cope with the expansion, but on account of various forms of retrenchment to find posts for those teachers who have been thrown out of employment or who have left the Training College. In the last quinquennial report under the head of supply and demand we read "it is disconcerting to find that the full number of vacancies in the Senior Anglo-vernacular class at the Central Training College has never yet been filled. It is also disquieting to hear from inspectors of schools that posts even in schools maintained by Government or by local bodies have remained unfilled through lack of suitable applicants." This year there is no lack of applicants. For every vacancy there are now so many applicants that the rate of salary offered after being stable for many years has now fallen and it is by no means uncommon for trained graduates to accept posts on Rs. 55 to 60 per mensem. A fall, however, in the rate of salary offered in private institutions is not surprising in view of the 10 per cent. cut which was recently made in the pay of every Government servant.

For some years dissatisfaction has been expressed with the practice of placing the teaching of English in the lowest classes in the hands of Junior Anglo-Vernacular teachers. Even so long ago as 1926-27 it was noted in the quinquennial report that "the English teaching in the junior classes which is more important than that in the senior classes should be entrusted to trained graduates." Partly on educational grounds but primarily on financial grounds the Government Junior Anglo-Vernacular classes at Multan and Lyallpur in 1931 were reduced from units of 40 to units of 20. With effect from 1933-34 the actual examination will be abolished, the classes having been suspended from 1st April 1932. At the same time the grant was withdrawn from the aided Junior Anglo-Vernacular classes at the Khalsa College, Amritsar, and Islamia College, Lahore. With the abolition of the examination, presumably these classes will now cease. Thus in regard to teachers with this lower qualification, the year under report has seen the end of their supply. On educational grounds the Principal of the Central Training College who has long pressed for the abolition of the Junior Anglo-Vernacular teacher as a teacher in English, has expressed his satisfaction at their end.

J. A.-V.
Training.

Abolition
of J. A.-V.
Examination.

The numbers of senior teachers under training in the Central Training College communitywise for the last two years and for the last year of the last quinquennium are given below :—

Senior
Teachers.

—		Hindus.	Muslims	Sikhs.	Christians	Total.
<i>1930-31.</i>						
B. T.	..	18	16	6	7	47
S. A.-V.	..	31	27	17	1	76
Total	..	49	43	23	8	123
<i>1931-32.</i>						
B. T.	..	24	19	8	4	55
S. A.-V.	..	42	35	15	2	94
Total	..	66	54	23	6	149
<i>1926-27.</i>						
B. T.	..	22	22	9	4	57
S. A.-V.	..	65	25	21	2	113
Total	..	87	47	30	6	170

It will be seen that there is little change in numbers.

Women Students.

With the rapid advance in women's education, women graduates have been deputed for the last three years for training in the B. T. class. This year there were seven lady graduates so admitted. Whilst the courses in the Central Training College are primarily organised for men, reports show that the women benefited greatly by their training. The Principal of the Central Training College stated that no disciplinary difficulties have arisen and reports that the lady students take a part in the college activities. For the last two years a lady student of the college has won the gold medal at the inter-university debate at Aligarh and each year a lady student has been amongst the prize-winners in the college badminton tournament.

Withdrawal of Stipends.

The year under report has seen a considerable change in the financial conditions of training of students in the Central Training College.

On account of financial stringency all scholarships and stipends have been withdrawn from students under training. Previously there were annually 40 stipends and 10 scholarships available for the students. These stipends and scholarships were of the value of Rs. 15 per mensem for B. T. and S. A.-V. students. From the beginning of the session of 1931-32 all scholarships and stipends were suspended thus effecting a saving of Rs. 750 per mensem to Government. In addition a tuition fee of Rs. 15 per mensem for the S. A. V. and Rs. 20 per mensem for the B. T. was levied, bringing in an additional income of Rs. 2,100 per mensem. Thus the cost of training has been increased by Rs. 38 per mensem for the B. T. student and Rs. 30 per mensem for the S. A.-V. student. In spite of this increase in cost there has been no lack of suitable applicants for admission to the college.

Cost of Classes.

The total expenditure of the Central Training College which was Rs. 1,06,095 in 1926-27, and Rs. 1,42,289 in 1930-31, was Rs. 1,10,672 in the year under review. The figures for this year, however, do not show the net expenditure which is considerably less owing to the levy of tuition fees and the abolition of all stipends and scholarships. By this action there has been a saving of Rs. 5,942 on stipends and scholarships as compared with last year and an increased income of Rs. 11,855 from fees.

Academic attainments.

The type of recruit has of recent years considerably improved. This is particularly the case with Muslim students'

In the last quinquennial report Mr. Parkinson noted that no Muslim student had been refused admission to the college for the last two years at least. It is now possible to make a choice even amongst Muslim candidates.

Among the Central Training College students during the year under report there were seven Masters of Science, twelve Masters of Arts, eight Bachelors of Arts with Honours and five first division Bachelors of Arts.

Mr. Parkinson, Principal of the Central Training College, states that if academic attainments were the only qualification for admission, he would be able to add considerably to the numbers of students possessing a Master's Degree or high distinctions in the Bachelor's Degree but other points such as communities, backward areas, deputed candidates and so on have to be considered. Mr. Parkinson again stresses what he pointed out five years ago that very many graduates who have taken for their degree unsuitable combinations of subjects for school purposes still apply for admission to the college, probably as a last resort, though it is now possible to make a suitable selection for teachers of all school subjects out of the number applying for admission.

In October, 1919, classes for the training of teachers of oriental languages were attached to the Central Training College. After some years' experience Mr. Parkinson recommended the transfer of these classes for reasons which have been discussed in previous reports. Orders were passed in 1931 closing these classes on the ground of financial stringency. During the year under report, therefore, there have been only the two post graduate courses, the B. T. and the S. A.-V. in the Central Training College.

Oriental
Teachers
Classes.

The courses of study for the B. T. and S. A.-V. classes have remained essentially unaltered. The aim and content of each course was discussed in the last quinquennial report. No further action has been taken by the University to create a degree in education higher than the B. T., possibly because the practice of different Indian universities varies in the length of course necessary for a degree in education and uniformity is being sought. The Principal of the Central Training College has repeatedly pointed out that a degree course of nominally one year, but actually eight months, offers no opportunity for an examination of the many problems which require investigation. With the present lack of demand for senior teachers, he desires to return to the two years course for the B. T. degree and the addition to this lengthened course of a paper or a thesis on some educational topic.

Courses of
study.

Internal
Organiza-
tion.

In the last quinquennial report the introduction of a measure of self-government into the Central Training College was discussed. Since that time there has been little change and the various boards, Discipline, Health, etc., have functioned reasonably well. The great difficulty is that everything has to start absolutely new at the beginning of each session and therefore it is impossible to pass on traditions in these matters except through the members of the staff. The choice of the various office holders has to be made at a time when it is not always possible to make the best selections of students as officials.

Punjab
Association
of Science
Teachers
and Punjab
Geographic-
al Associa-
tion.

Both these associations have done excellent work. During the last year under the vigorous leadership of R. S. L. Sohan Lal, the Geographical Association visited Bombay, Karachi, Khewra, Delhi, Ferozepore Weir and the Khyber Pass. This latter was a most successful excursion and was attended by nearly 400 teachers, students and others including about 75 ladies. Every facility was granted to the society by the Railway, Civil and Military authorities to make the more distant trips a success. At Karachi some of the students had their first experience of flying and also of sea travel, as the journey from Bombay to Karachi was made by boat.

The Punjab Association of Science Teachers met regularly for papers and discussions. The library of this association has proved of great value to schools.

Discipline.

The quinquennium included a period of political disturbance. The Central Training College was, however, not apparently affected and the Principal reports that as far as he was aware no student took part in any undesirable activity and the conduct and the general attitude were excellent.

Camp.

A new departure has been the camp training for all the students of the college. For a period of ten days for each of the last two years the whole college lived under canvas at Kot Lakhpat under the charge of Mr. Hogg. Though the month was May and the weather uncomfortably hot, yet the men thoroughly enjoyed the experience and stated that they felt all the better in spite of the strenuousness of the work.

The Central Training College is indeed the home of vigorous efficiency and many-sided educative activities. But its beneficent influence in the Punjab would be far more than doubled if the course of training were made twice as long.

(ii) Vernacular Teachers.

The main features of the problem of training have been discussed in the foregoing paragraphs. The aspect of the question relating to the vernacular section of the training is briefly reviewed in the following paragraphs. Training facilities

The five years' programme of expansion in vernacular education during the quinquennium ending the 31st March, 1927, was responsible for an urgent demand for large numbers of vernacular trained teachers and the existing normal schools could not meet this demand ; therefore, a number of junior vernacular and senior vernacular units were attached to high schools, as suitably situated as possible with respect to rural areas. Within a short period of time trained teachers were being turned out in sufficiently large numbers to cope with the demand and to replace many untrained hands.

The Inspector of Schools, Lahore Division, thinks that the amalgamation of vernacular training units with Government high schools, however advisable on financial grounds, has failed to come up to his expectations, because so far from maintaining a rural outlook and bias it has served but to create in the minds of pupil-teachers urban sympathies which have stood in the way of the ruralization of studies in village schools.

Need was felt also for a larger number of senior vernacular teachers and some junior vernacular units were therefore replaced by senior vernacular units. It was realised that a one-year course was too short to train a suitable type of senior vernacular certificated teacher, who in the words of Mr. Wilson is rightly regarded as " a corner-stone in the edifice of vernacular education who is ordinarily expected to run and manage successfully an upper middle or a lower middle school." In 1927-28 it was decided, therefore, to extend the course to two years. The experiment proved a success in producing men of better qualifications, deeply interested in rural uplift. A steady rise in the percentage of trained teachers and the slowing down of expansion, however, made the Department reduce the number of training units in 1930-31.

The Khalsa College, Amritsar, started during the quinquennium a training class for Gurmukhi speaking teachers

who had passed the vernacular final examination. It has received grant-in-aid at the rate of Rs. 75 per annum for each successful candidate in the departmental examination.

In the Rawalpindi division a class for the training of discharged soldiers was maintained at first at Daulatnagar in the Gujrat district. It was transferred later to Domel in the Attock and then to Rohtas in the Jhelum district. It was attached to district board middle schools, and the total number of soldiers trained in this class was 122.

Number of teachers under training. Facilities provided for training have been adjusted to the demand as is evident from the following statement showing the number of man teachers under training in the several normal schools and combined institutions during the last five years :—

Classes.	1927-28.	1928-29.	1929-30.	1930-31.	1931-32.
S. V.	908	1,045	1,100	1,087	711
J. V.	2,360	2,702	2,737	2,020	716
Total ...	3,268	3,747	3,837	3,107	1,427

During the final year of the quinquennium the number fell considerably, whereas it kept rising steadily up till the year ending March, 1930. This is explained by the fact that saturation point having been reached the number of junior vernacular and senior vernacular units was reduced in 1931-32 by 30 and 9 to 15 and 16, respectively, and these were intended to make provision only against leakage by death or retirement, or for the proper staffing of schools raised from primary to secondary level.

Expenditure. In view of the economies effected in consequence of the causes discussed in this and the previous reports, the expenditure on the training of vernacular teachers has been reduced considerably as is shown by the following figures :—

	1927-28.	1928-29	1929-30.	1930-31.	1931-32.
J. V. and S. V. classes	397,006	411,906	450,661	436,105	231,160

The average cost of training a man teacher in a normal school or training class has risen from Rs. 124 in 1926-27 and from Rs. 138 in 1930-31 to Rs. 162 in 1931-32. The increase in *per capita* cost is due to a combination of causes : a larger proportion of senior vernacular men under training in the last year of the quinquennium, the extension of the senior course to two years and the disproportion between the reduction in the number of pupils and the reduction in the staff.

There are 23,805 or about 83 per cent. trained and certificated vernacular teachers out of a total of 28,750. The 711 senior vernacular and 716 junior vernacular men trained in 1931-32 will still further reduce the number of untrained teachers who range between 5 and 21 per cent. of the staff in the various divisions of the province in the last year of the quinquennium.

Untrained
teachers.

It is satisfactory to remark that strict discipline has been maintained in most of the training institutions and their tone has left little to be desired. Discipline among prospective teachers who are to be entrusted with the important task of forming the character and shaping the destinies of young children has received adequate attention and no complaint of any serious nature has been reported from any quarter save from some institutions in the Rawalpindi division where differences among the senior members of the staff were responsible for a certain amount of unpleasantness.

Discipline

Despite all endeavours to select the best available material for curricular schools, communal and local considerations and the interests of agriculturists, of depressed classes and of backward areas must, in many cases, influence selection which has become all the more difficult in consequence of the reduction in the number of admissions and of the increasingly large number of candidates. Matriculates are, as a rule, refused admission on grounds of their expensive tastes, urban associations and lack of rural sympathies. Physical fitness, personality and scholastic qualifications have, however, all been considered to be the necessary attributes of a likely candidate. Junior vernacular teachers of recognised worth and possessed of rural aptitudes have been selected for admission to the senior vernacular classes.

Recruit-
ment.

Various devices have been employed to improve the efficiency of instruction in the normal schools, the most notable among them being the assignment system in the teaching of the various subjects of study which has contributed in no small measure to the development among pupil-teachers of a taste for extra reading, powers of self-reliance and self-effort independently of the aid of the masters. The introduction of the *takhti* system with a view to improving handwriting has also been attended with considerable good. The Dalton plan and the "project" and "story" methods, as explained and demonstrated through lectures and model lessons have been practised by the students in the course of their

New
methods
and devices

lessons and school practice. In the Jullundur Normal School excursion and observation trips were arranged to the Kangra Valley, the Khewra salt mines, Lahore, Amritsar and Shahdara, to enable pupil-teachers to obtain first hand information of geographical and historical interest on which lessons in the class rooms were based and instruction made pleasant and interesting by co-ordinating it with life.

Co-ordination of instruction with life.

No efforts were spared to give education a rural and vocational bias, to connect it with environment and to equip students for the work awaiting them in village schools. Handicrafts such as weaving, soap-making, book binding and basket-making, have been encouraged and the dignity of labour and advantages of industry brought home to the minds of pupil-teachers, so as to enable them to keep alive among village children an active interest in their ancestral occupations and pursuits. The instruction imparted has been calculated to give them an insight into village conditions and requirements. Endeavours, for example, have been made to illustrate scientific principles and geographical facts by an appeal to their every-day observations and their experiences of local geography. Pupil-teachers have been made to attempt the framing of arithmetical sums on interest, land measurement, *abiana*, land revenue, etc.; gardening and practical agriculture have received considerable attention in many training centres, and notably at Gakhar and Gurgaon. Silk-worm rearing and poultry farming also engaged the attention of the teachers and the pupils at Gakhar and Shahpur Sadr. In the first years of the quinquennium most interesting experimental work was carried on at Gakhar Normal School under Sardar Sohan Singh and elsewhere.

Practice of teaching.

Intensive practice in the art of teaching was given in all institutions. In addition to criticism lessons and practice in local schools each student was required to take charge of his village school for about a fortnight during the normal school vacation under the supervision of the headmaster and the district inspecting staff. In the course of this work he was also required to acquaint himself with the various problems connected with school organization, such as sites and buildings, time-tables, syllabuses, diaries, stagnation, promotion, registration and courses of study. At the Jullundur Normal School students were required to run independently four village schools maintained by it expressly for this purpose, and consisting chiefly of depressed class boys. Some schools started monthly or weekly papers to

enable the teachers to enrich their minds with ideas, to develop their powers of expression and to acquaint themselves with the laws of relevancy and proportion. At Gurgaon there was tried in 1930-31 the experiment of sending out students in batches to the practising schools, while the class-work continued during their absence. All students there were kept under instruction for the first fifteen days of the month, followed by practice during the ten days of work on the assignment system. The last five days were reserved for the correction of the written work.

These have been maintained by most of the training institutions during the quinquennium. The pupil-teachers at the Government High School, Multan, have been running no less than six adult classes, which had a roll of 127 with an average attendance of 100 in 1931-32 and which imparted instruction to constables, coolies, menials and members of depressed classes. The Jullundur Normal School, where instruction is given for one hour daily, and the Normal School at Mianwali have been trying to tackle prisoners in the jails but the former failed to qualify any candidate for the literacy certificate. Elsewhere, adults were prepared for the award of these certificates within a reasonable period of time. This is due to the persistent endeavours made and the keen interest taken by pupil-teachers in these classes, of which they are legitimately proud.

Although farms are not attached to all the training institutions, yet gardening and farming have as usual received considerable encouragement. The waste land surrounding many schools has been converted into gardens even at places like Kamalia and Kot Adu. Sufficient land is not available at Dharamsala and the activity there is confined to vegetable growing in small plots allotted to pupil-teachers who are held entirely responsible for their cultivation and upkeep. The Headmaster, Gakhar, writes :—

“The garden has been carried right up to the Grand Trunk Road, transforming the front of the school from a dreary wilderness into so many pretty beds of flowers. Our vegetables, our rice and our wheat are of such superior quality that their seeds are always in demand by the *zamindars* of the *Ilaga*.”

Manual training centres were started at Mianwali, Campbellpur and Lalamusa. Village crafts and hobbies such as the mending, dyeing, washing and ironing of clothes, weaving of charpies, volley-ball nets and wicker-work

baskets, book-binding, cooking, soap-making, shaving, envelope-making, picture-framing, the making of cardboard boxes, file boards, suit-cases and attache-cases, the preparation of ink and black-board paint, silk and lacworm rearing, the caning of chairs and varnishing have been taken up in our normal schools and have become very popular with the bulk of our pupil-teachers. The museum at Lalamusa contains interesting exhibits prepared or collected by pupil-teachers, such as different kinds of insects, the friends and foes of farmers, in different stages of growth, for the inspection of the zamindars who visit the school on the "Peasants' Days" held about six times every year.

community
and propa-
ganda work

All vernacular training institutions have developed during the quinquennium into centres of training in community and propa-ganda work. Dramatic clubs and singing parties have carried on a good deal of propa-ganda. Villages were selected for intensive and concentrated uplift work by the Gakhar and Jullundur schools. Pupil-teachers have dug n anure pits popularised vaccination and inoculation, chlorinated wells, filled up ponds, tried quininisation schemes, held health exhibitions, laid out village gardens, cleaned streets, constructed drains and attended to all aspects of village amelioration such as sanitation, co-operation, hygienic living and co-education. At Jullundur, every pupil-teacher has been trained to handle a magic lantern and to lecture with it. In some schools meetings are organised where pupil-teachers are required, in turn, to address their fellow students taking them for illiterate villagers: this is done with the object of giving them ample practice in community work before they proceed in small parties to villages in the neighbourhood, singing songs and delivering lectures on useful topics, and offering assistance to those in trouble. Beneficent departments have frequently sought the assistance of our pupil-teachers in carrying out their propa-ganda work and several Deputy Commissioners, particularly in the Rawalpindi division, utilized their services in connection with the organisation of health weeks, locust campaigns and the furtherance of the cause of rural uplift. Tributes are paid by many to the commendable activities of the normal school students.

games and
physical
training.

The pupil-teachers are not only keen players themselves but are also trained to teach games and to give efficient lessons in physical exercises. The efforts of the physical training supervisors of the new type attached to the various

institutions fructified in the popularisation of games and exercises and the creation of a healthy atmosphere for the pupil-teachers. Tournaments on the league system are arranged among the various tutorial groups in the normal school, Jullundur, and popular Indian games revived at Multan and elsewhere. Pupil-teachers have successfully conducted the drill of the various classes of the schools and organised play for all. The *kabaddi* team of Lalansua Normal School stood first in the District Olympic Tournament held at Gujrat in 1930-31. A model play centre for the children of a particular *mohalla* was organised by the students of Mianwali training unit.

Habits of extra reading, of extending general knowledge Class work. by reading newspapers and of attempting contributions for magazines and journals have been fostered. Interesting and instructive talks by specialists and officers of the Forest, Agriculture, Co-operation, Medical and Postal Departments have been arranged. Increased practice in and attention to written work was particularly stressed. The interest in extra-mural duties does not seem to have interfered with efficient class work and practice of teaching. This is more than amply borne out by the good results shown in the junior vernacular and senior vernacular examinations. Free discussions of the merits and demerits of criticism lessons, observations of local geographical conditions and natural phenomena and practical application of the principles of horticulture have all combined to vitalise instruction and to enable students to develop a critical acumen and independence of thought and action.

In April and May, 1927, a three weeks' course in rural education was held at Gakhar. The head and second masters of all training institutions attended it. This gave a new impulse to the training of teachers for the first time, and rural bias in village education was properly emphasised. Similarly refresher courses have been organised for village teachers at a number of centres. Refresher Courses.

The social service aspect of the movement is reported Scouting. to have received adequate attention in normal schools. Most of the pupil-teachers received training as assistant scout-masters, the rest as cubs or tenderfeet. A large number of the Jullundur scouts took part in two expeditions arranged for them to Kullu and to the Khehra and Dandot mines, while the services of the Dharamsala Boys Scouts were much appreciated by the Deputy Conservator of Forests, in

extinguishing the fire which had broken out in the Dharamsala Civil Forest. Appreciative references have also been made to the services rendered by scouts in nursing the sick in their boarding houses and controlling traffic, restoring strayed children, supplying water, ministering to the needs of the people and lending first-aid to the injured on occasions of important fairs. At some places they did yeoman service in the anti-locust campaign.

Training in self-government.

The 'village government system' was introduced in the Gakhar, Jullundur and Dharamsala Normal Schools with zaildars, lambardars, chaukidars and panchayats or boards for social service, sanitation, medical aid, kitchen management, etc. Elected members worked for one month on each board. They managed their affairs satisfactorily. The Gakhar School Co-operative Society with the small share of Rs. 2 from each member transacted extensive business which brought it a phenomenal profit of Rs. 2,770.

General.

During this quinquennium the normal school came to its own as the foundation of all sound vernacular education.

CHAPTER VII.

Professional, Technical and Special Education.

(1) *Professional Education.*

The Law College continues to attract a large number of students. The maximum number on the rolls in the last year of the quinquennium was 712 as against 545 five years ago. During this quinquennium the staff has been considerably strengthened, the syllabuses for both the First Law and LL.B. examinations have been thoroughly revised and two post-graduate classes have been started since 1931—one to prepare candidates for the LL.M. examination and the other for the newly instituted diploma in Conveyancing and Deed Writing. A supplementary course of lectures in Medical Jurisprudence was started in 1929.

Law College
Lahore.

On the 31st March, 1932, there were 432 students on the rolls as compared with 488 in 1926-27. This small drop is due to the fact that a larger number of students passed out of the college during the quinquennium as compared with the year 1926-27. The system of co-education has proved so encouraging that it has now been extended to the Medical School, Amritsar. At the end of the year there were thirteen women students in the college, and of the eighty-three new admissions during 1931-32, eight were women. The income from fees in 1931-32 shows an increase of Rs. 21,143 over that for 1926-27 owing to enhanced rates of fees. Rigid economy has resulted in a saving of no less than Rs. 50,657 in 1931-32 and the *per capita* rate of Rs. 933 this year as against Rs. 1,011 in the preceding year is the lowest during the whole of the quinquennium.

King
Edward
Medical
College,
Lahore.

Lieutenant-Colonel R. H. Bott, Professor of Operative Surgery, proceeded on long leave preparatory to retirement in May, 1931. His career in India was mostly associated with this college which he served for twenty years. All this time he worked zealously and he leaves behind the reputation of a good teacher, a competent surgeon and sound administrator. The death in March, 1932, of Dr. Bhagwan Das, Clinical Assistant in the Ear, Nose and Throat Department, has been a great loss to the college.

The quinquennium under review has shown satisfactory advance in the work of this college. The number of successful students who have passed out in the last five years is: licentiates in medicine, sixty-eight; compounders, fifty-four, nurses, fifty two; midwives, seventy-three; nurse dais, 132; and indigenous dais thirty-four. The number of medical

Women's
Christian
Medical
College,
Ludhiana.

students under training has increased from eighty-three in 1927-28 to 129 in 1931-32, but the Principal feels that this number is too large and will have to be reduced. Two health centres were opened in 1927 and have proved useful and popular. The college teaching staff has been increased from thirteen to sixteen and the total expenditure has gone up from Rs. 1,79,000 in the beginning to Rs. 1,90,000 at the end of the quinquennium.

**Medical
School,
Amritsar.**

The quinquennium under review witnessed the erection of the main buildings of the school which cost about Rs. 11,00,000 and which were completed and occupied in 1929. The number of students on the rolls this year was 388, the lowest during the quinquennium being 372. It is unfortunate that more than 200 candidates had to be refused admission to the school every year, but it is not possible for many reasons to increase the number of new admissions beyond the present figure of eighty-five. The congestion is apparently due to the fact that up till recently there has been comparatively little or no unemployment among the ranks of graduates. The pinch of unemployment is beginning to be felt now and the recent decision of the Government of India to recruit military sub-assistant surgeons in the open market instead of the present bond system may also cause uncertainty for employment. The expenditure on the maintenance of the school during 1931-32 was Rs. 1,51,912 or Rs. 1,25,751 after deducting the fees credited to Government and is the lowest during the quinquennium. The practical and clinical teaching of the students is not entirely satisfactory. There is no dearth of clinical material in the local civil hospital, but it cannot be properly utilised, firstly because the hospital is not designed and built according to the requirements of a modern teaching institution and secondly because the strength of the teaching staff is not sufficient. No hope, however, can be entertained for any improvement in either direction in the present state of provincial finances.

**Dayanand
Ayurvedic
College,
Lahore.**

The enrolment of the college has shown steady improvement during the quinquennium and has now risen to 145 as against ninety-nine in 1927. The number of patients admitted to the in-door hospital has also gone up from 127 to 361 and there has been a marked increase in the number of out-door patients attending the two dispensaries attached to the college, from 14,951 in the last year of the previous quinquennium to 37,263 in this year. All these figures bear ample testimony to the growing popularity of the

institution. Among the improvements effected during the past five years may be mentioned the strengthening of the staff, which now consists of twelve lecturers including three medical graduates, the erection of a dissection block for the practical teaching of anatomy, the proper equipment of a pharmacy and the extension of the course of students in the Vaidya Kaviraj Diploma from two to three years. The senior students are reported to have shown great public spirit in visiting the flood stricken areas and offering medical assistance to the unlucky homeless people in Kashmir during the riots.

This institution is managed by a committee under the auspices of the Anjuman-i-Himayat-i-Islam, Lahore. The number of students in attendance is now 118 as compared with ninety-seven at the end of the last quinquennium. A *ummi shufakhana* was started in 1923 and an allopathic dispensary in 1931; facilities have thus been provided to students for practical training. The addition of a library and a museum is also an improvement effected in the course of the last five years.

Tibbia
College,
Lahore.

At the end of 1932 the number of students on the rolls was 143 as against 132 in 1927. In the last quinquennial report it was noted that the demand for qualified veterinary assistants was increasing steadily. This demand continued till 1929 and for this reason, on an average, 140 candidates offered themselves for admission for 42 vacancies each year. But during the last two years qualified candidates remained unemployed and this at once brought about a great reduction in the number of candidates desiring admission. In 1930 and 1931, only forty and thirty-eight candidates sought admission against thirty-six and twenty vacancies, respectively.

The Punjab
Veterinary
College,
Lahore.

The quality of new entrants has, however, improved considerably. Whereas in 1926 among the thirty students admitted there were only two F.Sc's. the rest being matriculates, in 1931 all the twenty candidates were undergraduates, eleven F. Sc's. and nine F. A's.

In the last year of the quinquennium Professor Aggarwal wrote a number of popular articles on cattle breeding, common ailments of cattle and their treatment, milking, etc., and sent some of these to the Director, Information Bureau, Punjab, for publication in the press.

This college, which owes its existence to the generosity of the late Sir Ganga Ram, was founded at the end of the last quinquennium. The buildings were declared open by His

The Halls
College of
Commerce,
Lahore.

Excellency the Governor of the Punjab on the 4th March, 1927, and actual work was begun in September of the same year. The object of the college is to provide sound commercial training for young men possessing a good general education, who wish to qualify themselves for positions in the higher branches of commercial life, and thus to contribute to the development of industry and commerce in the country. The college is controlled by the University and is managed by a committee representing not only academic interests through representatives of the University and the Education Department but also the interests of the commercial and banking community. It is thus possible to keep the practical side of the work well in the front. During the quinquennium numerous visits were paid to various works and places of special industrial interest in the Punjab and Northern India by parties of students in charge of one or more members of the college staff and arrangements were made for most of the students to be placed in different works and offices during the summer vacations with a view to studying the actual practice of commerce and industry at first hand.

Of the thirty-nine students who joined the college in 1927, thirty-five took the B. Com. examination in 1930 and thirty passed. Seven went on for further studies and of the remaining twenty-three, twenty-one secured suitable posts with the help of the University Appointments Board. Out of the group of thirty-two successful candidates who left in 1931 almost all are reported to have secured suitable employment. This is very gratifying in view of the fact that the first graduates in commerce could hardly have struck a more unfortunate time, consequent on the existing serious trade depression, in which to face the problem of finding employment. It is very pleasing to note that the college has an increasing proportion of students from among the sons of business men as this appears to indicate that the work done in this institution is being recognised by these essentially practical men as likely to be of service in the future career of the young men in whom they are specially interested.

The Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore.

At the end of the last session there were 149 students on the rolls as against 163 in 1927. The Mechanical and Electrical Engineering classes continue to be popular, but the enrolment of the Mechanics' and Oil-Engine Classes shows the considerable drop of twenty-six. The institution continues to fulfil the object for which it was originally started, namely to attract high caste Hindu boys to industrial work in place of

mere literary studies and to break down their prejudice against manual labour.

During the last year of the quinquennium there were 223 students on the rolls of this college as against 186 in 1926-27. In 1930-31 the enrolment rose to 267. But the number of candidates seeking admission has been falling gradually for the last three years. Whereas in 1927-28 and 1928-29, 450 and 412 students applied for sixty-eight and forty-six vacancies, respectively, only seventy-five candidates sought admission this year, and of these fifty-six were admitted. This decline in numbers is attributable to several causes, *viz.*, firstly, to the unprecedented fall in the prices of agricultural commodities, in consequence of which the landowning classes are finding it difficult to finance the education of their sons, secondly, to the comparatively meagre chances of finding employment either under Government or private management owing to universal financial stringency; and thirdly, to a slight extent, to the affiliation of the Khalsa College, Amritsar for the degree of B. Sc. in Agriculture. In addition to the teachers' training class, the rural economy class and the summer and winter vernacular classes, the college successfully maintained its several activities in running the Farmers' Week, the courses in fruit culture and the six-monthly vernacular course in dairying. Under the scheme of colonising certain *chaks* with educated men, four grants of two squares each were allotted to the graduates of this college and it is gratifying to note that these men are reported to have thrown themselves whole-heartedly into the work. Government further proposes to give thirty-eight grants of two squares each to agricultural assistants who have come under reduction and it is hoped that in taking up the cultivation of land on their own behalf the graduates of this college will give a good account of themselves.

The numerical strength of the college was practically constant during the quinquennium owing to limited admissions sanctioned by Government. There were 207 students in 1927 and 235 in 1932. The competition for admission to 'B' class continued to be very keen. Every year about 400 candidates competed for forty vacancies. In spite of serious trade depression obtaining at the present time nearly all the *ex-A* and 'B' students are reported to have obtained appointments in the railways, hydro-electric, public health and other branches of the Public Works Department. The affiliation of the 'A' class of the college to the University of the Punjab in the Faculty of

The Punjab
Agri-
cultural
College,
Lyallpur.

Maclagan
Engineer-
ing College,
Moghalpura.

Engineering has been completed and with effect from June, 1932, 'A' class students will sit for the Engineering degree of the Punjab University besides securing the diploma of the college. During the last year of the quinquennium the peace of the college was disturbed for a short time by the Muslim students going on strike owing to certain alleged grievances. A committee of enquiry was appointed and the students concerned having expressed regret for their conduct were permitted to re enter the college and continue their studies.

Government
School of
Engineering,
Rasul.

In spite of the fact that prospects for employment have become more and more unfavourable during the past three years, the competition for entrance to the school is almost as keen as ever, 295 candidates having competed this year for sixty-six vacancies. At the end of the session there were 165 students attending the overseer and draftsmen classes as against 129 in attendance at the end of the last quinquennium. During the five years under review, there was an average yearly output of fifty-nine overseers and twelve draftsmen. All these succeeded in finding employment in the first two years but in the last three years half the number of overseers and one-third the number of draftsmen remained unemployed owing to drastic retrenchment among the Public Works Department subordinates.

Among the innovations of the period under review may be mentioned the course in field works which was started in 1930 with the object of developing the practical adaptability of the students and of teaching them the use of tackle and light bridging in the field. The methods used were those employed in training the Sappers and Miners and all practices were done under military discipline. Efforts made to reduce the running expenses of the school have resulted in a saving of Rs. 17,600 ; the cost per student having thus been reduced by Rs. 93 (from Rs. 580 to Rs. 487) per annum.

Mayo
School
Arts,
Lahore.

The school continued to function as one of the premier art institutions in India. The number of students on the rolls increased from 198 in 1926-27 to 229 in 1927-28 and with minor fluctuations to 303 in 1931-32. Mr. Lionel Heath who acted as Principal of the School for about sixteen years retired in 1929 and was succeeded by Mr. S. N. Gupta. The year 1930-31 witnessed the reopening of the drawing-teachers' training class which had been discontinued in 1925. In view of the acute financial stringency the sanitary inspectors' class was stopped and various reductions were effected in the personnel of the staff.

(ii) Special Schools.

During the past five years this school has made slow and steady progress in education—both literary and vocational. The scope of instruction has been enlarged and boys are encouraged to take up the vernacular final examination. Of the three boys who passed this examination in 1930 one was admitted to the training school at Najafgarh and one other joined the anglo-vernacular secondary school as a day scholar. Mentally defective pupils are specially looked after. The Superintendent rightly observes that “more important than the teaching of the three R’s in an institution of this kind are the various activities whose object is the building of character”. Games, music, dramatic performances, scouting and first aid classes not only provide opportunities for healthy rivalry and harmless recreation but also go a great way towards moulding the character of these young boys. In the matter of discipline, persuasion rather than punishment has been the guiding principle and it appears to have had a very salutary effect. Scouting has beneficially influenced the moral tone of the school which can now boast of a troop of twenty-four boys with its tradition well established and its future assured. Shoemaking, cane work, tailoring, smithy and gardening are the several crafts taught. Weaving has been recently abolished for financial reasons.

Reformatory School,
Delhi.

The numbers on the rolls of this school exceeded 800 in 1926-27 although accommodation existed for not more than 550 pupils. In the early years of the quinquennium nearly 700 students were maintained in the hope that a second technical school, the opening of which had been administratively approved by Government, would soon be started and the serious congestion prevailing in the school would only be a temporary phase. Owing to financial stringency, however, funds could not be found for this purpose and new admissions had therefore to be restricted to the limit at which normal efficiency could be maintained in the teaching of technical subjects. The number of pupils was consequently brought down from 769 in 1927-28 to 584 in 1931-32. The school imparts training in ten crafts and engineering trades and is now one of the best technically equipped institutions of its kind in India. With a view to providing advanced training in engineering or specialised trades a scheme for the revision of the curriculum has been drawn up and is under the consideration of Government.

Government
Technical
School, Lahore.

**Government
School for
the Blind,
Lahore.**

The number of students receiving training in the school varied between twenty-five and twenty-nine, of whom about nineteen lived in the hostel attached to the school. With the object of making the training more real and useful to the pupils, the Government have sanctioned the reorganisation of the school with effect from 1st April, 1932, by extending the full course from five to eight years. The training in the last three classes, *viz.*, the sixth, seventh and eighth will be restricted to craft subjects only, instruction in literary subjects ceasing after the fifth class. Provision has also been made for the renting of a larger building for the hostel which will accommodate about forty inmates.

**Industrial
education
for boys.**

Whereas in the beginning of the quinquennium there were twenty-two industrial schools in the province (sixteen Government and six aided), the number of pupils on the rolls was 2,524 and the total expenditure incurred by Government amounted to Rs. 1,88,422, at the end of this period the number of schools rose to thirty (twenty-five Government and five aided), the number of pupils to 4,429 and the expenditure to Rs. 3,78,246. These figures are an ample indication of steady progress made during the last five years. Among the innovations of the period may be mentioned the creation of the post of a whole-time inspector of industrial schools in 1927-28 and the opening of three special institutions, the Wood-Working Institute at Jullundur in 1930-31, and the Metal Work Institutes at Ambala and Sialkot in 1931-32. An important feature of the last year was the closing of the primary classes in which instruction was given in general subjects and the addition of two higher classes for advanced craft work in the five well-established schools. The acute economic crisis and financial stringency, however, have now set the Department of Industries thinking about the lines on which these industrial schools should be run in future and a scheme for overhauling them is at present under consideration.

**Industrial
education
for girls.**

The quinquennium under review commenced with just two industrial schools for girls, the Government Zenana School and the Lady Maynard School at Lahore, with a roll of 114 and 179, respectively. In 1927 an industrial instructress was appointed to organise this kind of education for women. She toured the province extensively and as a result of the interest created by her two technical schools

were started by the Red Cross Society in 1928. The year 1929-30 witnessed the opening of four new schools, the Women's Industrial Institute at Ambala by the Women's Educational Conference, the Municipal Girls' Industrial School at Ludhiana, the Arya Samaj Girls' Industrial School at Multan and the Muslim Girls' Industrial School known as "Dar-ul-Khawateen" at Amritsar. These schools, however, suffered for want of trained staff and with a view to meeting this difficulty the industrial instructress and the lady superintendent of the Government Zenana School, Lahore, held a short-time training class during the summer vacation and supplied the products of this class to the newly started schools. A new scheme of studies suited to the provincial conditions was also prepared and submitted for the approval of Government; in consequence a considerable measure of improvement was secured in the subjects taught in girls' schools. During the last year of the quinquennium two Government and eight private schools were at work and the total number of girls undergoing industrial training was 739.

The Government Institute of Dyeing and Calico Printing, Shahdara, which provides theoretical and practical instruction in textile dyeing, bleaching, finishing and calico printing on modern scientific lines continued to do well. The number of students increased from sixty-six in 1926-27 to 136 in 1931-32. The dyeing expert attended to a large number of requests for technical assistance from individuals, factory owners and Government departments and gave practical demonstrations in the latest methods of dyeing and printing at the principal fairs and exhibitions held in the province. At the Government Central Weaving Institute, Amritsar, the number of students remained in the neighbourhood of seventy (seventy-two in 1931-32 as against sixty-six in 1926-27). With a view to supplementing the training imparted at the Institute by a short practical course, which would introduce the students to the mysteries of the commercial side of the industry, arrangements have now been made with a private firm at Amritsar whereby they have undertaken to work a certain portion of the looms at the Institute on a commercial basis and employ the advanced student as weavers. During the quinquennium the textile master invented a hand-loom which turns out two pieces of cloth at a time, of a total length of about double the output of an ordinary fly shuttle loom and a double lift piano dobby for attachment to hand looms. These looms will be placed on the market as soon as the patents have been secured. The Government Hosiery Institute, Ludhiana, which

Government
Industrial
Institutes.

was established towards the end of the last quinquennium has proved to be very popular. In the beginning it was looked upon with distrust by local hosiery manufacturers as a competitor, but this distrust was soon replaced by a feeling of confidence and the institute has come to be looked upon as an instrument of progress and development. The hosiery merchants now readily refer their technical difficulties to the hosiery expert for solution and the majority of students come from the existing hosiery factories. The number of admissions has been showing a steady yearly increase. It has risen from forty in 1926-27 to sixty in 1931-32 inclusive of three lady students. A scheme is at present under the consideration of Government whereby it is proposed to extend the course of training to two years and to offer specialised training on particular types of machines. The Government Demonstration Weaving Factory, Shahdara, was started in 1928-29 with the object of providing facilities for training not only to the weavers of the province but also to educated young men. The year 1929-30 was the first complete year of its working and the average attendance of apprentices was two graduates in class A, twelve undergraduates and matriculates in class B and twenty-three hereditary weavers in class C. During the last two years of the quinquennium five places provided for graduates and under graduates in class A and twelve places for matriculates in class B remained occupied throughout and thirty hereditary weavers received training in class C. In addition, fifteen apprentices worked without scholarships in anticipation of vacancies. With the exception of three passed out apprentices, whose whereabouts are not known, all are reported to have secured suitable employment and there is a regular demand for apprentices trained at this factory.

(iii) *Vocational training.*

**Agricultural
education.**

The existing system of agricultural training in vernacular schools which was started in 1920 and discussed at some length in the last quinquennial report has stood the test of time and it can be safely asserted that it has proved to be very successful and popular. In consequence of the continued expansion of this system the province had to be divided into two halves—eastern and western circles—and since 1927 agricultural training in these areas has been in the charge of two assistant inspectors.

**In high
schools.**

The scheme of imparting systematic instruction in agriculture in certain high schools was introduced in 1920, but it was soon realised that not only was the cost of acquiring

land prohibitive in these urban centres but that this type of training in an atmosphere surcharged with town conditions was out of place and if a certain number of boys did take up this subject for the matriculation, it was not because they were interested in it or were impressed with its utility but because it was an easy subject for the purposes of examination. The Department, therefore, did not pursue this scheme zealously, with the result that in the western circle agriculture is now not taken up as a subject of examination for matriculation but is popular as a hobby in the shape of vegetable gardening, floriculture and the planting of trees and hedges. In the eastern circle, however, it has been taught as a regular subject throughout the quinquennium at three agricultural centres, three individual Government schools and some privately managed high schools in rural areas. But the number of students taking up this subject has steadily gone down during the last five years as will be clear from the following figures :—

1927	..	..	..	1,800
1928	..	..	..	1,300
1929	..	..	..	485
1930	..	..	..	321
1931	..	..	..	315
1932	..	..	..	314

The Assistant Inspector of Agriculture, Eastern Circle, has all along held that the University regulation of 1927, under which no candidate is allowed to offer agriculture as an elective subject for the matriculation unless he has also taken up elementary physical science, is mainly responsible for this fall in numbers. He, however, reports that protests against the regulation have reached the University from several influential quarters and that the University is busy evolving a combined syllabus in agriculture and science and that when such a syllabus is finally approved and issued the regulation in question will be withdrawn. He is full of hope that if and when this is accomplished, agriculture will regain its lost popularity and will find a place in the curriculum of all high schools situated in rural areas.

Shortage of funds due to acute financial stringency was the outstanding feature of the latter portion of the period In vernacular middle schools.

under review and this made expansion difficult. Thus the addition of twenty-two farms and forty garden plots during the quinquennium (the Multan division contributing the highest quota) is no mean achievement. At the end of the year there were seventy-two farms and ninety-one plots as against fifty and fifty-one, respectively in 1926-27. That agriculture is growing in popularity in the middle schools and that its inclusion in the curriculum of the ordinary vernacular school, serving, as it does, as a link between the school and the boy's home environments, has been appreciated by the rural population is borne out by the facts that during the short space of five years the number of students selecting agriculture as an elective subject has almost doubled from 6,307 in 1927 to 12,484 in 1932 and the percentage of boys studying this subject to the total roll has kept pace with the increased enrolment and has ranged between the high figures of eighty-two and eighty-six. What is still more gratifying is that the boys take a real interest in field work and cheerfully do all the rough and toilsome operations with their own hands and the parents appreciate their sons' agricultural work at school. The adoption by farmers of the methods and crops found successful on school farms and free offers of land by zamindars at certain places for the institution of these farms provide a further evidence of the cultivators' appreciation of this work. Above all is the welcome change brought about in the attitude of district boards who have at last realised the educative value of school farms and plots and are now sympathetic and helpful. Perhaps the chief argument that has weighed with private cultivators and district boards alike and has persuaded them now to look upon agricultural teaching in schools with favour is the decided improvement in the financial position of these farms and plots. Whereas the object of the teacher is primarily to use the farm for demonstration purposes and thereby to impress upon the minds of the students the value of the application of science to agriculture and whereas the educationist judges the success of a farm by the extent to which it succeeds in inculcating in school boys the dignity of manual labour and by the amount of influence it exercises in developing the aptitude of the students for agriculture as a calling to be followed after the completion of school education, the view-point of the people is entirely economic and the school authorities cannot afford to ignore it. Vigorous efforts had consequently to be made during the quinquennium to turn these

institutions as far as possible into profitable concerns without materially affecting their efficiency as a means of instruction. Cropping schemes suitable for the various localities were prepared and introduced, budget estimates were carefully drawn up and great care was taken to reduce the cost of production and to economise in every direction. These measures had not only the desired effect of bringing about an appreciable improvement in the farm finances in the latter half of the quinquennium, but it was also discovered that the very tackling of the problem had in itself a great educative value inasmuch as the various processes employed in its solution taxed the resourcefulness of the students and involved a great deal of effort, skill and clear thinking on the part of the teacher and the taught. The following statement will give an idea of the improvement gradually brought about in regard to finances :—

Year.	FARMS		PLOTS.	
	Savings.	Deficit	Savings.	Deficit
	Rs.	Rs.	Rs.	Rs.
1926-27 ..	<i>Nil</i>	1,352	<i>Nil</i>	47
1927-28 ..	,	2,565	517	<i>Nil</i>
1928-29 ..	"	3,436	814	"
1929-30 ..	"	2,271	1,441	"
1930-31 ..	"	1,094	1,381	"
1931-32 ..	548	<i>Nil</i>	1,429	"

Again, whereas in 1927-28 the total grant given by Government on account of farms was Rs. 1,611 and on account of plots Rs. 385, in 1931-32 it came down to Rs. 1,174 and Rs. 15, respectively. And lastly the number of self-supporting farms and plots also showed a steady increase as will be clear from the following figures. In this connection it may well be remembered that during the last three years of the quinquennium there was an abnormal fall in prices of agricultural products, and complete or partial failure of the monsoon, especially in the south-eastern districts and the destruction

of crops by locusts were serious additional difficulties.

Year.	Total No. of Farms.	Self-sup- porting Farms	Percent- age.	Total No. of Plots.	Self-sup- porting plots.	Percent- age.
1926-27 ..	41	19	46	35	22	63
1927-28 ..	54	28	52	57	41	72
1928-29 ..	64	37	58	67	56	84
1929-30 ..	66	39	59	67	61	91
1930-32 ..	70	44	63	79	73	92
1931-32 ..	69	54	78	91	87	96

Important events.

Two events of outstanding importance in connection with agricultural teaching in schools took place during the quinquennium. These were the publication in 1927 of the Report of the Royal Commission on Agriculture and the publication in 1928 of the Proceedings of the Agricultural Education Committee appointed by the Ministry of Education, Punjab. The Royal Commission on Agriculture after visiting a few schools teaching agriculture and the training class at Lyallpur put the seal of their authentic approval on the Punjab scheme and recommended not only that it should be adopted in all Indian provinces but that the expensive scheme of the type represented by the middle school at Loni should be abandoned. This is an achievement of which the Punjab can rightly feel proud. The Agricultural Educational Committee, which was largely the outcome of doubts, entertained in certain responsible quarters, about the value and efficiency of the scheme at present in vogue particularly on the financial side, studied the scheme thoroughly and critically and inspected a number of farms and plots with a view to getting a first hand knowledge of the details of their working. They unanimously affirmed the basic principle that agricultural teaching should be imparted along with general education in the ordinary schools and not in special schools and expressed the opinion that farms were more valuable than plots both from the agricultural and the educational points of view. They made a number of valuable suggestions and most of their recommendations were adopted, but such of them as involved large financial commitments,

though accepted in principle, have for the present been held up owing to shortage of funds. These recommendations, it may be hoped, will be adopted with the return of better days and will bring about a wholesome ruralisation of the vernacular education scheme to the ultimate good and economic prosperity of the province.

During the quinquennium under review nature study and gardening made very satisfactory progress in all vernacular training institutions. None of these schools was without a plot for agriculture and some had even large farms attached to them. The gardening work in many of these institutions attained a high degree of excellence. The pupil-teachers realised that no amount of class room teaching could give them half the insight into nature and its doings as a season's work on a single crop could, and they looked upon this activity of the school as highly instructive and elevating. Owing to financial stringency, however, nearly all the vernacular training institutions had to be closed down with the result that in 1931-32 only three such institutions were at work in the province.

Twenty-two teachers were admitted to this class in, 1931-32. The Inspector of Agriculture, Western Circle suggests that admissions to this class should in future be made according to the requirements of the various districts, as otherwise it sometimes so happens that some districts have spare teachers while others have too few. It is true that vernacular teachers cannot be freely imported from one district to another for a variety of reasons, and it is therefore desirable that each district should have the required number of trained teachers. In 1929, while reviewing the report of the Agricultural Education Committee, the Punjab Government (Ministry of Education) expressed a desire that teachers under training should be given a sound course in farm management. This is now done and as a result of it, the agricultural teachers are better equipped to manage their farms during these hard times.

In accordance with the recommendations of the committee appointed in 1925 to consider the question of clerical training, ten post-matriculation classes were attached to intermediate colleges or high schools in 1927. The course of instruction covered two years and examinations were conducted by the Department at the end of each year. The first year class started with an enrolment of sixty-nine which rose to 175 with the opening of the second year class in 1928. In the next two years the number of students

Nature study and gardening in normal schools.

Teachers Training Class, Lyallpur.

Clerical education.

under training was 315 and 305, respectively. In 1929-30 an inspection committee was appointed to review the scheme in force, which was more or less in the nature of an experiment. One important recommendation of the Committee was that since a large number of pupils did not complete the course of two years and many of them, though imperfectly qualified succeeded in securing employment, the length of the course should be reduced to one year. It was also felt that there were few openings on rates of pay which could compensate candidates for the money spent by them on a two years' course and the expenditure incurred by Government on the maintenance of the second year classes was also disproportionate to the benefits derived from them. This recommendation was put into practice from the session commencing in May 1930 and the syllabus was so considerably modified to suit the reduced length of the course, greater attention being paid to more useful subjects such as English, shorthand and typewriting. In 1930-31 there were thus two types of classes -the new first year class with a roll of 202 and the second year class with a roll of 114. In this year the enrolment has risen to 409 and the heads of institutions to which clerical classes are attached, unanimously hold the view that the reduction in the length of the course has attracted a larger number of students. There is a difference of opinion, however, on the desirability of this shortening of the course. While some consider the course of a sufficiently long duration for the training of a junior clerk and think that though the clerk with a two years' training was undeniably more efficient, yet that additional efficiency was purchased at too high a cost, others are of the opinion that the students who are as a rule both poor and weak, do not receive in the course of one year the amount of training in English, shorthand and typewriting which is needed to make them efficient stenographers and clerks. The Headmaster, Central Model School, Lahore, definitely suggests that either the course be increased to two years or the qualifications necessary for admission should be raised. He is also of the opinion that greater importance should be attached to drafting, noting and correspondence and higher speed should be demanded both in shorthand and typewriting.

As regards the important question whether successful candidates are able to secure employment, it may be noted that correct information on this point is not always available as the candidates do not take the trouble to furnish this information once they have left the institution. But there

is no denying the fact that employers generally prefer to have good matriculates with clerical training to undergraduates and even graduates without such training. The students who passed the examination in the early years of the quinquennium are reported to have secured employment in various Government and private offices on an initial salary ranging between Rs. 40 and Rs. 50 but the succeeding batches have been less fortunate owing to trade depression and the prospects of those that are yet to come appear to be still more gloomy.

The Young Men's Christian Association Continuation Classes were maintained throughout the quinquennium and as usual catered for young men desirous of taking a practical course in elementary clerical education. The enrolment of this year stood at 403 as against 438 in 1927 and 582 in 1929 which was the highest figure reached during the past five years. The reasons which account for the fall in numbers are (i) increase in the number of private schools claiming to offer clerical training, (ii) reduction in the length of the course from two years to one year at the Government clerical centres, (iii) enhancement of tuition fees, and (iv) want of employment in consequence of general economic depression.

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

Of the 403 students admitted, thirty-three were graduates, fifty-five undergraduates, 286 matriculates and twenty-nine non-matriculates. In 1931, 128 students completed the course and obtained certificates. Though the expenses were greatly curtailed yet on account of a further cut in Government grant, low enrolment and consequent decrease in income from fees, the year's account opened with a deficit of Rs. 400 and closed with a deficit of another hundred rupees.

At the secretarial training class attached to the Young Women's Christian Association there has been an average attendance of thirty-eight students during the past five years. The classes were reorganised in October, 1931, and no girls straight from school were admitted after that date, for less than the full course which comprises shorthand, typewriting, book-keeping, business methods, commercial correspondence and English; and those who had not reached the Senior Cambridge standard in English were required to concentrate on this subject and reach a satisfactory standard before being enrolled as shorthand students. This has proved to be a sound policy and has produced a better type of student to the mutual advantage of both the employer and the employed.

CHAPTER VIII. Education of Girls.

Number
of Institutions
and
Scholars.

The total enrolment of girls' schools in the Punjab has risen by 63 per cent. to 196,693 representing an increase of 76,056 during the quinquennium.

The number of schools has increased by 1,450 to 5,023 from 3,573 in 1927. The average number of girls per school, therefore, works out to 39·2, which is very poor; but, if the figures for recognised schools alone are taken the average is much better, being 73·7 per school. In Government schools the average number of girl-pupils reaches the very high figure of 364 per school.

It is very satisfactory to note that the number of high schools has risen from 13 to 32 and the number of pupils in these schools from 2,805 to 11,446. The number of middle schools has risen from 88 to 130 and of scholars from 16,342 to 27,675.

The number of colleges has not risen above two, but the enrolment shows a marked increase from 77 to 240. Besides this, there are 80 girls reading in men's colleges, making the total number who secured admission, 270.

An analysis of figures relating to this quinquennium shows that the proportion of literates is very low but that there is a distinct and steady increase each year. The number of girls in class I, 78,913, is disproportionately large, probably owing to the fact that mothers send the younger children to school to keep them out of the way, and withdraw them directly they become useful in the home. It is hoped that with the improvement of methods of teaching in class I, it will be possible in the next five years not only to attract but also keep these "volatile infants" at least up to class IV. The leakage is much greater in unrecognised schools than in recognised institutions, and is serious in some aided schools, where many children seem to be gathered in to swell the numbers for the block grant.

Distrib u-
tion accord-
ing to di-
visions.

Lahore stands first as regards the number of schools and has 61,806 scholars, of whom 15,336 are in unrecognised schools. The corresponding figures for Multan are 49,716 and 22,049, for Rawalpindi 40,269 and 15,794 and for Jullundur 31,174 and 7,088, Ambala has 11,037 girl-pupils but only 437 of these are in unrecognised schools, which is a creditable record. The figures for unrecognised schools are always very doubtful, for usually no regular records are available for verification.

Simla with 940 has the smallest number of pupils, but this figure does not represent the summer attendance, for on March 31st most of the families are still in the plains. Amritsar stands first among the districts with 12,299 girls at school. Lahore follows close with 11,978. Sialkot has 8,390. Rawalpindi comes next with 6,891 girls. Lyallpur, Ferozepore and Gujranwala have over 6,000 each; the four districts of Jullundur, Ludhiana, Shahpur, and Attock have more than 5,000 girl pupils each and the five districts of Multan, Jhang, Gujrat, Gurdaspur and Hoshiarpur over 4,000, while the numbers in Ambala have risen to 3,068 and in Jhelum to 3,809. Dera Ghazi Khan, Muzaffargarh, Sheikhpura, Kangra and Rohtak have all over 2,000 girl pupils and are followed by Mianwali (1,939), Hissar (1,654), Karnal (1,478) and Gurgaon (1,146).

Distribu-
tion accord-
ing to dis-
tricts.

The number of girls, attending boys' schools, has gone up by 11,383 to 21,608. There are 7,952 boys attending girls' schools, an increase of 4,468 on the figures for 1927. Where suitable arrangements exist for care and supervision, or where there are women teachers, co-education has proved useful for little children, but where the needs and the sensibilities of girls are neglected, the results are not encouraging.

Girls in
b o y s'
schools and
vice-versa.

The total direct expenditure on recognised schools for girls is now Rs. 25,76,995 representing an increase of Rs. 9,09,068 as compared with 1926-27. The total number of pupils at such schools is 135,967. The cost per child thus works out to Rs. 18-15-3 per annum, or about Re. 1-9-0 per month, which seems to be reasonable. Of this the expenditure of Government works out to Rs. 13,46,113.

Expendi-
ture.

The charging of fees has become less unpopular and the increase in income under this head is Rs. 1,01,955, the total receipts from fees amounting to Rs. 1,68,704. In spite of difficult times, public contributions towards the cost of the education of girls amount to Rs. 5,12,495, an increase of Rs. 1,54,423 on the contributions for 1921-27. The increase in expenditure by local bodies in the five years is less than $\frac{1}{4}$ lac, comprising of Rs. 22,485 from district boards and Rs. 46,152 from municipalities. These local bodies have very heavy commitments for the primary education of boys and have very little to spare for girls. Lately, however, the civic conscience seems to have been aroused a little and public sympathy is awakened when girls' schools are starved or closed, but, the reports from district inspectors, are on the whole rather dismal reading. Dera Ghazi

Khan district, which from its peculiar geographical conditions, needs to have every facility for girls' education has closed down flourishing girls' schools, and it is difficult to see how this set back can be made good in the near future. Muzaffargarh, stricken as it was with malaria and floods, suffered from acute financial stringency. Multan shows no increase in the number of girls' schools although the number of scholars has gone up by 1,354 and co-education though much pressed is not popular. Jhang has eighteen girls more and three schools less than last year. In Hoshiarpur, twenty-one more schools have been opened or taken over (twenty-two unrecognised schools have closed), but the enrolment of girls is only 1.7 per cent. as against 39 per cent. for boys. The Deputy Commissioner, Hissar, draws attention to the wide-spread demand for girls' schools and is of opinion that the problem of providing them will become urgent before long. Montgomery reports a slow, steady improvement in the last five years. The Deputy Commissioner, Gurdaspur, reports that the district is very badly off in the matter of buildings but that co-education is becoming popular. In Amritsar there is no appreciable improvement in the quality of the mistresses (34 trained as against 63 untrained) very largely because the teacher who has merely passed the primary is preferred to the more expensive trained mistress. In spite of all these difficulties some districts, notably Kangra, are effecting savings on the boys' side, and providing more money in their budgets for girls.

Inspection.

Miss Stratford held charge as Deputy Directress during the quinquennium except for two short periods of leave when Miss Must officiated. Miss Sircar, B.A., B.T., has been in charge of the Western Circle, and Mrs. O'Gorman, B.A., of the Eastern Circle till 1931 when she came to the newly constituted Central Circle and Miss Bhan, B.A., took over charge of the Eastern Circle.

The number of circles was increased to three, relieving the Deputy Directress of Public Instruction of a good deal of inspection work. The number of posts of assistant inspectresses was increased to twelve. Though it is not always possible to secure ladies who can tour by themselves, yet at present, eleven of the twelve posts are filled, the one remaining being a leave vacancy.

**Salaries
and pro-
pects.**

Schools are visited by assistant inspectresses as often as the very limited allotment of travelling allowance permits. They have often to travel at their own expense, when there is urgent work and not enough provision. Motor-buses in

some districts, have facilitated visits to the larger villages, but there are many places where these cannot be used. The inspectresses are hardworking, well qualified, efficient and thoroughly interested in their schools. Miss Sircar has many years of good service to her credit. Mrs. O'Gorman is particularly painstaking and Miss Bhan is working up her districts very carefully. Of the assistant inspectresses one of the most respected, Miss Wylie, has retired lately after doing very good work especially in the Ludhiana District.

The salaries of vernacular women teachers were, in former years, disproportionate to those of men of the same qualifications, but as more mistresses have become available this has adjusted itself. In 1927 the starting pay of an S.-V. woman teacher was Rs 55, whereas now they take up posts on Rs. 35—3--50 less 15 per cent. The great difficulty which has to be faced is the question of protection and accommodation for women teachers. Girls passing out of the normal schools are glad to go to the other end of the province, if there is no work nearer home, provided they can live in the school hostel. In schools maintained by local bodies, a room in the school house is provided, but the young teacher is alone for hours and become nervous with, or without, cause. In some aided schools, such as mission schools, all teachers are allotted free quarters and live in security, but in many aided schools there are no such provisions. Until these conditions of service are improved, it will be impossible to raise the requisite number of trained mistresses, for only a few can obtain work in their home town, and the rest are unable to take up posts, for lack of protection and facilities.

Salaries of teachers, facilities and distribution.

The introduction of fees in Government schools for girls in January, 1932, has made little difference to enrolment in any school except in Gujranwala, where the numbers fell by 100. The objections came mostly from rich parents and were of a technical nature. Most of the larger aided secondary schools started charging a small fee some years ago, which is now gradually being adjusted according to the requirements of the Punjab Education Code. It is noticed that the introduction of fees has to some extent improved the average daily attendance.

Fees in girls schools and the effect of their introduction.

Primary education, in this province is free, but not compulsory. Many districts are so poor that help is still needed, especially in the Urdu schools, to provide books and *takhtis* for the children. The parents would often send

Free primary education.

their children on from class I to class II and III if they could manage the few annas for the books required. Instruction in class I being mostly from the blackboard and charts, it does not matter much if the child does not possess a *qaida*, but in the other classes lack of books is a serious matter. In towns, however, primary schools get on well and such difficulties occur only in the case of a very few children.

In Government secondary schools, no fees are charged in classes I, II and III.

Backward
classes and
depressed
classes.

There is still much to be done to encourage "depressed" classes to appreciate the necessity of education for their girls. At present, there is little demand for education among them, but to foster and encourage it, it appears necessary to start special schools. These could later on be combined with the ordinary schools, but at present, concessions as regards school hours in order to allow of daily labour, free books, etc., and special teaching are required. It is gratifying to note that a few girls from these classes are now reaching the high school stage.

Mission
activities.

This province is singularly fortunate in the help and impetus given to the education of girls by the various missionary societies Z.B.M.M., C.M.S., A.P., U.P. and M.E. Canadian. The oldest high schools in the province—the Alexandra and the Kinnaird, celebrated their jubilee two years ago, and have a wonderful record of good work and of educative influence; the Presbyterian missions have worked for years among the villages and have maintained vernacular, primary and secondary schools, in spite of reduction or stoppage of grants-in-aid by the local bodies. They also undertake the training of J.-V. and S.-V. mistresses. The more recent M.E. Mission supports a large school in Lahore, and is building another in Hissar. The Canadian Mission works principally in Kangra and the tea estates. At Jagadhri the Mission is acquiring land and improving the girls' school.

Private
bodies.

The lead given by the missions in encouraging the education of girls has been followed with enthusiasm by many other religious bodies. The Sikhs and the Dev Samaj have high schools at Ferozepore and the Sanatan Dharm and the Arya Samaj support and encourage girls' education. There are also a few Islamia schools for girls.

Education
of Muslim
girls.

The number of schools maintained by private bodies for the education of Muslim girls is increasing and it is a matter for satisfaction that in Government and Board

Schools, Muslim girls form a good proportion of the scholars. They are distinctly literary, and are very interesting to teach in the secondary classes. Furthermore, Muslim ladies do not lack either the desire or the capacity to become trained teachers, so that there are many trained Urdu mistresses available for schools.

There are numerous well-attended schools for the teaching of Hindi. Accommodation does not unfortunately keep pace with the increase in numbers and sanitation is very unsatisfactory. The staff is gradually being improved, but the number of trained mistresses is still very inadequate. In most villages now there is at least one good Hindi school.

Hindi
schools.

In the Punjab where the spoken language of children is usually Punjabi, the number of Gurmukhi schools is much less than one would expect. Even in Amritsar itself there is only one secondary Guru Nanak Girls' School with an attendance of about 500. There is a great dearth of Punjabi mistresses, although in primary schools there is considerable demand for the Gurmukhi script.

Gurmukh
schools.

Village schools are slow to take to new methods. It is difficult to make them realise that the teaching of the younger children should be in the hands of the most efficient rather than the worst teacher, that a child learns best through the medium of the natural activities properly guided and adequately supervised rather than by learning to sit still, and that observation and enquiry are more educative than uninspiring lessons. Nevertheless, though the wheels of progress are moving slowly, they have most certainly begun to move. The teachers are more open to suggestions, and the assistant inspectress instead of having three districts in her charge, has only two, and can now devote more time to helping the schools, with the result that the children are now more lively and less inclined to take things for granted. The greatest needs of village schools are decent healthy buildings (instead of the present unsuitable rented houses), small enclosures in which the children can have their own bit of ground to grow vegetables under the guidance of the mistress, and space for exercise and play.

Rural edu-
cation.

The courses of study for village schools are being reconsidered so that elementary hygiene, invalid cooking, tailoring, spinning and a certain amount of weaving no less than the 3 R's may be part of the day's work.

Government
secondary
schools
for girls.

The opening of Government secondary schools for girls in each district of the province, is the outstanding event of the last ten years. These schools have served to stimulate secondary education for girls. Many new middle schools have been opened and there is a general demand for optional English, but it is matter for great regret that the average rate of three new Government schools a year, could not be kept up owing to lack of funds, and only one school at Sheikhpura was opened last year. It was hoped that during this quinquennium each district would have its Government secondary school but, Kangra Dera Ghazi Khan, Mianwali, and Muzaffargarh still remain to be provided for. Gujrat has a Scotch Mission High School, and Simla, the Lady Irwin.

The work of the Government schools is very good as convincingly shown by examination results, the influx of girls, and the anxiety of parents to secure admission for their children. The Victoria Girls High School, Lahore (907) and the Lady MacLagan School, Lahore (902) are full to overflowing, and the schools at Rawalpindi, Lyallpur, Multan, Jullundur and Ludhiana are also flourishing. The experiment of vernacular middle schools in the districts, with village teachers' training classes attached, has worked better at Chakwal than at Sahiwal. There is a Government primary school at Chauburji Gardens, Lahore, for the children of Government clerks. Of the 29 Government schools 19 have high classes. Rohtak, Jhelum and Karnal would have grown into high schools but no funds for the extra staff were available.

The schools have suffered a great loss this year in the retirement of three experienced headmistresses—Miss Wylie and her sister from Ludhiana and Mrs. Golak Nath from Jullundur.

Aided
schools
secondary.

The large Mission high schools such as the Kinnaird Girls School, Lahore, Alexandra Girls School, Amritsar, and Pathankot American Mission Girls School, have particularly well qualified anglo-vernacular staff for all classes, and are rendering a good account of themselves. The Ferozepore aided high schools are doing well. The Sikh school is trying to replace men teachers by women, but the Dev Samaj still has men teachers for its secondary classes. Many middle schools are applying for recognition up to the anglo-vernacular or vernacular middle standard but cannot be brought on to the grant-in-aid lists as no funds are available for these grants either from provincial revenues or from

board funds. The great fluctuation in grants-in-aid caused by local bodies withholding payment for long periods and then announcing a cut sometimes amounting even up to 50 per cent. (as in Sbeikhupura), makes it very difficult for aided schools to meet their expenditure. Subscriptions do not come in easily in these hard times, missions have large cuts in their home funds, private bodies are far from feeling prosperous, and since there is little hope of making up on tuition fees the financial outlook is gloomy. In spite of all these difficulties the number of middle schools is steadily on the increase.

The Principal of the Lahore College for Women reports that the number of students has more than doubled itself since 1927 and stands now at 135 as against 60 in 1927 and that the number of resident students has risen from 25 to 65. As more high schools are opened in the province the number of girls applying from outside Lahore naturally increases. Many had to be refused admission owing to lack of accommodation. The time has, therefore, come when stricter selection can be made. If the Lady Hardinge Medical College, Delhi, closes its science classes, the need for greater provision for F. Sc. will become acute, and the demand for a B. Sc. class, more insistent. College education.

In her report, the Principal of the Kinnaird College writes :—

“ It is interesting, on reading over the annual reports of the last ten years, to notice how much of the time and thought of the College authorities has been spent in trying to secure adequate accommodation. Nearly every year speaks of new needs and new plans. The year 1927, however, records an outstanding event in the history of the College, the purchase of the present site. Those, who knew the College five years ago, firmly believed that as time goes on, the number of students would increase; but probably, even the most optimistic little dreamed that the increase would take place as rapidly as it has done. The report of 1926-27 foretold an increase in the number of students by showing how the number of girls appearing in, and passing the Matriculation examination of the University of the Punjab had increased in the ten years 1918—1927. In 1918 there were 34 candidates of whom 17 passed. In 1927, 96 were successful out of 168. It is interesting to put alongside of these, the figures for 1931, when 317 girls were successful out of the 507 who appeared in the Matriculation examination. One result of the movement in favour of higher education of women, of the strength of which these figures are an indication,

was the decision of the College authorities taken two years ago, to move again to another and still larger site and it is hoped that in spite of the clouds of financial depression the College will be able to accomplish this before the province calls again for a quinquennial report ”.

During the five years the number of students has increased from 26 to 105. Of these 75 are resident students as compared with 20 in 1927. The activities of the College are represented in many directions. Prizes were gained in the Arts and Crafts exhibition of the University. Distinction of another kind was won by a team of two, who represented the College at an inter-collegiate debate, and won the first prize. Examination results are 100 per cent. in the intermediate and 88 per cent. in the B.A. One of the candidates from the Kinnaird College stood first in the University Intermediate examination. The College is very fortunate in its staff and owes much to its Principal, Miss McNair, who besides being a notable educationist possesses a most sympathetic personality.

Queen
Mary
College.

Queen Mary College has a fine record as an institution for the culture as well as the instruction of the daughters of the leading families in the province. The department for little boys forms a preparatory school for the Chiefs' College. At present the number of boys is small, but usually there are about 50 of whom about 30 live in the hostel.

In the girls' school there is a wide scheme of studies for general education besides regular teaching in art and music. The girls are not directly prepared for examinations. Several, however, appear for the Matriculation and do well. The total number of girls attending the College has risen during the quinquennium from 135, of whom 56 were boarders, to 182, of whom 70 are boarders. The building and the grounds are spacious and well-planned and the College can boast of very pleasant hostels.

Training of
teachers.

The courses of study for the S.V. and J.V. teaching certificates are revised from time to time, and have been considerably improved during the last five years. Each summer an interleaved scheme is circulated amongst those connected with the training of teachers and suggestions invited. The total number under training for the S. V. is now 223 and for the J.V. 557. J. V. units are attached to most of the Government high schools, but it is hoped that in time it will be possible to substitute S. V. units for these J. V. classes and cease training the “Primary pass” woman.

The need for a better background of general education is much felt by the students themselves, so much so, that many pass the middle as well as the J. V. examination during the course of their two years' training. As regards the anglo-vernacular mistresses, the quinquennium has shown great progress. The J. A.-V. mistress is at present the mainstay of the large outlying schools. In 1927 there was only one small Christians' training class but during the quinquennium another class has been opened at the Lady Maclagan High School, Lahore, with 50 pupils mostly non-Christian. This development was made possible by sanctioning ten pre-matriculation scholarships for those who wished to qualify as teachers. Very good material for the J. A.-V. training units is now available and the deputation of five graduate mistresses each year for B. T. training, is providing efficient headmistresses for the girls' high schools opened by Government in all parts of the province.

Miss Chrystal, Physical Directress of the Y. W. C. A. Physical training. has been training J. A.-V. and some S. V. students. She also planned a two years' course exclusively in physical training as well as a ten months' course for training S.V. students which it is hoped will be made use of the near future. As the result of Miss Chrystal's valuable efforts the students are now becoming interested in the subject which is being perused on sound, scientific lines.

The inter-school matches also have helped very much in the encouragement of games. In the winter very keen contests were held at the Y. W. C. A. grounds with teams coming in from Jhang, Multan, Lyallpur, Jullundur as well as from schools in the city, where games cannot be played except on the roofs of the buildings. It is hoped that in the coming years funds will permit the Department to secure the services of a qualified lady who will introduce physical training into the mofussil.

Mrs. Macpherson and Mrs. Sanderson take a great interest Girl Guides. in girl guides and Mrs. Hogg has rendered valuable help in this connection at the Victoria School and the Lady Maclagan School, Lahore, for many years. We hope that the guide spirit will spread in the Punjab and girl guides and blue birds, will rapidly increase in numbers. The movement is bound to spread, and as it becomes better understood will be of great help in stimulating further interest in subjects such as hygiene, cooking, sewing, etc., which are already taught in the class-room.

**Accomplish-
ments in
Girls'
School.**

In Hindi schools there is some singing and an attempt at playing the harmonium with one finger. This, though hardly "music", is much appreciated by the parents and the children. The Amritsar Government Girls High School, has a visiting art mistress. Queen Mary College on the other hand has a very good art department and music, vocal and instrumental, is well taught. There is a great demand for accomplishment in social arts, which will make the homes of the future pleasant and cultured. The appointment of music and art mistresses in large girls schools is, therefore, much needed.

**Domestic
Science.**

A training class for teachers and others is held each year by Miss Wagstaffe, Inspector of Domestic Science and has been much appreciated. During the last five years this subject has received increasing attention. Cooking as well as hygiene are now compulsory subjects in the middle examinations and the standard of work has shown great improvement. The Deputy Directress suggests that it would be very helpful, if elementary Domestic Science could be included in the curricula of the primary classes and of the J. A.-V's, since it is the aim of the Department to make the instruction imparted in the primary the foundation of a useful domestic life for girls.

A great effort has been made to make the teaching of hygiene more practical and classes in first aid and home nursing have been arranged in schools.

**Needlework,
etc.**

Needlework is usually a popular subject in Indian schools. Plain sewing and cutting are receiving increasing attention and are improving in nearly all the centres and the standard of embroidery is very high. Cooking, simple laundry work, dyeing, and washing of silks, woollens and coloured cottons are also taught.

Buildings.

Government schools are usually well housed though some have outgrown their present accommodation. The most beautiful building is that at Hoshiarpur, which was erected for boys, but was transferred to the girls as were also the hostels of the boys schools at Sheikhpura and Karnal. The buildings at Jullundur and Chakwal are inadequate and the schools at Amritsar and Ludhiana are still housed in rented buildings.

In 1930, Sir George Anderson on his farewell tour of the Western Circle, made special arrangements for the girls' schools. The hostel of the boys' school at Dera Ghazi Khan and a building at Muzaffargarh were set aside for girls. The school at Multan was moved into its present

beautiful building near the boys' school. At Montgomery the Deputy Commissioner, Mr. Partap persuaded the Municipality to erect a well planned building before having their school for girls provincialised. At Kasur a building was made available and it is hoped that a high school will be opened there in 1933. At Pasrur the old normal school for men is available when and if a girls middle school can be opened there. Aided and board schools have outgrown their former buildings, necessitating the renting of very often unsatisfactory houses. Sanitation is on the whole inadequate. In cities there is great congestion and in villages good buildings are badly needed in nearly all the districts.

The education of girls is still in its infancy, but the depressing literacy figures are to some extent counter-balanced by the real and earnest desire of parents and girls for education. One of the most satisfactory features in the progress of education during the quinquennium and the years before it, is the lengthening of the very short school life of the girls. This is not only an advantage, in that it increases the efficiency and standard of education, but is beneficial in many other ways. Girls formerly had little or no girlhood and passed from childhood to marriage all too suddenly. There is now a real demand for good and regular teaching in the village primary schools. Much remains to be done but the former apathy or antipathy has disappeared, except where dire poverty forces upon the parents a narrowly utilitarian view of education.

**Concluding
Remarks.**

CHAPTER IX.

Education of Europeans.

School and
Scholars.

The total number of European schools for boys and girls is 28 or three less than the year 1926-27 against 28 last year. The number of children attending boys' schools has increased by 139 to 1,422 and of those attending girls' schools has decreased by 100 to 1,390 against 1,082 and 1,490 in 1926-27 and 1,281 and 1,411 during 1930-31. Thus there is a net increase of 39 in the total number 2,611 against 2,572 during the last quinquennium and a decrease of 81 against 2,692 during 1930-31.

Classification of school and pupils departmentwise during the year 1931-32, 1930-31 and 1926-27.

Kind of institution.	1931-32.	1930-31.	1926-27.	REMARKS.
High ...	11 (3 boys schools and 8 girls schools).	12 (4 boys schools and 8 girls schools).	12 (4 boys schools and 8 girls schools).	
Middle ...	8 (3 boys schools and 5 girls schools).	7 (2 boys schools and 5 girls schools).	8 (3 boys schools and 5 girls schools).	
Primary ..	7 (4 boys schools and 3 girls schools).	7 (4 boys schools and 3 girls schools).	9 (4 boys schools and 5 girls schools).	
..	26 (10 boys schools and 16 girls schools).	26 (10 boys schools and 16 girls schools).	29 (11 boys schools and 18 girls schools).	

Pupils attending schools for boys and girls.

Year.	No. of pupils in boys schools.			No. of pupils in girls schools			Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls	Total.	
1931-32	972	249	1,221	203	1,187	1,390	2,611 (1,175 boys and 1,436 girls).
1930-31	1,042	239	1,281	228	1,183	1,411	2,692 (1,270 boys and 1,422 girls).
1926-27	929	153	1,082	211	1,279	1,490	2,572 (1,140 boys and 1,432 girls).

Number of Indians reading in European schools.

Year.	Reading in boys schools.	Reading in girls schools.	Total.
1931-32	218	117	335
1930-31	203	157	360
1926-27	190	126	316

The number of Indian boy pupils tends to increase, and were it not for the Code limitations, schools could take far more Indian boys. Several schools have 25 per cent. of Indian pupils and there is some danger even with this percentage, of these schools losing the characteristic features of European schools.

In 1931-32 the total number of teachers employed in European schools was 217 against 214 and 215 in the years 1926-27 and 1930-31, respectively. Of these 159 are trained and 58 untrained against 135 trained and 79 untrained as well as 149 trained and 66 untrained during the years 1926-27 and 1930-31. Many of the untrained teachers are members of religious orders. The number of untrained secular teachers is very small. Teachers.

Rules of service are according to Code Regulations. Since 1929 appointments are made on written agreements. At the annual inspection of each school the accounts and other registers of the schools are checked under the direct supervision of the Inspector of European Schools to enable grant-in-aid to be calculated for the next year. Rules of service for teachers in non-Government schools.

The total direct expenditure from all sources has increased by Rs. 33,015 to Rs. 5,76,177. The share borne by Government has decreased by Rs. 38,003 to Rs. 2,52,927. The expenditure from tuition fees has increased by Rs. 61,776 to Rs. 2,81,206. The expenditure from other sources (private funds, *i.e.*, donations, endowments, subscriptions, etc.) has decreased by Rs. 14,833 to Rs. 42,044. The total expenditure (direct and indirect) from provincial revenues has decreased by Rs. 1,00,156 to Rs. 3,30,512. The indirect expenditure excluding expenditure on scholarships has increased by Rs. 50,556 to Rs. 3,32,332. The amount of assistance towards building grants is Rs. 41,200 against Rs. 1,06,400 in 1926-27. Expenditure.

Expenditure during 1980-31.

	Rs.
(1) Total direct expenditure from all sources	= 5,84,748
(2) Government share	= 2,68,215
(3) Tuition fees	= 2,60,440
(4) Other sources	= 56,093
(5) Provincial revenues	= 8,51,417
(6) Indirect expenditure (excluding expenditure on scholarships).	= 2,62,533
(7) Building grants	= 45,800

Cost per pupil.

Kind of schools.	No. of pupils.	Total expenditure.	Cost per pupil.
<i>1931-32.</i>			
<i>Boys Schools.</i>			
Secondary Schools ..	1,029	Rs. 2,52,941	Rs. 246 per annum.
Primary ..	192	32,155	167 ..
<i>Girls Schools.</i>			
Secondary Department	1,277	Rs. 2,77,849	Rs. 218 per annum.
Primary ..	113	13,232	117 ..
<i>1930-31.</i>			
<i>Boys Schools.</i>			
Secondary Department	1,083	Rs. 2,56,271	Rs. 236 per annum.
Primary ..	198	31,778	160 ..
<i>Girls Schools.</i>			
Secondary Department	1,349	Rs. 2,83,601	Rs. 210 per annum.
Primary ..	98	13,098	134 ..
<i>1926-27.</i>			
<i>Boys Schools.</i>			
Secondary Department	914	Rs. 2,44,783	Rs. 268 per annum.
Primary ..	168	21,568	129 ..
<i>Girls Schools.</i>			
Secondary Department	1,362	Rs. 2,54,822	Rs. 187 per annum.
Primary ..	128	21,989	172 ..

Fees.

The rates of tuition fee have been raised in all the three departments, *i.e.* primary, middle and high classes, to Rs. 6, Rs. 12 and Rs. 18 per mensem, respectively, in aided schools.

The fees from resident students at the Lawrence College, Ghora Gali, have been raised to :—

First child	Rs. 35	per mensem	for 12 months.
Second child	Rs. 31	Ditto	ditto.
Third child	Rs. 28	Ditto	ditto.
Fourth or subsequent child.	Rs. 24	Ditto	ditto.

Day pupils shall be charged tuition fees at half of these rates.

An examination fee is now levied from students of the St. Bede's College, Simla, and the Chelmsford Training College, Ghora Gali, at the following rates :—

		Rs.
College students	.. ..	15 each.
Compartment students...	... ..	15 ,,

The middle school examination fee has been raised to Rs. 13 per candidate.

In 1931-32 the grant-in-aid rules were modified to bring them into still closer relation with those applicable to Indian schools. The chief change was the introduction of a system of grading by which deduction can be made from the grant calculated, if the school concerned is not considered efficient in any respect. During the year, orders were issued that allotment for grant-in-aid for the coming year had been reduced on account of financial stringency and that a reduction had to be made in salary grants equivalent to the recent 10 per cent. cut in the salaries of Government servants. These rules, however, will come into operation in the calculation for the grants for next year. The following table shows the amount of grant-in-aid given to schools in the last two years compared with the quinquennium year 1926-27 :—

1926-27.	1929-30.	1930-31.
Rs.	Rs.	Rs.
2,90,930	2,70,636	2,68,215.

Aided European schools in the Punjab are assisted by a monthly grant-in-aid calculated in accordance with the provisions of the European Schools Code. Only two recognised schools, both primary, are not in receipt of grant-in-aid.

Government help (financial) to denominational schools.

In the last quinquennium several schools have made considerable alterations or additions to their buildings. In the year under report, Loreto Convent, Simla, completed the

Building grants.

erection of a new school building at a cost of over one lac to which Government contributed as grant Rs. 50,000. St. Edward's School, Milsington, erected a new block of class rooms to which Government contributed as grant Rs. 19,885; whilst the Bishop Cotton School rebuilt the kitchens and added a second storey at a cost of Rs. 82,642, Rs. 71,000 of which was provided by Government. A new kindergarten room has been built at the Presentation Convent School, Murree, and a domestic science room at the Sialkot Convent, but no Government grant has yet been sanctioned for these additions on account of financial stringency. At the Government Intermediate College, Ghoragali, a new hostel has been added, the cost of which was almost entirely found by the Diocesan Board. Little now remains to be done in regard to the extension of facilities for European education. The majority of the schools are commodious and modern. It seems probable that the present accommodation will prove sufficient for many years to come.

Scholarships.

The total number of scholarships and stipends held increased by 20 to 103 against 83 during 1926-27 with an increase of Rs. 1,128 to Rs. 10,638 in expenditure. In 1930-31 the number of scholarships held was 104 with an expenditure of Rs. 9,132 thereon. This number does not include special professional scholarships which are granted, mainly, on grounds of indigence, for further study in professional colleges in India.

Examinations.

The year under record is the first year when all high schools have sent in candidates for the Cambridge School Certificate Examination. This examination was substituted for the departmental High School Examination which was held for the last time in 1930. A considerable body of opinion regretted the abolition of this examination on the grounds that an examination controlled by a body in close touch with the schools and with local conditions and changes was in a better position to test satisfactorily the pupils of those schools and to modify the examination when changing conditions demanded. In border line cases reference could quickly and conveniently be made to the schools for the record of any child as is now the case in the middle school examination. It was decided, however, to abolish the High school examination as this examination was not recognised in England as equivalent to the matriculation examination of an English University; a great majority of schools preferred the Cambridge examinations and as it was difficult to find examiners, in all subjects, not directly connected with schools and familiar with European schools standards.

The condition was laid down, however, that certain subjects must be taken in order to ensure that a reasonably wide foundation of knowledge should be prepared and that the examination would be regarded as equivalent to the matric of Indian universities. To those students who have passed the Cambridge School Certificate the Punjab University has recently granted permission to appear in the F. A. examination after 18 months instead of the two years which is the period of study required after the matriculation.

In order to bring the middle school examination into closer contact with the Cambridge examinations the syllabuses of study were revised and a regulation introduced into the Code empowering the Department to consider border line cases in the light of the school record of work. In the last middle school and scholarship examination 5 boys and 11 girls were declared successful under this regulation.

Revision of
Syllabuses.

In 1931-32 in the middle school and scholarship examination out of 189 candidates (104 boys and 95 girls) passed 172 (85 boys and 87 girls) against 194 (103 boys and 91 girls) passed 158 (78 boys and 80 girls) in 1930-31 and 258 (94 boys and 164 girls) passed 199 (80 boys and 119 girls) during the year 1926-27.

Examination
Results (Middle School).

Middle and High School Examinations.
Examination Results.

Year.	MIDDLE.				HIGH.			
	Males.		Females.		Males.		Females.	
	Appear- ed.	Passed.	Appear- ed.	Passed.	Appear- ed.	Passed.	Appear- ed.	Passed.
1926-27 ...	94	80	164	119	53	35	44	32
1930-31 ..	102	78	92	80	18	18	26	23
1931-32 ..	94	85	95	87	...	...	...	...
Total	290	243	351	286	71	53	70	55

The Inspector of European Schools expresses appreciation of the high standard attained by certain girls schools in 'cultural' subjects, such as singing, music, dancing and art but is disappointed with the ordinary school work and methods of teaching in most schools. He doubts whether teachers keep themselves informed of the changing ideals and methods of educational theory and practice. Individual work is neglected and the class is regarded as a unit of

Methods of
Teaching.

instruction instead of the individual. In no school is the Dalton plan operative though this form of organization has proved valuable in the West. Individual work becomes all the more necessary on account of the great variation in age and mental development of the children of certain classes in some of the schools in the plains. The Inspector reports that History and Geography in high classes are still mainly regarded as a list of facts, and that little attempt is made to develop reasoning and judgment from geographical or historical data. Too much time is spent on the dictation and taking down of notes. This is sometimes done even in primary classes. Urdu is receiving more attention though schools complain that the standard expected by the Cambridge Examination Syndicate is unduly high. A regrettable feature is the dropping of Domestic Science by some schools, reasons given being the high cost of teaching the subject and the difficulty of obtaining suitably qualified teachers. An increase of grant-in-aid for this subject is now under consideration and the Inspector of Domestic Science is investigating this matter. It is unfortunate that funds are not available to assist two high schools for boys to add science to their curriculum. In these days no boys high school can be regarded as efficient unless provision is made for science teaching.

Teaching
of Music in
secondary
schools.

The subject of Music is taught in all European schools for girls and in most boys schools. At the time of the annual inspection of the European schools the Inspector of European Schools inspects the pupils concerned and a remark is made in the inspection report of the institution. The students are permitted to count success in the Associated Board of Music and the Trinity College of Music examinations towards qualifying for the middle school examination.

Activities
in regard to
physical
education.

This subject is receiving attention in all boys and girls European schools in the Punjab. The Inspector of European Schools examines the work done. Many of the schools have Boy Scout Troops or Girl Guides which are usually organised by the local commissioners with the help of the members of the school staff.

Training
of women
Teachers.

The training of women teachers in the Punjab is carried on at the St. Bede's College, Simla. This institution has suffered a grievous loss by the death of the Reverend Mother St. Gregory who has been in charge for very many years. The course of training was revised in order to bring the academic work in closer relation with the syllabus of the F. A. examination of the Punjab University and in 1929 additional stipends were granted for a third year of study in order to enable selected students to sit for this examina-

ation. As a result several of the students have passed the F. A. and are working privately for the B. A. examination. In the course of time these women should become eligible for the highest posts in schools or for collegiate work and thus be a means of building up and strengthening women's education in the Punjab.

On account of financial stringency the number of stipends was reduced from 14 to 8 in 1931-32.

For kindergarten teachers there is a training class at St. Denys' High School, Murree. The work is handicapped here by the unsuitability of the course and by the paucity of the numbers in the kindergarten class of the school. The stipends tenable in this class have recently been abolished.

The designation of Chelmsford Training Class at Ghoragali was altered to Chelmsford Training College in 1928-29. This institution works in close connection with the intermediate college and school there, and prepares teachers for the whole of India. The reorganization of the course referred to in the last quinquennial report has proved very valuable as several of the students have since proceeded to the B. A. or B. Sc. degrees. The students are, however, possibly on account of the present general financial depression, finding increasing difficulties in obtaining posts after completing their training. Government has recently ordered that no stipends will in future be awarded to Punjab students until further orders.

Training
men
Teachers.

A striking development during the last quinquennium has been the increased facilities for higher education in European schools. In these days of political changes in India and with the present severe competition for posts, the domiciled community can no longer expect the privileged position they once held and this fact is becoming more and more appreciated by them. The Lawrence School at Ghoragali was raised to the intermediate college stage in 1926 and the members in the college classes increase yearly. In 1932, 24 (9 + 15) students sat for the F. A. and F. Sc. examinations respectively. The Lawrence Royal Military School, Sanawar, was affiliated to the London University in 1928, whilst the Bishop Cotton School added Intermediate classes in the same year and the St. Bede's College in 1929.

Colleges
Education.

The increase of the number of professional scholarships in place of the scholarships formerly tenable in English universities affords a greater opportunity for members of the domiciled community to continuing higher education and to equip themselves for professional work in India.

Extension
of Collegiate
Education.

CHAPTER X.

Education of Special Classes.

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

The backward areas and communities of the province continued to receive a specially liberal treatment from Government. The various district boards were given Government grants according to their respective needs and based on the same percentage of approved expenditure on vernacular education as in the last quinquennium. In spite of financial stringency during the last two years the total annual grants to district boards increased from Rs. 56,12,307 in 1926-27 to Rs. 74,19,127 or by more than 32 per cent. Six high schools situated in rural areas were provincialised increasing the number of such schools from 46 to 52. As to the recruitment of teachers, it is gratifying to note that there is now no lack of trained teachers even in the remotest districts of the province. There is, indeed, a surplus of unemployed teachers reported from many of them. Wider concessions in fees and other facilities to village *kamins* and agriculturists and award of military scholarships from the Silver Wedding Fund have had their effect in larger enrolment in schools in general and of backward communities in the higher stages of education, in particular.

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

Comparative Statement showing the enrolment of the males of the three principal communities of the province in educational institutions of all kinds on 31st March 1932 and 31st March 1927.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.		
	1926-27.	1931-32.	Increase or decrease.	1926-27.	1931-32.	Increase or decrease.	1926-27.	1931-32.	Increase or decrease.
University (Research students) ...		7	+7	15	33	+18	4	3	-1
Arts Colleges (excluding IX and X classes of Intermediate colleges.)	1,842	2,893	+1,051	4,122	5,924	+1,802	1,295	1,870	+575
	53	70	+17	68	70	+2	8	9	+1
Total	1,895	2,970	+1,075	4,205	6,027	+1,822	1,307	1,882	+575
Professional Education									
(Law ...)	95	135	+40	359	378	+19	89	101	+12
(Medicine ...)	177	143	-34	316	206	-110	89	60	-29
(Commerce ...)		11	+11		102	+102		8	+8
(Teaching ...)	91	54	-37	116	60	-56	34	23	-11
(Agriculture ...)	59	83	+24	44	65	+21	82	66	-16
(Veterinary ...)	48	44	-4	62	71	+9	30	27	-3
(Engineering ...)	46	69	+23	89	99	+10	20	40	+20
Total	518	539	+21	877	981	+104	344	334	-10
Schools: General (including IX and X classes of Intermediate colleges.)									
Secondary stage ...	61,642	88,019	+26,377	71,761	92,792	+21,031	27,732	38,418	+10,686
Primary stage ...	380,226	415,273	+35,047	241,327	254,381	+12,954	89,824	103,895	+14,071
Total	4,41,938	503,292	+61,354	313,088	347,073	+33,985	117,556	140,411	+22,855
Special schools									
(Training ...)	1,483	872	-611	997	563	-434	332	262	-70
(Medical ...)	225	232	+7	267	318	+51	88	78	-10
(Art ...)	111	142	+31	41	81	+40	7	32	+25
(Engineering ...)	31	50	+19	74	94	+20	24	29	+5
(Industrial ...)	1,974	2,023	+49	962	1,370	+408	282	366	+84
(For defectives ...)	9	8	-1	27	49	+22	2	4	+2
(Commercial ...)	28	113	+85	56	184	+128	24	40	+16
(Reformatory ...)	62	72	+10	55	48	-7	1	5	+4
(Adults ...)	45,040	6,968	-38,072	44,282	3,688	-40,594	8,008	1,939	-6,069
(Others ...)	353	818	+465	352	565	+213	107	392	+285
Total	49,315	11,296	-38,019	47,013	6,837	-40,176	8,875	3,147	-5,728
Grand Total (Recognised institutions)	483,664	518,097	+34,433	365,183	360,918	-4,265	128,092	145,774	+17,682
Unrecognised Institutions	39,903	56,392	+16,489	12,131	8,080	-4,051	5,551	4,571	-980
GRAND TOTAL (ALL INSTITUTIONS)	523,567	574,489	+50,922	377,314	369,008	-8,306	133,643	150,345	+16,702

(ii) Muslims.

The enrolment of Muslims in all kind of schools has gone up by 40,822 to 574,389 and that of Sikhs by 16,712 to 150,345. The number of Hindus has decreased by 8,306 to 369,008. In other words, the percentage of Muslims, Sikhs and high caste Hindus under instruction is 7·9, 8·8 and 12·8, respectively.

The figures for unrecognised schools reveal that Muslims in such schools have increased by 16,389 to 56,292 while Hindus and Sikhs have gone down by 4,041 and 980 to 8,090 and 4,571, respectively.

A cursory examination of the foregoing table shows a conspicuous fall in the number of pupil of all the three communities in adult schools. The number of Muslims in these schools has fallen during the quinquennium by 38,072 to 6,968 while the Hindus and Sikhs have gone down by 40,616 and 6,069 to 3,666 and 1,939, respectively.

It may also be noticed that there is an all round fall in the numbers of the three communities in the medical and teaching professions which is mainly due to stricter admissions in the last part of the quinquennium owing to the prevailing conditions of unemployment in these professions. It is, however, satisfactory to note that Muslims are taking to Law, Agriculture, Engineering and Commerce in larger numbers than before.

(iii) Jains.

The total number of Jain boys under instruction in March, 1932, stood at 3,714 as against 3,560 in 1927, an increase of 154 or 4·3 per cent. This number includes one boy in a European school, 17 boys in industrial schools, and 92 in colleges. The total population of Jains in the British Punjab being 35,284 according to the census of 1931, 10·5 per. cent of the whole population or roughly 20 per cent. of the male population is under instruction, which is very satisfactory.

Figures for the education of girls among Jains are not available, but it is admitted that they are very backward in this respect.

The Jain community maintains two high schools at Ambala and Panipat which are reported to be making satisfactory progress. The Jain School at Ambala has only recently completed a magnificent building at a cost of about Rs. 36,000.

(iv) The Upper Classes.

There is continuous decline in the number of boys specially of the Muslim community attending the Aitchison College, Lahore. The figures now stand at 72 as against 110 in 1927.

The following extract from the Principal's report gives the various causes of this decline which are worth serious consideration :—

“Economic trouble undoubtedly played the chief part in the decline. It is well known, too that Muslim clientele of the college, especially in the West Punjab, has suffered most in these lean years. Heavy floods in 1928 and 1929 and slighter ones in other years had their effect and the Muslim community more exclusively than any other community in the Punjab depends on land receipts for its income. From about the spring of 1931, however, it became manifest that a hostile propaganda was at work to dissuade parents from using this college. This was a composition of facts and prejudices with a touch perhaps of defeatism chargeable to some old boys of the college, or members of their families. The loss of avenues to service through the college is dwelt upon with a kind of despairing reiteration. Then also there is a loss of boys which has been observed of late due to parents being determined that boys' education shall begin about the age of eight. Earlier matriculation is aimed at, again with a view to readiness for service through any or every avenue. The pursuit of Government service is to a large extent common to those who require it for a livelihood and those who do not. While this college keeps its statutory minimum age of admission at ten years, it points to the preparatory school at Queen Mary College, and expects the parents to use that for ages 7 or less up to 10 or more. Of recent years, Muslim parents of the West Punjab in particular have increasingly adopted the attitude that they will not use the school. The well-to-do among them, accordingly tend to send their boys at about the age of eight years to Aligarh, where there is a home with an English matron for them. These boys continue at Aligarh or elsewhere, and are lost to the preparatory school and ourselves. The objection felt against using the preparatory school are not fully or distinctly traceable.

The latest recruitment in the spring of 1932 seems to indicate some accession of Muslim boys, but not from the districts that the college drew from in considerable measure some years back, *i. e.*, Shahpur, Jhelum, Jhang, etc.

The competition of Dehra Dun (Royal Indian Military College) fell throughout the last ten years may now ease off with the inauguration of an army class here for the Army Entrance Examination in India.”

The financial condition of this college is free from anxiety because of the staunch support it receives from the princes of the Punjab. In respect of examination results, athletics, etc., the institution is making satisfactory progress.

(v) *Depressed Classes.*

During the quinquennium, 1922—27, the number of boys of the depressed classes rose from 1,182 to 19,502 of which 15,308 attended ordinary schools. In the quinquennium under report this number has further risen by 13,693 to 33,196—an increase of 70 per cent. In other words 3·9 per cent. of the total male population of these classes is under instruction. It is thus manifest that the measures adopted by Government as enumerated in the last quinquennial report and the efforts of the educational officers to encourage education among the depressed classes have been attended with very satisfactory results.

Mr. Man Mohan is quite satisfied with the educational progress made by these classes in the Jullundur division, but his suggestion in regard to their education at the high stage is worthy of consideration. He observes :—

“ A disquieting feature is that the increase is chiefly in the primary and middle stages while the number of boys who complete the high stage still continues to be unsatisfactory. This is due to the fact that while these boys enjoy fee concessions in the primary and middle stages with a practically free supply of books and writing materials by various district boards, very few facilities are given to those at the high stage. Sir George Anderson's policy of liberal monetary assistance by way of fee concessions, etc., has been eminently successful and it is highly desirable that similar privileges and concessions should be extended to the boys at the high stage.”

It is further pleasing to note that there are 40 students of the depressed classes under training in the Government Normal School, Jullundur. While Government has withdrawn stipends from all the students under training as a measure of economy, it has generously excluded the depressed classes from the operation of this rule.

(vi) *Education of Criminal Tribes.*

The total number of the various kinds of schools for boys and girls of criminal tribes rose from 44 in 1927 to 59 in 1932 and that of pupils attending them, from 1,597 to 2,391—an increase of 794 or 50 per cent. Out of these, 520 attended night schools. Besides, the number of pupils attending village schools rose from 3,650 to 6,304—an in-

crease of 72·7 per cent. Thus the total number of pupils under instruction has risen from 5,247 to 8,695 or 5·8 per cent. of their total population.

During the year 1931-32 the numbers of boys and girls completing the primary stage rose by 109 and 43 to 596 and 143, respectively, and that of boys completing the middle stage by 10 to 46. The only anglo-vernacular middle school, at Kacha Khuh, run by the members of the criminal tribes with Government aid has on its rolls 56 boys of the zamindars residing in the locality in addition to their own boys. One boy has passed the matriculation examination while three of them are attending high schools with the same object. The following remarks of the Inspector of Schools, Lahore Division, are full of hope :—

“ The fact that two Megh students formerly students of the K.C. Arya High School, Sialkot, have this year passed the B A. examination, is a glowing testimony to the interest that this class is taking in its educational advancement. The future, I must say, is bright and full of promise.”

To encourage education among these tribes, 62 stipends of Rs. 2 each and 28 stipends of Rs. 5 each are given every year to boys and girls residing in the settlements while 200 stipends of Rs. 2 each and 300 stipends of Re. 1 each were granted to deserving pupils attending village schools outside the settlements. It is hoped that proposals for increasing the number of such stipends will be taken in hand as soon as financial conditions permit.

CHAPTER XI.

Text Book Committee.

Constitu-
tion of the
Committee.

At the present time the Committee is composed of twenty-five members, each nominated for a period of two years with the Director of Public Instruction, Punjab, as *ex-officio* President. There are seven Europeans, seven Muslims, six Hindus, two Indian Christians and two Sikhs on the Committee, one of the seats being vacant. Most of the members are in intimate touch with the various types of educational institutions in the province, primary and secondary schools, vernacular and anglo-vernacular schools, girls' schools, industrial schools, training institutions, Government and aided schools and schools under private or sectarian management. Five members from out-stations have been appointed and provision is made in the budget for the payment of their travelling expenses.

To facilitate the selection and preparation of suitable books, for industrial schools, three members nominated by the Director of Industries, Punjab, were co-opted in 1929 for the first time.

Recommend-
ation of
Text Books.

In the selection of books the Committee is influenced entirely by the educational needs of the province and its policy has been to encourage the private author and publisher when their publications reach the standard set up by the Committee as regards literary value, methods of treatment, artistic merit, general get-up and price. The general quality of the works submitted was not up to the standard looked for in school text-books, and consequently the Department drew the attention of the Committee to the growing evil of a swelling list of books approved by the Committee either as prescribed texts or alternative texts or additional reading, and requesting that in future only such books may be recommended for inclusion in the Book Circular as, in the opinion of the Committee, possess outstanding merits, and in regard to which the Committee is prepared, if required to prove and justify its recommendations. The letter was considered by the Committee and it was decided that (1) no new books should be recommended for adoption as text books unless they had some distinctive merit in comparison with the books already prescribed; (2) reviews on the merits of new books should be obtained as compared with those already on the list of authorised text-books; and (3) recognised books should be reviewed at the end of every three years with a view to removing inferior publications.

The total number of books dealt with by the Committee during the quinquennium was 2,341 as compared with 1,779 considered during the previous five years. Of these 2,341 considered by the Committee, 1,271 were approved. The extent to which the Committee has encouraged private authors and publishers will be seen from the fact that during the five years no less than 129 books were recommended for approval as text-books, 38 retained on the list of books approved for use in schools as alternative text-books, 36 for supplementary reading, 795 for school libraries and class libraries, 76 for prizes, 44 for teachers' libraries, 21 were recommended for awards from the Patronage of Literature Fund for the production of good and useful vernacular literature, 44 purchased for presentation to school libraries, 8 recommended for the libraries of girls' schools, 12 placed in the Reference Library of the Committee and 2 recommended for the libraries of training institutions.

Since the inception of the scheme of translation of English books into the vernaculars in 1924, Rs. 60,862-11-8 has been spent on the work.

Translation
of English
books into
the Vernaculars.

Year.	Cost of production.		
	Rs.	A.	P. •
1925-26	530	9	0
1926-27	1,522	3	6
1927-28	1,344	4	9
1928-29	18,796	2	1
1929-30	16,539	0	0
1930-31	13,202	0	0
1931-32	8,928	8	4
Total	60,862	11	8

During 1929-30 an attempt was made to find out whether those translations which had already been presented to schools were being read by school boys. Some of the headmasters, who had been asked to state whether they considered the books useful and popular and of a type which would appeal to Punjabi school boys, sent satisfactory replies.

The original intention of the Committee in undertaking this work appears to have been to provide reading material suitable for the pupils of upper primary and middle classes or girls, and for the general public. At the close of the year 1931-32 at the suggestion of the Editorial Board, the

Committee decided to enrich and encourage vernacular literature through translating books intended for the general reader which would supply scientific and up to date information on cultural subjects and to draw the attention of the general public to the work which is being done through articles and notices in the vernacular press and literary magazines.

The following list gives the number of books and magazines supplied free to schools during the past five years :--

BOOKS.			
		<i>No. of books</i>	<i>Cost.</i>
			Rs. A. P.
1927-28	..	52	12,271 5 0
1928-29	..	14	14,656 10 9
1929-30	..	15	22,239 4 8
1930-31	..	43	19,980 0 0
1931-32	..	8	6,260 6 8
Total			.. 75,407 11 1

MAGAZINES.

		<i>No.</i>	<i>Cost.</i>
			Rs. A. P.
1927-28	..	14	9,458 5 0
1928-29	..	13	9,281 9 10
1929-30	..	21	12,224 7 2
1930-31	..	24	15,160 2 3
1931-32	..	26	14,525 3 0
Total			.. 61,249 11 3

During the quinquennium the Committee presented to the educational institutions and village libraries books and periodicals of the value of Rs. 1,36,657-6-4 as compared with Rs. 45,162 for the previous five years.

Purchase
of Cinema
Films.

During the year 1928-29 the Committee purchased at a cost of Rs. 5,737 a portable cinema machine and cinema films on educational subjects with a view to giving cinema shows to school children. The services of a cinema Demonstrator were secured with effect from the 1st of October, 1929, and during the next six months he showed

films to 35,400 boys and girls at stations where electric current was available as the machine can not work without electricity. As this experiment proved very popular the Committee decided to engage the Cinema Demonstrator for another year during which period films were shown to no less than sixty thousand boys and girls. Besides visiting schools and colleges the Cinema Demonstrator showed films under the auspices of the Y. M. C. A., the S. P. S. K., Rural Uplift Committee, Moga, and the Museum Lectures Committee. The work at Simla aroused such interest that both R. A. F. Headquarters and the Police Department asked for the loan of films for exhibition to the members of their staffs. There can be no doubt whatever that this experiment is a success and that this modern method of education by the showing of films is very greatly appreciated in the Punjab as it is in western countries. Consequently the Committee has now made the appointment of the Cinema Demonstrator permanent. The Committee has set an example in India which is almost certain to be followed in other provinces. The Committee now possesses 154 Cine Kodak Films on various educational subjects, viz., General Science, Geography Travels, Sports and a few Comics, a classified list of which is being printed.

The Committee continues to encourage authors, translators and publishers by awarding prizes to the best books of the year. The budget provision for this purpose amounts to Rs. 2,500, but except in 1927-28 this sum has always been exceeded.

Encouragement
of
Vernacular
Literature.

The following tables show the record of the past five years as distributed over the three vernaculars, the figures for the two previous quinquenniums being noted for comparison :—

Year.	<i>Books submitted.</i>			
	Urdu.	Hindi.	Punjabi.	Total.
1926-27 ..	4	4	3	11
1927-28 ..	2	2	4	8
1928-29 ..	5	1	4	10
1929-30 ..	8	2	4	9
1930-31 ..	9	3	6	18
Total ..	23	12	21	56
1917-22 ..	43	17	17	77
1923-27 ..	27	10	12	49

Awards.

Year.	Urdu.	Hindi.	Punjabi	Total.
	Rs.	Rs.	Rs.	Rs.
1927-28 ..	..	1,000	..	1,000
1928-29 ..	750	1,500	1,500	3,750
1929-30 ..	1,500	500	750	2,750
1930-31 ..	750	1,000	1,500	3,250
1931-32 ..	1,500	500	750	2,750
	<hr/>	<hr/>	<hr/>	<hr/>
Total ..	4,500	4,500	4,500	13,500
1917—22 ..	900	1,000	2,200	4,100
1923—27 ..	6,500	2,800	2,500	11,800

From the second table it will be seen that only once during the quinquennium was the total amount available not distributed.

III-A.—EXPENDITURE ON EDUCATION FOR MALES.

Expenditure on buildings includes Rs. 2,62,612 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items:—

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

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	1,82,201	..	..	8,98,874	..
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges	1,63,144	..	..	1,59,953	..	3,23,097	..	..	..	..	..	..	2,02,859	900	610	4,60,558	3,47,074
Professional Colleges—																	
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	3,57,961	..	..	59,186	..	4,17,147	..	..	..	..	..	..	..	..	..	..	..
Education	1,11,670	..	..	14,855	5,932	1,32,457	..	..	..	..	..	..	..	..	..	..	..
Engineering	2,55,940	..	..	1,721	..	2,57,661	..	..	..	..	..	..	..	..	..	..	..
Agriculture	92,481	..	..	39,128	..	1,31,609	..	..	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	41,200	..	..	15,452	2,430
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	1,40,254	..	..	31,190	..	1,71,444	..	..	..	..	..	..	..	..	..	..	..
Intermediate Colleges	3,53,538	..	..	2,44,993	739	5,99,261*	..	..	..	..	..	..	20,062	..	..	93,304	17,320
Totals	14,74,988	..	..	5,51,026	6,662	20,32,676	..	..	..	..	..	..	4,46,322	900	610	14,68,188	3,66,824
SCHOOL EDUCATION.																	
General.																	
High Schools	10,27,262	..	..	6,99,275	3,616	17,30,153†	1,91,838	1,08,686	71,461	3,18,311	14,784	7,05,080	8,47,266	36,008	56,720	16,22,899	4,94,868
Middle Schools—																	
English	1,18,667	..	..	61,740	113	1,80,520	2,36,882	1,92,787	62,665	2,48,028	7,754	7,48,116	94,404	4,628	12,377	1,72,311	1,25,308
Vernacular .. .. .	..	..	..	..	..	..	44,54,615	11,32,841	15,503	5,36,806	45,598	61,85,363	8,358	5,169	..	4,119	20,387
Primary Schools	14,969	40	..	2	..	15,002	22,51,490	5,29,076	4,07,782	37,929	22,109	32,48,386	2,16,600	50,953	63,141	33,475	1,55,114
Totals	11,60,839	40	..	7,61,017	3,729	19,25,675	71,34,825	19,63,390	5,57,411	11,41,074	90,245	1,08,86,945	11,66,628	96,758	1,32,238	18,32,804	7,95,677
Special.																	
Arts Schools	55,497	..	..	1,999	8,659	66,155	..	..	..	..	..	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1,05,272	..	..	10,803	..	1,16,075	..	..	..	..	..	..	6,000	..	1,000	6,630	36,771
Normal and Training Schools	2,31,779	1,597	..	466	2,075	2,35,917	..	..	..	..	..	..	9,925	29	..	6,535	7,916
Engineering Schools	55,526	..	..	41,442	..	96,968	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	3,00,458	685	5,022	5,667	16,459	3,28,291	..	..	..	..	..	..	19,134	..	1,550	10,123	6,568
Commercial Schools	32,919	..	..	12,086	..	45,005	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools	43,475	..	..	..	..	43,475	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives	5,454	..	..	..	..	5,454	..	..	..	..	..	..	300	..	600	..	2,652
Schools for Adults	342	..	..	..	..	342	26,430	4,822	107	..	5	31,364	6,370	569	470	..	189
Other Schools	2,05,431	..	..	82,333	12,712	3,00,476	..	..	..	..	..	..	5,976	3,554	351	8,091	620
Totals	10,36,153	2,282	5,022	1,54,796	39,905	12,38,158	26,430	4,822	107	..	5	31,364	47,705	4,152	3,971	31,379	54,716
GRAND TOTALS	36,72,030	2,322	5,022	14,66,839	50,296	51,96,509	71,61,255	19,68,212	5,57,518	11,41,074	90,250	1,09,18,309	16,60,655	1,01,810	1,36,819	33,32,371	12,17,217

* Excludes expenditure on the intermediate classes of the Lawrence Royal Military School, Sanawar and the Bishop Cotton School, Simla

† Includes expenditure on the intermediate classes of the Bishop Cotton School, Simla, but excludes expenditure on the Lawrence Royal Mi

		TOTAL EXPENDITURE FROM					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	..	2,02,305	..	..	..	..	2,02,305
Inspection ..	..	8,32,220	98,964	20,425	..	5	9,51,614
Buildings, etc. ..	..	3,31,855	1,45,919	28,331	17,593	3,70,574	8,94,272
Miscellaneous ..	..	8,65,239	2,35,256	1,35,184	2,08,782	4,13,334	18,57,795
Totals ..	..	22,31,619	4,80,139	1,83,940	2,26,375	7,83,913	39,05,986

RECOGNISED UNAIDED INSTITUTIONS.									
Totals.	Fees.	Other sources.	Totals.						
18	19	20	21						
Rs.	Rs.	Rs.	Rs.						
10,81,075	..	..	..	1,92,201	..	..	8,98,874	..	10,81,075
..
10,12,001	2,41,657	14,884	2,56,541	3,66,003	900	610	8,62,168	3,61,958	15,91,639
..	73,952	..	73,952	..	..	..	73,952	..	73,952
..	..	..	..	3,57,961	..	..	59,186	..	4,17,147
..	..	..	..	1,11,670	..	..	14,855	5,932	1,32,457
..	..	..	..	2,55,940	..	..	1,721	..	2,57,661
..	..	..	..	92,481	..	..	39,128	..	1,31,609
59,082	..	..	..	41,200	..	..	15,452	2,430	59,082
..
..	..	..	..	1,40,254	..	..	31,190	..	1,71,444
1,30,686	47,350	3,767	51,117	3,73,600	..	..	3,85,647	21,817	7,81,064*
22,82,844	3,62,959	18,651	3,81,610	19,21,310	900	610	23,82,173	3,92,137	46,97,130
50,57,761	2,53,911	75,825	3,29,736	20,66,366	1,44,694	1,28,181	28,94,396	5,89,093	58,22,730†
4,09,028	86,005	52,382	1,38,387	4,49,953	1,97,415	75,042	5,68,084	1,85,557	14,76,051
38,033	1,389	1,289	2,678	44,62,973	11,38,010	15,503	5,42,314	67,274	62,26,074
5,19,283	145	15,673	15,818	24,83,050	5,80,069	4,70,923	71,551	1,92,896	37,98,489
40,24,105	3,41,450	1,45,169	4,86,619	94,62,342	20,60,188	6,89,649	40,76,345	10,34,820	1,73,23,344
..	..	..	..	55,497	..	..	1,999	8,659	66,155
..
50,401	..	..	..	1,11,272	..	1,000	17,433	36,771	1,66,476
24,405	2,498	57	2,555	2,41,704	1,626	..	9,499	10,048	2,62,877
..	..	..	..	55,526	..	..	41,442	..	96,968
37,375	..	..	..	3,19,592	685	6,572	15,790	23,027	3,65,666
..	..	..	..	32,919	..	..	12,086	..	45,005
..
..	..	..	..	43,475	..	..	..	..	43,475
3,552	..	..	..	5,754	..	600	..	2,652	9,006
7,598	..	152	152	33,142	5,391	577	..	346	39,456
18,592	..	..	..	2,11,407	3,554	351	90,424	13,332	3,19,068
1,41,923	2,498	209	2,707	11,10,288	11,256	9,100	1,88,673	94,835	14,14,152
64,48,872	7,06,907	1,64,029	8,70,936	1,47,25,559	25,52,483	8,83,299	68,73,566	23,05,705	2,73,40,612

Expenditure on buildings includes Rs. 39,742 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items :-

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

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.
	1	2	3	4	5	6	7	8	9	10	11
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.											
Arts Colleges	42,251	..	..	11,187	..	53,438	..	..	..	..	..
Professional Colleges— Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..	..	..
Intermediate Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
Totals	42,251	..	..	11,187	..	53,438	..	..	..	..	..
SCHOOLS EDUCATION.											
<i>General.</i>											
High Schools	3,88,588	..	1,788	90,264	..	4,80,640*	..	..	..	..	..
Middle Schools— English	28,771	..	2,658	1,339	..	32,766	..	..	..	..	..
Vernacular	6,958	..	..	..	..	6,958	51,458	6,764	79,397	19	..
Primary Schools	1,307	..	..	..	..	1,307	3,72,074	1,16,719	1,79,874	10	2,607
Totals	4,25,624	..	4,444	91,603	..	5,21,671	4,23,532	1,23,483	2,59,271	29	2,607
<i>Special.</i>											
Medical Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools	93,683	521	..	..	..	94,209	..	..	..	..	..
Technical and Industrial Schools	17,047	..	..	..	..	17,047	800	..	750	..	..
Commercial Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	..	..	..	..	..	72	..	..	..
Other Schools	7,929	..	..	..	..	7,929	..	..	..	..	..
Totals	1,18,664	521	..	..	..	1,19,185	800	72	750	..	..
Grand Totals for Females	5,86,539	521	4,444	1,02,790	..	6,94,294	4,24,332	1,23,555	2,60,021	29	2,607
Grand Totals for Males	36,72,030	2,322	5,022	14,66,839	50,296	51,96,509	71,61,255	19,68,212	5,57,518	11,41,074	90,250
GRAND TOTALS FOR ALL	42,58,569	2,843	9,466	15,69,629	50,296	58,90,803	75,85,587	20,91,767	8,17,539	11,41,103	92,857

* Excludes expenditure on

EXPENDITURE ON EDUCATION FOR FEMALES.

										TOTAL EXPENDITURE FROM									
										Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.				
										22	23	24	25	26	27				
										Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
										87,870	1,500	2,389	..	..	91,759		
										77,381	755	15,000	236	78,356	1,71,728				
										1,03,922	1,811	12,028	25,808	1,84,869	3,28,438				
										2,69,173	4,066	29,417	26,044	2,63,225	5,91,925				
										Inspection .. Buildings, etc. .. Miscellaneous .. TOTALS ..									
										AIDED INSTITUTIONS.					RECOGNISED UNAIDED INSTITUTIONS.				
Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	TOTALS.										
12	13	14	15	16	17	18	19	20	21										
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
..	10,000	..	..	14,316	11,973	36,289	..	..	..	52,251	..	..	25,503	11,973	99,727
..	18,192	..	..	3,393	..	21,585	..	..	..	18,192	..	..	3,393	..	21,585
..	28,192	..	..	17,709	11,973	57,874	..	..	..	70,443	..	..	28,896	11,973	1,11,313
..	1,09,178	..	7,898	1,02,546	46,674	2,66,296	9,448	45,165	54,613	4,97,766	..	9,686	2,02,258	91,839	8,01,549*				
..	65,790	3,551	9,711	38,298	66,144	1,83,494	..	440	440	94,561	3,551	12,367	39,637	66,584	2,16,700				
1,37,638	67,518	3,940	36,840	7,294	1,35,913	2,51,505	..	370	370	1,25,934	10,704	1,16,237	7,313	1,36,283	3,96,471				
6,71,284	1,06,800	21,307	59,414	4,278	1,17,568	3,09,367	2,038	15,043	17,681	4,80,181	1,38,026	2,39,288	6,926	1,35,218	9,99,639				
8,08,922	3,49,286	28,798	1,13,863	1,52,416	3,66,299	10,10,662	12,086	61,018	73,104	11,98,442	1,52,281	3,77,578	2,56,134	4,29,924	24,14,359				
..	91,812	8,061	5,825	24,927	79,253	2,09,878	..	..	..	91,812	8,061	5,825	24,927	79,253	2,09,878	
..	12,398	..	..	3,319	6,359	22,076	..	..	..	1,06,086	521	..	..	6,359	1,16,277
1,550	2,100	420	270	61	2,631	5,432	204	3,838	4,042	19,947	420	1,020	260	6,469	28,117				
..	2,790	..	..	1,876	1,579	6,245	..	..	..	2,790	..	..	1,876	1,579	6,245
..				
72	..	..	..	..	..	..	..	..	..	..	72	..	..	..	..
..	500	3,554	351	..	..	4,405	..	..	..	8,429	3,554	351	..	..	12,334
1,622	1,09,600	12,035	6,446	30,183	89,822	2,48,086	204	3,838	4,042	2,29,064	12,628	7,196	30,387	93,660	3,72,974				
8,10,544	4,87,078	40,833	1,20,309	2,00,308	4,68,094	13,16,622	12,290	64,856	77,146	17,67,122	1,68,975	4,14,191	3,41,461	7,98,782	34,90,565				
1,09,18,309	16,60,655	1,01,810	1,36,819	33,32,371	12,17,217	64,48,872	7,06,907	1,64,029	8,70,936	1,47,25,559	25,52,483	8,83,299	68,73,568	23,05,705	2,73,40,665				
1,17,28,853	21,47,733	1,42,643	2,57,128	35,32,679	16,85,311	77,65,494	7,19,197	2,28,885	9,48,082	1,64,92,681	27,21,458	12,97,490	72,15,027	31,04,487	3,08,31,141				

Expenditure on Lawrence Royal Military School, Sanawar.

**I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1931-32.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
		1	2	3	4	5	6
RECOGNISED INSTITUTIONS.							
Universities .. .. .	..	..	..	..	1	..	1
Colleges—							
Arts and Science* .. ..	..	1	..	..	7	3	11
Law .. .. .	..	..	..	..	..	1	1
Medicine .. .. .	..	1	..	..	..	..	1
Education .. .. .	..	2	..	..	..	..	2
Engineering .. .. .	..	1	..	..	..	..	1
Agriculture .. .. .	..	1	..	..	..	..	1
Commerce .. .. .	..	..	..	..	1	..	1
Forestry .. .. .	..	..	..	..	..	..	..
Veterinary Science .. ..	..	1	..	..	..	..	1
Intermediate and 2nd grade Colleges†	..	12	..	..	5	3	20
Totals .. .. .	..	19	..	..	13	7	39
High Schools†	..	81	28	15	173	26	323 ✓
Middle Schools	{ English	8	91	18	67	45	(a) 229
	{ Vernacular .. .. .	..	3,224	6	10	1	(b) 3,241
Primary Schools .. .. .	..	15	4,181	313	1,003	89	5,611
Totals .. .. .	..	104	7,534	352	1,253	161	9,404
Special Schools—							
Art .. .. .	..	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..	..
Medical .. .. .	..	1	..	..	2	..	3
Normal and Training .. ..	..	15	..	..	4	1	20
Engineering .. .. .	..	1	..	..	..	..	1
Technical and Industrial ..	..	30	..	..	4	..	34
Commercial .. .. .	..	9	..	..	..	..	9
Agricultural .. .. .	..	..	..	..	..	..	..
Reformatory .. .. .	..	1	..	..	..	..	1
Schools for Defectives .. ..	..	1	..	..	1	..	2
Schools for Adults .. .. .	..	1	446	5	64	68	584
Other Schools .. .. .	..	36	..	..	3	..	39
Totals .. .. .	..	96	446	5	78	69	694
Total for Recognised Institutions ..	..	219	7,980	357	1,345	237	10,138
UNRECOGNISED INSTITUTIONS ..	..	..	2	..	..	3,290	3,292
GRAND TOTALS, ALL INSTITUTIONS	..	219	7,982	357	1,345	3,527	13,430

*Includes one Oriental
 (a) Includes 202 upper middle schools
 (b) Includes 766 upper middle schools
 †Does not include Lawrence Royal Inter

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..
1	..	..	1	..	2
..
..	..	..	1	..	1
..
..
..
..
1	..	..	2	..	3
22	..	..	15	3	40
4	..	..	21	1	26
2	11	32	63	1	109
2	825	234	310	56	1,627
30	836	266	609	61	1,802
..
..	..	..	1	..	1
15	..	..	3	..	18
..
2	..	1	4	2	9
..	..	..	1	..	1
..
..
..	1	..	..	..	1
26	..	..	1	..	27
43	1	1	10	2	57
74	837	267	621	63	1,862
..	..	..	..	3,180	3,180
74	837	267	621	3,243	5,042

College,
and 27 lower middle schools,
and 2,475 lower middle schools,
mediate class and High Schools, Sanawar.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Universities ..	..	..	..	..	..	..	..	..	..
Arts and Science (b) & (c) ..	3,392	2,987	1,059	..	..	..	..	..	..
Law ..	432	425	258	..	..	..	..	..	..
Medicine ..	175	165	162	..	..	..	..	..	..
Education ..	235	225	126	..	..	..	..	..	..
Engineering ..	217	209	199	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	143	130	121	..	..	..	..	..	..
Totals ..	4,594	4,141	1,925	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools ..	25,974	24,903	3,372	9,824	9,046	1,181	6,087	6,273	386
" Middle English ..	2,309	2,177	897	23,111	20,482	784	5,465	5,055	237
" Schools Vernacular ..	..	..	..	454,741	385,845	7,533	1,444	1,263	79
" Primary Schools ..	1,314	1,156	96	260,943	216,572	125	52,164	45,400	..
Totals ..	29,597	28,236	3,865	748,619	631,945	9,623	65,760	57,991	702
In Art Schools ..	264	279	71	..	..	..	..	..	..
" Law ..	..	..	..	..	..	..	..	..	..
" Medical Schools ..	388	380	309	..	..	..	..	..	..
" Normal and Training Schools ..	1,470	1,440	1,455	..	..	..	..	..	..
" Engineering Schools ..	174	171	174	..	..	..	..	..	..
" Technical and Industrial Schools ..	3,468	4,030	538	..	..	..	..	..	..
" Commercial Schools ..	341	318	63	..	..	..	..	..	..
" Agricultural Schools ..	..	..	..	..	..	..	..	..	..
" Reformatory Schools ..	127	115	127	..	..	..	..	..	..
" Schools for Defectives ..	28	24	19	..	..	..	..	..	..
" Schools for Adults ..	82	68	..	9,915	8,530	..	110	91	..
" Other Schools ..	2,067	1,792	727	..	..	..	..	..	..
Totals ..	8,409	8,617	3,483	9,915	8,530	..	110	91	..
Totals for recognised institutions.	42,600	40,994	9,273	753,534	640,475	9,623	65,870	58,082	702
IN UNRECOGNISED INSTITUTIONS.	..	..	..	48	44	3	..	..	..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	42,600	40,994	9,273	758,582	640,519	9,626	65,870	58,082	702

(a) Includes 1,670 students reading

(b) Includes 149 scholars in Oriental

(c) Includes 45,526 students in the

(d) Includes 178,625 students in the

* Does not include figures

Note.—Figures of the Lawrence Royal Military Intermediate

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
1)	11	12	13	14	15	16	17	18	19
(b) 6,054	20 5,182	3 1,940	3,454 625	2,626 546	1,793 830	(a) 12,900 625	20 546	3 330	1 30
..	..	..	..	..	..	432	425	330	1
..	..	..	..	..	..	175	165	162	13
..	..	..	..	..	..	235	225	126	7
..	..	..	..	..	..	217	209	199	..
125	102	85	..	..	..	125	102	85	1
..
..	..	..	..	..	..	143	130	121	..
6,199	5,304	2,028	4,079	3,172	2,123	14,872	12,617	6,076	53
78,609	72,080	7,998	10,561	9,599	941	131,655	121,901	13,878	53
14,802	13,768	463	4,326	4,051	204	(c) 50,013	45,533	2,085	344
1,259	1,179	246	70	66	..	(d) 457,514	388,353	7,860	5,846
68,547	60,431	62	3,902	3,418	..	386,870	328,977	283	7,247
163,217	147,458	8,771	18,859	17,134	1,145	1,020,052	882,764	24,106	13,490
..	..	..	..	..	..	264	279	71	..
243	213	..	..	..	..	631	598	809	..
232	220	153	40	38	39	1,742	1,698	1,647	..
..	..	..	..	..	..	174	171	174	..
353	307	218	..	..	..	3,821	4,337	756	1
..	..	..	..	..	..	341	318	63	..
..	..	..	..	..	..	127	115	127	..
33	28	33	..	..	..	61	52	52	..
1,558	1,951	..	1,114	912	..	12,779	10,952	..	15
251	252	26	..	..	..	2,318	2,044	753	..
2,670	2,371	430	1,154	950	39	22,258	20,559	3,952	16
172,086	155,133	11,229	24,092	21,256	3,307	1,063,182	915,940	34,134	13,559
..	..	..	72,193	*46,890	435	72,241	*46,934	438	10,321
172,086	155,133	11,229	96,285	68,146	3,742	1,135,423	962,874	34,572	23,880

in the high classes of Intermediate Colleges.

College.

Upper Middle Schools and 4,487 in Lower Middle Schools.

Upper Middle Schools and 278,889 in Lower Middle Schools.

for the Jullundur Division.

class and school, Sanawar, are not included.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ..	135	121	65	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	135	121	65	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools ..	8,418	7,153	547	..	..	..	..	..	..
„ Middle Schools—									
English ..	928	721	25	..	..	..	..	..	..
Vernacular ..	386	335	8	1,206	1,027	..	6,669	5,510	..
„ Primary Schools ..	127	122	..	37,155	30,992	..	20,838	16,337	..
Totals ..	9,859	8,331	580	38,361	32,019	..	27,502	21,847	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools.	784	782	467	..	..	..	..	..	..
„ Technical and Industrial Schools.	361	245	..	..	..	..	46	29	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	21	20	..	..	..	..
„ Other Schools ..	802	685	..	..	..	..	..	..	..
Totals ..	1,947	1,662	467	21	20	..	46	29	..
Totals for Recognised Institutions.	11,941	10,114	1,112	38,382	32,039	..	27,548	21,876	..
In Unrecognised Institutions.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	11,941	10,114	1,112	38,382	32,039	..	27,548	21,876	..
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	54,541	51,108	10,385	796,964	672,558	9,626	93,418	79,958	704

*Includes 22 students in unrecog
†Does not include figures for
NOTE.—Figures of the Lawrence Royal

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of Scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
106	96	75	..	..	..	240	217	149	..
..
29	30	29	..	..	..	29	30	29	..
134	126	104	..	..	..	269	247	169	..
3,089	3,004	1,128	756	523	182	12,263	10,680	1,867	299
3,898	3,558	554	25	20	..	4,851	4,299	579	193
14,924	12,801	752	99	89	..	23,284	19,762	760	153
33,413	28,739	..	2,522	2,176	..	94,050	78,306	..	692
55,324	48,102	2,434	3,402	2,808	182	134,448	113,107	3,196	1,327
278	278	272	..	..	..	278	278	272	..
69	64	58	..	..	..	853	796	525	..
181	128	..	107	72	..	695	474	..	..
24	22	4	..	..	..	24	22	4	..
..
..	..	..	..	..	..	21	20	..	..
28	28	..	..	..	..	830	713	..	..
580	520	334	107	72	..	2,701	2,303	801	..
56,038	48,748	2,872	3,509	2,880	182	137,413	115,657	4,166	1,327
..	..	..	60,726	†41,006	..	†60,726	†41,006	..	7,410
56,038	48,748	2,872	64,236	43,886	182	198,144	156,663	4,166	8,737
228,124	2,03,881	14,101	160,520	112,032	3,924	1,333,567	1,119,537	38,738	32,617

nised industrial Schools,
the Jullundur Division.
Military School, Banawar, are not included.

TOTAL EXPENDITURE FROM

	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	87,870	1,500	2,389	..	..	91,759
..	77,381	755	15,000	236	78,356	1,71,728
..	1,03,922	1,811	12,028	25,808	1,84,869	3,28,438
TOTALS ..	2,69,173	4,066	29,417	26,044	2,63,225	5,91,925

PAID						
TOTALS.						
21						
Rs.						
..	52,251	..	..	25,503	11,973	89,727
..
..	18,192	..	..	3,393	..	21,585
..
..	70,443	..	..	28,896	11,973	1,11,313

55	54,613	4,97,766	..	9,686	2,02,258	91,839	8,01,549*
40	440	94,561	3,551	12,367	39,637	66,584	2,16,700
70	370	1,25,934	1,704	1,16,237	7,313	1,36,283	3,96,471
43	17,681	4,80,181	10,76	2,39,288	6,926	1,35,218	9,99,639
8	73,104	11,98,442	1,38,02	3,77,578	2,56,134	4,29,924	24,14,359
..	..	..	1,52,281	..	..	..	..
..	..	91,812	8,061	5,825	24,927	79,253	2,09,878
							TOTALS

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

IV-A.—RACE OR CREED OF MALE SCHOLARS

Race or creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	I	2	3	4	5	
Total population ..	16,553	213,465	2,609,256	856,278	7,241,612	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	324	5,908	96,127	14,217	224,744
	II ..	108	1,912	55,968	8,867	88,346
	III ..	108	1,065	38,834	3,745	57,646
	IV ..	108	851	33,885	2,638	44,537
Middle	V ..	87	567	25,443	1,164	28,879
	VI ..	85	391	20,492	637	21,375
	VII ..	78	298	15,157	338	15,126
High	VIII ..	76	246	13,701	229	13,116
	IX ..	51	153	8,402	75	5,253
	X ..	..	136	7,113	41	4,270
Totals ..	1,025	11,527	315,122	31,951	503,292	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ..	23	57	2,042	4	1,094
	2nd year ..	48	39	1,909	4	866
Degree classes	1st year ..	6	22	809	2	392
	2nd year ..	9	31	876	2	392
	3rd year ..	..	1	27	..	8
Postgraduate classes	1st year ..	1	6	107	..	83
	2nd year ..	..	3	142	..	58
Research students ..	..	..	33	..	7	
Totals ..	87	159	5,945	12	2,900	
Number of scholars in recognised institutions.	1,112	11,686	321,067	31,963	506,192	
Number of scholars in unrecognised institutions.	..	297	7,761	329	56,292	
GRAND TOTALS ..	1,112	11,983	328,828	32,292	562,484	

*The following are included under the heading "Depres
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli,

Note—Figures of the Lawrence Royal Military Intermediate

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,666	12,880,510	..	..
75	8	46,594	5,526	393,523	333,130	208,826
21	5	25,411	2,260	182,898	153,692	93,946
20	1	17,415	1,352	120,186	97,179	58,142
12	6	14,575	1,073	97,685	77,566	46,927
3	4	11,233	562	67,942	49,467	31,334
..	1	8,259	455	51,695	36,174	23,710
..	5	6,034	323	37,359	24,532	16,578
..	3	5,142	243	32,756	20,817	14,116
..	3	3,235	155	17,327	6,878	5,078
..	2	2,513	113	14,188	5,662	4,054
131	38	140,411	12,062	1,015,559	805,097	502,711
..	1	689	32	3,942	1,213	877
..	5	623	24	3,518	1,184	839
..	1	243	16	1,491	493	314
1	1	242	10	1,564	457	354
..	..	13	..	49	15	17
..	..	36	..	233	57	56
..	..	24	3	230	65	59
..	..	3	..	43	4	4
1	8	1,873	85	11,070	3,488	2,520
132	46	142,284	12,147	1,026,629	808,585	505,231
..	..	4,571	80	69,330	50,953	33,534
132	46	146,855	12,227	1,095,959	859,538	538,765

sed classes " :—

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

classes and school figures are not included.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or Creed.	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population ..	6,396	178,374	2,142,357	720,697	6,090,848	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	374	1,654	35,654	728	27,008
	II ..	157	602	11,066	247	6,754
	III ..	163	458	7,957	145	4,317
	IV ..	149	481	6,065	96	2,850
	V ..	154	361	4,666	68	1,942
Middle	VI ..	109	260	1,275	12	695
	VII ..	106	187	886	5	448
	VIII ..	61	153	624	4	344
High	IX ..	49	92	247	..	225
	X ..	..	62	107	4	64
Totals ..	1,322	4,310	68,547	1,309	44,647	
<i>University Intermediate Education.</i>						
Intermediate classes	1st year ..	..	15	54	..	25
	2nd year ..	2	9	36	..	19
Degree classes	1st year ..	..	10	19	..	7
	2nd year ..	..	14	12	..	8
	3rd year ..	..	..	..	..	..
Postgraduate classes	1st year ..	..	1	1	..	1
	2nd year ..	..	2	3	..	..
Research students ..	..	..	1	..	..
Totals ..	2	51	126	..	60	
Number of scholars in recognised institutions.	1,324	4,361	68,673	1,309	44,707	
Number of scholars in unrecognised institutions.	..	56	4,633	57	55,321	
GRAND TOTALS ..	1,324	4,417	73,306	1,366	100,028	

*The following are included under the heading "Depres Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, NOTE.—Figures of the Lawrence Royal Military School

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	..	..
6	12	12,968	913	79,317	32,600	18,002
4	10	4,049	281	23,170	8,947	4,823
3	6	2,963	198	16,210	5,633	2,833
..	2	2,118	136	11,897	3,748	1,855
..	7	1,646	99	8,943	2,627	1,216
..	2	374	9	2,736	190	256
..	3	250	10	1,895	102	154
..	..	237	9	1,432	101	205
..	2	112	2	729	53	88
..	..	44	1	282	29	39
13	44	24,761	1,658	146,611	54,030	29,471
..	..	16	..	110	3	5
..	2	11	..	79	4	4
..	..	2	..	38	2	2
..	..	1	..	35	2	1
..
..	..	..	..	3	..	..
..	..	..	..	5	..	..
..	..	..	..	1	..	..
..	2	30	..	271	11	12
13	46	24,791	1,658	146,882	54,041	29,483
..	..	3,493	55	63,615	51,784	29,466
13	46	28,284	1,713	210,497	105,825	58,949

and classes " :—

Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.
are not included.

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

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans. •	Budh- ists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agricul- turists.
			Higher castes.	*De- pressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
*Art Schools .. .. .	..	7	81	..	142	..	..	32	2	264	170	94
Law Schools .. .. .	..	..	..	..	232	..	..	78	..	631	315	182
Medical Schools .. .. .	..	3	317	1	232	..	..	..	..	631	315	182
Normal and Training Schools .. .. .	..	44	513	49	872	..	..	262	2	1,742	1,396	1,282
Engineering and Surveying Schools .. .. .	..	..	94	..	50	..	..	29	1	174	55	51
Technical and Industrial Schools	1	124	1,225	45	2,023	..	..	366	36	3,820	1,519	642
Commercial Schools .. .. .	..	2	183	1	113	..	..	40	2	341	100	84
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	1	41	7	72	..	..	5	1	127	72	29
Schools for Defectives .. .. .	..	2	49	..	6	..	..	4	..	61	34	40
Schools for Adults .. .. .	..	96	3,195	471	6,968	2	..	1,939	93	12,764	11,216	7,069
Other Schools	1	80	236	329	818	..	1	392	461	2,318	1,155	1,284
Total	2	359	5,934	903	11,296	2	1	3,147	598	22,242	16,032	10,757
<i>University and Intermediate Education.</i>												
Law .. .. .	..	2	377	1	135	..	..	101	8	624	232	180
Medicine .. .. .	..	5	206	..	143	..	2	60	3	419	157	115
Education	26	3	60	..	54	..	..	23	2	168	..	74
Engineering	10	8	99	..	69	..	..	49	..	235	78	61
Agricultural .. .. .	..	1	65	..	83	..	..	66	2	217	169	143
Commerce	1	..	102	..	11	..	2	8	..	124	30	6
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	1	71	..	44	..	..	27	..	143	67	51
Total	37	20	980	1	539	4	334	15	1,930	733	630	
GRAND TOTALS	39	379	6,914	904	11,835	2	5	3,481	613	24,172	16,765	11,387

111

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

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

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	Budh- ists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agricul- turalists.
			Higher castes.	* De- pressed classes.								
			1	2									3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	6	173	42	..	31	..	..	26	..	278	..	..
Normal and Training Schools	7	98	374	..	212	..	..	161	1	853	231	206
Technical and Industrial Schools	2	23	388	7	211	..	..	78	9	718†	101	54
Commercial Schools	19	1	1	..	3	..	..	..	..	24	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	36	21	..
Schools for Adults .. .. .	..	..	34	2	..	..	..	..	..	830	348	489
Other Schools .. .. .	..	38	29	93	256	..	..	115	299	..	..	..
Total	34	333	868	102	713	..	..	380	309	2,739	701	749
<i>University and Intermediate Education.</i>												
Law .. .. .	..	1	..	..	..	..	..	2	..	1	..	5
Medicine	1	4	5	..	1	..	..	..	..	13	1	..
Education	29	3	4	..	..	..	..	..	..	36	..	..
Commerce .. .. .	..	1	..	..	..	..	..	..	..	1	..	..
Total	30	9	9	..	1	..	..	2	..	51	1	5
GRAND TOTALS	64	342	877	102	714	..	..	382	309	2,790	702	754

*The following are included under the heading "Depressed classes":—
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.
†Includes 22 scholars in unrecognised schools.

VI-A--MEN TEACHERS.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total of Teachers.	
	A Degree.	Passed Metric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
													6	7	8	9
1	2	3	4	5	6	7	8	9	10	11	12		
CLASS OF INSTITUTIONS.													
<i>Primary Schools.</i>													
Government	
Local Board and Municipal Aided	6	501	6,720	456	61	3	4	322	1,381	7,744	1,710	28
Unaided	6	47	468	117	10	9	10	160	1,101	648	1,280	1,928
Totals	12	555	7,237	573	72	14	14	486	2,566	8,449	3,080	11,529
<i>Middle Schools.</i>													
Government	33	29	37	1	2	2	..	6	2	102	10	112
Local Board and Municipal Aided	241	1,233	12,296	562	108	6	14	274	1,424	14,490	1,718	16,208
Unaided	55	124	280	13	7	7	8	40	84	479	139	618
Totals	304	1,526	12,673	576	120	19	28	326	1,568	15,259	1,941	17,200
<i>High Schools.</i>													
Government	602	265	444	64	43	6	6	8	18	1,418	38	1,456
Local Board and Municipal Aided	221	139	283	23	36	12	5	18	16	702	51	753
Unaided	748	641	890	64	35	71	105	210	267	2,378	653	3,031
Totals	1,663	1,141	1,687	158	115	95	150	257	386	4,759	888	5,647
GRAND TOTALS	2,039	3,222	21,597	1,302	307	128	192	1,069	4,520	28,467	5,909	34,376

NOTE.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

VI-B.—WOMEN TEACHERS

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Metric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government .. .. .	..	..	3	..	..	..	..	..	..	3	..	3
Local Board and Municipal Aided .. .. .	..	2	368	420	26	..	..	40	854	816	894	1,710
Unaided	5	23	168	79	20	..	..	32	712	295	744	1,039
Totals .. .. .	..	3	8	1	..	..	..	4	79	12	83	95
<i>Middle Schools.</i>												
Government	3	6	32	..	1	..	..	2	1	42	3	45
Local Board and Municipal Aided .. .. .	..	2	114	38	4	..	..	2	88	179	90	269
Unaided	11	63	313	45	13	3	4	30	231	445	268	713
Totals .. .. .	..	..	2	4	..	1	1	..	19	6	21	27
<i>High Schools.</i>												
Government	31	52	177	6	2	4	16	2	34	268	56	324
Local Board and Municipal Aided .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Unaided	30	76	37	7	1	2	1	18	23	151	44	195
Totals .. .. .	..	1	6	4	1	2	3	17	12	13	34	47
GRAND TOTALS	83	252	1,226	601	68	12	25	147	2,053	2,230	2,237	4,467

NOTE.— Figures of the Lawrence Royal Military School, Sanawar are not included.

VII.—EUROPEAN

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

	Institutions.	Scholars on Roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	149	..	16
Training Colleges	1	26	..	..
High Schools	3	446	4	93
Middle Schools	3	583	167	99
Primary Schools	4	192	78	26
Training Schools .. ..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commerical Schools .. ..	..	..	..	..
Other Schools .. ..	..	..	..	..
Totals	13	1,396	249	234
<i>Institutions for Females.</i>				
Arts Colleges .. ..	..	..	..	..
Training Colleges	1	29	..	..
High Schools	8	817	53	46
Middle Schools	5	460	95	52
Primary Schools	3	113	55	19
Training Schools	1	8	..	1
Technical and Industrial Schools .. ..	..	..	..	..
Commerical Schools	1	24	..	5
Other Schools .. ..	..	..	..	..
Totals	19	1,451	203	123
GRAND TOTALS FOR INSTITUTIONS	32	2,847	452	357

Expenditure on Buildings includes Rs. 55,793 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

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

*Local Funds include both District and Municipal Funds.

†Teaching staff of the Lawrence College, Ghoragali, has also teaching periods at the

NOTE 1.—Expenditure under High Schools includes expenditure on the intermediate

NOTE 2.—Excludes all figures regarding the Lawrence Royal Military School and Inter-

EDUCATION.

Percentage to European and Anglo-Indian population of those at schools.

Males. 8.43
 Females. 22.69
 Total. 12.41

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
7	8	40,052	..	8,325	..	48,377
† 34	† 7	21,785	..	..	..	21,785
22	9	47,670	..	95,748	11,838	1,55,256
12	4	58,903	..	33,930	4,852	97,685
..	..	16,850	..	11,434	3,871	32,155
..
..
..
75	28	1,85,260	..	1,49,437	20,561	3,55,258
..
4	2	18,192	..	3,393	..	21,585
64	21	94,353	..	1,11,484	9,594	2,15,431
20	16	31,128	..	23,894	7,396	62,418
7	1	4,023	..	4,716	4,493	13,232
1	..	1,350	..	1,350	..	2,700
..
1	..	2,790	..	1,876	1,579	6,245
..
97	40	1,51,836	..	1,46,713	23,062	3,21,611
172	68	3,37,096	..	2,96,150	43,623	6,76,869
Inspection ..	..	7,936	..	..	..	7,936
Buildings, etc.	..	96,491	..	..	1,54,430	2,50,921
Miscellaneous ..	..	59,307	..	10,279	1,13,647	1,83,233
Totals ..	..	1,63,734	..	10,279	2,68,077	4,42,090
GRAND TOTALS ..	..	5,00,830	..	3,06,429	3,11,700	11,18,959

Chelmsford Training Class.
 classes of the B.C. School, Simla.
 mediate Classes, Sanawar.

VIII.—EXAMINATION RESULTS.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc. ..	..	..	..	..	..	..	..	..	..	..	1	3
M. A. ..	210	67	286	132	26	158	8	1	4	2	1	3
M. Sc. ..	31	4	35	25	2	27	..	..	..	..	..	..
B. A. (Honours) ..	151	..	151	84	..	84	..	..	..	..	..	..
B. Sc. (Honours) ..	4	..	4	..	..	..	..	..	..	..	6	20
B. A. (Pass) ..	1,454	634	2,088	659	175	834	38	20	58	14	..	..
B. Sc. (Pass) ..	97	8	105	41	3	44	..	..	..	..	..	..
<i>Law.</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law ..	258	..	258	146	..	146	..	..	..	..	..	..
<i>Medicine.</i>												
M.D. ..	..	1	1	..	1	1	..	..	..	..	..	5
M.D., B.S. ..	43	..	43	25	..	25	7	..	7	5	..	..
L. M. S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. and S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. F. H. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.†</i>												
Bachelor of C.E. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E. ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. and L. T. ..	51	43	94	49	27	76	4	..	4	4	..	..
<i>Commerce.</i>												
Bachelor of Commerce. ..	37	5	42	28	3	31	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture. ..	76	..	76	34	..	34	..	..	..	..	..	..

*i.e. appearing from a recognised institution.

†Including the Diploma Examination of the Thomasn College, Roorkee.

VIII.—EXAMINATION RESULTS—concluded.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	2,141	861	3,002	1,061	350	1,411	60	69	129	52	45	97
Intermediate in Science.	1,319	167	1,486	633	53	686	29	2	31	21	1	22
Licentiate of Civil Engineering.	..	..	..	..	..	..	..	..	..	..	..	..
License, Diploma or Certificate in Teaching.	303	70	373	274	41	318	38	13	51	30	7	37
Intermediate or Diploma in Commerce	333	25	358	161	18	179	..	..	..	..	..	..
Licentiate of Agriculture.	23	..	23	23	..	23	..	..	..	..	..	..
Veterinary Examination.	61	..	61	45	..	45	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School Course.</i>												
Matriculation ..	14,079	1,798	15,877	8,975	643	9,618	262	289	551	185	151	336
School Final, etc. ..	8	3	11	1	1	2	..	..	..	..	..	..
European High School	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge School Certificate.	62	..	62	42	..	42	46	..	46	30	..	30
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ..	45	..	45	30	..	30	37	..	37	30	..	30
European Middle ..	94	..	94	85	..	85	95	..	95	87	..	87
Anglo-Vernacular Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	18,309	1,532	19,841	10,237	972	16,209	1,861	723	2,584	1,466	436	1,902
<i>(c) On Completion of Primary Course.</i>												
Upper Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>(d) On Completion of Vocational Course.</i>												
For Teachers Certificates—												
Vernacular, Higher	525	88	613	473	37	510	167	33	200	144	21	165
Vernacular, Lower..	863	328	1,191	761	132	893	305	83	388	208	36	244
At Art Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Law Schools ..	93	..	93	91	..	91	..	..	..	..	..	..
At Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Engineering Schools†	206	11	217	145	9	154	80	1	81	76	1	77
At Technical and Industrial Schools.	77	..	77	70	..	70	..	..	..	..	..	..
At Commercial Schools	491	..	491	362	..	362	159	..	159	114	..	114
At Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	52	..	52	45	..	45	..	..	..	..	..	..
At other Schools ..	26	..	26	26	..	26	..	..	..	..	..	..

*i.e., appearing from a recognised institution.
 †Includes Survey School.

IX.—STATISTICS OF EDUCATIONAL

Types of Institutions.	No. of Institutions and Scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I.—RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	369	..	..	1	796	3	1,165
High Schools ..	13	2,817	12	3,736	42	11,890	67	18,443
Middle Schools ..	1	256	3,186	461,497	69	8,281	3,256	470,034
Primary Schools ..	11	477	4,157	252,023	752	38,328	4,920	290,828
Training Schools ..	11	1,241	..	..	1	44	12	1,285
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	1	82	521	9,354	123	2,479	645	11,915
Other Schools ..	3	272	..	..	..	..	3	272
Total ..	42	5,514	7,876	726,610	988	61,818	8,906	793,942
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	131	..	..	..	..	1	131
Middle Schools ..	..	..	9	958	9	1,233	18	2,191
Primary Schools ..	1	20	742	31,752	350	14,364	1,093	46,136
Training Schools ..	9	349	..	..	..	..	9	349
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	1	21	..	..	1	21
Other Schools ..	1	22	..	..	..	..	1	22
Total ..	12	522	752	32,731	359	15,597	1,123	48,850
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	54	6,036	8,628	759,341	1,347	77,415	10,029	842,792
II.—UNRECOGNIZED INSTITUTIONS.								
For Males ..	..	..	..	..	..	..	2,694	57,671
For Females ..	..	..	..	..	..	..	2,930	53,016
Total ..	..	..	..	..	..	..	5,624	110,687
GRAND TOTAL FOR ALL INSTITUTIONS.	..	..	..	..	..	..	15,653	953,479

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Schools.	In District Board Schools.	In Private Schools.	TOTAL.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,61,946	..	1,37,079	2,99,025	26	..	45	71
3,45,782	61,243	3,50,797	7,57,822	248	176	577	1,001
43,83,594	13,16,513	7,68,319	64,68,426	10	14,991	457	15,458
20,77,525	5,57,941	75,715	27,11,181	11	7,741	989	8,741
1,98,413	..	4,860	2,03,273	38	..	2	40
..
26,729	10,062	92	36,883	..	58	64	122
79,043	..	9,382	88,425	22	..	..	22
72,73,032	19,45,759	13,46,244	1,05,65,035	355	22,966	2,134	25,455
..
25,113	..	49,132	74,245	12	..	..	12
30,146	7,937	30,104	68,187	..	37	58	95
3,17,702	1,22,694	25,565	4,65,961	..	1,060	347	1,407
55,284	521	362	56,167	31	..	..	31
..
..	72	..	72	..	1	..	1
295	..	..	295	1	..	..	1
4,28,540	1,31,224	1,05,163	6,64,927	44	1,098	405	1,547
77,01,572	20,76,983	14,51,407	1,12,29,962	399	24,064	2,539	27,002

Explanatory notes :—

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

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

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	159	2	..	..	..	..	..	..
5 to 6 ..	96,633	1,157	31	2	..	..	..	..
6 to 7 ..	104,523	25,222	619	70	1	..	..	..
7 to 8 ..	86,901	35,039	10,408	746	45	..	..	..
8 to 9 ..	50,142	42,612	21,345	6,936	351	59	..	1
9 to 10 ..	27,925	34,174	27,769	14,709	5,068	245	13	1
10 to 11 ..	15,102	21,737	24,752	23,170	12,265	4,168	225	10
11 to 12 ..	7,130	12,755	17,032	23,600	17,508	9,384	2,332	248
12 to 13 ..	2,684	6,121	9,831	14,977	14,143	11,999	6,930	2,269
13 to 14 ..	1,304	2,508	5,065	7,633	9,853	10,121	8,594	5,194
14 to 15 ..	536	959	2,169	3,438	4,887	7,659	7,481	7,122
15 to 16 ..	293	345	721	1,320	2,295	4,593	5,813	7,285
16 to 17 ..	96	133	298	614	1,011	2,172	3,515	5,335
17 to 18 ..	30	63	71	302	356	874	1,562	2,953
18 to 19 ..	21	29	33	91	106	291	622	1,467
19 to 20 ..	39	36	38	68	46	99	220	669
Over 20 ..	5	6	4	9	7	31	52	202
Total ..	393,523	182,898	120,186	97,685	67,942	51,695	37,359	32,756

*Does not include the figures of the Lawrence Royal Military

FOR GENERAL EDUCATION (MALES) (QUINQUENNIAL).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	161	..	..	..	..	..	..	..	..	161
..	..	97,823	..	..	..	..	..	..	..	..	97,823
..	..	130,435	..	..	..	..	..	..	..	..	130,435
..	..	133,139	..	..	..	..	..	..	..	..	133,139
..	..	121,446	..	..	..	..	..	..	..	..	121,446
..	..	109,904	..	..	..	..	..	..	..	..	109,904
..	..	101,429	..	..	..	..	..	..	..	..	101,429
7	..	89,996	..	..	..	..	..	..	..	..	89,996
149	8	69,111	..	..	..	..	..	..	..	..	69,111
934	123	51,329	4	..	..	..	..	..	..	4	51,333
2,880	703	37,834	98	18	..	..	..	..	..	116	37,950
4,502	2,520	29,687	524	105	2	..	..	..	..	631	30,318
3,981	3,368	20,523	909	400	57	1	..	..	..	1,367	21,890
2,684	3,204	12,099	938	710	169	19	..	..	..	1,836	13,935
1,397	2,286	6,343	662	907	403	150	..	10	3	2,135	8,478
547	1,238	3,000	458	643	412	430	3	27	9	1,982	4,982
246	738	1,300	349	735	448	964	46	196	218	2,956	4,256
17,327	14,188	1,015,559	3,942	3,518	1,491	1,564	49	233	230	11,027	1,026,586

intermediate Class and High School, Sanawar.

X.—(B) SCHOLARS BY CLASSES AND AGES IN INSTITUTIONS

Class.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	121	..	..	..	..	..	..	..
5 to 6 ..	19,923	111	16	..	..	..	..	..
6 to 7 ..	19,185	2,604	123	11	..	..	..	..
7 to 8 ..	17,002	5,274	1,360	63	3	..	..	..
8 to 9 ..	9,648	5,017	3,519	898	31	..	..	..
9 to 10 ..	6,027	3,996	3,459	2,340	591	7	..	..
10 to 11 ..	3,788	2,818	2,868	2,403	1,537	150	6	1
11 to 12 ..	1,773	1,571	2,217	2,102	2,030	636	38	10
12 to 13 ..	908	934	1,255	1,944	1,704	577	357	54
13 to 14 ..	484	415	745	1,048	1,272	522	473	277
14 to 15 ..	177	201	356	550	758	383	393	313
15 to 16 ..	91	117	140	266	479	215	273	307
16 to 17 ..	63	36	55	110	296	144	145	165
17 to 18 ..	36	22	31	70	87	44	128	119
18 to 19 ..	23	17	21	35	32	30	35	77
19 to 20 ..	19	15	16	12	40	11	19	58
Over 20 ..	49	22	29	45	83	17	28	51
Total ..	79,317	23,170	16,210	11,897	8,943	2,736	1,895	1,432

*Excludes Sanawar

XXIX

FOR GENERAL EDUCATION (FEMALES) (QUINQUENNIAL).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	121	..	..	..	..	..	..	..	..	121
..	..	20,050	..	..	..	..	..	..	..	..	20,050
..	..	21,923	..	..	..	..	..	..	..	..	21,923
..	..	23,702	..	..	..	..	..	..	..	..	23,702
..	..	19,113	..	..	..	..	..	..	..	..	19,113
..	..	16,420	..	..	..	..	..	..	..	..	16,420
..	..	13,571	..	..	..	..	..	..	..	..	13,571
..	..	10,377	..	..	..	..	..	..	..	..	10,377
1	..	7,734	..	..	..	..	..	..	..	..	7,734
12	1	5,249	..	..	..	..	..	..	..	..	5,249
130	5	3,266	4	..	..	..	..	..	..	4	3,270
173	54	2,115	9	1	..	..	..	..	..	10	2,125
156	54	1,224	30	5	..	..	..	..	..	35	1,259
97	61	695	23	14	3	..	..	..	..	40	735
82	38	390	15	29	5	..	..	..	..	49	439
36	29	255	9	11	5	3	..	..	..	28	283
42	40	406	20	19	25	32	..	3	5	104	510
720	282	146,611	110	79	38	35	..	3	5	270	146,881

School figures.

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR
MALES ON 31st MARCH 1932.**

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ..	480	25,494	25,974	2,561	7,263	9,824	2,055	4,632	6,687	22,970	55,639	78,609	2,105	8,456	10,561	30,171	101,484	131,655
Middle schools (English).	405	1,904	2,309	14,366	8,745	23,111	2,545	2,920	5,465	7,837	6,965	14,802	546	3,780	4,326	25,699	24,314	50,013
Middle schools (Vernacular).	..	..	..	362,088	92,653	454,741	848	596	1,444	731	528	1,259	..	70	70	363,667	93,847	457,514
Total ..	885	27,398	28,283	379,015	108,661	487,676	5,448	8,148	13,596	31,538	63,132	94,670	2,651	12,306	14,957	419,537	219,645	639,182

XXX

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR
FEMALES ON 31st MARCH 1932.**

High Schools ..	5,814	2,604	8,418	..	..	..	..	..	..	2,172	917	3,089	559	197	756	8,545	3,718	12,263
Middle schools (English).	821	107	928	..	..	..	..	..	..	3,180	718	3,898	..	25	25	4,001	850	4,851
Middle schools (Vernacular).	359	27	386	1,358	180	1,538	5,268	1,425	6,693	12,898	1,670	14,568	96	3	99	19,979	3,305	23,284
Total ..	6,994	2,738	9,732	1,358	180	1,538	5,268	1,425	6,693	18,250	3,305	21,555	655	225	880	32,525	7,873	40,398

NOTE.—Does not include the figures of the Lawrence Royal Military School, Sanawar.

Report on the Progress of Education in the Punjab

FOR THE YEAR

1932-33.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

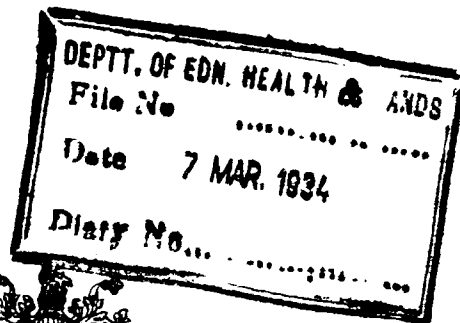
1934.

Price : Rs. 2-4-0 or 3s. 5d.

Report on the Progress of Education in the Punjab

FOR THE YEAR

1932-33.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

1934.

Revised List of Agents for the Sale of Punjab Government Publications.

ON THE CONTINENT AND UNITED KINGDOM.

Publications obtainable either direct from the High Commissioner for India, at India House, Aldwych, London, W. C. 2, or through any bookseller :—

IN INDIA.

- The University Book Agency, Kacheri Road, Lahore.
The MANAGER, "The Qaumi Daler" and Union Press, Amritsar.
The MANAGER, The Mufid-i-'Am Press, Lahore.
The MANAGING PROPRIETOR, The Commercial Book Company, Lahore.
Messrs. RAMA KRISHNA & SONS, Anarkali, Lahore.
The HON. SECRETARY, Punjab Religious Book Society, Lahore.
L. RAM LAL SURI, Proprietor, "The Students' Own Agency," Lahore.
The PROPRIETOR, Punjab Law Book Mart, Lahore.
L. DEWAN CHAND, Proprietor, The Mercantile Press, Lahore.
R. S. JAURA, Esq., B.A., B.T., The Students' Popular Depôt, Kacheri Road, Lahore.
Messrs. GOPAL SINGH SURI & Co., Lahore.
The PROPRIETOR, City Book Co., Post Box No. 283, Madras.
The PROPRIETOR, The Book Company, Calcutta.
The MANAGER, Standard Book Depôt, Lahore.
The PROPRIETOR, Aftab Punjab General Law Book Agency, Lahore.
The MANAGING PARTNER, The Bombay Book Depôt, Girgaon, Bombay.
Messrs. CHATTERJI & Co., Booksellers, 3, Bacharam Chatterji Lane, Post Office Hatkhola, Calcutta.
The MANAGER, The Oxford Book and Stationery Co., The Mall, Lahore.
Messrs. THACKER SPINK & Co., Calcutta.
Messrs. D. B. TARAPOREWALA, SONS & Co., Bombay.
Messrs. W. NEWMAN & Co., Limited, Calcutta.
The MANAGER, The New Book Depôt, No. 79, The Mall, Simla.
The MANAGER, The English Book Depôt, Taj Road, Agra.
Messrs. R. CAMBRAY & Co., 11-A, Holdar Lane, Bowbazar, P. O. Calcutta.
Messrs. DASS BROTHERS, Booksellers and Publishers, Anarkali, Lahore.
M. FEROS-UD-DIN & Sons, Government Printers and Booksellers, Lahore.
Messrs. B. PARIKH & Co., Booksellers and Publishers, Baroda.
MR. H. D. LALL BIR, B. Com., Lahore.

CONTENTS.

CHAPTERS—	PAGE.
I.—General Summary	1
II.—Controlling Agencies	21
III.—Collegiate Education	28
IV.—Secondary Education (Boys)	32
V.—Primary Education (Boys)	37
VI.—Training of Teachers	42
VII.—Professional, Technical and Special Education ..	49
VIII.—Education of Girls	63*
IX.—Education of Europeans	76
X.—Education of Special Classes	82
XI.—Text-Book Committee	90
TABLES—	
I.—Classification of Educational Institutions ..	i—iii
II-A.—Distribution of Scholars attending Educational Institutions for Males	iv—v
II-B.—Distribution of Scholars attending Educational Institutions for Females	vi—vii
III-A.—Expenditure on Education for Males ..	ix
III-B.—Expenditure on Education for Females ..	x
IV-A.—Race or Creed of Male Scholars receiving General Education	xi—xiii
IV-B.—Race or Creed of Female Scholars receiving General Education	xiv—xv
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education ..	xvi
V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education	xvii
VI-A.—Men Teachers	xviii
VI-B.—Women Teachers	xix
VII.—European Education	xx—xxi

	PAGE.
VIII.—Examination Results	xxii—xxiii
IX.—Statistic of Educational Institutions in Rural Areas	xxiv—xxv
X-A.—Scholars by classes and ages in institutions for General Education (Males)	xxvi—xxvii
X-B.—Scholars by classes and ages in Institutions for General Education (Females)	xxviii—xxix
 SUPPLEMENTARY TABLES—	
I.—Distribution of Scholars by stages in Secondary Schools for Males	xxx
II.—Distribution of Scholars by stages in Secondary Schools for Females	<i>ib.</i>

*Proceedings of the Punjab Government (Ministry of Education),
No. 3384-G., dated the 17th February 1934.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1933.

The first chapter of the report entitled "General Summary" describes the main features of the educational development in the province. The statistics discussed in the opening paragraphs show a considerable decrease in the number of institutions, but since this is in no small measure due to the closing down of a number of inefficient and wasteful primary and adult schools and to a decrease in the number of unrecognised schools for girls, the fall should not cause any serious alarm. The decrease in the number of boys under instruction is a matter for regret but not for grave apprehension, since it is chiefly due to the unusual economic depression which has forced many potential school boys to begin work when normally they might have gone to school. General.

The wastage due to leakage at the primary stage continues to be a serious problem, but it is gratifying to note that regularity in attendance, which is essential to effective teaching, shows a marked improvement as a result of the consolidation of institutions and of more direct attacks on the problem.

The concluding paragraphs of this chapter give an account of the various measures adopted by the Department to secure happy and stabilising conditions in privately managed schools, to effect economy under the various heads of expenditure, and to make education more real and of greater service to the rural masses. Government is pleased to note that as a result of some of these measures the Department has been able to reduce its expenditure considerably without any detriment to the cause of education. The problem of rural education has been engaging the attention of the Department for a number of years, and Government hopes that the new point of view from which this problem is being tackled by making education an organic part of the life in the villages will produce more enlightened, more efficient, and more contented villagers.

Primary Education.

Government views with concern the continuance of disproportionate numbers in the first class and the inadequate percentage of boys, only 25·8, which reaches the fourth class. Various factors in the countryside make the problem of the removal of illiteracy in rural areas one of considerable difficulty, especially on account of the unshakable apathy of the average villager which has lately been much accentuated by his unprecedented economic depression. Progress therefore has been slow. It is, however, a matter for satisfaction that the proportion of scholars in the upper classes of the primary department is steadily improving, partly owing to a more vitalised teaching and effective supervision and partly to the correlation of instruction with rural needs. The need for sustained efforts in this direction on the part of both teachers and inspecting officers cannot be over emphasized, and it is hoped that the appointment of a deputy inspector for vernacular education in each division will not only eliminate wastefulness, but also make vernacular education more popular and effective. The present report throws some further light on the difficulties in the way of the elimination of the one-teacher school. However, the principle that such elimination as an ultimate aim is worth achieving has been recognised, and Government believes that the efforts of the Department have not fallen very short of the limit to which this principle can be put into practice. Government, however, is perturbed to notice that branch schools, which were originally intended to feed the parent institutions and thus contribute to reduction in the number of single-teacher schools, have led in a number of cases to an increase in the number of one-teacher schools by an indiscriminate elevation of branch schools to the status of full primary schools. Government is in full agreement with the Director that this tendency should be vigorously checked.

Compulsion

Government is pleased that the areas under compulsion have increased by ninety-five in spite of many adverse circumstances. It is, however, concerned to notice that compulsion has failed to achieve one of its main objects, the elimination of wasteful leakage at the primary stage. At a time of such economic depression an indiscriminate recourse to coercive measures may do more harm than good, but it is necessary that an intensive propaganda be launched to create a strong public opinion in favour of the enforcement of compulsion, especially in regard to the retention of scholars once enrolled till they have completed the primary course.

In this connection the co-operation of local bodies is essential, and Government hopes that such co-operation will be forthcoming in an increased measure. The Director should make certain that all his inspectors realise that the first function of compulsion is to ensure the retention of boys in school to the end of the course ; and where any inspecting officer fails to appreciate the problems of village education the Director should not hesitate to transfer him to a school post.

The number of anglo-vernacular schools is steady, but there has been a fall of seventy-eight in the number of the vernacular middle schools. In February, 1932, the Punjab Government (Ministry of Education) in a circular memorandum made certain suggestions to local bodies for economy, and Government is pleased to notice that local bodies have taken steps to eliminate wastefulness by closing down uneconomical schools or by amalgamating them with other schools in the neighbourhood. Government, however, views with apprehension the large decrease in the number of pupils enrolled in the secondary classes which is due partly to the economic depression and partly to a growing consciousness among the peasantry that the education imparted in schools leads nowhere. It is, therefore, a matter for satisfaction that the department is already taking stock of the situation and has set about revising the curriculum for both primary and middle stages with a view to making it better adapted to the actual needs of life. The practical bias which it is sought to impart to instruction at the middle stage by the introduction of crafts and of manual training might offer a partial solution of the problem of increasing unemployment among the educated classes. Government is also pleased to notice that physical training, specially in village schools, has received a new impetus as a result of the appointment of assistant district inspectors for physical training, and that an organised and concerted effort is being made to revive old village games. Equally pleasing is the advance made by scouting, and the record of practical social service rendered by scouts at fairs and other gatherings is commendable. The thanks of Government are particularly due to Mr. Hogg for his great work in this connexion.

Secondary
Education.

Collegiate education presents some difficulties widely differing from those encountered at the school stage. Government fully endorses the view expressed by the Director

Collegiate
Education.

that the central problem here is the introduction of tutorial system which is impossible at present owing to the unmanageable numbers and the consequent very low pass percentage in the B.A. examination, which, regrettable in itself, is but one of the many sad implications of crowding the University. During the year under review Government appointed an enquiry committee to suggest reforms in the University education and the working of the University. The report submitted by this committee is under the consideration of the University. Government earnestly hopes that the University will expedite its deliberations.

Two Government intermediate colleges were raised to the degree standard during the year. The department had again and again noticed the fact that four-year intermediate institutions found it difficult to attract students, particularly in areas where there were good rival high schools or degree colleges. It is hoped that four-year degree institutions will prove more successful from this point of view and will further help to ease the congestion in Lahore.

Government joins with the Director in lamenting the great loss sustained by Science in the death of Colonel J. Stephenson, a great scholar and an eminent zoologist. As Principal and Professor of Zoology in Government College, Lahore, Colonel J. Stephenson did admirable work and set up traditions which the department in general and the Government College in particular cherishes with great pride.

Girls' Education.

The education of girls has made considerable headway in spite of the general economic depression and the recent levy of fees in anglo-vernacular schools. There is a notable increase in the number of girls under instruction, although the figures for girls still compare very unfavourably with those for boys. Government agrees with the Director's reading of the situation and feels that the education of girls should be much more widely extended beyond the limits of cities and towns. It is hoped that an increased number of qualified teachers for village schools will remove the difficulty, and Government awaits with interest the opening of training classes at suitable rural centres.

Notable among institutions for girls, opened during the year under review, is the Stratford College for Women, Amritsar. Government hopes that this will meet the

increased demand for collegiate education among girls to some extent.

Miss Stratford, who was in charge of the women's section of the department for many years, has retired after more than thirty years' distinguished service. She has played a very important part indeed in the development of girls' education in the province and the Punjab Government cordially thank Miss Stratford for her long, continued and devoted work. Thanks are also due to Miss Must, late Principal of the Lady Maclagan School, for her services to the cause of girls' education.

There has been a general decrease in enrolment shared by all the three principal communities, though the Muslims appear to have suffered the most. This is largely due to the general economic depression which has hit most hardly the predominantly agricultural Muslim community. A preponderatingly large proportion of children belonging to this community are still at the primary stage and only a small proportion, *i.e.*, 17.3 per cent., are in the secondary classes, while at the college stage their percentage falls only to .5 of their total enrolment. The depressed classes, however, appear to have stood the strain of the economic depression better than other communities, since their enrolment in schools has declined by only two per cent. Government is anxious that the education of these classes should not suffer a set-back but be encouraged in every possible way. It is pleasing to note that the education of the criminal tribes is making satisfactory progress.

Education
of special
classes.

A steady rise in the proportion of trained teachers in recent years has made it possible to abolish the Junior Anglo-Vernacular Classes for men teachers and four vernacular training centres. The Punjab Government (Ministry of Education) regard this as a matter for congratulation on grounds educational as well as financial. The question of a separate training class for women candidates for the degree of Bachelor of Teaching has been considered by Government and a class for women teachers has been started at the Lady Maclagan High and Normal School for Girls, Lahore. It is gratifying to read that the academic attainments of candidates for training in general and of Muslims seeking admission to the Central Training College in particular have been steadily improving.

Training of
teachers.

The portions of the report dealing with the new methods, teaching devices and experiments tried and the extra-mural activities encouraged in the normal schools afford interesting reading.

**Agricultural
Education-**

Government is pleased to notice that both agriculture and horticulture are growing in popularity as a means of healthy recreation in high schools. It is also pleasing to note that in spite of financial stringency agriculture in vernacular middle schools has continued to thrive, and the improvement in the financial condition of the school farms, which is indeed remarkable under the prevailing depression in the agricultural market, has resulted in securing the greater co-operation of the district boards and in arousing the interest of the local peasantry. It is equally gratifying to read that a greater number of students of vernacular middle schools with farms have begun to settle down on the land and have started agriculture on modern methods with satisfactory financial results. This is indeed satisfactory as it promises to offer a partial solution of the problem of unemployment among the rural population.

**Clerical and
Commercial
Education.**

The Hailey College of Commerce, which undertakes to provide higher commercial training, has so far produced 112 graduates in commerce including the twenty-nine who came out successful in the year under review. Most of these graduates are reported to have secured appointments. It would, however, be interesting to watch the careers of these young men, and the college would be well advised to keep itself in touch with its graduates and maintain a record of their activities.

The reduction of the post-matriculation clerical and commercial course to one year in 1930 seems to have resulted in a fall in enrolment, and the general opinion appears to be that the product of this short course does not come up to the expectations and requirements of the employers. The financial stringency and economic depression of the past few years have also had their effect on the employment of successful candidates. This indicates the need for a further investigation particularly with a view to ascertaining whether academic qualifications for admission should be raised or the duration of the course again extended.

Welfare.

Government is gratified to observe that the school is being made a centre of activities for rural welfare. The

efforts to co-ordinate the activities of the various beneficent departments in order to enlighten the villager and improve his economic, social and hygienic conditions, the actual propaganda carried out in this direction and the institution of village games clubs are deserving of commendation. Government is further hopeful that the institution of a regular co-ordinating agency in the Rural Reconstruction Department will make these efforts at the amelioration of conditions of rural life much more fruitful than they have been in the past.

The progress made by the schools for Europeans has been gratifying despite a considerable decrease in the total expenditure. European
Education.

The Punjab Government (Ministry of Education) associate themselves with the suggestion offered by the Inspector of starting teachers' libraries in European schools to improve instruction and to the fostering amongst students habits of extra reading under the direction of teachers by a system of decentralising general into class libraries.

The Government of the Punjab (Ministry of Education) places on record its regret at the tragic death of Sardar Tara Singh, Inspector of Schools, Rawalpindi division.

The thanks of the Ministry are due to the Director of Public Instruction and his officers for the efficient working of the Department in spite of a retrenched budget.

Order.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette* and forwarded to the Director of Public Instruction, Punjab, for information; and be submitted to the Government of India in the Department of Education together with copies of the report.

By order of the Punjab Government,

(Ministry of Education),

R. SANDERSON,

Under-Secretary to Government, Punjab.

FIROZ KHAN NOON,

Minister for Education.

CHAPTER I.

General Summary.

(a) *Preliminary remarks and a general discussion of statistical tables.*

The subjoined tables show the number of schools and scholars, and the main items of educational expenditure. They are being presented at the outset to enable the reader to have a bird's-eye view of the work of the Department during the year under review.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1931-32.	1932-33.	1931-32.	1932-33.	
Area in square miles.	99,366					
Population—						
Males ..	12,880,510	Males ..	8·25	7·80	8·82	8·35
Females ..	10,700,342	Females ..	1·28	1·59	1·85	2·07
Total	23,580,852	Total ..	5·09	4·94	5·61	5·50

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1931-32.	1932-33.	Increase or decrease.	1931-32.	1932-33.	Increase or decrease.	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
Universities	1	1	..	§20	§31	+11	
<i>For Males.</i>							
Arts Colleges	31	31	..	12,900	13,443	+543	(a) 4,055 (b) 7,677 (c) 1,541 } +
Professional Colleges	8	8	..	1,952	2,038	+86	(a) 1,655 (b) 383
High Schools	323	326	+3	131,655	127,962	-3,693	(c) 97,568 (d) 30,394
Middle Schools	3,470	3,389	-81	507,527	481,857	-25,670	(c) 113,571 (d) 368,286
Primary Schools	5,611	5,602	-9	386,870	378,951	-7,919	(d) 378,951
Special Schools	694	445	-249	22,258	16,186	-6,072	
Total	10,137	9,801	-336	1,063,162	1,020,437	-42,725	

		<i>For Females.</i>						
Arts Colleges	..	2	3	+1	240	324	+84	(a) 92 (b) 182 (c) 50
Professional Colleges	..	1	1	..	29	26	-3	(a) Nil. (b) 26
High Schools	..	40	39	-1	12,163	12,153	-110	(c) 3,805 (d) 8,348
Middle Schools	..	135	138	+3	28,135	30,769	+2,634	(c) 4,338 (d) 26,431
Primary Schools	..	1,627	1,634	+7	94,050	98,282	+4,232	(d) 98,282
Special Schools	..	57	56	-1	2,701	2,798	+97	
Total	..	1,862	1,871	+9	137,418	144,352	+6,934	
UNRECOGNISED INSTITUTIONS.								
For Males	..	3,292	3,383	+91	72,241	72,653	+412	
For Females	..	3,180	2,853	-327	60,726	58,297	-2,429	
Total	..	6,472	6,236	-236	132,967	130,950	-2,017	
GRAND TOTAL	..	18,472	17,909	-563	1,333,567	1,295,770	-37,797	

c:

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

†Excludes 170 students of the Oriental College of whom 79 are Hindus (higher castes), 76 Muhammadans and 15 Sikhs.

§Research Students.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE	
	1931-32.	1932-33.	Increase or decrease.	Government funds.	Local funds.†
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ..	12,45,678	12,56,177	+10,499	90·86	9·14
Universities	10,81,075	13,26,425	+2,45,350	15·76	..
Board of Secondary and Intermediate Education,	..	..	..	..	..
Miscellaneous* ..	32,52,233	31,31,809	-1,20,624	43·46	17·36
Total ..	55,78,986	57,14,211	+1,35,225	47·45	11·52
<i>Institutions for Males.</i>					
Arts Colleges	23,72,703	23,85,164	+12,461	27·71	·08
Professional Colleges ..	12,43,352	11,64,083	-79,269	77·68	..
High Schools	58,22,730	56,26,617	-1,96,113	31·75	4·00
Middle Schools	77,02,125	73,06,391	-3,95,734	63·46	17·85
Primary Schools	37,98,489	37,88,807	-9,682	63·86	28·88
Special Schools	14,14,152	11,76,939	-2,37,213	76·90	·98
Total ..	2,23,53,551	2,14,48,001	-9,05,550	52·74	12·30
<i>Institutions for Females.</i>					
Arts Colleges	89,727	1,09,183	+19,456	55·88	..
Professional Colleges ..	21,585	24,733	+3,148	64·37	..
High Schools	8,01,549	7,40,671	-60,878	57·76	1·61
Middle Schools	6,13,171	6,46,719	+33,548	36·87	21·23
Primary Schools	9,99,639	10,09,236	+9,597	46·29	38·36
Special Schools	3,72,935	3,63,666	-9,269	59·12	4·00
Total ..	23,98,606	23,94,208	-4,398	49·25	19·04
GRAND TOTAL ..	3,08,31,143	3,00,56,420	-7,74,723	51·40	12·80

*Includes expenditure on
†Local Funds include

EXPENDITURE ON EDUCATION.

OF EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds.†	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..	·00	..	..	..	..	..
77·99	6·25	..	..	..	..	..
..
8·42	30·76	..	..	..	..	..
22·72	18·31	..	..	..	..	..
54·35	17·86	49 2 10	0 2 3	96 6 9	31 11 0	177 6 10
21·51	·81	443 11 2	..	122 13 6	4 10 4	571 3 0
55·51	8·74	13 15 5	1 12 1	24 6 6	3 13 6	43 15 6
15·74	2·95	9 9 11	2 11 4	2 6 2	0 7 2	15 2 7
2·01	5·25	6 6 2	2 14 2	0 3 3	0 8 5	10 0 0
14·40	7·72	55 14 9	0 11 4	10 7 7	5 9 9	72 11 5
28·28	6·68	11 1 5	2 9 4	5 15 1	1 6 5	21 0 3
40·49	3·63	188 4 11	..	136 7 0	12 3 10	336 15 9
35·63	..	612 4 11	..	338 15 5	..	951 4 4
31·29	9·34	35 3 3	0 15 9	19 1 2	5 ¹ / ₂ 11 0	60 15 2
9·15	32·75	7 12 0	4 7 5	1 14 9	6 14 2	21 0 4
·81	14·54	4 12 1	3 15 0	0 1 4	1 7 10	10 4 3
8·49	28·39	76 13 6	5 3 2	11 0 6	36 14 5	129 15 7
13·23	18·48	9 13 11	3 13 1	2 10 5	3 11 3	20 0 8
25·77	10·03	11 14 9	2 15 6	5 15 7	2 5 3	23 3 1

buildings.

both District Board and Municipal Funds.

Institutions.

The number of schools of all types—recognised and unrecognised, boys' as well as girls'—has declined by 563 to 17,909. The institutions for boys show a decrease of 336—a rise of three in the number of high schools and a fall of eighty-one, nine and 249 in that of middle, primary and special schools, respectively. The girls' schools have increased by nine to 1,871—an increase of one, three and seven in the number of colleges, middle schools, and primary schools, respectively, and a fall of one each in the number of high and special schools. The number of unrecognised institutions has fallen by 236 to 6,236—an increase of ninety-one in the number of such schools for boys, and a decrease of 327 in those for girls.

This notable drop in the number of institutions is attributable primarily to the closing down of a number of inefficient and unsuccessful primary schools and of wasteful adult schools, as well as to the decrease in the number of unrecognised schools for girls. The statement below gives the figures for various types of schools as compared with the figures for 1931-32 :—

Schools.	1931-32.					1932-33.				
	High.	Middle.	Primary.	Special.	Total.	High.	Middle.	Primary.	Special.	Total.
<i>Boys.</i>										
(a) Recognised ..	323	3,470	5,611	694	10,098	326	3,389	5,602	445	9,762
(b) Unrecognised ..	..	..	..	..	3,202	..	..	..	..	3,383
<i>Girls.</i>										
(a) Recognised ..	40	135	1,627	57	1,859	39	138	1,634	56	1,867
(b) Unrecognised ..	..	..	..	..	3,180	..	..	..	..	2,853

There is one recognised institution for boys for every 10·2 square miles, and for girls for every 53 square miles. The proportion between primary and middle schools is approximately 2 : 1.

Number of scholars.

In recognised institutions for boys there has been a decrease of 42,714 and in those for girls an increase of 6,934 ; in unrecognised institutions for boys there has been an increase of 412 and in those for girls a decrease of 2,429. The total enrolment thus shows a net decrease of 37,797 during the year. It is refreshing to find that in spite of generally unfavourable conditions the education of girls is making headway. There has been an all-round increase in enrolment in institutions of all types, there being an increase of as many as 4,232 girls in the primary schools with an increase of seven schools only. This gives an increase of three

pupils from fifty-seven to sixty per primary school for girls during the year. In the case of the boys this average is 67·6. The fall in the enrolment of boys' schools is somewhat depressing. At the high stage the number has gone down by 3,693, at the middle by 25,670, and at the primary by 7,919. The special schools register a decrease of 6,072. The colleges, both arts and professional, show a rise of 629 in the number of scholars. With the fall of 327 in the number of unrecognised girls' institutions the enrolment in these schools shows a decline of 2,429. This fall in enrolment, especially in the secondary departments of boys' schools, can mainly be accounted for by the present economic depression. At the primary stage, however, it is largely due to the efforts at consolidation and stricter supervision and vigilance to enforce regularity of attendance and to ensure more rigid promotions from class to class. In this connection the Lahore Inspector observes that lack of Government employment is also partly responsible for the lukewarmness of the rural classes towards education. He quotes the words of the Deputy Commissioner, Gujranwala :—

“ Unfortunately education in this country is not sought for its own sake, but as a means to an end, and that end is Government service. The number of posts at the disposal of Government is limited, and it is impossible to absorb all the successful students from colleges and schools in Government service. No boy, whether a zamindar, artizan or *kamin*, who is successful in his studies, follows his forefathers' profession. He wants to be a glorified *baboo* or a clerk, and since there is no scope for such men, naturally the number of the unemployed increases. Caste also prevents many a young educated man from following manual occupations as such trades are supposed to be followed by the menial classes.”

The decrease in the number of scholars at the middle stage is chiefly found in the lower middle schools, where enrolment has been hit the hardest owing to the dire economic depression prevalent in the rural areas. The fall in the prices of agricultural commodities has forced farmers to turn their children from schools to farm work. The increase or decrease in the enrolment of middle schools for Indian boys in the several divisions is :—

Ambala	..	..	..	—8,552
Jullundur	..	..	..	—5,413
Lahore	..	..	..	—7,065
Rawalpindi	..	..	..	—6,793
Multan	..	..	..	+2,166

Thus in middle schools for Indians alone there is a decrease of 25,657 pupils. It is, however, gratifying to find that the Multan division which not many years ago was the darkest part of the province has successfully resisted the depressing effects of the present financial stringency.

The rise and fall in enrolment in all types of schools during the past five years is illustrated by the following table :—

1928-29	..	..	1,220,769	—27,362
1929-30	..	..	1,313,376	+92,607
1930-31	..	..	1,385,841	+72,465
1931-32	..	..	1,333,567	—52,274
1932-33	..	..	1,295,770	—37,797

The decrease in 1932-33 is roughly seventy-one per cent. of what it was in the previous year.

The following table shows the position in each of the five divisions during the year in the enrolment of recognised schools of all types :—

Ambala	..	..	135,139	—9,232
Jullundur	..	..	217,034	—11,970
Lahore	..	..	293,021	—9,090
Rawalpindi	..	..	227,134	—7,208
Multan	..	..	265,170	+1,056

Percentage of population under instruction.

The percentage of pupils under instruction to the total population shows a decline of $\cdot 11$ from $5\cdot 61$ in 1931-32 to $5\cdot 50$ in the year under review.

The percentage of boys and girls under instruction for the past three years is—

1930-31	..	..	..	..	5·88
1931-32	..	..	..	..	5·61
1932-33	..	..	..	..	5·50

For boys and girls separately the percentage is—

			<i>Boys.</i>	<i>Girls.</i>	
1930-31	9·32	1·74
1931-32	8·82	1·85
1932-33	8·35	2·07

It is refreshing to find that the percentage for girls has increased during the three years by $\cdot 33$ from $1\cdot 74$ to $2\cdot 07$.

The progress of literacy.

The figures of enrolment in the primary classes of schools for boys for the past four years are :—

Year.	I.	II.	III.	IV.
1929-30 ..	373,820	213,956	115,804	88,977
1930-31 *	396,789	220,823	119,876	96,073
1931-32 ..	393,523	182,898	120,186	97,685
1932-33 ..	375,319	165,393	124,447	96,938

In classes I, II and IV there is a decrease in enrolment on 31st March, 1933, of 18,204, 17,505 and 747, respectively ; but in class III there is a rise of 4,261 pupils under instruction. This is a matter for some satisfaction as it is generally at this stage that in village schools boys are withdrawn from schools and utilised to tend the cattle. The increase also augurs well for the future, especially in these days of lean enrolment, as it indicates that regularity of attendance has been improved.

The percentage of pupils in the four classes to the total enrolment in the primary department for the past four years works out as under :—

Year.	I.	II.	III.	IV.
1929-30 ..	47·2	27·0	14·6	11·2
1930-31 ..	47·6	26·5	14·4	11·5
1931-32 ..	49·6	23·0	15·1	12·3
1932-33	49·3	21·7	16·3	12·7

The above figures show that the primary department is still disproportionately heavy at the bottom. A still more disquieting feature is that the proportion of boys who after four years' schooling reach class IV is only 25·8 per cent. Leaving a broad margin for the unpromotable boys from class I due to late admissions as well as to retardation in the lower classes, the wastage due to leakage still appears to be tremendous.

It is a matter for satisfaction that although there is a decrease in enrolment of 37,797 pupils, the average attendance has kept steady. This is gratifying as it shows that with consolidation has come about the much desired element of regularity in attendance. Average
attendance.

During the year under review the number of single teacher schools has increased by 184 to 1,442. This increase, however, can partly be accounted for by the decrease in enrolment which has seriously affected some schools in which for the sake of economy staff had to be reduced. Partly it is attributable to the fact that owing to paucity of funds district boards have not been able to make adequate provision for an increase in Single
Teacher
Schools.

the teaching staff even where it was needed. This type of institution cannot, of course, be entirely eliminated for there will always be backward and sparsely populated tracts where in the educational interests of the inhabitants schools shall have to be maintained for small numbers. In this connection the views of the Inspectors of Schools, Multan and Jullundur, may be read with interest. The Inspector, Multan, says :—

“ But I am afraid as long as branch schools continue to exist there is very little chance of such institutions being wiped out of existence, for the simple reason that a village *lambardar* or *sufed-posh*, if he has a boy of five or six years of age, tries as well as he can to have a primary school started in his village. If he fails to get that he at once aims at a branch school. During the two years of the existence of a branch school he keeps making strenuous efforts to have that institution raised to the full primary status. At the end of second year when his boy passes the II class he somehow or other manages to have the school raised to the full primary status, with the result that the number of boys being limited, not more than one teacher can be sent there.”

The Inspector, Jullundur, writes :—

“ Undoubtedly this type of school is an evil, but it appears that in backward areas in these hard times it is a necessary evil, and single teacher school must continue to exist as long as primary schools are administered by elected members of district boards. In one district the vice-chairman of the board, with all his experience, fails to understand the harm such schools are doing and is very emphatic in continuing them.”

The number of branches during the year was 1,946 which shows a fall of 483. In the year 1930-31, it was stated that “ the institution of branch schools has helped to reduce the number of single-teacher primary schools.” It is now found that in some cases branch schools have led to an increase in the number of single-teacher primary schools. This indicates that the greatest care should be exercised in the elevation of a branch to a full primary school. Ordinarily this should not be done unless the numbers justify the appointment of at least two teachers.

Adult
Schools.

The number of adult schools has gone down by 236 to 348. Rai Bahadur Mr. Man Mohan considers that the restriction in the number of adult schools to a maximum of sixty in each division is a step in the right direction. He says :—

“ Experience has shown that a good deal of money was being wasted on such schools without achieving any substantial results. As my predecessor remarked last year, some of the schools existed merely on paper, while in some cases literacy certificates were awarded to persons who were already literate. I have

advised the district inspectors to start adult schools at specially selected places where enrolment can be properly checked and where adults should show real interest in their work. If it is found by actual experience, during the next two or three years, that there is a further demand for adult schools the number can be increased."

The Inspector of Schools, Jullundur division, writes in a different strain :—

"If illiteracy is to be fought in all earnestness I am definitely of opinion that the adult school is the only effective weapon to do it. Literacy of adults alone can popularise literacy among children. Hence every effort should be concentrated on making the adult school a successful institution."

The Inspector of Schools, Ambala division, attributes the failure of these institutions to the lack of proper supervision by the district inspecting staff. "In one case," he writes, "I found that although the assistant district inspector had only one adult school in his *ilaqa*, he had visited it only once during the year."

The Inspector of Schools, Multan division, considers the lack of suitable literature for the rural adult as one of the causes of the failure of these institutions. As soon as this literature is forthcoming he thinks that adult education will progress.

The number of areas under compulsion has increased by Compulsion- ninety-five to 3,073. Their distribution divisionwise is—

Ambala	..	..	..	..	886
Jullundur	..	..	..	..	163
Lahore	..	..	..	..	543
Rawalpindi	..	..	..	..	616
Multan	..	..	..	..	865

Some of the areas are under compulsion only in name. In Ludhiana, for instance, the percentage of boys enrolled ranges between twenty-three and seventy-eight per cent. of the male population of school-going age. In Hoshiarpur (urban), their percentage is forty-three, and in the rural area forty-seven. These figures are alarming indeed, for if the average attendance of these areas were to be taken into consideration as well as enrolment, the percentage of pupils being properly educated would dwindle to a small number. But for the economic depression most of the inspectors are in favour of adopting sterner measures. Rai Bahadur Mr. Man Mohan writes :—

"Almost every district inspector thinks that time has come when coercive measures should be used to enforce compulsion, but I personally feel that at any rate during the existing period of financial stringency and economic depression, and the consequent poverty of the people, we must not adopt harsh measures,

otherwise we shall make the introduction of compulsory education so unpopular and hateful to the people that when times are more propitious it may be exceedingly difficult for us once again to win the people over to our point of view. We must proceed with great caution, and we must remember that we are passing through a period of transition, and that the situation has been made extremely complex by the existing world-wide economic depression and financial stringency."

Legal action against defaulting parents presents some difficult problems. The process, in the first place, is dilatory and at the same time costly to the district boards, and wasteful of the time of the teachers concerned. In some cases lenient punishment nullifies the effect of the law. No means have yet been devised whereby the act can be enforced with expedition and thoroughness. It is, however, suggested that punitive measures should be taken with greater determination and vigour against those who send their children to school and then withdraw them. It is these who are responsible for the excessive wastage, and it is only reasonable that the help of law should be requisitioned to deal with them. Khan Sahib Munshi Fazil Muhammad Khan writes thus in this connection :—

"In cases where persuasion is to be supplemented by prosecution—and such cases are rare—the children are often withdrawn after they have been for some time in schools, and parents try to evade the application of the law in one way or another. For instance, I have noticed that parents are becoming tricky. They humour the teachers and the attendance officers by false promises of bringing their boys for admission during the admission months, and manage to avoid their admission on one pretext or another. When after all prosecution is instituted a very lenient view is taken by the majority of the trying magistrates. For instance, in one district, in all the sixty-six cases instituted, only warnings were issued, and the rigid enforcement of penalty under the law was avoided."

The unsatisfactory state of district board funds has also been responsible for hampering the progress of compulsion in rural areas. It is rather striking to observe the indifferent attitude of urban local bodies towards adoption of compulsion.

Girls' education.

One of the most refreshing features of this year's report is the notable increase in the number of girls in institutions of all types. The number of institutions for girls has risen by nine—an increase of one in the number of colleges, of three in that of middle schools, and of seven in that of primary schools, while there is a decrease of one in the number of high schools and of special schools. The figures for enrolment are still better. With the addition of one college, the number of students has gone up by 84 to 324. The enrolment in middle, primary and special

schools has risen by 2,634, 4,232 and ninety-seven respectively; in high schools it has fallen by 110—the total increase being thus 6,934 from 137,418 to 144,352. The number of unrecognised schools has gone down by 327, and the enrolment therein by 2,429. This is, however, not a matter of regret, for this type of institution has always been more or less unreliable both in regard to its statistics and educational efficiency.

The above figures, though fairly hopeful, still indicate that the province has considerable leeway to make up in girls' education. In the first instance, there is only one girl to five boys under instruction. Then progress in girls' education is mainly confined to urban areas, and thus the bulk of the population that resides in villages has remained unaffected. This is due partly to the paucity of qualified teachers for village schools—the candidates for training being largely recruited from urban areas and partly to the indifference of district boards which have hitherto looked upon education as only a means of earning a living and have, therefore, concentrated their resources mainly on the education of boys who are the future earning members of the family. However, of late, due perhaps to the strenuous propaganda of men like Mr. Brayne, there appears to be some change in their angle of vision, and it is hoped that as soon as the financial position improves, local bodies will devote all their available funds to this most essential factor in their uplift. The Department also contemplates that a certain proportion of Government grants towards additional expenditure should be earmarked for girls' education.

The want of qualified teachers for the village schools is a fairly urgent problem, and the Department proposes to meet it by instituting Government middle schools with training classes at suitable rural centres.

Another notable feature of girls' education is that in spite of economic depression girls' education has not been adversely affected by the recent levy of fees in anglo-vernacular schools.

The number of girls reading in boys' schools is 25,758. In Ambala, co-education seems to be the least popular. Multan, where the number of girls two years back was 1,386, has now come abreast with Jullundur, the number having increased by 2,010 to 3,780. Lyallpur alone has added 1,650 and Muzaffargarh, a conservative district, 442. Multan district has gone down by 102, while in Jhang the whole enrolment (223) of 1931-32 has disappeared in 1932-33. This is presumably due to want of public confidence in the school masters, which is obviously essential to the success of all schemes of co-education. Jullundur has only added 181 girls to its previous figures. Out of a total of 3,961, Kangra, which leads the division, has half the number, namely,

1,970. In the Rawalpindi division, Mianwali, otherwise a very conservative district, leads the division with 2,668, out of a total of 5,285. Co-education, as has been emphasised more than once before, is the most economical form of developing girls' education in the rural areas at this time when neither funds nor teachers are available for opening separate schools for girls in every corner of the province.

"The progress during the year would perhaps have been more rapid", writes the Ambala Inspector, "but for the restrictions placed upon the admission of girls to the boys' secondary schools which the Department had to enforce on account of the present social conditions of the province."

Expenditure.

The main financial figures, namely, the total expenditure on education, the percentage of expenditure from the various sources and the total cost per scholar, are all tabulated in the beginning of this chapter. It can be seen at a glance that the total expenditure during the year has gone down by Rs. 7,74,723 from Rs. 3,08,31,143 to Rs. 3,00,56,420. The average cost per scholar in a boys' school is Rs. 21-0-3 and in a girls' school Rs. 20-0-8. The cost to Government in schools for boys and girls has gone down by 2·1 per cent— from 53·5 to 51·4. This is due to the most rigid economies exercised by the Department.

Trained Teachers.

Out of 33,983 teachers employed in schools of all types, for Indian boys, 28,967 or 85·2 per cent. are trained. The percentage of trained teachers divisionwise is :—

Division.	Total.	Trained teachers.	Percentage of trained teachers.
Ambala	4,734	4,037	85·3
Jullundur	6,647	5,843	87·9
Lahore	8,119	7,122	87·7
Rawalpindi	6,800	5,669	83·4
Multan	7,683	6,296	81·9

The Inspectors, Multan and Jullundur divisions, are both of the opinion that the two-year senior vernacular teacher is decidedly an improvement on the one-year man, but they both think that

a wider course of study is necessary. The Inspector of Schools, Jullundur division, observes :—

“ The new type of senior vernacular teacher (two years) is decidedly a better type if he keeps up his private study. As they are not in the habit of purchasing books and periodicals from their own pocket, it would be directly in the interest of the boys if school libraries are replenished with Urdu books on education, method and organisation. As such books are not available in the market, the Punjab Text-Book Committee should undertake the translation and publication of standard English works.”

And the Inspector of Schools, Multan division—

“ Of course, the two-year senior vernacular course gives a wider outlook to the teacher than the one-year course could have been expected to do. The two-year man is certainly better fitted to work in all subjects with the middle classes, and if he has a good knowledge of Urdu, he will be eminently fitted to teach Urdu even to the high classes.”

Discipline has been satisfactory in almost all schools in the province. Inter-school rivalry still persists in the Jullundur division. The Inspector comments :—

“ The month of April each year proves troublesome not only to the parents, but also to this office in the matter of issuing certificates by the privately managed schools. In spite of measures adopted to improve the position, there seems to be very little relief, and it is a great pity to observe that educational institutions resort to ‘alluring’ boys often times by low tactics to their schools to increase their roll and thus raise their income from fees.”

The total number of depressed class scholars has fallen by 699, from 34,664 to 33,965 (32,692 boys and 1,273 girls). The distribution of these figures for institutions for general and special education is shown in the following statement :—

Institutions.	MALE.			FEMALE.		
	1931-32.	1932-33.	+ or —	1931-32.	1932-33.	+ or —
1. Schools (recognised) ..	31,951	31,662	—289	1,309	810	—499
2. Institutions (unrecognised) ..	329	173	—156	57	196	+139
3. Colleges	13	197	+184	..	..	..
4. Special Schools	903	660	—243	102	267	+165

It is pleasing to find that with the increasing interest of the Department and its officers in the welfare of these unfortunates, the prejudices of caste and untouchability against them have largely disappeared in almost all places—urban and rural—and also that these classes are now shaking off their age-long lethargy and intellectual slumber. ✓ Ambala division shows a marked increase of 1,446 in male scholars and of sixty-six in girls. Jullundur indicates a fall of 1,691 in boys and of 110 in girls, Hoshiarpur alone contributing 1,105 and 102 to the decrease in boys and girls, respectively. Multan records an increase of 222 pupils. The Inspector, Multan, suggests that one form of encouraging literacy among depressed class scholars would be to afford suitable employment to those who matriculate. He states that “this becomes all the more necessary when we find that after obtaining suitable education, they cannot go back to their fathers’ professions and being non-agriculturists and having no lands of their own, can only fall back on service.”

Rural Education.

Efforts have been continued throughout the year to adjust education in rural schools to the environments of the pupils. Great stress is laid on manual work and to impress the dignity of labour on the scholars. Village industries have been revived. The remarks of the District Inspector of Schools, Shahpur, give an indication of what has been achieved or is being attempted in the rural areas :—

“During the year under review special efforts were made to give a rural bias to the teaching, especially in arithmetic, geography and composition. Sufficient practice was given to the reading of *patwaris* records, manuscript postcards and letters, a collection of which is kept in many schools, which occasionally interchange their stock. Boys are also made to write applications, petitions, receipts, money-orders, ‘*parwana rahdaris*,’ &c. In arithmetic, sums relating to rural life are practised and questions concerning land measurement, agricultural produce and the rates obtaining at the nearest market are frequently given. The teaching of geography is associated with local surroundings. Suitable models and relief maps of the village, the district and the province are being profitably used in many a school. In the colony area almost all these schools possess farms and garden plots, while in the dry tehsils of Khushab sericulture and lac-rearing form the hobby of the students. February 15, 1933, was celebrated as an arbor day in every school of the district, when thousands of trees were planted by the boys.”

Agricultural education is gaining in popularity. There are 87 farms and 104 garden plots attached to high and middle schools. It is a matter of great satisfaction to find that a

number of "home gardens" and "old boys' associations" have been started in the Rawalpindi and Multan divisions.

"The starting of 'home gardens'" writes the Inspector of Schools, Rawalpindi division, "by boys reading agriculture is a novel feature of the movement and it is satisfactory to remark that there are 750 'home gardens' in this division maintained by the boys independently of their parents, where they grow flowers and vegetables with the advice of their agricultural teachers. Moreover, every school teaching agriculture in this division has started an 'old boys' association.' This measure is likely to arouse a keener interest in agricultural education in general and may enlist the sympathy of the village people."

To give a further impetus to the ruralisation of education in village schools, which is essential both for educational and economic reasons, the Department has revised the entire scheme of studies for rural schools, making "Rural Science" a composite subject including agriculture, village sanitation, rural economy, etc., and a compulsory subject in the vernacular middle school course.

The number of these libraries is 1,786 and the reports on their progress and use are quite hopeful. All the inspectors complain about the suspension of the supply of literature for these libraries owing to the financial stringency. The teachers, who act as librarians, continue to do useful work by giving talks and reading out useful literature to the illiterate public and issuing books to the literate.

These continue to be the outstanding features of the various extra-mural activities taken up by schools as well as rural community councils. The beneficent departments—Health, Co-operation, Agriculture and Veterinary—have always sought the co-operation of our inspecting and school staffs. It is encouraging to find that the schools still continue to be centres of light as also of learning. Propaganda work has been carried on at all important centres by means of processions, posters, dramatic performances, illustrated lectures, informal talks and cinema shows. No important public fair or festival in any district or tehsil is allowed to pass without the organisation of a well arranged propaganda programme by the neighbouring schools. Uplift journals have also been started by several districts to disseminate useful knowledge on health, agriculture, education, and other public matters to the literate villagers, and through them to the illiterate public. Practical work is being done through such bodies as health associations and village betterment societies in the Jullundur division. Intensive uplift work is being done

Village
libraries.

Village
uplift and
community
work.

in certain selected localities such as Raja Sansi in the Lahore division. The pitting of manure, cleaning of streets and lanes, vaccination and revaccination of school children, improvement of village environments, and of sanitation are some of the major items on the programme of the rural community councils. "Our schools," writes the Jullundur Inspector, "are the centres from which all these activities radiate—in fact without the help of schools and school boys the propaganda work of all the beneficent departments might remain insipid and unfruitful." Village games clubs are growing more and more popular. There are 770 such clubs in the Lahore division alone, with a membership of over 10,000 villagers. In this connection, the Inspector of Schools, Lahore division, writes —

"If we go on as we have started, I think that the Education Department will, during the next ten years, have rendered inestimable service to the Punjab in the sphere of village uplift and village betterment."

In a similar strain writes the Inspector of schools, Rawalpindi division :—

"The importance of the rural uplift work cannot be over-rated. It has created an awakening among the general masses and as such imparts true education providing at the same time training for citizenship to the students. It is in fact serving as a bond of affection between the teachers and the public, and has also brought the Education Department in closer touch with other beneficent departments."

Other activities—
(a) Games and physical training.

With the appointment of assistant district inspectors for physical training, the games and physical training of the village schools, as also of the secondary schools, have met with a remarkable improvement. These officers after receiving at the beginning of the year a specialised training at Lahore Central Training College have, during the course of the year, taken up their duties in the various districts allotted to them. They have further helped in the organisation of rural games for villages, and have started village clubs for this purpose. All the inspectors are unanimous in the opinion that playground discipline and games organisation in schools and the love of sports as a pastime for villagers are gaining a great impetus through this new development. The Inspector of Schools, Rawalpindi, however, speaks of the insuperable difficulties in the lack of playgrounds for schools in rural areas.

(b) Scouting. Scouting has continued to develop with success during the year. Attempts have been made to start local associations at the headquarters of the districts. Stress has been laid throughout the year on camping, passing scout tests, and on social service.

The record of social service rendered by the scouts on public functions and in fairs and festivals is remarkable. As regards social service, the Inspector of Schools, Lahore division, says :—

“ The spectacular element in scouting is no longer emphasised in our schools ; we lay stress on the social service aspect of the movement, with the result that any non-official, who may be inclined to scoff at the movement and comes to a scout show in a highly critical frame of mind, is readily converted when he sees for himself what our scouts can do and are always willing to do. The district reports are full of accounts of the deeds of our boy scouts, who consider it a privilege to render service to their brethren on all conceivable occasions.”

This has been carried out by some of the high schools on a voluntary basis, and in some districts through the medical department. In some schools in Jullundur and Amritsar cities satisfactory arrangements exist not only for medical examination but also for effective treatment. The Department is now contemplating the extension of the scope of this useful scheme. The question of the medical inspection of rural schools, however, bristles with difficulties, but the Department is trying to overcome them in consultation with the Health and Medical Departments.

The following table presents the number of children examined :—

Division.	Number examined.	Number declared sick.	Number attended hospital regularly.	Number cured.
Ambala	5,686	2,115	1,722	1,466
Jullundur	7,814	4,242	1,379	657
Lahore	12,223	2,863	2,172	1,769
Rawalpindi	6,712	3,624	862	812
Multan	5,331	2,856	1,843	827

NOTE.—Sialkot and Sheikhpura figures are not included.

The record of work done by the Red Cross societies is highly commendable. Miss Norah Hill, Organising Secretary, All-India Red Cross Society, paid a visit to the Punjab during the year under review and the Red Cross work done in our schools won her general approbation. It is hoped that instead of attempting too many objects at a time, the Red Cross branches in our schools will for the present concentrate on improving sanitation, and disseminating useful information regarding personal health and hygiene.

Departmental
measures.

(a) During the year under report the Department has with the approval of the Punjab Government (Ministry of Education) issued the rules of recognition and the standard service rules for schools under private management. These have supplied a long-felt want. The former will go a long way to remove the general impression that our inspectors are arbitrary in recommending and granting recognition to private schools, and the latter will to a certain extent ameliorate the condition of teachers employed in private schools and consequently improve the efficiency of these institutions.

(b) With a view to tiding over the unprecedented financial stringency definite principles were enunciated and circularised among all concerned for effecting economies in the various heads of expenditure. This has been done both for primary and secondary education. It is only through such judicious and well-regulated economy that the Department has been able to effect large savings without suspending any of its activities which have continued unimpeded and unimpaired.

(c) In order to make education more useful, effective and popular, among the rural masses, whose interest in education was subsiding owing to what the average villager considers the inefficacy of education in securing employment for his son, the entire scheme of studies for the rural schools, as has already been noted above, has been overhauled with a view to co-ordinating education with the village boys' natural environments—the environments in which “ he lives, moves and has his being. ” From the various reports received it appears that this change has been welcomed by both the teachers and the public, and it is hoped that ultimately it will give an entirely new outlook to the educated villager who will find his ancestral vocation more congenial and a return to it therefore less difficult than heretofore.

CHAPTER II.

Controlling Agencies.

The post of the Director of Public Instruction, Punjab, was held by me throughout the year under review.

There were only slight changes in the personnel of my staff at headquarters. Khan Bahadur Sheikh Nur Elahi held the office of the Assistant Director of Public Instruction, Punjab, and Mian Abdul Hamid, Lala Rang Bihari Lal and Chaudhri Muhammad Hussain continued to work as Inspector of Training Institutions, Registrar, Departmental Examinations, and Inspector of Vernacular Education, respectively, throughout the year. Lala Sham Chand held the post of Reporter on Books until 25th November, 1932, from which date the post was abolished as a part of the general retrenchment scheme. Miss L. E. Thomas was placed on special duty as Personal Assistant to the Deputy Directress of Public Instruction on 1st October, 1932, and continued to work as such till the 31st of March, 1933, when Miss L. M. Stratford, I.E.S., proceeded on four months' leave preparatory to retirement and Miss Thomas succeeded her as officiating Deputy Directress of Public Instruction in Provincial Educational Service, Class I.

Mr. W. E. McMurray continued to discharge his duties as Senior Superintendent most efficiently, and under his able guidance the office successfully handled the most difficult problem of the year, *viz.*, the curtailing of expenditure in various directions without, so far as possible, impairing the efficiency of the Department. One temporary post of Head Assistant which had been in existence from 9th May, 1931, was added permanently to the clerical cadre of the office and two posts of clerks were brought under reduction consequent on the abolition of the post of Reporter on Books and the transfer of a portion of his work to the Press Branch of the Civil Secretariat.

The following statement gives the number of candidates for the several examinations conducted by the Department :—

Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1931-32.	1932-33.
1	Vernacular Final Examination	19,873	16,805
2	Middle Standard Examination for Indian girls ..	1,952	2,919
3	Junior Vernacular Certificate Examination for men teachers.	1,047	379
4	Senior Vernacular Certificate Examination for men teachers.	600	259

Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1931-32.	1932-33.
5	Junior Vernacular Certificate Examination for women teachers.	360	342
6	Senior Vernacular Certificate Examination for women teachers.	163	160
7	Junior Anglo-vernacular Certificate Examination ..	258	352
8	Senior Anglo-Vernacular Certificate Examination ..	132	126
9	Oriental Teachers' Certificate Examination ..	1	..
10	Trained Teachers' Certificate Examination for Europeans.	14	13
11	Diploma Examination of Chelmsford Training College, Ghora Gali.	14	13
12	Gyani Teachers' Certificate Examination ..	2	1
13	Middle School Examination for Europeans ..	188	174
14	One year Post-Matric Clerical Examination ..	358	290
	Total ..	24,962	21,833*

*If the figures relating to candidates from outside British Punjab are taken into account the grand total amounts to 23,050.

It will be noted that there has been a fall of 3,068 candidates in the vernacular final and about 1,000 in the vernacular teachers' certificate examinations for men. The fall in the number of candidates for vernacular teachers' examinations is due to a reduction of twenty-one in the number of training units. The decrease of sixty-eight in the number of Post-Matric clerical examination can be accounted for by the fact that the product of these classes is not considered by employers to be sufficiently competent and the classes are consequently falling into disfavour. The question of raising the admission qualifications for these classes is under consideration. The increase of about 1,000 in the number of girl candidates for the middle standard examination is a sure indication of the expansion of female education in the province.

Conferences
and commit-
tees.

The orders of Government on the report of the Committee appointed by the Punjab Legislative Council in 1930 to enquire into the question of introducing compulsory education throughout the province and to suggest ways and means for achieving this object are still awaited. The most important Committee which met during the year was the Punjab University Enquiry Committee with Sir George Anderson as Chairman. A reference to some of its recommendations has been made in the Chapter on Collegiate Education. The report is now under the consideration of the University and the Government.

Inspectorate.

There was an interchange of inspectors in three divisions in the month of November, 1932. Shaikh Muhammad Zahur-ud-Din was transferred from Lahore to Multan, Khan Sahib Munshi Fazil Muhammad Khan from Multan to Jullundur and Rai Bahadur

Mr. Man Mohan from Jullundur to Lahore. The Rawalpindi division also saw a few changes. Mr. C. H. Barry was directly recruited and appointed inspector of this division in July, 1932, and was placed on special duty at the headquarters at Simla. S. Tara Singh was appointed to do his work under the designation of additional inspector. On 8th August, 1932, S. Tara Singh met a most tragic death from a motor accident. Khan Sahib Shaikh Allah Rakha, Deputy Inspector, succeeded him for a month and was relieved by Mr. Barry, the permanent incumbent, in September 1932. Mr. J. Leitch Wilson held charge of the Ambala division throughout the year.

There were just three changes among the deputy inspectors. S. Bikram Singh, District Inspector of Schools, Rawalpindi, worked as Deputy Inspector in place of Khan Sahib Shaikh Allah Rakha for about two months. Pir Muhammad Yaqub Shah, District Inspector of Schools, Jhelum, worked as Deputy Inspector of Schools, Multan, in the leave arrangement of Lala Indar Bhan for three months and was then transferred in the same capacity to Jullundur where he died on 20th September, 1932. Mr. S. M. Sharif, Deputy Inspector of Schools, Jullundur, was appointed Assistant Secretary to the Punjab University Enquiry Committee where he worked from 10th October, 1932, to 5th April, 1933, and was then posted to Lahore.

There were as usual a few transfers among the district inspecting staff. Chaudhri Ghulam Hussain, District Inspector of Schools, Dera Ghazi Khan, retired on 1st October, 1932, and the post vacated by him in Provincial Educational Service, Class II, was retrenched. Twenty-eight physical training supervisors, who were working in Government schools, were transferred to the districts and posted as assistant district inspectors to look after physical training. This arrangement is expected, in course of time, to raise the general level of the pupils' physical condition in schools.

The angle of vision with regard to the inspection of schools has of late changed considerably. Mr. Man Mohan writes :—

“ An inspection should no longer be a dreaded event, for inspecting officers now go as friends, philosophers and guides rather than as members of a committee of inquisition. There may be a few inspecting officers here and there who still follow the old methods of inspection, but the healthy tradition is fast growing up that inspectors are helpers and guides rather than destructive critics and tyrants.”

Mr. Wilson reports that he and his deputy spent a considerable part of the winter in paying visits to village schools in order to check the work done by assistant district inspectors and that he was extremely disappointed, on the whole, to find that there was

little evidence of these officers having paid any attention to propaganda work, to compulsory education or to the checking of leakage and stagnation. He considers it essential that the work of assistant district inspectors be more closely supervised and suggests (a) the appointment of an additional deputy inspector in each division to look after vernacular education and (b) an increase in the travelling allowance allotment of the inspector and his deputy to enable them to tour much more extensively than is at present possible. The first of these suggestions is under the consideration of Government. Mr. Man Mohan raises another important point, viz., the desirability of interchange between the inspecting and the teaching staffs in the districts. While strongly deprecating the impression that has gained ground in most quarters that it is humiliating for an inspecting officer to be sent back to the teaching line he considers it essential in the interests of public service that fresh blood be made available in either of the two branches of the educational cadre and a reshuffling should take place periodically with a view to keeping the entire Department at the highest pitch of efficiency.

**District
Boards.**

Like last year widespread financial distress prevailed during the year under review. Almost all the district boards had to reduce their expenditure enormously, and unfortunately there is no prospect of financial equilibrium being established for sometime to come. Khan Sahib Munshi Fazil Muhammad Khan, while fully realising the difficulty of the boards in his division, does not see eye to eye with them in the matter of re-grading the pay of teachers unless the same principle is applied to other employees as well.

The expenditure of district boards from their own funds on institutions maintained by them has decreased from Rs. 22,97,351 to Rs. 21,87,007 and the Government grants have also gone down from Rs. 73,59,615 to Rs. 71,92,985 during the year. The percentage of expenditure from district board funds has stood at 20·9 as against 21·5 last year. The comparative figures showing the proportion in which the total expenditure of district board institutions has been met from various sources during this year and the previous year are shown below :—

Year.	Public revenues.	District Board revenues.	Fees and other sources.
1931-32 ..	68·9	21·5	9·6
1932-33 ..	68·9	20·9	10·2

It was noted in the last report that the position of district boards in this respect varies from district to district, as it is left entirely to the option of the boards to delegate such of their powers to inspectors as they may think fit. Messrs Wilson and Man Mohan have always felt very strongly on this subject and although all the district boards in the Ambala Division have delegated powers to the inspector yet Mr. Wilson thinks that the exercise of such powers is still fraught with grave difficulties, and on several occasions the inspector is required to exert himself to see that the efficiency of schools is not allowed to be sacrificed at the altar of favouritism. Mr. Man Mohan is disappointed with the powers delegated to him and is definitely of opinion that delegation hedged round by a number of provisos is not worth having. Apparently being not satisfied with the general Government policy laid down in the last report he speaks out his mind in the following words :—

Delegation of powers.

“ If it is not possible for the Education Department to secure proper delegation of powers the safest and the best plan is to make a clean sweep of delegation and make us function merely as inspecting officers having nothing to do with the internal administration of local body schools. With the position thus clarified each one of us will know exactly where he stands. There will be no bickerings, no encroaching on anybody's special domain, no awkward situations and no unpleasantness. Of course efficiency is likely to suffer, but then in conducting democratic experiments a certain amount of risk has to be run and, as in other matters of high policy, the local bodies will have to be allowed to learn wisdom by making mistakes.”

The finances of the municipal committees also suffered a very serious loss due to the fall in prices and general depression in trade. In consequence they had recourse to retrenchment on a big scale, and this could not but cripple, to some extent at least, the efficiency of schools. The proposal of the Municipality of Bhakkar to impose a cut of 30 per cent. on the salaries of its teachers will surely cause undue hardship.

Municipal Committees.

The total expenditure on municipal board schools increased from Rs. 14,75,722 to Rs. 17,12,257. To this total cost Government contributed Rs. 5,60,364 against Rs. 5,02,646, municipal committees Rs. 9,91,463 against Rs. 8,22,113 and fees, etc., Rs. 1,60,430 against Rs. 1,50,963 last year. The percentage of expenditure from municipal funds thus rose from 55·7 to 57·9. Mr. Wilson's experience of the interest taken by the members of the municipal committees in educational matters is very disappointing, and his opinion on their indifference particularly in the matter of housing schools has been expressed with some warmth.

Cantonment
Boards.

During the year under report education in cantonment areas continued to make satisfactory progress. The Ambala Cantonment Board deserves particular mention. Not only did they make compulsion increasingly effective by admitting more children into the five primary schools of their own, but they also gave grants-in-aid to several educational institutions for boys and girls and took over the control of a private institution known as the Hindu-Muslim High School, which for want of funds was in a very unsatisfactory condition. The percentage of expenditure on education in the case of the Cantonment Board, Rawalpindi, however, is only 3·4. The opening of a boys' and a girls' school in Chaklala is an urgent need.

Private
enterprise.

While giving comparative figures of enrolment in Government, board and privately managed anglo-vernacular secondary schools it was observed in the last report that one of the main reasons for pupils flocking to private schools in large numbers was the lower rates of fee charged in these schools as compared with Government schools, and that under the prevailing financial distress Government had been compelled to make these rates uniform, with effect from January, 1932, in all kinds of schools—private, board and Government, throughout the province. In case, however, a school desired to levy higher or lower rates it could do so with the special sanction of the Department. The enhanced rates of fee have thus been current for more than a year, and it will be useful to note the reaction on the numbers in private schools.

The following statement which gives the necessary figures for boys' schools shows that whereas fall in the enrolment of Government and Board Schools is 5·4 and 3·8 per cent., respectively, it is only 1·9 per cent. in the case of private schools and therefore the reason for the larger number of pupils flocking to private institutions as given last year does not appear to be correct :—

Year.	ENROLMENT IN		
	Government Schools.	Board Schools.	Private Schools.
1931-32 ..	29,597	814,379	182,076
1932-33 ..	27,710	782,557	178,503

The increase of tuition fees in aided schools has helped the financial situation of these schools and relieved public revenues to the extent of Rs. 1,94,633 in grant-in-aid to boys' schools alone.

These institutions have, as expected, been hit hard under the existing financial stringency and some of them are reported to be almost on the verge of collapse. Mr. Man Mohan represents the existing situation in the following words :—

“ The difficulty is that almost all channels of private generosity have dried up during the last few years, and schools have unfortunately learnt to lean too much on Government grants. They are now like a disabled man, who has got used to crutches and whose limbs refuse to work when the crutches are removed. My considered opinion is that more denominational schools than were really necessary have been started during the last ten or fifteen years, and somehow an impression has gained ground that once a school is placed on the grant-in-aid list the Government undertakes a kind of everlasting responsibility for its maintenance by means of a liberal grant-in-aid. As the result of reduction in grants and other external causes the future of a fairly large number of privately managed schools seems anything but bright, and very careful watch will have to be kept on certain schools which have done very good service to the cause of education, and which but for the timely assistance of Government would have to be closed down.”

The defects mentioned in the last years' report generally continue as the rules of recognition which demand service rules and sound financial position do not apply to old schools already recognised. There are complaints from several quarters that boys' funds and sports' funds, etc., are misused, and that teachers' salaries are not paid regularly. The audit of accounts has also revealed many irregularities.

The following statement showing total direct and indirect expenditure on all kinds of institutions during the year under review and the previous year will give an idea of the contribution made by the several controlling agencies and other sources towards the total cost :—

Expenditure
on education.

Year.	Government funds.	District Board funds.	Municipal Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 ..	1,64,92,681	27,21,458	12,97,490	72,15,027	31,04,487	3,08,31,143
1932-33 ..	1,54,49,407	25,09,799	13,36,798	77,46,826	30,13,590	3,00,56,420
Increase or decrease.	-10,43,274	-2,11,659	+39,308	+5,31,799	-90,897	-7,74,723

CHAPTER III.

Collegiate Education.

Numbers in
Arts Colleges.

The following statement gives the number of collegiate institutions for males (Indians) and the scholars enrolled in them during the years 1931-32 and 1932-33 :—

	NUMBER OF COLLEGES			NUMBER OF SCHOLARS		
	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.
Government Colleges ..	12	12	..	3,269	3,362	+93
Aided Colleges ..	11	11	..	6,028	6,338	+310
Unaided Colleges ..	6	6	..	3,454	3,607	+153
Total ..	29	29	..	12,751*	13,307†	+556

*Includes 30 female students.

†Includes 61 female students.

The number of institutions providing collegiate education has remained constant. The number of scholars has increased from 12,751 in 1932 to 13,307 in the year under report, thus showing a total increase of about 500 students.

2. The following table gives a statement of examination results during the years 1931-32 and 1932-33 :—

Name of examination.	MALES.						FEMALES.					
	1931-32.			1932-33.			1931-32.			1932-33.		
	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
Matriculation	15,877	9,618	60·6	14,872	10,746	72·4	551	336	60·9	658	456	69·3
F.A. ..	3,002	1,411	47·0	3,335	1,556	46·6	129	97	75·2	162	105	64·8
F. Sc. ..	1,486	686	46·2	1,482	668	45·1	31	22	70·9	34	23	67·6
B.A. ..	2,239	918	41·0	2,541	1,048	41·2	53	20	37·7	73	42	57·5
B. Sc. ..	109	44	40·4	126	62	49·2	..	..	..	1	..	..
M.A. ..	286	158	55·2	298	189	63·4	4	3	75·0	3	1	33·3
M.Sc. ..	35	27	77·1	22	17	77·3	..	..	..	..	..	..

The above statement shows a falling off in the pass percentage in the B.A. examination which fell to the low figure of 41·2 per cent. only. That more than half of the candidates who have been prepared for this most important University examination failed to reach the comparatively low standard which is required for their success, can only be regarded as a striking commentary on the unsuitability of the mass of students who seek University education. In the Intermediate examinations a pass percentage of about 50 has been maintained. In the M. A. and M. Sc. examinations a pass percentage of 63·4 and 77·3, respectively, has been attained showing that where the material is suitably sifted before admission, as it is in the post-graduate classes, much better examination results are obtained. Thus, as has been pointed out in previous reports, the reduction of numbers and suitable selection of scholars is the central problem which faces the University. This view has been accepted by the University Enquiry Committee which was appointed by Government during the year under report and which has made a careful and valuable investigation into the University problem.

It is interesting to note that the Enquiry Committee agree with the comments made in this Chapter in the last quinquennial report that the present Matriculation examination is altogether unsuited as a test for admission into the University. They propose a complete revision of the examination system which would involve the reduction of the present secondary course in anglo-vernacular schools by one year, introducing a leaving examination at the end of the ninth class, instead of the present Matriculation examination. After this class, they propose to introduce a new and higher stage which would be specially preparatory for admission to the University. This would be constituted by merging together the present Intermediate classes conducted by the colleges with the tenth class conducted by the schools in a separate self-contained higher secondary institution which would be controlled by a new body to be called the Board of Higher Secondary Education and which would conduct the public examination on the completion of this course. This examination would serve the purpose both of laying down an efficient standard of general secondary education as well as a suitable entrance examination for proper University education which would begin after this stage. The Committee's report is still under consideration by the University authorities and the local Government, and further comments on it must be reserved till a decision has been reached on what practical effect can be given to the recommendations with or without the aid of fresh legislation.

Intermediate
Colleges.

3. There has been no increase in the number of intermediate colleges during the year under report. In October, 1932 Government raised the Intermediate Colleges at Shahpur and Ludhiana to the degree level, reverting the ninth and tenth classes to the local Government middle schools, which were thus again raised to the high standard. Proposals are now under consideration to raise the Intermediate Colleges at Lyallpur and Multan to the degree standard. Thus the number of intermediate colleges of the four-year type has been reduced by two. This is in part due to the continued failure of intermediate colleges to attract suitable entrants for the ninth and tenth classes, and in part the result of a conscious effort on the part of Government to make higher education more easily accessible to backward areas. It is hoped that in the course of time it may be possible to reduce the enormous congestion of students at Lahore and to specialise more and more on Honours and Post-graduate courses in the heart of the University.

The Uni-
versity.

4. During the year under report the office of Vice-Chancellor has been held with great distinction by Mr. A. C. Woolner, C.I.E., M.A., F.A.S.B. Rai Bahadur Mr. P. N. Dutt, B.A., Registrar, has been granted leave preparatory to retirement and Mr. Ishwar Das, M.A., LL.B., has been appointed Registrar; Mr. S. P. Singha, M.A., LL.B., has been made the Controller of Examinations and placed independently in charge of the conduct and control of examinations. A new post of Assistant Registrar has also been created. In spite of decrease in financial resources the University has continued to encourage research, and Professor Bhatnagar has embarked on a series of experiments on agricultural research with the aid granted by the Imperial Council of Agricultural Research. An Honours Schools in History has been inaugurated under the control of Professor J. F. Bruce. Much stimulus has been given to research work in the Department of Economics since the appointment of Dr. Jain as the University Reader. Physical training has become compulsory for all students, and it has been found necessary to appoint an Assistant to the Director of Physical Training in order that such work should receive proper supervision.

Lahore
Colleges.

5. Government College has continued to flourish under the Principalship of Mr. H. L. O. Garrett. The world of science sustained a great loss by the death of Col. J. Stephenson in March, 1932. Colonel Stephenson was Professor of Zoology from 1906 to 1919 and Principal of the College from 1912 to 1919. He laid the foundations of the Department of Zoology in this College, and this department has since produced work which has received the admiration of European scholars, and has been the nursery in

which a large number of eminent zoologists have been trained many of whom now teach this subject in other Indian Universities. Colonel Stephenson was a Fellow of the Royal Society and a scholar of European reputation, and it is gratifying to note that some of his best work was done at the Government College laboratory when he was in charge of it.

A new feature of Government College activities is the institution of an Army Class under the charge of Mr. A. S. Hett, from October 1932. It is also proposed to open a class for preparing candidates for the higher public service examinations conducted by the Public Service Commission.

The other Lahore Colleges continued to flourish and have maintained their past reputation.

The University attained its half-century last year, but it was decided to postpone the celebration of the Jubilee till 1933. It has been proposed to construct a University Union. It is to be hoped that the appeal made by the University to its past and present alumni and to the general public will meet with a generous response.

CHAPTER IV. Secondary Education (Boys).

(i) Facts and Figures.

Schools.

The total number of secondary schools in the province has decreased by seventy-eight to 3,708. The number of anglo-vernacular schools, however, remains the same as last year, with an increase of three high schools and an equal decrease of anglo-vernacular middle schools. The fall of seventy-eight in the vernacular secondary schools is mainly due to the conversion of unnecessary and uneconomical lower middle schools into primary schools. It is rather striking to observe in this respect that the Ambala and the Rawalpindi divisions indicate an appreciable decline of sixty-seven and thirty-seven schools, respectively, while Lahore and Multan divisions report an increase of ten and sixteen, respectively, Jullundur division having the same number as last year.

Scholars.

The enrolment in these schools has also gone down by 29,468 to 608,685, the decline being 3,815 in high schools, 1,805 in anglo-vernacular middle and 23,848 in vernacular schools. To the total decrease, 118,204 or sixty-two per cent. is contributed by the children reading in the primary classes who now form sixty-five per cent. of the total enrolment in these schools. It may, however, be noted that in the Multan division the number of pupils at the secondary stage has gone down by 1,438 while that at the primary stage has risen by 2,717. The number of agriculturist boys has fallen by 3,799 to 91,071 or about fifteen per cent. of the total enrolment in these schools. The decline in the number of these scholars is attributable to the prevalent economic depression and general unemployment among the educated classes in the province. The Education Department has of late realised that the present system of education requires a thorough revision in order to make it suitable for the changed conditions of the people, and in consequence has appointed a committee to revise the schemes of studies for the primary and the middle stages.

Expenditure.

There has been a decrease of Rs. 5,92,026 in the total expenditure on secondary schools. Contributions from Government, local bodies and other sources have declined by Rs. 5,40,486, Rs. 1,69,498 and Rs. 1,37,264, respectively, while those from fees have gone up by Rs. 2,55,222 as a result of the enhancement in the rates of fees. The decrease in expenditure is largely due to certain economic measures adopted by the Department. Owing to the fall in enrolment, the average annual cost of educating a secondary pupil is, however, about the same as last year, *i.e.*, Rs. 20-13-0.

(ii) The teachers.

The number of trained and untrained teachers employed in the secondary schools of the British Punjab has risen by thirty-two to 20,000 and that of untrained teachers has fallen by 359 to 2,454. The percentage of trained teachers has risen from eighty-eight last year to ninety, which is a satisfactory figure. Of the untrained teachers, many possess special certificates, so the number of unqualified teachers is reduced to a very small figure. The staffs of schools are reported to have been carefully readjusted with a view to economy, and teachers have been made to put in from thirty to thirty-six periods of actual teaching work in a week. This is largely responsible for the reduction in the number of teachers.

The position of teachers working in private schools continues to be pitiable. The Ambala Inspector says :—

“ While making appointments in private schools personal influence and undue favouritism play a very great part. Persons employed under these circumstances can never afford to be independent of their employers who generally look upon them as their personal servants supposed to bask in the sunshine of their caprice and humour. As soon as the unfortunate teacher gives even a semblance of offence either to the manager or to any prominent member of the managing committee his fate in that school is sealed and at once he is kicked out.”

But Rai Bahadur Mr. Man Mohan, Inspector of Schools, Lahore, hopes that—

“ With the introduction of the standard service rules which are incorporated in the rules of recognition the position would improve and the teachers would be able to tender appeals to the Department in cases of injustice and unfair treatment.”

(iii) Instruction and influences on school life.

The instructional condition in schools continues to be generally satisfactory, though the defects pointed out in previous reports still exist in all schools in varying degrees. The Lahore Inspector has laid special stress on the improvement of boys' handwriting, the improved methods of teaching the vernaculars, and on making the boys think rather than reproduce what they have crammed up from the text books. In the Ambala division class promotions are reported to be more judicious than in the previous years. The class libraries have been enlarged, and the system of extra reading both in the class room and at home is reported to have made the students' work more interesting and to have enriched their general knowledge to a great extent. Literary societies and clubs have been organised on a larger scale than before with a view to developing the power of speaking

among the boys. A better organisation of the teaching of various subjects and their co-ordination have been attempted with success in many schools through faculty committees. Attempts are also being made to give education in rural schools a strong rural bias, and even in urban schools there is a tendency to combine manual work with the usual schooling. In many places school work has been made more interesting and attractive by introducing popular and useful hobbies such as soap making, rope twisting, basket weaving, tailoring, weaving of *newar* and *mats*, photography, hosiery, etc. Thirty-seven manual training centres, mostly attached to Government schools, are doing satisfactory work in the way of hand and eye training and providing boys with a useful diversion from the class room instruction. It is regretted that the village libraries attached to rural schools which proved so useful in the past in keeping up literacy among the people could not be provided with fresh literature owing to lack of funds.

Examination results.

The matriculation examination results show a distinct improvement upon the last year both in quantity and quality. In the Vernacular Final Examination also the percentage of successful candidates has generally been satisfactory though some of the districts such as Rawalpindi, Attock, Jullundur and Hoshiarpur, are reported to have shown rather poor results in this examination.

Physical Training and scouting.

It is very pleasing to find from the reports of all the divisional inspectors that the appointment of trained and well qualified physical instructors as assistant district inspectors of schools for physical training has considerably improved physical training and scouting in schools. Almost all these men have received a special course of training under Mr. Hogg at the Central Training College, Lahore. They are said to have infused a new life into our schools. They have also held several camps for "refreshing" vernacular and other teachers at convenient centres throughout the province. Systematic exercise and interesting lively games thus introduced into village schools are sure to make the lives of the children healthier and happier. The scout movement is also advancing rapidly and scouts are proving of great use to the public by rendering assistance at fairs, by helping the poor and the needy, and by controlling and extinguishing fire in their vicinity. The work done by the boy scouts of Palwal during the last Jumna floods when they saved the lives of hundreds of human beings and cattle and rescued a considerable amount of property is deserving of special mention. It is also refreshing to read that the girl guides movement has been started at Kangra, and a training camp has provided nineteen trained lady teachers for the district.

The Red Cross Societies whose number is increasing in schools all over the province are showing increased public utility. Multan division, with 943 such societies, leads the rest of the province in this respect. Red Cross Societies.

Co-operative societies are successful in schools situated in distant rural areas where books, stationery and other articles of daily use are not easily procurable. Thrift societies are gaining popularity in many places, but teachers find it rather difficult to save even a little in these days of dire depression with the inevitable cuts in their salaries. In this connection the Inspector of Schools, Lahore division, however, sounds a note of warning. He says— Co-operative and Thrift societies.

“I am beginning to be pessimistic with regard to the future of co-operative societies, for I notice that at many places where co-operative societies exist the co-operative spirit is conspicuous by its absence. At one time a co-operative society had become a feature in the general spectacular element in a school. But even during its palmiest days, the co-operative movement in our schools never succeeded in inculcating the necessary co-operative spirit among the members of the society. This is lamentable. The whole question should be re-examined by the Education Department in consultation with the Co-operative Department, otherwise, I am afraid, the movement will die out in our educational institutions.”

The system of medical inspection of school children has been tried by Government in selected districts for the last few years. In none of these districts does the experiment seem to have met with much success. The results of such an inspection in Shahpur district are alarming as will appear from the report of the Divisional Inspector of Schools, Rawalpindi, who says :— Medical inspection.

“The number of boys examined this year stands at 6,712 against 4,640 last year. The percentage of healthy children has decreased from fifty-three to forty-six. This is perhaps due to the prevalence of small-pox in the district during the month of medical inspection. The percentage of unhealthy boys is the largest in the first year class of the college, which shows that the present educational system requires to be radically overhauled in order to permit a healthy growth of our young men acquiring high education. The diseases of the eye and the throat are predominantly prevalent amongst school children and require early attention.”

Mr. Man Mohan's remarks in this connection also deserve special notice :—

“Some of the high schools in the division have a well-organised and elaborate system of medical inspection and treatment of school children. The boys contribute two annas per head to a fund meant for the upkeep and equipment of the school dispensary, and also for the payment of the doctor's salary. The doctor's

duty is (a) to attend the school daily for an hour or two to treat the children during the school hours ; (b) to hold the daily inspection of at least one class in the school, and to pick out boys suffering from any ailments ; (c) to conduct an annual intensive inspection of all boys in the school, to maintain a careful health record of the children, and to communicate to the parents a report on the health of the children ; and (d) to deliver occasional lectures on sanitation and matters relating to personal health and hygiene. The arrangements for medical inspection at the Amritsar schools are particularly satisfactory."

Shaikh Zahur-ud-Din, Inspector of Schools, Multan, observes :—

"My considered opinion in this matter is that the medical inspection of children is a necessity and the scheme will be a success only when the headmaster, the class teacher, the parent, the inspecting officer and the medical officer are all equally keen to make it so."

(iv) *Discipline.*

The discipline and general tone of schools throughout the province remained very satisfactory during the year under report. The inter-school relations with a few exceptions were generally pleasant.

(v) *School buildings and hostels.*

On account of extreme financial depression very little has been done in the matter of erecting and improving buildings for school or hostels though a large number of schools still remain lodged in very unsatisfactory houses. Two new school buildings, one for a high and the other for a middle school, are, however, reported to have been built during the year in the Lahore division.

Number of
hostels and
hostellers.

The number of hostels as well as of the boarders living in them have further decreased. This is largely due to the opening of high and middle schools in almost every corner of the province, and the time is perhaps not far off when even the rural school like its urban prototype will become almost entirely a day school.

CHAPTER V.

Primary Education (Boys).

(i) Schools.

The following table illustrates the increase or decrease in the number of boys' primary schools of all types during the year under review :—

	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
1931-32	15	4,191	313	999	89	5,607
1932-33	9	4,260	308	858	163	5,598
Increase or decrease ..	-6	+69	-5	-141	+74	-9

It will be observed that the district board schools have increased by sixty-nine, due primarily to the reduction in status of the unsuccessful lower middle schools chiefly in the Ambala division, where district board primary schools have gone up by sixty-seven. The Government primary schools have decreased because training classes to which they were attached as practising schools have ceased to exist. There is a fall of 141 in the number of the aided schools, but a rise of 74 in that of the unaided. To a very large extent, this is due to the Government policy enunciated in Punjab Government (Ministry of Education) Economy circular of 1931 wherein local bodies were required to withdraw grants from such of the privately managed schools as did not possess an adequate roll, and lay within a 1½ miles' radius of a local body school which could conveniently accommodate the additional numbers. Single-teacher schools have again increased by 184 to 1,442. This is unfortunate, but the increase was perhaps inevitable under the present financial conditions when most of the district boards find it exceedingly hard to provide an adequate staff for their institutions. We hope that this is only a temporary phase which will disappear with the return of normal conditions. The number of adult schools has decreased by 236 to 348, due to the action of Government in restricting, for the award of grant, the number of such schools to ten per district. The fall in the number of these institutions is not to be deprecated as only the inefficient schools have been closed. The reduced number has helped to ensure effective supervision and has facilitated experimentation in the methods of teaching suited to adults.

(ii) Enrolment and attendance.

The enrolment in primary schools decreased by 7,917 to 378,761 or by two per cent. and the average attendance by 3,455 to 323,264 or by one per cent., so that the percentage of attendance on enrolment is 85·4 against 84 in the preceding year, 82·9 in 1930-31 and 77·6 in 1926-27. As indicative of a more stable enrolment in the primary classes, this steady improvement in average attendance, though by no means ideal, is greatly reassuring. In the primary departments of secondary schools there is a drop of 20,913 in enrolment which now stands at 898,054. The total decline in numbers at the primary stage thus amounts to 28,830. As regards individual divisions, enrolment has declined by 7·12 per cent. in the Ambala division, by 6·05 in Jullundur, by 4·8 in Lahore and by 4·4 in Rawalpindi. In Multan, however, there is a rise of ·14 per cent. The inspectors have discussed fully in their respective reports the causes of this decline. Almost the entire decline has occurred in rural areas, mainly among the agriculturists and the village kamins, owing to their unsatisfactory economic condition. In the Ambala division, where at least in one district actual famine conditions prevailed throughout the year, the fall is the greatest. Another cause is stated to be the need for economy forced upon the local bodies to balance their budgets. This has by no means been an unmixed evil. It has turned the attention of local bodies to reviewing their educational expenditure and to the need for economy. Inefficient institutions have been closed; those which were too closely situated have been amalgamated. The decline in numbers is thus inevitable. It is, however, gratifying to find that most of this decline has occurred in the first class, and should not, therefore, give cause for any serious alarm. In the fourth class there is a fall of 747 only, *i.e.*, of ·8 per cent. against a fall of 3·6 per cent. in the total roll, while numbers in the third class actually rose by 4,261. All the inspectors report that promotions from the first class have improved, though the figures of the second class for the last two years do not admit of any comparison as in the year 1931-32 this class contained boys who were promoted from the first class in March 1932. This practice was discontinued under orders issued in the beginning of the year under report. The improved promotions are in part attributed to the restriction of admissions to the first class to certain months in the year. This, it is reported by most of the inspectors, has helped to introduce greater homogeneity in this important class and has thereby facilitated effective teaching. A desire has, however, been expressed that the number of months may still further be reduced and admissions confined to only the first three months of the year. Owing to a fall in the total enrolment, the number of pupils per school has

also declined by two to sixty-seven. The enrolment in adult schools has also fallen by 4,648 to 8,131 owing to the closing down of a large number of these institutions.

(iii) *Expenditure.*

The total cost of maintaining primary schools for boys has amounted in the year under review to Rs. 37,56,930, or Rs. 9,404 less than in the preceding year. Expenditure should normally increase each year on account of increments to teachers and replacement of untrained by trained hands, but it has decreased in 1932-33, owing to a fall in the number of schools, and in the teachers employed in them, and on account of the application of a cut in salaries and the revision of grades. Towards the total expenditure Government contributed 64·03 per cent., district boards 14·50 per cent., municipalities 14·57 per cent., the balance being met from fees and other sources in proportion of 1·70 and 5·14 per cent., respectively. As compared with the previous year Government and district boards each reduced their contributions by Rs. 60,627 and Rs. 33,075, respectively, while expenditure from municipal funds increased by Rs. 76,476, from fees by Rs. 3,655 and from other sources by Rs. 4,167. The decrease under the first two heads is attributable to a fall in the net expenditure of the district boards on education. This necessarily entails a much greater fall in the Government grant. Government, however, still continues to meet a major portion of the total expenditure. The fall in enrolment has raised the cost *per capita* from Rs. 9-9-3 in 1931-32 to Rs. 9-14-8 in the year under review.

(iv) *Teachers.*

The total number of trained teachers has increased by 501 to 8,938. The number of untrained teachers has decreased by 533 to 2,543 so that there is a fall of thirty-two in the total number of teachers in the primary schools. The percentage of trained teachers has improved from 73·2 in 1931-32 to 77·8 in the year under review. This is satisfactory as it has made it possible to place a trained teacher in charge of the first class. This should lead to better and more effective teaching in this class. There is now an adequate supply of trained teachers, and it is possible for the local bodies and other employing agencies to make a judicious selection. Untrained teachers are still serving in local body schools in accordance with the accepted policy of the Department to have a certain percentage of such men serving in each district to undergo experience of teaching before they are selected for training in the normal schools. The average number of boys per teacher is about thirty-three, almost the same as in the

previous year. Inspectors are not yet satisfied with the quality of the teacher in a primary school, and there is ample evidence in the reports from all divisions of efforts at his improvement through conferences, refresher courses and demonstration lessons. The utility of such conferences and refresher courses is evident, and it is hoped they will be held with greater frequency in future.

(v) *Instruction.*

A definite attempt has been made in all the divisions to correlate teaching in schools with the environment of the scholars, and ruralisation has been pursued with vigour and strength in most of the divisions. As a result, the instruction is reported to have been invested with greater interest for the scholars, and the chances of leakage have therefore been to some extent reduced. An attempt has further been made to create healthy habits in the boys by insisting on personal cleanliness and tidiness in the class rooms and by enlisting the help of the boys in cleaning the school and its surroundings. Another attempt to relieve the tedium of a purely literary instruction at the primary stage is the introduction of a few simple crafts. Clay modelling, soap making, basket weaving and gardening are some of them. Model schools have been established in most districts in selected areas, and experiments are being carried on in the new methods of teaching. In Hoshiarpur, for example, the project method is being practised in selected schools. The infant class has everywhere received particular attention, and all efforts have been made through the intermixture of play and the story method to make the work in these schools congenial and interesting to the boys. At places the infants' rooms have been converted into museums, where charts of trees, bird, animal and vegetable life and balls and beads are stored. In one division the promotion from the infant class has been made by the inspecting officers who held the tests themselves at convenient centres. This, it is reported, has ensured judicious promotion from this important class. As a result of all these efforts, the schools are reported to have gained considerably in cheerfulness and efficiency.

(vi) *Buildings.*

Primary schools are often housed in insanitary and unsuitable buildings. Accommodation is generally inadequate. Teachers have to resort to various make-shifts to seat their boys. In not a few cases only the shade of a tree on the roadside serves as a class-room. The effects of this on instruction and on the habits of the boys cannot be over-emphasised. Under the present financial conditions any expenditure from public funds on a scale commensurate with the needs is out of question, and the situation can be ameliorated only if the village public, through co-operative effort, erect cheap sanitary sheds to replace the present unsuitable arrangements.

(vii) Branch schools.

Branch schools have decreased by 483 to 1,946. This large decline in the number of these institutions may partly be explained by the Departmental instructions that only such branches should be allowed to continue as send an adequate number to the third class in the parent institution, and that inefficient branches with a meagre enrolment should be closed. It is further due to the necessity of curtailing local body educational expenditure in order to balance the budgets. It is gratifying, however, to learn that the proportion of boys admitted from these branch schools into the parent institutions after passing the second class is everywhere on the increase and generally approximates to seventy-five per cent. of the roll of the second class. For an effective supervision of these institutions the head masters of the parent schools have been required to keep themselves in close touch with their work, to inspect them frequently and record their impressions and suggestions in a special note-book kept for the purpose in each branch school. This, it is reported, has helped to improve the quality of the output from these schools.

(viii) Compulsion.

In the year under report compulsory education was extended by six urban and eighty-nine rural areas so that on the 31st March, 1933, the number of the former was sixty and of the latter 3,013. In view of the shortage of funds the new proposals for the introduction of compulsion are subjected to a very rigid scrutiny, and every effort is made that this extension takes place without entailing any or much additional expenditure. Instead of trying to rope in more boys, efforts are now concentrated in an increasing degree on the retention of the boys once enrolled up to the completion of the primary school course. The enforcement of compulsion, however, leaves much to be desired. Opinions continue to vary in regard to the application of the penal clauses of the Act. Reports from Rawalpindi testify to the salutary effect produced by a recourse to these measures while from Ferozepore in the Jullundur division a contrary opinion is expressed. Legal proceedings in that district have had an adverse effect on the villagers, and the relations between them and the teachers were strained, much to the detriment of the school work. From Multan comes the complaint of a dilatory procedure adopted in the disposal of these cases. All inspectors, however, appear to agree that if recourse is had to law a speedy decision is absolutely necessary, also that coercion should only be resorted to if all means of persuasion have absolutely failed. Leakage in these areas is diminishing and attendance is increasingly more regular. These results are encouraging, for unless compulsion succeeds in ensuring a regular flow of promotions from class to class through regular attendance and effective instruction it fails to achieve its purpose.

CHAPTER VI.

The training of teachers.

(i) Anglo-Vernacular Teachers.

Junior Anglo-
Vernacular
Classes.

The last examination for junior anglo-vernacular teachers was held in the year under review. Although the grant was withdrawn in April 1932 from the aided junior anglo-vernacular classes at Islamia College, Lahore, and Khalsa College, Amritsar, large numbers were admitted by these institutions, and also at the D. A.-V. College, Jullundur, for the last possible year of training. The numbers under training were :—

Islamia College, Lahore	..	..	..	122
Khalsa College, Amritsar	..	..	..	93
D. A.-V. College, Jullundur	..	..	..	55
			Total	270

The above total shows a large increase over the previous year's figure of 238. Now that the examination has been abolished all classes have ceased. To most educationists this is satisfactory both on educational and financial grounds.

Two hundred and fifty-three of the candidates passed the certificate examination.

Senior
Teachers.

The number of senior teachers under training at the Central Training College communitywise for the last year and the year under report is given below :—

Class.	HINDUS.		MUS- LIMS.		SIKHS.		CHRIS- TIANS.		OTHERS.		TOTAL.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
	B. T.	24	18*	19	17	8	10	4	7	..	1	55	53
S. A. V...	42	32	35	31	15	14	2	4	..	..	94	81
Total	66	50	54	48	23	24	6	11	..	1	149	134
Lady Students	..	..	..	..	..	..	..	..	..	..	7	10

*Including two Jains.

The numbers show a small decrease for 1932-33 as compared with the previous years. In connection with admissions to the College Mr. Parkinson says : " An attempt has been made in the past to admit students of all communities and to keep the proportion as near as possible, *i.e.*, 40 per cent. Muslims, 40 per cent. Hindus and 20 per cent. Sikhs and others (excluding lady students). This year the proportion was more rigidly maintained. Fortunately, the number of applications is sufficient to enable reasonably good choice to be made from all communities.

Amongst the students admitted to the B. T. was one depressed class candidate and three teachers deputed from Government intermediate colleges. One of the latter broke down in health but the other two did extremely well.

Ten women students were admitted to the college, and Mr. Parkinson comments on the necessity of a separate training college or class for women teachers, especially as the number of women seeking training is likely to increase rapidly in the future. A college like the Central Training College is organised for men teachers and for schools for boys and is not competent to deal with many problems which arise in the training of women teachers. This question is already under consideration of Government and was also considered by the Punjab University Enquiry Committee.

The academic attainments of candidates for training continued to improve steadily, and this improvement is specially noticeable among Mussalmans. Of the 134 students on the rolls of the college 23 had Master's degrees in Arts or Science, twelve had obtained Honours in the B. A. or B. Sc. degree and four had 1st division B. A. degrees. In commenting on this aspect of training Mr. Parkinson says : " It is therefore apparent that the training college can no longer be regarded as the refuge of the incompetent, " and this can only be considered as a very satisfactory state of affairs indeed from every point of view.

Academic
attainments.

Complaints on this score were not so numerous as in previous years, and more than 50 per cent. of the newly trained teachers were employed immediately either in their old posts or in new appointments, and others obtained posts later. This was satisfactory as no new men were recruited by Government. Mr. Parkinson hopes that when recruitment to Government service is again open, successful students of the college will receive the consideration they formerly enjoyed.

Unemploy-
ment.

There was no change of any importance in either the B. T. or S. A.-V. course. The questions of lengthening the B. T. course

Courses of
study.

and of the institution of a higher degree have been under the consideration of the University for some time past and formed a subject of enquiry by the Punjab University Enquiry Committee. It is hoped that, in the light of the recommendations made by the Committee, some action may be taken by the University.

Refresher Course.

In October and November 1932 a refresher course for physical training supervisors was held at the college under the supervision of Mr. Hogg. The object of this course was to bring the physical training cadre up-to-date in all new methods of physical training for boys, and this object was successfully achieved after a very strenuous month's work.

Training as Scout Masters.

All the teachers under training at the college spent a fortnight under canvas at Montmorency Park, Kot Lakhpat, to receive training as scout masters. The Principal is of opinion that such training is of great value, and was certainly greatly enjoyed by the men. The members of the Central Training College scout group received the appreciation of His Excellency the Governor and Sir Sikander Hayat Khan for the services they rendered at the Montmorency Charity Football Tournament and the North-West Indian Football Association Tournament.

Activities.

A majority of the students under training took a course in First Aid, theoretical and practical, and all obtained certificates. The Health Club again did good work, whilst the various boards, like the Discipline Board, functioned successfully.

Games of all kinds were encouraged as before, and teams were entered for the University Football, Hockey and Basket Ball tournaments.

Punjab Geographical Association and Punjab Association for Science Teachers.

These societies again enjoyed a vigorous and successful year. They are doing invaluable work.

Among the places visited by the Punjab Geographical Association were Sukkur Barrage, Karachi, Delhi and the Khyber Pass. Lectures, cinema and wireless demonstrations were among the activities of the Punjab Association for Science Teachers, and a project is on foot to erect a wireless transmitter for educational purposes if the necessary license can be obtained.

Discipline and Health.

The discipline of the students was excellent during the year and their health good. In spite of the severe epidemic of small-pox in Lahore, no cases occurred amongst the students who had all been revaccinated. There was practically no malaria.

The examination results are given below :—

Examination
results.

Class.	APPEARED.		PASSED.		PASS PERCENT- AGE.	
	1931.	1932.	1931.	1932.	1931.	1932.
B. T. ..	47	55	42	53	89	96
S. A.-V. ..	76	94	71	89	93	94

These were as usual very satisfactory.

(ii) *Vernacular Teachers.*

There has been a further fall in the number of teachers under training during the year under report. As the divisional reports show the proportion of untrained teachers to trained teachers is very small—about 10 per cent. of the total provincial figures. It would seem, therefore, that a point has now been reached where we might halt for a number of years and concentrate on improving our training institutions and methods rather than on expanding them or adding to their number. There are at present three Government and two non-Government training centres in the province, and this number will probably be quite adequate to maintain a steady flow of trained men to replace casual vacancies. Nor is it desirable to seek to reduce any further the sprinkling of untrained men working in our schools, since they form a very good reserve from whom teachers of the future may be trained. The experience obtained by a man before training is of great value.

Training
facilities.

The institutions closed down during the year were those at Sharaqpur, Gujranwala and Daska in the Lahore division and at Dharmsala in the Jullundur division. The Inspector of Schools, Jullundur division, would have liked to continue the training classes in Dharmsala, as the Kangra district alone is responsible for over 17 per cent. of the untrained teachers in his division. But, considering the easy distances between Jullundur and the adjoining Kangra territory as well as the high percentage of trained men in the division as a whole, his fears seem to be unfounded.

There has naturally been a considerable saving in the ten expenditure from provincial revenues with the closing down of ten out of a total of fifteen training centres in the Punjab. There is a fall of about one lakh and thirty-five thousand rupees, while the income from fees has risen by about four hundred rupees. The Government have withdrawn the aid given in the past to the Khalsa College at Amritsar for the maintenance of a training unit for Gurmukhi teachers.

Expenditure.

Recruitment. Conditions of recruitment continue to show a steady improvement. The number of Muslim pupils in the Lahore division has been maintained at the 1931-32 level in spite of the reduction of three training centres with a consequent heavy fall in the number of Hindus. The proportion of agricultural over non-agricultural pupils also shows a considerable increase. In Jullundur and Rawalpindi divisions the conditions of recruitment in 1932-33 have been identical with the other two divisions.

Staff. Inspectors of schools report very favourably on the staffs employed : their adequacy and competence. But to supplement the efforts already being made at Ghakhar, as well as to encourage the rural teacher of the future to study during his period of training those problems of village life and education which he will have to face every day, the Inspector of Schools, Lahore division, suggests that the staff of these training institutions should be recruited from among the district inspecting establishments. They have an intimate knowledge of the prevailing conditions, and are, therefore, best fitted to guide the teacher of the future.

New methods and devices. In respect to initiative and experiment Ghakhar continues to give the lead to the province. In addition to the assignment and project methods already in use, they have started a system of group leaders and their assistants who have rendered help to teachers in correction of written work. One would like to wait and watch the results of this experiment before advocating its adoption by other centres.

Jullundur is running a very successful model school with an enrolment of 229 boys and a single whole-time teacher ; while the rest of the teaching is provided by the pupil teachers. A very healthy and useful new departure is an attempt to take in hand the education of the inmates of the district jail at the request of the Superintendent of the jail by pupil teachers of the Normal School.

But one cannot speak with equal enthusiasm of the conglomerate method adopted by the Headmaster of Jullundur Normal School. In his own words, " instead of sticking to any particular method the school has followed a method of its own by picking up the best and the most useful points from each. " It sounds very interesting and promising, but the results should be watched critically.

Particular mention may be made here of the very successful efforts being made at Moga by Mr. Harper of the Presbyterian Mission. He is encouraging creative art work among the teachers who are instructed by Mrs. Shaw. She is " trying to instruct the teachers in methods that are expressive of the child's mind, and in the use of material which will cost very little. " And with

that object in view the school has taken in hand the manufacture of cheap indigenous brushes and paints and other art material easily available in villages at a nominal cost. So little is being done "to modernise" education in this province that the initiative shown at Moga is full of possibilities for the future.

Stress continues to be laid throughout the province on the practice of teaching. Pupil teachers are sent out to village schools in the neighbouring districts under proper supervision. Apart from the experience gained by the pupil teachers themselves their services result in economising the resources of the village and district boards, as is quite clear from the instance of a big school run at Jullundur by a single teacher with the help of pupil teachers from the Government Normal School. The other training institutions might also explore the possibilities of similar experiments in their neighbourhoods. Ghakhar combines its practice of teaching with observation of various factors of interest in our villages—a very noticeable feature of which is its study of the progress of compulsion.

All the training centres undertake a number of very useful extra-mural activities of far-reaching effect in our village economy. Maintenance of model farms and orchards, cultivation of gardens, raising of special seeds, and the like, form only one part of their many activities. Scouting, games, Red Cross work, and social propaganda in the *ilaga* occupy a fair proportion of the time and attention of these schools, their staffs and pupils.

The following tables show the numbers receiving training, the expenditure from provincial and other sources, as well as the distribution of numbers according to communities and professions :—

TABLE I.
COMPARATIVE STATEMENT REGARDING INSTITUTIONS AND SCHOLARS.

Year.	NUMBER OF VERNACULAR TRAINING INSTITUTIONS.			NUMBER OF PUPIL TEACHERS UNDER TRAINING.			
	Government.	Private.	Total.	Government institutions.		Private.	Total.
				Junior Vernacular Class.	Senior Vernacular Class.		
1931-32	13	2	15	716	711	77	1,504
1932-33.	3	2	5	164	274	76	514
Increase or decrease ..	—10	..	—10	—552	—437	—1	—990

TABLE 2.
COMPARATIVE STATEMENT REGARDING EXPENDITURE.

Year.	From Government funds.	From District Board funds.	From Municipal funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 ..	2,22,768	..	..	226	8,166	2,31,160
1932-33 ..	92,521	..	..	559	3,219	96,299
Increase or decrease	-1,30,247	..	..	+333	-4,947	-1,34,861

TABLE 3.
DISTRIBUTION ACCORDING TO COMMUNITIES AND PROFESSIONS.

Division.	Unit.	Muslims.	Hindus.	Sikhs.	Christians.	Others.	Agriculturists.	Non-agriculturists.
Lahore division ..	Senior Vernacular	41	26	15	3	..	41	44
	Junior Vernacular	33	5	8	..	2	41	7
Jullundur division	Junior Vernacular	93	56	18	29	5	135	66
	Senior Vernacular	..	..	..	..	..	..	..
Rawalpindi division	Senior Vernacular	36	6	3	..	..	33	12
	Junior Vernacular	43	4	3	..	..	42	8
Total	Senior Vernacular	77	32	18	3	..	74	56
	Junior Vernacular	169	65	29	29	7	218	81
GRAND TOTAL ..	-	246	97	47	32	7	292	137

CHAPTER VII.

Professional, technical and special education.

(i) Professional Education.

The Law College continues to grow in popularity. During the year under report the maximum enrolment rose further by 139 to 851, 510 being in the First Law, 317 in the Bachelor of Laws, five in the Master of Laws, and nineteen in the Conveyancing and Deed Writing class. The college has on its staff a whole-time Principal and three whole-time and nineteen part-time lecturers. Out of 457 candidates for the First Examination in Law 277 or 60·6 per cent. came out successful and twelve were placed under compartment. Two hundred and fifty-two candidates appeared for the Bachelor of Laws examination and 146 or 57·9 per cent. passed and thirty-nine came under compartment. Seventeen candidates appeared for the Diploma Examination in Conveyancing and Deed Writing and six or 35·3 per cent. were declared successful.

The college is not only self-supporting but is a source of revenue, the income from fees excluding examinations amounting to Rs. 1,16,371 against an expenditure of Rs. 95,738

The reputation of the college as a teaching school of high standing is evinced by the fact that applications for admission during the year were received not only from all parts of India but from distant countries such as South America, Jamaica, Hong-Kong, Malaya States and Rome. It is also of interest to note that during the year under report some of the past students of this college obtained the highest qualifications obtainable in Great Britain.

The total enrolment of the college at the close of the year was 439 as compared with 432 last year, 162 coming from rural areas and 277 from the urban areas of the Punjab and other provinces. Of the total number, 145 were Muslims, 124 agriculturists and twenty female students. Fifty-one students were in receipt of scholarships from various sources amounting to Rs. 20,463. Out of the 117 candidates who appeared for the Bachelor of Medicine and Surgery examinations held in April and October, 1932, sixty-three or fifty-eight per cent. passed. A class of fifteen assistant surgeons was posted to the college for three months' post-graduate training. Fourteen of these appeared for the prescribed test and passed.

The hospital for women and children, though at work for the last two years, was officially opened on the 11th March, 1933,

by Her Excellency the Countess of Willingdon with whose name the hospital is associated. It provides training for students of the King Edward Medical College in Obstetrics and Gynæcology.

The total expenditure on the college for all purposes amounted to Rs. 4,55,186 against Rs. 4,99,692 last year, and the income from all sources rose from Rs. 96,637 last year to Rs. 98,600 during the year under report ; thus the net cost to Government per student under training in the college works out to Rs. 812 as compared with Rs. 933 last year.

A commodious and well equipped laboratory for the materia medica department, a swimming bath for students, a proper hostel for the increasing number of lady students and a women's hospital adjacent to the college are reported to be the pressing needs of the institution.

Women's
Christian
Medical
College,
Ludhiana.

The total enrolment in the various classes of this college stood at 286 against 278 last year. Fourteen professional licentiates, three compounders, six nurses, seven midwives and twenty-three *dais* and twelve indigenous *dais* passed their respective qualifying examinations during the year from this institution. The growing popularity and utility of the attached hospital among the various classes of people is evident from the fact that 2,921 adults and 653 children of all castes and creeds attended it during the year. The X-ray department recently opened is reported to be doing useful work. A new member of the staff has had special training in medical gymnastics. The college authorities are also hoping to undertake medical inspection of school children during the coming year.

Medical
School,
Amritsar.

Two notable changes introduced in the school during the year were the stoppage of admission of military students and the admission of women students. The ten seats formerly reserved for military students have now been allotted to women students, and all these seats were filled in the first year class. Three more women students were allowed to migrate from the Women's Christian Medical College at Ludhiana and admitted to other classes in the school. This experiment in co-education is reported to have been successful and appreciated by the public. The increasing popularity of the school is evident from the fact that for the eighty-five available seats the number of applicants for admission rose to the record figure of 363 against 329 last year. The total enrolment during the year was almost the same as last year, being 389. The number of scholarships from various sources fell from 136 to 101 during the year.

The introduction of a short course in radiology is a notable addition to the scheme of studies. Out of 114 students who

appeared for the final professional examinations held in April and September 1932 eighty or seventy per cent. were declared successful.

The net expenditure on the school, after deducting income from fees amounting to Rs. 33,787 but excluding Rs. 25,622 on account of capitation charges, was Rs. 1,04,053 against Rs. 1,25,751 last year.

The hostel attached to the school is more than self-supporting, the total income, Rs. 13,935, exceeding the total expenditure by Rs. 1,948.

The number on rolls on 31st March, 1933, shows a slight decline from 145 to 140, but it is encouraging to note that the number of students admitted to the first-year class was as high as eighty though the number fell to sixty-five at the close of the year. Another notable feature was the admission for the first time in the history of the college of a girl student. Out of the last batch of 61 candidates who appeared in the Vaidya Kaviraj title examination, a two-year course, forty-three passed and seven were placed under compartment. Fifteen students appeared for the Vaidya Vachaspati examination, based on a four-year course, and ten passed, three coming under compartment. The number of patients admitted to the indoor hospital was 322, and the rise in the number of female patients necessitated the reservation of a separate room for them. The number of outdoor patients who attended the two dispensaries attached to the college rose from 37,263 last year to 40,734 this year. Several additions were made during the year to the college buildings. There are as many as twenty-five stipends awarded to students from various sources. The institution is run by the D. A.-V. College Managing Committee and receives grants-in-aid amounting to Rs. 4,325 from the Punjab University and the Punjab Government.

Dyanand
Ayurvedic
College,
Lahore.

The enrolment rose to 145 against 118 last year, which bears testimony to the growing popularity of the institution. One hundred and forty-three students were in the Hakim Haziq class, a two-year course, and two students formed the Zubdat-ul-Hukama class. Admission to the college is open to all communities. Of the total enrolment, 104 were Muslims, thirty-eight Hindus and three Sikhs. It is reported that applications for admission were received not only from the Punjab but from Delhi, North-West Frontier Province, Bengal, Bombay and even from Afghanistan and Persia. Out of the forty-six candidates who appeared for the Hakim Haziq examination, forty-one passed, and both the candidates who sat for the Zubdat-ul-Hukama examination were declared successful.

Tibbia
College,
Lahore.

**The Punjab
Veterinary
College,
Lahore.**

Mr. Taylor continued as Principal of the college except for the period from April 13th to November 2nd, 1932, when he officiated as the Director of Veterinary Services, Punjab, and Captain Walker took his place as Principal.

Enrolment fell from 143 last year to 100 at the close of the year. There were only nineteen applicants for admission of whom ten were admitted, including two nominated by the North-West Frontier Province Government. Of those admitted two were F. Sc.'s medical group, six F. Sc.'s non-medical group and the remaining two F. A.'s. Fifty-three candidates appeared in the final examination of whom thirty-eight passed in June and eleven in the supplementary examination held in September 1932. Besides, twenty-eight farriers and seven dressers passed their respective qualifying examinations after undergoing necessary courses of training. Fourteen veterinary assistants attended free of cost a six weeks' refresher course conducted in Urdu. The total number of in-patients and out-patients in the various wards of the attached hospital increased to 2,146 and 7,426, respectively, against 2,001 and 7,189 last year. Useful work is being done in the Pathology, Hygiene and Pharmacology sections of the college. The figures for income and expenditure of the college during the year were Rs. 28,222 and Rs. 1,59,452, respectively, against Rs. 31,190 and Rs. 1,71,444 last year.

**Hailey Col-
lege of
Commerce,
Lahore.**

Thirty-two fresh students were admitted to the degree course. Thirty-six students were sent up for the B. Com. examination of whom twenty-nine were successful. Most of the graduates are reported to have secured appointments, and it is pleasing to find that many of the old students are making rapid progress in many directions. The Government Diploma in Accountancy classes continued with a class of thirty students, and the college has been recognised by the Government of India as an institution qualified to give the necessary training required for admission to the examination for an Auditor's Certificate. The first examination for this certificate, under the new rules, was held in March 1933, and of the six candidates sent up by the college five came out successful. A commercial museum has been started in the college with a good collection of industrial and agricultural products. Educational trips were arranged, as in previous years, to Bombay, Khewra and other important industrial centres to give the students a first hand acquaintance with actual business life.

**V. D. J.
Hindu
Technical
Institute,
Lahore.**

The roll of the institute stood at 156 against 149 last year. It is pleasing to find that high caste Hindus of non-artisan classes have begun to take an interest in the engineering profession and in technical education. Out of thirty-five students who appeared

for the mechanical engineering diploma examination thirty-two passed. Seven students appeared for the trained mechanic's certificate examination and five came out successful. One boy took the Oil Engine class certificate. Eight students passed the second grade examination in Electrical Engineering Practice of the City and Guilds Institute, London. The institution receives an annual grant of Rs. 13,550, of which the Punjab Government contributes Rs. 11,550, and the Lahore and Gujranwala municipalities Rs. 1,950 and Rs. 50, respectively. The need for an electrical and mechanical laboratory is being keenly felt.

There were 180 students on the rolls of the college as against 223 last year. With the exception of eight students who formed the last group of the Leaving Certificate class, all were in the degree classes. The number of applicants seeking admission to the college was seventy-six, being about the same as last year. Fifty-nine students were admitted including two from other provinces. No applications for admission were received from the Indian States or from the North-West Frontier Province. The Islamia College, Peshawar, has been affiliated to the University of the Punjab for the First Examination in Agriculture. All the eight students appearing for the Leaving Certificate examination passed. Sixty-one students from the college sat for the Bachelor of Science (Agriculture) examination, thirteen under the old group and forty-eight under the new rules. Of the latter group thirty-five passed and ten came under compartment, and out of the former twelve were declared successful. Two candidates, one a college student and the other a junior member of the college staff, appeared for the Master of Science (Agriculture) examination, and both came out successful. Twelve senior vernacular teachers attended the Teachers' Training class and all passed. The winter vernacular course was attended by five and the summer vernacular course by twenty students. Nine officers of the Irrigation Department formed the Rural Economy class. Nineteen candidates joined the *Lohar's* course for training in oil engine driving and repairs to implements, and all passed the prescribed test. The farmer's week was more successful this year than last year. Short courses in fruit preservation and fruit culture were held at Lyallpur as in previous years and proved to be very popular. A similar course was held with success this year at Muzaffargarh for the benefit of the local fruit growers and school teachers. Seven agricultural assistants from outside Lyallpur attended a departmental refresher course started with the object of keeping the district staff of the department in touch with the research work in progress. Six candidates attended the six months' vernacular course in dairying, and all passed. The photo and cinema section of the college is reported to have had a busy time during the year.

The Punjab
Agricultural
College,
Lyallpur.

**Maclagan
Engineering
College,
Moghalpura.**

At the commencement of this, the tenth year of the college, the number on rolls was 250, of whom fifty-nine were in 'A' classes and 191 in 'B' classes. Fifteen fresh admissions were made in 'A' class and thirty-five in 'B' class; competition for admission to the latter class is not so keen as it was in the past. The college is an examination centre for several British institutions, and many of the 'A' class students were successful in one or more of these examinations. Of the eighteen students that the college sent up for the first time for the Bachelor of Science Engineering Degree Examination of the Punjab University, thirteen were declared successful. One of the 'A' class students is receiving training overseas. The total expenditure on the college amounted during the year to Rs. 2,32,093 and income to Rs. 24,614, giving Rs. 814 as net cost per student.

**Government
School of
Engineering,
Rasul.**

Unemployment among the passed students has had its effect on the popularity of the school. The number of candidates seeking admission this year fell to 113 against 295 last year. Enrolment at the close of the session was 151, being fourteen less than in the previous year. The number of fresh students admitted was forty-seven to the Overseer class and eight to the Draftsman class. During the year under report the school turned out seventy-five qualified overseers and five advanced draftsmen. Out of the fifty-three qualified overseers from the British Punjab only fifteen could obtain permanent appointments in the Subordinate and Military Engineering Services, and out of the five draftsmen only two could find service in the Irrigation Branch. It is reported that for the first time in the history of the school there was this year a surplus of Muslims with the 'A' grade certificate after filling all the available vacancies in the Subordinate Engineering Service. As many as fifteen Muslims including five holding the 'A' grade certificate have failed to secure regular employment.

The net expenditure on the school was brought down to Rs. 75,479 from Rs. 83,010 last year. The average net cost per student, however, rose from Rs. 487 last year to Rs. 504 in the year under report.

**Mayo School
of Arts,
Lahore.**

The total number of students on the rolls of this school fell from 303 last year to 242 during the year under report, the decline being due to the abolition of the book-binding department as a measure of economy, and to the elimination of the sanitary inspectors' class in drawing which is now conducted by the Sanitary Department itself in the premises of the school. It is reported that blacksmithy and drawing teachers' training classes are growing in popularity while the class in cabinet work shows a decline from 141 in 1931 to ninety-eight in the year under

review, which is possibly due to the serious trade depression. An exhibition of all kinds of the products of the school was held as last year when goods worth Rs. 4,027 were sold to the public.

(ii) *Special Schools.*

During the year under report the school lost the services of two of its devoted workers. Pandit Balak Ram, the Headmaster, retired after over twenty-five years' service in the school, and Pandit Sukhram Das, the Second Master, died of pneumonia. A drawing master was added to the staff, and the store-keeper's post was abolished.

Reformatory
School, Delhi.

The school had on its rolls 126 inmates at the beginning of the session. Fifty-three new boys were admitted, and forty-six inmates were discharged and two were transferred to other centres during the year. The number at the end of the session thus stood at 131. Of those admitted only twenty were literates, eighteen being political offenders. One boy made an abortive attempt at escape, but discipline is reported to have been good on the whole.

The Inspector of Schools, Ambala division, is of the opinion that the present staff is not fully competent to handle abnormal boys in the school, and recommends that teachers both for class work and for physical training should be the best available. Moral instruction has received careful attention. Scouting has attained a prominent position, and has had a very beneficial influence both on the character of individual boys and on the discipline and moral tone of the institution. It is pleasing to find that efforts are made to interest the boys in social service and facilities are provided to make their life in the institution pleasant and cheerful. In order to provide facilities for honest occupation in after life, the boys are given necessary training in industries such as carpentry, cane-work, leather-work, tailoring, smithy and agriculture including dairying and gardening. All these industries have been found useful not only in providing the necessary training but also in supplying some of the daily wants of the inmates, besides bringing in a fair income to the institution from the sale-proceeds of the products in the market. The health of the inmates has been quite satisfactory. Twelve out of the fourteen candidates sent up by the school secured success in the junior first-aid examination. The licence system whereby some of the inmates are permitted to work outside the institution, under other managements, appears to be working well. This year eight boys were on licence, six of whom worked under the Superintendent, Horticultural Division, New Delhi, at a distance of four miles from the school. All these are said to have worked satisfactorily. It is gratifying to know that out of those discharged

inmates of the institution, whose after careers could be traced, not less than seventy-two per cent. are definitely known to be leading honest lives.

**Government
Technical
School,
Lahore.**

The details of the revised scheme of curriculum mentioned in the last report were completed during the year, but the scheme could not be introduced owing to the sudden death of Rai Sahib Madan Gopal, the head master of the school. As a preliminary to the introduction of the new scheme, the primary classes providing general education with some kindergarten work were abolished with the result that the enrolment of the school came down from 584 to 370. A programme for the progressive elimination of the present craft classes which cannot find room in the new scheme is being followed, and it is hoped that within the next three years the school will be wholly turned into a full-fledged electro-mechanical school with a strong toy-making department. The length of the course of instruction will be four years in the two major departments of electro-mechanics and toy-making and three years in the two secondary departments which will provide training in die-sinking and electrical work. The basic trades included in the major departments are smithy, pattern making, foundry work, turning and machine-fitting, sheet metal work, die press work, stove varnishing, electrician work, die sinking, zincography, etc. The practical work will be supplemented by theoretical instruction and training in commercial methods.

The school for disabled soldiers which used to be held in the premises of the school was closed down in February, 1932, and the rooms thus vacated provided the much needed accommodation for the expansion of the engineering operations of the school workshop.

**The School
for the Blind,
Lahore.**

The revised scheme of studies referred to in the last report was introduced in the school during the year. A craft teacher and a music instructor were added to the staff. The school now provides training in reading, writing and arithmetic in Braille characters, in music and in craft work such as cane and bamboo work, charpoy stringing, newar weaving and broom making. There were twenty-eight boys on the rolls of the school of whom nineteen lived in the hostel. The hostel was transferred after the close of the year to a commodious building formerly occupied by the defunct primary department of the Technical School, Lahore.

**Industrial
Schools.**

The total enrolment in all industrial schools was 2,836 against 4,429 in the previous year. The fall is due to the closure of certain classes at different places as a measure of economy and to the changed system of recruitment to the present classes. Government has approved generally of the scheme to change the

existing industrial schools to special trade schools and institutes. The admission of primary-passed children has been stopped, and boys more advanced in age who have passed the sixth or eighth class or even some higher examination of general education are now recruited to the junior special and senior special classes, these being considered better fitted for the specialised work of these schools. The Metal Works Institute, Ambala, and the Woodwork Institute, Jullundur, have now fully developed on approved lines. They sent up their first batch of students in March, 1933, for the diploma examination.

Of the 329 students as against 281 last year who sat for the Industrial Final Examination, 197 were declared successful. The staff of the Government industrial schools was reduced during the year by two vernacular teachers, six craft teachers and one sizing assistant as another measure of economy. The School for Electricians, Ludhiana, was added during the year under report to the list of recognised unaided schools. A simple practical and economical method of melting pig iron with a natural draft furnace, veneering work and casting of thin utensils such as are made at Moradabad are some of the interesting and useful crafts that are reported to have been successfully tried at Sialkot, Jullundur and Ambala, respectively. It is also gratifying to note that the Ordnance Department is considering a proposal to recruit as paid apprentices twelve boys from each of the local industrial schools to the Ferozepore and Rawalpindi arsenals. The total expenditure on Government industrial schools and institutes fell from Rs. 3,78,246 last year to Rs. 3,11,009 in the year under report.

The number of all kinds of industrial schools for girls increased from ten to eleven and the number of students receiving training therein from 750 to 930 during the year. It is interesting to know that backward areas such as Panipat and Kot Adu evinced a special interest this year in industrial education for girls. The enrolment of some of the private schools showed a considerable increase owing to the introduction of additional crafts. Although owing to financial stringency Government could not find their way to help these schools with grants to meet their pressing needs yet it is reported that they have managed to carry on by public support. The need of a regular teachers' training class for these schools is keenly felt.

The Government Zenana Industrial School, Lahore, had 264 students on its rolls during the year as against 195 in the previous year. For want of a suitable boarding house and of a motor lorry, students seeking admission to the school from out-stations and the civil station area could not be admitted. In spite of this the

school has admitted students to its maximum capacity. Another industrial school for girls with suitable hostel arrangements is badly needed to meet the growing demand of the people. The standard of work in the various crafts was maintained in the school although the laundry and dry cleaning departments had to be closed for want of space. Of the sixty-one students who appeared for the diploma examination forty-seven passed.

Fifteen of the successful students who desired to get employment as teachers were able to secure appointments in schools.

The enrolment of the Lady Maynard Industrial School for Women, Lahore, declined from 178 in the beginning of the year to 140 at its close. The decrease was due to the closure of the tailoring class for casual students. The numbers have, however, since risen. The management is considering the revision of the scheme of studies and the starting of a manufacturing department for the school next year.

Government
Industrial
Schools—
(a) Govern-
ment Insti-
tute of Dye-
ing and Calico
Printing,
Shahdara.

The Government Institute of Dyeing and Calico Printing at Shahdara continued to be popular. Three hundred candidates applied for admission and 118 were admitted. Fourteen of the regular students were artizans. Forty-three students appeared in the final examination of the institute and thirty-eight were successful. Eight boys passed the City and Guilds Institute of London Examination in dyeing and calico printing. Three students on the completion of their training were deputed for advanced and practical training in outside factories. Successful demonstrations in the methods of dyeing and bleaching were given at a few exhibitions held in the province.

(b) Govern-
ment Central
Weaving
Institute,
Amritsar.

Owing to congestion last year the number of admissions this year was reduced from seventy-two to sixty. Out of thirteen students who completed the two-year advanced course of the institute and appeared in the final examination eleven were declared successful, and of the sixteen students of the artisan class thirteen passed. Ten boys of the higher class also passed the City and Guilds of London Institute Examination in textiles. It is reported that the practical course mentioned last year has been actually introduced, and its working for the past few months gives promise of success. The institute continued to be useful to existing hand-loom weavers and factories in the solution of their technical difficulties.

(c) Govern-
ment Hosiery
Institute,
Ludhiana.

Thirty-two students of class A and seventeen of class B passed the final examination of the institute. Forty regular students joined the institute to take up training in accordance with the new scheme of studies referred to in the last report. According to this scheme there will be three classes. Class A admits matriculates and is intended to produce foremen or factory

managers. This course extends over two years, and enables students to acquire a general acquaintance with the working of all types of machines in the first year, and specialised and intensive training in one of the four groups of machines in the second year. Class B is intended for artisans with one-year course. The students of this class after a brief preliminary training in the elementary process of hose-making are divided for specialised and intensive training into groups, each group to work on one of the four types of machines. The third will be the work masters' class to which the top students of class B will be recruited. They will undergo a course of advanced and intensive training with particular reference to the preparation of designs and repairing and fitting of machines, which it is hoped will make them efficient supervisors in factories.

During the year under report all the forty-seven seats provided for apprentices remained fully occupied except for a short period on account of reductions in the grant of scholarships as a measure of economy. It is pleasing to note that with a few exceptions all passed out apprentices were able to secure employment in textile mills.

(d) Govern-
ment Demon-
stration
Weaving
Factory,
Shahdara.

(iii) Vocational training.

The number of Government high schools recognised for teaching agriculture in the province has increased during the year from seven to twelve. The introduction of agriculture in five more Government high schools in the western circle is under consideration. In addition to these about thirteen high schools under district board and private management continue to provide facilities for teaching the subject. Agriculture as a regular subject of study for the matriculation examination has made very little progress owing to the continued operation of the University regulation mentioned in previous reports. The subject is becoming more popular, however, as a hobby in the form of gardening, vegetable and flower growing, etc., more especially in rurally situated high schools in the western circle. Some of the high school farms have not only become self-supporting but they have also begun declaring profits, while at others the annual deficit has come down considerably on account of more effective management and better cropping schemes. It is encouraging to find that boys in high classes have now begun to take more seriously to manual work on their plots. The Assistant Inspector of Agriculture, Western Circle, feels almost certain that "in due course agriculture will be one of the most important subjects in high schools, not of course chained to the chariot wheels of matriculation examination but as a delightful hobby and healthy recreation."

Agriculture
in high
schools.

Agriculture
in vernacular
middle
schools.

Agriculture in vernacular middle schools continues to prosper in spite of the financial stringency. The number of such schools recognised for teaching agriculture has risen during the year from 159 to 198 of which seventy-one have regular farms as last year while there are 126 garden plots against eighty-eight. It is interesting to find that the increase in the number of garden plots is the largest in the Multan division which has started during the year as many as thirty-two new plots in addition to the fifty plots that already existed there. This increase in the number of farms and plots is particularly satisfactory, as the work of consolidation and improvement in the financial position of existing farms and plots was continued even more vigorously than in past years, with the result that many of them have now become useful centres of agricultural education for the pupils and incidentally for the village people at large.

In spite of the slump in the agricultural market, it is very satisfactory to find that most of the farms have shown larger profits than last year, and the deficit wherever it occurs is considerably lower than in the past. Almost all the garden plots have now become not only self-supporting, but are giving profits, the net profit at one plot, chak 485-G. B. (Lyallpur) being as high as Rs. 230.

With the improvement in the financial position of farms and plots and the appreciation they have won from the local zamindars it is pleasing to note that the district boards no longer consider them a burden on their finances. On the other hand, their attitude towards them is now definitely sympathetic and helpful. This is evident from the fact that some of the district boards have started new farms and plots at their own expense without claiming any grant from Government.

The position of agriculture in vernacular middle schools is thus entirely satisfactory. The remarks of both the assistant inspectors of agriculture are very encouraging. M. Ghulam Muhammad Khan observes:—

“ The subject is getting increasingly popular with the students who do all the rough and laborious work with their own hands with great enthusiasm, pleasure and neatness. The teachers and the inspecting officers are convinced of the utility of this subject and are doing their best to increase its efficiency. The zamindar community has also begun to take a very lively interest in the experimental and demonstrative work done in these institutions. Yet by far the greatest achievement of school farms and plots is the winning over of the various local bodies in the western circle to their side.”

Lala Lachhman Das's remarks in this connection are equally encouraging :—

“ The school boys and their teachers have now begun to take greater interest in agriculture than ever before. The head masters have grown more vigilant and keep themselves in close touch with the details of farm work. The senior members of the school staff have begun to shake off their age-long prejudice against agriculture, and, what is even more pleasing, have come to realise the importance of correlating their subjects with agriculture as practised on school farms or in the neighbouring fields. The new crops, specially vegetables and fodders like berseem, shaftal, &c., and improved methods of cultivation employed on school farms are being very keenly observed by the neighbouring zamindars, and some of these crops and methods have already found their way to zamindars' fields. Another very gratifying feature is that a greater number of the past students of vernacular middle schools with farms have begun to settle down on land, and have taken to growing of vegetables and other paying crops with satisfactory financial results.”

There were only three normal schools in the province during the year, and in each of them gardening activity formed a regular part of the pupil teachers' training. At Ghakhar the gardening work is as in past years conducted on most efficient and sound lines. The fruit and flower gardens in front of the school building continue to elicit admiration from every visitor to the institution, and the farm area at the back with its excellent field and garden crops is highly appreciated by the local zamindars. At Jullundur the pupil teachers have grown flowers on a large scale in the normal school premises which have now become very attractive and beautiful. The deterioration in gardening work at Lalamusa is reported to be due to the absence of a qualified teacher.

Nature study and gardening in training institutions.

The Assistant Inspectors of Agriculture are of the opinion that the gardening work in vernacular middle and normal schools has unquestionably helped to encourage and develop gardening activity in all types of schools including many lower middle and primary schools all over the province. To quote Lala Lachhman Das : “ the surroundings of most of the schools have, as a result of this activity, become very attractive and have greatly added to their popularity and prestige among the local population.” M. Ghulam Muhammad Khan reports that sericulture is still being done on satisfactory lines in some schools, though not with the same zeal and enthusiasm as in the past, due to the prevailing low prices and to the abolition of the award of *sanads* and prizes. It is interesting to find, however, that lac culture, which is another promising cottage industry, is being encouraged

in some schools in the western circle. "Arbor day" is reported to be observed in many districts both in the eastern and western circles.

Agricultural
teachers'
training class,
Lyalpur.

The recruitment to the class was confined this year to teachers from the western circle alone, and out of sixteen applicants twelve were admitted.

Commercial
education.

The post-matric classes with one-year course continued to be attached during the year to ten Government high schools and intermediate colleges. Out of 358 candidates who appeared for the final examination in June 1932, 179 or fifty per cent. were declared successful. From the examiners' reports it appears that in shorthand in particular, the majority of the candidates do not come up to the desired level of efficiency. The heads of the institutions with clerical classes are generally of the opinion that boys who seek admission to these classes are intellectually of poor quality, and their knowledge of English is decidedly poor.

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

The Y. M. C. A. Evening Continuation Classes for men continued during the year as in the past. The admission this year, however, fell from 403 in 1931-32 to 294. Of these thirty-one were graduates, forty-seven F. A.'s and 212 matriculates. The heavy decrease in the enrolment is due probably to the prevailing trade depression and consequent unemployment. The income from all sources including Government grant, and expenditure on these classes, were Rs. 9,334 and Rs. 10,371 this year as against Rs. 13,981 and Rs. 14,487 last year.

The women's class covering the secretarial training course is reported to have started well with thirty-three students in February. Most of them were short term students and thus only a few were left to complete the whole course. The chief reason for the unpopularity of the course is that the anticipated salary is so small that no student is willing to give money and time for what seems a small return. Girl students of the junior vernacular classes from local women's institutions, women teachers for a refresher course and some business girls attended the physical training classes conducted by the physical inspectress of the association.

CHAPTER VIII.

Education of Girls.

Progress in the education of girls has been well maintained during the year. The numbers for institutions of all kinds are as follows :—

Year.	NUMBER OF COLLEGES AND SCHOOLS.		Total.
	Recognised.	Unrecognised.	
1932	1,843	3,180	5,023
1933	1,852	2,853	4,705

Year.	NUMBER OF PUPILS.		Total.
	In recognised institutions.	In unrecognised institutions.	
1932	135,967	60,726	196,693
1933	142,875	58,297	201,172

The increase in the number of recognised institutions during the year is	9
The decrease in the number of unrecognised institutions during the year is	327
Total decrease is	318
The increase in the number of girls in recognised institutions is	6,908
The decrease in the number of girls in unrecognised institutions is	2,429
Total increase is	4,479

			GIRLS IN BOYS' SCHOOLS AND <i>vice versa</i> .	
			Number of girls in boys' schools.	Number of boys in girls' schools.
1932	..	..	23,630	8,534
1933	..	..	25,493	7,097

			Rs.
<i>Expenditure—</i>			
1932—Total expenditure on girls' schools	..		25,76,995
1933—Total expenditure on girls' schools			25,79,273
		Increase during the year	.. +2,278

Total number of pupils in recognised institutions for girls	..	..	..	142,875
Expenditure per child	..	..	..	Rs. 18-0-10
Expenditure by Government	..	..	..	Rs. 12,80,753

The figures given above show that there is an increase of 4,479 pupils in schools and colleges in spite of the fact that as compared with last year fewer are reading in unrecognised schools. In recognised institutions, however, there are 6,908 more pupils.

PERCENTAGE OF PASSES IN MIDDLE STANDARD EXAMINATION FOR INDIAN GIRLS HELD IN 1933 AS COMPARED WITH THE LAST FIVE YEARS.

Year.	Number of candidates appeared.	Number of candidates passed.	Pass percentage.
1928	1,138	871	76·53
1929	1,485	1,121	75·48
1930	1,854	1,588	85·65
1931	2,017	1,560	77·34
1932	2,582	1,900	73·58
1933	3,061	2,445	79·87

F.A. AND B.A. EXAMINATION RESULTS.

I.—Kinnaird College.

Year.	F.A.		B.A.	
	Candidates.	Passes.	Candidates.	Passes.
1931-32 ..	21	21	8	7
1932-33 ..	28	27	15* *1 English only who failed.	10

II.—Lahore College for Women.

Year.	F.A.		F.Sc.		B.A.	
	Candi- dates.	Passes.	Candi- dates.	Passes.	Candi- dates.	Passes.
1931-32 ..	27	25 24	9	4	13	8
1932-33 ..	34	32	11	10	18	6

J. A.-V. EXAMINATION RESULTS.

I.—Lady MacLagan School.

Year.		Candidates.	Passes.
1932 ..	..	9	7
1933 ..	..	26	13

II.—Kinnaird High School.

Year.				Candidates.	Passes.
1932	..	..	..	15	10
1933	..	..	..	18	13

The fact that the number of candidates passing the middle examination has increased from 871 in the year 1928 to 2,445 in 1933 is a cause for satisfaction. It indicates that girls are remaining longer in school.

The number of successful J. A.-V. candidates (including those appearing privately) has increased from twenty-five in 1931-32 to thirty-one in 1932-33. The percentage of passes in 1933 was, however, disappointing. This is due to the fact that on the whole it is the weaker students who take the J. A.-V. course after passing matriculation.

In University examinations there has been an increase in the number passing the various examinations.

In Matriculation the number of successful candidates has increased from 336 in the year 1932 to 456 in the year 1933.

In the F. A examination 105 candidates passed in 1933, as compared with ninety-seven in 1932, while in F. Sc. there were twenty-three passes as compared with twenty-two.

The B. A. results show twenty-two more passes than last year.

Changes amongst officers.

Miss Stratford, who joined the department in 1903, went on leave preparatory to retirement from the 31st March, 1933.

Miss Stratford has during these thirty years watched the growth of girls' education in this province from very small beginnings to its present state, with twenty-five Government high and two Government middle schools and a great number of municipal, district board and aided schools. Progress, since she became Chief Inspectress of Schools and later Deputy Directress, has been due to her untiring devotion to the cause of girls' education and unflinching interest in all that concerned the welfare of both staff and pupils.

Miss Must has retired and left the Lady MacLagan School, after building it up into the flourishing institution, which it has now become. Her place has been taken by Miss L. F. Sircar, B.A., B.T.

Miss Levi has retired, and her place at the Government Girls' High School, Lyallpur, has been taken by Mrs. Hem Raj, B.A.

Collegiate Education.

The Punjab still has only two degree colleges for women and both are full to overflowing. The Kinnaird College is an Arts college only. The Lahore College for Women provides science up to F. Sc. only. The provision of B. Sc. classes in a women's college in the Punjab is an urgent need. At present science is taught in only four of our Government girls' high schools, namely, Ambala, Lahore, Lyallpur and Rawalpindi. It is not possible to start science in more schools, until the teachers are available. As it is, half the existing science teachers are from the south and have not the vernacular of the Punjab. This is a disadvantage, as the science teaching in the middle classes would be more effective in the vernacular. Hence the need for B. Sc. classes in one of the women's colleges.

In November 1932 the Stratford Intermediate College was opened in Amritsar.

A number of girls, who had passed Matriculation in 1932 and for whom there was no accommodation available in either of the existing women's colleges, joined men's colleges throughout the province. The parents of a number of girls did not wish them to join men's colleges, and so they either had to give up the idea of further study, or study privately. Private study, however, is a poor substitute for college life, with its many sided activities. Hence the opening of this college met a real need. The need for other Intermediate colleges in other large towns, such as Rawalpindi and Lyallpur, is felt and has become vocal.

Kinnaird College for Women.

The number of students has increased from 105, as reported in 1931-32, to 124, of whom eighty-four are residents. During the last long vacation the available accommodation on the present site was once more increased, by putting up a temporary class room building. This set free some of the rooms in the other buildings for use as hostel rooms, and the college was thus able to increase the number of resident and non-resident students. In spite of this the Principal had to refuse admission to a larger number of students than ever before. Over fifty new students were admitted ; but for every one admitted two had to be refused.

The Board of Directors, at a meeting held in January, made the decision to go forward and purchase a new site, with a view to providing facilities for an increased number of students.

The dramatic club has been active as usual, and this year staged a play, not only for the entertainment of college guests on old students' day, but gave a public performance in order to raise money for the new college site.

The usual games, folk dancing, lectures from friends of the college and study circles have been amongst the college activities.

Lahore College for Women.

The number of students has increased during the year, and the college has had 144 on its rolls. More and better accommodation is urgently needed. The opening of more Intermediate colleges will help to relieve the congestion in the F. A. classes. The laboratory space is totally insufficient for the F. Sc. classes, and every year many science students have to be refused admission. There is an increasing demand for B. Sc. classes in this college, but at present there is neither sufficient staff, nor enough laboratory space nor apparatus for them.

Many students take up history and philosophy in the B. A., and very few take Mathematics. As Mathematics teachers are badly needed in the schools, Mathematics as a subject should be encouraged, and students intending to take Mathematics should be favourably considered for admission.

The college is now affiliated for Persian up to the B. A. standard, and more students have taken it as a subject for the B.A.

The students have been keen on games and debates, and have also interested themselves in needlework for the welfare centre on Abbott Road.

The college had the honour of a visit from Her Excellency the Countess of Willingdon on March 9th, 1933. Her Excellency commented on the lack of adequate accommodation and sanitary arrangements for the students.

Miss G. Harrison has been on leave during the year and Miss T. M. Wright has been officiating for her.

Stratford Intermediate College, Amritsar.

This college was opened in November 1932. The classes are held in a large bungalow with sufficient compound to allow space for a tennis court, a net ball ground and several badminton courts. Next door is another similar bungalow, which at present serves as hostel for both college and school. Both bungalows

are situated in a suitable residential quarter of Amritsar, and yet they are conveniently near the city.

The numbers on the roll on 31st March, 1933, were as follows :—

F.A. 1st year	..	..	..	..	6
Class X	..	..	..	..	9
Class IX	..	..	..	..	41
			Total	..	56

The college opened in November, 1932, with Miss Ferozud-Din, M.A., as its first Principal, and owes its good start to her interest and energy.

Queen Mary College.

The number of girls on the roll at the end of March was 211 of whom seventy-eight were boarders.

In 1933 fourteen candidates appeared for Matriculation and nine passed. Two appeared for F. A., and both passed.

This year several students have been preparing for the F. A. examination to be held in 1933.

Anglo-Vernacular Training.

Bachelor of Teaching.—Four teachers from Government high schools went on deputation for their B. T. to the Central Training College. All were successful.

Junior Anglo-Vernacular.

The number on the roll at the end of March, 1933, was twenty-four in the second year and twenty-five in the first year. Out of this total of forty-nine, five were sent by the North-West Frontier Province. Lady Maclagan High and Normal School.

In 1932 nine students went up for the examination and seven passed, in 1933 twenty-six were sent up and thirteen passed.

This class was started on October 1st, 1928, and in 1930 four candidates went up for the examination and three were successful. The rapid increase in numbers in four years is partly due to the fact that, although there has been a junior anglo-vernacular training class attached to the Kinnaird School for many years, as it was not a purdah institution, very few Muslim girls cared to apply for admission. Out of the forty-nine on the rolls in March, 1933, twenty-eight were Muslims, showing that they were ready to take their training, as soon as conditions enabled them to do so.

All the junior anglo-vernacular students take up physical training. A number of them are Rangers. All play badminton and net ball, and some well enough to be able to coach others. Many of them therefore will be able to give valuable help with games and drill in the schools, whose staffs they join.

The course is nominally for two years, but at present is actually for one year and six months only, as the session does not begin till October. The training, though interesting, is uphill work, as the standard attained by the students before joining is very unequal. Some students are so poor in English that they find it difficult to follow the teaching. Some come having taken Mathematics as a subject for Matriculation. Others come in knowing no Algebra and Geometry whatever, and have to acquire a knowledge of the subjects and at the same time learn how to teach them.

**Kinnaird
Training
Centre.**

The training centre is now housed at No. 3, Abbott Road, in the Y. W. C. A. buildings and is no longer next to the Kinnaird High School. The accommodation is very suitable and adequate with sufficient space for net ball and badminton. The disadvantage is that the students do not get sufficient opportunity for observing play and work in a school, though the actual practice of teaching is varied, as it was arranged for last year in seven schools in the Punjab.

Vernacular Training.

Senior vernacular training has still been carried on in the Lady Maclagan High and Normal School, Lahore. The need for a senior vernacular training centre in each of the three circles is now being felt.

Junior vernacular training centres continue to be attached to a number of the high schools; but a conviction is growing that either junior vernacular training should cease, or that some higher qualification than a fifth primary certificate should be required for admission.

Anglo-Vernacular Education.

The anglo-vernacular middle schools at Jhelum, Karnal and Rohtak have been raised to high schools, making in all twenty-two Government high schools. Consequent upon the opening of the Stratford Intermediate College at Amritsar, the Government high school there has become an anglo-vernacular middle school. The vernacular middle school at Chakwal is now an anglo-vernacular middle school. Normal classes for J. V. teachers' training are attached to ten of these twenty-four anglo-vernacular schools. The S. V. teachers' training class has continued in the Lady Maclagan School.

Only six districts—Muzaffargarh, Mianwali, Dera Ghazi Khan, Gujrat, Simla and Kangra—are now without a Government girls' school; Gurgaon district has not a high school. The fact that all these Government high schools are full, and in many cases overfull, so that girls have to be refused admission, indicates that the prejudice against the education of girls is very appreciably decreasing.

The number of schools in which enrolment exceeds 500 is five: the schools being Lady Maclagan Girls' School, Lahore, Victoria Girls' School, Lahore, Government Schools for Girls, Gujranwala, Rawalpindi and Sialkot. Even in backward districts like Muzaffargarh, Mianwali, Dera Ghazi Khan and Kangra a desire for a Government girls' school is now being expressed.

Owing to financial stringency, it has been impossible to get extensions carried out, or to rent further buildings for hostels. In several places more boarders could be admitted if sufficient hostel accommodation existed.

Fortunately most of the Government high schools have some space for play, and some have excellent play-grounds. The exceptions are Ludhiana and Sargodha, which are in rented houses and have no space at all. The Victoria School, Lahore, and the schools at Sahiwal and Chakwal have not much space. In schools with play-grounds, all pupils have an organised play period and a number of classes, especially in the primary departments, are held out-doors under trees. The girls are thus able to be in the open air for a number of hours daily. This makes a great difference to their health, especially in the case of city children. The difference in the appearance of those attending Government high schools with good compounds and those attending Municipal schools, often in crowded quarters of the cities, is very apparent.

It is still difficult to get teachers to go to the more remote places such as Hissar, Campbellpur and Sahiwal.

Inspection.

All the assistant inspectresses have charge of either two or three districts, and the number of schools in their charge varies from about one hundred to one hundred and seventy. An inspectress cannot therefore possibly give to individual schools the attention which they need.

Miss Sircar, who for a number of years had done excellent work in the Western Circle, went out in March as Principal of the Lady Maclagan School, on the retirement of Miss Must, and her

place as inspectress was taken by Mrs. O'Gorman, formerly Central Circle Inspectress. Pending the appointment of a Central Circle Inspectress, Miss C. Mitra, assistant inspectress, carried on the work. Miss Bhan still remains as Eastern Circle Inspectress.

Staff.

The demand for trained women teachers for municipal, district and aided schools continues. It is, however, still very difficult to persuade village girls from backward areas to join training classes, at centres outside their home districts, or, on the other hand, to persuade city girls, trained in towns, to venture into village schools in districts with which they are unacquainted. Men teachers are still employed in many districts and in some schools, where a woman is supposed to be in charge, it is her husband or other male relative, who actually does the teaching, because she is illiterate.

Miss Purai writes :—

“ Most of the district board schools in Karnal district are very poorly staffed. Five teachers have not even completed their primary course. From this district thirty-nine girls appeared for the primary examination and only eighteen passed. Better results cannot be expected unless the staffs are improved. A few schools do not keep girls beyond the third primary class, that being as far as the teachers can teach.”

Miss Haq speaking of the Amritsar district writes :—

“ The three vernaculars are taught thoroughly. Arithmetic and geography have improved very little. Hygiene, nature study, story-lessons and educational hand work are all unsatisfactory for want of competent and capable teachers. In the majority of schools section I is in charge of an unqualified teacher.”

Several assistant inspectresses complain that many trained teachers become very slack and suggest short refresher courses.

Accommodation.

The inspectresses agree that on the whole municipal and district board schools, particularly primary schools, have inadequate and unsuitable accommodation. Many of the municipal schools are situated in unhealthy localities, and drainage and sanitary arrangements are unsuitable.

Mrs. O'Gorman writes :—

“ Palaces are not required, but in bare sandy tracts where trees and grass cannot be grown, the children must be protected from the fierce heat of summer, and the damp cold of winter, and they must have space in which to move about freely. Often better buildings could easily be hired for an increase of eight annas or a rupee in the rent ; but no notice is taken of reports.”

Miss Massey writes of one school in her district :—

“ The building is quite inadequate for 166 girls and makes efficient class work impossible in summer, when the girls cannot sit out in the sun, as they do in winter. On inspection day it started raining, and the children had to stand shoulder to shoulder, for they could not sit down on account of lack of space in the so-called class-rooms.

“ In another place the old boys' school is used for housing cattle instead of letting the girls have it.”

Inspectresses report that in many of the district board schools the teacher and her family, often including husband and sons, live in the school. As in most cases the accommodation is already inadequate, this is undesirable.

Equipment.

Most inspectresses report, that though there has been improvement in some districts, still in most district board, municipal, and aided schools equipment is very inadequate. Even necessities such as black boards, *tat* for the children to sit on, and the necessary admission registers are not supplied. The needs of the schools are written by the inspectresses in the log-books, but in many cases utter indifference to these needs is shown.

Work and progress.

The standard of work in many districts is higher this year. The main cause is that more trained teachers have been employed. The report on Muzaffargarh district, however, makes very gloomy reading. The sooner a Government school is opened the better it will be for the district.

Of the backward districts in the Eastern Circle, Rohtak has made the most progress.

Miss Bhan reports that in the Eastern Circle, during the year under review, hygiene and personal cleanliness have been very much stressed. It is a matter for very great satisfaction that the public appreciates this effort, and parents are beginning to co-operate.

Miss Sultan Bakhsh writes :—

“ In most of the schools, I found a striking difference this year as regards the personal cleanliness of the children, and also that of the school and its surroundings. In several schools the teachers are keen on hygiene and the subject is receiving special attention.”

Some of the schools in the Eastern Circle have written to enquire whether the Red Cross Society could arrange to send a lady to teach first-aid and home-nursing to the girls.

With regard to general subjects, the three vernaculars are on the whole satisfactorily taught. Sewing is a well-taught subject in most schools. A girl, when she has completed her primary course, can knit socks, caps and vests for babies, sew her own every-day clothes and do simple embroidery.

Arithmetic varies ; it is satisfactorily taught in some schools and most unsatisfactorily in others. Geography on the whole is still not taught intelligently.

One reason why the work is so much below the standard in some schools is that the teachers think the inspectress has only to write her remarks in the log book. This is not surprising, as frequently the municipalities and district boards take no notice of the remarks written. In some places for three or four years the work has been reported as unsatisfactory, but no warning has been given to the teachers, and there has not been any improvement.

Physical Education and Games.

Miss Chrystal, Physical Directress of the Y. W. C. A., has continued to train the junior anglo-vernacular students of both the Kinnaird Training Centre and the Lady Maclagan School. After two years' steady work those students who have any aptitude, become keen and, when they go out as teachers, are most useful for taking games and simple drill.

The interest taken in inter-school and college net ball, badminton and tennis matches and in inter-school and college sports increases, and the standard of play has improved amazingly, during the few years since they were started by the Y. W. C. A.

Regular organised games are now played in all Government high and middle schools, where there is sufficient space, and many of the Government schools sent in teams to play in the inter-school badminton and net ball matches in Lahore.

Inspectresses report that organised games and simple exercises are now being taught in some of the city schools, and in some places teachers collect on one Saturday in the month to learn new games.

Miss Bhan reports that, wherever there are trained teachers and accommodation permits, drill and village games are being taught in the primary schools. Kangra district has made the most progress during the year under review. The guide movement has done much to help towards this progress.

Girl Guides.

Mrs. Macpherson and Mrs. Sanderson continue to take a great interest in girl guides.

Guiders' training camps have been held during the year in Rawalpindi, Lahore, Dharmasala and Ambala.

The movement is steadily spreading in Ambala, Karnal, Rohtak and Kangra districts. Blue bird flocks have been started in nine district board and two mission schools in the last named district.

Domestic Science.

Miss Wagstaffe, Inspectress of Domestic Science, again held a training class for teachers at the beginning of the year. This class is much appreciated by the teachers, who are chosen to attend it. As year by year those, who have attended this course, go back to teach in their schools, the standard in domestic subjects must become higher.

Concluding Remarks.

The increasing interest which parents are taking in the education of their daughters is most encouraging.

It is, however, distressing to have to turn away girls who are seeking admission for want of accommodation.

The rate at which the numbers increase in new Government schools, within the first year or two of opening, indicates the demand for such schools in almost all districts, including the ones considered to be backwards.

CHAPTER IX.

Education of Europeans.

Schools and Scholars.

The number of schools remains the same as last year, *i.e.*, 28. The existence of the primary school at Summer Hill, Simla, is threatened as the Diocesan Board has withdrawn all financial support on the grounds of financial stringency. It would in many ways be a pity if this school ceased to exist as it has continued to cater for small children who are unable to make the long journey into Simla every day to attend other schools there.

The number of boys attending schools has increased by 103 and of girls by 36. The total has, therefore, increased by 139 to 2,750 against 2,611 last year. This is a very satisfactory state of affairs since the parents of the children who attend European schools must have been very seriously affected by retrenchment, cuts in pay and the general economic depression. They are obviously making a very brave effort to continue to give their children the best education available. Where the financial stringency does show itself is in the decrease in numbers of those children who take extra subjects like Music and Dancing, for both of which extra fees are charged. This decrease, however, is much less than might have been expected.

The number of Indian pupils in these schools has increased by 61 to 396. The last three years' figures are given below for comparison :—

Year.	Boys.	Girls.	Total.
1932-33 ..	237	159	396
1931-32 ..	218	117	335
1930-31 ..	203	157	360

It will be noted that the percentage of Indian pupils is actually less than that allowed by the Code, but these pupils are very unequally distributed amongst the schools with the result that some schools exceed the percentage allowed and, even so, are still besieged by further applicants. This is only to be expected as Indian parents naturally wish to send their

children to the best known European schools. It is a matter for serious consideration by Indian parents themselves what this concentration on some schools must inevitably entail—a gradual disappearance of those very characteristics from which they wish their children particularly to benefit.

In a former report (1930-31) “ the large number of children who are too old for the classes in which their attainments require them to be placed ” was commented upon, and the remedy of compulsory education for Europeans suggested. The same state of affairs persists and has possibly been aggravated to a certain extent by increased poverty. The younger children are being kept at home longer as all available money is required for the education of the older children who are already at school.

Expenditure.

The total direct expenditure from all sources has decreased by Rs. 11,670 to Rs. 5,64,507. The share borne by Government has decreased by Rs. 26,307 to Rs. 2,26,620. The expenditure from tuition fees has also decreased by Rs. 3,210 to Rs. 2,77,996. The expenditure from other sources has increased by Rs. 17,847 to Rs. 59,891. The total expenditure (direct and indirect) from provincial revenues has decreased by Rs. 68,100 to Rs. 2,62,412. The total expenditure from all sources has also decreased by Rs. 1,66,295 to Rs. 7,52,852. The amount of Government assistance towards building grants is Rs. 4,066 against Rs. 41,198 in 1931-32.

Scholarships.

The total number of scholarships held has decreased by 3 to 100 with a corresponding decrease of Rs. 1,218 to Rs. 9,420 in the expenditure thereon.

Teachers.

In 1932-33 the total number of teachers employed in European schools was 211 against 217 last year. Of these 140 are trained and seventy-one untrained against 159 trained and fifty-eight untrained in 1931-32.

Although most secular teachers are now trained, it would be a more satisfactory state of affairs if training were more common among the non-secular staff. The more definite orders issued on the rule forbidding the award of staff grants to newly appointed teachers, including those not in receipt of salaries, have apparently had little or no effect.

Examination results.

In 1932-33 in the Middle School and Scholarship Examination out of 174 candidates (83 boys and 91 girls) 166 passed (81 boys and 85 girls) against 189 candidates (94 boys and 95 girls) and 172 passed (85 boys and 87 girls) in 1931-32.

Buildings.

No money has been available for building grants, and building activity has been almost entirely in abeyance. At Bishop Cotton School a Second Master's house has been completed at a cost of Rs. 11,000 towards which no Government grant was given. Rupees 5,000 were presented towards the cost by the European Schools Improvement Fund, and the balance was met by the school. There is also a project for a swimming bath at the same school towards which Rs. 5,000 have been received from Her Excellency Lady Willingdon out of funds at her disposal. The fine four-storey building at St. Edward's Milsington, is almost full and the same school has fully equipped a new chemistry laboratory with furniture, apparatus and a gas engine from its own funds. At Ghora Gali dispenser's quarters have been completed and two quarters for married members of the staff are being erected.

Teaching.

Judging from examination results alone the teaching in European schools can only be termed very satisfactory. There is no doubt whatever that the staffs and pupils work very hard and the latter certainly do imbibe enough knowledge to satisfy the average examiner. Nevertheless, the Inspector is left with the impression that teaching methods are somewhat wooden and uninspired, and little or no effort is made to try new experiments or to keep up-to-date in modern methods of teaching. The children are put through their work and take notes and read text-books more or less mechanically. The reason "why" scarcely ever comes within their purview, for example in geography, and they appear never to think for themselves nor to be greatly encouraged to do so. In a subject like Arithmetic much more oral work is necessary, and pupils *must* understand the principles. History requires more scientific treatment and encouragement of reasoning; Geography can be a most interesting and enlightening subject and not a series of lists of names. This is especially so in general and physical geography. Written work is at times carried to excess; in note-taking, too often in rough note-books, this is certainly the case. On the other

hand, original English composition is not encouraged as much as it might be, and dictated compositions cannot replace the pupil's own work. Again, reading, without understanding properly what is read, is more common than it should be in such schools. It is often said that Indian pupils lack general knowledge, but this should not be the case in European schools. Yet it is so, more often than not, and pupils are ignorant of the most ordinary events going on around them. One period a week set aside for the purpose would make a world of difference in a school, so far as general knowledge is concerned, and other methods are available to keen staffs. Debating societies, dramatic clubs and so on, which are a feature of some of the schools, are all aids on the "cultural" side and should be encouraged wherever and whenever possible. It would also be a salutary influence for good if schemes for reading in the long vacation could be devised, to counteract the baneful influence of the cinema which appears to be the only recreation away from school. Such schemes need not kill all enthusiasm by a too close resemblance to school work, but should direct the pupils towards wide, varied and worth-while reading. Another possibility is the wider development of class libraries. A good general library is an excellent thing, and many schools are well-equipped in this respect. But the appeal of the general library is not so great as that of the class-library, and children require guidance in the choice of books. With the general library decentralized into class-libraries, and the children's reading encouraged and guided by a class teacher who knows his or her pupils well, it is possible that much more reading would be done, in spite of a crowded curriculum and little spare time.

It has been stated that the teaching in European schools is rather wooden and uninspired. This must be the case if new methods and experiments are unknown to the teachers. As the teachers cannot be expected, and cannot afford, to buy the books which are published from time to time on new methods and ideas it would undoubtedly be a very great help if separate teachers' libraries were started in schools. Nothing ambitious need be attempted, and such a library would have to be built up slowly, but even a few books on professional subjects would give the necessary stimulus to the teaching, stimulus which is so often lacking and so greatly needed.

Courses of study.

There are no changes to record in the year under review. There is still the prejudice against Urdu in favour of French,

and it is of interest to note that Indian pupils achieve considerable success in French. There seemed to be a possibility of the revival of Domestic Science in one girls' school, but finances at present have definitely postponed this. In another school with Domestic Science facilities, and in which the subject is taught up to the middle school examination, Domestic Science was dropped in the higher classes owing to a misunderstanding about the Cambridge Examinations. This has been put right and Domestic Science may be revived in future in this school as a subject taught for the Cambridge Examinations. The authorities of St. Edward's School, Simla, realizing the importance of Science for their pupils, have equipped a Chemistry laboratory and have started the teaching of this subject. They hope soon to be able to start the sister Science, Physics.

Health.

The health of the pupils has been good on the whole and serious epidemics were not prevalent. It is a matter for consideration whether, in consultation with the medical authorities, more prophylactic measures could not be devised and taken during the seasons when epidemics are usually most prevalent.

Training Institutions.

The Chelmsford Training College for men at Ghora Gali and the St. Bede's Training College for Women at Simla have continued their successful careers for another year. At the latter institution a new course has come into force under which certain subjects will be examined at the end of the first year and the main subjects at the end of the second year. It is hoped that this will secure more efficient results, and will spread the burden of work more evenly over the two years of the course. The training class at St. Deny's School, Murree, still labours under the disadvantages of former years.

Collegiate Education.

This important development in recent years in connection with the education of Europeans continues to be popular, and the college classes at the Lawrence Intermediate College at Ghora Gali and at Bishop Cotton, Simla, are catering for an increasing number of students who seek the Intermediate qualifications of the Punjab University. St. Bede's College, Simla, also prepares a few women candidates for the F.A. of the Punjab University.

Technical Education.

The rather ambitious secretarial course at the Young Women's Christian Association Continuation Classes in Lahore was not a success chiefly owing to the lack of suitable candidates for training. The course has been reorganized on a less ambitious scale for training in Shorthand and Typewriting. The grant to the Continuation Classes in Shorthand and Typewriting at the Young Men's Christian Association, Lahore, is shortly to be withdrawn as the facilities offered by Government for such training at various centres in the province are now adequate for all needs.

CHAPTER X.

Education of special classes.

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

Government grants for vernacular education have continued to be paid in accordance with the grading of the various district boards. These grades were fixed according to the needs and resources of the boards concerned and range from 100 per cent. in Simla, Jhelum and Rawalpindi to fifty per cent. in Lyallpur. With the help of these grants an even development of education has been ensured, and poor and backward areas have as extensive facilities for sound vernacular education as are possessed by the more fortunate areas with larger resources. For the last two years, however, district boards generally have found it difficult to make both ends meet, and have had not only to order permanent cuts in the salary of teachers but have also in some cases been unable to sanction annual increments. The teachers who came back after receiving senior vernacular or junior vernacular training have in some cases not been given the grades sanctioned for them. Similarly adequate funds have not been available for carrying out repairs to school buildings or for supplying adequate equipment to schools. This state of affairs is certainly disquieting, but there is some consolation in the fact that backward areas have not particularly suffered, and that liberal Government grants have been able so far to avert any serious set-back in vernacular education. To encourage education among the backward area of Bajwat the Sialkot district board has founded special scholarships. Similarly in the colony districts special scholarships are sanctioned for the original inhabitants of the place. The trans-border tribes of Dera Ghazi Khan have raised three out of the five primary schools to the lower middle standard and have thus begun apparently to appreciate the value of education. Almost the whole of the expenditure on these schools is borne by Government though stipends are paid from public benefaction. The half-fee concessions granted to agriculturists in anglo-vernacular middle schools in certain districts and tahsils in the province are being greatly appreciated by the people concerned, especially at present when owing to a fall in the price of agricultural produce an average zamindar finds it exceedingly hard to provide for the education of his children.

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

STATEMENT SHOWING THE ENROLMENT OF THE THREE PRINCIPAL COMMUNITIES OF THE PROVINCE IN
EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31st MARCH 1932 AND 31st MARCH 1933.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.			
	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	
Research students	7	5	-2	33	23	-10	3	3	..	
Arts Colleges excluding high classes of Intermediate Colleges.	English ..	2,893	3,204	+311	5,924	6,121	+197	1,870	1,971	+101
	Oriental ..	70	76	+6	70	79	+9	9	15	+6
Total ..	2,970	3,285	+315	6,027	6,223	+196	1,882	1,989	+107	
Professional Education ..	Law ..	135	184	+49	378	497	+119	101	107	+6
	Medicine ..	143	145	+2	206	200	-6	60	65	+5
	Commerce ..	11	18	+7	102	96	-6	8	13	+5
	Teaching ..	54	48	-6	60	46	-14	23	24	+1
	Agriculture ..	83	76	-7	65	51	-14	66	43	-23
	Veterinary ..	44	32	-12	71	50	-21	27	17	-10
	Engineering ..	69	59	-10	99	105	+6	49	51	+2
Total ..	539	562	+23	981	1,045	+64	334	320	-14	
Schools—General including high classes of Intermediate Colleges.	Secondary Stage ..	88,019	84,229	-3,790	92,792	89,055	-3,737	36,416	35,418	-998
	Primary Stage ..	415,273	398,916	-16,357	254,281	244,012	-10,269	103,995	98,963	-5,032
	Total ..	503,292	483,145	-20,147	347,073	333,067	-14,006	140,411	134,381	-6,030

**STATEMENT SHOWING THE ENROLMENT OF THE THREE PRINCIPAL COMMUNITIES OF THE PROVINCE IN
EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31ST MARCH 1932 AND 31ST MARCH 1933.**

Particulars.	MUSLIMS.			HINDUS.			SIKHS.			
	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	On 31st March, 1932.	On 31st March, 1933.	Increase or decrease.	
Special Schools	Training ..	872	355	-517	562	234	-328	262	160	-102
	Medical ..	232	247	+15	318	329	+11	78	78	..
	Art ..	142	134	-8	81	78	-5	32	25	-7
	Engineering ..	50	52	+2	94	79	-15	29	28	-1
	Industrial ..	2,023	1,638	-385	1,270	1,338	+68	366	378	+12
	For defectives ..	6	4	-2	49	57	+8	4	5	+1
	Commercial ..	113	64	-49	184	153	-31	40	32	-8
	Reformatory ..	72	73	+1	48	65	+17	5	6	+1
	Adults ..	6,968	4,287	-2,681	3,666	2,569	-1,097	1,939	1,072	-867
	Others ..	818	798	-20	565	515	-50	392	389	-3
Total ..	11,296	7,652	-3,644	6,837	5,415	-1,422	3,147	2,173	-974	
Grand Total (Recognised institutions) ..	518,097	494,644	23,453	360,918	345,750	-15,168	145,774	138,863	-6,911	
Unrecognised institutions ..	56,292	52,808	-3,484	8,090	9,896	+1,806	4,571	6,690	+2,119	
Grand Total (all institutions) ..	574,389	547,452	-26,937	369,008	355,646	-13,362	150,345	145,553	-4,792	

(ii) *Muslims.*

It will be noticed that enrolment has generally declined except at the University stage where most of the increase has taken place in arts colleges and at the Law College. The fall in numbers at the other stages of instruction is shared by all the three principal communities, and is explained by a general deterioration in the economic condition of the people. Most of the decline has taken place in rural areas where the population has been particularly hard hit, and many village *kamins* and cultivating tenants have removed their sons from school, not only because of the incidental expenses of their schooling, but also because the assistance of even small boys was requisitioned to eke out the meagre resources of the family.

The enrolment of Muslim boys in all kinds of institutions decreased in the year under review by 26,935 to 547,452, *i.e.*, by 4·7 per cent., as against a corresponding decrease of 3·6 and 3·1 in the case of Hindus and Sikhs, respectively. The comparative poverty of the Muslim community is probably the chief reason for this large decline. In arts colleges (English), however, the number of Muslims has increased by 311 to 3,204, that of the Hindus by 197 to 6,121 and of the Sikhs by 101 to 1,971. In colleges for professional education there is a rise of twenty-three to 562 in the case of Muslims, of sixty-four to 1,045 in the case of Hindus, but there is a drop of fourteen to 320 in that of the Sikhs. It appears that the well-to-do among all the three communities are still as desirous as ever of University education for their sons. The rise in the number of Muslims and Hindus in professional education is mostly due to an increase in their numbers at the Law College where the Muslims increased by forty-nine and the Hindus by 119. Otherwise, the enrolment of Muslims has gone down in colleges for teaching agriculture, veterinary and engineering. Except in colleges for engineering, where the Sikhs have increased their number by two and the Hindus by six, the fall in enrolment is almost general and appears to be due to restricted admissions.

At the secondary stage the enrolment of Muslims has fallen by 3,790 to 84,229, of the Hindus by 3,737 to 89,055 and of the Sikhs by 998 to 35,418. In the primary classes the Muslims have gone down by 16,357, the Hindus by 10,269 and the Sikhs by 5,035. In special schools most of the decline which is shared by all the three communities has occurred in the adult schools of which the number was reduced

as Government, during the year under review, restricted the award of grant to only ten schools per district.

Of the total number of Muslim boys in ordinary recognised schools as distinct from special schools, .5 per cent. are enrolled at the college, 17.3 at the secondary and 82.2 at the primary stage. For the Hindus the corresponding percentages are 1.8, 26.2 and 72 and for the Sikhs 1.5, 25.9 and 72.6, respectively. At the college and the secondary stages Muslims form 28.6 and 50.8 per cent., respectively, of the total enrolment of the three principal communities at each of these stages. Corresponding percentages for the Hindus are 55.1 and 35.1 and for the Sikhs 17.3 and 14.1, respectively. It is, therefore, apparent that the Muslims though by no means behind the rest of the province in the matter of the total enrolment have an unsatisfactory proportion in the secondary and college classes, and the community cannot be considered to have made a satisfactory advance unless it is represented adequately at the higher stages of instruction.

(iii) *Jains.*

The enrolment of Jains in recognised schools of all kinds has declined in the year under report by 224 to 3,490 or by 6 per cent. against a fall of 2.83 per cent. in the total enrolment of all classes. Their number in schools for general education is 8,379, in schools for professional education nineteen, in arts colleges seventy-five, and in professional colleges seventeen. The community maintains two high schools of its own in the Ambala division, one at Panipat and the other at Ambala city. Both of these are flourishing institutions.

(iv) *The Upper Classes.*

The enrolment which was steadily on the decline in the Aitchison College for the last four years and had gone down from 112 in 1928 to seventy-two in 1931-32 rose to eighty-one in the year under review. The age limits now in force for admission are nine to fifteen years as against the minimum of ten years previously, and the change is reported to be producing some of the effects which were expected of it. There appears to be a marked tendency to seek the benefit of scholarships for boys among the parents who in normal times would not have thought of it. There is a very good demand for admission and, according to the Principal, an equal demand for assistance. The Principal also refers to a very short-sighted notion held by the parents that a boy can be kept elsewhere till near the upper stages of the college and then

put through it for a year or two to get just superficially marked. He considers that this loses for the boys very considerable advantages. In point of health the college continued to maintain a high standard during the year under review.

The financial situation which forms the core of all the problems of the college is yet far from satisfactory. The fees dropped below the budget estimate by Rs. 14,000, and the adverse balance at the bank rose from Rs. 12,224 in the year 1931-32 to Rs. 23,920 in 1932-33. With the realisation of the grants due from the Indian States the Principal is hopeful that the situation will be well under control, especially as in future the expenditure is likely to decrease. The prize-giving of the college was performed by His Highness the Nawab of Bahawalpur who gave to the college a donation of Rs. 4,000. The Principal mentions with legitimate pride the names of various old boys who have won distinctions in various fields and have been honoured by the award of titles, &c. Their Excellencies the Viceroy and the Countess of Willingdon paid a brief visit to the college and gave their portraits to the institution.

The Principal is satisfied with the standard maintained in athletic achievements, and states that, when at full strength, the college can hold its own with any but the strongest teams in Lahore and cantonments, and there are very few teams indeed to which it cannot at least give a good game: He continues that in athletics two records were broken and the general standard of events, with one or two exceptions, was definitely good. The experimental system of marks for all boys reaching a certain standard has increased keenness, and while it will require adjustment before next year, it has, he thinks, come to stay. The system of encouraging the lower teams by more intensive coaching and matches has been carried on with good results. Riding has been at a low ebb, but swimming and water-polo have maintained their popularity.

(v) Depressed Classes.

The number of pupils belonging to depressed classes studying in all types of educational institutions fell from 34,664 in 1931-32 to 33,965 in 1932-33, giving a fall of 699 or of two per cent. This decline compares very favourably with the percentage of fall in the total enrolment of these institutions and shows the keenness of these classes for educating their sons in spite of their adverse economic conditions. The scholarships and fee concessions sanctioned in Punjab Government (Ministry of Education) resolution No. 20181-G., dated the 19th November 1929, have encouraged the attendance of depressed class pupils in institutions of all types.

On 31st March, 1933 the enrolment of males in schools for general education was 31,662, of whom 8,208 or 10·1 per cent. were in the secondary classes as against 2,484 or 7·7 per cent. at the end of the previous year. A rise of 724 in their numbers at the secondary stage is thus an encouraging feature of the educational progress of these classes. Equally pleasing is their increase in arts colleges where they have gone up from twelve in the previous year to 195 in the year under review. Girls attending recognised schools for general education have, however, suffered a serious decline, and their number fell from 1,309 in 1931-32 to 810 in 1932-33, *i.e.*, by 499 or 38·1 per cent. In schools for professional education, on the other hand, their number increased by 165 to 267 and in unrecognised schools by 139 to 196. The fall in the number of girl scholars enrolled in schools for general education, though compensated to a certain extent by a rise in other institutions, is greatly to be regretted and the causes thereof require thorough investigation. On the whole the depressed classes have satisfactorily stood the strain of the present hard times, and have not allowed the enrolment of their children to be considerably affected. It is gratifying further to read that caste prejudice is rapidly disappearing, and that the depressed class children are almost all of them enrolled in ordinary schools where they enjoy complete social equality with the boys of the other classes.

(vi) *Education of Criminal Tribes.*

The report of the Deputy Commissioner, Criminal Tribes, affords interesting reading. The number of boys and girls of these tribes attending the primary schools in settlements was 1,124 and 773 in the year under review as against 1,145 and 736, respectively, in the preceding year. The number of primary passed boys and girls rose to 681 and 171, respectively. Three boys passed the middle school examination raising the total number of middle passed boys to forty-nine. Thirty-seven boys were studying in the upper and lower middle classes. Including seventy-two boys of the other zamindars of the locality, there were ninety-six boys on the rolls of the anglo-vernacular middle school, Kacha Khuh, which school is being maintained by the criminal tribes settlers of three Kacha Khuh Settlements.

Compulsion is being effectively used to keep the boys at school as well as to bring them to it. To encourage education among these tribes twenty-two stipends of Re. 1 per mensem each, fifty of Rs. 2 per mensem each, twenty-four of Rs. 3 per mensem each and fourteen of Rs. 5 per mensem each were

granted to boys and girls belonging to the settlements and 200 of Rs. 2 per mensem each and 300 of Re. 1 per mensem each were granted to boys attending village schools outside the settlements. This has been a very valuable help in the purchase of books and other school requisites. The number of boys of criminal tribes attending the village schools outside the settlements fell from 6,304 in the preceding year to 6,295, *i.e.*, by nine only. It speaks very well for the efficient arrangements to enforce compulsion among these tribes.

Agricultural education has been introduced into all agricultural settlement schools and sets of books and pamphlets containing relevant information in regard to plants and seeds, etc., have been supplied.

Girls' education has not made satisfactory advance because education is not compulsory among them. Moreover, suitable female trained teachers also are not available in large numbers. The social customs and prejudices of the people themselves are another obstacle.

Increased interest is being taken in games, drill and scouting. There are 939 boy scouts and 188 girl guides. Scout Masters' training camps were held at chak 53/5-L and at Reformatory School, Amritsar. Scouting is expected to be particularly useful in advancing the moral uplift of these children.

CHAPTER XI.

Text Book Committee.

Constitution of the Committee.

1. During the year under report, a large number of changes were made in the personnel of the Committee. Three members whose terms of office expired during the year were renominated for a further period of two years; four who resigned were succeeded by new members.

During the year the General Committee met six times, while the various sub-committees held twenty-two meetings.

Consideration of books.

2. The number of books considered by the Committee was 295 against 223 in the previous year. Of these, 165 were approved, 19 for use as alternative text books, one retained on the list of books approved for use in schools as text books, two for use as supplementary readers, 46 for school libraries, four for prizes, eight for class libraries, four for teachers' libraries, two for urban school libraries, seven recommended for awards from the patronage of Literature Fund, 44 purchased for presentation to school libraries and 28 journals for schools libraries. Seventy-two publications were rejected, including those which were found suitable for school libraries or prizes but the publishers of which did not agree to place them on sale at the rate approved by the department.

Preparation and publication of books.

3. Among the works completed and published during the year may be mentioned: A Book on the Project Method suitable for Primary School Teachers, by the Revd. A. E. Harper, and revised editions of Masahat ki Hidayat and Seventh Hindi Reader for Girls' Schools. An Arabic Urdu Dictionary, Note on the Teaching of Drawing in Middle and High Schools in the Punjab and Note on Manual Training Centres and Classes prepared by Mr. J. G. Cowie have been sent to the press. Three district wall maps were revised and printed off and revised drafts of three were sent to the press.

Translation of English books in the Vernacular.

4. To enrich and encourage vernacular literature by translating useful and instructive books such as would supply scientific and up-to-date information on cultural subjects and are intended for the general reader, specially of the school-going age, the Committee selects a number of books each year and their translations into the three vernaculars are

published in large numbers and supplied free to schools. The work is conducted under the supervision of an editorial board appointed by the committee. The translation of these books is entrusted to competent translators who work in consultation with the board and the editors in the service of the Committee. The books translated deal with a variety of subjects, namely, science, history, biography, travel and adventure, etc. Since the inception of this scheme in 1924 Rs. 69,268-11-2 have been spent on the work, the figures for the year under report being Rs. 8,405-15-6. The following shows the progress made in the translation of English books into Urdu, Hindi and Punjabi :—

			Printed.	In the press.	Under preparation.	Total.
Urdu	..	..	27	5	9	41
Hindi	..	..	5	3	10	18
Punjabi	..	..	10	2	10	22
Total	..	..	42	10	29	81

Presentation of books and periodicals.

5. The Committee annually sets aside a considerable portion of its income for the purchase of books and periodicals for free distribution among school libraries. The object of the Committee is to provide a number of books and periodicals on a variety of subjects suited to the needs of pupils and teachers. Such a gift is always welcome and more so because some of the schools cannot afford to purchase this kind of literature out of their own funds. The cost of 46 books (12,773 copies) purchased for this purpose amounted to Rs. 9,460-11-1 during the year under report and that of 28 journals supplied to the libraries of primary and secondary schools was Rs. 14,426-1-8.

Educational Films.

6. The work of educating the general public and school children by means of a touring cinema showing educational films on a variety of subjects was carried on through the year, and as an educational experiment in visual instruction was attended with appreciable success. The Cinema Demonstrator visited eight educational centres where films were shown to over 61,000 boys and girls. Besides

schools and colleges, shows were given under the auspices of the Y. M. C. A., Lahore and Simla, the S. P. S. K., Lahore, Rural Uplift Committee, Sheikhpura and the Victoria Jubilee Institute, Central Museum, Lahore, and were highly appreciated. The Central Training College, Lahore, Lawrence College, Ghora Gali, Punjab Police Head Quarters, Boys Scouts Association, Peshawar, have their own projectors and borrow films from the Committee free of all charges. This work is being appreciated in all quarters and has great possibilities of expansion. It is unfortunate that all the towns of the Punjab are not supplied with electricity, and the scope of this activity is therefore rather circumscribed. During the year Rs. 5,077-10-3 were spent on the purchase of new films and the Cinema Demonstrator's pay and travelling allowance.

Encouragement of Vernacular Literature.

7. Fifteen books in Urdu, Hindi and Punjabi were received from thirteen publishers and authors for consideration in connection with the award of prizes from the Patronage of Literature Fund, and prizes amounting to Rs. 4,275 were awarded to six authors.

Library.

8. The number of books added to the Library was 383, the cost amounting to Rs. 2,657. Two thousand, two hundred and twenty-four books were issued to readers, and the number of gramophone records lent to the colleges was sixty-six.

Wireless.

9. During the year under report the Committee sanctioned a grant of Rs. 1,500 to assist financially the Y. M. C. A. Broadcasting Station with a view to carry out experiments to see how far the use of wireless in schools is practicable and valuable and also to provide a programme of educational interest as well as one of entertainment for the general public.

The programmes are subject to the approval of the Committee.

Finance.

10. The opening balance at the beginning of the year Rs. 1,74,352-1-1, along with Rs. 66,313-13-4 on account of receipts during the year amounted to Rs. 2,40,665-14-5, the expenditure being Rs. 67,508-7-0, leaving a balance of Rs. 1,73,157-7-5. The balance includes Rs. 54,000 on account of earnest money for the contract for text books and Rs. 30,888-0-9 on account of Provident Fund of the employees.

I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1932-33.

I.—CLASSIFICATION OF

	FOR MALES.					
	Govern- ment.	District Board.	Municipal Board.	Aided.	Unaided	Total.
	1	2	3	4	5	6
RECOGNISED INSTITUTIONS.						
Universities .. .. .	..	..	..	1	..	1
Colleges—						
Arts and Science*	..	..	..	7	4	14
Law .. .. .	..	..	..	..	1	1
Medicine .. .. .	..	..	..	..	..	1
Education .. .. .	..	..	..	..	..	2
Engineering .. .. .	..	..	..	..	..	1
Agriculture .. .. .	..	..	..	..	..	1
Commerce .. .. .	..	..	..	1	..	1
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	1
Intermediate and 2nd grade Colleges	10	..	..	5	2	17
Totals	19	..	..	13	7	39
High Schools	83	29	16	172	26	326
Middle Schools	6	88	19	68	45	(a) 226
{ English						
{ Vernacular	3	3,140	7	9	4	(b) 3,163
Primary Schools	9	4,260	308	862	163	5,602
Totals	101	7,517	350	1,111	238	9,317
Special Schools—						
Art	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..
Medical	1	..	..	2	..	3
Normal and Training	3	..	..	2	3	8
Engineering	1	..	..	..	..	1
Technical and Industrial	30	..	..	4	1	35
Commercial	9	..	..	..	..	9
Agricultural .. .. .	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1
Schools for Defectives	1	..	..	1	..	2
Schools for Adults	1	323	..	7	17	348
Other Schools	34	..	..	3	..	37
Totals	82	323	..	19	21	445
Total for Recognised Institutions	202	7,840	350	1,144	266	9,802
UNRECOGNISED INSTITUTIONS .. .. .	..	..	..	..	3,383	3,383
GRAND TOTALS, ALL INSTITUTIONS	202	7,840	350	1,144	3,649	13,185

*Includes one Oriental

(a) Includes 194 upper middle and

(b) Includes 777 upper middle and

(c) Does not include figures regarding

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..
1	..	..	1	..	2
..
..	..	..	1	..	1
..
..
..
1	..	..	..	..	1
2	..	..	2	..	4
22	..	..	16	1	39
4	..	3	17	..	24
2	17	27	67	1	114
2	848	237	481	66	1,634
30	865	267	581	68	1,811
..
..	..	..	1	..	1
14	1	..	2	..	17
..
2	..	1	5	1	9
..	..	..	1	..	1
..
..
..	1	..	..	..	1
27	..	..	..	..	27
43	2	1	9	1	56
75	867	268	592	69	1,871
..	..	..	..	2,853	2,853
75	867	268	592	2,922	4,724

College.
 32 lower middle schools.
 2,386 lower middle schools.
 Lawrence Royal Military School, Sanwar and the Intermediate classes attached to it.

II A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Universities .. .. .	..	..	..	..	..	..	..	..	..
Arts and Science	3,480	3,162	1,051	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine	439	432	256	..	..	..	..	..	..
Education	162	154	145	..	..	..	..	..	..
Engineering	230	219	137	..	..	..	..	..	..
Agriculture	172	153	163	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..
Veterinary Science	100	95	86	..	..	..	..	..	..
Totals	4,583	4,215	1,838	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools	25,075	24,069	2,988	9,216	8,676	1,072	6,622	6,243	315
„ Middle Schools { English	1,884	1,786	355	21,834	18,482	723	5,735	5,211	211
„ Schools { Vernacular	129	108	..	430,762	363,570	6,618	1,515	1,372	65
„ Primary Schools	622	582	..	254,304	213,556	132	52,579	45,984	..
Totals	27,710	26,545	3,343	716,106	604,284	8,545	66,451	58,810	591
In Art Schools	242	260	46	..	..	..	..	..	..
„ Law .. .. .	..	..	..	..	..	..	..	..	..
„ Medical Schools	389	382	317	..	..	..	..	..	..
„ Normal and Training Schools	438	429	438	..	..	..	..	..	..
„ Engineering Schools	160	159	159	..	..	..	..	..	..
„ Technical and Industrial Schools	3,040	2,934	558	..	..	..	..	..	..
„ Commerical Schools	256	246	61	..	..	..	..	..	..
„ Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Reformatory Schools	146	125	146	..	..	..	..	..	..
„ Schools for Defectives	28	26	19	..	..	..	..	..	..
„ Schools for Adults	32	29	..	7,684	6,635	..	..	..	..
„ Other Schools	2,036	1,727	644	..	..	..	..	..	..
Totals	6,767	6,318	2,388	7,684	6,635	..	..	..	..
Totals for recognised institutions.	39,060	37,078	7,569	723,790	610,919	8,545	66,451	58,810	591
In UNRECOGNISED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	39,060	37,078	7,569	723,790	610,919	8,545	66,451	58,810	591

(a) Includes 1,541 students in the

(b) Includes 170 students in the

(c) Includes 43,102 students in the

(d) Includes 174,001 students in

*Does not include figures

Note.—Figures of the Lawrence Royal Military School, Sanawar.

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
31	31	5	..	..	..	31	31	5	..
(b) 6,356	5,573	2,034	3,607	3,193	1,377	(a) 13,443	11,928	4,462	.. 61
..	..	..	803	711	416	803	711	416	..
..	..	..	..	..	..	439	432	256	.. 20
..	..	..	..	..	..	162	154	145	.. 10
..	..	..	..	..	..	230	219	137	..
..	..	..	..	..	..	172	153	163	..
132	113	80	..	..	..	132	113	80	..
..	..	..	..	..	..	..	95	86	..
..	..	..	..	..	..	100	..	..	..
6,519	5,717	2,119	4,410	3,904	1,793	15,512	13,836	5,750	91
76,504	72,243	7,240	10,545	9,956	803	127,962	121,187	12,418	75
14,731	14,138	468	4,007	3,763	186	(c) 48,191	43,380	1,943	359
1,112	1,032	247	158	152	..	(d) 433,666	366,234	6,930	7,159
63,919	56,672	37	7,527	6,724	10	378,951	323,518	179	<u>8,969</u>
158,266	144,085	7,992	22,237	20,595	999	988,770	854,319	21,470	16,562
..	..	..	..	..	..	242	260	46	..
268	247	30	..	..	..	657	629	347	.. 1
76	76	74	270	267	262	784	772	774	..
..	..	..	..	..	..	160	159	159	..
376	332	254	67	32	16	3,483	3,298	828	..
..	..	..	..	..	..	256	246	61	..
..	..	..	..	..	..	146	126	146	..
40	40	40	..	..	..	68	66	59	..
154	142	..	261	215	..	8,131	7,021	..	24
223	220	..	..	..	..	2,259	1,947	614	10
1,137	1,057	398	598	514	278	16,186	14,524	3,064	35
163,922	150,859	10,509	27,245	25,013	3,070	1,020,468	882,679	30,284	16,688
..	..	..	72,653	*41,967	..	72,653	41,967	..	9,070
163,922	150,859	10,509	99,898	66,980	3,070	1,083,121	924,646	30,284	25,758

high classes of intermediate colleges.

Oriental College, Lahore.

upper middle and 5,089 in lower middle schools.

the upper middle and 259,665 in lower middle schools.

for the Jullundur Division.

and the intermediate classes attached to it are not included.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ..	200	176	85	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	200	176	85	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools ..	8,397	6,859	529	..	..	..	..	..	..
„ Middle Schools—									
English ..	1,125	812	31	..	..	..	931	788	..
Vernacular ..	410	328	8	1,865	1,018	..	6,494	5,425	..
„ Primary Schools ..	147	137	..	38,225	31,871	..	22,506	18,310	..
Totals ..	10,079	8,136	568	40,090	33,489	..	29,931	24,523	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools.	815	758	581	22	21	20	..	..	..
„ Technical and Industrial Schools.	404	280	..	..	..	..	66	53	..
„ Commerical Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	25	21	..	..	..	..
„ Other Schools ..	819	676	..	..	..	..	..	..	..
Totals ..	2,038	1,714	581	47	42	20	66	53	..
Totals for Recognised Institutions.	12,317	10,026	1,234	40,137	33,531	20	29,997	24,576	..
In Unrecognised Institutions.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	12,317	10,026	1,234	40,137	33,531	20	29,997	24,576	..
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	51,877	47,104	8,803	763,927	644,450	8,565	96,448	83,386	591

(a) Includes 50 students in the high classes

†Includes 165 scholars in unrecognised

Note.—Figures of the Lawrence Royal Military School.

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
124	113	83	..	..	..	(o) 324	289	168	..
..
26	27	26	..	..	..	26	27	26	..
150	140	109	..	..	..	350	316	194	..
3,514	3,210	1,144	242	235	215	12,153	10,304	1,888	307
3,070	2,731	869	..	..	..	5,126	4,331	900	189
16,796	14,495	1,381	78	71	..	25,643	21,937	1,389	119
34,172	29,088	189	3,232	2,671	..	98,282	82,027	139	431
57,552	49,474	3,533	3,552	2,977	215	141,204	118,599	4,316	1,046
285	278	285	..	..	..	285	278	285	..
48	38	24	..	..	..	880	817	625	..
246	166	28	52	43	..	768	542	28	..
21	29	..	..	..	..	21	29	..	..
..
..	..	..	..	..	..	25	21	..	..
..	..	..	..	..	..	819	676	..	..
595	511	337	52	43	..	2,798	2,363	938	..
58,297	50,125	3,979	3,604	3,020	215	144,352	121,278	5,448	1,046
..	..	..	158,297	40,356	..	58,297	40,356	..	6,272
58,297	50,125	3,979	61,901	43,376	215	202,649	161,634	5,448	7,318
222,219	200,984	14,488	161,799	110,356	3,285	1,295,770	1,086,280	35,732	..

of intermediate colleges.
 industrial schools.
 Sanawar and the intermediate classes attached to it are not included.

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

IV-A.—RACE OR CREED OF MALE SCHO

Race or creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham-madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population ..	16,553	213,465	2,809,256	856,278	7,241,612	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	323	5,298	93,574	14,333	211,506
	II ..	115	1,999	49,012	6,916	83,919
	III ..	141	1,311	39,539	4,336	59,986
	IV ..	106	943	33,433	2,869	43,505
†Middle	V ..	122	508	23,795	1,534	27,077
	VI ..	82	417	19,605	831	20,853
	VII ..	64	263	15,152	430	14,724
†High	VIII ..	60	235	12,551	287	11,925
	IX ..	77	127	7,736	77	5,269
	X ..	..	106	7,008	49	4,381
Totals ..	1,090	11,207	301,405	31,662	483,145	
<i>University and Intermediate Education.</i>						
Intermediate classes ..	{ 1st year ..	28	58	1,847	54	1,018
	{ 2nd year ..	35	60	1,984	50	1,147
Degree classes ..	{ 1st year ..	10	36	877	42	443
	{ 2nd year ..	4	24	947	49	446
	{ 3rd year ..	..	2	16	..	10
Post-graduate classes	{ 1st year ..	2	6	124	..	65
	{ 2nd year ..	1	4	131	..	75
Research students ..	..	..	23	..	5	
Totals ..	80	190	5,949	195	3,209	
Number of scholars in recognised institutions.	1,170	11,397	307,354	31,857	486,354	
Number of scholars in unrecognised institutions.	..	355	9,723	173	52,808	
GRAND TOTALS ..	1,170	11,752	317,077	32,030	539,162	

*The following are included under the heading "Depressed Classes": Chammar, Weaver, Sweeper, Ramdasi, Dumna, Kohli.
† Excludes 170 scholars of the Oriental College of whom
Nota.—Figures of the Lawrence 'Royal Military School

LARS RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,666	12,880,510	..	..
..	8	45,529	4,748	375,319	310,967	194,514
..	1	21,031	2,400	165,393	136,474	84,104
4	6	17,465	1,659	124,447	99,328	60,877
2	2	14,938	1,140	96,938	75,266	46,471
..	5	10,555	616	64,212	45,669	29,809
..	5	8,847	473	51,113	34,331	23,128
..	1	6,012	301	36,947	18,950	16,356
..	4	4,805	258	30,125	17,751	12,973
..	4	2,771	140	16,201	6,019	4,846
..	3	2,428	125	14,100	5,422	3,959
6	39	134,381	11,860	974,795	750,177	477,037
..	3	613	27	3,648	1,241	928
..	2	677	34	3,989	1,167	933
..	1	332	18	1,759	563	365
..	..	274	18	1,762	553	325
..	..	2	..	30	13	4
..	1	32	1	231	56	49
..	..	41	..	252	67	61
..	..	3	..	31	..	..
..	7	1,974	98	11,702	3,660	2,665
6	46	136,355	11,958	986,497	753,837	479,702
..	..	6,690	106	69,855	53,302	38,286
6	46	143,045	12,064	1,056,352†	807,139	517,988

classes " :—

Serara, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.
79 are Hindus (higher caste), 76 Muhammadans and 15 Sikhs.
and 'Intermediate' classes attached to it are excluded.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or Creed.	European and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total Population ..	6,396	178,374	2,142,357	720,697	6,090,848	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ..	372	2,132	37,201	512	29,482
	II ..	132	697	11,238	101	7,092
	III ..	165	613	8,752	105	4,693
	IV ..	168	603	6,422	33	3,164
	V ..	137	433	5,090	53	2,367
Middle	VI ..	140	284	1,427	4	738
	VII ..	111	220	964	2	526
	VIII ..	60	167	808	..	460
High	IX ..	44	99	253	..	259
	X ..	..	47	138	..	92
Totals ..	1,329	5,295	72,293	810	48,873	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ..	..	19	62	..	33
	2nd year ..	..	15	46	..	14
Degree classes	1st year ..	2	7	27	..	17
	2nd year ..	..	12	17	..	11
	3rd year ..	..	..	..	..	..
Post-graduate classes	1st year ..	..	2	..	..	..
	2nd year ..	..	1	1	..	1
Research students ..	..	..	..	..	..
Totals ..	2	56	153	..	76	
Number of scholars in recognised institutions.	1,331	5,351	72,446	810	48,949	
Number of scholars in unrecognised institutions.	..	91	4,592	196	51,521	
GRAND TOTALS ..	1,331	5,442	77,038	1,006	100,470	

*The following are included under the heading "Depre^s Chamār, Weaver, Sweeper, Ramdasi, Dumna, Kohli.
NOTE.—Figures of the Lawrence Royal Military School,

RECEIVING GENERAL EDUCATION,

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	..	..
8	14	13,848	852	84,421	31,872	18,066
5	14	4,204	233	23,716	9,980	5,081
8	8	3,218	199	17,761	6,292	3,297
..	3	2,283	156	12,832	4,054	2,187
..	4	1,735	102	9,921	2,590	1,575
..	3	499	10	3,105	272	350
..	5	316	4	2,148	177	267
..	2	262	12	1,771	152	202
..	1	102	3	761	30	135
..	..	54	3	334	18	44
21	54	26,521	1,574	156,770	55,437	31,204
..	1	21	..	136	14	13
..	..	11	..	86	11	8
..	2	10	1	66	10	5
..	..	2	..	42	6	2
..
..	..	..	..	2	..	..
..	..	..	..	3	..	..
..
..	3	44	1	335	41	28
21	57	26,565	1,575	157,105	55,478	31,232
1	..	4,520	9	60,930	53,329	32,735
22	57	31,085	1,584	218,035	108,807	63,967

sed classes " :—

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

Sanawar, are excluded.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadian.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
			Higher castes.	*Depressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Art Schools .. .. .	..	5	76	..	134	..	..	25	2	242	162	80
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	..	2	329	..	247	..	..	78	..	656	309	183
Normal and Training Schools ..	..	32	229	5	355	..	..	160	3	784	562	459
Engineering and Surveying Schools.	..	..	79	..	52	..	..	28	1	160	30	55
Technical and Industrial Schools ..	..	122	1,289	49	1,638	..	..	378	7	3,483	1,342	529
Commercial Schools .. .. .	..	1	138	15	64	..	..	32	6	256	47	65
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	1	55	10	73	..	..	6	1	146	..	51
Schools for Defectives .. .. .	..	2	57	..	4	..	..	5	..	68	56	32
Schools for Adults .. .. .	..	59	2,311	258	4,287	..	..	1,072	120	8,107	4,763	4,558
Other Schools	1	82	192	323	798	..	..	389	464	2,249	1,026	1,204
Total	1	306	4,755	660	7,652	..	..	2,173	604	16,151	8,297	7,216
<i>University and Intermediate Education.</i>												
Law	2	3	495	2	184	..	..	107	10	803	259	219
Medicine .. .. .	..	6	200	..	145	1	..	65	2	419	162	124
Education	28	5	46	..	48	..	..	24	1	152	45	57
Engineering	9	6	105	..	59	..	..	51	..	230	11	11
Agricultural .. .. .	..	..	51	..	76	..	..	43	2	172	121	112
Commerce	1	..	96	..	18	..	2	13	2	132	16	9
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	1	50	..	32	..	..	17	..	100	40	41
Total	40	21	1,043	2	562	1	2	320	17	2,008	654	573
GRAND TOTAL	41	327	5,798	662	8,214	1	2	2,493	621	18,159	8,951	7,789

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

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhmmadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agricul- turistis.
			Higher castes.	*Depressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	12	186	28	..	34	..	..	26	..	286	..	..
Normal and Training Schools	5	79	382	6	246	..	..	160	2	880	221	395
Technical and Industrial Schools	..	27	420	46	240	2	..	100	98	933	50	28
Commerical Schools	19	..	..	..	2	..	..	..	..	21	..	..
Agricultural Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	46	3	..	..	..	..	..	49	49	40
Other Schools .. ..	..	36	27	212	206	..	..	120	228	829	188	345
Total	36	328	903	267	728	2	..	406	328	2,998	508	808
<i>University and Intermediate Education.</i>												
Medicine	1	3	11	..	1	..	..	4	..	20	..	..
Education	26	6	3	..	..	..	..	..	1	36	..	..
Totals	27	9	14	..	1	..	..	4	1	56	..	..
GRAND TOTALS	63	337	917	267	729	2	..	410	329	3,054	508	808

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

VI.A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total of Teachers.
	A Degree.	Passed Metric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government .. .. .	..	3	9	..	..	..	1	323	914	12	..	12
Local Board and Municipal	6	574	7,108	537	6	..	4	75	1,049	8,231	1,238	9,469
Aided	5	99	517	34	2	17	..	2	164	657	1,145	1,802
Unaided .. .. .	..	3	44	2	..	..	..	..	..	49	166	215
Totals	11	679	7,678	573	8	17	5	400	2,127	8,949	2,549	11,498
<i>Middle Schools.</i>												
Government	36	50	197	10	4	2	1	5	9	297	17	314
Local Board and Municipal	243	1,351	12,142	547	35	8	30	226	1,108	14,318	1,372	15,690
Aided	74	116	264	12	6	3	15	30	87	472	135	607
Unaided	38	85	57	1	3	2	8	3	46	184	59	243
Totals	391	1,602	12,660	570	48	15	54	264	1,250	15,271	1,583	16,854
<i>High Schools.</i>												
Government	639	276	421	27	52	7	13	17	12	1,415	49	1,464
Local Board and Municipal	225	140	264	22	32	12	12	19	22	683	65	748
Aided	751	648	873	71	39	74	112	209	243	2,382	638	3,020
Unaided	105	91	88	2	4	10	35	33	67	290	145	435
Totals	1,720	1,155	1,646	122	127	103	172	278	344	4,770	897	5,667
GRAND TOTALS	2,122	3,436	21,984	1,265	183	135	231	942	3,721	28,990	5,029	34,019

NOTE.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

VI.B.—WOMEN TEACHERS.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total of Teachers.
	A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
<i>Primary Schools.</i>												
Government	3	..	..	..	3	35	804	953	842	1,795
Local Board and Municipal Aided	3	485	449	17	..	8	23	654	328	689	1,017
Unaided	200	103	3	..	2	9	73	19	84	103
Totals	3	696	559	21	4	13	67	1,531	1,303	1,615	2,918
<i>Middle Schools.</i>												
Government	4	40	..	..	..	3	2	3	50	8	58
Local Board and Municipal Aided	8	121	42	7	..	1	4	90	204	95	299
Unaided	12	347	59	11	..	3	19	255	488	279	767
Totals	24	509	101	18	2	7	25	350	743	384	1,127
<i>High Schools.</i>												
Government	27	173	1	1	2	7	9	28	267	46	313
Local Board and Municipal Aided
Unaided	24	39	6	..	5	13	18	27	138	63	201
Totals	2	2	..	..	..	..	..	22	9	22	31
Totals	53	214	7	1	7	20	27	77	414	131	545
GRAND TOTALS	80	1,419	667	40	13	40	119	1,958	2,460	2,130	4,590

Note.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

Total European and Anglo-Indian population		Male ..	16,553	
		Female ..	6,396	
		TOTAL ..	22,949	
	Institutions.	Scholars on Roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	136	..	16
Training Colleges	1	23	..	..
High Schools	3	568	16	116
Middle Schools	3	566	163	102
Primary Schools	4	190	86	19
Training Schools .. ..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools .. ..	..	..	..	..
Other Schools .. ..	..	..	..	..
Totals	13	1,488	265	253
<i>Institutions for Females.</i>				
Arts Colleges .. ..	..	..	..	..
Training Colleges	1	26	..	..
High Schools	8	841	68	84
Middle Schools	5	482	95	55
Primary Schools	3	103	58	20
Training Schools	1	4	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools	1	21	..	2
Other Schools .. ..	..	..	..	..
Totals	19	1,477	221	161
GRAND TOTALS FOR INSTITUTIONS	32	2,965	486	414

Expenditure on Buildings includes Rs. 21,655 spent by the Public Works Department.

"Miscellaneous" include the following main items :—

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

*Local Funds include both District and Municipal Funds.

†Teaching staff of the Lawrence College, Ghoragali, has also teaching periods at the

NOTE 1.—Expenditure under High Schools includes expenditure on the intermediate

NOTE 2.—Excludes all figures regarding the Lawrence Royal Military School and Inter

EDUCATION.

Percentage to European and Anglo-Indian population of those at schools,—

Males. 8·99 Females. 23·09 Total. 12·92

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
8	7	35,360	..	10,858	..	46,218
†	†	12,664	..	..	..	12,664
22	14	40,764	..	1,01,148	16,302	1,58,214
19	12	49,968	..	41,774	3,164	94,906
11	6	13,812	..	12,490	5,575	31,877
..
..
..
..
60	39	1,52,568	..	1,66,270	25,041	3,43,879
..
4	2	15,920	..	8,813	..	24,733
61	23	95,051	..	91,388	20,250	2,06,689
20	16	23,365	..	26,062	8,950	58,377
7	..	3,660	..	5,134	5,650	14,444
11	..	3,850	..	1,350	..	5,200
..
1	..	2,802	..	1,619	1,071	5,492
..
104	41	1,44,648	..	1,34,366	35,921	3,14,935
164	80	2,97,216	..	3,00,636	60,962	6,58,814
Inspection ..	..	6,071	..	..	..	6,071
Buildings, etc.	..	25,721	..	1,364	55,129	82,214
Miscellaneous ..	..	51,145	..	18,216	97,834	1,67,195
Totals ..	..	82,937	..	19,580	1,52,963	2,55,480
GRAND TOTALS ..	..	3,80,153	..	3,20,216	2,13,925	9,14,294

Chelmsford Training Class.
 classes at the Bishop Cotton School, Simla.
 mediate Classes, Sanawar.

VIII.—EXAMINATION RESULTS.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc.	..	2	2	..	2	2	..	..	..	..	..	..
M. A.	227	71	298	149	40	189	2	1	3	1	..	1
M. Sc.	17	5	22	15	2	17	..	..	..	..	..	..
B. A. (Honours)	225	..	225	102	..	102	2	..	2	..	..	..
B. Sc. (Honours)	1	..	1	..	..	..	..	..	..	..	..	..
B. A. (Pass)	1,503	813	2,316	738	208	946	39	32	71	32	10	42
B. Sc. (Pass)	106	19	125	59	3	62	..	1	1	..	..	..
<i>Law.</i>												
Master of Law	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	355	..	355	288	..	288	..	1	1	..	1	1
<i>Medicine.</i>												
M. D.	..	..	..	..	..	..	..	..	..	..	..	..
M. B., B. S.	33	..	33	22	..	22	12	..	12	9	..	9
L. M. S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. and S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta).	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
D. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H.	..	..	..	..	..	..	..	..	..	..	..	..
D. O.	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.†</i>												
Bachelor of E. E.	3	..	3	1	..	1	..	..	..	..	..	..
Bachelor of C. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E.	4	..	4	3	..	3	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. and L. T.	48	37	80	41	28	69	10	..	10	9	..	9
<i>Commerce.</i>												
Bachelor of Commerce.	36	1	37	21	..	21	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	71	..	71	58	..	58	..	..	..	..	..	..

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

†Including the Diploma Examination of the Thomason College, Roorkee.

VIII—EXAMINATION RESULTS—CONCLUDED.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	2,567	768	3,335	1,230	326	1,556	67	95	162	58	47	105
Intermediate in Science.	1,355	127	1,482	621	47	668	32	2	34	23	..	23
Licentiate of Civil Engineering.	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	361	76	437	337	60	397	57	10	67	39	5	44
Intermediate or Diploma in Commerce.	253	37	290	117	25	142	..	..	..	..	..	..
Licentiate of Agriculture.	12	..	12	12	..	12	..	..	..	..	..	..
Veterinary Examination.	47	..	47	32	..	32	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course</i>												
Matriculation ..	13,041	1,831	14,872	9,969	777	10,746	311	347	658	216	220	436
School Final, etc. ..	3	2	5	..	1	1	..	..	..	..	..	..
European High School ..	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	76	..	76	55	..	55	44	..	44	23	..	23
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ..	79	..	79	69	..	69	47	..	47	34	..	34
European Middle ..	83	..	83	81	..	81	91	..	91	85	..	85
Anglo-Vernacular Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	15,506	1,209	16,805	11,536	738	12,274	2,226	693	2,919	1,928	430	2,358
<i>(c) On Completion of Primary Course.</i>												
Upper Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>(d) On Completion of Vocational Course.</i>												
For Teachers Certificates—												
{ Vernacular, Higher	182	78	260	162	22	184	131	29	160	118	20	138
{ Vernacular, Lower	198	215	413	175	73	248	251	91	342	176	45	221
At Art Schools ..	58	..	58	53	..	53	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	138	..	138	100	..	100	75	..	75	66	..	66
At Engineering Schools.†	91	..	91	91	..	91	..	..	..	..	..	..
At Technical and Industrial Schools.	543	..	543	368	..	368	117	..	117	79	..	79
At Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Agricultural Schools.	26	..	26	24	..	24	..	..	..	..	..	..
At other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..

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

†Includes Survey Schools.

IX.—STATISTICS OF EDUCATION

Types of Institutions.	NO. OF INSTITUTIONS AND SCHOLARS.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I.—RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	328	..	..	1	828	3	1,156
High Schools ..	11	2,142	11	3,460	40	10,533	62	16,135
Middle Schools ..	4	376	3,172	429,330	70	7,884	3,246	437,590
Primary Schools ..	6	169	4,224	246,266	674	35,533	4,904	281,968
Training Schools ..	2	271	..	..	1	42	3	313
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	263	6,029	16	250	279	6,279
Other Schools ..	3	282	..	..	..	..	3	282
Total ..	28	3,568	7,670	685,085	802	55,070	8,500	743,723
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	131	..	..	..	..	1	131
Middle Schools ..	..	..	15	1,590	10	1,556	25	3,146
Primary Schools ..	1	20	759	32,625	326	13,909	1,086	46,554
Training Schools ..	7	298	1	22	..	..	8	320
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	1	25	..	..	1	25
Other Schools ..	1	23	..	..	..	..	1	23
Total ..	10	472	776	34,262	336	15,465	1,122	50,199
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	38	4,040	8,446	719,347	1,138	70,535	9,622	793,922
II.—UNRECOGNISED INSTITUTIONS.								
For Males..	..	..	..	..	..	..	2,722	72,729
For Females ..	..	..	..	..	..	..	2,336	48,182
Total ..	..	..	..	..	..	..	5,058	120,911
GRAND TOTAL FOR ALL INSTITUTIONS.	..	..	..	..	..	..	14,680	914,833

AL INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Schools.	In District Board Schools.	In Private Schools.	TOTAL.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,46,983	..	1,52,354	2,99,337	24	..	46	70
2,92,775	46,171	3,75,794	7,14,740	154	159	534	847
42,83,837	11,65,221	7,78,130	62,27,188	16	15,036	422	15,474
21,43,284	5,29,453	1,01,326	27,74,063	8	7,883	1,047	8,938
57,753	..	1,229	58,982	16	..	2	18
..
4,703	3,809	6	8,518	..	53	3	56
86,380	..	..	86,380	20	..	..	20
70,15,715	17,44,654	14,08,839	1,01,69,208	238	23,131	2,054	25,423
..
40,649	22,815	8,873	72,337	11	..	..	11
32,840	8,174	49,163	90,177	..	58	85	143
3,11,326	1,11,954	30,618	4,53,898	1	1,019	418	1,438
47,382	468	..	47,850	33	1	..	34
..
..	6	..	6	..	1	..	1
204	..	..	204	1	..	..	1
4,32,401	1,43,417	88,654	6,64,472	46	1,079	503	1,628
74,48,116	18,88,071	14,97,493	1,08,33,680	284	24,210	2,557	27,051

Explanatory notes :—

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

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

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5	68	..	..	..	..	..	..	..
5 to 6	92,801	613	8	..	..	..	..	..
6 to 7	92,735	23,270	519	4	..	..	..	..
7 to 8	84,098	34,780	14,255	445	13	..	..	..
8 to 9	52,869	40,895	23,827	7,980	353	19	..	..
9 to 10	27,889	28,949	28,871	18,701	5,130	408	32	..
10 to 11	14,356	17,784	24,215	21,560	13,268	5,011	615	49
11 to 12	5,832	10,643	16,333	20,662	15,458	9,836	3,328	475
12 to 13	2,468	4,807	9,053	14,382	12,784	11,732	7,254	2,983
13 to 14	1,211	2,276	4,187	7,833	9,064	10,049	8,543	5,290
14 to 15	535	877	1,946	3,157	4,855	7,273	7,313	6,292
15 to 16	286	280	719	1,307	2,057	3,761	4,832	6,299
16 to 17	113	118	374	544	842	1,802	2,831	4,392
17 to 18	36	48	96	268	265	813	1,383	2,472
18 to 19	15	31	27	54	83	243	553	1,167
19 to 20	5	22	12	29	38	144	204	525
Over 20	2	..	5	12	2	22	59	181
Total	375,319	165,393	124,447	96,938	64,212	51,113	36,947	30,125

*Figures relating to Lawrence Royal Military School, Sanawar, and the Intermediate

FOR GENERAL EDUCATION (MALES).

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	68	..	..	..	..	..	..	..	..	68
..	..	93,422	..	..	..	..	..	..	..	..	93,422
..	..	116,528	..	..	..	..	..	..	..	..	116,528
..	..	133,591	..	..	..	..	..	..	..	..	133,591
..	..	125,943	..	..	..	..	..	..	..	..	125,943
..	..	109,980	..	..	..	..	..	..	..	..	109,980
..	..	96,858	..	..	..	..	..	..	..	..	96,858
3	..	82,570	..	..	..	..	..	..	..	..	82,570
78	7	65,548	..	2	..	..	..	..	..	2	65,550
983	72	49,508	11	7	..	..	..	..	..	18	49,526
2,839	867	35,954	73	39	3	..	..	..	..	115	36,069
3,917	2,296	25,754	342	79	14	..	..	..	..	435	26,189
3,684	3,334	18,034	784	356	103	30	..	..	..	1,273	19,307
2,435	3,187	11,003	923	750	223	67	3	1	..	1,967	12,970
1,388	2,296	5,857	685	1,044	359	176	2	3	..	2,269	8,126
621	1,244	2,844	481	827	433	378	4	30	5	2,158	5,002
253	797	1,333	349	885	624	1,111	21	197	247	3,434	4,767
16,201	14,100	974,795	3,648	3,989	1,759	1,762	30	231	252	11,671	986,466*

classes attached to it are excluded.

X.—(B) SCHOLARS BY CLASSES AND AGES IN INSTITUTIONS

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	98	..	..	..	..	..	..	..
5 to 6 ..	18,754	127	5	..	..	..	..	..
6 to 7 ..	21,562	3,094	93	12	..	..	..	..
7 to 8 ..	15,739	4,869	1,776	86	1	..	..	..
8 to 9 ..	12,180	4,885	2,979	849	41	..	..	..
9 to 10 ..	6,976	4,295	3,590	1,858	732	16	1	..
10 to 11 ..	4,743	2,985	3,496	2,464	1,583	129	8	1
11 to 12 ..	2,332	1,621	2,675	2,688	2,031	432	79	8
12 to 13 ..	1,024	938	1,610	2,249	1,942	625	384	80
13 to 14 ..	446	470	775	1,279	1,529	597	429	316
14 to 15 ..	259	171	328	595	965	466	467	393
15 to 16 ..	98	98	181	283	478	450	297	375
16 to 17 ..	49	40	99	180	278	230	247	255
17 to 18 ..	44	24	46	93	111	77	117	165
18 to 19 ..	28	8	41	95	83	43	54	82
19 to 20 ..	26	11	25	56	51	26	37	55
Over 20 ..	63	80	42	45	96	14	28	41
Total ..	84,421	23,716	17,761	12,832	9,921	3,105	2,148	1,771

*Figures relating to the Lawrence Royal Military School, Sanawar

FOR GENERAL EDUCATION FEMALES.

H.G.H.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTALS.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	98	..	..	..	..	..	..	..	..	98
..	..	18,886	..	..	..	..	..	..	..	..	18,886
..	..	24,761	..	..	..	..	..	..	..	..	24,761
..	..	22,471	..	..	..	..	..	..	..	..	22,471
..	..	20,934	..	..	..	..	..	..	..	..	20,934
..	..	17,468	..	..	..	..	..	..	..	..	17,468
..	..	15,409	..	..	..	..	..	..	..	..	15,409
1	..	11,867	..	..	..	..	..	..	..	..	11,867
2	1	8,855	..	..	..	..	..	..	..	..	8,855
37	4	5,882	..	..	..	..	..	..	..	..	5,882
129	29	3,802	..	..	..	..	..	..	..	..	3,802
156	60	2,476	8	1	..	..	..	..	..	9	2,485
170	56	1,604	25	7	..	..	..	..	..	32	1,636
113	51	841	29	19	6	..	..	..	..	54	895
68	52	554	28	22	8	1	..	..	..	59	613
42	38	367	19	14	22	6	..	..	..	61	428
43	43	495	27	23	30	35	..	2	3	120	615
761	334	156,770	136	86	66	42	..	2	3	335	157,105*

are excluded.

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR
MALES ON 31st MARCH 1933.**

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary Stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ..	452	24,623	25,075	2,640	6,576	9,216	1,040	4,682	6,622	23,382	53,122	76,504	1,080	8,565	10,545	30,394	97,568	127,962*
Middle Schools (English).	432	1,452	1,884	13,747	8,087	21,834	3,190	2,545	5,735	7,725	7,006	14,731	520	3,487	4,007	25,614	22,577	48,191
Middle Schools (Vernacular).	113	16	129	340,989	89,763	430,752	899	616	1,515	671	441	1,112	..	158	158	342,672	90,994	433,666
Total ..	997	26,091	27,088	357,376	104,426	461,802	6,029	7,843	13,872	31,778	60,569	92,347	2,500	12,210	14,710	398,680	211,139	609,819

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR
FEMALES ON 31st MARCH 1933.**

High Schools ..	5,752	2,645	8,397	..	..	..	..	..	..	2,480	1,034	3,514	116	126	242	8,348	3,805	12,153*
Middle Schools (English).	890	235	1,125	..	..	..	777	154	931	2,468	602	3,070	..	..	..	4,135	991	5,126
Middle Schools (Vernacular).	372	38	410	1,691	174	1,865	5,730	764	6,494	14,432	2,364	16,796	71	7	78	22,296	3,347	25,643
Total ..	7,014	2,918	9,932	1,691	174	1,865	6,507	918	7,425	19,380	4,000	23,380	187	133	320	34,779	8,143	42,922

*Figures regarding Royal Military School, Sanawar, are excluded.

Report on the Progress of Education in the Punjab

FOR THE YEAR

1933-34.



Lahore :

Printed by the Superintendent, Government Printing, Punjab,
1935.

Price : Rs. 2-8-0 or 3s. 9d.

CONTENTS.

	PAGE.
CHAPTERS—	
I.—General Summary	1—31
II.—Controlling Agencies	32—41
III.—Collegiate Education	42—46
IV.—Secondary Education (Boys)	47—55
V.—Primary Education (Boys)	56—62
VI.—Training of Teachers	63—71
VII.—Professional, Technical and Special Education ..	72—87
VIII.—Education of Girls	88—98
IX.—Education of Europeans	99—104
X.—Education of Special Classes	105—114
XI.—Text Book Committee	115—118
TABLES—	
I.—Classification of Educational Institutions ..	i—iii
II-A.—Distribution of Scholars attending Educational Institutions for Males	iv—v
II-B.—Distribution of Scholars attending Educational Institutions for Females	vi—vii
III-A.—Expenditure on Education for Males ..	ix
III-B.—Expenditure on Education for Females ..	x
IV-A.—Race or Creed of Male Scholars receiving General Education	xi—xiii
IV-B.—Race or Creed of Female Scholars receiving General Education	xiv—xv
V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.. ..	xvi
V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.. ..	xvii
VI-A.—Men Teachers	xviii
VI-B.—Women Teachers	xix
VII.—Anglo-Indian and European Education ..	xx—xxi

	PAGE.
VIII.—Examination Results	xxii—xxiii
IX.—Statistics of Educational Institutions in Rural Areas	xxiv—xxv
X-A.—Scholars by classes and ages in Institutions for General Education (Males)	xxvi—xxvii
X-B.—Scholars by classes and ages in Institutions for General Education (Females)	xxviii—xxix
SUPPLEMENTARY TABLES—	
I.—Distribution of Scholars by stages in Secondary Schools for Males	xxx
II.—Distribution of Scholars by stages in Secondary Schools for Females	xxx

*Proceedings of the Punjab Government (Ministry of Education),
No. 4685-G., dated 2nd March 1935.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1934.

The first chapter of the report, entitled General Summary, describes the main features of the educational development in the province. It is perturbing to find once more a decrease of enrolment in the recognized institutions for boys. The decrease of boys in the first class alone is no less than 14,043 out of a total fall of 19,500 in enrolment in all institutions. The enrolment of girls continues to grow. Their numbers have risen by 6,278 in the year under review. On the other hand, there is a decrease of 8,052 reported from unrecognized institutions. Statistics for such schools, however, are most unreliable. While the decrease in the number of boys on the rolls is perturbing there is consolation to be found in the fact that in spite of adverse conditions the numbers in the fourth class, where literacy becomes possible, have increased by 2,351. Nevertheless the numbers in the lower classes are still out of proportion to those in the top classes. The situation, however, is improving slowly. The enrolment in the third class is 16·6 per cent. of the total enrolment against 16·3 in the year before and in the fourth class it is 13·3 as against 12·7; the enrolment of the fourth class has shown a steady increase during the years of depression while the total number under instruction was falling. A considerable proportion of the decrease in enrolment in the two lowest classes is due to the policy of closing down branch schools from which very few boys passed on to the main school. This is a wise economic policy since two years of education can confer little, if any, benefit upon a boy. It is also possible that a stricter scrutiny of the schools has resulted in the clearing up of a certain amount of bogus enrolment.

2. The causes of the continued decline in enrolment and attendance are said to be :—

- (a) the economic depression ;
- (b) the malaria epidemic ; and
- (c) the parents' diminishing faith in education as a road to employment.

A new orientation of school work is necessary to convince parents of the utility of school instruction in the daily life of the village.

3. Government views with much graver apprehension the fall in average attendance, in the case of male scholars, which amounts to 34,350 against the fall of 19,500 in enrolment. This decrease is recorded chiefly in middle and primary schools in rural areas. While poverty may have played some part in this irregularity of attendance it is probable that malaria also played a part. In some areas of the province the boys' schools were almost empty for months on end after the outbreak of malaria in the autumn of 1933. In strange contrast is the increase in average attendance of girls by 1,196 as against an increase in enrolment of 6,278. This may be attributed to the fact that the greater number of girls are at school in urban areas and belong to comparatively well-to-do and well-housed families. The statistics of the Department of Public Health for the period under review support this conclusion.

Expendi-
ture.

4. The total expenditure on education on males and females has risen by Rs. 6,32,859 to Rs. 3,06,89,279. Of this amount Government contributed 52.11 per cent. as against 51.4 last year and local funds 13.15 per cent. as against 12.8 per cent. The percentage of expenditure from other sources has remained almost stationary, 10.09 per cent. as against 10.03 per cent. The income from fees has decreased from 25.77 per cent. to 24.65 per cent. This natural result of the decrease in enrolment has forced up the expenditure from provincial revenues but the effect of incremental scales of salaries must also be borne in mind in considering this increase.

Primary
Education.

5. Single-teacher schools have increased by sixty-five. This is an unsatisfactory feature but is directly attributed to the poverty of local bodies who cannot afford extra teachers even where the enrolment would justify their employment. The Director of Public Instruction should carefully consider whether it is wise to attempt to increase enrolment so long as local bodies cannot afford to provide a proper number of teachers to cope with such increase.

6. Government is gratified to learn that suitable action has been taken on the observations made on page 2 of last year's resolution on the report by eliminating such branch schools as do not contribute properly towards the removal of illiteracy. Their number has been reduced by 116 in the year under review while increasing attention has been paid to the instructional condition of these institutions and to insisting that boys who pass through a branch school shall join the third class of the parent institution and so continue their education.

7. Government wishes to call the attention of all concerned to the proper enforcement of compulsion. In many parts of the province where compulsion has been sanctioned the average attendance and the flow of promotion, and consequently the value received for the money spent, have not improved. Attention is also called to the remarks under this head at page 2 of last year's report. The Director of Public Instruction and all others concerned should bear in mind that unless the teachers in the school impress the villagers around them by their character and their work any attempt to enforce compulsion must meet with resentment and evasion.

8. The number of anglo-vernacular high schools for boys has increased by eight while there has been a fall of six in the number of anglo-vernacular middle schools. Government is doubtful whether there is scope for an increase in the number of anglo vernacular institutions and is instructing the Director of Public Instruction to examine this problem with great care. The fall of thirty-three in the number of vernacular secondary schools is due to the reduction in status of lower middle schools in which the enrolment did not justify their existence. No necessary and efficient school of any grade has been closed. Secondary education.

9. It was observed in last year's report that steps were being taken to revise the curriculum for primary and middle schools with a view to adapting it to the actual needs of life. Government is gratified to observe that rural science has now been made an essential part of the vernacular middle school curriculum. The subject has great possibilities but it is pointed out that unless it is properly taught by qualified men it will be merely a paper reform. Government is also glad to note that the committee appointed to revise schemes of studies for other classes has finished its labours. Thus, a definite step forward has been taken to make school work more practical.

10. It is gratifying to note that the efficiency of secondary education has made a marked advance but Government would emphasize the importance of character training which plays far too small a part in the case of the greater number of schools in the province.

11. Two Government intermediate colleges were raised to the degree level during the year. It is reported that the demand for admission to Government College, Lahore, still remains as pressing as ever and in spite of the very high standard required of new students and the rigid process of Collegiate education.

selection, the first and third year classes expand from year to year. An increase in the number of unemployed graduates must be a source of great concern to their parents and to the public at large. It is advisable that parents should seriously consider the advisability of devoting attention to diverting the energies of their sons into channels which may enable them to acquire an occupation whereby they can earn a living, however small it may be.

12. The recommendations of the Punjab University Enquiry Committee have been considered by the various bodies of the University and are now receiving the attention of Government.

Original
work in the
University.

13. Government wishes to place on record its appreciation of the original work in the humanities and in the sciences carried on in the University of the Punjab of which a record is given on pages 25—28 of the report.

Adult
education.

14. Government is of the opinion that adult education is one of the most important means of spreading literacy amongst the people of the province but it notes that adult education has in recent years received a serious set back. It is hoped that the limitation of the number of these schools will enable the Department to work out a more efficient system so that when the time comes for renewed expansion the schools may be of real use.

Girls' edu-
cation.

15. Government notes with gratification the increase in the number of scholars enrolled, the economical organization of the institutions revealed by the statistics and the efforts that are being made to direct a certain proportion of Government grants to local bodies towards girls' education. This is a matter of grave importance; the proportion of educational budgets of district boards devoted to girls' education is often very low and even falls to .5 per cent. in one district while the highest figure is not more than 9.2. It is a matter for satisfaction that the increase made during the last few years in the number of women teachers under training has been maintained, since the proper supply of teachers is essential to the proper development of girls' education; but Government wishes to impress upon the authorities of the Department that more careful selection should be made of women for training. At present the wastage among trained teachers makes for extravagance and inefficiency.

Education
of special
classes.

16. Of the total fall in the enrolment of boys of the three principal communities in all kinds of recognized institutions, Muslims provide 81 per cent., Hindus 7 per cent. and

Sikhs 12 per cent. Government is of the opinion that the Department is probably correct in attributing this considerable fall in Muslim enrolment to the fact that they are predominantly an agricultural community and have suffered most from the slump in the prices of agricultural produce. They have comparatively few private schools of their own.

17. It is disconcerting to find that the enrolment of the depressed classes has fallen by 10 per cent. as compared with the drop of 2 per cent. in the case of the three principal communities. It is hoped that every endeavour will be made to raise the number of children of these classes undergoing education.

18. The type of student entering the Central Training College is steadily rising both in physical and academic qualifications. This must make for an improvement in our schools. Government is pleased to note the advance made by the Muslim community as indicated by the improvement in the qualifications of applicants for admission to the Central Training College. This improvement has been very marked in recent years. The statement of the Principal of the Central Training College that in spite of financial stringency which has resulted in putting a brake on all educational expansion there is little unemployment amongst trained graduates is reassuring and Government approves of his policy of preferring for admission those untrained masters who already have posts to which they may return after training.

19. In the institutions for the training of vernacular teachers the Department maintains the policy of co-ordinating the work with rural life and village environments and also attempts to create in the vernacular teachers a sense of responsibility, habits of industry and a taste for general reading.

20. Clerical and commercial post-matriculation classes are not proving as successful as they were expected to be. Employers criticize their work particularly in the matter of English and shorthand. Government therefore asks the Director of Public Instruction to overhaul the present curriculum and organization at a very early date.

21. School farms and gardens are an essential part of the re-modelling of vernacular education and it will be necessary to increase their number in connexion with the teaching of rural science. The policy of the Department

in making school farms self-supporting should make the increase of their number less difficult and their influence on parents and pupils much greater. Government appreciates the introduction of home farming for schoolboys and of old boys' farming associations for those who have passed through a course of training on school farms. Government views with pleasure the attempts now made to get pupils to beautify their home and school surroundings by the growing of flowers and the laying out of garden plots. The institution of flower shows may prove of considerable value in developing this movement throughout the villages of the Punjab.

Physical training.

22. Physical training continues to receive special attention and it is reported that as a result of the new methods the health of the students has generally improved. It is gratifying to learn that the Education Department is spreading village games clubs throughout the province. The villager stands in need of these not only for the sake of health but for the proper employment of some of his spare time.

Boy Scouts.

23. The Scout movement in the province is an educational factor of the very greatest importance, so long as its numbers are limited in accordance with the power of control and supervision. In particular, Government would place on record its gratitude for the social service rendered by the scouts at Kurukshetra and other fairs.

Girl Guides.

24. An organization of perhaps even greater possibilities is the Girl Guides' Association which, though young, is a flourishing plant.

Welfare work.

25. Government approves of the part played by the inspecting and teaching staffs and the pupils of village schools in rural reconstruction.

European education.

26. Government shares with the Inspector of European Schools the view that apart from attaining good results in examinations, the schools should aim at creating a background of sound culture and ability to think and act wisely and well. It is pleasing to read that these schools are increasingly realizing this aim of education and that greater attention is being paid to these aspects of school life.

Acknowledgments.

27. The Minister has great pleasure in recording his appreciation of the excellent work done by Mr. Sanderson as Director of Public Instruction. The latter officer has had to work under a great disadvantage of financial stringency and yet the work has been consolidated and has progressed

satisfactorily. The thanks of the Ministry are also due to the other officers of the Department for the standard of efficiency maintained.

Order.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the Punjab Government Gazette and forwarded to the Director of Public instruction, Punjab, for information, and be submitted to the Government of India, in the Department of Education, together with copies of the report.

By order of the Punjab Government,
(Ministry of Education),

FIROZ KHAN NOON,
Minister for Education.

R. SANDERSON,
*Under-Secretary to Government,
Punjab.*

CHAPTER I.

General Summary.

The sub-joined tables give a bird's eye view of the progress of education in the province during the year 1933-34.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO POPULATION.					
				<i>Recognized Institutions.</i>		<i>All Institutions.</i>	
				1932-33.	1933-34.	1932-33.	1933-34.
Area in square miles.	99,866						
Population—							
Males ..	12,880,510	Males ..	7.80	7.77	8.35	8.38	
Females ..	10,700,342	Females ..	1.59	1.41	2.07	1.88	
Total ..	23,580,852	Total ..	4.94	4.88	5.50	5.43	

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1932-33.	1933-34.	Increase or decrease.	1932-33.	1933-34.	Increase or decrease.	
	1	2	3	4	5	6		7
RECOGNISED INSTITUTIONS.							
Universities	1	1	..	31*	23*	-8	..
<i>For Males.</i>							
Arts Colleges	31	32	+1	13,443	13,809	+366	(a) 4,314 } (b) 7,702 } † (c) 1,845 }
Professional Colleges	8	8	..	2,038	2,191	+153	(a) 1,860 (b) 331
High Schools	326	334	+8	127,962	131,213	+3,251	(c) 97,502 (d) 33,711
Middle Schools	3,389	3,350	-39	481,857	466,207	-15,650	(c) 108,665 (d) 357,542
Primary Schools	5,602	5,608	+6	378,951	373,704	-5,247	(d) 373,704
Special Schools	445	418	-27	16,186	13,813	-2,373	
Totals	9,801	9,750	-51	1,020,437	1,000,937	-19,500	

<i>For Females.</i>								
Arts Colleges	...	3	3	..	324	372	+48	(a) 104 (b) 208 (c) 60
Professional Colleges	...	1	2	+1	26	39	+13	(a) 17 (b) 22
High Schools	..	39	42	+3	12,153	12,631	+478	(c) 4,267 (d) 8,364
Middle Schools	..	138	151	+13	30,769	35,007	+4,238	(c) 6,774 (d) 28,233
Primary Schools	...	1,634	1,663	+29	98,282	99,794	+1,512	(d) 99,794
Special Schools	...	56	52	-4	2,798	2,787	-11	
Totals	...	1,871	1,913	+42	144,352	150,630	+6,278	
UNRECOGNISED INSTITUTIONS.								
For Males	..	3,383	3,482	+99	72,653	78,919	+6,266	
For Females	...	2,853	2,633	-220	58,297	50,245	-8,052	
Totals	..	6,236	6,115	-121	130,950	129,164	-1,786	
GRAND TOTALS	..	17,909	17,779	-130	1,295,770	1,280,754	-15,016	

CS

*Research students.

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

†Excludes 148 students of the Oriental College, Lahore, of whom 22 attended the post-graduate and 126 the Oriental Titles classes.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE	
	1932-33.	1933-34.	Increase or decrease.	Government funds.	Local funds.†
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection	12,56,177	13,42,366	+86,189	91.43	8.56
Universities ...	13,26,425	11,29,111	-1,97,314	13.24	..
Miscellaneous* ..	31,31,609	32,70,017	+1,38,408	43.86	18.43
Totals ...	57,14,211	57,41,494	+27,283	48.96	12.50
<i>Institutions for Males.</i>					
Arts Colleges ..	23,85,164	25,03,753	+1,18,589	28.47	.11
Professional Colleges ...	11,64,083	12,36,756	+72,673	79.05	..
High Schools ..	56,26,617	57,90,324	+1,63,707	31.92	5.25
Middle Schools ...	73,06,391	73,25,592	+19,201	64.45	18.29
Primary Schools ..	37,88,807	38,07,088	+18,281	64.96	29.04
Special Schools ..	11,76,939	11,96,858	+19,919	77.64	.68
Totals ..	2,14,48,001	2,18,60,371	+4,12,370	53.24	12.63
<i>Institutions for Females.</i>					
Arts Colleges ...	1,09,183	1,36,940	+27,757	55.11	..
Professional Colleges ..	24,733	27,154	+2,421	72.52	..
High Schools ...	7,40,671	8,13,576	+72,905	56.70	1.02
Middle Schools ..	6,46,719	7,27,085	+80,366	35.50	22.43
Primary Schools ..	10,09,236	10,27,041	+17,805	48.64	36.75
Special Schools ..	3,63,666	3,55,618	-8,048	64.02	2.76
Totals ..	28,94,208	30,87,414	+1,93,206	49.94	18.10
GRAND TOTALS ..	3,00,56,420	3,06,89,279	+6,32,859	52.11	13.15

* Includes expenditure on
† Local Funds include

EXPENDITURE ON EDUCATION.

OF EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds.†	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	·01	...	...	...	...	...
76·68	10·08	...	...	...	..	...
8·77	28·94	...	..	..	...	..
20·07	18·47	...	...	...	...	..
55·13	16·29	51 9 10	0 3 3	99 15 5	29 8 6	181 5 0
19·42	1·53	446 3 3	...	109 9 7	8 10 8	564 7 6
53·59	9·24	14 1 5	2 5 1	23 10 5	4 1 2	44 2 1
14·40	2·86	10 2 0	2 14 0	2 4 3	0 7 2	15 11 5
1·61	4·39	6 9 10	2 15 4	0 2 7	0 7 2	10 2 11
11·83	9·85	67 4 5	0 9 5	10 3 11	8 8 7	86 10 4
27·47	6·66	11 10 1	2 12 2	6 0 0	1 7 3	21 13 6
37·97	6·92	202 14 2	...	139 12 4	25 7 5	368 1 11
27·48	...	504 15 2	..	191 4 11	...	696 4 1
30·83	11·45	36 8 5	0 10 7	19 13 8	7 5 11	64 6 7
9·24	32·83	7 6 0	4 10 6	1 14 8	6 13 1	20 12 3
·81	13·80	5 0 1	3 12 5	0 1 4	1 6 3	10 4 7
5·90	27·32	81 10 11	3 8 3	7 8 6	34 13 9	127 9 7
13·17	18·79	10 3 9	3 11 4	2 11 2	3 13 8	20 7 11
24·65	10·09	13 14 2	3 8 1	6 9 2	2 11 0	26 10 5

buildings.
both District Board and Municipal Funds.

Institutions.

The total number of institutions has fallen from 17,909 to 17,779 but the decrease is largely in unrecognised girls' schools which have fallen from 2,853 to 2,633. Except for this fall of 220 girls' schools which perhaps never really existed there is an actual increase of ninety schools of all kinds during the year. Recognised schools for boys have fallen by 51, but the girls' recognised schools have risen by 42 and there has been a rise of 99 in unrecognised boys' schools. In recognised boys' schools there is a decline in middle and special schools of 39 and 27 respectively while primary schools, high schools and colleges have increased respectively by 6, 8 and 1. Schools and colleges for girls show an increase of 46 but it must be remembered that the total number of institutions for girls is still only one-third of those for the boys, *i.e.*, 4,546 girls' schools against 13,232 boys' schools. The fall in the number of schools is chiefly due to the closure of unnecessary or uneconomical schools. It is true that there has been a slackening in numerical expansion during the past three years, yet as the tenth Quinquennial Review of the Government of India says "The pinch of poverty has had a salutary effect and opportunity has been taken to reduce the number of ineffective and uneconomical schools."

The following table classifies the institutions according to management :—

Type of institution.	Publicly managed.	Privately managed.
A.—Recognized—		
1. Arts colleges	15	20
2. Professional colleges	7	3
3. Secondary schools	3,449	428
4. Primary schools	5,801	1,470
5. Training schools	18	4
6. Special schools	388	60
Total	9,678	1,985
B.—Unrecognized .. .. .	..	6,115
GRAND TOTAL	9,678*	8,100

*Excluding the University.

The recognized institutions for boys record a decrease of 19,500 as against a fall of 42,725 last year. In colleges and high schools, however, the number has increased by 519 and 3,251, respectively. Thus, there seems to be no check in the flow of recruits for educated unemployment. Middle, primary and special schools show a decline of 15,650, 5,247 and 2,373, respectively. A fall in the enrolment of special schools is due to the closing of a number of uneconomical adult schools. There has been an unwise expansion in the number of primary schools. There is an increase of six in their number while the enrolment has fallen by 5,247. Unrecognized institutions for males show an increase of 6,266 pupils or an average of 63 pupils to each extra school. Recognized schools for girls have increased their enrolment by 6,278, a very healthy sign. With an increase of 3, 13 and 29 in the number of high, middle and primary schools, respectively, the enrolment has gone up by 478, 4,238 and 1,512 with an average increase of 159, 326 and 52 per school respectively, a proof of economic management. The fall of 220 in the number of unrecognized schools for girls has been marked by a decrease of 8,052 in their enrolment. This, however, is not much to be regretted as these mushroom growths are of very doubtful utility. Various causes have been put forward for this numerical decline in schools and scholars, the chief among which may be mentioned the inevitable retrenchments in the provincial and local body budgets, the prevalence of dire economic depression, especially in the rural areas, the abolition of ineffective schools, closer scrutiny of admissions, and greater emphasis on regularity of attendance. The severe outbreak of malaria throughout the province in the autumn of last year played a great part in preventing an increase of enrolment in our schools which in some cases were almost empty for week after week. It must also be attributed partly to the fact that parents have lost faith in education as a means to employment. It is constantly said in the villages that it is no good sending a boy to school since now-a-days he cannot get into Government service. In this connection the Deputy Commissioner, Gujranwala, observes as follows :—

“ It is an open secret that in this country education is not sought for its own sake. The underlying idea is to gain a certain diploma or a degree as a passport to Government or private employment, but the number of graduates turned out is so large and avenues for their employment so limited, that a very large number of educated young men are disappointed in their hopes and ambitions and thus offer no encouragement to others to

follow in their foot-steps for education. The system of education is to blame for it. It provides only general education which is not of much use to a large majority of students. It creates only *babus* and clerks. What in reality is needed is universal compulsory education say up to the 6th or even middle standard. After that there should be very strict selection. Only those boys should be allowed to prosecute their studies further who by their physique and intellectual equipment are fit for them. All misfits should be diverted to other channels. For them there should be industrial or technical institutes where they can learn something to earn a living."

The rise and fall in the enrolment of all kinds of institutions for boys as well as for girls for the past five years is tabulated below :--

Year.	No. of scholars.	Increase or decrease.
1929-30 ..	1,313,976	+92,607
1930-31 ..	1,385,841	+72,465
1931-32 ..	1,333,567	-52,274
1932-33 ..	1,295,770	-37,797
1933-34 ..	1,280,754	-15,016

The largest fall took place in 1931-32. The present year's fall is about 40 per cent. of what it was last year. The comparative rise and fall in enrolment in the five divisions for the year 1933-34 is shown below :--

Division.	1932-33.	1933-34.	Increase or decrease.
Ambala ..	135,139	142,224	+7,085
Jullundur ..	217,034	211,886	-5,148
Lahore ..	213,121	293,587	+566
Rawalpindi ..	227,134	231,962	+3,828
Multan ..	265,170	245,849	-19,321

Multan division indicates the greatest fall this year and next to it is the Jullundur division. Last year Multan was the only division that registered an increase in enrolment.

The percentage of pupils under instruction to the total population shows a further fall of .07 from 5.50 in 1932-33 to 5.43 in the year under report. This percentage for the past four years is :—

1930-31	..	..	..	5.88
1931-32	..	..	..	5.61
1932-33	..	..	..	5.50
1933-34	..	..	..	5.43

There is thus a steady decline of .45 per cent. during the past four years or about .11 per cent. per annum. For boys and girls the respective percentages are :—

Year.				Boys.	Girls.
1930-31	..	..	..	9.32	1.74
1931-32	..	..	..	8.82	1.85
1932-33	..	..	..	8.35	2.07
1933-34	..	..	..	8.38	1.88

The comparative enrolment in the primary classes of schools for boys for the past four years is :—

Progress of
literacy.

Year.		I.	II.	III.	IV.
1930-31	..	396,789	220,823	119,876	96,073
1931-32	..	393,523	182,898	120,186	97,685
1932-33	..	375,319	165,393	124,447	96,938
1933-34	..	361,276	162,080	123,306	99,289

It is gratifying to note that with the exception of 1932-33, when there was a slight fall of 747 in the enrolment of Class IV, the enrolment in this class has been on the increase since 1930-31 and has risen from 96,073 in 1930-31 to 99,289 in the year 1933-34. This is not discouraging, as the tenth Quinquennial Review of the Government of India observes :—

“ The enrolment of Class IV gives the clue to the position. Unless the enrolment of this class is steadily increased from year to year no satisfaction can be felt in increasing the number of schools and pupils ”.

In the first three classes there is a fall of 14,043, 3,313 and 1,141, respectively. This decrease, however, is not so distressing as the proportion of promotions in the last two years has improved. The proportion of boys in Class II in 1932-33 to those in Class I on 31st March, 1932, was 42 per cent., whereas that for the year 1933-34, is 43 per cent. The percentage of pupils in the four classes as compared with the total enrolment in the primary department for the past four years is given below :—

Year.	I.	II.	III.	IV.
1930-31	47·6	26·5	14·4	11·5
1931-32	49·6	23·0	15·1	12·3
1932-33	49·3	21·7	16·3	12·7
1933-34	48·4	21·7	16·6	13·3

It is depressing to think that the primary department is still disproportionately heavy at the bottom and that we are still far from a uniform distribution of scholars in the four classes, but the officers of the Department now realize their duty in this regard and there is promise of a great advance in the next few years.

Average attendance.

It is very disturbing to note that with a decrease of 15,016 in the number of scholars, the average attendance has declined by 35,708. Last year's percentage was 83·8 but this year it is 82. Malaria has already been mentioned as the cause.

Single-teacher schools.

The number of one-teacher schools has further risen by 65 from 1,442 to 1,507. The following table gives the total number of primary schools, the number of single-teacher schools and the percentage of the latter to the former for the past three years :—

Year.	Number of primary schools.	Number of single-teacher schools.	Percentage.
1931-32	5,611	1,258	22·4
1932-33	5,602	1,442	25·7
1933-34	5,608	1,507	26·9

The single-teacher school is ineffective and therefore extravagant but it seems to be a necessary evil, for it cannot be altogether eliminated in sparsely populated areas.

The problem of single-teacher schools is rendered still more difficult by the branch schools in villages. During the year under review there were 1,830 branch schools showing a decrease of 116. These branches are partly responsible for an increase in the number of single-teacher schools as in many cases they have been elevated to the full primary standard without due consideration.

The number of adult schools has still further decreased by 26 from 348 to 322. The Inspector, Jullundur Division, while deploring the suspension of this beneficial activity writes :—

Adult schools.

“ The pity of it is that any experiment, however useful it may be to the masses, loses its importance when official support to it is withdrawn. The adult school has been rendered inefficacious because the lure of lucre exists no more. ‘ Money makes the mare go ’ continues to be the order of the day even with the spread of education. Therefore, I would reiterate my suggestion of the last year that a committee to study the question in all its details and to devise ways and means of making adult schools really serviceable may be appointed as early as possible.”

The Inspector, Rawalpindi Division, writes in a similar strain :—

“ It is a pity that this institution has practically gone into disfavour altogether. Some practical scheme should be evolved in order to make adults literate. In these days of unemployment qualified people must willingly come forward everywhere if any practicable scheme is available to work upon with necessary funds of course.”

The figures for enrolment and literacy certificates for the various divisions are :—

Division.	Schools.	Scholars.	Literacy certificates.
Ambala	48	1,332	153
Jullundur	22	518	56
Lahore	35	911	33
Multan	196	8,466	669
Rawalpindi	21	518	4

In this connexion the tenth Quinquennial Review of the Government of India observes :—

“ There is no sphere of education in India which needs more attention than the education of adults. The conditions of village life being what they are, relapse into illiteracy is widespread. It is by no means uncommon to find only an insignificant number of literates in a village, although it has had a school for many years. A means of counteracting this serious defect is the provision of schools and libraries for adults. It is disappointing that the efforts which have been made in these directions have met with only qualified success.

“ Efforts should not be relaxed, despite these disappointments. In present-day conditions, failure to promote education for adults must inevitably result in failure to remove illiteracy. Past experience has taught valuable lessons. Schools for adults, even to a greater degree than ordinary day schools, cannot thrive without competent and suitably trained teachers, who should be supervised and guided by efficient and stimulating inspection. In the second place, boys of school-going age should not be admitted to schools for adults. The courses and methods of teaching should vary considerably between these two types of school. Particular attention should be paid in training institutions to devising suitable methods for teaching adults.”

Compulsion.

The following table shows the number of areas under compulsion in each division :—

Division.	Number of urban areas under compulsion.	Number of rural areas under compulsion.
Ambala	24	872
Jullundur	4	172
Lahore	6	523
Multan	20	712
Rawalpindi	3	629
Total	57	2,908

It is disquieting to observe that in some of the areas the introduction of compulsion has been only nominal ; they have attained a high percentage neither of enrolment nor of average attendance. The progress of literacy is also as

low as in some of the non-compulsory areas of the province. The distribution in the four primary classes is uneven and the proportion of boys reaching Class IV or passing on to Class V to the enrolment in Class I some four or five years ago is not much better than in the non-compulsory areas. "The acid test of the value of compulsion" says the last Government of India report, "is the extent to which it is successful in reducing waste caused by stagnation or wastage or both". The wastage in compulsory areas is, however, attributed to want of efficient attendance committees and attendance officers, injudicious selection of areas, ineffective supervision, inefficient instruction, unwillingness on the part of civil officers to make use of the penal clauses of the Act, and cumbrous and tardy procedure for the conviction of the recalcitrant. The well-supervised and wisely-selected areas, however, show considerable improvement. "The comparatively large total increase in enrolment", writes the last Quinquennial Review of the Government of India, "during the last decade suggests that the introduction of compulsion has been to some extent at least successful; but the task of keeping boys at school in regular attendance throughout the compulsory period is ineffective or difficult. The rapid advance made in the Punjab in the enrolment of Class IV indicates that compulsion has attained some success also in this direction."

The following table supplies information regarding prosecutions and convictions in the various divisions during the year under review :—

Division.	Number of prosecutions.	Number of convictions.
Ambala	1,832	428
Jullundur	1,053	149
Lahore	265	13
Multan	4,285	1,383
Rawalpindi	4,180	2,232

Legal action has always presented difficulties. The inspectors complain of the cumbrous and slow legal procedure, and of the expense involved in instituting cases, the waste of teachers' time, ineffective punishments, and

loopholes for evasion of the law. The Deputy Commissioner of Gujranwala, writes :—

“ A practical method of enforcing compulsory education is that there should be a special educational officer for each district for compulsory education for a few years at least and he should go round and report cases direct to the Deputy Commissioner, who should depute a third or second class magistrate to decide the cases on the spot. Such a method will be more expeditious and efficacious. Without some such system it is idle to expect any useful results and the compulsory education regulations will remain a dead letter.”

In this connexion the Inspector, Jullundur Division, has another suggestion to offer :—

“ A sub-committee of experienced inspecting officers may be appointed to tour in some of the compulsory areas in the province and to take stock of the practical difficulties met with in prosecuting the defaulters and the attitude of the magistracy, so that an amendment of the Act may be brought about to suit the requirements of the times and adjust the relations of the local bodies and attendance committees with the district inspecting staff ”.

There is at present a general shortage of funds in all district boards. Now that additional sums are not likely to be forthcoming for the immediate extension of compulsion it would be advisable to prepare the ground slowly and steadily for the application of the Act to fresh areas when funds become available. The indifferent attitude of the urban areas towards compulsion is depressing indeed. The chief reason advanced is financial stringency.

Girls' edu-
cation.

A striking feature of the year's work is the remarkable increase in the number of recognized schools for girls and the scholars studying therein. The number of recognised institutions has risen by forty-two to 1,913, there being an increase of one in the number of professional colleges, of three in that of high schools, of thirteen in that of middle schools, and of twenty-nine in that of primary schools. There is a fall of four in the number of special schools. In the recognised schools the roll has advanced by 6,278 from 144,352 to 150,630. The enrolment in colleges, arts and professional, has risen by 48 and 13, and that in the high, middle and primary schools by 478, 4,238 and 1,512, respectively. With the closure of four special schools the enrolment therein has declined by only eleven pupils. It is very encouraging to find

that for every additional high, middle and primary school the enrolment has gone up by 159, 326 and 52, respectively.

The department is now formulating proposals whereby a certain proportion of Government grants to district boards shall in future be earmarked for girls' education. Measures have also been considered for the better and more effective supervision of rural schools by a more clearly defined allocation of functions and duties to the assistant inspectresses in charge of districts, and the male agency of the inspectorate has also been urged to prepare the ground for the popularization of girls' education in rural areas. This is likely to have a salutary effect on the progress of education among girls.

The paucity of trained teachers for girls' schools is one of the chief causes of the backwardness of female education in the province. "In the matter of trained teachers the Punjab", says the Government of India report, "has made a commendable advance, the enrolment of training institutions having risen from 224 in 1917 to 853 in 1932". The position is, however, yet far from satisfactory, for the proportion of qualified teachers in girls' schools is still only 56 per cent. To tide over the present difficulties Mr. S. Partap, Deputy Commissioner, Lahore, suggests the conversion of boys' schools into girls' schools and the employment of superannuated, reliable and efficient male teachers in such schools.

Another factor responsible for the backwardness of girl's education in the province is the lack of generous financial support, especially on the part of district boards as is evidenced by the following figures which show the proportion of education budgets of the various district boards allotted to girls' education in the year 1933-34—.

Rawalpindi 6.1 per cent. ; Gujrat 3.8 per cent. ; Shahpur 3.6 per cent. ; Jhelum 6 per cent. ; Mianwali 3 per cent. ; Attock 5.4 per cent. ; Kangra 7.3 per cent. ; Hoshiarpur 5.7 per cent. ; Jullundur 7.7 per cent. ; Ludhiana 8.8 per cent. ; Ferozepur 8.2 per cent. ; Montgomery 3.5 per cent. ; Multan 1.9 per cent. ; Dera Ghazi Khan 3.53 per cent. ; Jhang 3.71 per cent. ; Muzaffargarh 5.2 per cent. ; Lyallpur 6 per cent. ; Hissar 3.8 per cent. ; Rohtak 6 per cent. ; Gurgaon 2.5 per cent. ; Karnal 5.6 per cent. ; Ambala 6.4 per cent. ; Simla 1.5 per cent. ; Lahore 2.3 per cent. ; Amritsar 7.12 per cent. ; Gurdaspur 3.8 per cent. ; Sialkot 9.2 per cent. ; Gujranwala 6.6 per cent. ; and Sheikupura 5.8 per cent.

Co-education.

The number of girls reading in recognised boys' schools in the various divisions is shown by the following table :—

Division.	NUMBER OF GIRLS READING IN BOYS' SCHOOLS.		Increase or Decrease.
	In 1932-33.	In 1933-34.	
Ambala	1,043	1,461	+418
Jullundur	3,961	4,665	+704
Lahore	2,525	3,031	+506
Multan	3,507	6,025	+2,518
Rawalpindi	5,285	5,186	—99

Ambala division continues to be the most backward in co-education. In the Jullundur division, Kangra has 2,078 girls in boys' schools. Next to it comes Ludhiana with 1,215. In this district the special feature is that 520 or 43 per cent. of the girls attending boys' schools are Muslims. The Multan division which had 1,770 in 1931 has now 6,025 girls reading in boys' schools, 2,518 having been added during the year under review. Lyallpur alone contributes 2,330. Jhang has practically abandoned the experiment. In the Rawalpindi division, Mianwali still leads the other districts in co-education. Now that the demand for education among girls is increasing with such rapidity and the financial stringency persists, we have to find out the most economical means of spreading education and of meeting the demand for it especially in the backward and sparsely inhabited rural areas. In this connexion the suggestion of the Government of India is well worth consideration :—

“It is for consideration whether co-education could not be established better on the foundation of girls than of boys' primary schools. Women very well qualified and trained are usually better teachers for small boys than men. Little boys may therefore be instructed to attend the girls' primary schools in places where teaching is in efficient hands.”

Expenditure.

The main figures of expenditure are tabulated at the beginning of this chapter. The total cost during the year under review has gone up by Rs. 6,32,859 to Rs. 3,06,89,279. The average cost per scholar per annum in a boys' institution is Rs. 21-13-6 and in girls' institution Rs. 20-7-11. About 50 per cent. of the cost is borne by Government. The *per capita*

cost to Government in the case of boys' and girls' schools is Rs. 11-10-1 and Rs. 10-3-9, respectively.

Discipline has been satisfactory in almost all the schools of the province. It is pleasing to read, especially in the Inspector, Jullundur Division's report, that with prompt disciplinary action against breaches of inter-school rules, the evil of 'poaching' boys has been reduced to the minimum. He goes on to say :—

"The enticing of boys from one privately-managed school to another was practised secretly here and there, but wherever such cases were brought to the notice of the Inspector prompt disciplinary action was taken. The financial conditions of such schools are more or less responsible for this evil and as long as the majority of the parents are illiterate it is not easy to check it. The majority of these poor people play into the hands of their boys or teachers who use all sorts of tactics to secure as many new admissions as possible."

In schools for Indian boys the number of trained teachers on 31st March, 1934, stood at 29,226 out of a total strength of 34,246 or 85·3 per cent. The position division-wise is :—

Division.	Total.	Trained.	Percentage.
Ambala	4,825	4,114	85·3
Jullundur	6,677	5,796	86·8
Lahore	8,090	7,152	88·4
Multan	7,607	6,327	83·2
Rawalpindi	7,047	5,837	82·8

The percentage of trained teachers in schools under various managements is shown by the following table :—

Management.	High.	Middle.	Primary.
Government	96·8	91·5	92·3
Local body	90·5	91·1	86·6
Aided	81·1	75·8	39·3
Unaided	67·7	71·3	17·6

The above indicates that we are approaching the saturation point in this respect. The inspectors therefore suggest

the desirability of encouraging refresher courses for old teachers. The Inspector of Schools, Jullundur, writes :—

“ I repeat my suggestion made last year for refreshing vernacular teachers of some twelve years' standing as I am definitely of opinion that the older the teacher grows the more he is in need of being refreshed. I would suggest the same in the case of anglo-vernacular teachers because as soon as the departmental certificates of these teachers are made permanent, the majority of them think that their goal in life has been reached and without further ado they are permanent teachers. They forget that 'learn while you live' was addressed to teachers with greater emphasis than to anybody else.”

The Multan Inspector thinks that the products of the two year senior vernacular course are decidedly an improvement on the old one-year men, but considers them still not quite as good in the teaching of vernacular as might be expected. He attributes this shortcoming to “greater attention being paid to present day movements in preference to academic work” and suggests the passing of the Honours examination in Urdu or Persian as a condition for admission to the senior vernacular class.

The Department has under consideration the organisation of short-term refresher courses in the normal schools for junior and senior vernacular teachers of ten years' standing, or in the alternative of sending out “rural missions” to refresh the village teachers in their own districts.

Depressed
Classes, The following table shows division-wise the comparative position of depressed classes enrolled in schools of all kinds—

Division.	BOYS.		GIRLS.	
	1932-33.	1933-34.	1932-33.	1933-34.
Ambala	9,861	8,181	208	236
Jullundur	15,891	13,961	574	568
Lahore	3,708	3,495	105	373
Multan	1,924	2,769	49	8
Rawalpindi	736	427	87	66
Total	32,115	28,833	1,021	1,251

It will be seen that the number of depressed class scholars has fallen by 3,052 from 33,136 to 30,084. Among boys there is a decrease of 3,282 and among girls an increase of 230. The Jullundur and the Ambala divisions show a big decline and the Inspectors ascribe it to the present economic depression, but consider that this temporary decline will cease on the return of more propitious times. Multan gives an increase of 804 pupils and the Inspector considers that this is due to the encouragement which these classes have received in the matter of securing employment as teachers. Untouchability, especially in rural schools, has disappeared altogether and the sons of sweepers and chamars may be seen sitting on the same *tat*, playing the same games and drinking water from the same hand pump as other boys.

Efforts at co-ordinating instruction in village schools with the actual environments and needs of the rural population have continued unabated throughout the year. This new outlook on education is gaining popularity and has improved instruction in schools. It has also been instrumental to a certain extent in reviving village industries. The manual training centres in the rural schools have been helpful in teaching the village boys how to mend the ordinary agricultural implements and to repair the school and boarding house furniture. Some vernacular schools are also giving lessons in sign-board writing, black-board painting, soap-making, etc. In this connexion the Jullundur Inspector writes—

Rural
Education.

“ While carpentry classes continue to be popular at Chanian in the Jullundur district, *tat* making, *khaddi* weaving and soap making are progressing satisfactorily in some schools of Ferozepore district.

“ In some places poultry farming on a small scale is also being tried. Ink-making, chick-making, rope-making and bookbinding are other vocations in which boys are being initiated. In Kangra district tailoring classes continue to be popular at Dharamsala Government Middle School and the G. A. V. High School, Kangra. In Ludhiana and Ferozepore districts Old Boys' Associations in schools where there are agricultural farms are becoming popular centres of disseminating agricultural knowledge. Manual training continues to flourish at the Government Schools at Jagraon, Dharamsala, Ludhiana and the S. D. Paroharik High School, Ludhiana.”

Agricultural education is growing in popularity in rural areas and the boys are showing considerable enthusiasm for

practical farming. As an educational experiment it is inculcating habits of industry, hard physical labour and close observation besides impressing the value and dignity of manual labour upon the scholars' mind. During the year under report a further increase has been made in the organisation of old boys' associations and in the starting of home gardens, and a further encouraging feature of this year's activities in this direction has been the holding of flower shows and similar competitions. In this connexion the Inspector of Schools, Multan, writes :—

“ Old boys' associations have been formed in almost all the vernacular middle schools where agriculture forms a subject of study and experimental farms have been started by some of the members of these associations independently of their parents and the results are fairly encouraging. Most of these farms are reported to be running at a profit.”

The Ambala Inspector says :—

It is reported by the District Inspector of Schools, Gurgaon, that much interest was displayed not only by the school children but by their parents in bringing to the competition grounds the very nice collection of flowers grown and tended by the children.”

Tree planting has been encouraged by the observance of an “ Arbor Day ”. Floriculture is also being taken up with great earnestness in villages, and it is not an uncommon sight to see a flower garden in a village school or even in a village homestead.

**Village
Libraries.**

The expenditure on village libraries has decreased while the number of books issued also indicates a decline. The reason is that no additions have been made to the libraries during the year and consequently the interest of readers is gradually waning, the little reading material which the libraries possessed having become stale by repeated reading.

The enthusiasm of the village teachers has also been damped by the stoppage of the librarian's allowance, but most of them continue to do good work in giving informal talks to the village people and in reading out news and interesting articles from the papers available.

**Village
Uplift and
Rural Re-
construc-
tion.**

With the appointment of a Commissioner for Rural Reconstruction uplift work in villages has received a fresh impetus. The inspectors generally give glowing accounts of community work done during the year. All the beneficent

departments, Co-operative, Health, Veterinary and Agriculture, have given whole-hearted co-operation to the inspecting and school staffs. Propaganda has been carried on throughout the year at all important fairs by means of processions, lectures, talks, cinema shows and dramatic plays. Uplift journals have been started in a number of districts and are being edited by the district inspecting staffs. The pitting of manure, vaccination, re-vaccination, ventilation of village homes, Olympic tournaments, the organisation of education and safety-first weeks and parents' days are some of the items of a comprehensive programme followed by the teachers and the taught. Rural community councils are also doing admirable work in pushing forward co-operation, sanitation, cattle-breeding, etc. In the Lahore division there are 702 village clubs with a total membership of 2,824. During the year under report 880 village tournaments were held. The Inspector of Schools, Lahore, writes :—

“Wherever these clubs exist, and whenever tournaments are held, the desire to excel is much in evidence, and it therefore necessarily follows that if the village youth desires to prepare himself for a physical contest of some kind he must keep himself thoroughly fit physically, and he cannot do so unless he inhales pure air and drinks clean water. One indirect result of this desire on the part of the village youth to excel in games is that as a would-be athlete he craves for better and cleaner conditions in the village. If we go on as we have started, I think that the Education Department will, during the next ten years, have rendered inestimable service to the Punjab in the sphere of village uplift and village betterment.”

In the Gujrat district the sphere of the activities of the Rural Community Council has been extended by the establishment of Peace and Reform Committees. In this connexion the Rawalpindi Inspector observes :—

“The main items of work undertaken by these committees are to settle the differences amongst the people by themselves without resort to litigation, to avoid communal hatred, to remove unemployment and to do general uplift work in the villages in the way of digging manure-pits, using good seeds and improved implements, etc.”

As an example of the work done in this direction the following remarks of the Inspector of Schools, Rawalpindi, will be

read with interest :--

“ With their assistance some 7,942 teachers, students and other people were inoculated against plague and 19,237 against small-pox. 371 wells were cleaned, 578 pits filled up, and 755 manure-pits were dug at suitable places. The teachers delivered 1,781 lectures to the public and organised 514 processions while 1,221 meetings were convened by the teachers at various places for the sake of propaganda. Fifty villages have been selected for making them models for rural reconstruction work.”

The District Board, Shahpur, has passed a resolution requiring—

- (a) all new entrants to district board service to be vaccinated or re-vaccinated before appointment ; and
- (b) all children of ages between six and ten to be vaccinated during the winter following their admission to school.

The Rawalpindi Inspector, however, sounds a note of warning in this connexion :—

“ It is greatly to be feared, however, that, owing to the wrong angle from which the most desirable campaign of village reconstruction has been and is being viewed by the great majority of subordinate education officers, the instructional condition of almost all our vernacular schools, and of several of our high schools, too, unfortunately, has deteriorated considerably during the past twelve months.

“ Solid instructional work has given way to the preparation of rather childish dramas, to the parading of streets, singing songs to apathetic or amused villagers, to any possible device to get the boys out of their proper school environment and to spare the teachers the normal modicum of effort required of them.”

Games and
physical
training.

The assistant district inspectors for physical training have continued the commendable work done in the past few years, and the work of physical training has received considerable stimulus throughout the year. Village health clubs have been started in rural areas and physical exercise has been taken up for its own sake in towns. Class drill and mass drill have been modernised and placed on a scientific footing. Indian games and their rules have been standardized. Refresher courses have been held for the improvement of village

games. The Inspector of Schools, Lahore, writes :—

“ Another highly gratifying feature of such refresher courses is that a lot of villagers are attracted as spectators, and every encouragement is given to them to participate in the various games and sports which are an integral part of the refresher courses.”

Scouting is forging ahead throughout the province. ^{Scouting.} The service aspect of the movement is being strongly emphasized with the result that the real scouting spirit has begun to permeate the minds of the scouts. The District Inspector of Schools, Gurdaspur, writes :—

“ The scouts now take pride in doing good turns in the form of life saving, fire extinguishing, controlling the traffic, restoring strayed children, supplying water, ministering to the needs of the people and rendering first aid to the injured on the occasion of fairs. During the year under report their services were profitably utilized in the destruction of the noxious *pohli* weed and in the observance of ‘ Safety-First Week ’, and ‘ Left of the road ’ campaigns.”

With regard to the usefulness of the movement the remarks of the Lahore Inspector are worth quoting :—

“ It is gratifying to observe that the purely spectacular element of scouting is gradually disappearing, and the more essential aspects of the great movement are being rightly stressed everywhere. So far the record of scouting is particularly clean, and in these days of communal strife the larger the number of scouts, the better for the people as well as for the country. The usefulness of scouting is forcibly brought home to one, when it is remembered that during the troublous days of civil disobedience and political upheaval not a single boy scout was untrue to scout law and principle. I personally feel that it will be an extremely good investment to spend more and more money on scouting, for no other movement is calculated to infuse a higher sense of discipline, of social service, of loyalty, and of civic sense among the younger generation ”.

In this connexion the social service rendered by the Punjab Boy Scouts Association under the able guidance of Mr. H. W. Hogg, the Provincial Secretary, at the Kurukshetra Fair held during the year under report is deserving of special mention. More than 2,500 scouts took part and

worked in four organised divisions :—

- (i) Cholera, Health and Sanitation,
- (ii) Enquiry Bureau and Information,
- (iii) Life Saving and Control of Ghats, and
- (iv) Social Service on Railway Premises and Assistance to Police in Traffic Control.

They succeeded in restoring more than 3,000 lost women and children to their guardians. The means taken to safeguard the bathing tanks were so perfect that in spite of the fact "that over 500,000 pilgrims used them and on the day of the Eclipse all thronged to enter the water at one time entailing a tremendous pressure on the pilgrims in front from those who were crushing from the rear, there were only three cases of drowning, two of which were deliberate cases of suicide." Two students of the Normal School, Gakhar, who set an example of great personal courage were awarded medals by His Excellency, the Chief Scout of the Punjab.

Medical
Inspection.

The following table gives the figures for the medical examination and treatment of students in the various divisions :—

Division.	Number examined.	Number declared sick.	Number treated.	Number cured.
Ambala	4,736	1,484	1,288	1,021
Jullundur	5,488	2,681	1,868	1,444
Lahore	11,442	1,717	1,105	669
Multan	3,812	1,985	1,485	1,237
Rawalpindi	2,264	1,011	1,028	899

In this connexion the Lahore Inspector writes :—

"I do not anticipate much difficulty in regard to schools in big towns and cities, for they can either pool their resources or they can make suitable arrangements separately ; but the real problem is the medical inspection and treatment of boys in the rural areas. But I have no doubt that Colonel Reinhold, the Inspector-General of Civil Hospitals, will be able to help the Education Department in evolving a suitable scheme for these areas also".

The question of the medical inspection of children studying in rural schools is a matter of great importance and is receiving the serious consideration of the Department.

This movement continues to be very useful. The importance of social service is being impressed on the pupils' minds. Red Cross Days have been observed in various places to emphasize the need of healthy habits among the school boys and the general public.

Red
Cross.

It is encouraging to find that in these days of economic depression the teachers have continued to reap benefit from thrift societies. In some places Paisa Banks have been started. One of the weaknesses of these societies, however, is that constant and too many withdrawals are permitted on flimsy excuses, which cut at the very root of thrift. The co-operative societies need careful guidance and vigilant supervision as they do not appear to have inculcated the desired spirit of co-operation among the members.

Co-operative
Supply
and Thrift
societies.

The year under report saw the completion of the revision of the syllabus for the Vernacular Final Examination which has undergone a thorough overhauling with Rural Science as a compulsory subject for all vernacular middle schools and the scheme has met with the approval of the Punjab Government. The revision of the schemes of studies for the primary and middle schools is also under consideration and is nearing completion.

Depart-
mental
measures.

As the public knows very little of the higher work of the University of the Punjab and chiefly forms impressions from the more rabid type of newspaper article it has been thought desirable this year to add a section to this chapter dealing with the production of original work both in the humanities and in the sciences at the University.

The
University.

In English, Dr. Bhupal Singh's (Dyal Singh College) "History of Anglo-Indian Fiction" has been favourably received; Dr. G. Kar (D. A.-V. College, Jullundur) has published "Thoughts on the Mediæval Lyric" and Mr. A. S. Bokhari (Government College) has written a number of film scenarios.

Prof. J. F. Bruce has published the Jubilee History of the Punjab University.

Mr. H. L. O. Garrett has continued his work as Keeper of the Records of the Punjab Government and edited further monographs on historical subjects of provincial interest.

Others who have made original contributions in this department are Mr. Sita Ram Kohli (Ludhiana) and L. Gulshan Rai (Lahore).

Dr. L. C. Jain has been elected to the professorship of Economics in the University and has published two books "Monetary Problems of India, 1926-32" and "A Reserve Bank for India"—and has also read a critical paper on "The Economic Depression in India" at the All-India Economic Conference. Seven reports on economic problems of the Punjab by Principal J. W. Thomas and several books and critical pamphlets on commodity prices over 100 years by Prof. Brij Narain have been published.

Mr. G. C. Chatterji (Government College) published an article entitled "Are the Christian Values Absolute" in the Hibbert Journal. He has also been invited to contribute an article in one of the volumes on "Contemporary Indian Philosophy" to be published in London under the editorship of Sir Radha Krishan. At Patiala, Dr. Mahajot Sahai is also doing original work in Psychology.

In Sanskrit, the literature of the subject has been enriched by Dr. Woolner, Dr. Lakshman Swaroop (Oriental College) and L. Bhagwat Datt (D. A.-V. College) while, in Persian, the names of Dr. Mohammad Iqbal and, in Arabic, Professor Mohammad Shafi should be mentioned.

Dr. G. L. Chopra has been collaborating in the translation of "Umda-ut Tawarikh" of Sohan Lal.

Dr. Benarsi Das has recently published a number of articles on Hindi phonetics and the contributions of Sardar Baldev Singh Gyani and "The History of Punjabi Literature" by Dr. Mohan Singh should be mentioned.

In Mathematics contributions have been made by Professor C. V. H. Rao, Mr. K. K. Mitra and Professor Hukam Chand, while the original work of Lala Hans Raj Gupta of the Government College, Hoshiarpur, has attracted attention in England.

In the Science world there is a considerable record of achievement.

In Zoology, Dr. G. Matthai has continued his researches on corals and Dr. Vishwa Nath has added to his investigations in cytology.

Rai Bahadur Shiv Ram Kashyap continued to publish valuable memoirs on the Liverworts of the Western Himalayas and the Punjab plain. He was awarded the D. Sc. Punjab (Honoris Causa) in December 1933. The honorary

services of Dr. S. L. Ghose have been retained by the Government of India for the investigation of the algal growth in the salt lakes of Sambhar. Dr. Chaudhri has added to the literature on mycology and Dr. B. L. Bhatia (Hoshiarpur) is the author of a paper on "Gregorine Parasites".

In the Chemistry Department, Dr. H. B. Dunningcliff has continued his work in pure inorganic chemistry and still holds his Government of India appointment as Special Chemical Adviser to the Central Board of Revenue. His work in this sphere has been instrumental in bringing many interesting problems to the University Laboratories. He presided over the Chemistry Section of the Indian Science Congress at Bombay in January 1934. The views expressed in his presidential address on "The Role of Chemistry in the Advancement of India" have attracted some attention, particularly the need for closer association between scientific departments in Universities and the industrial problems of the province.

Dr. J. N. Ray has been of great value to the Central Board of Revenue by helping in problems dealing with alkaloids and his published work in organic chemistry is distinguished by originality and resource. He is an expert micro-analyst and demands for micro-analyses from outside are increasing.

Professor N. A. Yajnik of the Forman Christian College has received the distinction of the Doctor of Science of the Bombay University in recognition of his research work in physical chemistry. In the same college, Dr. Venkataraman has also made useful contributions in the field of organic chemistry.

In the Government College, Lahore, Bhai Mahan Singh has added to his investigations on optically active condensation compounds and Dr. Balwant Singh, the first Sikh to obtain the Doctorate of Science in Chemistry of the Panjab University (1933), has continued his studies on parachors and in working on new methods of electrometric titration.

The most notable feature of this department of University study during the period under review has been the contact which has been set up between the University Laboratories and the petroleum industry of the Punjab. In 1932, the Managing Director of the Attock Oil Company consulted Dr. Dunningcliff who is well known in the world of chemical research on certain problems connected with the petroleum

industry and, in the following October, he (Dr. H. B. Dunningcliff) went to Khaur to investigate what is known there as "the mud problem". Whilst at the fields and in the distillery at Rawalpindi, other problems were mentioned to him and it was quite clear that a number of these investigations came largely within the field of the highly specialised knowledge possessed by Dr. S. S. Bhatnagar, Director of the University Laboratories, who is an authority on colloid chemistry. Dr. Bhatnagar investigated and solved the mud problem and, as a result of visits to Khaur and Rawalpindi and interviews with some of the leading experts in the oil business, Messrs. Steel Brothers have made over a sum of one and-a-half lakh of rupees, spread over five years, to deal with these problems in petroleum chemistry. Dr. Bhatnagar has most generously given the major portion of the funds to the Punjab University for the establishment of six Research Fellowships with one of which His Excellency the Governor has been pleased to allow his name to be associated. The others are named after Sir Fazl-i-Husain, Sir Shadi Lal, Dr. Woolner, Professor F. G. Donnan and Professor H. B. Dunningcliff.

The standard of research conducted by Dr. Bhatnagar and his colleagues is of a very high order and the publications from all departments of the University Chemical Laboratories find their places in the leading books and journals of the world. In the course of the next few months a treatise dealing with the latest developments in magneto chemistry will be published by Dr. S. S. Bhatnagar and his pupil, Dr. R. N. Mathur, the first Doctor of Science in Physics of the Punjab University.

In Physics, the past year has been notable for the institution of an Honours School. It commenced its career in October 1934 under the direction of Professor J. B. Seth, assisted by a representative Board of Control, including Mr. Benade (F. C. College), Dr. Datta (D. A.-V. College), Dr. R. N. Chaudhuri (Islamia College) and Dr. Kichlu and Mr. Bhagwan Das (Government College). One more lecturer in Mathematical Physics is to join the School next January. The amount of original work from this department has increased during the last few years and the fact that the reports are accepted for publication by such journals as "The Philosophical Transactions" and "Nature" indicates that the standard attained is of a high order. Mr. L. D. Mahajan (Patiala) has had two articles on "Liquid Drops" accepted for publication.

Dr. C. E. Norwood, lately Head Master of Harrow, has ^{General.} laid it down that the function of secondary education is to give :—

- (a) health and activity ;
- (b) manual dexterity ; and
- (c) æsthetic appreciation.

With our great expansion in physical training and games and more recent developments in medical inspection and treatment it may be hoped that the Department is fulfilling its first function in this respect. In our two hundred farms and gardens and in manual training centres we are doing something to develop manual dexterity and adaptability but in very few places is the wind of cultural progress moving. The great mass of our educational institutions are without any trace of it, when once we get away from University circles in Lahore or from exceptional institutions such as the Ludhiana Government College.

As an appendix to this Chapter is given the “ Minimum of Labour, Knowledge and Abilities for those who graduate from the Primary School ” laid down for those who pass through the primary school in a great agricultural country of Europe. It may interest many to estimate how far we achieve the more desirable of these objects in our educational system which includes Boy Scouts and Girl Guides as allies of the first importance.

Minimum of Labour, Knowledge and Abilities for those who graduate from the Primary School in a great agricultural country of Europe.

A.—Orientation Abilities.

1. Orientation in space :—
Ability to find any location either in the city or in the country according to a given plan.
2. Orientation in time :—
Ability to determine the necessary time to cover a certain distance or to execute a simple errand.
3. Orientation in size and quantity :—
Ability to count and measure through use of abacus, scales—simple and decimal, meter.
4. Orientation in quality :—
Ability to judge the approximate quality of objects of first importance.
5. Orientation in social and state institutions :—
Ability to make inquiries in a social or state institution.
6. Orientation in all forms and rules of locomotion and transportation :—
Ability to use trams, trains, post office, telegraph, telephone.

B.—Expression Abilities.

1. Ability to prepare a plan of yard, house, street.
2. Ability to draw simple objects.
3. Ability to prepare a report about completed work.
4. Ability to draw up a plan for some proposed work.
5. Ability to report any event or occurrence.
6. Ability to prepare a budget or specification.

C.—Health Abilities.

1. Ability to take hygienic care of one's self and others, and to render first aid.
2. Ability to ventilate, disinfect and keep sanitary a building.
3. Ability to repair, cleanse and wash dress and clothes.
4. Ability to prepare an ordinary meal.

D.—Practical Abilities.

1. Ability to make minor repairs of buildings, furniture, and dishes by means of simple carpenter's and locksmith's tools.
2. Ability to use electricity and irrigation devices.
3. Ability to make minor repairs of the latter wherever possible.
4. Ability to take apart, clean and assemble simple machines, such as meat-cutter, burner, etc.

E.—Farming Abilities.

1. Ability to take ordinary care of domestic animals and plants.
2. Ability to work in field, orchard, and vegetable garden according to one's physical and mental development.

F.—Scientific experimental Abilities.

1. Ability to make systematic and accurate observations of certain phenomena.
2. Ability to gather systematically facts with regard to a given subject.
3. Ability to use dictionary, catalogue, newspaper, journal and directory.
4. Ability to use museum, exhibitions, library and archives.

G.—Community Abilities.

1. Ability to participate in and lead general meetings, to take and report minutes, to work as member, president and secretary.
2. Ability to execute individually and collectively various social obligations such as participation in commissions.
3. Ability to organize social undertakings such as circle, troops, co-operatives, clubs, general holidays, and recreations.
4. Ability to prepare wall newspaper, volumes, journals.

CHAPTER II.

Controlling Agencies.

In the year under report the post of the Director of Public Instruction was held by me for eight months and a half and by Mr. J. E. Parkinson, Principal, Central Training College, Lahore, during my absence on leave, for three months and a half, from 10th July to 24th October, 1933.

Head office appointments. There was practically no change in the personnel of the headquarters staff. Khan Bahadur Shaikh Nur Elahi, Maulvi Abdul Hamid and Chaudhri Muhammad Husain continued to work as Assistant Director of Public Instruction, Inspector of Training Institutions and Inspector of Vernacular Education respectively throughout the year. Lala Rang Bihari Lal, Registrar of Departmental Examinations, was on leave for three and a half months and Lala Sham Chand, Deputy Inspector of Schools, Rawalpindi, officiated for him. Miss L. E. Thomas was confirmed as Deputy Directress of Public Instruction in the P. E. S. (Class I) on 1st August, 1933.

Clerical establishment. Under the able guidance of the senior superintendent, Mr. W. E. McMurray the office has put in another year of good and faithful work. As a result of the amalgamation of the office of the Deputy Directress of Public Instruction with the head office one post of senior clerk and two posts of junior clerks were added to the clerical cadre with effect from the 1st September, 1933. As usual six posts of junior clerks of the subordinate offices were temporarily attached to the Examination Branch for a period of six months.

Departmental Examinations. The following statement gives the number of candidates who appeared in the various departmental examinations held in 1933-34 :—

1	2	3	
Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1932-33.	1933-34.
1	Vernacular Final Examination ..	16,805	16,356
2	Middle Standard Examination for Indian girls	2,919	2,670
3	Junior Vernacular Certificate Examination for men teachers.	379	382

Serial No.	Name of Departmental Examination.	NUMBER OF CANDIDATES.	
		1932-33.	1933-34.
4	Senior Vernacular Certificate Examination for men teachers.	259	251
5	Junior Vernacular Certificate Examination for women teachers.	342	394
6	Senior Vernacular Certificate Examination for women teachers.	160	166
7	Junior Anglo vernacular Certificate Examination.	352	82
8	Senior Anglo-vernacular Certificate Examination.	126	131
9	Trained Teachers' Certificate Examination ..	13	26
10	Diploma Examination of Chelmsford Training College, Ghoragali.	13	13
11	Middle School Examination for Europeans .	174	180
12	One year Post-Matric Clerical Examination	290	290
	Total	21,832	20,941*

*If the figures relating to candidates from outside British Punjab are taken into account the grand total comes to 22,673 as against 23,050 last year.

It will be observed that the number of candidates for the middle school examinations for boys and girls has been well maintained in spite of continued economic depression and higher examination fees. The fall in the number of candidates for the senior vernacular teachers' certificate examination is due to the training classes being confined to three places and in the number of candidates for the junior anglo-vernacular certificate examination to the abolition of the junior anglo-vernacular classes for men.

The report of the Compulsory Education Committee appointed by the Punjab Government (Ministry of Education) was published during the year and the Government resolution thereon is expected to issue at an early date. The recommendations made by the Punjab University Enquiry Committee are also under the considera-

Conferences
and com
mittees.

tion of Government. The committee appointed to revise courses in history and languages with a view to modifying or expunging passages calculated to embitter communal feelings has done some spade work and has yet to cover much ground. A departmental committee has thoroughly revised the scheme of studies for the Vernacular Final Examination and is still engaged in making necessary changes in the syllabuses of various subjects for the primary and middle classes. The Government has also decided to appoint a committee to overhaul the system of clerical education and the committee will begin to function next year.

Inspectorate.

There were no changes among the inspectors in the Lahore, Jullundur and Multan divisions. In the Rawalpindi division the place of Mr. C. H. Barry, who was appointed Principal, Aitchison College, Lahore, on 30th April, 1933, was taken over by Mr. W. A. Barnes, Professor, Central Training College, Lahore. The services of Mr. J. Litch Wilson, Inspector, Ambala, were placed at the disposal of the Government of India where he officiated as Educational Commissioner in the leave vacancy of Sir George Anderson for three months. On the termination of this period he was temporarily transferred to foreign service for employment by Delhi Municipality as officer on special duty where he remained from 9th October, 1933, to the end of January, 1934. Sardar Deva Singh, officiated on both occasions.

Deputy Inspectors.

As a result of the appointment of two deputy inspectors in each division there were a good many changes among this class of officers. On the expiration of his term as Assistant Secretary, Punjab University Enquiry Committee, Mr. S. M. Sharif returned to the Lahore division as deputy inspector relieving Bawa Barkat Singh who proceeded to Jullundur in the same capacity and relieved L. Sham Chand transferred to Rawalpindi. M. Ghulam Rasul Shauq, Principal, Government Intermediate College, Jhang, was transferred and appointed second deputy at Rawalpindi in place of Khan Sahib Shaikh Allah Rakha, who proceeded to Ambala as second deputy. M. Mahmud-ul-Hasan, District Inspector of Schools, Jullundur, who first officiated for S. Deva Singh as Deputy Inspector, Ambala, was subsequently posted as second deputy at Multan. Pandit Pran Nath, Deputy Inspector of Schools, Jullundur, proceeded on leave preparatory to retirement and his place was taken by Lala Bhana Ram, District Inspector of Schools, Amritsar.

District Inspectors.

There were a few transfers among the district inspectors particularly in consequence of the promotion of three of

these officers to deputy inspectorships. A few exchanges also took place between the district inspectors and head masters of Government high schools and one district inspector was transferred to foreign service as Director of Public Instruction, Alwar State.

It is pleasing to record that the inspection of schools is ^{Inspection} being more and more marked by sympathy, proper guidance ^{work.} and constructive criticism and that a great effort has been made during the year under report to improve the standard of instruction, particularly in vernacular schools, which for want of proper supervision had failed to give a good account of themselves. The appointment of an additional deputy inspector for vernacular education in each division is proving an effective means of stricter control over the affairs of the village schools. Almost all the inspectors, however, refer to the inadequacy of the travelling allowance allotment as a handicap to regular and systematic inspection work. Mr. Wilson was extremely disappointed last year to find that there was little evidence of assistant district inspectors having paid any attention to propaganda work, compulsory education or to the checking of leakage and stagnation. S. Deva Singh's impressions this year are by no means encouraging and he finds it a necessity for the inspector and his deputy to teach the members of the district staff their jobs. He says—

“ I am convinced that some of the assistant district inspectors are not only indifferent and inactive in the discharge of their duties but are very deficient in many respects. Few have the initiative and go necessary for guiding the teachers on sound and proper lines.”

While finding fault with the district inspecting staff S. Dewa Singh also holds the vernacular teachers of rural areas responsible for the inefficiency of schools and considers it necessary to arrange refresher courses with a view to reviving their memories of things forgotten, to shake off their indolence and to stimulate their sense of responsibility. Mr. Man Mohan reiterates his opinion about the desirability of a more frequent interchange between the inspecting and the teaching staffs so that fresh blood may be infused in both branches of the service and that the unfortunate impression that has gone abroad regarding transfers from the inspecting to the teaching line being resorted to only as a matter of punishment may be removed.

Generally speaking all the district boards continued to suffer from financial stringency. While the receipts are falling and the Government grants have remained practi-

District
Boards

cally stationary the liabilities in several cases have increased. Economies have been effected wherever possible but the financial equilibrium is not likely to be restored for some time. The expenditure of district boards from their own funds on institutions maintained by them has shown a slight increase of Rs. 42,438 (from Rs. 21,86,107 to Rs. 22 28,545) and the Government grants a nominal increase of Rs. 1,780 (from Rs. 71,92,985 to Rs. 71,94,765) during the year. The percentage of expenditure from district board funds has thus risen a little from 20·9 last year to 21·5 this year. The comparative figures for this year and the previous year showing the proportion in which the total expenditure on district board institutions has been met from the various sources are given below :—

<i>Year.</i>	<i>Government funds.</i>	<i>District Board funds.</i>	<i>Fees and other sources.</i>
1932-33	68·9	20·9	10·2
1933-34	69·3	21·5	9·2

The drop in income from fees is evidently due to the fall in the number of students in the middle classes. While discussing the expenditure incurred on education by the several district boards in his division Mr. Barnes raises an important point. He points out that the district boards' own share of the total cost of education is the least in the case of Jhelum and Rawalpindi, which get cent. per cent. of their expenditure on vernacular education as Government grant, and yet these district boards lead in the matter of anglo-vernacular education—their percentages being 42 and 39 respectively as against 23 of all the six boards put together. The inspector is rightly of the opinion that the district boards should confine themselves to vernacular education only as by entrusting the matter of anglo-vernacular education to private enterprise their money could be more usefully spent on the expansion of vernacular education in rural areas which should be their chief aim. In the Multan division the variation in percentages of expenditure from district board funds is very great. Whereas it is as high as 47·5 in the case of Montgomery board it is only 3 in the case of the District Board, Dera Ghazi Khan, and ranges between 20·9 and 29·5 in the case of the remaining boards. Mr. Man Mohan is greatly impressed by the complaints of the chairmen of the district boards in his division, namely, that the educational formulæ for calculating grants have become

too complex and cumbersome and expresses his sympathy with their desire for a simpler and more easily comprehensible formula.

This difficult problem of the delegation of powers has so far found no satisfactory solution and the inspectors generally are for either complete and unqualified delegation or no delegation at all. Mr. Man Mohan contends that under the present conditions it is impossible for him to maintain the divisional seniority list and it is extremely difficult to make an appointment or even to order an ordinary transfer from the service of one local body to that of another in the interest of public service. He quotes several concrete illustrations in support of his contention that the result of the existing delegation of restricted powers to the inspector has been that almost at every step he is placed in very awkward and often humiliating positions. S. Deva Singh is even more outspoken. He observes :—

Delegation
of powers.

“ Instances are not wanting where difficulties were created by several prominent members of the boards in the matter of appointments and promotions in their anxiety to help their friends even where proper delegation of powers had been made. In their dealings with affairs pertaining to educational institutions it would appear that most of the members are not so much actuated by any sense of responsibility or by an anxiety for improving schools as by personal motives and selfish ends. They have their pets and favourites whose interests they are ever eager to advance These boards want the divisional inspector and the district inspectors to do dirty and thankless jobs for them and take all the responsibility for the inefficient and poor instructional condition of the schools without letting them exercise unmolested even the powers delegated to them under the law ”.

The following extracts from Mr. Barnes's report will show the depth of his feelings in the matter :—

“ I most strongly feel that the position should be so regularized that in all matters where there is a difference of opinion between the inspector and the local body, the opinion of the divisional inspector as the sole educational expert and the representative of the Department in the division should always prevail. This will minimize the chances of any wide difference of views and of any subsequent unpleasantness. If it is not possible to bring about this most essential and desirable change it would be better to lay down that the inspector should only be concerned

with the inspection of schools and that the internal administration should vest in the local bodies themselves which will in that case be held entirely responsible for the maintenance of a proper standard of efficiency in these schools ”.

It has been noted in a previous paragraph that the Dera Ghazi Khan board has spent out of its funds only 3 per cent. of the total cost of education on its schools and it is amusing to read in the Inspector's report that this district board has so far delegated no powers either to the district inspector or to the divisional inspector.

**Municipal
committees**

The municipal committees maintained their educational activities satisfactorily in spite of general economic depression. The Inspector, Jullundur, however, notes with regret that whereas Ferozepore, Hoshiarpur and Ludhiana municipalities are running compulsory education on fairly sound lines the premier committee at Jullundur has so far taken no steps for the introduction of compulsion. The total expenditure of municipal board schools decreased from Rs. 17,12,257 to Rs. 15,26,162. To this total cost Government contributed Rs. 4,49,170 as against Rs. 5,60,364, municipal committees Rs. 7,91,669 against Rs. 9,91,463 and fees, etc., Rs. 1,85,323 against Rs. 1,60,430 last year. The percentages of expenditure from these three sources during the two years were thus as follows :—

Year.	Government funds.	Municipal funds.	Fees and other sources.
1932-33 ..	32·7	57·9	9·4
1933-34 ..	29·4	58·4	12·2

The increased percentage under the last column is due to an increase in the number of scholars in the high schools. Mr. Man Mohan points out that the new ruling that “ the expenditure incurred by a district board in maintaining or aiding schools located within urban committee limits cannot be considered for the purpose of awarding grants from provincial revenues for vernacular education ” has put several urban committees in a difficult position and unless the district boards enforce the new ruling gradually and make full allowance during the transitional period several

institutions which have been running efficiently and to the great advantage of the people living in those areas will have to be closed down much to the detriment of the progress of education in the province.

During the year under report the condition of education under the cantonment boards remained almost stationary. The Ambala Cantonment Board continued to take a lively interest in the spread of education and spent Rs. 12,227 on maintaining its own schools and giving grants-in-aid as against Rs. 7,448 last year. It is a pity that the Cantonment Boards of Jutogh and Dharamsala did not contribute anything towards the cost of education in their areas of jurisdiction. Cantonment boards.

As will be seen from the following statement private enterprise continues to lead in the matter of anglo-vernacular education in spite of the fact that Government grants have been considerably reduced :— Private enterprise.

Controlling body or community.	No. of high schools.	No. of middle schools.	Total.	Increase or decrease as compared with last year.
Government ..	83	8	91	..
Hindu ..	89	45	134	— 1
Muslim ..	38	20	58	+ 1
Sikh ..	48	26	74	+ 3
Christian ..	15	11	26	—2

The following statement will give an idea of the popularity of private schools for boys as judged by their enrolment :—

Year.	Government schools.	Board schools.	Private schools.
1932-33 ..	27,710	782,557	178,503
1933-34 ..	26,640	768,146	176,338
Increase or decrease.	—1,070	—14,411	—2,165
Percentage ..	3.9	1.8	1.2

The financial position of these privately managed institutions generally continues to be unsatisfactory and in this connexion Sardar Deva Singh comments on them in the following discouraging words :—

“ Very few, if any, of these institutions can claim sound financial position. The reports regarding deferred payment of salaries to teachers and the abuse of provident fund money due to them by some schools still continue to pour in. Having no reserve fund built up in the beginning and having no hope of getting any financial assistance from the public in these days of dire economic depression most of the private bodies try to run their schools with income derived from fees and the Government grant. In order to carry on with some semblance of success they employ all sorts of dirty tricks and unfair means. I fear no remedy is likely to prove effective to cure this disease so long as the present world-wide financial stringency continues.”

Mr. Man Mohan is a little more optimistic and he looks for some good possibly coming out of the present financially hard times. Referring to the finances of the institutions managed by the different communities he observes :—

“ Most of them continue to complain that in spite of the most rigorous economies that they have effected they still find it extremely hard to make both ends meet. It will be several years after the clouds of financial depression have drifted away that financial equilibrium will be restored in private institutions. But if in the meantime these schools have learnt to keep down expenditure to the narrowest possible limits consistent with efficiency, and they do not continue to rely to an inordinate extent on Government help, the existing financial stringency will not have been an altogether unmixed evil ”.

Noting on the increase in enrolment in these schools which has gone up by about fourteen per cent. in his division Mr. Barnes has a good word to say about them. He writes :—

“ This very satisfactory increase, in spite of the enhanced rates of tuition fees, coupled with good examination results shown by these schools in the last matriculation examination, goes far to prove their popularity and efficiency ; if only their managements were rather more alive to their responsibilities and made greater efforts to keep their staffs stable and more contented so as to encourage really good work, they might quite easily become pre-eminent amongst the educational institutions of the division.”

The Inspector of Schools, Jullundur Division, desires to draw the attention of public-spirited men more towards the advancement of girls' education which has still great leeway to make up.

The following statement showing the total expenditure — both direct and indirect—on all kinds of institutions during the year under review and the last year will give an idea of the contribution made by the several controlling agencies and fees and other sources towards the total cost :—

Expenditure on education.

Year.	Government funds.	District board funds.	Municipal board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33 ..	1,54,49,407	25,09,799	13,36,798	77,46,826	30,13,590	3,00,56,420
1933-34 ..	1,59,92,256	26,31,611	14,05,192	75,63,890	30,96,330	3,06,89,279
Increase or decrease.	+5,42,849	+1,21,812	+68,394	-1,82,936	+82,740	+6,32,859

CHAPTER III.

Collegiate Education.

Numbers in
arts col-
leges.

The following statement gives the number of collegiate institutions for males (Indians) and the scholars enrolled in them during the year 1932-33 and 1933-34.

	NUMBER OF COLLEGES.			NUMBER OF SCHOLARS.		
	On 31st March 1933.	On 31st March 1934.	Increase or decrease.	On 31st March 1933.	On 31st March 1934.	In- crease or de- crease
Government colleges.	12	12	...	3,362	3,608	+ 246
Aided colleges ...	11	11	...	6,338	6,017	-321
Unaided colleges ...	6	7	+ 1	3,607	4,048	+ 441
Total ...	29	30	+ 1	13,307*	13,673†	+366

* Includes 61 female scholars.

† " 71 " "

There has been no change in the number of Government and aided colleges, while the number of unaided colleges has increased by one, viz., the M.A.O. College, Amritsar. The number of scholars enrolled in Government colleges increased by 246, while there was a decrease of 321 in aided colleges and an increase of 441 scholars in unaided colleges, showing a total increase of 366 scholars in the year under report. The increase of scholars in Government colleges is due in part to the raising of two Government intermediate colleges, namely those at Multan and Lyallpur, to the degree standard, and in part to a slight rise in the number of scholars in Government intermediate colleges. Private colleges in Lahore report a slight decrease in their admissions; this may be the result of raising these Government colleges to degree level. From the point of view of educational policy this is all to the good, as private colleges in Lahore are already congested, and the overcrowding of students in Lahore is neither in the interest of their health nor of their education. We may, therefore, discount the murmurs of disapproval which emanate from certain interested quarters against Government's policy of raising suitably placed intermediate colleges in the mofussil to the degree standard. The demand for admissions to Government College, Lahore, remains as pressing as ever and the Principal reports that the new

first year and third year classes are bigger than ever in spite of the high standard required of new students and the rigid process of selection which they undergo.

Below is given a comparative statement showing expenditure on collegiate education for Indian boys during the years 1932-33 and 1933-34 :—

Year.	From Government funds.	From district board funds.	From municipal board funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33 ..	6,25,653	900	1,041	12,85,384	4,25,968	23,38,946
1933-34 ..	6,70,747	900	1,900	13,69,378	4,07,793	24,50,718
Increase or decrease.	+ 45,094	..	+ 859	+ 83,994	-18,175	+ 1,11,772

This statement shows a total increase of Rs. 1,11,772 of which Rs. 45,094 were contributed by Government funds while more than Rs. 83,000 were provided by the increase in fees.

The following table shows the comparative results of the various University examinations during the years 1932-33 and 1933-34 :—

Examination.	Males.						Females.					
	1932-33.			1933-34.			1932-33.			1933-34.		
	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
Matriculation ..	14,872	10,746	72.3	14,960	10,399	69.4	658	450	69.3	865	590	68.2
F. A. ...	3,335	1,556	46.6	3,245	1,771	54.5	162	105	64.8	233	160	68.6
F. Sc. ...	1,482	668	45	1,927	787	59.3	34	23	67.6	46	34	73.9
B.A. ...	2,541	1,018	41	2,783	1,404	50.4	73	42	57.5	109	73	66.9
B. Sc. ...	124	62	50	157	94	59.9	1	...	...	2	...	...
M.A. ...	298	189	63.4	260	168	64.6	3	1	33.3	6	5	83.3
*M. Sc. ...	23	17	77.3	...	...	...	...	...	...	...	...	...

*Complete result for 1933-34 is not yet out.

The number of male candidates appearing in the Matriculation examination showed an increase of less than 100. In the F.A. and F. Sc. examinations combined there is an actual decrease of more than 200. In the B. A. examination the number of candidates appearing increased by over 200 and in the B.Sc. examination by thirty-three. In the M.A. examination there was a slight decrease in the total number of candidates appearing. The total number of candidates appearing in the University examinations remained more or less constant and showed hardly any tendency towards increase. This analysis of the figures would seem to support the conclusion urged in previous reports that collegiate education for males in the Punjab has already reached its maximum figures and that it is not likely to show any further expansion in numbers for some time to come. The causes which will explain this arrest of expansion, which was such a marked feature of collegiate education in previous years, are several. Among the most important of these is the gradual realisation on the part of parents as well as the scholars themselves that the mere possession of a university degree or diploma is not a guarantee of any economic provision for the necessities of life. Economic depression and inability on the part of parents to pay the cost of higher education are no doubt also responsible for this fact, but so long as parents were hopeful that by giving their children university education they were providing them with the means of earning their livelihood they were prepared to make all kinds of sacrifices in order to secure that end. But the realisation has come home to them at last that in most cases this expenditure has been of no practical help to their children; for the problem of unemployment of university graduates is more pressing than ever. While the Senate of the University has rejected the major proposals made by the Punjab University Enquiry Committee for a thorough overhaul of the University system, in the belief that all was well with the University so long as numbers continued to increase, the value of the type of education imparted is gradually falling in public estimation and it is generally felt that the University should make a serious effort to adapt itself to new conditions and requirements.

The university.

The University celebrated its Jubilee on the 4th of December, 1933, when at a special convocation the Hon'ble the Chancellor, His Excellency Sir Herbert William Emerson, K.C.S.I., C.I.E., C.B.E., conferred *honoris causa* on the

following distinguished personages the degrees mentioned against their names :—

- | | |
|---|---------|
| (1) The Hon'ble Mian Sir Fazl-i-Husain,
Kt., K.C.S.I., K.C.I.E., Member,
Viceroy's Executive Council .. | LL.D. |
| (2) The Hon'ble Sir Shadi Lal, Kt.,
R.B., M.A., B.C.L., Bar-at-Law, Chief
Justice, High Court of Judicature at
Lahore .. | LL.D. |
| (3) The Hon'ble Captain Sirdar Sir
Sikander Hyat Khan, K.B.E., Reve-
nue Member, Punjab Government .. | D.O.L. |
| (4) Sardar Bahadur Sir Sundar Singh
Majithia, Kt., C.I.E. .. | D.O.L. |
| (5) Dr. Sir Mohammad Iqbal, Kt., M.A.,
Ph.D. .. | D.Litt. |
| (6) A.C. Woolner, Esquire, C.I.E., M.A.,
F.A.S.B., Vice-Chancellor, University
of the Punjab .. | D.Litt. |

Delegates from many Indian as well as foreign universities took part in the celebrations and it was decided to found a permanent memorial of the occasion by erecting a University Union building and a hostel for visiting teams on the Chauburji playing fields. A sum of Rs. 63,400 has been sanctioned for the construction of the building and the foundation stone was laid by the Hon'ble Mian Sir Fazl-i-Husain on the 5th December, 1933. A sum of Rs. 21,000 has been allotted for providing residential quarters on the Chauburji grounds and provision will be made for this as soon as funds permit.

A recent regulation passed by the Senate provides that candidates in the intermediate, B.A. or B.Sc. examinations will be deemed to have passed that examination even if they fail by three marks or less in any one subject or in the aggregate of marks. This regulation will further lower the standard of examinations which is already sufficiently low. What effect it would have on the past percentage in the various examinations remains to be seen.

The reports of affiliated colleges do not call for any special comment. Reference has already been made to the Emerson College, Multan and the Government College, Lyallpur, which have been raised to the B.A. standard. These colleges are very suitably placed and have already made a very fair start. Government is taking steps to strengthen

Affiliated
colleges.

their staff, and it is hoped that these colleges will help to create an atmosphere of culture and refinement in the important towns in which they are placed. It is gratifying to note that the medical examination of students is now a regular feature of all Lahore colleges, and that compulsory physical training is finding a place in their daily time-table. More rigorous orders have been introduced with regard to the residing of students in recognised hostels, and some of the colleges are planning to introduce the proctorial system, which it is hoped will tend to improve the tone of student morality and discipline. At Government College, Lahore, the tutorial system has been reorganised, and with a larger number of groups, it will now be possible for, and in fact incumbent, on each tutor to come in more constant personal contact with each one of his wards. In this college in view of the increasing number of ladies reading in honours and post-graduate classes, a special tutorial group has been formed for them, with Mrs. Chatterji as their honorary tutor.

Student life at Lahore shows many signs of mental and physical vitality. Public lectures, inter-collegiate debates, meetings of literary and scientific societies, abound in greater and still greater numbers, but there is a tendency to organise new agencies instead of conserving and co-ordinating the activities of those which already exist. It is also regrettable to note that students instead of learning self-reliance and utilising these agencies for self-expression, are mostly concerned to invite outside speakers and lecturers, and are themselves content merely to play the part of passive listeners. The subjects of debate or discussion also are mainly chosen with an eye to sensationalism and popular appeal rather than their intellectual or cultural benefit. It is hoped that the erection of the University Union building will tend to centralise this somewhat exuberant and chaotic enthusiasm of the students at Lahore, and will set a standard which will raise the general level of debate and discussion to what one associates with proper university education.

CHAPTER IV. Secondary Education (Boys).

(i) Facts and Figures.

The total number of secondary schools in the province Schools. has decreased by thirty-one to 3,678. The number of anglo-vernacular schools, however, has risen by two to 548 with an increase of eight high schools against a decrease of six in the anglo-vernacular middle schools. The fall of thirty-three in the vernacular secondary schools is due, in some measure, to the reduction of unnecessary and uneconomical lower middle schools to primary level. It is noteworthy that though the decline is shared by all divisions yet the Rawalpindi division is responsible for two-thirds of it, *i. e.*, for a fall of twenty-two out of thirty-three schools.

The enrolment in these schools has also gone down by Scholars. 12,460 to 596,225, the decline being 1,728 in anglo-vernacular and 13,974 in vernacular middle schools against a rise of 3,242 in high schools. To the total decrease 7,460 or 60 per cent. is contributed by the children reading in the primary classes who now form 66 per cent. of the total enrolment in these schools. It may be noted that the number of pupils in the secondary schools has gone down by 5,232 and 14,568 in the Jullundur and Multan divisions, while it has risen by 4,749, 134 and 2,457 in the Ambala, Lahore and Rawalpindi divisions respectively. The increase of 2,843 in the Rawalpindi division in the number of pupils in high schools contrasts very favourably with that of 1,171 in the Lahore division for an addition of one and six high schools respectively.

The number of agriculturists in the secondary classes has risen by 3,723 to 94,794 or forty-six per cent. of the total enrolment in these classes, and this despite the continued fall in the prices of agricultural produce, the depressed financial condition of the rural population and general unemployment among the educated classes.

There has been an increase of Rs. 1,50,309 in the total Expenditure. expenditure on secondary schools. Contributions from Government, local bodies and other sources have gone up by Rs. 1,38,155, Rs. 1,14,591 and Rs. 19,200 respectively, while those from fees have declined by Rs. 1,21,637 as a result of the fall of 1,728 and 13,974 in enrolment in anglo-vernacular and vernacular middle schools respectively as against a rise of only 3,242 in that of high schools and of a reduction of 244 or 19.2 per cent. in the number of pupils paying first grade fees in the Lahore division alone. The slight rise from

Rs. 20-13-0 to Rs. 21-8-4 in the average annual cost of educating a secondary school pupil is attributable to the same cause.

(ii) *The Teachers.*

The number of trained teachers employed in the secondary schools of the British Punjab has risen by 175 to 20,175 and that of untrained teachers by forty-nine to 2,503. The percentage of trained teachers has fallen from ninety last year to eighty-nine. Of the untrained teachers, many possess special certificates, so the number of unqualified teachers is reduced to a negligible figure. The percentage of trained teachers in the various divisions ranges between eighty-seven in Rawalpindi to 91·6 in the Lahore division. Some private schools, however, still employ untrained teachers and make appointments not on merit or ability but on personal considerations and favouritism. The Inspector of Schools, Lahore division, observes—

“ To compel private schools to employ trained teachers, I would suggest the suspension of Article 69 (e) of the Punjab Education Code for two years. This step will help the trained unemployed teachers. The recent ruling of the Department that teachers in private schools who have attained the age of 55 should retire and that no grant-in-aid on such teachers' salaries would be paid will relieve unemployment a little. My own experience is that untrained teachers, who are employed as a mere matter of favour and not for any ostensible keenness for taking up teaching as a profession for life, do considerable harm to the instructional efficiency of these schools. Indefinite and uncertain conditions of service lead to lack of responsibility which again results in inefficiency.”

The position of teachers in some private schools has been reported to be as pitiable as before and they continue to be low and irregularly paid and are at times shabbily treated by their managing bodies. Teachers severing their connections by resignation, forced or voluntary, are in some instances purposely annoyed by unduly and unnecessarily delayed payments. Signatures for undisbursed salaries—and sometimes for much higher salaries than those actually received—are obtained. Factions in managements and their undesirable interference in internal organisation also make the life of teachers a burden to them. Provident funds in some schools are not properly administered. Articles 7 (1) and 16 of the Standard Provident Fund Rules are not, for example, strictly followed, nor are teachers' contributions deposited in the post office savings

bank until the inspection or the audit day ; they are utilised for other purposes. All divisional inspectors are, of the opinion, however, that the new service rules and the departmental measures enforced from time to time are bound to ameliorate the lot of teachers in schools henceforth to be recognised and to lead to security of tenure.

The Inspectors, of the Jullundur and Lahore Divisions are anxious for uniformity in the grades of pay in all the local body schools in their divisions with a view to enabling them to meet the puzzling problem of transfers of teachers from one local body to another.

(iii) *Instruction and influences on school life.*

The Instructional condition in schools continues to be generally satisfactory but despite sustained and strenuous efforts defects pointed out in previous reports do still exist in varying degrees in most of the schools. The inspectors generally complain that teaching in schools is lifeless and mechanical and that dull and wooden teachers who discontinue their studies on entering into service and cannot think for themselves kill all thought and initiative in their pupils. They are everywhere urged to keep up their studies but the Inspector of Schools, Multan, suggests as a remedy the organisation by the Department of refresher courses, special tests and some system of compulsory study to wean them from mental inertia so as to make the teaching of different subjects really useful and effective. Short morning talks by the staff, lectures by outsiders, news-boards, literary clubs and extra reading are some of the devices employed to widen boys' outlook and to foster in them habits of connected logical expression. Endeavour is also made to improve their intonation, accent and pronunciation by constant drill in reading and to enrich their minds with ideas by fostering habits of independent study. Neatness in written work is insisted upon. With a view to improving handwriting, apart from banning pencil work, organising of competitions in calligraphy and introducing *takhtis* in the lower middle stage, the Lahore Inspector has allotted extra marks to handwriting in house examinations. He has also tried the assignment system with success in history, science and the vacation home task. Efforts have been made in the Jullundur and Ambala divisions to give education a rural and vocational bias by co ordinating instruction with environment and correlating work in school with the problems of village life. Farms and garden plots afford boys opportunities of acquiring

practical training in the use of improved methods of agriculture and floriculture and all available space on the school premises is utilised for the purpose. No effort is spared to associate manual labour with school activities. Village crafts, *e.g.*, soap, basket and chick-making, *tat*, *niwar* and *charpai* weaving, poultry farming, sericulture, etc., are practised in a number of vernacular secondary schools. Photography and music are also the favourite hobbies of boys in some schools in the Multan division. In the M. A. Islamia High School, Gujranwala, the full Lyallpur fruit preservation course is covered and students conduct experiments in the preparation of hair oils, pomades, beauty creams, face powders, cement for broken crockery and boot polishes for household use. These activities are reported to be taken up systematically as part of the educational programme to cultivate among boys "initiative, enterprise and resourcefulness". In the M. B. High School, Jandiala Guru, a lost property box is kept in the school for articles found on the school premises or the play ground to be returned to their rightful owners. Articles so found are daily entered in the lost property register. Ninety-six articles were found and restored to their owners during the year. In the D. B. High School, Qila Didar Singh, a society for the extirpation of smoking was started and juvenile smokers detected and converted by impressive talks. The Islamia High School, Sialkot, maintains no less than seven adult schools imparting instruction to 165 adults. They are located in seven different quarters of the town. One, however, is reserved for the prisoners in the district jail. Thirty-five manual training centres, nine carpentry and two tailoring classes and the smithy class at Kotli Loharan in the Sialkot district continue to do useful work. They are generally popular in so far as they afford not only hand and eye training but also serve as useful diversions from the usual schooling and as pursuits of great practical utility. The Lahore Inspector, however, thinks that the manual training centres are not so popular as one would wish them to be. This he attributes to the circumstance that teachers in most cases are apt to confound the real objective of cultivating certain tendencies among boys with the training necessary for enabling them to take to certain vocations in life. The Rawalpindi Inspector thinks that the time devoted to manual work is much too little to make the skill acquired by students reach the requisite level of efficiency. Class promotions continue to be made judiciously and the results of public examinations have in consequence improved,

despite adverse circumstances. The Ambala Inspector, however, complains of the dominating influence of examinations on our educational system and of the time and attention devoted to classes going up for the matriculation and the vernacular final examinations. An enquiry has already been started by him to find out the extent to which the tendency to hold back boys in the ninth and seventh classes of high and vernacular middle schools respectively is operative and in future he proposes to calculate results on the basis of the percentage of boys in the classes next below the highest in the preceding year. The teaching of English and practical science in the vernacular middle schools is reported to be below the mark in the Multan division. Written composition in some cases degenerates into mere dictation or transcription exercises. Departmental instructions in regard to the number of teaching periods assigned to school masters are, in most cases, strictly observed in the interests of economy. Health and cleanliness drill and inspection are carried out daily in some schools in the Lahore division and shields of honour have been introduced as an incentive to punctuality and regularity in attendance. Retention of a shield for three months running entitles the class to a merit holiday.

The committee appointed by the Department to revise the scheme of studies with a view to making it suitable for the changed conditions of the people has finished its deliberations and the revised scheme is all but ready.

In the post-matriculation, clerical and commercial classes attached to the Government High School, Multan, the pass percentage was thirty-five against fifty-five last year; this is attributed to the poor quality of the recruits. In those attached to three Government schools in the Lahore division there has been a further decline of twenty-three in number against that of twenty-eight last year. The number has thus fallen from 127 to seventy-six or by about forty per cent. during the last two years and this despite the shortening of the duration of the course to one year. This shows that the classes, despite the fact that the Department brought them to the notice of all offices, are waning in popularity because of the narrowing down of openings to the lowest possible limit.

Matriculation examination results show a distinct improvement upon those of the last year both in quantity and quality (more in the former than the latter) in the Jullundur, Multan and Ambala divisions, while that shown last year has been maintained in the case of the Lahore and

Rawalpindi divisions. In the vernacular final examination also, the percentage of successful candidates has generally been satisfactory; though some of the districts such as Kangra and Ludhiana are reported to have deteriorated a little; while the Rawalpindi district has shown but slight improvement.

Physical
training
and Scout-
ing.

It is refreshing to discover from the reports of the Inspectors, Multan, Jullundur and Ambala that physical training continues to show remarkable improvement, particularly in vernacular schools. This has been attributed to the appointment of assistant district inspectors for physical training whose work comprises general organisation and supervision of physical training including play-for-all; the encouragement of indigenous games, the organisation of village health clubs for adults and play centres for children, the conduct of Olympic sports tournaments, scouting, general uplift and rural reconstruction work. Apart from all this, they held refresher courses for teachers, mostly belonging to rural areas, and arranged demonstrations in health parades, morning physical exercises and marching. Scouting, to which also great impetus has been lent by these assistant district inspectors for physical training, who in some cases act as honorary secretaries of the district scout associations, is also reported to have made steady progress. The number of scouts has risen, despite a fall in that of troops, as a result of consolidation in the Multan and Jullundur divisions. The social service aspect of the movement has claimed the attention it deserves. Contingents of scouts and scout-masters did very considerable social service on the occasion of the solar eclipse fair at Kurukshetra, controlling traffic, restoring stray children to their parents and showing the way to the pilgrims and wayfarers. In appreciation of their services some of them were awarded certificates by His Excellency the Chief Scout of the Punjab. The scouts of the Balabgarh and Palwal tehsils in the Gurgaon district helped villagers during the Jumna floods and the unprecedented and heavy rains, saving several lives with the help of boats and digging people from under the debris of fallen houses. In fires also they lent no mean help. A safety first week was organised and observed throughout the province. A district scout rally was held at Jullundur in which twenty-four scout troops took part in the various scout-craft competitions and were addressed by Mr. Hogg, the Provincial Secretary of the Punjab Boy Scouts' Association. Girl Guides and Blue Birds flourish even in the Kangra Valley.

The number of Red Cross societies increased in schools all over the province. Jullundur division reports an increase of 149, Multan of 297 and Ambala of forty-seven such societies. They have done useful work in the cause of public health by propaganda and publicity ; they have disinfected wells, helped indigent boys with books, fees and clothes, rendered first-aid to the injured, got people vaccinated, distributed quinine gratis, run free dispensaries, prevented cruelty to animals, delivered lectures on epidemics and infectious diseases and distributed among the rural public posters on rural reconstruction and uplift. Multan division with 1,240 societies still leads the rest of the province in this respect.

Red Cross societies.

Co-operative supply societies succeed chiefly in distant villages where there is no competition with local shopkeepers and where books, stationery and other articles cannot be procured easily and at cheap rates. They afford opportunities to students of learning how to keep accounts and of contributing a share of profits to the school poor fund. Their accounts are checked by the officers of the Co-operative Department. The Inspector of Schools, Jullundur, however, complains that the promotion of a spirit of co-operation is seldom, if ever, kept in view. The Inspector of Schools, Ambala, observes that it is exceedingly difficult to persuade a member of the school staff to undertake the conduct and management of a shop and that the practical difficulties in the way of satisfactory administration of these societies will continue to be insurmountable. Thrift societies are gaining popularity in several places and even in these days of dire depression the teachers seem to appreciate the cultivation of habits of thrift, and make every honest effort, despite the inevitable cut in their salaries, to lay by something, however little, against a rainy day.

Co-operative and thrift societies.

The system of medical inspection of school children continues in selected districts. The experiment has met with a very fair degree of success in the Gurgaon and Multan districts but the Lahore Inspector is not satisfied with the result of the medical inspection carried out in the Sialkot district and the system, in his estimation, needs a thorough over-hauling. He is consequently planning to advise schools to profit by the less expensive co-operative system followed in the Jullundur division whereby two or more schools in big cities combine to maintain a joint dispensary in charge of a qualified doctor. Skin diseases, enlarged

Medical inspection.

spleen, ear, eye and throat complaints and bad teeth are predominantly prevalent among school children. Greater attention has been paid by medical officers and teachers alike to the following up of inspection by proper treatment. Funds are not available for the purchase of glasses for children with defective vision. Medical inspection was also carried out in Simla and 5,878 boys and 3,849 girls were examined. A few buildings were inspected by the Civil Surgeon, Ambala, and he found most of the board buildings ill-ventilated and very badly in need of repairs. Latrines and urinals are reported either to be neglected or not provided.

(iv) *Discipline.*

The discipline and general tone of schools throughout the province have remained generally satisfactory. Inter-school relations, with a few exceptions, were generally pleasant. Anonymous and pseudonymous complaints regarding non-issue of transfer certificates, mostly in sectarian schools, were received in the Ambala and Lahore divisions in April and much time and energy wasted in "verifying statements made in these cheap documents." The inspector of the latter division suggests substantial cuts in grants as a remedy against the artifices employed by head masters in withholding such certificates. Some complaints regarding the character of teachers in both Government and board schools were received in the Rawalpindi division and enquiries held to take possible disciplinary action against the offenders.

(v) *School buildings and hostels.*

Owing to extreme financial stringency very little has, as last year, been attempted in the matter of erecting and improving buildings for schools and hostels and a fairly large number of schools, particularly vernacular schools, still continue to be housed in unsatisfactory buildings. One middle school building in the Multan division and one high school building in the Multan and Ambala divisions each have been erected. Extensions have also been made to twenty-two middle and eighteen high school buildings in the province. The Department raised the grading of all aided schools in the Rohtak and Gurgaon districts to one hundred per cent. to enable the maintenance grants to meet the cost of special repairs after the floods.

Number
of hostels
and hos-
tellers.

The number of hostels as well as of boarders has further decreased. This is due, in the main, to the opening of high and middle schools in remote corners of the province and

to the boys attending them as day scholars either on foot or bicycles from distances ranging between five and ten miles. The general economic distress is also responsible, though to a less degree, for the decline. The Inspector, Rawalpindi Division, assigns the decline in the number of boarders to the stoppage of allowances to superintendents which has, in his opinion, made hostels unattractive and unpopular. Hostel life, however, continues to train students in the art of self-government.

CHAPTER V.

Schools.

Primary Education (for Boys).

The following table shows the increase or decrease during the year under review in the number of boys' primary schools of all types—primary departments of secondary schools excluded :—

Year.	Government.	District Board.	Municipal Board.	Aided	Unaided.	Total.
1932-33	9	4,260	308	858	163	5,598
1933-34	8	4,333	314	865	84	5,604
Increase or decrease ..	- 1	+ 73	+ 6	+ 7	- 79	+ 6

There is a fall of one and seventy-nine respectively in the number of Government and unaided primary schools, while the district board schools have risen by seventy-three, municipal board by six and the aided schools by seven. The rise in the number of district board schools is due largely to the reduction in status of some inefficient or uneconomical lower middle schools and partly to the elevation of flourishing branch schools to the primary standard. The decline of seventy-nine in the case of unaided institutions, brought about by the general financial distress, is not a cause for regret in so far as the displaced scholars from them will be able to attend the more efficient local body schools in the neighbourhood. Facilities for primary education have thus continued to be adequate in spite of the attenuated resources of the local bodies which are mainly responsible for the spread of vernacular education in the province. As was to be expected in a period of acute financial stress, the number of single teacher schools has increased from 1,442 to 1,507, during the year under report. Though the enrolment and attendance justify the appointment of additional teachers in some of these schools, district boards have been unable to find funds for the purpose. There are also certain tracts throughout the province in which the sparseness of the population makes it difficult to enrol at one place more than forty scholars and so justify the appointment of a second teacher. The closing down of schools in such areas would rob the people of all facilities even for elementary education and inflict real hardship on

them. It cannot, however, be gainsaid that these schools are generally ineffective in the removal of illiteracy ; therefore efforts should be made to increase the enrolment in such schools so that the appointment of a second teacher may be made when necessary funds are forthcoming from the exercise of suitable economies elsewhere.

On 31st March, 1934, the total number of scholars enrolled in primary schools was 373,488 or 5,273 less than on 31st March, 1933. The average attendance in these schools fell during this period by 11,282 to 311,982, the percentage of attendance to enrolment being 83·5 as against 85·4 in the year 1932-33. The enrolment in the primary departments of secondary schools also fell by 7,460, to 390,594 during the year under review. Thus the total fall in the number of scholars at the primary stage amounts to 12,733 or 1·6 per cent. of the enrolment on 31st March, 1933. This heavy drop in the number of scholars enrolled in primary schools and departments is attributed, in the main, to economic distress in rural areas and to the growing unemployment among the educated young men in the countryside. The presence of the latter in large numbers in villages has had a depressing effect on the parents while the fall in agricultural prices has been so serious that many children have been kept at home who in normal times would have entered school. The fall in average attendance, which is particularly to be regretted, is due to the severe epidemic of malaria last autumn ; for some months the schools in some areas were almost empty. It is, in fact claimed that this fall would have been much heavier but for the earnest efforts made by the teachers and the inspecting staff to enrol scholars and secure their regular attendance. The fall in enrolment has occurred to the extent of eighty-seven per cent. in the first class, where a very close scrutiny was applied to both enrolment and attendance in order to obviate all chances of fictitious figures and to eliminate such of the boys as were not of age but were enrolled simply to swell numbers. The fall may, therefore, be generally taken to represent the proportion of pupils in whose case there was the least likelihood of ever reaching the stage where the attainment of literacy could be possible. In the second class the enrolment has declined by 3,294 and in the third by 1,115. This certainly is to be deplored because it represents a diminution in the number of such scholars as were expected in the course of one or two years to pass the fourth primary class. In the fourth class the enrolment has risen by 2,317,

Enrolment
and attend-
ance.

which for the current year at least, should be regarded as a reassuring feature. It will, however, be necessary to watch more closely the progress of pupils in the lower classes so that there should be no falling off in the number of boys approaching the stage where the attainment of literacy is rendered possible.

Expenditure.

The total cost of maintaining primary schools for boys amounted to Rs. 37,74,832 or Rs. 17,902 more than in 1932-33. To this total expenditure Government contributed Rs. 24,59,983 or sixty-five per cent., district boards Rs. 5,95,623 or sixteen per cent., and municipal committees Rs. 5,09,990 or thirteen per cent. The balance was met from fees and other sources to the extent of Rs. 50,078 and Rs. 1,59,158 or in the proportion of one and three per cent., respectively. The increase in expenditure is due mostly to the grant of annual increments to teachers, a large majority of whom are trained and placed on incremental scales of salary. It may be observed that while the Government contribution increased over the previous year by Rs. 54,410 and that of the district boards by Rs. 48,29 the contribution made by municipal committees fell by Rs. 37,409. There was also a drop of Rs. 13,694 and Rs. 34,034 respectively in the amounts collected from fees and other sources. In the case of municipal committees the decrease is most probably due to the cuts in salaries that have recently been imposed and to the withdrawal of grants from unnecessary schools while in the case of fees it is partly due to the enforcement of compulsion, which automatically gives free education, and partly to the fall in enrolment. The drop in the amount contributed by 'other sources' is explained by the decrease in the number of unaided institutions. The cost *per capita* has risen from Rs. 9-14-8 in 1932-33 to Rs. 10-1-9 in the year under review on account of both the increase in the total expenditure and the fall in enrolment.

Teachers.

The numerical strength of the staff employed in primary schools increased during the year under review by thirty-two to 11,530. Of these 9,022 were trained and 2,508 untrained, so that the percentage of trained teachers on 31st March, 1934, was 78.2 as compared with 77.8 in the previous year. The proportion of trained teachers is satisfactory and should help to secure efficient teaching in schools. It is, however, a matter for concern that in some districts trained teachers are without employment; not because the supply of such teachers has outstripped the

demand for them but because a certain percentage of untrained teachers is kept in schools to serve a period of probation before they are sent to the normal schools for regular training. In view of the fact that in future these districts will not for some years stand in need of more trained teachers it may be advisable for them to employ in place of these untrained teachers men who have been trained. In case the necessary funds are not available these teachers may be appointed on the pay of the untrained teachers to await their turn for promotion to the grades reserved for them. The average number of boys per teacher is thirty-two as compared with thirty-three in the previous year. The fall, though slight, indicates the necessity of greater control being exercised over the staffing of schools. An average teacher in the primary school, in spite of the superior training now imparted in the normal schools, continues to give cause for anxiety. With his imperfect initial qualifications and all too short a period of training, he is sent to work in remote places. He often works alone and tends to forget what he has previously learnt. It is, therefore, gratifying to find that efforts have been made all over the province to improve the type and quality of the teacher through refresher courses and teachers' associations. The teacher is the pivot of the whole vernacular system and unless he is reasonably well paid and contented with his lot, is suitably guided in the discharge of his duties and receives necessary encouragement, the advance of literacy in the province must be indeed a difficult affair.

Sustained efforts have been made to vitalize teaching in schools and to make the school work both attractive and interesting. The infant class has received the greatest attention. As the admissions to this class are now restricted to particular periods in the year the children in this class are less unequal in achievement and more easily taught. The inspecting officers have made it a point to pay surprise visits to vernacular schools and to examine individually the boys of the infant class. The play element has been introduced in teaching and various devices have been used to make work congenial. Model lessons have specially been organised on the occasions of the monthly meetings of the teachers' associations wherein the various aspects of teaching have been thoroughly demonstrated and discussed. This has resulted in a definite improvement in the proportion of boys promoted from this class to the second. Model schools have also been established at convenient centres in various districts wherein experiments are being conducted in methods of teaching and

organisation. The content of the curriculum is being increasingly derived from the surroundings of the scholars and boys are occasionally taken out to the fields with a definite and well-planned programme for observing their surroundings. These excursions are afterwards made the subject of talks in the class-room. School rooms have been brightened with pictures, models and toys; and every facility is afforded to boys to be as active as possible. Wherever land and water are available trees have been planted and flowers grown, thus rendering the school surroundings more attractive. The refresher courses held by the assistant district inspectors of physical training to initiate primary school teachers into the most recent ways of carrying on the work of physical training have introduced many bright and cheerful games into the schools. The teachers have also been taught how to look after the physical health and welfare of the students. The school is becoming a happier place and its children are brighter and sturdier. But we have far to go before we can look upon the results of our labours with pride.

Buildings.

Primary schools, in a large majority of cases, are housed in insanitary and unsuitable buildings. Government has not been able to sanction any grants during the last three years for new school houses or for extensions to the existing buildings, nor have local bodies funds for this purpose. Here and there, under the persuasion of teachers or inspectors villagers have provided healthy accommodation in the form of sheds. This type of school house may well be much more widely used in the future. In that event it would be comparatively easy to adopt the practice found in Mexico and Palestine, of insisting on a village providing its own school building.

Adult schools.

Since Government has limited to ten in each district the adult schools for which it is prepared to approve expenditure, the number of these schools has fallen from year to year. Their number has fallen from 348 to 322 during this year. The number of scholars enrolled in them has also decreased by 1,386 to 6,745. Literacy certificates were issued during the year to 911 adults in four out of the five divisions. This is a most inadequate return for the money spent on them. Yet for the quick elimination of illiteracy from the province it is necessary to rely on these schools and it is therefore essential to maintain a certain number in which experiment in method and content may supply experience so that money spent on the expansion of the system in better times may not be infructuous.

Branch schools have decreased in number from 1,946 on the 31st March, 1933, to 1,830 on the 31st March, 1934, or by 11%. The fall has occurred in almost all the divisions, excepting Rawalpindi, where the number has increased from 479 to 486. The decrease is partly due to the more flourishing branches having been raised to full primary level; but it is chiefly due to the closing of those branches which failed to send on their pupils for further education. This is one of the benefits of financial stringency. It is gratifying to find that the remaining branch schools are generally in charge of trained teachers and are being adequately supervised by the head teacher of the parent institution.

The following statement shows the number of rural and urban areas under compulsion in each division in the province :—

Name of division.	1933.		1934.		INCREASE OR DECREASE.	
	Urban.	Rural	Urban.	Rural.	Urban.	Rural.
Ambala ..	24	862	24	872	..	+10
Jullundur ...	3	160	4	172	+1	+12
Lahore ...	4	539	6	523	+2	-16
Multan ..	27	839	20	712	-7	-126
Rawalpindi ..	2	614	3	629	+1	+15
Total ..	60	3,013	57	2,908	-3	-105

It will be seen that there is a fall of 108 in the total number of such areas—three urban and 105 rural. There were a number of areas where compulsion was enforced but where either on account of the paucity of funds or the insufficient number of boys of school-going age district boards were unable to open a school. Compulsion has consequently been withdrawn from such areas. The percentage of admission of boys of school-going age in the areas under compulsion ranges between 40 and 100 per cent. The proper enforcement of compulsion has presented a variety of difficulties. Attendance committees have fought shy of prosecu-

ing their kith and kin. Accommodation has not been sufficient. The teachers employed in these areas have, in some cases, not been able to infuse any enthusiasm among the people for the success of compulsion. The preparation of the list of boys of school-going age, the issue of notices to defaulters and the lodging of suits often need more time than inspectors and masters can spare. It is, therefore, encouraging to find that eleven district boards have appointed special attendance officers to stimulate the activities of the attendance committees, to issue notices and take charge of prosecutions. Wherever satisfactory men have been appointed to these posts, a general improvement is noticeable both in enrolment and attendance and in the flow of promotion from class to class. However, the dilatory procedure in the disposal of law suits still appears to be a great obstacle in the way of the effective enforcement of compulsion. With a better co-ordination of effort on the part of the magistrates and the inspecting staff, with the appointment of more attendance officers and a better selection of teachers for these areas, it is hoped the improvement now noticeable will be maintained in future and will result in a much larger proportion of boys reaching the fourth class and in the elimination of leakage and stagnation from the schools of these areas.

CHAPTER VI.

The Training of Teachers.

(i) Anglo-Vernacular Teachers.

There is no longer any Junior Anglo-vernacular training and only Senior Anglo-vernacular and Bachelor of Teaching training is carried out. This is done, as before, at the Central Training College, Lahore, and at the newly started Bachelor of Teaching class for women attached to the Lady Maclagan High School for Girls, Lahore. The Punjab University Enquiry Committee recommended that a separate women's training college should be instituted. This was approved by the University but Government had already taken steps in this connexion by opening the Bachelor of Teaching class for women at the Lady Maclagan School in September, 1933. The result of this has been that no women students were admitted for training at the Central Training College.

The number of senior students under training at the Central Training College community-wise for last year and the year under report is given below :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		CHRISTIANS.		OTHERS.		TOTAL.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
B. T.	18	29	17	28	10	10	7	1	1	..	53	68
S. A. V.	32	32	31	29	14	16	4	2	..	..	81	79
Total	50	61	48	57	24	26	11	3	1	..	134	147

* Includes one Jain.

The number shows a slight increase over the previous year and the demand for admission was as strong as in former years. A remarkable feature among the applicants is the high standard of academic qualification and this has conspicuously improved of late years especially among the Muslim candidates. There is now no difficulty in choosing a well qualified Muslim quota of 40 per cent. Competition among the Hindus is keener than ever. The communal proportion was rigidly adhered to in making admissions. No less than 15 students were sent for training by foreign administrations and Punjab States.

Academic attainments.

Out of the 147 men admitted for training forty-three had Master's degrees in Arts or Science, eleven had obtained Honours in the B. A. or B. Sc. degree and two had first division B. A. degrees. Amongst these students many had had very distinguished academic careers and their entering the teaching profession should tend to raise considerably the status of the teacher. This tendency is most satisfactory from every point of view.

Unemployment.

This has not been so acute of late in spite of the fact that very little, if any, recruitment to Government service was made. Many of the trained men obtained employment immediately the session closed and others after an interval. The Principal of the Central Training College remarks in this connexion "In spite of the financial stringency which has led to retrenchment in all directions and has put a brake on educational expansion, there is little unemployment amongst graduate trained teachers". This is a very satisfactory state of affairs and would seem to point to the fact that too many men are not being trained although probably the numbers turned out are sufficient to make good all wastage in the profession.

Courses of study : S. A. V. courses.

There was no change of any moment in the Bachelor of Teaching and Senior Anglo-vernacular courses. The recommendations of the Punjab University Enquiry Committee in regard to the reorganisation of the school system postulated certain changes in the nature of the training of teachers. Government has not yet pronounced any decision on these recommendations but the latter have been rejected by the University. Changes in training are, therefore, not yet in sight. The great desirability of extending the Bachelor of Teaching course to two years, instead of the present unsatisfactory session of less than one year, was also recognised and recommended by the Punjab University Enquiry Committee, and, although the University has not yet considered this proposal, the Board of Studies in Teaching has approved it. A proposal to institute a high degree such as Master of Education remains still under consideration but is almost certain to be decided favourably in the near future.

Date of admission.

Admissions in the past have been made in September at the beginning of the session. This plan has always entailed considerable loss of time and delayed the beginning of regular work—a serious matter in an already short course. This year candidates were selected in June and admitted in September, when work began immediately. This new arrangement was found most satisfactory and will be continued in future.

The whole college underwent a course of scout training under Mr. Hogg at Kot Lakhpat. Ten days were enjoyably spent under canvas and most of the men obtained scout-masters' certificates. Training as
scoutmas-
ters.

The many and varied activities of students under training were again vigorously carried on. A majority of them qualified in First Aid, theoretical and practical, and obtained certificates. The Health Club did its usual good work, as also the Photographic Club, and the various Boards functioned with considerable success. Men under training continue to live a very full and interesting life. Activities.

Students under training took an increasing part in games and teams entered for the University tournaments in football, hockey, volley-ball and basket-ball. Very succesful internal tournaments were held in tennis, badminton and deck tennis. Physical training throughout the session is a feature of the work in the college. Most of the students also received instruction in swimming.

Both these societies continued to flourish and to do excellent work. The Government of India has granted an experimental transmitting license to the Punjab Association of Science Teachers and the setting up of a transmitter has begun. If successful, this will be the first transmitter erected for educational broadcasting, in India. The Association continued its cinema and wireless demonstrations and the Punjab Geographical Association visited the Khybar pass, Karachi, Bombay and many other places nearer Lahore. Punjab
Geographi-
cal Assoc-
iation and
Punjab As-
sociation of
Science
Teachers.

The examination results were as satisfactory as usual and are given below for last year and the year under report :— Examina-
tion results.

Class.	APPEARED.		PASSED.		PASS PERCENTAGE.	
	1932.	1933.	1932.	1933.	1932.	1933.
B. T. ...	55	53	53	50	96	94
S. A.-V. ...	94	79	89	72	94	91

*(ii) Vernacular Teachers.***Training facilities.**

The number of training centres in the province is the same as last year; three Government normal schools at Gakhar, Lalamusa and Jullundur and two non-Government, the training school at Moga and the training class for Punjabi teachers at the Khalsa College, Amritsar. The number of teachers under training has slightly risen by four to 518. As divisional reports show, the proportion of untrained to trained teachers is very small—about eleven per cent. of the total provincial figures—and the present number of training centres is quite adequate to maintain the steady flow of trained men to meet wastage by death, retirement and transfers to other departments. Reduction in the number of untrained teachers beyond ten per cent. is not deemed desirable, forming, as they do, a very valuable reserve from which the teachers of the future may be trained. However, a point has now been reached where we might concentrate on improving the existing training institutions and on methods of teaching and to this end the Department is already considering the institution of refresher courses or the organisation of tours by specialists in physical training, devices of teaching and other important items of the village school programme.

Expenditure.

There has been a further saving of Rs. 12,509 in the expenditure from provincial revenues. During the last two years there has been a fall of about Rs. 1,43,000, in the total expenditure incurred; while the income from fees during the year under review has risen by Rs. 575.

Recruitment.

Endeavours continue to be made to select the best available material for our training units and conditions of recruitment show steady improvement. After a definite allotment to each division is made by the Director of Public Instruction, the district inspectors of schools forward to the head masters names of selected candidates—twenty-five per cent. in excess of the number required for admission—after a close scrutiny of their qualifications. A formal admission test is applied in general information, dictation, composition and caligraphy and a final list of selected candidates announced by the head masters after the candidates have submitted medical certificates of physical fitness. In making the selection, physical fitness, bearing, scholastic qualifications, the comparative needs of the various districts and the proportionate representation of the various communities and of agriculturists and depressed classes are all

duly taken into consideration. Agriculturists in all centres, excluding the class attached to the Khalsa College, Amritsar, came up to seventy-one per cent. of the total number enrolled.

The inspectors report favourably on the adequacy and ^{Staff.} efficiency of the staffs employed. The teachers are duly trained and certificated and most of them hail from rural areas or have worked as assistant district inspectors of schools and have thus an intimate knowledge of the prevailing conditions and problems of village life and education. Two posts, *viz.*, one of the drill instructor and the other of a senior English master were brought under reduction at Jullundur.

During the year under report the same old conglomerate ^{New} method, a combination of the old alphabetical, the story ^{methods} and the look-and-say methods, was followed in the Govern- ^{and} ment Normal School, Jullundur. Science teaching was, how- ^{devices.} ever, correlated with daily life and environment and its utility emphasised by the manufacture of toilet soap, tooth powder and paste, iodised ointment and similar other articles so necessary for personal hygiene. The Moga school continues to be run successfully by Mr. Harper of the Presbyterian Mission—a well known educationist of great experience, and the pupil teachers continue to be instructed in methods that are expressive of the child's mind and that cost very little but are well calculated to develop an instinct for creative art work. Instructional work in the class-room is supplemented, both at Gakhar and Lalamusa, by the assignments allotted to students for a week or a fortnight; these they do independently on the Dalton plan with the guidance, and under the supervision, of their teachers. The system has been an unqualified success in Urdu and has, therefore, been tried in the teaching of history, science and school management as well. It develops among pupil teachers not only a taste for study but also the necessary qualities of self-effort and self-reliance. The project and story methods, admittedly the most natural and easiest for arousing infants' interest and commanding their attention, continue to be taught and practised. In addition to practise in black-board writing the use of *takhtis* is insisted upon and the pupil teachers are taught the art of making reed pens. The system of group leaders and their assistants started last year at Gakhar for the correction of written work has also been introduced at Lalamusa. Apart from the considerable assistance it lends to teachers, the system is adapted to create a sense of responsibility and to foster habits of industry among the pupil

teachers. Efforts are also made to connect teaching with village life and environment. The subjects for conversation and composition are culled from local topics and general information is imparted, to begin with, through matters of rural interest, with a view to equipping the students for the work awaiting them in village schools. The pupil teachers are also taught so to mould the methods and the content of teaching as to fit in with rural environment to meet the needs and requirements of the village community.

Practice
of teach-
ing.

Stress continues to be laid on intensive practice in the art of teaching. In addition to discussion lessons and practice in local schools, the pupil teachers worked during the vacation period in village primary schools near their homes under the supervision of head masters and the district inspecting staff. This afforded them opportunities of studying problems connected with school organisation, *e.g.*, timetables, syllabuses, promotions, home task, registration, curriculum, etc., and of observing factors of educational interest operative in our villages such as local circumstances and their bearing on the school and its popularity, the progress of compulsion and the causes responsible for stagnation and leakage in rural schools. Groups of students of the Normal School, Jullundur, and of the training class at Moga conducted village day schools especially for depressed classes. Practice in simultaneous teaching of two or more classes, as prospective teachers are actually called upon to do in village schools, was also given in the Jullundur and Gakhar schools.

Adult
schools and
other acti-
vities.

Adult schools were maintained in every training institution and useful extramural activities continued to be undertaken in all of them. Farming and floriculture, scouting, physical training, social propaganda and dramatic clubs, Red Cross and thrift work, all have claimed the attention they deserved and exercised considerable healthy influence. Two scouts of Gakhar, Jagan Nath and Anant Ram, were awarded the Orders of the Silver Cross and the Bronze Cross for rendering social service at Kurukshetra at the risk of their own lives. The school was also awarded a certificate of merit. The agricultural farm and the school gardens continue to form the most delightful feature of this school. They are maintained entirely by the pupil teachers without any assistance from extraneous labour. The former has shown a net saving of Rs. 889-8-3 against Rs. 723-9-0 last year; while the latter yielded an income of Rs. 123. "Umedpur wheat", writes the head master, "was successfully grown in our

farm for the first time in the history of Punjab farming. The crop was the best ever seen. The plants were the tallest, the straw the strongest and the ears the biggest ever seen in any variety of the Punjab wheat. The three *kannals* of land yielded nine maunds of wheat and eighteen maunds of *bhusa*". At Moga a motor lorry has been purchased as permanent school equipment "to take parties of normal students out for the study of village conditions and to carry on various forms of rural service and reconstruction", doing propaganda work and staging dramas to large and appreciative audiences. Groups of students from other training centres also spent a part of their time in service in villages, carrying on health and adult education, delivering lectures on better agricultural methods and persuading parents to send their children to school. M. Barkat Ali, Vernacular Teacher, Normal School, Jullundur, possessing as he does a thorough knowledge of village conditions, continues to train students in co-operation and village uplift work. He has started societies for the training of his boys and they are all running very successfully. The staff and students of this school contributed Rs. 83-10-0 towards the Bihar Relief Fund besides collecting Rs. 165 and four bundles of clothes for the relief of sufferers. Handicrafts such as soap and rope making, mat and cot weaving, book binding, manufacture of paints and polishing of black boards, card board work, carpentry and pottery, etc., continue to be taught as usual. A first-aid class was started last year at Gakhar and sixty-four students passed the final examination. Medical tests are held each quarter and records carefully maintained.

There is a distinct improvement in the examination **Results.** results shown by these centres. In Gakhar forty-five out of fifty or ninety per cent. of the candidates sent up for the junior vernacular examination were declared successful against eighty-six per cent. last year. The total pass percentage in the Jullundur school was 84.8 against 80.5 the previous year. Lalamusa passed eighty-six and eighty-eight per cent. of the senior vernacular and junior vernacular candidates respectively sent up for examinations.

Proper discipline has, on the whole, been maintained **Discipline,** throughout the year.

The following tables show the number receiving training, **Statistics.** the expenditure from provincial and other sources as well

as the distribution of numbers according to communities and professions :—

TABLE 1.

COMPARATIVE STATEMENT *RE* INSTITUTIONS AND SCHOLARS.

Year.	NUMBER OF VERNACULAR TRAINING INSTITUTIONS.			NUMBER OF PUPIL TEACHERS UNDER TRAINING.			
	Government.	Private.	Total.	Government institutions.		Private.	Total.
				Junior Vernacular.	Senior Vernacular.		
1932-33	3	2	5	164	274	76	514
1933-34	3	2	5	170	266	82	518
Increase or decrease ...	..	...	...	+6	-8	+6	+4

TABLE 2.

COMPARATIVE STATEMENT *RE* EXPENDITURE.

Year.	From Government funds.	From district board funds.	From municipal board funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33	92,521	..	...	559	3,219	96,299
1933-34.. ..	80,012	...	..	1,134	7,078	88,224
Increase or decrease	-12,509	...	...	+575	+3,859	-8,075

TABLE 3.

STATEMENT RE DISTRIBUTION OF NUMBERS COMMUNITYWISE.

Serial No.	Name of institutions.	Number of students under training.					Total.	
		Muslims.	Hindus.	Sikhs.	Christians.	Others.		
1	Government Normal School, Gakhar. {	Sr. Vr.	54	18	14	...	...	86
		Jr. Vr.	30	11	5	3	1	50
2	Government Normal School, Jullundur. {	Sr. Vr.	28	45	13	2	4	92
		Jr. Vr.	22	22	11	...	4	59
3	Government Normal School, Lalamusa. {	Sr. Vr.	71	11	6	..	..	88
		Jr. Vr.	54	6	1	...	..	61
4	Mission Training School, Moga ..	5	3	3	21	...	32	
5	Teachers training class attached to Khalsa College, Amritsar.	...	...	50	..	...	50	
	Total ...	264	116	103	26	9	518*	

*Includes 372 Agriculturists.

CHAPTER VII.

Professional, technical and special education.*(i) Professional education.*

Law
College,
Lahore.

The Law College attracted a very large number of students this year. The maximum number on rolls was 1,022 showing an increase of 171 over the last year's figure. Of this number 557 were preparing for the First Examination in Law, 457 for the Bachelor of Laws and eight were in the Conveyancing class. No student sought admission to the class for the Master of Laws. The teaching staff was strengthened by the addition of one whole-time reader and two part-time lecturers. The results of 1933 were 63·5 per cent. in the first examination and 81·4 per cent. in the final test. The income from fees excluding examination fees amounted to Rs. 1,64,493 against an expenditure of Rs. 1,18,305.

King
Edward
Medical
College,
Lahore.

The number of regular students on the college roll at the close of the year was 463 against 439 in the preceding year: 173 from rural and 290 from urban areas. Of the total number 154 were Muslims, 127 agriculturists and 26 women students.

The total expenditure on the college amounted to Rs. 4,74,426 as against Rs. 4,55,186 in the preceding year. After deducting receipts the net cost to Government for the maintenance of the college was Rs. 3,69,217, the average cost per student being Rs. 797 as compared with Rs. 812 in 1932-33. Sixty-four students passed the final M.B., B.S. in the two examinations held during the year. The college is still without a well-equipped materia medica department; but it is pleasing to record that the scheme for making requisite additions and alterations to the existing block so as to convert it into an up-to-date pharmacological laboratory has been sanctioned by Government and will be taken in hand as soon as funds are available. Proposals for the construction of a swimming bath and a hostel for girl students and for the purchase of a play-ground are reported to be receiving the attention of the authorities.

Women's
Christian
College,
Ludhiana.

The total number in all classes was 258 as against 286 last year. Twenty-four professional licentiates, eight compounders, eight nurses, twelve midwives, twenty-eight nurse-dais and fourteen indigenous dais passed their respective qualifying tests. The number of patients admitted to the hospital was 3,477—2,683 adults and 794 children, about

forty-six per cent. of whom were Mohammadans. The anatomical dissecting room and the materia medica museum have been enlarged and women's quarters extended. The X-ray department has proved most valuable. The medical inspection of schools is carried out and much attention is given to tuberculosis work at the health centres.

One notable feature of the year under report was the opening of a class for the training of dispensers and dressers. Hitherto the training of compounders had been undertaken at the district headquarters hospitals but that was not a satisfactory arrangement. Thirty students joined this class, this being the maximum number of admissions sanctioned by Government. Muslim applicants were slow to come and the admission was particularly kept open till the places reserved for them were filled. During the year under report the number of vacancies for girls was raised from ten to fifteen and that for boys from seventy-five to eighty-five with the result that the total enrolment stood at 401 as against 389 last year. The fifteen places reserved for women students were filled without difficulty in spite of the fact that admission was limited to non-resident students only and the girls coming from outside Amritsar had to make their own arrangements for board and lodging. The demand of the public for the accommodation of girl students is reasonable and a solution has to be found. As before there were very many applications for the eighty-five vacancies for men students. The very high number of candidates that have to be turned away is indeed disquieting but the school has already touched the utmost limit of its capacity and cannot possibly increase the number of admissions any further. The selection of the Punjab candidates was as usual governed by communal considerations, merit and physical fitness. It is sad to note in the principal's report that the privilege which has been extended by Government to outside administrations and States enabling them to meet the genuine demand of their *bonafide* subjects for training at the school continues to be abused. It is perturbing to note that no less than thirty-eight per cent. of the Hindu and Muslim candidates and forty-six per cent. of the Sikh candidates were found physically unfit and had to be rejected. Organic diseases and defective vision were the common causes of unfitness. Sixty-five students passed the final licentiate examination in the two examinations held in 1933. The total expenditure on the maintenance of the school after deducting the amount of fees realised and excluding Rs. 21,497 on account of capita-

Medical
School,
Amritsar.

tion charges due from outside administrations and States amounted to Rs. 1,07,125 as compared with Rs. 1,04,053 last year. There were over 300 resident students in the hostel which was successfully managed throughout the year. The fees brought in an income of Rs. 14,370 and the expenditure amounted to Rs. 12,370.

**Dayanand
Ayurvedic
College,
Lahore.**

The total enrolment on 31st March 1934, was 175 showing an increase of thirty-one over the last year's number. According to the new scheme put into effect during the year the *Kaviraj* diploma examination will be held at the end of the third year instead of the second year and the *Vaid Vachaspati* examination at the end of the fourth year. Hence the *Kaviraj* examination held during the year was meant only for the previously failed candidates. Seven out of ten such candidates were successful. In the *Vaid Vachaspati* examination fifteen candidates appeared and fourteen passed. As last year one girl was admitted to the first year class and thus two girls were reading in the college during the year under report. Instruction in *Ayurveda* is expected to prove very beneficial to the girls as it will not only help them to earn their livelihood in the hour of need but will also enable them to serve their suffering sisters particularly in the treatment of female diseases. The number of indoor patients admitted to the hospital rose from 322 to 332 and that of out-door patients from 40,734 to 50,455 as compared with last year. This remarkable increase in the figures undoubtedly points to the popularity of the institution and to the increasing faith of the public in the Ayurvedic system of medicine. The pharmacy attached to the college serves a very useful purpose as it not only trains the students in the art of preparing medicines but is also a good source of income. Several useful additions were made to the buildings. The most important of them was the Ayurvedic museum constructed at a cost of Rs. 4,200 in memory of the donor, the late Pandit Shankar Das of Amritsar.

**Tibbia
College,
Lahore.**

The number of students on roll at the end of the year was 140 as against 143 last year in the *Hakim-i-Haziq* class and three against two in the *Zubda-tul-Hukama* class. The students hailed from all communities and some came from distant parts of the country. Attempts are being made to modernise the Unani system and consequently the practice of allopathic clinics has been introduced under the supervision of a retired Civil Surgeon. Students are taught practically how to test urine, sputum, etc., give hypodermic injections, use the catheter, take blood pressure, open ab.

cesses, etc. A separate building has been erected for this college by the Anjuman-i-Himayat-i-Islam and the construction of rooms for indoor patients is under consideration. The library has been replenished by the addition of 200 *tibbi* books. Fifty-two out of sixty-two candidates and two out of two candidates passed the Hakim-i-Haziq and Zubta-tul-Hukama examinations, respectively, held during the year.

Mr. Taylor held the charge of the office of the Principal till 20th November 1933, when he proceeded to officiate as The Punjab Veterinary College, Lahore. Director, Imperial Institute of Veterinary Research, Muktesar. Captain Walker worked as Principal in addition to his own duties for the remaining part of the year. There was a further fall (from a hundred last year to sixty-five this year) in the enrolment of the college at the close of the year. Out of eighteen applicants for admission twelve were admitted to the Licentiate Veterinary Practitioner class, three of whom had passed the F. Sc. (Medical), four the F. Sc. (Non-medical) and five the F. A. examination. It is surprising that only five of them were agriculturists. Out of forty-four candidates who appeared in the final examination twenty-nine passed in June and ten in the supplementary examination held in September 1933. Twenty-nine men joined the farriers' class and twenty-five of them qualified. Four candidates received training as dressers and nineteen veterinary assistants from the Civil Veterinary Department attended a six weeks' refresher course. Professor Aggarwala gave a short course of instruction on meat inspection to the sanitary inspectors' class. During the year under review an attempt has been made with some success in the laboratory section to carry out some organised research. In the hospital section an improved universal portable yoke has been devised. This can be used for different agricultural operations and possesses the advantage of preventing yoke galls. The income during the year fell from Rs. 28,222 last year to Rs. 25,53 and the expenditure rose from Rs. 1,59,452 to Rs. 1,87,451.

At the end of the year under report thirty-seven students were attending the final class of the Bachelor of Commerce Hailey College of Commerce, Lahore. course. The class under the Auditors' Certificates rules was continued and there were fourteen fresh admissions. Out of forty-one candidates who appeared in the Bachelor of Commerce examination twenty-seven passed. Eight out of sixteen came out successful in the Government Diploma of Accountancy Examination and ten took the first examina-

tion under the Auditors' Certificates rules. The arrangements for giving practical training to students during the summer vacation were continued and proved to be useful.

Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore.

This institute was started in 1897 and has since continued to make steady, though slow, progress. The number of students on the rolls at the end of the year under report was 170 as against 156 in the preceding year. Thirty-seven candidates passed the mechanical and electrical engineers' diploma examination, and seven were awarded trained mechanics' certificates. Thirteen students of the institution went up for the second grade examination in electrical engineering practice of the City and Guilds Institute of London and seven passed. One passed the final examination. There was a substantial addition of machinery worth about Rs. 7,000 to the laboratories. The main items of income were Government grant Rs. 12,888, Lahore Municipality grant Rs. 1,950 and fees Rs 11,236 and the total expenditure amounted to Rs. 32,451.

The Pun-
jab Agri-
cultural
College,
Lyallpur.

During the year under report there were 157 students in the degree classes, nine in the leaving certificate class, eleven in the dairy class and thirty-seven in the two vernacular classes. One hundred and eighty-five students took other short courses and sixteen attended as casual students in different parts of the year. Ninety-eight candidates applied for admission to the first year class and eighty-one were admitted. Of these forty-six were statutory agriculturists and six came from outside the province. In the opinion of the Principal the leaving certificate class, as it is, serves no useful purpose and should either be abolished or separated from the degree class to make it possible to have a two years' course with greater emphasis on the applied side of instruction. In the first examination in Agriculture thirty-four students appeared and twenty passed. In the final examination thirty four and thirty-six candidates appeared in the first and second parts respectively and twenty-six and twenty-nine were declared successful. Among the improvements effected during the course of the year may be mentioned (i) an intensive course in ploughing for the first year class, the object being to enable the students to achieve greater proficiency in the art of ploughing, (ii) the introduction of printed instructions for classes with a view to avoiding unnecessary overlapping in practical work, (iii) the formation of a publicity committee which contributes to village newspapers articles on agricultural subjects

for the benefit of the rural community, and (iv) the starting of a sugar chemistry class with the object of training chemists for employment in sugar factories. Every effort is made to secure employment for trained graduates. Of the last batch of B. Sc. (Agr.) fifteen were offered officiating or temporary appointments in the Department of Agriculture, one was appointed Farms Superintendent at the Aitchison College, Lahore, two as Inspectors in the Co-operative Societies, one as apprentice in the Military Dairy Farm, Bannu, and two as Naib-Tahsildars. The water supply arrangements of the college continue to be inadequate and the general drainage system is reported to be unsatisfactory.

Captain H. Whittaker, the retiring Principal, proceeded to the Far East on leave during the winter and Professor Matthewman officiated for him. Mr. P. R. Bence-Jones, who was appointed to succeed Captain Whittaker, took charge of the office of the Principal at the end of March. At the commencement of the year, *i. e.*, in October 1933, the enrolment stood at 245, 62 in 'A' and 183 in 'B' class as against 59 in 'A' and 191 in 'B' last year. Ordinarily fifteen fresh students have been admitted to 'A' class in the previous years, but during the year under review twenty new students were admitted and it has been decided to increase the number of vacancies offered annually to thirty. The number of admissions to 'B' class was thirty-four. In spite of the reduction in stipends the competition for admission to this class continues to be keen, approximately 200 candidates competing for thirty-five vacancies. Seven 'A' class students sat for the B. Sc. degree in engineering and four passed. The total expenditure on the maintenance of the college amounted to Rs. 2,41,010, and income to Rs. 21,659. The net cost to Government was thus Rs. 2,19,351 and the net cost per student was Rs. 837 as against Rs. 814 last year.

The enrolment at the end of the session was 117—97 in the overseer and 20 in the draftsman class, as compared with 151 in 1933. Owing to the continuance of financial stringency and the retrenchment of subordinates from the various services in recent years the number of candidates seeking admission has fallen considerably. Whereas in 1932, 295 candidates competed for 66 vacancies, the number fell to 113 last year and to 85 in the year under report. Of these 49 were admitted to the overseer and 8 to the draftsman class. The results of the final examination were quite satisfactory, 33 students

Maclagan
Engineering
College,
Moghal
pura.

Government
School
of
Engineering,
Rasul.

obtaining the 'A' certificate and 13 the 'B' certificate. Of the thirty-eight successful Punjab candidates employment was found for seventeen in the Irrigation Branch, the Buildings and Roads Branch, Bahawalpur State and with Messrs. Bird and Co. Early in the session the Principal was desired by the Chief Engineer to make a survey of the subordinates who had been retrenched by the Punjab Government and to classify those who proved suitable for re-employment. Three hundred and fifteen retrenched subordinates were reported by the various branches of the Department and out of these 170 were declared qualified and eligible for re-employment. It is satisfactory to note that by the end of March, 1934, forty-two of the best among them were offered employment. The gross receipts of the school were Rs. 23,462 as against Rs. 33,686 and net expenditure Rs. 83,160 as against Rs. 75,479 in the previous year and the net cost per student rose from Rs. 504 last year to Rs. 682 this year—the increase being chiefly due to the drop in the number of students from 151 to 117.

Mayo
School
Arts,
Lahore.

of There was a slight fall from 242 to 238 in the number of students on rolls during the year. Cabinet work, black-smithy, commercial painting and fine arts continued to be the most popular sections of the school in addition to the drawing teachers' class. An exhibition of the products of the school was held as last year. It attracted a fairly large number of visitors and the net sales amounted to Rs. 1,500.

(ii) *Special schools.*

Reforma-
tory
School,
Delhi.

There were 131 boys on rolls on the 31st of December, 1932. In the course of the year fifty-one boys were admitted and forty-seven discharged so that the number on the 31st of December, 1933, was 135. Discipline was satisfactory on the whole and a high standard of responsibility was maintained among the monitors. One attempt to escape, however, was made but it proved abortive. The Superintendent's views in this matter deserve to be quoted. He says :—

“ I might mention that this is the first escape through an open gate though both gates have been kept open by me during the day time for the past four years. The experiment has justified itself. I believe that the decrease in the cases of absconding is due largely to the removal of the main incentive—locked doors; when exits are open and windows unbarred the glamour of the enterprise melts away.”

With a view to raising the standard of morality among the inmates simple and straight-forward talks on moral topics are given by the manager once a week. The Superintendent is, however, right in his belief that mere listening to sermons does not go very far with this type of boy who can be expected to learn morality through example rather than precept. An attempt is therefore made to so order the lives of the boys of the school that opportunities for serving others are constantly available.

Commenting on the general tendency among the members of the staff to leave the school at the first opportunity the Superintendent observes :—

“ The average elementary teacher does not take kindly to work of the kind required here. He finds the strain of continuous supervision too much ; the multiplicity of duties out of school hours interferes with his private leisure and domestic comfort ; and the lack of congenial society and intercourse other than that of his brother officers is somewhat depressing.”

He thinks that the only remedy appears to him to be to pay the teachers adequately to compensate them for the irksome nature of their duties and thus to make their stay worth while. The managing committee is also reported to share his views.

All industrial departments were fully occupied throughout the year and the Inspector of Industrial Schools, Punjab, on the occasion of his visit in November, 1933, was glad to record progress in all departments and an all-round improvement in the quality of work done by the pupils. The manufacture of suit cases which has been started this year is a useful addition to the crafts taught in the school. From the point of view of sanitation and students' health this school is reported to be one of the best run institutions in India.

Sunday afternoon concerts were a pleasing feature of the school activities and select essays, recitations, dialogues and gramophone pieces made up the programme. As a change the boys were taken out occasionally for walks. The annual fortnight's holiday which was greatly looked forward to and enjoyed both by the staff and the students took place in February and the programme consisted of visits to historical buildings around Delhi, picnics, magic lantern lectures and concerts. Judging from the number of proficiency badges won by the scouts and the record of service rendered to the public,

particularly to the pilgrims at the Kurukshetra fair and to the flood-stricken people, the troops may be said to have done a good year's work. As usual six boys were sent out on license during the year to the Superintendent, Horticultural Operations, New Delhi, but the Superintendent of the School had a sad experience owing to the employer's exercising no supervision over the boys given in his charge, and unless proper supervision is guaranteed he does not intend sending them out in future. It is gratifying to note that of the 156 boys discharged during the three years preceding the year under review seventy-two per cent. are known to be leading honest lives.

Government
Technical
School,
Lahore.

The year under report was one of transition. The new scheme of studies was only partly introduced as the old curriculum had to continue to function so long as the students under training did not complete their existing course of studies. Recruitment to the electro-mechanical course started on 1st November, 1933. There was a great rush of candidates and forty-three applicants—twice the number contemplated for the first class of this department—were admitted. Owing to the arrangements for the toy making department being incomplete no recruitment was made to this section. The result of the school in the industrial final standard examination was very poor, only eighteen students passing out of forty-six sent up. It is reported that whereas in the past pupils were promoted annually and allowed to remain in the final class until they were considered fit to appear in the examination all the students in the final class were sent up this year with the result that the pass percentage fell to 39.13.

The
School for
the Blind,
Lahore.

The total number of boys on the rolls was twenty-eight as last year and of these twenty lived in the hostel. The subject of music introduced last year under the new scheme proved very popular and the pupils showed great aptitude in this subject. A certain amount of difficulty was experienced in finding suitable jobs for all the boys. This problem was examined at great length and it was decided that such portion of the cane work received from Government offices situated in Lahore as could not be executed by the Borstal Institute should, in future, be sent to this school where trained blind labour would be given work on piece wage system.

Industrial
schools.

The scheme of converting industrial schools into special trade schools mentioned in the last year's report was put into operation and a vigorous programme of internal reorganisa-

tion and overhauling continued throughout the year. The following new specialised trades were introduced in ten Government institutes in the course of the year under report: machine building, engine and pump building, improved wood-work, wool spinning and weaving, tool making, lock making, leather working and hosiery machine building and repairing. Government sanction was received for the introduction of boot-last making and general multiple turning, lace and braid making and basketry, but these will be introduced next year.

The total number of students in all industrial schools was 1,903 as against 2,836 in the previous year, the decrease being mainly due to the progressive elimination of the classes under the old scheme. The numbers may go down still further for in the words of the Director of Industries "it is anticipated that when all the classes working under the old scheme have disappeared and new schemes introducing specialised trades have been introduced in each school the total number of students will show a still further drop; but it must be noted that this decrease is a natural consequence of the policy of reorganising the industrial schools into trade schools." Three hundred and seventy-four candidates sat for the industrial final examination of whom 232 passed giving a pass percentage of 62·03 as against 60·5 last year. It is gratifying to note that according to the report of the Inspector of Industrial Schools the students who completed their training in these schools did not find any difficulty in securing suitable employment.

The year under report was one of steady growth and development in the matter of industrial education for girls. The number of Government, aided and unaided industrial schools for girls increased from eleven to fourteen and the number of students under training from 930 to 1,003. This progress is particularly gratifying if we recollect that in 1920 these schools could attract only twelve students. The demand for trained and qualified teachers still far exceeds the supply. This was the first year in the history of the industrial schools for girls that a regular system of final examination was evolved. Sixty students appeared in the certificate examination and forty-three were declared successful. Eighty took the final diploma examination, forty-eight passed and thirteen were placed in compartment.

The Government Zenana Industrial School, Lahore, enrolled students to its maximum capacity, *viz.*, 264, and

further admissions had to be refused. The demand for the training imparted in this school is very extensive and the opening of another industrial institution for women in a suitable locality is considered to be a pressing necessity. The number of students on the rolls of the Lady Maynard Industrial School for Women, Lahore, increased from 143 last year to nearly 200 this year. It is satisfactory to note that such students of the Government Zenana school and the Lady Maynard School as applied for posts in the various industrial schools in the province were able to secure suitable jobs.

Two scholarships were awarded by Government for technical education abroad, one for a period of three years for training in paints and varnishes and the other was split up into two parts, one scholar to receive training in wool spinning and weaving for one year and the other to receive training in toilet goods and allied industries for a period of two years.

Government Industrial schools.
(a) Government Institute of Dyeing and Calico Printing, Shahdara.

During the year under report ninety-six students were admitted as against 118 last year. Of these eighty-one were regular students including four graduates and fifteen were casual students. Forty-nine students appeared in the final examination and forty-four passed. Ten students appeared in the City and Guilds of London Institute Examination and nine came out successful—two of them occupying first and second positions in wool dyeing and obtaining medals of distinction. On the completion of their courses eight students were sent out to the mills at Delhi and Bombay for advanced practical training. The Institute continued to give technical advice to individuals and firms engaged in trades connected with the industries taught in the school.

(b) Government Central Weaving Institute, Amritsar.

The total number of students on the rolls during the year was forty-five as compared with sixty in the previous year. The decrease was specially noticeable in the artisan class and was due to the fact that in the general scheme of economy the number of stipends as well as their value had to be reduced. Thirty-four students took the final examination and twenty-nine passed. These are reported to have experienced no difficulty in finding suitable employment. A few experiments in weaving artificial silk on automatic hand-loom and *pashmina* on fly shuttle looms were undertaken, but they did not reach the final stage by the end of the year.

Government was compelled by circumstances to close this Institute in September, 1933, with a view to reorganizing it to meet the needs of the industry and to engage more competent staff. The members of the old staff were accordingly served with one month's notice and the second year students of class A were asked to rejoin when the Institute reopened under new conditions. There were thirty-eight students on rolls when the Institute closed for reorganisation. Fourteen and nineteen students of Classes A and B sat for the final examination and eleven and eighteen passed in their respective tests.

(c) Govern-
ment
Hoisery
Institute,
Ludhiana.

All the forty-seven places provided in the three classes operating in the factory were kept continuously occupied and forty casual students in addition received training. During the year under report eight students of class B and eleven students of class C passed out of the factory after finishing their training and according to the report of the Weaving Superintendent the majority of them were able to find suitable and responsible appointments.

(d) Govern-
ment De-
monstration
Weaving
Factory,
Shahdara.

(iii) Vocational training.

The number of Government high schools recognised for teaching agriculture increased from five to eight in the western circle and remained stationary at seven in the eastern circle. The teaching of the subject had to be abandoned at Kot Khai (Simla) for want of land with suitable arrangements for irrigation and was transferred to the Government High School at Palwal in Gurgaon district. The introduction of agriculture in four more Government high schools in the western circle is under consideration. In addition to this, agriculture is being taught in several rurally situated district board and privately managed high schools though owing to fewer boys offering the subject for their matriculation examination these schools are feeling discouraged and some of them in the eastern circle have already decided to discontinue their agricultural classes. Lala Lachhman Das who is in charge of the eastern circle continues to hold a pessimistic view of the future of matriculation agriculture as the University regulation commented upon in previous reports appears to have come to stay. His only hope lies in the replacement of agriculture in the matriculation examination, at some future date, by rural science—a new composite subject mainly consisting of science and agriculture—about to be introduced in the vernacular final examination held by the Department.

Agriculture
in high
schools.

Owing to vigorous efforts made during the year to increase income and reduce expenditure some improvement

has been effected in the financial position of Government High School farms. In the eastern circle five farms were running at a profit as against four last year and whereas all the seven farms put together indicated a net loss of Rs. 481 last year the amount has come down to Rs. 166 this year. In the western circle the position is a little different. Whereas last year three out of five farms were showing profit only two out of eight ran at a profit in the year under report, but the amount of profit increased from Rs. 160 to Rs. 232.

Agriculture
in vernacu-
lar middle
schools.

Agriculture in vernacular middle schools has continued to prove a great success and the progress made during the year has been quite satisfactory. The number of middle schools teaching this subject rose by thirty-one from 212 to 243, during the year. The district boards in the eastern circle have been so well impressed with the success achieved in the teaching of this subject that some of them have begun to show their enthusiasm by starting more farms and plots without claiming any initial grant from Government. In the western circle two zamindars, in appreciation of the good work done in schools, have made free offers of land covering five acres in area in each case to the District Boards of Jhang and Mianwali, for the purpose of starting farms at the adjacent middle schools. The influence which successful demonstrations on the school farms have begun to exercise on the minds of the zamindar community may be gauged from the following extracts from the reports of the two Assistant Inspectors. M. Ghulam Mohammad writes :—

“ The success of the various demonstrations carried out on school farms primarily for the benefit of students under training can be easily seen from the fact that many of the zamindars in their neighbourhood are adopting the improved methods of cultivation and better varieties of seeds employed on school farms. In many places agricultural masters have helped in the sale of improved implements and seeds recommended by the Agricultural Department. This has been much appreciated and the District Board, Jhang, has by a unanimous resolution permitted the teachers to open agencies for the sale of seeds approved by the Department of Agriculture and for this they will be allowed a commission of two to three annas per maund.”

Lala Lachhman Das writes much in the same strain :—

“ Improved seeds and better methods of cultivation employed on school farms continue to find their way to the

cultivators' fields in the neighbourhood. Many crops like *paunda* and coimbatore varieties of sugarcane, fodder crops like *berseem*, *shaftal*, elephant grass and sudan grass, improved varieties of wheat and cotton, chiefly wheat type 8-A and 9-D and mollisonæ cotton and vegetables, especially potatoes, garlic, cauliflower and imported turnips have attracted most attention since the slump set in in the agricultural market. Here and there improved implements especially the Meston plough and bar harrow are also becoming increasingly popular among the zamindars who are now seriously thinking of getting these implements, prepared locally by the village artisans. All this is very encouraging indeed and it points to the conclusion that the zamindars have after all come to realize that improvements are possible in their old time methods of cultivation."

Earnest efforts were made for the improvement of the financial position of these institutions and the introduction of the system of regular cropping schemes and the preparation and scrutiny of the budget estimates for each individual farm and plot with a view to lowering the cost of production to the barest minimum have had a very salutary effect. Notwithstanding the fact that in the central districts of the eastern circle the rains were heavy and consequently the sowing of the crops had to be delayed and in parts of the Ambala division the rains were excessive and the floods did serious damage to the crops, twenty-six out of thirty-two farms and thirty-nine out of forty-two plots were running at a profit as against twenty out of thirty-one farms and thirty-nine out of forty-one plots last year, and whereas the farms showed a net loss of Rs. 319 last year there was a net profit of Rs. 255 in the year under report and the plots showed a net profit of Rs. 597 as against Rs. 529 in the preceding year. In the western circle the corresponding figures were as follows :—

No. of farms running at a profit :	36/40 (1932-33)	40/40 (1933-34)
No. of plots ditto :	48/98	65/127
Profit on farms :	Rs. 2,320	Rs. 2,962
Profit on plots :	Rs. 1,337	Rs. 1,860

M. Ghulam Mohammad writes :—

"It is gratifying to note that " this improvement in the finances of the schools teaching agriculture has been brought about without either impairing their efficiency as educational institutions or sacrificing any principles or ideals of education. On the other hand it has been

realised during these years that the problem of the finances of these institutions by itself has a great educative value, for the various processes involved in its solution require a great deal of effort, skill and clear thinking on the part of the boys, who thus get a real training in the art and also to a considerable extent in the business of farming”.

With a view to establishing a more intimate contact between the school and the boys' homes, students whose parents own land in the vicinity of schools are encouraged to grow improved varieties of crops or vegetables in small areas of their fathers' land under the supervision of their agricultural teachers. Field operations are done by the boys themselves and they are required to maintain faithful records not only of these operations but also of the entire cost of cultivation including the value of their own labour. These 'home plots', as they are called, are yearly increasing in number and are much appreciated throughout the province.

Nature study and gardening in training institutions

There were only three normal schools in the province as last year. Gakhar continued to do good work and it is interesting to note that a sample of Umedpur wheat No. 1 (the so called mummy wheat) was successfully grown at this place. The yield as compared with the standard variety 8-A was four maunds of grain and fifteen maunds of *bhusa* per acre in excess.

Teachers' Training Class, Lyailpur.

There were thirty-two applicants for admission to this class out of which fourteen were admitted. The class is reported to be well organized and managed.

Other activities.

Laudable efforts have been made in recent years to make school premises attractive. Schools teaching agriculture take a lead in this activity. They collect seeds of shady trees, grow them in nurseries and distribute seedlings to schools and teachers and boys co-operate in beautifying their compounds by growing flowers, creepers and plants.

Village boys are further encouraged to grow flowers in their own homes and for this purpose nurseries have been established at selected centres and the seedlings distributed among the boys of the local and surrounding schools. In the spring of 1934 exhibitions of flowers thus raised were held at as many as 135 centres in the eastern circle and prizes were awarded. At Budhi Pind in the Hoshiarpur district and at Narowal in the Sialkot district flower shows were held in connexion with the 'Parents' Day' and at the district tournament respectively and were much appreciated.

During the year under report sericulture remained in a satisfactory condition. The Government Entomologist supplied sufficient quantity of seeds of silk worms for free distribution in fifty schools in the western circle and guaranteed the purchase of the whole crop produced in schools. Lac culture is being tried on a twelve acre *barani* farm in the Campbellpur district. A good many *ber* trees have been planted for this purpose and were inoculated last year. They are reported to be progressing satisfactorily and if the experiment succeeds lac culture will be extended to other *barani* farms in sub-mountainous tracts.

There was no change in the number of commercial classes attached to Government high schools and intermediate colleges. The enrolment on 31st March, 1934, stood at 205 as against 256 last year. Two hundred and ninety students appeared in the departmental examination and 142 or 48.96 per cent were declared successful. The classes have fallen into disfavour owing to the output not coming up to the requirements of employers, particularly in English and shorthand. The question of overhauling the present system of this type of education is engaging the attention of Government.

The number of admissions to the Young Men's Christian Association Evening Classes during the year ending December 1933, was 260 as compared with 294 of the previous year. Of these thirty-one were graduates; forty-two intermediates and 137 matriculates. Shorthand and typewriting were the most popular subjects. Three groups,—*viz.*, beginners, intermediate and speed were arranged in shorthand and the number attending these classes was 233. During the year 133 certificates were issued, thirty-three in shorthand, forty-nine in typewriting, thirty in book-keeping and twenty-one in correspondence. The income from all sources including a Government grant of Rs. 3,120 was Rs. 9,004 and the total expenditure amounted to the same figure, the corresponding figures for the last year being Rs. 9,334 and Rs. 10,371.

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

The commercial classes attached to the Young Women's Christian Association started with an attendance of seventeen girls three of whom took the full course; but, as usual, only a small percentage of students continued to the end to complete the training. There is a growing demand for steno-typists with good English but very little inclination is shown by the majority of the girls in training for office work and one realizes that this is due to the lack of a proper educational background which might equip them to undertake more serious and responsible work.

CHAPTER VIII.

Education of Girls.

Each year sees a decrease in the antipathy to the education of girls. This is perhaps as much as can be said for rural areas. It can, however, be said that in the towns there is an increasing demand for further facilities for both school and college education. The present is a time of unparalleled opportunity and the loss will be incalculable if, because of financial stringency, it is not possible to take advantage of it. It is true that good work depends far more upon the personality and zeal of the teaching staff and on the pupils' keenness to learn than on commodious buildings and expensive equipment. A certain minimum in the way of accommodation and equipment is however a necessary factor, if really good work is to be done. In its absence energy is dissipated and enthusiasm is apt to cool. Realizing, as all must, the important part the education of girls is bound to play in gradually breaking down those social customs which hamper progress, it seems an obvious corollary that progress should not be stayed through lack of funds sufficient to provide the irreducible minimum in the way of accommodation and equipment. This is still more true of the teaching staff. Without teachers qualified and enthusiastic, and adequate numerically, true education cannot be imparted, however excellent the building and equipment.

The following statement shows that there has been an increase in the total expenditure on girls' education. The increase in expenditure is not, however, yet commensurate with the increase in the demand for schools and colleges. This is especially true of the expenditure from municipal and district board funds.

STATEMENT OF EXPENDITURE ON GIRLS' EDUCATION.

Year.	From Gov- ernment funds.	From district board funds.	From municipal board funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1932-33 ..	12,80,753	1,47,915	4,03,012	2,48,608	4,98,985	25,79,273
1933-34 ..	13,98,928	1,52,975	4,05,743	2,75,997	5,45,152	27,78,795
Increase or decrease.	+1,18,175	+5,060	+2,731	+27,389	+46,167	+1,99,522

The recently published *Quinquennial Review of the Progress of Education in India* shows that in 1932 expenditure

on girls' education in the Punjab compared not unfavourably with the older provinces, if the size of the female population is taken into account.

EXPENDITURE ON EDUCATIONAL INSTITUTIONS.

Province.			Female population in millions.	Expenditure in 1932.	Increase since 1927.
				Rs.	Rs.
Madras	..	..	23·6	74,22,761	24,38,171
Bombay	..	..	10·3	58,29,207	4,76,778
Bengal	..	..	24·0	36,54,487	8,45,802
United Provinces	..	..	22·9	27,55,467	4,41,604
Punjab	..	..	10·7	28,98,606	9,22,795

The statement giving the number of recognized schools and colleges for girls and the number of scholars in them shows that progress has been maintained during the year. The number of unrecognized institutions has decreased. As, in most cases, it is almost certainly the unsatisfactory schools which have ceased to exist, this is not a matter for regret.

The increase in the number of pupils reading in middle schools is especially encouraging, as it indicates that girls are staying longer at school. Not only does it mean that they are getting further education, but also that they are getting a longer, happier and healthier girlhood.

Kind of institution.	NO. OF INSTITUTIONS.			NO. OF SCHOLARS.		
	On 31st March 1933.	On 31st March 1934.	Increase or decrease.	On 31st March 1933.	On 31st March 1934.	Increase or decrease.
High schools ..	31	34	+3	11,312	11,737	+425
Middle schools ..	133	146	+13	30,287	34,518	+4,231
Primary schools ..	1,631	1,660	+29	98,179	99,693	+1,514
Special schools ..	54	50	-4	2,773	2,759	-14
Colleges ..	3	4	+1	324	389	+65
Total (Recognised institutions)	1,852	1,894	+42	142,875	149,096	+6,221
Unrecognised institutions.	2,853	2,633	-220	58,297	50,245	-8,052
Grand Total ..	4,705	4,527	-178	201,172	199,341	-1,831

The distribution of scholars in recognised schools for general education division-wise on 31st March 1934, was :—

Ambala Division	..	..	11,912
Jullundur Division	..	..	25,339
Lahore Division	..	..	52,652
Rawalpindi Division	..	..	30,321
Multan Division	..	..	25,724
Total	..	..	1,45,948

A comparison with the figures given in the recently published Quinquennial Review of the Progress of Education in India 1927—32 shows that in 1932 the number of girl pupils in institutions in the Punjab compared favourably with those in some other provinces alleged to be more progressive :—

Province.	Female population in millions.	Total No. of girl pupils in all institutions in 1932.	Increase since 1927.
Madras	23·6	742,536	203,185
Bombay	10·3	292,658	69,341
Bengal	24·0	559,712	134,560
United Provinces	22·9	167,011	42,775
Punjab	10·7	213,287	84,407

A comparison of the examination results for 1928 and for 1934 indicates that considerable advance has been achieved during the intervening years.

Examination.	1928.			1934.		
	Appeared	Passed.	Pass percentage.	Appeared	Passed.	Pass percentage.
M. A. ..	2	..	..	6	5	83
M. Sc. ..	..	..	..	..	12	71
B. T. ..	..	..	..	17	73	67
B. A. ..	22	8	36	169	73	67
B. Sc. ..	..	..	..	2	..	..
Intermediate Arts..	33	22	67	293	160	69
Intermediate Science	28	20	71	46	34	74
Matriculation ..	179	121	68	865	590	68
Middle Standard Examination.	905	701	77	2,670	1,947	78

A very urgent need is the opening of B. Sc. classes at the Lahore College for Women. This year two students took the B. Sc. from the Forman Christian College though none passed. Only a few students, however, are likely to go to men's colleges, and within the next five years it will be necessary to recruit science teachers for as many as possible of the Government high schools which at present are not offering science as an optional subject. Up to date the subject is only being taught in four high schools and in three of these by teachers whose vernaculars are not of this province. Such teachers are not likely to be very successful in teaching elementary general science to the middle classes, where the teaching in this subject must be in the vernacular, if the pupils are to understand what is taught. Hence it is most desirable that the science teachers recruited should be of this province. From the number of students, who passed the F. Sc. in 1934, it may be inferred that students will be forthcoming for a B. Sc. class, as soon as it is opened. At present a number of the girls who pass the F. Sc. go to a medical college. Some, however, are obliged to take the B.A. course with one science subject although they would prefer to take a science degree.

The increase in the number of students taking the middle standard examination is satisfactory. The standard of this examination is considerably lower than that of the vernacular final examination for boys. In spite of this, however, many parents, against the advice of head mistresses, insist on their daughters attempting the matriculation examination two years after passing the middle examination. One result is that there are unnecessary failures. A more serious result, however, is that many of the girls, who pass and subsequently join a college, are too immature and have too little knowledge to follow the F.A. or F.Sc. course with profit or pleasure. The simplest remedy seems to be to raise the standard of the middle examination during the course of the next few years.

Primary Education.

Quantitatively progress in primary education has been maintained during the past years and there has been an advance. Qualitatively there is less cause for encouragement. On the contrary there is definite danger that, as numbers increase, the schools will be even less satisfactory, unless an effort is made to raise the standard. Very many municipal and district board and aided schools are housed in most unsatisfactory buildings. In towns the schools are in rented houses, absolutely unsuited for such a purpose, situated in

narrow streets and surrounded by other tall buildings. The result is that the rooms are dark, airless and in some cases apallingly over-crowded. In many cases the floors, at any rate of the ground floor rooms, are damp. The only redeeming feature in some schools is that in winter the classes can go in turn on to the roof.

In villages the schools are frequently in small dark rooms in narrow lanes. The floors are often damp in winter. Seldom is there adequate, if any, playing space.

Everything possible needs to be done to urge boards and governing bodies to move girls' schools to the outskirts of towns and villages where they will get sufficient sunshine and playing space. At first, doubtless, there will be some opposition and older girls may not be sent; but as the younger children pass into the higher classes, they will almost certainly in most cases continue their attendance. In many schools not only are the buildings unsatisfactory, but equipment is old and insufficient. Inspectresses repeatedly remark on this state of affairs in the log-books, but boards and governing bodies in many cases pay no attention.

The teachers have no control over buildings and equipment. They are, however, frequently very negligent in regard to factors over which they have control. Surprise visits often reveal a most disappointing state of affairs in regard to cleanliness of the class rooms and personal cleanliness of the children. Some of the *bulanewalis* are disgracefully dirty, and in some cases too old to be of any use, and yet boards and governing bodies still retain their services.

Frequently steady work is not going on, at any rate not in all classes. Registers are in some cases most unreliable. In spite of the fact that a school is already over-crowded, it is not at all uncommon to find a number of children, frequently under 5 years of age, who have not been enrolled in school and sitting doing nothing. Often very little beyond marbles and sticks is used in number work and reading charts are absent, in spite of the fact that teachers learn to make number and reading charts when in the normal classes. This is sufficiently disappointing when the teachers are untrained, but more so when they are trained. The remedies seem to be :—

- (a) To replace untrained teachers by trained teachers wherever possible.
- (b) To impress on students in normal schools the need for the practical application of what they learn.

- (c) To increase the inspectorate, so that they can pay surprise visits which are infinitely more enlightening than expected visits. At present one assistant inspectress is responsible for 200 schools and three others for over 150 each. This means that surprise visits are almost out of the question.
- (d) To organize refresher courses to keep trained teachers up to the mark, and other courses to help untrained teachers who are too old to benefit by full training. These activities are difficult to arrange while assistant inspectresses are responsible for so many schools that they have little time to spare from the actual inspection work.

Very many primary schools are still one-teacher schools. Such schools are seldom really satisfactory. A possible solution to this problem, and also to the problem of the villages which cannot afford a separate girls' school, would probably be "village schools" for boys and girls. In such schools a man and his wife or daughter could be the teachers. The woman would teach the lower classes and the man the upper. In these circumstances parents would probably have sufficient confidence in the schools to allow their daughters to stay in them till after passing the primary examination. In order to be able to experiment on these lines, it will be necessary to get some wives of teachers to take the junior vernacular course of training.

The figures for co-education, as far as they affect primary schools, indicate that there are already some districts where such an experiment would probably be a success, as girls are already attending boys' schools.

Co-education.

Kind of school.	NUMBER OF BOYS IN GIRLS' SCHOOLS.			NUMBER OF GIRLS IN BOYS' SCHOOLS.		
	On 31st March 1933.	On 31st March 1934.	Increase or decrease.	On 31st March 1933.	On 31st March 1934.	Increase or decrease.
High	239	278	39	59	113	+54
Middle	213	236	+23	7,355	8,477	+1,122
Primary	373	412	+39	8,883	11,774	+2,891
Special .. ..	..	..	..	35	6	-29
Colleges .. ..	..	..	..	91	97	+6
Total	825	926	+101	16,423	20,467	+4,044
Unrecognised institutions.	6,272	6,488	+216	9,070	13,237	+4,167
Grand Total	7,097	7,414	+317	25,493	33,704	+8,211

Secondary Education.

During the year under report, no new Government girls' school has been opened. The numbers on the roll in most of the schools, however, have increased and in many cases the accommodation is not sufficient for the number of pupils. The Government girls' schools at Ludhiana and Sargodha are still urgently needing more suitable accommodation. Arrangements for better accommodation of the high school at Hissar are now being made.

A reference library, of even the most moderate size, is absent in nearly all Government girls' schools. Up to the end of 1932-33 only three schools possessed adequate equipment for a science laboratory. During the year under review it has been found possible to give a special grant for science apparatus to two more schools.

Some Government girls' schools have been raised from the middle to the high standard without any addition of staff. In many others the numbers have increased considerably without a corresponding increase in staff. The result is that in some schools the staff, and more especially the anglo-vernacular staff, is overworked. The quality of the work in some cases has suffered. Another result is that extra-mural activities, such as games, debating and dramatic societies and visits to places of interest in the locality, do not receive the attention and stimulus from the staff, which they must receive, if the pupils are to get true education and culture and not mere instruction.

The teaching in some subjects in very many, if not most of the schools, lacks the freshness and inspiration that comes from experimenting with methods that are new, at any rate, for the particular teacher concerned. Teachers, who are overworked cannot have energy or keenness for trying new methods. Also if head mistresses have too heavy a teaching time-table, as some of them have, they will not have time or energy for inspiring their staff to try new experiments. The existence of reference libraries in the schools would help on these lines, as few teachers can or will buy for themselves books dealing with new methods and experiments.

The number of married teachers in schools of all types is increasing. While it may be true that parents, in some ways, have more confidence in married teachers, it is also true that married teachers with small children necessarily have fairly heavy claims on their time and energy at home and except in very rare cases, neither can nor are willing to give as much time and energy to extra reading in the

subjects they teach and to extra-mural activities, as a reasonably good unmarried teacher is able and usually willing to do.

The fact that in Government girls' schools the pupils in one class work in three vernaculars is a handicap in the teaching of such subjects as Arithmetic and Geography. Some teachers learn to read a second vernacular with reasonable ease. Some however do not do this and few read three vernaculars with ease. Undoubtedly there are arguments in favour of three-vernacular schools, but the standard in general subjects will probably never be as high as if all the pupils were working in one language.

In high schools there is a need of teachers trained to teach drawing. If this subject were offered in schools probably a number of pupils would take it as an optional for matriculation and the middle standard examination. It seems a subject eminently suitable for girls particularly as most of them are interested in designs for needlework.

Anglo-vernacular Training.

In September 1933 a class for B. T. training was attached to the Lady Maclagan School. The class opened with seventeen students of whom five were teachers sent by the Education Department. The opening of this class has made it possible for *pardah* students to take the B. T. training and so has met a real need. The University was not willing to sanction affiliation until certain conditions laid down by the inspection committee were fulfilled; but the students were allowed to take the examination as private candidates.

Junior anglo-vernacular training has continued to be carried on in the Lady Maclagan School and at the Kinnaird Training Centre. In the former institution there were fifty students and in the latter forty-six including first and second year students in both cases.

Vernacular Training.

In October 1933, first year senior vernacular students were admitted to the Government High School for Girls, Hoshiarpur. The second year students remained to complete their training at the Lady Maclagan School. After April 1934, however, there were no senior vernacular students in this institution. The school at Hoshiarpur probably has the best building of any Government girls school in the province, and Hoshiarpur will probably prove a more suitable place than Lahore for a senior vernacular training class.

No new junior vernacular classes have been opened during the year, but the junior students, who would have been admitted at Hoshiarpur, were sent elsewhere, in order to leave room there for the admission of seniors. Most of these junior students went to the Government High and Normal School, Rohtak.

All inspectresses and head mistresses of normal schools are of the opinion that a pass in the primary examination is an insufficient qualification for admission to a junior vernacular course of training. It is hoped that next year it may be possible in three normal schools to admit only middle passed students who will then complete the course in one year.

Collegiate Education.

The Lahore College for Women and the Kinnaird College continue to be the only two degree colleges for women in the province.

The number of students in Lahore College was 145, almost the same as in the previous year. More students could not be admitted owing to lack of accommodation. Each year it is felt more acutely that the college buildings are too small both as regards lecture rooms and laboratories, and also as regards hostel accommodation. The opening of the Stratford College may have led to a temporary alleviation in the intermediate classes, but, as it will presumably also result in a larger number of girls wishing to read for a degree, it is obvious that the problem of accommodation remains unsolved.

The examination results of this institution were excellent as there were no failures; moreover the Lady Dane Gold Medal and the Asghari Khanam Gold Medal (the only medals awarded by the University to women) were both won by students of this college.

The Principal of the Kinnaird College for Women also reports that nothing has been done during the year to increase the accommodation, and that no further increase in numbers is possible on the present site, and so the total number on roll, which is 137, is only about 13 more than in the previous year. The college authorities continue to lament the lack of a science department.

The year under report has been one of all round progress at the Stratford Intermediate College, Amritsar. The number of students has increased from 56 in 1933 to 90 in 1934. Seven students went for the Intermediate examination and five passed.

This was the first set of students to go up for the Intermediate examination. The college has already outgrown its existing accommodation, and steps are being taken to obtain sanction to rent a third bungalow for the college, before new students are admitted to the first year Intermediate class. On being appointed Central Circle Inspectress in July, Miss Feroze-ud-Din left the college and her place was taken by Miss Sant Singh, B.A., B.T., who had been for a number of years on the staff of the Lahore College for Women.

Queen Mary College.

The number of girls on the roll at the end of the year was 168 of whom 57 were boarders. In the boys' preparatory school there were 27 on the roll of whom 10 were boarders. Four girls appeared for the Intermediate examination this year, two in all subjects and two in English only.

Domestic Science.

A short domestic science course was held again this spring by the inspectress of domestic science at the Lady Maclagan School. Practically all Government girls' schools now have on the staff at least one teacher, who has attended one of these courses. Head mistresses of all normal schools are being asked to arrange that students under training are taught domestic science by a teacher who has attended this course. The majority of the teachers who attended this year's course were from board and aided schools. A consideration of these facts shows that the standard of teaching of the subject throughout the province must be gradually improving. Miss Wagstaffe left Government service to get married soon after the end of the year under report. During the four and a half years in which she has been inspectress of domestic science she has done a very great deal to raise the standard of the teaching of her subject throughout the Punjab.

Physical Training.

With the exception of a little coaching in games given to the students of the Lahore College, this year Miss Chrystal has devoted all her available time to the Bachelor of Training and Junior Anglo-Vernacular students at the Lady Maclagan School. As all the students will become teachers, to train them seems to be the quickest and most certain way of raising the standard in games in the greatest possible number of schools. Keeness about games increases each year, and this year more institutions entered teams for the inter-college and school sports than has been the case in any previous.

year. Teams from as far away as Rohtak and Lyallpur came to Lahore to compete. Miss Cree has been coaching some of the aided and non-recognised schools in Lahore, and this has helped to raise the standard of play in the inter-school matches.

Girl Guides.

Numbers, keenness and the standard of efficiency are all noticeably increasing. In November, 1933 a very successful All-India Guiders' Training Camp was held at Kot Lakhpat. Her Excellency Lady Willingdon considered this camp of such importance that she flew from Delhi to Lahore to inspect it. The inspiration which Punjab leaders found at the camp will have its effect on Guide and Blue-Bird companies all over the Punjab. The Girl Guides and Blue Birds are indebted to Mrs. Macpherson, Mrs. Sanderson, Mrs. Munro and many other ladies for unfailing interest in the work.

CHAPTER IX.

Education of Europeans.

Schools and Scholars.

The number of schools remains at 26, which excludes the boys' and girls' schools at Sanawar. The primary school at Summer Hill, Simla, still survives, but it is now practically a private school since it has no guaranteed financial support from any source. The school continued to serve a useful purpose and it is to be hoped that it will not have to close down.

The number of pupils attending schools has increased by 145 to 2,895 as against 2,750 last year. This is again a very satisfactory state of affairs and argues a further financial recovery amongst parents and an unabated desire to avail themselves of the educational opportunities open to them. Many schools have certainly to report considerable arrears of fees, but such arrears are usually recovered after varying periods of delay. The expensive "extras" in schools, for example, music and dancing, have again been taken by many children. One aspect of the numbers attending schools is worthy of some comment. There is a distinct decrease in the number of very small children and it would appear that parents are unable to pay for the younger members of the family at school and have to be content with sending the older children to school. This does not argue a very satisfactory state of affairs for the future. Small children, whose education is delayed, are bound to be backward when they do go to school. There may, of course, be another reason for fewer young children being at school, namely, that families are becoming smaller.

The number of Indian pupils reading in these schools is the same as last year, *i.e.*, 396. The last three years' figures are given below for comparison :—

Year.	No. of boys.	No. of girls.	Total.
1931-32 ..	218	117	335
1932-33 ..	237	159	396
1933-34 ..	228	168	396

The number, as was the case last year, remains below the limit of 15 per cent. prescribed by the Code. In this

connexion the remarks made in last year's report may be noted. Exactly the same state of affairs prevails this year, and much disappointment among Indian parents at the refusal of admission to their children could be prevented if there were a more evenly distributed demand amongst all European schools and no concentration of the demand on a few.

Expenditure.

	Rs.
(1) Total direct expenditure from all sources ..	6,01,715
(a) Share borne by Government ..	2,38,921
(b) Tuition fees ..	2,82,903
(c) Other sources ..	79,891
(2) Indirect expenditure (excluding expenditure on scholarships) ..	1,75,943
(3) Scholarships ..	9,583
Total ..	7,87,241

Cost per head on direct expenditure (1933-34).

Kind of school.	No. of pupils.	Total expenditure.	Cost per pupil.
		Rs.	Rs.
Secondary schools for boys	1,195	2,85,719	239
Primary schools for boys	216	32,256	149
Secondary schools for girls	1,383	2,68,583	194
Primary schools for girls	101	15,157	150
<i>1932-33.</i>			
Secondary schools for boys	1,134	2,53,120	223
Primary schools for boys	190	31,877	168
Secondary schools for girls	1,323	2,65,066	200
Primary schools for girls	103	14,444	140

With a budget grant of only Rs. 5,000 for buildings, and no budget allotment at all for furniture and equipment,

practical stagnation must continue to exist in the schools so far as the provision of better accommodation and general teaching equipment is concerned. This cannot be considered educationally sound but further comment is beside the point so long as the present financial stringency persists.

Scholarships.

The total number of scholarships held is 101 against 100 last year with a corresponding increase of Rs. 163 to Rs. 9,583 in the expenditure thereon.

Examination Results.

In 1933-34 in the Middle School and Scholarship Examination out of 180 candidates (77 boys and 103 girls) 139 passed (66 boys and 73 girls) against 174 candidates (83 boys and 91 girls) and 166 passes (81 boys and 85 girls) in 1932-33.

The results are not quite so good as last year but are still good. It would, however, be more satisfactory if more of the candidates could obtain a higher class pass and did not just manage to scrape through as so many of them do. There is still the same prejudice among the schools against a departmental examination at the middle stage, and most schools would prefer to work solely for the Cambridge examinations and organize their courses accordingly.

Teachers.

In the year 1933-34 the total number of teachers employed in European schools was 234 against 211 last year. Of these 153 are trained and 81 untrained against 140 trained and 71 untrained in 1932-33.

The schools continue to be well and adequately staffed and the only obvious comment is that the percentage of trained teachers has fallen from 66 to 65 following a fall last year from 73 to 66. The fall of one per cent. is not serious in itself but is perhaps of significance as showing the continuance of a tendency much more obvious in last year's figures. It is chiefly amongst the non-secular staff that training is absent, although most of the non-secular staff are efficient teachers with many years of experience behind them. Figures of trained and untrained teachers in European schools may, therefore, be somewhat misleading. Further, it is interesting to note that young nuns are now being trained at St. Bede's College, Simla.

Buildings.

As noted earlier under expenditure only Rs. 5,000 were budgeted for building grants. This money was distributed as detailed below :—

	Rs.
(1) Jesus and Mary Convent School, Sialkot	1,327
(2) Cathedral School, Lahore ..	500
(3) Jesus and Mary Convent High School, Murree ..	1,460
(4) Jesus and Mary Convent Schools, Simla	531
(5) Jesus and Mary Convent School, Lahore	781
Total ..	4,599

Very little could be done to clear off the many outstanding requests for money from schools which have already completed projects in the hope that a grant would be given. Still less could any hope be held out to those schools where plans for improvements are ready but which cannot be undertaken with no promise of a grant from Government. The money available was carefully spent on absolute essentials and schools had to be told that no promises could be made. Nevertheless certain additions have been made without aid such as the swimming bath at Bishop Cotton School which has added greatly to the amenities of the school. The condemned servants' quarters at the same school will probably be replaced by new quarters in the near future. The beautiful new chapel at Dalhousie has been completed and is a splendid addition to the school. At Lawrence College, Ghoragali, the two quarters for married members of the staff have been completed and occupied, the old temporary dormitory of the Boys' School has been converted into a carpenter's shop and the old carpenter's shop into pianoforte cubicles, and an additional room and verandah for the dispensary completed. The quarters for the establishment of the electric power plant are being constructed.

Teaching.

General comment at some length was made in last year's report on the teaching in European schools, and it is not proposed to repeat here the observations then made. That satisfactory examination results are obtained is obvious from the figures quoted earlier in this report, and similar figures are achieved in the higher Cambridge examinations.

Something more than the ability to pass examinations is, however, required if Anglo-Indian and European children are to take their proper place in the life of this country when their school days are over, and to hold their own in the strenuous days ahead of them. A background of sound culture, an ability to think and act for themselves and the knowledge of how to occupy their leisure profitably are all vitally necessary, and it is at school that the foundations of all these are laid. It is pleasing to report that the schools realize that this is so, and there is apparent a tendency to pay more attention to those aspects of school life, unconnected with examinations and the text book, which go to build up the background required by modern life. In some schools this work has long been a feature and has progressed far, in other schools only a beginning is being made. Much cannot be done all at once, and strained finances are a terrible handicap to new effort, but it is satisfactory to find that considerable thought is being given more and more to this side of education and what can be done is being done.

So far as the teaching of individual subjects is concerned it is sufficient here to emphasise the suggestions made last year. There is still room for considerable improvement all round.

Courses of Study.

There are no changes to report. The position with regard to Urdu remains the same and St. Edward's, Simla, has not yet been able to start the teaching of Physics alongside of Chemistry. Much has been said here in the past on the desirability of girls taking Mathematics, especially when they hope to take up a teaching career or proceed to a degree, especially a medical degree. But the prejudice against Mathematics for girls is hard to kill. The case is very similar as regards Science, except for Botany which is taken in some girls' schools.

Health.

There were few epidemics in the schools and the general health of the pupils was, on the whole, very good. Many schools are taking specific preventive measures now-a-days with good results. This should be the practice in all schools.

Training Institutions.

The Chelmsford Training College for men at Ghora Gali and the St. Bede's Training College for women at Simla

both report another successful year's work. At St. Bede's College the new scheme of work and examination is proving successful and several of the girls stay on for a year after training and take the University Intermediate Examination. No further changes have been made or are proposed in the two training colleges. That these institutions are supplying a want in India is proved by the way in which their trained teachers always find employment. At St. Denys', Murree, there were only four pupils under training in the Kindergarten Training Class. The number will probably decrease to two, and the Principal reports that, without stipends, parents find it difficult to support their daughters for the long period of training. Many of the trained teachers from our Colleges now proceed to a university degree with little difficulty.

Collegiate Education.

This comparatively new development is fully justifying itself at Ghora Gali and Bishop Cotton School and, as has been pointed out above, some of the girls from St. Bede's also take the Intermediate Examination from the College. Numbers in the college tend to increase and, almost certainly, more and more students will stay for the Intermediate and not be content to leave after completing their school courses.

Technical Education.

Numbers are falling in the Shorthand and Typewriting classes at the Young Men's Christian Association, Lahore, and, as the grant from Government is only to be given for another year, it is probable that the numbers will decrease still further. Governmental facilities for such training, at various centres in the province, are ample. The shorthand and typewriting classes at the Young Women's Christian Association, Lahore, suffer from fluctuating numbers and only three students were taking the full course. The lady in charge reports on the unsatisfactory application of the pupils to their work and reports that there are but few girls who complete the course of training. The impression received is that these classes are not worth the trouble and time spent on them.

CHAPTER X.

Education of Special Classes.

The Encouragement of Backward Areas and Communities.

The policy in accordance with which the district boards have been variously graded for the award of grant for additional expenditure incurred on vernacular education, has to a large extent helped in securing a fair and an equitable distribution of educational facilities between the prosperous and the less fortunate parts of the province. The number of villages, within a radius of two miles of which no school exists, is indeed small. In spite of the widespread economic distress the provision of educational facilities in the province has not suffered any serious set-back. The Government issued in the year 1932 its Economy Circular suggesting to the local bodies the ways and means for the elimination of wasteful expenditure and for the curtailment of the cost on the maintenance of educational institutions. The local bodies have generally taken suitable action on the instructions conveyed in the circular. A thorough scrutiny of the educational expenditure was made in most of the district boards and various measures have been adopted to reduce it. A serious set-back to education has thus been averted particularly in rural areas where it was apprehended most. The backward areas have also escaped any appreciable diminution in the amount and quality of the educational facilities provided for them. Uneconomical and unnecessary schools alone have either been closed down or amalgamated with neighbouring institutions. This device has helped to increase the enrolment of the adjoining schools and has not only made them more economical but has also added to their efficiency. In closing down institutions in backward areas, due allowance has been made for their special needs ; and schools in these areas have been allowed to continue though a similar enrolment in other areas would have necessitated their closure. Some of the district boards have kept the number of their institutions undiminished by enhancing the percentage of their quota of the net income for educational expenditure. The half fee remissions allowed to the sons of agriculturists in certain areas in the province have proved a boon to the parents in these days of universal slump in the prices of agricultural produce. But for these concessions it is feared the enrolment in anglo-vernacular schools in these areas would have considerably decreased. Similarly the full fee remissions at the primary, and the

half fee concessions at the middle, stage, granted to the children of the depressed classes have helped to prevent a serious loss in the enrolment of these classes.

The following table illustrates the comparative strength of the male pupils of the three principal communities attending the various types of educational institutions in the province :—

STATEMENT SHOWING THE ENROLMENT OF THE MALES OF THE THREE PRINCIPAL COMMUNITIES OF THE PROVINCE IN EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31st MARCH, 1933 AND 31st MARCH, 1934.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.			
	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.	
Research students	5	1	-4	23	19	-4	3	3	..	
Arts colleges (excluding high classes of intermediate colleges.	English ..	3,204	3,360	+156	6,121	6,451	+330	1,971	1,796	-175
	Oriental ..	76	60	-16	79	69	-10	15	19	+4
Total ..	3,285	3,421	+136	6,223	6,539	+316	1,989	1,818	-171	
Professional education	Law ..	184	219	+35	497	610	+113	107	133	+26
	Medicine ..	145	151	+6	200	204	+4	65	73	+8
	Commerce ..	18	19	+1	96	88	-8	13	9	-4
	Teaching ..	48	57	+9	46	60	+14	24	26	+2
	Agriculture ..	76	65	-11	51	61	+10	43	34	-9
	Veterinary ..	32	26	-6	50	27	-23	17	11	-6
	Engineering ..	59	66	+7	105	101	-4	51	62	+11
Total ..	562	603	+41	1,045	1,151	+106	320	348	+28	
Schools—General, including high classes of intermediate colleges	Secondary stage	84,229	80,679	-3,550	89,055	87,265	-1,790	35,418	35,256	-162
	Primary stage ..	398,916	385,297	-13,619	244,012	244,998	+986	98,963	97,226	-1,737
	Total ..	483,145	465,976	-17,169	333,067	332,263	-804	134,381	132,482	-1,899

STATEMENT SHOWING THE ENROLMENT OF THE MALES OF THE THREE PRINCIPAL COMMUNITIES OF THE PROVINCE IN EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31st MARCH, 1933 AND 31st MARCH, 1934—CONCLD.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.		
	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.	On 31st March, 1933.	On 31st March, 1934.	Increase or decrease.
Special schools									
Training ..	355	264	-91	234	116	-118	160	103	-57
Medical ..	247	242	-5	329	413	+84	78	88	+10
Art ..	134	130	-4	76	77	+1	25	22	-3
Engineering ..	52	47	-5	79	52	-27	28	30	+2
Industrial ..	1,638	1,205	-433	1,338	1,131	-207	378	305	-73
For defectives ..	4	4	..	57	55	-2	5	2	-3
Commercial ..	64	58	-6	158	117	-36	32	18	-14
Reformatory ..	73	77	+4	65	46	-19	6	8	+2
Adults ..	4,287	4,107	-180	2,569	1,812	-757	1,072	735	-337
Others ..	798	826	+28	515	502	-13	389	376	-13
Total ..	7,652	6,960	-692	5,415	4,321	-1,094	2,173	1,687	-486
Grand total (Recognised institutions) ..	494,644	476,960	-17,684	345,750	344,274	-1,476	138,863	136,335	-2,528
Unrecognised institutions ..	52,808	56,154	+3,346	9,896	9,830	-66	6,690	5,739	-951
Grand total (all institutions) ..	547,452	533,114	-14,338	355,646	354,104	-1,542	145,553	142,074	-3,479

Muslims.

In recognized institutions of all kinds there has been a fall of 21,688 in the enrolment of the three principal communities. To this fall the Muslims have contributed 17,684 or eighty-one per cent., the Hindus 1,476 or seven per cent. and the Sikhs 2,528 or twelve per cent. The Muslims form fifty-six, the Hindus twenty-seven and Sikhs thirteen per cent. of the total population of the province. Muslim pupils in recognised schools, however, form forty-nine per cent. of the total number of pupils enrolled from all communities as against thirty-five per cent. in the case of the Hindus and fourteen per cent. in the case of the Sikhs. The proportionately heavy decline in the number of the Muslim scholars therefore, during the last two years, is a matter for great concern. As this community is mostly agricultural it has been particularly hard hit as a result of the recent slump in the prices of agricultural produce and its enrolment in schools has consequently fallen more than that of the other communities. The position is still more disturbing when the proportion of each community in attendance at the secondary stage is brought under comparison. The Muslims at this stage form thirty-nine per cent. of the total enrolment against forty-two per cent. in case of Hindus and twelve per cent. in that of the Sikhs. They have, however, increased their enrolment in arts colleges by 136, where the Hindus have increased by 316 though the Sikhs have decreased by 171. Muslims, however, still form 28·2 per cent. of the total enrolment in these institutions as against 54 per cent. of the Hindus and 15 per cent. of the Sikhs. As last year the enrolment in the Law College has again increased by 35 in the case of the Muslims, 113 in the case of the Hindus and 26 in the case of Sikhs. There is a similar increase in the Medical and the Engineering colleges except in the case of the Hindus whose number in the latter institution has gone down by four. The enrolment of all the three communities has fallen in the Veterinary College; in the Agricultural College though the Hindus have increased by ten the number of Muslims and Sikhs has fallen. The fall is presumably due to the reduced chances of employment for candidates passing from these institutions. In the special schools a distinct fall in enrolment is noticeable in the case of the training institutions because saturation point having been reached in most of the districts in the matter of trained teachers the number of vacancies in normal schools for such districts has naturally been reduced. A decrease has also occurred in

the enrolment of the industrial schools presumably because they are being generally converted into technical institutes with a smaller enrolment.

In the matter of private enterprise the Muslims continue to be backward. Out of a total number of 311 anglo-vernacular middle and high schools for boys under private management, 58 or 18·65 per cent. alone are under the management of this community as against 134 or 43·09 per cent. in the case of the Hindus and 74 or 23·79 per cent. in the case of the Sikhs. The community though no longer backward in primary education, has yet to make up considerable leeway at the secondary stage, particularly in anglo-vernacular schools.

Jains.

The enrolment of Jains in recognised schools in the province increased during the year under review by 223 to 3,713. In the face of a general fall in the enrolment of scholars in the province this rise in the number of Jain scholars speaks well for the enterprise and energy of the community. Their number in schools for general education on 31st March, 1934, was 3,594 and in those for professional education 17, in Arts colleges 87 and in professional colleges 15. The community maintains two high schools of its own in the Ambala division, one at Panipat and the other in Ambala City. It is gratifying to note that both of these institutions are doing satisfactory work.

Upper Classes.

In the Aitchison College, Lahore, the enrolment in the year 1933-34 stood at seventy-six showing a decrease of five due to a large diploma class having left the college at the end of April. The loss, however, has been made up by nineteen fresh admissions during the current year as compared with eight in the previous year and fourteen in 1932. The attendance is reported to be extremely irregular particularly at the beginning of each term. As a tentative measure it has, therefore, been decided that prizes will be awarded on the collective results of the three college terms so that a boy who is absent during a term will not only mar his chances of winning a prize but will also seriously prejudice his chances for promotion to the next higher class. The fine for absence, without leave, has also been increased to Rs. 2 while Rs. 50 have been fixed as the fee for re-admission. It is hoped that these measures will go a long way towards the attainment of a better average attendance in the institution.

Finance has continued to give cause for anxiety. Fees amounting to Rs. 47,182 were markedly below the budgeted estimate of Rs. 60,000. All state contributions, however, were received including arrears for the year 1932-33. A cut of five per cent. in pay was in effect throughout the year. The deficit, therefore, in the year's working amounted only to Rs. 5,536-8-9. The Principal considers the present situation extremely unsound in so far as the budget is balanced by dependence upon private generosity and Government support. He considers that the college, as at present constituted, is a very uneconomical unit both financially and educationally since the cost of education per boy both to the parents and to the institution is extremely high and the value of education is diminished to some extent by comparative seclusion and lack of competition. He is, therefore, strongly of the opinion that the only solution is a considerable increase in the number of boys enrolled in the institution.

The Cambridge School Certificate Class has recently been opened in the college with one boy on the roll. It is expected that a few more boys will seek admission to it on their success at the diploma examination. It is also intended to present candidates for competitive examination for the Indian Military Academy, Dehra Dun, direct, instead of through the Government College, Lahore. The games club has been reconstituted under a responsible committee which is required to live within its own income. The management of the recreation fund has been delegated to a committee of each house, with boys as secretary and treasurer; this, it is hoped, will encourage a sense of monetary responsibility among the pupils and provide them with suitable experience in the maintenance of public accounts. Dormitories for smaller boys have been opened in one wing of the small boarding house and fifteen boys have been allotted to the charge of Mrs. Russell, as matron. The boys in this boarding house receive the same care as is bestowed in an English preparatory school. To broaden the social and religious outlook of the boarders the boarding houses have ceased to be divided on a communal basis.

Games, as usual, have received adequate attention at the hands of the college authorities and it is highly gratifying to note that the boys of the college have distinguished themselves in the various athletic spheres.

Depressed Classes.

The following table gives the enrolment of the depressed class children in educational institutions of all types on 31st

March, 1933 and 31st March, 1934 :—

Kind of institution.		On 31st March 1933.	On 31st March 1934.	Increase or decrease.
Indian schools for general education.	Boys	... 31,662	28,459	— 3,203
	Girls	.. 810	1,014	+ 204
In Arts colleges	Boys	.. 195	20	— 175
	Girls	.. —	...	...
In professional schools	Boys	.. 660	476	— 184
	Girls	.. 267	189	— 78
Do. colleges	Boys	.. 2	4	+ 2
	Girls	.. ..	..	..
In unrecognised institu- tions.	Boys	.. 173	233	+ 60
	Girls	.. 196	233	+ 37
GRAND TOTAL		.. 33,965	30,628	-- 3,337

It will be observed that the enrolment of the depressed class pupils in all kinds of institutions has fallen by 3,337, the largest drop being in schools for general education where their roll has decreased by 3,203 in the case of boys though in the case of girls there is an increase of 204. The enrolment of these classes has fallen by ten per cent. as compared with a drop of two per cent. in the case of the three principal communities. At a time of acute economic depression such a fall in the case of these classes was perhaps inevitable. Being mostly engaged in menial work or inferior occupations these people are reluctant to deprive themselves of the assistance of their sons as soon as they are old enough to help them to eke out the scanty resources of the family. Part of the decline in enrolment is also due to the fact that there is now a growing desire among the members of these classes not to be called members of the depressed classes but to return themselves as belonging to one or the other of the higher castes. No prejudice exists against the admission of their boys to the ordinary schools and separate schools for them are, therefore, being gradually closed. Every facility is, however, afforded to the children of these classes, through the remission of fees and the institution of scholarships, to receive education in ordinary schools.

Criminal Tribes.

The number of boys enrolled in schools located in criminal settlements rose to 1,168 on 31st March, 1934, from 1,124 on 31st March, 1933. The number of girls in the corresponding period increased from 773 to 789. During the year under review 133 boys and 53 girls passed the primary school examination. This raised the total number of primary passed boys and girls to 814 and 224, respectively. Five boys passed the middle school examination and three the Matriculation and School Leaving Certificate examination during the year making up a total of fifty-four middle passed and six matriculates. The adult schools are fairly successful, having an enrolment of 565 youths. The anglo-vernacular middle school at Kachakhu opened by the criminal people of the settlement is fairly successful. Twenty-three boys of the criminal tribes and fifty-six of the neighbouring zamindars attend this institution. The school is in receipt of grant-in-aid from the Department.

The total number of children of criminal tribes attending village schools has fallen from 6,295 to 5,438 during the year under review. The fall is, of course due to the economic depression among these people who withdraw their sons from schools as soon as they are old enough to assist them in their manual occupations. Thirteen criminal tribes men and three women are employed as teachers in schools, two men are employed as wardmen, one as a motor driver and one has passed the *patwar* examination while another is already employed as a *patwari*. Fifty-seven *Menas* are in Government service while one matriculate from among them is studying in a college. This represents a very satisfactory advance in the progress of these tribes.

Education among the criminal tribes is compulsory and pecuniary aid is afforded to needy boys for the purchase of books and other school requisites. Twenty-two stipends at Re. 1 per mensem, fifty at Rs. 2 per mensem, twenty-four at Rs. 3 per mensem and fourteen at Rs. 5 per mensem were granted to boys and girls belonging to the settlements and 200 stipends at Rs. 2 per mensem and 300 at Re. 1 per mensem were granted to boys attending village schools outside these settlements. Necessity is being felt for an increase in the number of stipends and in the allotment for the supply of school books to these children.

Teachers in the settlements give talks and read out useful literature to the inhabitants and issue books to the

literate youths and children for study. The main difficulty in the matter of female education is the paucity of women teachers.

Games, drill and scouting have continued to receive adequate attention. There were 939 boy scouts and 188 girl guides at the close of the year. The annual sports tournament was as usual a great success. It was attended by 500 young men and boys from all over the province. The occasion was utilized for delivering lectures on rural uplift and temperance and for demonstrating ways and means of introducing suitable cottage industries.

CHAPTER XI.

Text-Book Committee.

(1) *Constitution of the Committee.*

During the year under report rules 2 and 3 of the Memorandum of Association of the Punjab Text Book Committee were amended in pursuance of the decision arrived at by the Punjab Government (Ministry of Education) that the Deputy Directress of Public Instruction, Punjab, and the Principal, Central Training College, Lahore, shall be *ex officio* members of the Committee and that a member shall hold office for two years in the first instance, but shall be eligible for re-appointment up to a maximum of six years on the expiry of which he shall cease to be a member and may not again hold office until after the lapse of another two years. Rules 16 and 22 were also amended authorising the Secretary to call special meetings of the general committee by circulating a notice at least three days before the dates fixed for these meetings and fixing the maximum number of sub-committees to which every member shall be nominated by the general committee at four.

A number of changes were made in the personnel of the Committee during the year.

(2) *Consideration of Books.*

The total number of works considered by the Committee was 279 against 295 in the previous year. Of these 189 were approved, 34 as alternative text books, 3 retained on the list of books authorised for use in schools as text books, 2 for use as supplementary readers, 34 for school libraries, 6 recommended for awards from the Patronage of Literature Fund and 90 purchased for presentation to school libraries.

During the year the Committee decided to impose an admission fee of Rs. 50, for each book or a series of books submitted at one time for consideration by the Committee for adoption as an alternative text book or text books. This has enabled the Committee to make provision for remunerating the reviewers.

In compliance with the wishes of the Punjab Government (Ministry of Education) the Committee has decided that publishers or authors of books received for consideration as alternative text books should, in the event of their being rejected, be furnished in brief with the main reasons for the decision of the Committee, and be given clearly to understand at the same time that the Committee cannot guarantee to recommend revised editions of such books.

(3) *Preparation and publication of Text-Books.*

Among the works completed and published during the year may be mentioned : a revised Punjabi translation of 'Life, Light and Cleanliness', 'Important Place Names of the world in English and Urdu, English-Hindi and English-Punjabi' and 'An Arabic-Urdu Dictionary.' 'Notes on the Teaching of Drawing in Middle and High Schools in the Punjab' and 'Notes on Manual Training Centres and Classes', prepared by Mr. J. G. Cowie, are being seen through the press. Arrangements have also been made for the publication of Urdu, Hindi and Punjabi translations of 'An Introduction to the Project Method' by the Rev. A. E. Harper. A revised Urdu translation of a book on cabinet work designs for industrial schools is ready for the press.

(4) *Translation of English books into the vernaculars.*

During the year under review Urdu, Hindi and Punjabi translations of four new English books were undertaken by the Committee. The cost of translations that were published for free distribution to schools during the year amounted to Rs. 8,071-4-3.

Since the inception of the scheme in 1924 the following statement shows the progress made in the translation of English books :—

		Printed.	In the press.	Under preparation.	Total.
1. Urdu	..	30	8	7	45
2. Hindi	..	7	6	6	19
3. Punjabi	..	12	5	7	24
Total	..	49	19	20	88

(5) *Presentation of Books and periodicals.*

Ninety books in English, Urdu, Hindi, and Punjabi on a variety of subjects were purchased for distribution

amongst schools of all kinds, their cost amounting to Rs. 9,877-9-9. Ten thousand copies of the seven vernacular translations of English books prepared and published by the Committee during the year are ready for free distribution amongst schools and village libraries, their published price amounting to Rs. 7,223-15-4. The total expenditure under this head amounts to Rs. 17,881-9-1.

The patronage of English, Urdu, Hindi and Punjabi journals intended for the use of teachers and pupils was continued on a somewhat increased scale. Thirty-one magazines supplied to the libraries of all kinds of schools cost the Committee Rs. 15,226-15-7.

(6) *Educational Films.*

During the year under report eleven cinema films at a cost of Rs. 1,667-8-0 were added to the library of educational films, bringing the total up to 183. A new cinema projector was also purchased at a cost of Rs. 702. Cinema shows were given under the auspices of the Committee at Lahore, Amritsar, Hoshiarpur, Gujranwala, Rawalpindi and Sargodha and were attended by as many as 60,000 school boys and girls. Public shows were also arranged under the auspices of various recognised institutions such as the S. P. S. K. Lahore, the Y. M. C. A., Lahore and Simla, the Y. W. C. A. Simla and Victoria Jubilee Institute, Central Museum, Lahore. For over two months the services of the Cinema Demonstrator were placed at the disposal of the Commissioner, Rural Reconstruction, Punjab, for propaganda work in rural areas. This extended the activities of the Committee to Multan, Khanewal, Dera Ghazi Khan, Jhang, Mandi, Burewala, Hoshiarpur and various places in the districts of Lyallpur and Montgomery. It is estimated that 58,000 villagers attended these shows.

(7) *Encouragement of Vernacular Literature.*

The number of authors or publishers who submitted their publications for consideration in connection with the award of prizes was twenty-one as against fifteen last year. Out of these publications four were in Hindi, ten in Punjabi and seven in Urdu. The following authors were awarded prizes for the best publications of the year—

	Rs.
Urdu 1.—M. Minhaj-ud-Din, M. Sc., Professor, Islamia College, Peshawar, author of <i>Radio Yane Betar</i> <i>Piyam Rasani</i>	600

2.—Kh. Dil Muhammad, M. A., Professor, Islamia College, Lahore, author of <i>Aina-i-Akhlq</i> ..	400
Hindi 1.—Lala Raghunandan Shastri, M.A., M.O.L., Lahore, author of <i>Gupta Vamsa ka Itihas</i> ..	400
2.—Pandit K. N. Sita Ram, M.A., Ph. D., Curator, Museum Lahore, author of <i>Brihad Bhartiya Chit- rakari men Ramayan</i> ..	200
3.—Lala Kailash Nath Bhatnagar, M.A., Mohan Lal Road, Lahore, author of <i>Natya Sulha</i> ..	200
Punjabi—S. S. Charan Singh Shahid of Amritsar, author of <i>Badshahian</i>	600
(8) <i>Contract for the printing, publication and sale of Text Book Committee publications.</i>	

The year under report was the last of the current term of the five yearly contract. The question of its renewal, therefore, came up before the Committee towards the end of the year. The Committee having been informed that the Punjab Government (Ministry of Education) contemplated instituting an enquiry into the present contract system, it was considered advisable to renew the contract for one year only. Tenders were, therefore, invited for a one-year contract and were opened in a meeting of the general committee. Only two firms—Messrs. Rai Sahib M. Gulab Singh and Sons and Messrs. Uttar Chand Kapur, and Sons, Lahore, tendered for the contract, the amounts of royalty offered by them being Rs. 72,000 and Rs. 57,010, respectively. The higher tender was accepted.

(9) *Finance.*

The year opened with the balance of Rs. 1,73,157-7-5. The receipts during the year were Rs. 64,615-11-2 making a total of Rs. 2,37,773-2-7. The disbursements during the year amounted to Rs. 70,545-8-4 leaving a balance of Rs. 1,67,227-10-3. This includes Rs. 49,781-4-0 invested in Treasury bills, Rs. 50,000 in fixed deposit and Rs. 11,740-4-10 in the Savings Bank Account with the Imperial Bank of India. The balance noted above is inclusive of Rs. 54,000 on account of earnest money for the contract and Rs. 35,135-1-3 on account of provident fund of the employees of the Committee.

**I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1933-34.**

I.—CLASSIFICATION

	FOR MALES					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.						
Universities .. .. .	..	..	..	1	..	1
Colleges—						
Arts and Science*	5	..	..	7	4	16
Law .. .. .	..	..	..	..	1	1
Medicine	1	..	..	..	..	1
Education	2	..	..	..	..	2
Engineering	1	..	..	..	..	1
Agriculture	1	..	..	..	..	1
Commerce .. .. .	..	..	..	1	..	1
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science	1	..	..	..	..	1
Intermediate and 2nd grade Colleges.	8	..	..	5	3	16
Totals	19	..	..	13	8	40
High Schools	83	32	18	172	29	334
Middle Schools	6	87	17	63	47	(a) 220
{ English						
{ Vernacular	3	3,106	8	9	4	(b) 3,130
Primary Schools	8	4,333	314	869	84	5,608
Totals	100	7,558	357	1,113	164	9,292
Special Schools—						
Art	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..
Medical	1	..	..	2	..	3
Normal and Training	3	..	..	1	1	5
Engineering†	1	..	..	..	..	1
Technical and Industrial	30	..	..	4	1	35
Commercial	10	..	..	..	..	10
Agricultural .. .. .	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1
Schools for defectives	1	..	..	1	..	2
Schools for Adults	2	278	1	9	32	322
Other Schools	35	..	..	3	..	38
Totals	85	278	1	20	34	418
Total for Recognized Institutions	204	7,836	358	1,147	206	9,751
UNRECOGNIZED INSTITUTIONS	..	..	..	..	3,482	3,482
GRAND TOTALS, ALL INSTITUTIONS	204	7,836	358	1,147	3,688	13,233

*Includes 1 Oriental

†Includes Survey Schools.

(a) Includes 190 upper middle and

(b) " 782 " " "

(c) Does not include figures regarding

OF EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
7	8	9	10	11	12
...
1	...	...	1	...	2
...
1	...	...	1	...	2
...
...
...
1	...	...	...	...	1
3	...	...	2	...	5
24	...	...	15	...	42
2	...	6	20	3	28
2	21	34	65	1	123
4	909	233	477	40	1,663
32	930	273	577	44	1,856
...
...
14	1	...	1	...	1
...	...	...	2	...	17
2	...	1	6	...	9
...	...	...	1	...	1
...
...
...
24	...	...	...	...	24
40	1	1	10	...	52
75	931	274	589	44	1,913
...	...	...	...	2,633	2,633
75	931	274	589	2,677	4,546

College.
 30 lower middle schools.
 2,348 lower middle schools.
 Lawrence Royal Military School, Sanawar.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education</i>									
Universities ...	...	...	...	...	...	...	...	...	...
Arts and Science ...	3,735	3,275	943	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	463	458	252	...	...	...	...	...	...
Education ...	173	187	163	...	...	...	...	...	...
Engineering ...	245	231	130	...	...	...	...	...	...
Agriculture ...	161	143	160	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	65	60	58	...	...	...	...	...	...
Totals ...	4,832	4,332	1,690	...	...	...	...	...	...
<i>Schools and Special Education</i>									
In High Schools ...	24,153	22,005	2,741	9,478	8,859	995	8,102	7,447	323
" Middle { English ...	1,795	1,711	334	21,377	18,750	782	4,372	3,998	218
" Schools { Vernacular ...	124	105	...	416,465	342,700	6,203	1,803	1,509	64
" Primary Schools ...	566	502	...	254,180	208,628	98	52,399	45,215	...
Totals ...	26,640	25,313	3,075	701,470	578,132	8,078	66,76	58,169	605
In Art Schools ...	238	245	43	...	...	...	...	...	...
" Law ...	...	...	...	...	...	...	...	...	...
" Medical Schools ...	431	425	318	...	...	...	...	...	...
" Normal and Training Schools ...	436	418	436	...	...	...	...	...	...
" Engineering Schools* ...	129	128	129	...	...	...	...	...	...
" Technical and Industrial Schools ...	2,327	2,167	517	...	...	...	...	...	...
" Commercial Schools ...	205	198	41	...	...	...	...	...	...
" Agricultural " ...	...	...	...	...	...	...	...	...	...
" Reformatory " ...	132	136	132	...	...	...	...	...	...
" Schools for Defectives ...	26	26	19	...	...	...	...	...	...
" Schools for Adults ...	205	157	...	6,040	5,084	...	130	104	...
" Other Schools ...	2,067	1,772	565	...	...	...	...	...	...
Totals ...	6,186	5,670	2,200	6,040	5,084	...	130	104	...
Totals for recognized institutions.	37,658	35,315	6,971	707,510	584,016	8,078	68,806	58,273	605
IN UNRECOGNIZED INSTITUTIONS.									
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	37,658	35,315	6,971	707,510	584,016	8,078	68,806	58,273	605

(a) Includes 1,845 students in the

(b) Includes 148 students in the

(c) Includes 41,490 students in the

(d) Includes 170,200 students in the

*Includes

Note.—Figures of the Lawrence Royal Military School, Samawar

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
23 (b) 6,038	28 5,700	2 1,007	4,048 987	3,495 867	1,327 673	(a) 23 13,909	28 11,880	2 4,177	72
...	...	...	...	...	...	967	887	572	...
...	...	...	...	...	...	463	456	252	26
...	...	...	...	...	...	173	167	163	...
...	...	...	...	...	...	245	231	130	...
117	97	89	...	...	...	161	143	150	...
...	...	...	...	...	...	117	97	89	...
...
...	...	...	...	...	...	65	60	58	...
6,176	5,210	1,978	5,015	4,362	1,899	18,023	13,904	5,573	98
77,811	72,350	6,859	11,669	10,588	820	191,213	122,230	11,798	129
14,783	13,850	537	4,189	3,945	205	(c) 44,556	42,252	2,086	642
1,142	1,072	180	138	139	61	(d) 419,692	345,525	6,508	8,034
62,461	54,378	73	4,146	8,502	...	373,704	312,220	171	11,864
166,197	1,41,850	7,639	20,141	18,172	1,086	971,124	622,236	30,483	20,669
...	...	...	...	...	...	238	245	43	...
318	293	...	...	...	...	740	718	318	2
32	32	30	50	47	49	518	495	515	...
391	339	289	40	40	5	129	128	129	...
...	...	...	...	...	...	2,758	2,546	791	...
...	...	...	...	...	...	205	198	41	...
...	...	...	...	...	...	132	136	132	...
37	37	37	...	...	...	63	63	56	...
175	173	...	195	173	...	6,745	5,991	...	4
219	197	...	...	...	...	2,270	1,968	565	...
1,172	1,071	308	285	260	54	13,813	12,169	2,660	6
163,545	147,931	9,923	25,441	22,794	3,039	1,000,960	848,329	28,616	20,773
...	...	...	78,919	45,044	...	78,919	45,044	...	13,337
163,545	147,931	9,923	1,04,360	67,838	3,039	1,019,879	693,373	28,616	34,010

high classes of intermediate colleges.

Oriental College, Lahore.

upper middle and 5,025 in lower middle schools.

upper middle and 249,492 in lower middle schools.

Survey Schools.

and the intermediate classes attached to it are not included.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	335	207	75	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	17	16	9	...	...	...	...	...	...
Totals ...	352	223	84	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools ...	9,794	7,499	717	...	...	...	...	...	...
„ <i>Middle Schools—</i>									
English ...	644	595	5	...	...	...	1,676	1,375	...
Vernacular ...	477	376	12	2,585	2,187	...	7,428	6,389	...
In Primary Schools ...	189	159	...	40,089	32,925	...	22,404	18,175	...
Totals ...	10,051	8,539	734	42,643	35,112	...	31,508	25,908	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ <i>Nurses and Training Schools.</i>	738	677	569	19	18	18	...	...	...
„ <i>Technical and Industrial Schools.</i>	461	389	...	...	...	...	60	60	...
„ <i>Commercial Schools</i> ...	...	...	...	...	...	...	...	...	...
„ <i>Agricultural Schools</i> ...	...	...	...	...	...	...	...	...	...
„ <i>Schools for Adults</i> ...	...	...	...	...	...	...	...	...	...
„ <i>Other Schools</i> ...	885	710	...	...	...	...	...	...	...
Totals ...	2,084	1,776	580	19	18	19	60	60	...
Totals for recognized institutions.	12,337	10,538	1,398	42,662	35,130	18	31,568	25,968	...
In unrecognized institutions,	...	...	...	...	...	...	...	...	...
GRAND TOTALS ALL INSTITUTIONS FOR FEMALES.	12,367	10,538	1,398	42,662	35,130	18	31,568	25,968	...
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	50,025	45,853	8,369	750,172	619,146	8,096	98,374	84,341	805

(a) Includes 60 students in the high classes
 Note.—Figures of the Lawrence Royal Military School,

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
137	129	77	...	...	...	(a) 372	336	152	...
...
23	25	22	...	...	...	30	41	31	...
159	164	90	...	...	...	411	377	183	...
3,265	3,031	1,169	672	513	175	12,631	11,043	2,061	336
3,137	2,740	693	...	...	...	5,457	4,620	698	191
18,691	15,963	1,433	249	217	120	29,550	25,101	1,565	152
34,361	29,307	123	2,735	2,361	...	90,794	82,927	123	458
59,674	51,041	3,418	3,556	3,091	295	147,432	123,691	4,447	1,136
258	258	258	...	...	...	258	258	258	...
49	47	43	...	...	...	806	742	641	...
312	220	...	...	...	...	833	675	...	...
25	21	...	...	...	...	25	21	...	...
...
...
...	...	...	...	...	...	865	710	...	...
644	552	301	...	...	...	2,787	2,406	899	...
60,477	51,747	3,818	3,556	3,091	295	150,630	126,474	5,529	1,13
...	...	...	50,245	30,725	...	50,245	30,725	...	6,498
60,477	51,747	3,818	53,801	33,816	295	200,875	157,199	5,529	7,624
221,022	199,678	13,741	158,161	101,654	3,334	1,290,754	1,050,673	34,145	...

of intermediate colleges, Banawar and the intermediate classes attached to it are not included.

III-A—EXPENDITURE ON EDUCATION

Expenditure on buildings includes Rs. 3,57,173 spent by the Public Works Department on Educational Buildings.

“Miscellaneous” includes the following main items:—

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

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						Government funds.
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	
	1	2	3	4	5	6	7	8	9	10	11	12		13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.													
Universities .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	1,49,458
Arts Colleges	2,66,991	..	..	3,68,538	..	6,35,529	..	..	..	..	..	..	1,98,154
Professional Colleges—	..	..	..	..	..	..	..	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	3,44,769	..	..	60,555	..	4,05,324	..	..	..	..	..	..	..
Education	93,100	..	..	21,733	8,366	1,23,199	..	..	..	..	..	..	..
Engineering	1,98,322	..	..	11,391	..	2,09,713	..	..	..	..	..	..	..
Agriculture	1,19,744	..	..	22,780	..	1,42,524	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	37,000
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	1,61,920	..	..	25,531	..	1,87,451	..	..	..	..	..	..	..
Intermediate Colleges	2,33,034	..	..	1,17,489	205	3,50,728	..	..	..	..	..	..	14,581
Totals	14,17,880	..	..	6,28,017	8,571	20,54,468	..	..	..	..	..	..	3,99,193
SCHOOL EDUCATION.													
<i>General.</i>													
High Schools	10,00,914	..	..	7,08,852	4,255	17,14,021	1,78,655	1,19,225	99,456	3,65,712	4,728	7,67,776	6,68,719
Middle Schools—	..	..	..	..	..	..	..	..	..	..	..	..	..
English	97,655	..	..	55,898	2,317	1,55,870	1,97,574	1,74,099	42,161	2,22,980	3,269	6,40,083	81,923
Vernacular	2,640	..	..	..	..	2,640	43,32,968	10,76,495	23,234	4,85,823	31,429	59,47,949	8,304
Primary Schools	6,709	..	..	..	..	6,709	22,66,843	5,54,469	4,51,836	36,475	3,090	33,12,713	1,99,655
Totals	11,07,918	..	..	7,64,750	6,572	18,79,240	69,76,040	19,24,288	6,16,687	11,08,990	42,516	1,06,68,521	9,58,601
<i>Special.</i>													
Arts Schools	53,095	..	..	2,464	..	55,559	..	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	5,250
Medical Schools	95,041	..	..	12,224	..	1,07,265	..	..	..	..	..	..	2,800
Normal and Training Schools	77,212	..	..	1,134	228	78,574	..	..	..	..	..	..	..
Engineering Schools	60,320	..	..	24,379	..	84,699	..	..	..	..	..	..	..
Technical and Industrial Schools	2,92,873	..	..	9,661	17,380	3,19,714	..	..	..	..	..	..	18,789
Commercial Schools	31,907	..	..	10,810	87	42,804	..	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools	43,895	..	..	..	..	43,895	..	..	..	..	..	..	..
Schools for Defectives	3,423	..	..	..	..	3,423	..	..	..	..	..	..	300
Schools for Adults	977	..	..	..	..	977	4,316	1,941	2,005	..	105	8,367	492
Other Schools	2,33,874	190	..	42,444	40,083	3,16,591	..	..	..	..	..	..	4,929
Totals	8,92,417	190	..	1,03,116	57,778	10,53,501	4,316	1,941	2,005	..	105	8,367	32,560
GRAND TOTALS	84,18,215	190	..	14,95,883	72,921	49,87,209	69,80,356	19,26,229	6,18,692	11,08,990	42,621	1,06,76,888	13,90,354

*Excludes expenditure on the intermediate classes of Royal Military School, Sanawar, and the Bishop Cotton School, Simla.
†Includes expenditure on the intermediate classes of Bishop Cotton School, Simla, but excludes expenditure on the Royal Military School, Sanawar.

TOTAL EXPENDITURE FROM

	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	2,09,841	..	..	..	..	2,09,841
Inspection ..	9,32,295	94,370	13,436	..	162	10,40,263
Buildings, etc. ..	3,84,365	1,45,119	41,036	55,661	2,64,959	8,91,140
Miscellaneous ..	9,40,452	2,17,987	1,56,910	2,03,490	4,30,127	19,48,966
TOTAL ..	24,66,953	4,57,476	2,11,382	2,59,151	6,95,248	40,90,210

AIDED INSTITUTIONS.					RECOGNIZED UNAIDED INSTITUTIONS.									
Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.							
14	15	16	17	18	19	20	21							
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.							
.. 900	.. 1,900	8,65,770 4,75,333	1,13,883 3,58,443	11,29,111 10,34,730	.. 2,59,122	.. 17,186	.. 2,76,308	1,49,458 4,65,145	.. 900	.. 1,900	8,65,770 11,02,993	1,13,883 3,75,629	11,29,111 19,46,567	
..	..	..	..	..	1,07,394	..	1,07,394	..	..	..	1,07,394	..	1,07,394	
..	..	..	..	..	..	..	..	3,44,769	..	..	60,555	..	4,05,324	
..	..	..	..	..	..	..	..	93,100	..	..	21,733	8,366	1,23,199	
..	..	..	..	..	..	..	..	1,98,322	..	..	11,391	..	2,09,713	
..	..	..	..	..	..	..	..	1,19,744	..	..	22,780	..	1,42,524	
..	..	13,531	10,620	61,151	..	..	..	37,000	..	..	13,531	10,620	61,151	
..	
..	..	..	..	..	..	..	..	1,61,920	..	..	25,531	..	1,87,451	
..	..	1,03,360	14,219	1,32,160	56,558	17,740	74,298	2,47,615	..	..	2,77,407	32,164	5,57,186*	
900	1,900	14,57,994	4,97,165	23,57,152	4,23,074	34,926	4,58,000	18,17,073	900	1,900	25,09,085	5,40,662	48,69,620	
31,767	53,729	17,36,778	4,54,920	29,45,913	2,91,868	70,746	3,62,614	18,48,288	1,50,992	1,53,185	31,03,210	5,34,649	57,90,324†	
2,695	17,549	1,94,089	1,22,610	4,18,866	93,486	34,950	1,28,436	3,77,152	1,76,794	59,710	5,66,453	1,63,146	13,43,255	
3,528	..	3,677	11,561	27,070	1,307	3,371	4,678	43,43,912	10,80,023	23,234	4,88,807	46,361	59,82,337	
41,154	58,154	24,086	1,44,516	4,67,565	704	19,397	20,101	24,73,207	5,95,623	5,09,990	61,265	1,67,003	38,07,088	
79,144	1,29,432	19,58,630	7,33,607	38,59,414	3,87,365	1,28,464	5,15,829	90,42,559	20,03,432	7,46,119	42,19,735	9,11,159	1,69,23,004	
..	..	..	..	..	..	..	..	53,095	..	..	2,464	..	55,559	
120	1,000	10,965	45,313	62,648	..	..	..	1,00,291	120	1,000	23,189	45,313	1,69,913	
..	..	..	3,380	6,180	..	3,470	3,470	80,012	..	..	1,134	7,078	88,224	
..	..	..	..	..	..	..	..	60,329	..	..	24,379	..	84,699	
..	2,000	15,074	2,675	38,538	7,577	579	8,156	3,11,462	..	2,000	32,312	20,634	3,66,408	
..	..	..	..	..	..	..	..	31,907	..	..	10,810	87	42,804	
..	
..	..	..	..	..	..	..	..	43,895	..	..	..	..	43,895	
..	..	..	3,393	3,693	..	..	..	3,723	..	..	..	3,393	7,116	
..	156	..	116	764	Nil.	Nil.	Nil.	5,785	1,941	2,161	..	221	10,108	
750	..	4,794	1,068	11,541	..	..	..	2,38,803	940	..	47,238	41,151	3,28,132	
870	3,156	30,833	55,945	1,23,364	7,577	4,049	11,626	9,29,293	3,001	5,161	1,41,526	1,17,877	11,96,858	
80,914	1,34,488	34,47,457	12,86,717	63,39,930	8,18,016	1,67,439	9,85,455	1,42,55,878	24,64,809	9,64,562	71,29,497	22,64,946	2,70,79,692	

chool, Simla
the Royal Military School, Sanawar.

III-B.—EXPENDITURE ON EDUCATION FOR FEMALES.

Expenditure on buildings includes Rs. 62,390 spent by the Public Works Department on Educational Buildings.

Miscellaneous " includes the following main items :—

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

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.																	
Arts Colleges ..	48,398	..	..	21,545	..	69,943	..	..	..	..	..	..	10,000	..	..	25,324	9,472
Professional Colleges—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Education ..	7,009	..	..	..	..	7,009	..	..	..	..	..	..	12,684	..	..	7,461	..
Intermediate Colleges ..	17,075	..	..	5,126	..	22,201	..	..	..	..	..	..	..	..	..	..	..
Totals ..	72,482	..	..	26,671	..	99,153	..	..	..	..	..	..	22,684	..	..	32,785	9,472
SCHOOL EDUCATION.																	
<i>General.</i>																	
High Schools ..	3,52,784	..	1,000	1,23,976	4,553	4,82,313	..	..	..	..	..	..	1,08,489	..	7,354	1,13,474	51,522
Middle Schools—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English ..	25,622	..	..	6,966	..	32,588	5,021	..	22,967	706	..	28,694	56,682	866	8,900	46,665	52,583
Vernacular ..	9,888	..	..	35	..	9,923	58,196	9,997	79,291	594	52	1,48,130	1,02,682	6,817	34,241	12,219	1,83,263
Primary Schools ..	2,631	..	..	..	..	2,631	3,73,037	1,13,586	1,95,708	262	1,736	6,84,329	1,23,873	16,759	51,426	5,537	1,27,832
Totals ..	3,90,925	..	1,000	1,30,977	4,553	5,27,455	4,36,254	1,23,583	2,97,966	1,562	1,788	8,61,153	3,91,726	24,442	1,01,921	1,77,895	4,15,200
<i>Special.</i>																	
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	92,529	2,820	3,500	16,784	88,994
Normal and Training Schools	1,01,253	..	..	..	..	1,01,253	..	1,710	..	..	..	1,710	2,250	..	..	3,840	..
Technical and Industrial Schools.	16,988	..	..	..	..	16,988	660	..	675	..	..	1,335	2,940	420	500	376	8,160
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	2,034	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	9,004	..	181	..	..	9,185	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1,27,245	..	181	..	..	1,27,426	660	1,710	675	..	..	3,045	99,753	3,240	4,000	21,000	97,154
Grand Totals for Females ..	5,90,652	..	1,181	1,57,648	4,553	7,54,034	4,36,914	1,25,293	2,98,641	1,562	1,788	8,64,198	5,14,163	27,682	1,05,921	2,31,680	5,21,826
Grand Totals for Males ..	34,18,215	190	..	14,95,883	72,921	49,87,209	69,80,356	19,26,229	6,18,692	11,08,990	42,621	1,06,76,888	13,90,354	80,914	1,34,488	34,47,457	12,86,717
Grand Totals for All ..	40,08,867	190	1,181	16,53,531	77,474	57,41,243	74,17,270	20,51,522	9,17,333	11,10,552	44,409	1,15,41,086	19,04,517	1,08,596	2,40,409	36,79,137	18,08,543

*Excludes expenditure on Lawrence School, Sanawar.

TOTAL EXPENDITURE FROM

Inspection ..
Buildings, etc. ..
Miscellaneous ..
TOTALS ..

Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
85,190	1,536	5,536	..	..	92,262
15,365	5,209	13,172	1,229	61,638	96,614
94,094	7,082	16,178	26,409	1,89,534	3,33,297
1,94,649	13,827	34,887	27,638	2,51,172	5,22,173

RECOGNIZED UNAIDED INSTITUTIONS.

Totals.	Fees.	Other sources.	TOTALS.						
18	19	20	21						
Rs.	Rs.	Rs.	Rs.						
44,796	..	..	..	58,398	..	..	46,869	9,472	1,14,739
20,145	..	..	..	19,693	..	..	7,461	..	27,154
..	..	..	..	17,076	..	..	5,126	..	22,201
64,941	..	..	..	95,166	..	..	59,456	9,472	1,64,094
2,80,839	13,371	87,053	50,424	4,61,273	..	8,354	2,50,821	93,128	8,13,576*
1,65,696	..	..	..	87,325	866	31,867	54,337	52,683	2,26,978
3,39,222	..	2,832	2,832	1,70,766	16,814	1,13,532	12,848	1,86,147	5,00,107
3,25,427	2,494	12,160	14,654	4,99,641	1,30,345	2,47,134	8,293	1,41,728	10,27,041
11,11,184	15,865	52,045	67,910	12,18,905	1,48,025	4,00,887	3,26,299	4,73,586	25,67,702
2,04,627	..	..	..	92,529	2,820	3,500	16,784	88,994	2,04,627
6,090	..	..	..	1,03,503	1,710	..	3,840	..	1,09,053
12,396	..	..	..	20,588	420	1,175	376	8,160	30,719
2,034	..	..	..	2,034	..	..	..	..	2,034
..
..	..	..	..	9,004	..	181	..	..	9,185
2,25,147	..	..	..	2,27,658	4,950	4,856	21,000	97,154	3,55,618
14,01,272	15,865	52,045	67,910	17,36,378	1,66,802	4,40,630	4,34,393	8,31,384	36,09,587
63,39,930	8,18,016	1,67,439	9,85,455	1,42,55,878	24,64,809	9,64,562	71,29,497	22,64,946	2,70,79,692
77,41,202	8,33,881	2,19,484	10,53,365	1,59,92,256	26,31,611	14,05,192	75,63,890	30,96,330	3,06,89,279

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

IV-A.—RACE OR CREED OF MALE SCHO

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population ...	16,553	213,465	2,609,256	856,278	7,241,612	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I ...	344	5,121	95,913	11,966	199,867
	II ...	102	1,734	49,791	5,592	81,411
	III ..	120	1,304	39,807	4,342	59,253
	IV ..	146	964	34,538	3,049	44,766
Middle	V ...	124	471	23,438	1,469	25,712
	VI ...	115	402	19,088	989	19,879
	VII ...	74	306	14,320	490	13,974
High	VIII ...	48	204	12,879	309	11,712
	IX ..	76	164	7,661	140	5,167
	X ...	1	96	6,369	113	4,235
Totals ..	1,150	10,766	303,804	28,459	465,976	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year	20	48	1,979	5	1,112
	2nd year	53	50	2,094	10	1,119
Degree classes	1st year	8	23	971	2	489
	2nd year	8	27	1,148	2	508
	3rd year	...	..	11	...	4
Post-graduate classes.	1st year	..	5	103	1	67
	2nd year	..	7	125	...	61
Research students	..	...	19	..	1	
Totals ...	89	160	6,450	20	3,361	
No. of scholars in recognized institutions	1,239	10,926	310,254	28,479	69,337	
No. of scholars in unrecognized institutions.	.	112	9,597	233	56,154	
GRAND TOTALS ..	1,239	1,1038	319,851	28,712	525,491	

*The following are included under the heading "Depressed
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli,
†Excludes 148 scholars of the Oriental College of whom
Note.—Figures of the Lawrence, Royal Military School, Sanawar,

LARS RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,666	12,880,510	...	..
..	5	44,150	3,910	361,276	290,871	197,363
..	5	21,336	2,109	162,080	124,790	86,546
1	2	16,964	1,513	123,306	90,203	63,697
...	6	14,776	1,044	99,289	68,727	50,612
1	5	10,576	611	62,407	41,501	30,709
...	7	8,314	472	49,266	31,343	24,634
..	2	6,211	354	35,731	21,089	16,649
1	2	5,127	270	30,552	17,274	14,060
...	3	2,806	144	16,161	5,730	4,851
..	5	2,222	127	13,168	4,366	3,891
3	42	132,482	10,554	953,236	695,894	493,012
..	3	536	19	3,722	1,184	907
..	3	584	26	3,939	1,270	986
..	..	270	13	1,776	599	505
..	2	342	18	2,055	643	482
..	..	9	1	25	14	10
..	..	30	1	207	59	55
..	..	25	2	220	47	53
..	..	3	..	23	..	..
..	8	1,799	80	11,967+	3,816	2,998
3	50	134,281	10,634	965,203	699,710	496,010
..	..	5,739	335	72,170	57,779	37,884
3	50	140,020	10,969	1,037,373	757,189	533,894

classes " :—

Serara Dhobi, Megh Sansi Ghosi, Bagria, Od and Kahar.
69 are Hindus (higher caste) 60 Muhammadans and 18 Sikhs.
and the ' Intermediate ' classes attached to it are excluded.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or Creed.	Euro- peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depres- sed classes.		
	1	2	3	4	5	
Total population ..	6,396	178,374	2,142,357	720,697	6,090,848	
<i>School Education.</i>						
	<i>Classes</i>					
Primary	I ..	409	1,919	37,715	630	30,698
	II ..	153	735	11,800	142	7,871
	III ..	166	619	9,224	112	5,047
	IV ..	179	585	6,982	85	3,504
	V ..	155	460	5,742	27	2,463
Middle	VI ..	114	286	1,741	8	1,044
	VII ..	122	230	1,193	7	608
	VIII ..	57	185	830	2	555
High	IX ..	57	100	314	1	303
	X ..	..	50	166	..	138
Totals ..	1,412	5,169	75,707	1,014	52,281	
<i>University and Intermediate Education.</i>						
Intermediate classes.	1st year	..	16	64	..	38
	2nd year	..	15	45	..	22
Degree classes	1st year	1	11	29	..	20
	2nd year	2	5	23	..	14
	3rd year	..	..	..	..	..
Post-graduate classes.	1st year	2	..	6	..	..
	2nd year	3	..	..	..	..
Research students ..	..	..	..	..	..
Total ..	8	47	167	..	94	
No. of scholars in recognized institutions.	1,420	5,216	75,874	1,014	52,325	
No. of scholars in unrecognized institutions	..	145	4,683	233	48,137	
GRAND TOTALS ..	1,420	5,361	80,557	1,247	100,462	

*The following are included under the heading Depressed: Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli.

†Excludes 9 special students in the Queen Mary College, Lahore, of whom.

NOTE.—Figures of the Lawrence Royal Military School.

LARS RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	..	
...	7	15,557	819	87,754	36,239	23,565
1	5	4,963	226	25,896	10,367	6,472
...	10	3,509	165	18,852	6,254	3,924
..	14	2,623	125	14,097	4,287	2,858
...	2	1,901	121	10,871	3,087	2,201
..	2	549	12	3,756	376	406
..	1	384	8	2,553	262	315
..	1	292	3	1,925	171	282
..	5	111	..	891	53	82
..	..	66	1	421	32	70
1	47	29,955	1,480	167,016†	61,128	40,175
..	..	27	..	145	5	12
..	1	20	1	104	3	14
..	...	8	..	69	5	8
..	2	8	1	55	4	5
..
..	..	...	..	8	..	...
..	..	...	..	3	..	..
...
..	3	63	2	384	17	39
1	50	30,018	1,482	167,400	61,145	40,214
..	..	3,788	8	56,994	49,063	27,323
1	50	33,806	1,490	224,394	110,208	67,537

Classes :—

Sarera Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar. one is Hindu (Higher caste) and 8 are Muhammadans. Sanawar, are excluded.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
			Higher castes.	*De-pressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Art Schools .. .. .	..	5	77	..	130	..	..	22	4	238	160	50
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	..	2	412	1	242	..	..	88	2	747	423	210
Normal and Training Schools .. .. .	..	26	115	1	264	..	..	103	9	518	472	372
Engineering and Surveying Schools .. .. .	..	..	52	..	47	..	..	30	..	129	36	50
Technical and Industrial Schools .. .. .	..	114	1,081	50	1,205	..	..	305	3	2,758	1,186	557
Commercial Schools .. .. .	..	..	117	..	58	..	..	18	12	205	46	41
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	1	40	6	77	..	..	8	..	132	..	45
Schools for Defectives .. .. .	..	2	55	..	4	..	..	2	..	63	43	30
Schools for Adults .. .. .	..	26	1,670	142	4,107	..	..	735	61	6,741	6,101	4,267
Other Schools .. .. .	..	3	93	276	826	..	..	376	476	2,276	939	1,232
Total	3	269	3,845	476	6,960	..	..	1,687	567	13,807	9,356	6,854
<i>University and Intermediate Education.</i>												
Law	1	4	606	4	219	..	..	133	..	967	341	261
Medicine .. .. .	..	6	204	..	151	1	..	73	2	437	172	121
Education	26	3	60	..	57	..	..	26	1	173	36	70
Engineering	12	4	101	..	66	..	..	62	..	245	..	26
Agricultural .. .. .	..	..	61	..	65	..	..	34	1	161	119	103
Commerce .. .. .	..	..	88	..	19	..	..	9	1	117	26	18
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	1	27	..	26	..	..	11	..	65	37	19
Totals	39	18	1,147	4	603	1	..	348	5	2,165	731	618
GRAND TOTALS	42	287	4,992	480	7,563	1	..	2,035	572	15,972	10,087	7,472

*The following are included under the heading " Depressed Classes " :—

Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sausi, Ghosi, Bagria, Od and Kahar.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists	Parsis	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists
			Higher castes.	*Depressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	10	176	34	..	21	..	..	19	..	260	..	..
Normal and Training Schools	4	78	331	4	240	..	1	142	6	806	383	317
Technical and Industrial Schools.	..	2	529	..	229	..	..	71	2	833	37	61
Commercial Schools	24	..	..	..	1	..	..	..	..	25	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	4	..	..	..	..	..	..	4	4	4
Other Schools	..	43	28	185	241	..	..	110	258	865	139	329
Total	38	299	926	189	732	..	1	342	266	2,793	563	711
<i>University and Intermediate Education.</i>												
Medicine Education	3	2	13	..	3	..	..	5	..	26	1	6
	24	7	3	..	4	..	..	1	..	39	..	7
Totals	27	9	16	..	7	..	..	6	..	65	1	13
GRAND TOTALS	65	308	942	189	739	..	1	348	266	2,858	564	724

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

VI-A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.			
		A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.							
							Certificated.	Uncertificated.	Certificated.	Uncertificated.						
1	2	3	4	5	6	7	8	9	10	11	12					
<i>Primary Schools.</i>																
Government ..	..		2	10				1	12		1	13				
Local Board and Municipal Aided ..	..	7	410	7,217	541	82	2	2	374	900	8,257	1,278	9,535			
Unaided ..	..	2	73	597	50	9	..	1	87	1,038	731	1,126	1,857			
	..		1	19	2		..	..	5	98	22	103	125			
	Totals	9	486	7,843	593	91	2	3	466	2,037	9,022	2,508	11,530			
<i>Middle Schools.</i>																
Government ..	..	21	18	36	6	1		1	5	2	82	8	90			
Local Board and Municipal Aided ..	..	266	992	12,504	602	32	7	34	256	1,100	14,396	1,397	15,793			
Unaided ..	..	63	138	276	15	3	1	18	43	96	495	158	653			
	..	37	87	77		3	2	12	20	48	204	82	286			
	Totals	387	1,235	12,893	623	39	10	65	324	1,246	15,177	1,645	16,822			
<i>High Schools.</i>																
Government ..	..	623	295	411	33	64	8	8	21	10	1,426	47	1,473			
Local Board and Municipal Aided ..	..	271	163	306	23	36	12	10	16	46	799	84	883			
Unaided ..	..	85	629	925	76	50	71	111	184	224	2,485	590	3,075			
	..	122	125	86	2		9	50	22	81	340	162	502			
	Totals	1,821	1,212	1,728	134	155	100	179	243	361	5,050	888	5,938			
	GRAND TOTALS	2,217	2,933	22,444	1,350	285	112	247	1,033	3,644	29,249	5,036	34,285			

Note.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

VI.-B.—WOMEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric, or School Final	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government .. .. .	..	..	3	1	..	..	1	..	4	1	5
Local Board and Municipal Aided .. .. .	..	3	559	510	6	2	12	28	794	1,078	1,914
Unaided	2	21	251	107	1	4	17	18	681	382	1,102	
Totals	1	2	3	8	1	..	..	..	70	15	85
<i>Middle Schools.</i>												
Government	1	8	28	..	..	2	1	37	3	40	
Local Board and Municipal Aided	7	19	204	52	4	3	7	129	286	139	425	
Unaided	13	100	339	55	13	3	36	212	520	261	781	
Totals .. .. .	..	..	4	..	..	..	..	7	4	7	11
<i>High Schools.</i>												
Government	40	80	189	3	1	7	15	7	31	60	373	
Local Board and Municipal Aided .. .. .	..	..	..	..	..	..	..	..	..	..	..
Unaided	22	77	34	5	1	1	14	15	40	69	208	
Totals .. .. .	..	5	8	1	..	1	4	..	8	14	27
Grand totals	62	162	231	9	2	8	33	22	79	142	608	
Grand totals	86	315	1,622	742	27	17	78	111	1,973	2,792	4,971	

NOTE.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

VII.—ANGLO-INDIAN AND EUROPEAN

Total European and Anglo-Indian population...		Male	..	16,553
		Female	..	6,396
		TOTAL	...	22,949
	Institu- tions.	Scholars on Roll on March 31st.	Number of females in institutions for males and <i>vice versa.</i>	§Number of Non-Europ- eans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	136	1	18
Training Colleges	1	26	...	...
High Schools	3	577	16	107
Middle Schools	3	618	199	114
Primary Schools	4	216	90	26
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
TOTALS	13	1,573	306	265
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	22	...	...
High Schools	8	894	57	79
Middle Schools	5	489	107	53
Primary Schools	3	101	46	17
Training Schools	1	3	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	1	25	...	1
Other Schools	...	...	...	...
TOTALS	19	1,534	210	150
GRAND TOTALS FOR INSTITUTIONS	32	3,107	516	415

Expenditure on Buildings includes Rs. 36,280 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

1. Scholarships.
2. Boarding House Expenditure.
3. Miscellaneous.

*Local Funds include both District and Municipal Funds.

†Teaching staff of the Lawrence College, Ghora Gali, have also teaching periods

‡ Teaching staff in the training class also have teaching periods in St. Dony's

NOTE. I. Expenditure under High Schools includes expenditure on the Inter

NOTE.—II. Excludes all figures regarding the Lawrence Royal Military School

§The term 'Non-Europeans' does not include domiciled Europeans or Anglo-

EDUCATION.

Percentage to European population of those at schools.

Males.
8·92

Females.
25·51

Total.
13·54

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
9	7	42,013	..	11,022	..	53,035
†	†	9,039	..	..	..	9,039
27	17	40,632	..	1,09,659	30,301	1,80,592
25	8	58,332	..	40,110	6,685	1,05,127
11	6	13,224	..	11,187	7,845	32,256
..
..
..
..
72	98	1,63,240	..	1,71,978	44,831	3,80,049
..
3	2	12,684	..	7,461	..	20,145
60	34	1,00,587	..	90,875	18,406	2,09,868
23	16	22,486	..	25,890	10,339	58,715
7	..	3,660	..	5,182	6,315	15,157
‡5	..	1,350	..	1,350	..	2,700
..
1	..	2,034	..	..	..	2,034
..
90	52	1,42,801	..	1,30,758	35,060	3,08,619
171	90	3,06,041	..	3,02,736	79,891	6,88,668
Inspection ..	..	6,216	..	..	..	6,216
Buildings, etc.	..	40,879	..	1,229	34,534	76,642
Miscellaneous	..	53,896	..	15,397	1,13,918	1,83,211
Totals	..	1,00,991	..	16,626	1,48,452	2,66,069
GRAND TOTALS	..	4,07,032	..	3,19,362	2,28,343	9,54,737

at the Chelmsford Training Class.
School.

mediate classes at the Bishop Cotton School, Simla.
and the Intermediate Classes, Sanawar.
Indians.

VIII—EXAMINATION RESULTS.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt.		2	2		2	2						
Ph. D.												
D. Sc.												
M. A.	184	76	260	123	45	168	3	3	6	3	2	5
B. A.	30	2	32	123	1	124						
B. A. (Honours)	271		271	121		121	4		4	2		2
B. So. Honours	2		2	1		1						
B. A. (Pass)	1,723	780	2,503	962	321	1,283	52	53	105	42	20	62
B. Sc. (Pass)	137	18	155	85	8	93	2		2			
<i>Law.</i>												
Master of Law	9		9	3		3						
Bachelor of Law	436		436	340		340						
<i>Medicine.</i>												
M. D.												
M. B., B. S.	35		35	16		16	11		11	6		6
L. M. S. (Bombay)												
M. C. P. and S. (Bombay)												
M. S. F. M. (Calcutta)												
M. S.												
M. Obstetrics												
B. Hyg.												
D. P. H.												
D. O.												
St. Sc. (Sanitary)												
D. T. M. (Calcutta)												
<i>Engineering.</i>												
Bachelor of E. E.	3		3	3		3						
Bachelor of C. E.												
Bachelor of M. E.	4		4	3		3						
<i>Education.</i>												
B. T.	68	36	104	62	26	88	17		17	12		12
<i>Commerce.</i>												
Bachelor of Commerce	26	10	36	21	5	26						
<i>Agriculture.</i>												
Master of Agriculture												
Bachelor of Agriculture	83		83	65		65						

*i. e. appearing from a recognised institution.

† Excludes the results of three Zoology candidates which have not yet been declared.

VIII—EXAMINATION RESULTS—CONCLUDED.

Examinations.	MALES						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts ..	2,607	738	3,345	1,491	310	1,771	81	152	233	69	92	160
Intermediate in Science	1,210	117	1,327	727	80	787	44	2	46	32	2	34
Licentiate of Civil Engineering.	...	...	...	...	...	...	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	92	70	162	68	67	145	73	17	90	52	9	61
Intermediate or Diploma in Commerce.	31	...	31	24	...	24	...	...	...	...	...	...
Licentiate of Agriculture.	50	...	50	25	...	25	...	...	...	...	...	...
Veterinary Examination.	42	...	42	25	...	55	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course.</i>												
Matriculation ...	13,117	1,852	14,969	9,552	847	10,399	393	472	665	285	305	690
School Final, etc. ...	2	...	2	...	...	...	...	...	...	...	...	...
Anglo-Indian and European High School Cambridge Senior ...	70	...	70	58	...	58	38	...	38	18	...	18
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior Anglo-Indian and European Middle.	55	...	55	51	...	51	39	...	39	33	...	33
Anglo-Vernacular Middle.	77	...	77	66	...	66	103	...	103	73	...	73
Vernacular Middle ...	16,233	1,116	16,349	12,542	742	13,284	1,911	765	2,677	1,493	492	1,951
<i>(c) On Completion of Primary Course.</i>												
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
<i>(d) On Completion of Vocational Course.</i>												
For Teacher's Certificates—												
Vernacular, Higher	182	69	251	162	19	181	133	33	166	119	23	142
Vernacular, Lower ...	196	218	414	172	75	247	292	102	394	206	49	255
At Art Schools ...	15	...	95	93	...	93	...	...	...	...	...	...
At Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Medical schools ...	190	12	202	140	11	151	136	...	136	114	...	114
At Engineering Schools†	75	...	75	74	...	74	...	...	...	...	...	...
At Technical and Industrial Schools.	543	13	556	304	10	371	79	77	156	51	48	99
At Commercial Schools	253	37	290	142	25	167	...	...	...	...	...	...
At Agricultural Schools	92	...	92	82	...	82	...	...	...	...	...	...
At other Schools ...	...	...	...	...	...	...	...	...	...	...	...	...

*i.e. appearing from a recognised institution.

†Includes Survey Schools.

IX—STATISTICS OF EDUCATIONAL

Types of Institutions.	NO. OF INSTITUTIONS AND SCHOLARS.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I. — RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	286	..	..	1	855	3	1,141
High Schools ..	11	2,098	13	3,703	43	10,726	67	16,527
Middle Schools ..	4	368	3,122	402,907	67	7,221	3,193	410,494
Primary Schools ..	5	119	4,293	253,134	624	31,853	4,922	283,106
Training Schools ..	2	285	..	..	1	50	3	335
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	276	6,006	33	220	309	6,226
Other Schools ..	3	305	..	..	..	..	3	305
Total ..	27	3,459	7,704	665,750	769	50,925	8,500	720,134
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	1	136
High Schools ..	1	136	..	..	..	..	29	3,472
Middle Schools ..	..	..	17	1,861	12	1,611	1,130	47,994
Primary Schools ..	1	29	816	33,994	313	13,971	8	312
Training Schools ..	7	293	1	19	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..	1	19
Other Schools ..	1	19	..	..	..	..	..	..
Total ..	10	477	834	35,874	325	15,582	1,169	51,933
GRAND TOTAL FOR ALL RECOGNIZED INSTITUTIONS.	37	3,936	8,538	701,624	1,094	66,507	9,669	772,067
II. — UNRECOGNIZED INSTITUTIONS.								
For Males ..	..	..	..	..	..	..	3,270	70,360
For Females ..	..	..	..	..	..	..	2,489	49,123
Total ..	..	..	..	..	..	..	5,768	119,483
GRAND TOTAL FOR ALL INSTITUTIONS.	..	..	..	..	..	..	15,437	891,550

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,46,003	321	1,42,737	2,89,061	24	..	48	72
2,74,784	62,706	3,88,386	7,25,876	151	183	540	874
44,89,563	11,79,974	7,77,924	64,47,461	14	14,917	359	15,290
21,27,006	5,59,024	57,872	27,43,902	6	8,049	966	9,021
45,724	..	3,560	49,284	15	..	..	15
4,553	1,941	105	6,559	..	..	..	48
1,01,906	..	..	1,01,906	19	..	8	19
71,89,539	18,03,966	13,70,584	1,03,64,089	229	23,189	1,921	25,339
..
44,684	22,712	10,607	78,003	13	..	..	13
43,351	11,028	37,128	91,507	..	64	115	179
3,30,691	1,02,047	34,592	4,67,330	1	1,121	429	1,551
35,718	1,710	..	37,428	23	1	..	24
..
..
216	..	..	216	1	..	..	1
4,54,660	1,37,497	82,327	6,74,484	88	1,186	544	1,768
76,44,199	19,41,463	14,52,911	1,10,38,573	267	24,375	2,465	27,107

Explanatory Notes.—

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

X.-(A).—SCHOLARS BY

Class.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages—								
Below 5 ..	53	1	..	..	..	..	..	..
5 to 6 ..	73,727	1,315	8	..	..	..	..	..
6 to 7 ..	101,904	21,713	424	19	..	..	..	..
7 to 8 ..	85,378	34,189	14,620	431	14	..	..	..
8 to 9 ..	48,206	37,119	23,827	9,094	793	32	1	..
9 to 10 ..	26,021	30,390	29,214	18,955	5,574	867	12	..
10 to 11 ..	13,492	19,627	23,742	24,476	13,227	4,627	757	69
11 to 12 ..	6,566	9,081	14,817	19,694	15,049	10,146	2,423	390
12 to 13 ..	2,931	4,485	8,619	13,281	11,915	11,281	6,879	2,658
13 to 14 ..	1,715	2,477	4,608	7,526	8,304	10,006	8,981	5,961
14 to 15 ..	825	1,166	2,213	3,429	4,307	6,437	7,498	7,050
15 to 16 ..	264	388	808	1,485	1,988	3,353	4,493	6,152
16 to 17 ..	72	81	303	588	863	1,525	2,660	4,119
17 to 18 ..	11	30	70	235	276	697	1,312	2,337
18 to 19 ..	11	9	20	40	74	213	500	1,109
19 to 20 ..	10	8	10	31	16	70	155	534
Over 20 ..	..	1	3	5	7	12	60	173
TOTAL ..	361,276	162,080	123,306	99,289	62,407	49,266	35,731	30,552

*Figures relating to the Lawrence Royal Military School, Sanawar, and the

CLASSES AND AGES.

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	54	..	..	..	..	..	..	..	..	54
..	..	75,050	..	..	..	..	..	..	..	..	75,050
..	..	124,150	..	..	..	..	..	..	..	..	124,150
..	..	134,632	..	..	..	..	..	..	..	..	134,632
..	..	119,072	..	..	..	..	..	..	..	..	119,072
..	..	111,033	..	..	..	..	..	..	..	..	111,033
..	..	100,017	..	..	..	..	..	..	..	..	100,017
12	1	78,179	..	..	..	..	..	..	..	..	78,179
168	5	62,222	..	..	..	..	..	..	..	..	62,222
1,052	249	50,879	18	..	..	..	..	..	..	18	50,897
3,252	1,087	37,264	74	13	..	..	..	..	..	87	37,351
3,822	2,213	24,966	343	91	..	..	..	..	..	434	25,400
3,363	2,978	16,552	917	380	25	2	..	..	..	1,324	17,876
2,271	2,823	10,062	962	840	195	37	..	1	1	2,036	12,098
1,323	1,960	5,259	667	971	552	285	13	2	2	2,492	7,751
635	1,131	2,600	433	867	447	612	4	49	14	2,426	5,026
263	721	1,245	308	777	557	1,119	8	155	203	3,127	4,372
16,161	13,168	953,236	3,722	3,939	1,776	2,055	25	207	220	11,944	965,180*

Intermediate classes attached to it are excluded.

X-B.—SCHOLARS BY CLASSES

Class.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages— Below 5 ..	103	2	..	..	..	..	..	..
5 to 6 ...	16,269	119	14	..	..	..	..	..
6 to 7 ...	22,391	3,236	281	2	1	..	..	..
7 to 8 ..	18,082	4,720	1,797	275	4	..	..	..
8 to 9 ..	14,346	5,489	3,076	1,189	308	1	..	..
9 to 10..	8,137	4,786	3,846	2,312	822	21	..	..
10 to 11..	3,981	3,402	3,556	2,926	1,539	244	69	..
11 to 12..	2,235	2,058	2,731	2,941	2,057	535	163	112
12 to 13..	1,202	1,067	1,549	1,923	2,244	846	421	157
13 to 14..	586	563	975	1,172	1,606	898	569	281
14 to 15..	198	216	468	631	1,101	493	586	461
15 to 16..	91	97	236	310	510	370	324	405
16 to 17..	39	56	129	166	318	156	183	270
17 to 18 ..	28	23	69	135	134	92	111	151
18 to 19 ..	20	28	48	82	88	49	69	85
19 to 20 .	21	15	35	26	46	25	29	51
Over 20 ...	25	19	42	37	93	26	29	52
Total ...	87,754	25,896	18,852	14,097	10,871	3,756	2,553	1,925

* Figures relating to the Lawrence Royal.

AND AGES.

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd year.	1st Year.	2nd Year.		
..	..	105	..	..	..	..	..	..	..	..	105
..	..	16,402	..	..	..	..	..	..	..	..	16,402
..	..	25,911	..	..	..	..	..	..	..	..	25,911
..	..	24,878	..	..	..	..	..	..	..	..	24,878
..	..	24,379	..	..	..	..	..	..	..	..	24,379
..	..	19,924	..	..	..	..	..	..	..	..	19,924
..	..	15,717	..	..	..	..	..	..	..	..	15,717
1	..	12,733	..	..	..	..	..	..	..	..	12,733
6	1	9,416	..	..	..	..	..	..	..	..	9,416
102	6	6,758	..	..	..	..	..	..	..	..	6,758
100	49	4,303	8	..	..	..	..	..	..	8	4,311
204	74	2,621	15	2	..	..	..	..	..	17	2,638
146	102	1,565	26	13	2	..	..	..	..	41	1,606
130	72	945	39	22	5	..	..	..	..	66	1,011
94	52	615	16	24	18	8	..	..	..	66	681
56	33	337	14	16	17	11	..	..	..	58	395
52	32	407	27	27	27	36	..	8	..	128	535
891	421	167,016	145	104	69	55	..	8	3	384	167,400

Military School, Sanawar, are excluded.

SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH 1934.

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools...	389	23,764	24,153	2,358	7,120	9,478	2,918	5,198	8,102	25,917	51,894	77,511	2,131	9,538	11,669	33,711	97,502	131,213*
Middle Schools (English).	405	1,390	1,795	13,887	7,549	21,277	2,910	8,063	4,329	7,599	7,195	14,793	999	2,705	4,199	24,559	21,968	46,515
Middle Schools (Vernacular).	104	20	124	330,852	85,633	416,485	1,250	553	1,803	784	358	1,142	...	138	138	332,990	86,708	419,692
Total ...	898	25,174	26,072	347,047	100,293	447,340	6,485	7,793	14,277	34,299	59,437	93,736	2,524	13,471	15,995	391,253	208,167	597,420

SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1934.

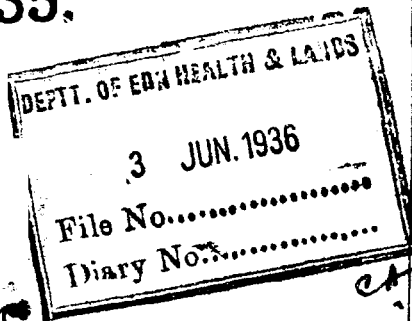
High Schools...	6,820	2,974	8,794	...	...	...	...	...	...	2,189	1,076	3,265	355	217	572	8,364	4,267	12,631*
Middle Schools (English).	442	202	644	...	...	...	1,448	230	1,676	2,439	698	3,137	...	...	...	4,327	1,130	5,457
Middle Schools (Vernacular).	383	45	427	2,268	267	2,555	6,365	1,063	7,428	14,634	4,237	18,891	217	32	249	23,906	5,644	29,550
Total ...	8,644	3,221	9,865	2,268	267	2,555	7,811	1,293	9,104	19,382	6,011	25,293	572	249	821	36,597	11,041	47,638

*Figures regarding Lawrence Royal Military School, Sanawar, are excluded.

Report on the Progress of Education in the Punjab.

FOR THE YEAR

1934-35.



Lahore :

Printed by the Superintendent, Government Printing, Panjab.

1936.

Price : Rs. 2-4-0 or 3s. 5d.

Revised List of Agents for the Sale of Punjab Government Publications.

ON THE CONTINENT AND UNITED KINGDOM.

Publications obtainable either direct from the High Commissioner for India, at India House Aldwych, London, W. C. 2, or through any bookseller.

IN INDIA.

- The MANAGER, "The Qaumi Diler" and the Union Press, Amritsar.
The MANAGER, The Mufid-i-'Am Press, Lahore.
The MANAGING PROPRIETOR, The Commercial Book Company, Brandreth Road, Lahore.
Messrs. RAMA KRISHNA & SONS, Anarkali, Lahore.
The HONY. SECRETARY, Punjab Religious Book Society, Lahore.
L. RAM LAL SURI, Proprietor, "The Students' Own Agency," Anarkali, Lahore.
The PROPRIETOR, Punjab Law Book Mart, Mohan Lal Road, Lahore.
L. DEWAN CHAND, Proprietor, The Mercantile Press, Nisbet Road, Lahore.
R. S. JAURA, Esq., B.A., B.T., The Students' Popular Depôt, Kachheri Road, Lahore.
The MANAGER, University Book Agency, Kachheri Road, Lahore.
The PROPRIETOR, City Book Co, Post Box No. 233, Madras.
The PROPRIETOR, The Book Company, Ltd., College Square, Calcutta.
The MANAGER, Standard Book Depôt, The Mall, Lahore.
The PROPRIETOR, Aftab Punjab General Law Book Agency, near Old City Police Station, Lahore.
The MANAGING PARTNER, The Bombay Book Depôt, Girgaon, Bombay.
Messrs. CHATTERJI & Co., Booksellers, 3 Bacharam Chatterji Lane, Post Office Hatkhola, Calcutta.
The MANAGER, The Oxford Book and Stationery Co., The Mall, Lahore.
Messrs. THACKER SPINK & Co., Ltd., P. O. Box No. 54, Calcutta.
Messrs. D. B. TARAPORVALA, SONS & Co., Treasure House of Books, Taj Building, 210, Hornby Road, Fort Bombay.
Messrs. W. NEWMAN & Co., Ltd., 3, Old Court House Street, Post Box No. 76, Calcutta.
The MANAGER, The New Book Depôt, No. 79, The Mall, Simla.
The MANAGER, The English Book Depôt, Taj Road, Agra.
Messrs. R. CAMBRAY & Co., 11-A, Halidar Lane, Bowbazar, Calcutta.
Messrs. DASS BROTHERS, Booksellers and Publishers, Anarkali, Lahore.
M. FERAZ-UD-DIN & SONS, Government Printers and Booksellers, opposite Tonga Stand, Lohari Gate, Lahore.
Messrs. B. PARIKH & Co., Booksellers and Publishers, Narsinhji Pole, Baroda.
Messrs. R. S. TOMARA & SONS, Publishers, Oriental and Foreign Booksellers, opposite Fort Gate, Delhi.
Messrs. SAMPSON WILLIAM & Co., Booksellers, &c., 127-B, The Mall, Cawnpore.
L. FAQIR CHAND MARWAH, Bookseller, Peshawar Cantonment.
Messrs. J. M. JAINA & BROTHERS, Aj Prem House, Cannought Place, New Delhi.
The MANAGER, The Civil and Military Gazette, Ltd., Edwardes Road, Rawalpindi.
The PROPRIETOR, Doaba House, Mohan Lal Road, Lahore.
The PROPRIETOR, The English Book Depôt, Wazir Ali Buildings, Ferozepore.

CONTENTS.

CHAPTERS.—

	PAGES.
I.—General Summary	1
II.—Controlling Agencies	26
III.—Collegiate Education	85
IV.—Secondary Education (Boys)	40
V.—Primary Education (Boys)	45
VI.—Training of Teachers	58
VII.—Professional, Technical and Special Education	61
VIII.—Education of Girls	76
IX.—Education of Europeans	86
X.—Education of Special Classes	92
XI.—Text book Committee	99

TABLES.—

I.—Classification of Educational Institutions	i—ii
II-A.—Distribution of Scholars attending Educational Institutions for Males	iv—v
II-B.—Distribution of Scholars attending Educational Institutions for Females	vi—vii
III-A.—Expenditure on Education for Males	ix
III-B.—Expenditure on Education for Females	x
IV-A.—Race or creed of Male Scholars receiving General Education	xi—xiii
IV-B.—Race or creed of Female Scholars receiving General Education	xiv—xv
V-A.—Race or creed of Male Scholars receiving Vocational and Special Education	xvi
V-B.—Race or creed of Female Scholars receiving Vocational and Special Education	xvii
VI-A.—Men Teachers	xviii
VI-B.—Women Teachers	xix
VII.—European Education	xx—xxi

	PAGES.
VIII.—Examination Results	xxii—xxiii
IX.—Statistics of Educational Institutions in Rural Areas	xxiv—xxv
X-A.—Scholars by classes and ages in Institutions for General Education (Males).	xxvi—xxvii
X-B.—Scholars by classes and ages in Institutions for General Education (Females)	xxviii—xxix

SUPPLEMENTARY TABLES—

I.—Distribution of Scholars by stages in Secondary Schools for Males	xxx
II.—Distribution of Scholars by stages in Secondary Schools for Females	xxx

*Proceedings of the Punjab Government (Ministry of Education),
No. 6255-G., dated the 14th March, 1936.*

READ—

THE report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1935.

It is regrettable to record that numbers have been falling now for some years in succession. This year enrolment has again declined by 12,280 in schools of all types. In recognized schools for boys there is a decrease of 22,362 scholars. The decline is mainly attributed to economic depression in rural areas. While admitting the force of this cause, it is possible that this decline may indicate that the educational system does not entirely satisfy the requirements of the community in rural or urban areas. Other notable reasons of the decrease in the number of school-going children are discussed in the report; but whatever the reasons may be, the decline must receive the serious attention of the Education Department, for the figures seem to indicate that the goal of compulsory primary education is receding. Local bodies should seriously consider this fall in numbers and devise means to recover the set-back already suffered. Some local bodies have had to close schools on account of financial stringency. The time has arrived when the public has to consider whether it is willing to bear further taxation for free and compulsory primary education.

It is gratifying to read that girls' schools have increased their enrolment by 4,366. One must not forget that the population of the province is also increasing year by year, so these figures cannot be very encouraging. The relationship between boys' education and girls' education in the province requires careful consideration. If the country is to make real progress, the mothers of the future must be educated. Funds have not been available for the expansion of girls' education, but the Department has carried out certain economies on the boys' side, and with the money thus saved has extended the girls' education. Perhaps the time has come for a survey of the demands of girls' education and the existing facilities, and in such survey the possibility of introducing compulsory education for girls in certain areas should not be forgotten.

The percentage of boys under instruction has fallen from 8.38 to 8.08, but that of girls has risen from 1.88 to 2.19. The fall is not due to any diminution of the facilities for boys' education. There is a slight fall of 342 boys in boys' schools in the enrolment of the fourth class where admittedly the attainment of literacy becomes possible, but the percentage of boys

enrolled in the fourth, third and second classes has improved from 13·3 to 13·6 in the fourth, from 16·6 to 16·8 in the third, and from 21·7 to 22 in the second. This improvement is gratifying, but cannot yet be regarded as satisfactory. The Department should continue its efforts to ensure proper supervision and particularly to introduce more attractive methods of teaching in order to secure a more speedy flow of promotions to the higher classes. The Punjab Government (Ministry of Education) desire the Department to study the question of primary education, its duration and its suitability to the environment of the rural population in greater detail.

It is gratifying to note that combined with a better flow of promotions to higher classes, primary schools are now placing greater emphasis on games and sports and the school is daily becoming more attractive than in the past. These efforts to introduce improved methods of teaching in the infant class should be maintained and still better results should accrue.

Of the total expenditure, the Government share is 51·25 per cent. whilst local bodies contribute 13·40 per cent. Contributions from fees and other sources have risen and is indicative that popular interest in education is still lively.

The total direct expenditure on educational institutions of all kinds from provincial revenues is Rs. 1,34,52,976, of which Rs. 1,19,07,197 represents the amount spent on boys' institutions, and Rs. 15,45,779 that on girls. Of this Rs. 40,14,447 is the amount spent on Government schools and colleges, Rs. 75,81,421 as grant-in-aid to local bodies, and Rs. 18,57,108 disbursed as grant-in-aid to private educational institutions.

The number of high schools for boys has gone up by 5. The problem of secondary and university education and the proper relation of one to the other remains unsolved, and the fall in numbers of those seeking higher education is becoming apparent. Vernacular middle schools show a decrease. The decrease is not a serious matter for concern as the fall is due to the reduction in status of unflourishing lower middle schools to primary schools. It is disquieting to note that the number of agriculturist pupils has fallen.

In collegiate education there is a slight decrease in the number of scholars. This may indicate the beginning of an appreciation of the fact that university education does not necessarily lead to employment.

The Punjab Government (Ministry of Education) note with satisfaction the excellent research work in oil technology now being carried out by Dr. Bhatnagar, and with regret the death of Professor Shiv Ram, Kashyap, an eminent scientist, whose reputation extended far beyond the bounds of his own province.

The adoption of the proctorial system in several colleges is commendable. Government wish to ensure the maintenance of proper discipline among the large number students congregated in Lahore, and will watch with interest the extension of all efforts to develop self-control amongst the students. In this connection the adoption of a form of college uniform may be of value. The re-organisation and re-orientation of schools and University education still remain under consideration.

Special and technical education continues to receive the attention it deserves, but the fact that many who receive such education fail to find employment after graduation, tends to show that the solution of unemployment among the uneducated classes does not lie so much in vocational or technical education as in other directions which still remain to be explored. More facilities for a less academic type of education after the school stage are necessary. The training of teachers has, in the opinion of the Department, reached saturation point. This is satisfactory, but disquieting features are lack of suitably trained teachers for rural areas. The staff and conditions of service in many aided and unaided denominational schools cannot yet be regarded as entirely satisfactory.

The total cost to Government on colleges, arts as well as professional, was Rs. 15,55,311. This was supplemented by fees aggregating Rs. 6,89,796, thus bringing the gross expenditure to Rs. 22,45,107.

Girls' schools have increased by 37, of which 12 are middle schools. As a result the supply of recruits for normal schools should increase and provide additional teachers for rural areas, thus giving a much-needed stimulus to education among girls in those areas. Local bodies have been instructed to budget separately for girls' education in the hope of directing attention to their responsibilities in this important matter and of increasing the allotment for girls' education, though steps should be taken to ensure that boys' education does not suffer. There is a gratifying rise also in the number of girls reading for a degree. There are now 470 women students in arts colleges in the Punjab.

The question of education among the depressed classes is in the Punjab not so difficult a problem as it appears to be in other parts of India. In the Punjab the comparative numbers are not high and Government offer many facilities for these classes. It is refreshing to learn that the number of girls of the depressed classes enrolled in schools has increased by 320 to 1,523.

Clerical and commercial education, post-matriculation classes, medical and other professional education classes need no special comment beyond noting that numbers are on the increase. It is gratifying to note that farms attached to schools are exercising a healthy influence on the neighbourhood. Many of them are worked at a profit and attract zamindars from the locality. In this way they are of great propaganda value. Refresher courses for teachers of all kinds should continue to be held, for stagnation of educational ideas and procedures is as depressing as stagnation of children in classes, and suggests a possible connection between the two. Of particular value are games organised by village clubs and the standardization of indigenous games and sports. Scouting and "Guiding" with their opportunities for social service and civic responsibilities are being encouraged and the valuable work done by the Boy Scouts on many occasions has received commendation from many quarters.

The number of girls in boys' schools has decreased by 1,041. Before girls' education in rural areas can be pushed with vigour, a greater supply of women teachers must be forthcoming, and the prejudice so strong in many areas must be broken down. The experiment will be watched with interest.

The Punjab Government (Ministry of Education) appreciate the increasing effort made by the Education Department to work in close association with the Department of Rural Reconstruction. This Department realizes that schools can and do play an important part in the life of the community and should in rural areas become intellectual stimuli to the life in the province through songs, dramas and example.

The medical inspection of school children has received attention, and Punjab Government (Ministry of Education) note with pleasure its extension. The Sialkot scheme of medical inspection, whereby schools have combined for purposes of effective prevention of disease and its control, is commendable and is worthy of adoption in other urban areas. The Government bear no share of the cost of medical inspection of school children. This is met wholly from the small fee payable by children.

in the secondary classes of the schools which come under the scheme.

The Punjab Government (Ministry of Education) are pleased to note the efforts of the Education Department to examine certain outstanding problems through conferences and committees. The Government will await their reports with interest.

The revision of the budget for Anglo-Indian and European schools, the constitution of the provincial and inter-provincial Boards of Anglo-Indian and European education should give a stimulus and lead to the education of these communities. The Government will watch with interest the operations of these Boards.

The Punjab Government (Ministry of Education) desire to express their appreciation of the efforts which have been made by Mr. Sanderson and his colleagues towards what may be regarded as a year of satisfactory progress in view of the limited funds available.

Order:— Ordered that the above remarks be printed and circulated with the report; also that they be published in the Punjab Government Gazette and forwarded to the Director of Public Instruction, Punjab, for information; and submitted to the Government of India in the Department of Education, Health and Lands together with copies of the report.

By order of the Punjab Government,
(Ministry of Education)

FIROZ KHAN NOON,
Minister for Education.

J. E. PARKINSON,
Under-Secretary to Government,
Punjab.

General Summary.

(a) *Preliminary remarks* :—A brief general discussion of statistical tables.

As in past years, the sub joined tables showing the number of schools and scholars and also the chief items of educational expenditure have been presented at the head of the chapter to give a graphic view of the progress of the departmental activities during the year 1934-35.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

			PERCENTAGE OF SCHOLARS TO POPULATION.			
			<i>Recognised Institutions.</i>		<i>All Institutions.</i>	
			1933-34	1934-35	1933-34	1934-35
Area in square miles	99,866					
Population—						
Males ...	12,880,510	Males ...	7.77	7.45	3.38	3.03
Female ...	10,700,342	Female ...	1.41	1.62	1.88	2.19
TOTAL ...	23,580,852	TOTAL ...	4.88	4.81	5.43	5.38

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—concluded.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 4.
	1933-34.	1934-35.	Increase or decrease.	1933-34.	1934-35.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
Universities ... <i>For Males.</i>	1	1	...	23	14	-9	
Arts Colleges ...	32	32	...	13,809	13,676	-133	(a) 4,603 } (b) 7,393 } * (c) 1,533 }
Professional Colleges ...	8	8	...	2,191	2,365	+174	(a) 2,023 } (b) 342 }
High Schools ...	334	339	+5	31,213	135,622	+4,409	(a) 99,868 } (d) 35,754 }
Middle Schools ...	3,350	3,305	-45	466,207	445,800	-20,407	(c) 106,564 } (d) 339,236 }
Primary Schools ...	5,608	5,627	+19	373,704	367,756	-5,948	(d) 367,756
Special Schools ...	418	358	-60	13,813	13,356	-457	
TOTALS ...	9,750	9,669	--81	1,000,937	978,575	--22,362	

<i>For Females</i>	...								
Arts Colleges	...	3	4	+1	372	514	+142	{ (a) 111 (b) 276 (c) 127	
Professional Colleges	...	2	2	...	39	109	+70	{ (a) 32 (b) 77	
High Schools	...	42	40	-2	12,631	11,709	-922	{ (c) †4,201 (d) 7,498	
Middle Schools	...	151	163	+12	35,007	37,986	+2,979	{ (c) 5,978 (d) 32,008	
Primary Schools	...	1,663	1,679	+16	99,794	101,886	+2,092	(d) 101,886	
Special Schools	...	52	62	+10	2,787	2,792	+5	...	
Totals	...	1,913	1,950	+37	150,530	154,996	+4,366	...	
UNRECOGNIZED INSTI- TUTIONS.									
<i>For Males</i>	...	3,482	3,390	-92	78,919	78,268	-651	...	
<i>For Females</i>	...	2,633	3,009	+376	50,245	56,621	+6,376	...	
TOTALS	...	6,115	6,399	+284	129,164	134,889	+5,725	...	
GRAND TOTALS	...	1 7,778	18,019	+240	1,280,754	1,268,474	-12,280	...	

CO

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

*Excludes 147 students in the Oriental College of whom 21 attended the post-graduate classes and 126 the Oriental Titles classes.

†Excludes 10 students in the special class of the Queen Mary College, Lahore.

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1933-34.	1934-35.	Increase or decrease.	Government funds.	† Local funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection	13,42,366	13,94,564	+52,198	91.15	8.85
Universities ...	11,29,111	12,17,770	+88,659	13.67	...
Miscellaneous* ...	32,70,017	32,21,403	-48,614	39.38	16.39
TOTALS ...	57,41,494	58,33,737	+92,243	46.40	11.15
<i>Institutions for males.</i>					
Arts Colleges ...	25,03,753	25,58,573	+54,820	28.20	.10
Professional Colleges ...	12,36,756	12,78,112	+41,356	76.67	...
High Schools ...	57,90,324	58,78,924	+88,600	31.48	5.52
Middle Schools ...	73,25,592	73,79,847	+54,255	64.2	18.63
Primary Schools ...	38,07,088	39,90,607	+183,519	63.73	29.63
Special Schools ...	11,96,858	11,01,046	-95,812	78.22	.77
TOTALS ...	2,18,60,371	2,21,87,109	+3,26,738	52.92	13.03
<i>Institutions for Females.</i>					
Arts Colleges ...	1,36,940	154,223	+17,283	57.24	...
Professional Colleges ...	27,154	43,737	+16,583	84.30	...
High Schools ...	8,13,576	7,86,323	-27,253	58.45	1.10
Middle Schools ...	7,27,085	7,91,901	+64,816	82.63	25.13
Primary Schools ...	10,27,041	10,93,316	+66,274	46.74	38.32
Special schools ...	3,55,618	3,15,187	-40,431	60.23	3.57
TOTALS ...	30,87,414	31,85,146	+97,732	48.53	20.03
GRAND TOTALS ...	3,06,89,279	3,12,06,032	+5,16,753	51.25	13.40

*Includes expenditure on buildings.

† Local funds include both District Board and Municipal funds.

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds.†	Fees.	Other sources*	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	...					
78.48	7.85					
8.74	35.50					
21.21	21.24	..	...	...	...	...
54.98	16.72	52 12 2	0 3 1	102 13 7	31 4 6	187 1 4
22.10	1.23	414 5 11	...	119 6 9	6 10 2	540 6 10
53.49	9.50	13 10 4	2 6 4	23 3 0	4 1 11	43 5 7
13.95	2.60	10 11 8	3 1 4	2 4 11	0 6 11	16 8 10
1.51	5.13	6 14 8	3 9 5	0 2 7	0 8 11	10 13 7
13.62	7.39	64 7 9	0 10 1	11 3 8	6 1 6	82 7 0
27.38	6.67	12 0 0	2 15 3	6 3 4	1 8 2	22 10 9
40.08	2.68	171 12 0	..	120 3 11	8 0 10	300 0 9
...	15.70	338 4 5	...	...	62 15 8	401 4 1
31.24	9.21	39 4 1	0 11 10	20 15 8	6 2 11	67 2 6
11.18	30.87	6 13 6	5 3 9	2 5 4	6 7 0	20 13 7
.71	14.23	5 0 3	4 1 10	0 1 2	1 8 5	10 11 8
7.25	28.95	67 15 11	4 0 5	8 2 10	32 11 0	112 14 2
13.39	18.05	9 15 5	4 1 10	2 12 1	3 11 5	20 8 9
24.79	10.56	14 1 8	3 11 0	6 13 3	2 14 6	27 8 5

Institutions. 1. The total number of institutions of all types, both recognized and unrecognized, for boys as well as for girls, has gone up during the year under review by 240 from 17,179 to 18,019. The unrecognized institutions for boys show a welcome fall of ninety-two, but those for girls have gone up by 376. The recognized institutions for boys record a fall again of eighty-one, the major decrease being in the middle and the special schools, *viz.*, that of forty-five and sixty, respectively. The girls schools show an all-round rise of thirty-six—twelve among middle schools, sixteen among primary and ten among special schools—and a fall of two in the number of high schools—one in the Jullundur and one in the Multan Divisions.

The drop in the number of boys' institutions is confined mainly to the middle and the special schools. Both these have suffered the largest decrease in the Multan Division—a fall of forty-two in the number of the middle and of ninety-one in that of special schools. This is attributable to the reduction in status of wasteful lower middle schools to the primary standard and to the closure of unnecessary and extravagant adult schools in the division. It is a matter for satisfaction that the pinch of financial depression has awakened local bodies and others, concerned to the dire necessity of cutting away dead wood and of reducing ineffectiveness and extravagance to a minimum. There is, however, reason to believe that further economy is possible and will be necessitated by the future finances of the local bodies.

The following table gives the management-wise classification of schools:—

Type of institution.	Publicly managed.	Privately managed.
A—Recognized—		
1. Arts colleges ...	16	20
2. Professional colleges ...	7	3
3. Secondary schools ...	3,412	435
4. Primary schools ...	5,801	1,505
5. Training schools ...	19	4
6. Special schools ...	340	57
Total ...	9,595	2,024
B—Unrecognized schools ...	...	6,399
GRAND TOTAL ...	*9,595	8,423

*Excluding the University.

There is one recognized school for general education for boys for every ten square miles, and for girls for every fifty-three square miles. The proportion between primary and middle schools is approximately two to one.

2. **Scholars.**—In recognized schools for boys there is a further decrease of 22,362 as against 19,500 of the last year. The main contribution to this fall comes from the middle and the primary schools—of 20,407 and 5,948, respectively. The arts colleges and the special schools record a fall of 127 and 407, respectively. The professional colleges and the high schools, however, register an increase. It is indeed a matter for gratification that the girls' schools are making headway in the matter of enrolment. There is an increase of 4,366 scholars for a rise of thirty-seven schools, *i.e.*, of about 120 per school. With the exception of high schools which, with a fall of two in their number, have shown a fall of 922 in their enrolment, all other types of school show an upward tendency. The total fall for boys and girls in both the recognized and the unrecognized institutions comes to 12,200. The Lahore Inspector accounting for the fall in the primary and middle schools of his division says *inter alia*, "It is also due to the economic depression prevalent in the rural areas where the parents still find it extremely difficult to keep their children at school after they have passed the primary stage. They think that their children can be more useful to them and their family at the farm, field or home."

The decrease in the enrolment of middle schools is chiefly to be found in the Multan Division, where with a fall of forty-two such schools, the number of scholars in them has dwindled by 15,447. Besides financial stringency and economic depression, the Multan Inspector attributes this fall in numbers to increasing unemployment among the educated people and the growing lack of faith of the rural masses in the economic utility and efficacy of education and their consequent unwillingness to send their children to school. His views are supported by the Deputy Commissioner, Montgomery, who writes:—

"These reductions are not due entirely to the economic distress of the people. Other causes for the decline are the withdrawal of the half fee concessions to Muslim agriculturists and the unemployment of great numbers of educated young men"

The rise and fall in the enrolment of all kinds of schools for boys as well as for girls for the past five years are indicated by

the table below :—

Year.	No. of scholars.	+ or —
1930-31	1,385,841	+72,465
1931-32	1,333,567	—52,274
1932-33	1,291,770	—37,797
1933-34	1,280,754	—15,016
1934-35	1,268,480	—12,274

Between the years 1931-32 and 1934-35 there has been a decrease of about 125,000 in enrolment.

The following table gives the division-wise enrolment in recognized schools :—

Ambala	145,669
Jullundur	213,658
Lahore	291,865
Rawalpindi	231,762
Multan	222,988

Percentage
of population
under instruction.

3. The percentage of pupils under instruction to the total population shows a further decline of .05 from 5.43 to 5.38 in the year under report. For the past five years there has been a steady decline of .5 from 5.88 to 5.38 or just .1 per year. The percentage is as follows :—

1930-31	5.88
1931-32	5.61
1932-33	5.50
1933-34	5.43
1934-35	5.38

The respective percentages for boys and girls for the corresponding years are :—

Year.	Boys.	Girls.
1930-31	9.32	1.74
1931-32	8.82	1.85
1932-33	8.35	2.07
1933-34	8.38	1.88
1934-35	8.03	2.19

Barring a slight fall in the year 1933-34, the percentage for girls has been steadily on the increase during the past five years.

4. The figures of enrolment in the primary classes of schools for boys for the past five years are :—

The progress of literacy—

Year.	I.	II.	III.	IV.
1930-31 ...	396,789	220,823	119,876	96,073
1931-32 ...	393,523	182,898	120,186	97,685
1932-33 ...	375,319	165,393	124,447	96,938
1933-34 ...	361,276	162,080	123,306	99,289
1934-35 ...	343,368	159,780	122,192	98,947

It is rather disquieting to find that all classes have recorded a fall this year :—

Class I	... -17,908.
Class II	... -2,300.
Class III	... -1,114.
Class IV	... -342.

The Multan Inspector has mentioned a number of reasons to account for the fall. According to him the fall in enrolment is attributable to apathy of parents, lack of zeal among the teachers and unsuitable methods of instruction. The percentage of pupils in the four classes to the total enrolment in the primary department for the past five years works out as :—

Year.	I.	II.	III.	IV.
1930-31	47.6	26.5	14.4	11.5
1931-32 ..	49.6	23.0	15.1	12.3
1932-33 ...	49.3	21.7	16.3	12.7
1933-34 ...	48.4	21.7	16.6	13.3
1934-35 ...	47.4	22.0	16.8	13.6

The primary department is still disproportionately heavy at the bottom, and the flow of promotions lacks evenness. The first class still monopolises about fifty per cent. of the total numerical strength of this department. The proportion of boys who after four years reach class IV is only twenty-five per cent. Wastage due to leakage is still appalling. The Multan Inspector thinks that wastage is due to irregularity of attendance, admission of boys in the infant class throughout the year, overcrowding, admission of boys of tender age, unsuitability of teachers and hackneyed methods of instruction. The Deputy Com-

missioner of Muzaffargarh considers admissions to the infant class once a year as a necessary reform. He writes :—

“Admission should be made only once a year at a proper period of time. The advantage of that restriction (admissions once a year) would be that stagnation would diminish, the employment of extra teachers to manage the infant class would become unnecessary and the concentration of attention on a smaller number would give a sounder start to the scholar.”

6. *Single teacher schools.*—During the year under review the number of single teacher schools has risen by thirty-one from 1,507 to 1,538. Division-wise the figures are :—

Ambala	...	...	...	567
Jullundur	...	...	...	187
Lahore	...	...	...	201
Rawalpindi	...	...	...	209
Multan	...	...	...	374

The number of such schools in the province for the past four years has been on the increase as is evident from the following table :—

1930-31	...	1,168
1931-32	...	1,258
1932-33	...	1,442
1933-34	...	1,507

It will be seen, however, that the rise has run parallel to the financial depression which has compelled local bodies to retrench staff for the sake of economy. In some of the sparsely populated backward tracts closure of schools has been considered impossible and this has led to the reduction of perhaps a multi-teacher school to a single-teacher school, which though considered ineffective and extravagant from both the educational and the economic viewpoint, has still had to be retained as an unwelcome necessity. The Ambala Inspector considers that “the condition of thirty-five pupils to a teacher imposed by the Department is greatly responsible for the increase in the number of single-teacher schools, because in many primary schools in all the districts the number does not come up to thirty-five owing to the apathy of parents towards education and also to a very great extent to the general slump in trade and depression in agricultural income, which has necessitated the parents to utilize the services of their children to augment the family earnings.” Mr. Wilson attributes the increase in some cases—particularly in that of Ferozepore—to the lack of a sense of economy in the local body concerned. He states, “Ferozepore is not only backward in

education—that one can sympathise with—but it is the most extravagant and uneconomical. Schools are retained in places where years of experience have shown that the inhabitants have no intention of utilizing the schools.” He quotes the instance of a school with one teacher and four boys on the rolls. R. B. Mr. Man Mohan has suggested yet another reason and states that the opening of more branch schools, of which type there are 326 in the division, is also responsible for an increase in the number of single-teacher schools. The number of primary schools and the percentage of the single-teacher schools are given division-wise in the following table :—

Division.	Primary schools.	Single-teacher schools.	Percentage.
Ambala	1,018	567	55.7
Jullundur	1,051	187	17.7
Lahore	1,232	201	16.3
Rawalpindi	988	209	21.1
Multan	1,384	374	28.0

7. The table given below supplies a comparative statement of adult schools and scholars and of the literacy certificates awarded during the past and the present year in all the five divisions :—

Adult education.

Division.	SCHOOLS.		SCHOLARS.		LITERACY CERTIFICATES.	
	1933-34.	1934-35.	1933-34.	1934-35.	1933-34.	1934-35.
Ambala	48	49	1,332	1,303	153	212
Jullundur	22	17	518	381	56	46
Lahore	85	62	911	1,425	33	68
Rawalpindi	21	23	518	542	4	10
Multan	196	105	3,466	2,491	669	322
Total	322	256	6,745	6,142	915	658

The number of schools, scholars, and literacy certificates issued have gone down by sixty-six, 603 and 257, respectively. In the year 1933-34, three certificates per school were issued, but during the year under review only two. The largest fall is recorded in the Multan Division where ninety-one schools have been closed, but

their number is still the largest in that division, *viz.*, 105, the smallest being in the Jullundur Division, *i.e.*, seventeen.

Besides the ordinary type of adult school, the Ambala Division has as an experimental measure started one whole-time adult school in each district and placed it in charge of an experienced and competent S. V. teacher. It is yet too early perhaps to express an opinion on the experiment, but it is refreshing to read that in the Rohtak district the pupils have made so very satisfactory progress that out of a class of thirty-four scholars, three have already reached the third class and eleven the second class in the course of a year. Mr. Wilson, who is a keen advocate of adult education, is pessimistic about the experiment from the financial point of view. He writes thus :—

The number of schools has been continuously reduced in the hope that closer supervision would result in better work being done. I cannot help being pessimistic with regard to their future, but it has to be admitted that if the problem of illiteracy is to be solved the adult school problem must also be solved ; for without adult schools we cannot hope to touch more than the fringe of illiteracy within any reasonable period. Next year the experiment of having a separate, full-time teacher for such schools is to be tried and it will be carefully watched. It may prove a success ; but in my opinion the expense will prevent its application on a large scale."

We must admit that the long period of experimentation has met with only qualified success, but these disappointments should goad us on to redoubled efforts. The main desiderata for the success are :—enthusiastic, competent, and fully qualified teachers ; efficient and stimulating methods of inspection, and suitable and effective methods of instruction.

Compulsion.

8. The number of areas under compulsion has increased by seventeen to 2,982. The subjoined table supplies the comparative information for the past two years :—

Division.	1933-34.	1934-35.	+ or—
Ambala	896	904	+8
Jullundur	176	178	+2
Lahore	529	532	+3
Rawalpindi	632	636	+4
Multan	732	732	...

It is disappointing to read that most of the areas are only nominally under compulsion. The aim of compulsion is the retention of boys up to the completion of the primary stage and the elimination of stagnation and leakage. If the figures are studied closely we are led to the conclusion that the situation is as bad as in the non-compulsory areas. The Jullundur Inspector writes :—

“ In both urban and rural areas little progress has been made, the number of each having been increased by one only. But this is hardly a matter for regret. There is little point in increasing the number of areas under compulsion until and unless means have been found to make it effective where it has already been introduced. The district reports show that compulsion has yet done little to achieve our object of retaining the boys until the completion of the primary course and the stagnation and leakage figures in compulsory areas are as great as in other areas.”

The remarks of the Lahore Inspector are also depressing. He, however, supplies some interesting material which is worth reproduction *in extenso* :—

“ The position of these compulsory areas is disquieting to a very large extent. The acid test is the extent to which leakage, stagnation, and irregular attendance are minimised through this device. The districts tell a woeful tale in this direction. The flow of promotion from class to class is as uneven and disproportionate as it is in the non-compulsory areas. For instance, the proportion of boys reaching class 1 V to those enrolled in class 1 in the various districts is :—

District	Percentage in compulsory areas reaching class IV.	Percentage for the district.
Lahore ...	11.4	13.7
Amritsar ...	13.8	13.7
Gurdaspur ..	11.32	13.2
Sialkot ...	12.5	13.6
Gujranwala ...	12.0	15.0
Sheikhupura ..	10.2	12.7

“ This indicates abnormal leakage. The percentage of enrolment in the compulsory areas for the division is 71 per cent. Taking the figures for the various districts, one is astonished to notice wide divergencies. In one district the percentage varies between 40 and 90 ; in another between 45 and 95. The causes for this failure are stated to be lack of expert, specialised, and effective supervision by the district inspecting staff ; injudicious selection of areas ; incompetent and unsuitable attendance committee ; want of attendance officers ; inefficient, repugnant, and repulsive methods adopted by teachers for instruction ; lack of

interest and co-operation afforded by civil officers in the trial and punishment of offenders, and the tardy methods employed in their trial. The position deserves to be reviewed by a committee of experts as soon as possible.

* * *

“ Most of the district inspectors of schools complain that the prosecutions entail difficulties. In the first place the hand of the law is slow and moves tardily thus wasting the time of the teachers who are the complainants ; the expenses involved in the institution of cases ; ineffective punishments and the loop-holes of the law.”

The Deputy Commissioner, Mianwali, also writes :—

“ Compulsion, as it is, is having little effect. The percentage of boys under instruction to the number of boys of school-going age is only 76 for the primary department. There is a proposal, which is under examination by the board, that a special officer should be appointed to see that all boys of school-going age are brought to schools. If the board find the necessary funds, an improvement is bound to result. I am sending for files disposed of by Magistrates under the Compulsory Primary Education Act to see in what way the sentences have been lenient and necessary action will be taken. Last year it was decided that such cases should be tried summarily, as senior Magistrates are likely to give more attention than Naib-Tahsildars who till then disposed of these cases.”

The Rawalpindi Inspector states that the success of compulsion depends upon the personality and influence of the Compulsory Education Officer and the impetus which his work receives from the district inspector of schools, the deputy commissioner and the magistrates to whom cases are sent for trial. The Ambala Inspector is hopeful about the improvement which the appointment of a compulsory education officer is likely to achieve. He says :—

“ The Department of Education, as an experimental measure, recommended to all the district boards the appointment of one special attendance officer and it was further suggested that so far as possible these officers should be put in charge of fifty school areas forming a compact tract. Where these instructions were obeyed literally and faithfully the results produced have been much better ; the enrolment of such schools as remained under these officers increased considerably.”

Legal action against delinquent parents still bristles with difficulties. Attempts, however, are being made earnestly to tide over the legal difficulties and to expedite trials under the Act.

The lukewarm attitude of the urban areas in the matter of the introduction of compulsion is rather discouraging. The gradual filling up of thinly attended schools could easily form

a suitable nucleus for the final introduction of compulsion. It would also be necessary to survey the position for the whole province before fresh steps can be taken in the matter.

9. It is a matter for great satisfaction to observe once again a notable increase in the number of girls' schools of all types. The number has gone up by thirtyseven—one Arts college, twelve middle schools, sixteen primary schools and ten special schools have been added, while two high schools have been abolished. The number of unrecognized institutions has approximately gone up by fourteen per cent. from 2,633 to 3,009. The enrolment has gone up by 4,366 in recognized and by 6,376 in unrecognized schools. The increase in the number of unrecognized institutions is, however, not a matter for congratulation, for they are un-dependable as regards their educational efficiency. Girls' educa-
tion.

The causes of the backwardness of female education in the province have often before been fully discussed in these reports. Efforts are being made to supply a large number of trained and competent teachers in these schools. Proposals regarding the allocation of a fixed proportion of local body revenues for female education are being formulated. Another factor responsible for the backwardness of girls' education appears to be inadequate supervision by the assistant inspectresses. The Deputy Commissioner, Jhang, writes :—

“ Out of 133 female teachers only 49 are trained and only five have passed the middle school examination. I am reliably informed that general standard of teaching in the girls' schools throughout the district is far from satisfactory and the untrained teacher is particularly responsible for the unpopularity of female education in the district. The supervision of schools by the Assistant District Inspectress of Schools who lives at Lyallpur cannot be effective and it is a matter for consideration whether in this backward district the appointment of a whole-time assistant district inspectress is indicated. The justification for this post are the notoriously bad communications and long distances. In my opinion, no real progress in female education in this district is possible unless supervision and control of the existing institutions is tightened and made effective.”

The Inspector of Schools, Lahore, also writes in the same strain :—

“ Yet another cause leading to slow advancement in girls' education is ineffective supervision by assistant inspectresses who have very wide areas to travel in the course of a year. The schools relapse into lethargy and inefficiency if they are not visited regularly.”

The Inspector of Schools, Multan, sounds a note of warning when he writes :—

“ Female education has now become the watchword of all educational progress. The need for its expansion is as great as urgent but

care should be taken that consolidation and expansion go hand in hand. We are still struggling with the unfortunate consequences of the indiscriminate expansion of boys' education and we should well profit by that sad experience.

“ The advocates of female education urge that funds should be diverted from boys' education and utilized to encourage girls' education. I think it would be a great mistake to do so. It would mean undoing what has been done in the past and it would undoubtedly cause a severe setback to boys' education. Female education is necessary but its progress should not be at the expense of boys' education.”

Co-education.

10. The subjoined table supplies the figures for co-education division-wise :—

Division.	NO. OF GIRLS READING IN BOYS' SCHOOLS.		+ or -.
	1933-34.	1934-35.	
Ambala ...	1,461	1,612	+151
Jullundur ...	4,665	5,589	+924
Lahore ...	3,031	3,867	+836
Multan ...	6,025	2,895	-3,130
Rawalpindi ...	5,186	5,338	+152

Last year the following passage from the Educational Report of the Government of India was reproduced :—

“ It is for consideration whether co-education could not be established better on the foundation of girls' than of boys' primary schools. Women very well qualified and trained are usually better teachers for small boys than men. Little boys may, therefore, be instructed to attend the girls' primary schools in places where teaching is in efficient hands.”

It is refreshing to find that one district is at least making an experiment on these lines. The District Inspector of Schools, Amritsar, writes :—

“ The question was taken up in earnest by the Deputy Commissioner and the District Inspector of Schools and discussed with the Deputy Directress on her visit to this district. A definite scheme was formulated and as many as six places, *i.e.*, two places per tehsil have been selected to start co-education or village schools staffed solely by women teachers.”

Till such propitious times arrive, when the local bodies can find funds for girls' education, it is necessary to explore avenues

for the popularisation of education among the girls and women-folk. Adult schools for women in places where literate or educated and cultured women are available, would be a useful enterprise in the interests of national progress.

11. The main financial figures have been given in the general summary tables at pages 4 and 5 of this chapter. They show at a glance the total expenditure on education, the percentage of expenditure from the various sources, and the cost per scholar. It will be seen from these tables that the expenditure on education during the year has increased by Rs. 5,16,753 from Rs. 3,06,59,279 to Rs. 3,12,06,032. The average cost per scholar in a boys' institution works out at Rs. 22-10-9 and in a girls' school at Rs. 20-8-9. The cost to Government in institutions for boys and girls is Rs. 12-3-3 or 51 per cent. more than that in the previous year.

Expenditure

12. The discipline and the general tone of institutions of all types in the province have remained satisfactory. Inter-school relations have been generally pleasant. Anonymous and pseudonymous complaints still pour in and occasionally have to be attended to. The scramble for boys and the evil of 'poaching' have been reduced to a minimum. The Lahore Inspector states that "every effort is being made to check malpractice in connexion with the scramble for boys in the month of April. The breach of Code rules regarding the infliction of corporal punishment by teachers is being severely dealt with."

Discipline.

Immorality is all too common but it is punished with a heavy hand.

13. The total number of depressed class scholars, boys and girls, in all grades of schools for general education stands at 27,652 indicating a fall of 2,432. The subjoined table shows distribution of enrolment for schools for general and special education :—

Depressed Classes.

Institution.	MALE.			FEMALE.		
	1933-34.	1934-35.	+ or —.	1933-34.	1934-35.	+ or —.
1. Schools (recognized).	28,459	26,480	—1,979	1,014	1,172	+158
2. Schools (unrecognized).	233	442	+209	233	76	—157
3. Schools (special)	476	630	+154	189	351	+162
4. Colleges ...	24	21	—3	...	...	...

The enrolment in schools for general education according to the five divisions is shown by the following table :—

Division.	MALES.		FEMALES.	
	1933-34.	1934-35.	1933-34.	1934-35.
Ambala ...	8,181	8,947	236	324
Jullundur ...	13,961	13,077	568	428
Lahore ...	3,495	3,230	373	406
Multan ...	2,769	1,330	8	60
Rawalpindi ...	427	337	66	30
Total ...	28,833	26,921	1,251	1,248

The foregoing table shows that there is a decrease of 1,912 in the number of male scholars and of three in that of girls. The statistics, however, should not lead us to pessimism, for it is not extraordinary to be confronted with a fall in enrolment in days of serious economic depression. It is refreshing, on the contrary, to find that with the persistent and continued efforts of the departmental officers the old prejudices of religious bigotry and of caste and creed have practically disappeared in almost all the cities, towns and villages of the province. The high caste boys rub shoulders with the low castes in the class-rooms and on the playground, they play together and sit on the same bench or *tat*. The Lahore Inspector writes thus :—

“ The chief reason for the fall in number, notwithstanding a number of concessions and pecuniary facilities offered to them by Government through local bodies, is the economic depression which forces the parents to look upon schooling as uneconomic from the family standpoint. Segregate schools are conspicuous by their absence and the alleged obstacles of religious bigotry and class distinction and disabilities have practically died out altogether in the rural areas. The old prejudices are fast disappearing and it will now be the fault of this class alone if they do not take advantage of the facilities.”

Candidates from this class are given preferential treatment in admission to the training classes.

Trained
teachers.

14. Out of 33,896 teachers employed in schools of all types for Indian boys, 29,270 or 86.3 per cent. are trained. The

number and percentage in the various divisions are given below :—

Division.	Total.	Trained.	Percentage of trained teachers.
Ambala	4,893	4,171	85.2
Jullundur	6,640	5,772	86.9
Lahore	8,269	7,292	88.1
Multan	7,097	6,190	87.2
Rawalpindi	6,997	5,845	83.5

The percentage of trained teachers in schools under the various managements is given in the subjoined table :—

Management.	High.	Middle.	Primary.
Government	97.4	90.5	85.7
Local Body	90.5	92.3	88.5
Aided	81.6	75.4	33.5
Unaided	51.8	73.2	27.5

All the divisional inspectors agree to the statement that the saturation point has been reached in this respect. Government and local body schools, both anglo-vernacular and vernacular, are suitably staffed with trained teachers. The aided and unaided schools, primary and middle, have yet a leeway to make up. The District Inspector of Schools, Gujrat, is not satisfied with the general ability of the new junior vernacular teacher and suggests the extension of the junior vernacular course by a year. He writes :—

“The type of teacher at present working in primary schools is deficient in every respect. In fact the training given to them in normal schools is most inadequate. They remain in the school for training practically for nine months and can hardly get any grounding in the methods of teaching, equipping them for work in rural areas, which task I believe is a most difficult one. There is no hiding the fact that the general ability of these trained junior vernacular teachers is much below the mark. It is a point to consider whether it would not be advisable to extend the period of training from one to two years.”

Refresher courses are being organised in several districts with much success. Mr. Wilson considers the necessity of such

courses as of paramount importance in the future. He writes :—

“ What is now required is the retraining of vernacular teachers who have been out of touch with the normal schools for several years and who have become stereotyped in their methods. In many countries ideas on education have changed considerably since the war ; but India has probably been less affected by these changes than any other. What is changing is not so much the class-room methods of teaching, as the mental attitude of the teacher towards the pupils. The aim in teaching is not now merely to impart a certain amount of information but to develop as far as possible the latent powers of the pupils. With that change in aim there has developed a change in the relationships between the teachers and pupils and the atmosphere of the class-room has also necessarily changed. No longer should we regard as a natural phenomenon the boy, ‘ creeping like snail unwillingly to school ’ although in the Punjab he is still a common figure. The existence of such snails is a condemnation in itself of the school to which they belong.”

The proposed provincial refresher course for a period of three months in the coming year is being looked forward to with great keenness and the results of the experiment will be watched with interest. The organisation of ‘ rural missions ’, an experiment full of peculiar potentialities, has not yet been fully worked out.

Rural Education.

15. Efforts at harmonizing, co-ordinating, and adjusting instruction in rural schools to the environments and requirements of the pupils have been continued with zeal, vigour, and earnestness in almost all the divisions. The following few extracts from the district reports are worthy of reproduction :—

“ No pains are spared to keep the boys in touch with their ancestral occupation of agriculture in schools where farms and garden plots exist. Some of the schools are indeed models of ruralized education and their number will considerably increase now that rural science is to be introduced as a compulsory subject in the vernacular schools (Shahpur).”

“ Attempts have also been made to correlate teaching in schools with the environments of the scholars and to impart a rural bias to instruction in village primary schools. The boys are given practice in reading patwaris’ records, manuscript post cards and letters. They are also made to write applications, receipts, money orders and parwanas of rahdari. In Arithmetic the boys are required to do sums related to the every-day need of rural life and they are actually taken to the fields to learn practically how measurements of fields are taken by way of Qadmi Paimaish. The students are also required to study, under the guidance of the teachers, the market rates of the farm commodities, the carriage expenses etc., and the place to where they can export their produce to get the maximum possible

profit. Thus the teaching of Arithmetic and that of Geography are also given a rural bias. Successful attempts have also been made to introduce a few simple crafts related to the various trades carried on by the majority of the people in the ilaqa. Clay modelling, rope making, preparation of country soap and ink, basket making, weaving of charpies and carpets, and gardening have been taken up by boys as hobbies."

Latest methods in child instruction—the playway, the story and the project methods—are being widely used with success in primary schools. Games and motion stories are brightening the lives of the boys. The teaching of reading, writing and counting are being made interesting through improvised mechanical devices and contrivances. Manual work has become popular, so also has agricultural education through the school farm. The Lahore Inspector states that corporal punishment is being banished from the primary school and only bright, sympathetic, and energetic teachers generally interested in children and conversant with child psychology are detailed to the teaching of the infants. He also states that minor village industries are receiving encouragement in schools. The crafts attempted are ink making, soap making, charpai weaving, rope twisting, signboard writing, painting, and varnishing.

Agricultural education has gained great popularity. There are 100 farms and 132 garden plots attached to high and middle schools. The boys love gardening and agriculture and take delight in the work on the farm. They are also trained in keeping farm accounts. The Multan Inspector says :—

"The scheme of home gardening was also in full swing throughout the year under report. Small plots of land were cultivated by boys in their homes or on their parents' fields independently of their parents. The total number of home gardening plots during the year was 1,936.

"Strenuous efforts have also been made during the past few years to make the schools shady and attractive and the schools teaching agriculture have taken a lead in this activity. They collect and preserve seeds of trees suitable for various localities and these seeds are distributed among schools in large quantities.

In compliance with the instructions from the Department a very large number of mulberry trees have been planted in the various schools of the division with the result that over a lakh of trees have been planted during the year under report."

The Lahore Inspector also writes :—

"In the vernacular schools with farms the teaching is very popular and the pupils exhibit great enthusiasm and interest. This outdoor physical activity appeals to an average village boy. 'Old Boys Associations' have been formed in many schools and

'home gardens' have also received attention. The farms are helpful as a demonstration to the people and act also as seed distributing agencies. Floriculture has also received attention during the year. In three districts very successful flower shows were held and prizes awarded to the best exhibits. 'Arbor Day' is an annual event in the rural schools of all districts. School compounds are beautified with flower beds and well-kept hedges and evergreens."

The Department hopes that the day is not far off when every school in the province will boast of a garden as also every little homestead in every village.

Village Libr-
aries.

16. There are 1,594 libraries in villages. All the inspectors complain that the suspension of grants to these highly useful institutions has damped the eagerness and enthusiasm of the librarians and the interest of the reading public. Despite this discouragement, however, the teachers have been giving talks and addresses to the people and reading out useful information from the periodicals supplied.

Rural Recon-
struction work.

17. Village welfare and community work still continues to be an outstanding activity of schools as also of the district rural community councils and the record of these is highly creditable. The latest methods of agriculture, the new kinds of manure and seeds, preventive measures against epidemics, cleanliness of person and environment, use of sanitary appliances and means, the abolition of evil customs, and superstitious traditions: these are a few of the items that are being placed before the village by means of talks, songs and dramas. Vaccination has been urged and inoculation against plague and cholera also stressed when these diseases are prevalent in a locality. The services of school children are placed at the disposal of the various beneficent departments at the time of lectures, gatherings, fairs, and festivals. In this connection the Deputy Commissioner, Gujrat, writes :—

"The students and the staffs of the schools in the district have taken a keen interest in the rural reconstruction work during the year under report. They have helped in propaganda work, in the destruction of *pohli*, in improving the village sanitation by pitting manure and opening ventilators and sky-lights in dark and closed houses. Arrangements were made during the year for two cinema lorries to tour in the district and to give instructive cinema shows in various schools".

The Rural Community Council magazines are doing a good deal of useful work. The Inspector, Lahore, however, sounds a note of warning :—

"Too much importance attached to practical work in rural reconstruction at the expense and sacrifice of instructional work is bound to affect adversely our schools as teaching institutions."

18. (a) Games.—The physical training work done by the assistant district inspectors of schools for physical training has continued with vigour and success throughout the year. Refresher courses have been held in almost all the districts. Physical training work in schools of all types has improved through better supervision. Village games clubs have been organized and these have given a great impetus to inter-village and inter-tahsil tournaments. The rules of indigenous games have been standardised.

Other activities.

(b) *Scouting*.—Scouting has come to stay in our schools now and is developing surely though slowly. Local associations have been started at the headquarters of districts and the organisation has been improved. Stress is everywhere being laid on making boys independent in character, active, energetic and resourceful. The service aspect of the movement is being emphasised everywhere. The Lahore Inspector writes :—

“ The spectacular element of the movement has now given place to social service, and really useful activities, and a great deal of attention is devoted to character building among the scouts. The scouts willingly help at all public functions and fairs and do good turns, when and wherever opportunities offer themselves.”

(c) The following table supplies the figures for the medical examination and treatment of children in the various divisions :—

Medical Inspection.

Division.	Number examined.	Number declared sick.	Number treated.	Number cured.
Ambala ...	2,154	1,276	792	624
Jullundur ...	1,907	1,121	1,105	506
Lahore ...	28,669	6,204	4,419	3,461
Multan ...	2,760	993	180	149
Rawalpindi ...	3,859	2,389	1,448	1,226

In urban areas two different schemes have been brought to the notice of the school authorities. One scheme is suitable for larger areas with groups of schools which can combine and form a students' health committee, engage a whole time doctor, open a dispensary and conduct the medical inspection and treatment of the scholars of the associated schools. The other is suitable for smaller areas with single schools, which can arrange with a local practitioner for his part-time services to carry out the scheme. The schemes are financed by a special monthly medical inspection fee of two to three annas per

student levied by the schools adopting the schemes. Students enjoying concessions in tuition fees are given similar concessions in regard to this fee also.

At Jullundur and Sialkot the schemes have worked with great success and have shown excellent results as the number of students suffering from diseases has been considerably reduced. In addition to the medical inspection and treatment of the students and teachers, the medical officer in charge of the Students Health Clinic also arranged First Aid Classes for the different schools and delivered lectures and talks on various health subjects.

There is an excellent school dispensary in Sialkot city. The boys in the high department pay two annas a month, those in the middle department one anna a month towards its maintenance while the children in the primary department pay nothing. As the municipality is chiefly responsible for the care of children at the primary stage it contributes Rs. 2,000 a year towards the medical inspection fund. The Municipal Committee has also contributed generously towards the equipment. The Municipal Health Officer is keenly interested and exercises general supervision. The treatment of children began about the middle of June, 1934, and registers showed on the 17th November, 1934, that 8,503 cases had been examined. The doctor's records show that of the school-going population, roughly speaking, between eight and nine thousand needed treatment. The chief defects were those of the eyes, throat, nose and teeth and generally were easily curable. The possibility of providing proper dental treatment is under the consideration of the small board which controls the work.

The vast importance of these measures and their urgency can be judged from the inspecting officers' records which show that not more than twenty per cent. of the school children in towns are healthy.

The School Children Health League has been very successful at Sialkot. To it are affiliated no less than twenty-four schools.

The question of the medical inspection of school children in the rural areas is receiving the serious consideration of the Department.

(d) *Red Cross Societies.*—Red Cross Societies are doing commendable work in schools. Among other things they are aiming at improving sanitation and have been disseminating useful

information regarding personal hygiene. The general public has also evinced a great interest in the activities of these societies.

(e) *Co-operative Supply and Thrift Societies.*— During the past three years when financial stringency has been at its height, our teachers who had the habit of thrift inculcated in them have reaped considerable benefit from thrift societies. It is pleasing to note that the thrift society of a high school situated in the heart of a backward rural area has about Rs. 17,000 to its credit. The co-operative supply societies need greater vigilance and supervision without which their real aim and purpose will be defeated.

CHAPTER II.

Controlling Agencies.

The post of Director of Public Instruction, Punjab, was held by R. Sanderson, Esquire, C.I.E., M.A., throughout the year under review.

Head office appointments. There was no change in the personnel of the headquarters staff. Khan Babadur Shaikh Nur Elahi, Maulvi Abdul Hamid, Chaudhri Mohammad Hussain and Miss L. E. Thomas continued to work as Assistant Director of Public Instruction, Inspector of Training Institutions, Inspector of Vernacular Education and Deputy Directress of Public Instruction respectively throughout the year. Maulvi Abdul Hamid, Inspector of Training Institutions, Punjab, Lala Rang Bahari Lal, Registrar, Departmental Examinations, Punjab, and Chaudhri Mohammad Hussain, Inspector of Vernacular Education, Punjab, were appointed permanently to the Provincial Educational Service (class I) Men's Branch, with effect from the 1st September, 1934.

Clerical establishment. Mr. W. E. McMurray, the Senior Superintendent, continued to discharge his duties as efficiently as ever and under his able guidance the office put in another year of good and faithful work. As usual, six posts of junior clerks of subordinate offices were temporarily attached to the Examination Branch for a period of six months.

Departmental examinations. The following statement gives the number of candidates for the various departmental examinations held in 1933-34:—

Serial No.	Name of Departmental Examination.	No. OF CANDIDATES	
		1933-34.	1934-35.
1	Vernacular Final Examination	16,355	16,255
2	Middle Standard Examination for Indian Girls	2,670	3,131
3	Junior Vernacular Certificate Examination for men teachers.	382	276
4	Senior Vernacular Certificate Examination for men teachers.	251	195
5	Junior Vernacular Certificate Examination for women teachers.	394	455
6	Senior Vernacular Certificate Examination for women teachers.	166	163
7	Junior Anglo-Vernacular Certificate Examination.	82	60

Serial No.	Name of the Departmental Examination.	No. of Candidates.	
		1933-34.	1934-35.
8	Senior Anglo-Vernacular Certificate Examination.	131	100
9	Trained Teachers, Certificate Examination ...	26	26
10	Diploma Examination of Chelmsford Training College, Ghoraigali.	13	13
11	Middle Standard Examination for Europeans	150	177
12	One-year Post-Matric. Clerical Examination...	290	251
13	Night Classes Clerical Examination ...	...	32
	Total ...	20,941	21,134*

*If the figures relating to candidates from outside the British Punjab are taken into account, the grand total comes to 2,948 as against 2,673 last year.

It will be noted that whereas the number of candidates for the Middle School Examination for boys has almost been maintained in spite of continued economic depression, that for the Middle Standard Examination for Indian Girls and for the junior vernacular certificate examination for women teachers has risen by 461 and sixty-one respectively. The fall in the number of candidates for junior and senior vernacular certificate examinations is to be attributed, as observed last year, to the waning demand for men teachers in most of the districts of the province.

The night classes clerical examination was held for the first time during the year under report. The need for these classes was felt for the benefit and convenience of clerks already in employment to enable them to acquire training in shorthand, book-keeping, typewriting etc, and they were started in October, 1934, at Jullundur and Multan. A class at Salkot could not be opened, as the full complement of twenty candidates was not forthcoming.

The committee appointed to revise the courses in history and languages with a view to expunge materials calculated to embitter communal feeling, has not yet gone beyond the spadework taken up last year and has yet to cover much ground. Books needed for the purpose are yet to be purchased and the committee will begin its work in right earnest as soon as the books are available. The Departmental Committee appointed to revise the scheme of studies for the Vernacular Final examination has all but finished its work and its recommendations will shortly be submitted to Government for approval.

Conferences
and Com-
mittees.

The committee appointed to overhaul the system of clerical education will begin to function during the ensuing winter season. The report of the Compulsory Education Committee has already been sent to Government for approval and is still under its consideration. The recommendations of the Punjab University Enquiry Committee are also still being considered by the Punjab Government.

The Punjab Government (Ministry of Education) appointed on 22nd May, the Punjab Text-Book Enquiry Committee to examine, *inter alia*, the existing system of prescribing and providing text-books in schools and to suggest alterations of procedure with a view to secure the selection of most suitable books and the elimination of canvassing. The committee concluded its deliberations last summer and submitted its report which is at present under consideration.

Inspectorate.

There were no changes among the inspectors of schools in the Lahore and Ambala Divisions. In the former R. B. Mr. Man Mchan continued to hold charge of the post during the year, except for the short space of twenty-six days from 4th to 29th June, 1934, when he was on leave and Mr. S M. Sharif, Deputy Inspector of Schools, acted for him. In the Ambala Division Sarfar Deva Singh held the office of the Inspector of Schools for the whole year, save for a period of three days from the 1st to the 3rd April, 1934, when Mr. J. L. Wilson remained in charge of the division and again a month from 22nd November, 1934, to 22nd December, 1934, when Mr. Barnes held the office on his transfer from the Rawalpindi Division, where his place was taken by Sh. Mohammad Zuhur-ud-Din from the Jullundur Division. Khan Bahadur Munshi Fazil Mohammad Khan, who was permanently appointed to the Punjab Education Service (Class I) from the 1st April, 1934, remained in charge of the Jullundur Division until 15th July, 1934, when he proceeded on leave preparatory to retirement. He was succeeded by Sh. Mohammad Zuhur-ud-Din of the Multan Division, who in turn was succeeded by Mr. J. L. Wilson of the Ambala Division. Sh. Mohammad Zuhur-ud-Din, during his tenure of service as Inspector of Schools, Multan, proceeded on leave for twenty-seven days from the 17th March, 1934, and Lala Inder Bhan, officiated for him. Lala Inder Bhan, when on the eve of retirement, died on the 25th February, 1935, and the Department lost in him an officer of ripe experience with a distinguished record of long service.

**Deputy Ins.
pectors.**

In the Jullundur Division, Bawa Barkat Singh and Lala Bhana Ram were Deputy Inspectors throughout the year. Both Lala Sham Chand and M. Ghulam Rasul Shauq held charge

of the duties of Deputy Inspectors in the Rawalpindi Division during the year under review, with the exception of the periods from the 3rd to the 26th September, 1934, and 9th January, 1935, to 23rd February, 1935, respectively, during which period they were on leave. No substitute was appointed in place of Lala Sham Chand but M. Muhammad Hussain, District Inspector of Schools, Shahpur, officiated for M. Ghulam Rasul Shauq from the 16th February, to the 23rd February, 1935. In the Ambala Division Khan Sahib Sheikh Allah Rakha worked as Deputy Inspector of Schools in charge of vernacular education until the 22nd November, 1934, when he was transferred to the Lahore Division. Mian Mahmud Hassan was transferred to the Ambala Division on the 23rd October, 1934. Sardar Deva Singh worked as Deputy Inspector of Schools from 1st to the 3rd April, and from the 22nd November to the 22nd December, 1934. Lala Ram Chand Sindhvani, District Inspector of Schools, Karnal, officiated as Deputy Inspector of Schools, Ambala, from the 19th February to 18th April, 1935. In the Lahore Division Mr. P. D. Bhanot remained Deputy Inspector of Schools throughout the year. Mr. S. M. Sharif, who was appointed Inspector of Schools, Multan Division, made over charge of his duties as Deputy Inspector, Lahore, on the 13th July, 1934, and was succeeded by Khan Sahib Sheikh Allah Rakha on the 7th November, 1934. Mr. S. M. Sharif officiated as Inspector of Schools, Lahore, from the 4th to 29th June, 1934, in the leave arrangements of R. B. Mr. Man Mohan and Mr. Bhanot acted for him in Class I in addition to his own duties. Mr. Bhanot also held charge of the duties of the Deputy Inspector of Schools in Class I till the transfer of Khan Sahib Sheikh Allah Rakha to Lahore. In the Multan Division Mian Mahmud Hassan worked as Deputy Inspector from the 5th March till the 4th October, 1934, when he was relieved by Khan Sahib Sheikh Ghulam Mohi-ud-Din. Sheikh Ghulam Hussain, District Inspector of Schools, Lyallpur, was appointed Deputy Inspector of Schools, Multan, from 16th February, 1935.

The posts of Assistant Inspectors of Agriculture, Eastern Circle, Lahore, and Western Circle, Lyallpur, were designated from 13th October, 1934, Deputy Inspectors of Schools for Rural Science, Eastern and Western Circles, Lahore and Lyallpur, respectively.

There were, as usual, a few transfers among the district inspecting staff in consequence of the leave arrangements or temporary promotions of some of these officers. The District Inspector of Schools who was transferred to foreign service as

District Inspectors.

Director of Public Instruction, Alwar State, reverted to his post, while the services of the District Inspector of Schools, Jhang, were placed at the disposal of the Government of India as Education Officer, Aden, from the 25th July, 1931. There were some changes among the Assistant District Inspectors of Schools and a few exchanges were also made between them and teachers of Government schools in the interests of public service.

Delegation of powers.

The position with respect to delegation remained very much the same as last year. In the Anbala Division all the district boards have delegated powers to the divisional inspector and the district inspectors; but some municipalities, mostly those with non-official presidents, have so far refrained from giving any powers to the departmental officers, yet expecting them to administer in their behalf their educational institutions. Even where delegation has been made, there is a growing tendency among the members unnecessarily to interfere with the internal administration of schools with the result that the teachers flout the authority of the head masters and the inspectors with impunity, getting their annual increments without putting in any work in return for their emoluments. The inspector's advice regarding any punishment to be inflicted on such teachers is ignored, with the result that he has practically no control over the instructional side of the schools. Almost all the inspectors reiterate their request that the Department should either insist on complete delegation or leave the local bodies alone to manage their own affairs as best they can. The Inspector, Lahore, desires the present position to be clarified. Most of the bodies, he says, have delegated no powers at all; while delegation, wherever made, has been hedged in by so many provisos that it becomes absolutely ineffective and useless. Of the forty-two local bodies in his division thirteen alone have delegated powers, twenty-six have not delegated powers, while the remaining three, *i.e.*, the Municipal Committees, Hafizabad, Wazirabad and Gujranwala, have refused the delegation of any powers at all. This excludes the possibility of maintaining a seniority list or of easily making transfers and appointments in the interests of public service. He urges the need for either complete delegation or for 'a complete sweep of delegation'; thus the inspectors, functioning as inspecting officers alone and having nothing to do with the internal administration of the local body schools, will be rid of a good deal of unpleasantness and constant bickerings over small privileges and the local bodies will be afforded opportunities of learning by their mistakes how best to put their house in order. He, as well as the Inspector, Multan, points to the impracticability of the

conditional or the 'consultation' clause in Article 287 of the Punjab Education Code. Disagreements between the chairman and inspector are a rule rather than an exception and 'a deadlock follows, placing the latter in an awkward and humiliating position'. He observes :—

"I mentioned instances of the kind in my previous report. Some more instances of a similar nature have cropped up this year. I seem, however, useless to narrate them if no steps are likely to be taken to rectify matters; but I venture to state frankly that as a result of defective delegation the prestige of the Department has woefully gone down. I strongly feel that it is the duty of the Education Department to save its officers from indignities and mortifications to which they are subjected on account of the highly vague and unsound rule with regard to the delegation of powers".

The Inspector of Schools, Rawalpindi, also considers the present position as far from satisfactory, 'though the relations between the inspecting officers and the district boards are reported to have been amicable and no untoward incident occurred during the year under report'. All district boards in the division have delegated powers to the divisional inspectors in respect to anglo-vernacular schools and all, the Gujrat district board alone excepted, have delegated powers in respect of vernacular schools to the district inspectors, though the Campbellpur district board has done so only partially. Very few municipal committees, however, have formally delegated powers in regard to their vernacular schools. The Inspector of Schools, Jullundur, says :—

"It is hardly necessary to discuss here once again the unsatisfactory condition prevailing in most districts regarding delegation of powers, particularly to district inspectors of schools. Only when these officers have been given powers and have been freed from the usually baneful influence of the vice-chairman, will it be possible for Government to control educational expenditure".

Like last year the district boards, generally speaking, continued to contend against financial distress but succeeded in maintaining their educational activities satisfactorily. The Inspector, Jullundur, however observes :—

"The interest of most boards in education extends almost entirely to the teachers only and not to the kind of education imparted. Their view of educational progress is limited to increase of schools but does not include the increase of literates, the improvement in quality of teaching, or the supply of suitable materials or surroundings without which education worth the name cannot be imparted. . . . It seems impossible to make members realize the criminal folly of incurring expenditure on schools which are not wanted by people. . . . The improvement of the provision for vernacular education is hampered not only by wasteful expendi-

District
Boards.

ture on uneconomical schools, it is hampered in some districts by the enormous expenditure incurred on anglo-vernacular schools. Every other activity has been sacrificed to the craze for anglo-vernacular education—most of it extremely poor in quality”.

The amount spent by district boards from their own funds on the institutions maintained by them amounted to Rs. 22,09,904 as against Rs. 22,28,545 last year and the Government grant rose by Rs. 99,224 from Rs. 71,94,765 to Rs. 72,93,989. The percentage of expenditure on education from the net income of the boards was thus 21·1 as against 21·5 last year. The comparative figures for this and the previous year showing the proportion in which the total expenditure on district board institutions has been met from the various sources are given below :—

<i>Year.</i>	<i>Government funds.</i>	<i>District board funds.</i>	<i>Fees and other sources.</i>
1933-34 ...	69·3	21·5	9·2
1934-35 ...	69·8	21·1	9·1

Municipal Committees.

The municipal committees continued to maintain their educational activities satisfactorily in spite of great economic depression. The total expenditure on municipal board schools increased from Rs. 15,26,162 to Rs. 15,92,255. To this total cost Government contributed Rs. 4,53,921 as against Rs. 4,49,170; municipal committees Rs. 7,52,493 against Rs. 8,91,669 and fees etc., Rs. 1,76,852 against Rs. 1,85,323 last year. The percentages of expenditure from these three sources during the two years were, thus, as follows :—

<i>Year.</i>	<i>Government funds.</i>	<i>Municipal funds.</i>	<i>Fees and other sources.</i>
1933-34 ..	29·4	58·4	12·2
1934-35 ...	28·5	59·8	11·7

Cantonment Boards.

Cantonment boards, as usual, have evinced lively interest in education and the schools in their areas are reported to be well-managed and maintained to the satisfaction of the Department. In the Ambala Division the number of schools within the area of cantonment boards was reduced from sixteen to seven; for the Simla district board declined to run the schools at Dagshai and Jutogh which are located in the area of the Cantonment Board and with the creation of a new municipal committee at Ambala Sadr, only three boys' schools remained under the Ambala Cantonment Board; while the remaining seven schools, two high and five primary, fell within the municipal limits of Ambala Sadr. The Cantonment authorities at Kasauli opened one primary school during the year under report. The Cantonment Board, Rawalpindi, has not yet introduced compulsion in

its area, while the Cantonment Board, Dharmasala, did not contribute anything towards the cost of education in its area. The King George's Royal Indian Military School in the jurisdiction of the Jullundur Cantonment is managed by Government of India and its expenditure is met from Army funds. The Dalhousie Cantonment Board does not maintain any school of its own but aids an anglo-vernacular middle school for boys and a girls' primary school.

Private
Enterprises.

Private enterprise continues to lead in the matter of anglo-vernacular education and this despite considerable reduction in Government grants. The following statement will give an idea of the popularity of private schools for boys as judged by their enrolment :—

Year.	Enrolment in Government schools.	Enrolment in board schools.	Enrolment in private managed schools.	REMARKS.
1933-34	26,640	768,146	176,338	These figures include enrolment in European schools.
1934-35	27,212	74,915	181,051	
Increase or decrease...	+572	-27,231	+4,713	

Reports regarding irregular payment of salaries and the misappropriation of the teachers' provident fund money are still received. The Inspector of Schools, Lahore Division, observes :—

“The finances of the institutions managed by the different communities have shown little improvement. Very few from amongst them can claim to be in a sound financial position. Having no reserve fund built up in the beginning and having no hopes of obtaining subscriptions from a public rendered imppecunious by financial stringency, most of these private bodies tried to run their schools only on the income derived from fees and Government grants. In a number of cases where this does not suffice the boys' funds and provident fund are freely but surreptitiously drawn upon. Teachers are sometimes not paid for months. Enrolment is increased at all costs and illegitimate methods of attracting boys from other schools are frequently employed. It is to this cause and perhaps also because of the communal appeal that we must attribute an increase in the enrolment of these denominational schools”.

The following statement showing the total expenditure—both direct and indirect—on all kinds of institutions during the year under review and the last year will give an idea of the

Expenditure
on education.

contributions made by the several controlling agencies and fees and other sources towards the total cost :—

Year.	Government funds.	District Board funds.	Municipal Board funds.	Fees.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1933-34 ...	1,59,92,256	26,31,611	14,05,192	75,63,890	30,96,330	3,06,89,279
1934-35 ...	1,59,92,865	26,57,975	15,23,341	77,37,573	32,94,258	3,12,06,032
Increase or decrease.	+629	+26,364	+1,18,149	+1,73,683	+1,97,928	+5,16,753

CHAPTER III.
Collegiate Education.
General.

The following table gives the number of collegiate institutions and the scholars enrolled in the n :—

(1) *Statement of institutions and scholars.*

Particulars.	NO. OF COLLEGES.			NO. OF SCHOLARS.		Increase or decrease.
	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.	On 31st March, 1934.	On 31st March, 1935.	
Government colleges ...	12	12	...	3,608	3,790	+182
Aided „ ...	11	11	...	6,017	5,737	-280
Unaided „ ...	7	7	...	4,048	4,032	-16
Total ...	30	30	...	13,573*	13,559†	--114

*Includes 71 female scholars.

†Includes 84 female scholars.

There has been no increase in the number of institutions and a slight decrease in the number of scholars. There has been a small increase in the numbers enrolled in Government colleges which is due to several intermediate colleges being raised to degree status, but this increase is more than counter-balanced by the fall in private aided and unaided colleges. The figures for 1935, therefore, further bear out the conclusion urged in previous reports that little or no increase is now to be expected in the demand for collegiate education on the men's side and that there is in fact a slow but gradual decline in the numbers seeking admission to the University type of education.

This decline in numbers should not in any way depress those who have the higher education of the province at heart. The chief defect which the Anderson Committee, along with all other critics of the Punjab University, has pointed out is the vast numbers of ill-prepared and ill-equipped youths which now encumber our university institutions, and block all attempts to raise the standard of university examinations. With examination standards so low that a B.A. now cannot command a salary which ten years ago would have been disdained by a

matriculate it is not surprising that parents and guardians are beginning to be shy of wasting large sums of money on obtaining for their wards the doubtful blessing of a University education. What the province really needs is a higher and far more efficient system of secondary education, but this reform is still being resisted by the University, so largely constituted by those interested in sectarian and communal collegiate institutions, who fear that their influence and importance will decline if the present system is altered in any respect.

Table II which gives the expenditure on collegiate education calls for no special comment.

(ii) Direct expenditure on collegiate education for Indian boys.

Year.	From Government funds.	From District Board funds.	From Municipal Board funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1933-34 ...	6,70,747	900	1,900	13,69,378	4,07,793	24,50,718
1934-35 ...	6,75,587	900	1,763	13,95,247	4,27,797	25,01,294
Increase or decrease...	+4,840	...	-137	+25,869	+20,004	+50,576

Statement III shows the examination results for 1933-34 and 1934-35.

(ii) Statement showing examination results.

Name of Examination.	MALES						FEMALES.					
	1933-34.			1934-35.			1933-34.			1934-35.		
	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
Matriculation ...	14,909	10,799	69.4	15,497	11,329	75.0	865	591	68.2	1,137	823	72.4
Intermediate Arts	3,245	1,771	54.5	3,306	1,879	56.8	233	160	68.6	265	163	61.1
Intermediate Science.	1,327	787	59.3	1,175	721	61.4	46	34	73.9	41	26	63.4
B.A. ...	2,783	1,404	50.4	2,970	1,566	52.7	109	73	66.9	145	91	62.8
B.Sc. ...	167	94	56.9	206	124	60.1	2	...	...	4	1	25.0
M.A. ...	260	168	64.6	273	173	63.6	6	5	83.3	9	6	66.7
M.Sc. ...	41	26*	77.3	38	32	84.2	...	...	...	...	...	...

*Excluding the result of three Zoology candidates.

†Result of six candidates has not yet been declared.

There is a slight increase in the numbers appearing in all University examinations, and also in the pass percentage with the exception of the examinations for the master's degree. This in fact is the only examination apart from the Honours Schools in the science subjects which can claim to be of proper university standing and in which the standards observed compare favourably with those in other parts of India. But if these standards are to be maintained, it is imperative that the University should tighten its control both with regard to the grant of affiliation as well as the impartial conduct of the examination itself, for recently there have been indications of institutional rivalry which must be nipped in the bud. With this end in view the University is proposing to devise a new system of examinations which would give greater voice to external examiners in framing question papers and in adjudicating the work of candidates, but it is doubtful if this remedy will prove effective. The only true remedy is the central organisation of all Honours and post-graduate teaching under unified University control as suggested in the Anderson report, but paucity of funds and inter-collegiate rivalries make this reform only a remote possibility.

The University.

The University report available for comment ends with 30th September, 1934. The most important subject which has been under consideration by the various University bodies is the introduction of the vernacular as the medium of instruction and examination in the matriculation and M.S. L.C. examinations. The final decision of the University has been to give the option to the candidate to declare whether he will be examined in English or in the vernacular in all subjects of the examination. Provisional regulations have been drafted which declare that the vernaculars to be recognised for this purpose are Urdu, Hindi and Punjabi. The Government has, however, asked the University to postpone the introduction of these new regulations till it has had time to frame its general proposals for University reform on the basis of the report of the University Enquiry Committee.

The work conducted in the science departments continues to maintain the high standards of excellence already established. Specially noteworthy in this respect are the investigations conducted by Dr. S. S. Bhatnagar and his able assistants in the University chemical laboratory on oil technology. As an appreciation of this work and for its further development, Messrs.

Steel Brothers and Co. placed a sum of Rs. 1,50,000 at the disposal of the University, which has enabled the University to appoint a number of research scholars who will specialise in this work.

As a result of the advice tendered by a committee of experts, the Honours School in Technical Chemistry has been abolished, and necessary instruction in this subject is now incorporated in the Honours School in Chemistry. A new M. Sc. degree in Technology has been instituted. University instruction in Technical Chemistry will continue to be conducted in the Forman Christian College.

The Government College and the University sustained a heavy loss through the death in November, 1934, of Professor Shiv Ram Kashyap, M.A., D.Sc., I.E.S., who was for many years University Professor of Botany and the head of the Botany Department in the Government College, Lahore. Professor Kashyap, who was the seniormost University professor, had the true scientist's thirst after knowledge, and had conducted a series of botanical expeditions into the remotest parts of the Himalayas, from where he had brought away many new and valuable specimens. His work as a scientist had been recognised by the conferment of the Honorary Degree of Doctor of Science by the University at the Jubilee celebrations in 1933, in which year he also had the honour of presiding at the general session of the Indian Science Congress. Though within a year of his retirement from Government service, Professor Kashyap was at the height of his intellectual powers, and his early death has deprived the University of an able and inspiring teacher and the world of Indian science of one of its most brilliant workers. A fund is being raised by the Government College and the University jointly to endow a scholarship in memory of the late professor.

We must also record with regret the passing away of Professor Devi Dayal, for many years Vice-Principal of the D.A.-V. College, and one of the elder statesmen of the University. Professor Devi Dayal who was widely known as "Masterji" had been the teacher and counsellor of many of the men now holding the highest positions in the University or in public life, and his influence which was always exercised on the side of moderation and good sense, was vast.

During the year under report two new bodies have been constituted by the University, the Motussil Board and the Advisory Committee for Public Service Examinations. The former

will advise the Senate with regard to special needs and requirements of the mofussil colleges, while the latter will advise and guide the students who seek to appear in the various examinations conducted by the Public Services Commission. Under the advice of this latter committee, the University is planning to provide special instruction in the compulsory papers for the Indian Civil and the Indian Audit and Finance Service examinations. Professor G. C. Chatterji of Government College, Lahores, has been appointed Adviser for this class.

Affiliated Colleges.

It is not possible to comment in detail on the various colleges affiliated to the University. As shown in table I their total number remains at thirty, of which twelve are maintained by Government and eighteen by private agencies. Since the Government colleges at Multan and Lyallpur were raised to the degree standard in 1933, Government has now five first grade colleges in the province, though post-graduate and Honours teaching still continues to be mainly concentrated at Government College, Lahore. The two new degree colleges at Multan and Lyallpur have proved popular, and Lyallpur specially shows signs of becoming a live intellectual and academic centre of some importance.

At Government College, Lahore, Mr. Garrett reports the introduction of the proctorial system, under which Mr. A. S. Bokhari has been appointed as the college proctor, and rules have been devised requiring all students to wear the distinguishing dress or badge of the college after sunset, and all evening performances, whether in cinemas or theatres, have been banned. It is a matter for regret that other colleges have not adopted the system with an equal measure of enthusiasm. The enforcement of discipline on a body of more than five thousand students in a town of the size of Lahore, especially when so large a proportion of them reside in private lodgings is no doubt an enormous task, but any steps which can be taken towards this end should receive the support of all who have the good of the youth of the Punjab at heart. It is indeed the saddest feature of our present system of higher education that while its economic value is falling apace, its moral and disciplinary value is also tending to deteriorate. Joint and sustained effort is necessary if this danger is not to overwhelm the future of this province.

CHAPTER IV. Secondary Education Boys.

(i) *Facts and Figures.*

Schools. The total number of secondary schools has decreased by forty to 3,638. Multan Division is mainly responsible for this, in that, as a measure of retrenchment mainly in the Lyallpur District, the status of many lower middle schools was lowered to the primary grade. The number of anglo vernacular middle schools has decreased by five, while there is an increase of five in that of high schools.

Scholars. The enrolment in these schools has also decreased by 16,013 to 580,212. All divisions report an increase in numbers of boys in high schools, the fall in the other types of schools being attributed to rural economic distress, the reduction or closure of unnecessary schools, the elimination of bogus enrolment and the closure of uneconomical branches.

The number of agriculturists has fallen by 7,516 to 87,278. The main reason to be ascribed for this regrettable drop is the continued depressed financial condition of the rural classes.

Expenditure. There was an increase of Rs. 1,40,721 in the total expenditure on secondary schools. The contributions from Provincial Revenues vary from 54 per cent. in the Multan Division to 35 per cent. in the Rawalpindi Division and those from fees from 48 per cent. in the latter division to 34.6 per cent. in Jullundur. Cost *per capita* averaged Rs. 24.2. The percentage of boys paying first grade fees is everywhere low, and it would appear that, in spite of the annual declarations submitted by the parents, there are many who escape detection every year.

(ii) *The Teachers.*

The number of trained teachers employed in the secondary schools has fallen by 123 to 20,052; that of untrained teachers has decreased by 238 to 2,265. The percentage of trained teachers has risen from eighty-nine last year to 89.9. Of the untrained teachers many possess special certificates, so that the number of unqualified teachers is not as large as might appear. The percentage of trained teachers varies in the divisions from 87.7 in Ambala to 91.7 in Multan.

There is nothing to add to last year's remarks about the position of teachers in private schools. They are accordingly reproduced here practically *in extenso*. Particular attention might, however, once again be drawn to the suggestion of the Inspector of Schools, Lahore Division, with regard to the

suspension of the provision of Article 69 (e) of the Punjab Education Code for two years.

“Some private schools still employ untrained teachers and make appointments, not on merit or ability, but on personal consideration and favouritism. ‘To compel private schools to employ trained teachers I would suggest the suspension of article 69 (e) Punjab Education Code, for two years. This step will help the trained unemployed teachers. My own experience is that untrained teachers, who are employed as a mere matter of favour, and not for any ostensible keenness for taking up teaching as a profession for life, do considerable harm to the instructional efficiency of these schools. Indefinite and uncertain conditions of service lead to lack of responsibility, which again leads to inefficiency’. The position of teachers in some private schools is as pitiable as ever, and they continue to be badly and irregularly paid, and are at times shabbily treated by their managing bodies. Teachers severing their connection by resignation, forced or voluntary, are in some instances purposely annoyed by unduly and unnecessarily delayed payments. Signatures for undisbursed salaries—and sometimes for much higher salaries than those actually received—are obtained. Factions in managing bodies, and their undesirable interference in internal organisation, also make a burden of the lives of the teachers. However, all divisional inspectors are agreed that the enforcement of departmental measures enacted from time to time is bound to improve the lot of teachers in schools henceforth to be recognised and to lead to security of tenure”.

The Inspectors, Lahore and Jullundur Divisions, still await a solution of the baffling problem of uniformity in the grades of pay in all the local body schools in their divisions.

(iii) Instruction and influences on school life.

Instructional conditions continue to be generally satisfactory, and all possible measures have been taken to foster interest in teaching, and to enrich the pupils' store of general information. Teachers, in high schools especially, are required to keep lesson preparation note-books, to keep abreast of modern developments by reading at least two books monthly, to take turns in addressing daily for a few minutes sections of the school on some interesting topic, to encourage oral work in their classes, and to insist on neatness and accuracy in the correction of mistakes. There are no signs lacking that, where these and other similar devices have been introduced and faithfully carried out, great improvement has been shown. There can be little doubt, however, that the only way to effect a slight improve-

ment on the antiquated and time-honoured methods of the majority of slovenly teachers is a carefully devised series of rigorous refresher courses.

Class promotions are now carried out fairly wisely, and examination results have generally borne witness to this. Throughout the province, for example, in all but the State schools there has been an all-round increase in examination successes.

But it is very much to be doubted whether there is a single middle school where the teaching of science can be said to be satisfactorily carried on. In a very large proportion of the same type of school English is most unsatisfactorily taught.

Every effort is made in all divisions to give village education a rural bias by correlating school work with the problems of village life. Boys are encouraged to take interest in beautifying the school buildings and grounds by the cultivation of flowers, shrubs and trees, and to realise the dignity of labour by the making of simple objects of every description. There are in the province thirty-five manual training centres, nine carpentry, two tailoring and one smithy class, all of which continue to do useful work and to be fairly popular.

Post Matriculation classes.

In the three post matriculation and clerical classes attached to Government High Schools in the Lahore Division numbers have again fallen by four to seventy-two. During the past three years they have dropped by practically 50 per cent. The main reason why the popularity of these classes is waning is that candidates do not come up to the expectations and standard demanded by business men and offices for whose benefit primarily they were organised. A poor knowledge of English and inability to grapple satisfactorily with subjects like shorthand and business methods are put forward to account for bad examination results.

Matriculation results.

There is an all-round improvement both in quality and quantity on last years' results except in the Jullundur Division where there is an abysmal drop from 71 per cent. to 50 per cent. Vernacular Final Results, too, except in the same division, have moved in the same direction.

Physical Training and Scouting.

The regular organisation of physical training, scouting and games, which is one of the special features of our Punjab school of to-day, is producing very beneficial results in improving the health and vitality of our students. It has been instrumental in removing from our midst the pallid, dead-and-alive creature formerly so ubiquitous, and in replacing him by the healthy, vigorous, and active schoolboy now to be seen everywhere.

Full credit for this must be given to the assistant district Inspectors for physical training, who, through their personal example in the refresher courses they are constantly conducting, have infused new life into the boys, the teachers, and the physical training instructors. Scout troops in almost every school, annual District and Divisional Rallies, and frequent scout training camps are now the order of the day, and the excellent social service rendered by the members of the organisation is becoming famous throughout the country. Five scouts from Multan and one from Rawalpindi represented the province at the World Jamboree at Frankston, Australia and worthily maintained the well-deserved reputation which the Punjab holds in this branch of social activity.

Very useful work continues to be done by these societies, which are increasing in number throughout the province. They are usually run by the pupils themselves under the guidance of their teachers and perform, among others, the following beneficent activities:—giving monetary assistance to deserving poor boys; distributing quinine, potassium permanganate, and other medicines during epidemics; disinfecting wells; organising first aid classes, maintaining rural dispensaries; assisting in rural reconstruction.

Red Cross
Societies.

In the Lahore Division practically every high school has now organised its own Thrift Society. One school has over Rs. 17,000 to the credit of the teachers' account. In rural areas Co-operative Societies are doing much useful work in supplying students' needs at cheaper rates than can be obtained elsewhere, and in affording pupils the opportunity of keeping regular accounts and of contributing a share of the profits to the school poor fund.

Co-operative
and Thrift
Societies.

The personal cleanliness of their pupils and the teaching of hygiene are insisted upon by the teachers in the secondary classes, but much remains to be done in this direction in the primary, where the ignorance and callousness of the average village Junior Vernacular teacher are responsible for much unnecessary pain and suffering on the part of the child, even though immediate treatment may be obtained just round the corner at the local dispensary. Insistence by district inspectors on the teacher's responsibility for such things as for example, eye-treatment where necessary, is doing a great deal to remove this apathetic attitude, and it is becoming increasingly rare to find village children sitting in school in those degrees of uncleanness which were formerly so prevalent. Most responsible village head masters now have a regular weekly or bi-weekly cleanliness parade of their pupils.

Medical In-
spection.

Several urban schools now have dispensaries under the control of a qualified medical practitioner who is often helped by a dispenser. Adequate stocks of medicines are kept, a purely nominal monthly fee is levied from every boy and, in addition to his normal duties of attending his school patients, the doctor holds a thorough medical inspection of each boy once a year and sends a report thereon to the parent. The Inspector of Multan Division urges an obligatory medical inspection of all boys.

(iv) *Discipline.*

The general tone and discipline of schools have remained fairly satisfactory throughout the year, and, with few recurrent exceptions, inter-school relationships have been generally pleasant.

(v) *School Buildings and Hostels.*

As was the case last year, and for the same reasons, little has been done in the improvement of existing buildings and in the erection of new ones. Many vernacular schools continue to be housed in most unsatisfactory, insanitary and dangerous buildings, in which deplorable state of affairs most local bodies appear to acquiesce with the profoundest indifference.

Three new high school and three middle school buildings and one hostel have been erected, and extensions effected to twenty high school, fifteen middle school and one hostel buildings. Lahore Division has seen the greatest advance in these new erections, Jullundur in the extensions. In all, seven new hostels have been opened, although Rawalpindi Division reports a decrease of five. The total number of boarders has declined by 323, the reasons for this being the same as prevailed last year, the opening of high and middle schools in remote corners of the province, and the preference of the pupils to attending day school rather than to living in the boarding house and paying the nominal charges for residence which, owing to poverty, are still beyond the means of the majority.

CHAPTER V.

Primary Education.

The following table shows the increase or decrease during the year under review in the number of boys' primary schools of all types, primary departments of secondary schools excluded :—

Number of
Primary
Schools.

Year.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
1933-34 ...	8	4,333	314	865	84	5,604
1934-35 ...	8	4,305	321	856	133	5,633
Increase or decrease ...	...	-28	+7	-9	+49	+19

In spite of the fact that the district board and aided schools have decreased in number by twenty-eight and nine, respectively, the total number of primary schools has increased by nineteen. District Boards are generally suffering from financial shortage; they have, therefore, reviewed the number of institutions maintained by them in order to close down such of them as are uneconomical or admit of amalgamation with a neighbouring school of an equal or of a higher standard. This pruning of unnecessary schools has resulted in both efficiency and economy, as larger institutions have thereby been evolved where more efficient work will be possible. The decrease in the number of aided primary schools is slight and necessitates no special comments. The local bodies are gradually withdrawing grants from such of the institutions as are within $1\frac{1}{2}$ miles distance of a local body school, which can accommodate the enrolment of the former. The unaided schools decreased by seventy-nine in 1933-34 but have increased by forty-nine in 1934-35. These schools have sprung up at places where district board primary or branch schools were closed on account of lack of funds or of sufficient enrolment. No reliance can, however, be placed on these institutions, for the enthusiasm may be short-lived and the schools may not enjoy a long existence. The increase in the number of such schools, therefore, is not necessarily of a permanent character. There is also an increase in the number of municipal board primary schools. These schools are located in towns and cities where the increase in population and the growing desire among the people for education necessitates an extension in the facilities for primary education. Single teacher schools have again increased in number from 1,507 on 31st March, 1934, to 1,638 on 31st March, 1935, owing primarily to the prevailing economic depression.

Enrolment
and atten-
dance.

The total enrolment in all primary schools for boys has fallen by 5,968 *i.e.*, from 373,488 on the 31st March, 1934, to 367,520 on the 31st March, 1935. The average attendance has fallen by 1,872, *i.e.*, from 311,982 to 310,110. The percentage of attendance on enrolment has thus risen from 83·5 to 84·4. The enrolment in the primary classes of boys' secondary schools has during the same period fallen from 390,594 to 374,338 or by 16,256. Thus the total roll at the primary stage including the enrolment of girls in boys schools has decreased by 22,224 or by 3 per cent. The position of each of the five divisions in regard to the enrolment of boys alone in the primary classes will be clear from the following table :—

Serial No.	Name of division.	TOTAL ENROLMENT.		Increase or decrease.
		1933-34.	1934-35.	
1	Ambala ...	102,270	104,016	+1,746
2	Jullundur ...	134,693	134,639	+146
3	Lahore ...	180,184	174,656	-5,528
4	Rawalpindi ...	155,482	154,217	-1,265
5	Multan ...	172,464	155,673	-16,791
	Total ...	745,093*	723,401	-21,692

* Does not include boys in the Queen Mary College, Lahore.

While enrolment has increased in the Ambala and Jullundur Divisions, it has decreased in the divisions of Lahore, Rawalpindi and Multan. By far the largest decrease has occurred in the Multan Division where one district board had to close or reduce in status several of its schools owing to a considerable fall in its income from local rate. Branch schools have also been closed in large numbers. As they do not have a separate existence, this has not affected the number of institutions though the enrolment has been greatly reduced in consequence. The drop in the number of scholars, however, though serious enough, can be faced with equanimity provided steps are taken to ensure a regular flow of promotion from class to class for those who remain behind. The rise in the percentage of attendance, therefore, is a hopeful feature of the year's report and is likely to render it possible for a larger proportion of pupils to

attain literacy. The flow of promotion from class to class continues steadily to improve. The following table shows the distribution of scholars in the various classes of the primary departments on 31st March, 1935 :—

Year.	I.	II.	III.	IV.	Totals
1933-34 ..	360,886	161,957	123,161	99,116	745,120
1934-35 ..	342,940	159,661	122,050	98,780	723,431
Increase or decrease ..	-17,946	-2,296	-1,111	-336	-21,689

Most of the decrease in the number of scholars has taken place in the infant class where it should not cause serious apprehension. The drop represents that part of the enrolment of the infant class which had very little chance of profiting by school instruction and reaching the 4th class where the attainment of literacy becomes possible. The proportion of scholars enrolled in the IV class has risen from 13·3 per cent. in 1933-34, to 13·6 in 1934-35 of the total roll of the primary classes. Similarly the percentage of scholars enrolled in the 3rd and the 2nd classes has risen from 16·5 and 21·7 to 16·8 and 22, respectively. This improvement in the proportion of pupils enrolled in the higher classes gives some cause for satisfaction, though it cannot be denied that there is still much waste both of money and effort, through stagnation and leakage, at the primary stage. Primary education cannot be considered to be resting on sure foundations until this waste is largely eliminated

Expenditure.

The expenditure on primary schools rose from Rs. 37,74,832 in 1933-34 to Rs. 39,58,832 in 1934-35, showing an increase of Rs. 1,84,000. Towards this expenditure Government contributed Rs. 25,29,399 or 63·9 per cent., district boards and municipal committees Rs. 5,95,665 and Rs. 5,86,577 or 15 and 14·8 per cent. respectively, while Rs. 47,354 or 1·2 per cent. came from fees and Rs. 1,99,837 or 5 per cent. from other sources. As compared with the year 1933-34, the percentage of contributions from Government and district board funds has fallen by 1·3 and ·8, respectively, but has risen in the case of municipal funds by 1·3 and in that of the other sources by ·9

The average annual cost of educating a scholar at the primary stage has risen from Rs. 10-1-9 in 1933-34 to Rs. 10-12-4 in 1934-35. This rise is due to a fall in the enrolment of primary schools and to increased expenditure on account of annual increments to teachers. Generally a primary school is a two teacher institution and a slight fall in its enrolment brings about no retrenchment in staff.

Teachers.

The number of teachers employed in primary schools rose from 11,530 to 11,545 or by 15. Of this 9,183 or 79·5 per cent. were trained. The proportion of trained teachers is thus quite adequate. In the local body schools the proportion is even higher; in some districts almost all the teachers have been trained. The aided schools, particularly those that receive grant-in-aid on the elementary school basis, continue to employ a large proportion of untrained teachers. This is unfortunate for there is now a superfluity of trained junior vernacular teachers in many districts waiting for appropriate Jobs. In one division it is stated that untrained teachers are retained in district board service not because there is a dearth of qualified teachers who are in fact available in plenty and are waiting for employment, but because the Department expressly desired that up to 25 per cent. of the posts in each district should be reserved for untrained hands to get necessary experience of teaching preparatory to their admission to the training schools. Obviously a great misunderstanding exists on the point. As was explained in the last year's report there is no longer any need for untrained men to serve a period of probation for the simple reason that from districts which have more trained teachers than they need, there is very little likelihood of fresh admissions into the training schools. It is high time, therefore, that local bodies in such districts replaced untrained by qualified teachers. In order to avoid any increase in expenditure, the pay of the latter may remain the same as that of the former until such time as suitable vacancies occur in the appropriate grades.

Instruction.

All the inspectors agree that satisfactory progress has been made towards making schools healthier and brighter. The content of the curriculum is increasingly derived from the environment of the scholars and efforts have been made to

stimulate the boys' interest in the school and in the life of the neighbourhood. The Inspector of Schools, Jullundur, writes :—

“The inspecting officers encourage this (giving a strong rural bias to education) by asking questions mostly dealing with village life and village problems. Each sub-division has a number of model schools. The project method is proving very successful in the district board primary school at Piplanwala in Hoshiarpur district.”

The Lahore Inspector observes as follows :—

“The outcome of these efforts is that the school is no longer the hateful thing it was. It is now beginning to attract the interest of the boys and the parents and is considered to be quite a pleasant and enjoyable place. The reward lies in the fact that a village school boy now is beginning to be cleaner, sturdier, brighter and more full of spirit”.

The Inspector, however, deploras the fact that the literacy imparted in the four-year primary course in most cases is of an ephemeral nature and strongly advocates a five-year primary school. The infant class has received special attention and the methods of teaching to this class have been considerably improved

Branch schools.

Branch schools have been greatly reduced in numbers. In the Multan division alone 282 branch schools were closed, with a fall in enrolment of 11,192. Seventy-three were closed in the Rawalpindi division, thirty in the Jullundur and twenty-seven in Lahore. In Ambala division on the other hand their number increased by forty-four to 154. Thus the total number of branch schools in the province fell from 1,830 in 1933-34 to 1,432 in 1934-35. The branch schools were started for the benefit of such young children as could not walk the distance to a neighbouring school and they provide instruction for the first two classes. These children were expected to continue their studies in the third class in the parent institutions. This expectation has not generally been realised; for a large majority of the boys enrolled in branch schools leave school at the end of the second class. Obviously these schools have in the main failed to achieve their purpose. Consequently a policy has been followed during the last two years of closing down such of them as have failed to send a satisfactory proportion of their pupils to the third class. Some of these branch schools have also been closed for lack of funds. Whenever a district board has been faced with a serious fall in its income, as in the case of the Lyallpur District Board, these schools have been the first to be axed. Lyallpur alone closed as many as 180 branch schools in the year under report.

Compulsion.

The position of the various divisions in regard to the extension of compulsion is illustrated below:—

Divisions.	NUMBER OF AREAS UNDER COMPULSION-				INCREASE OR DECREASE.	
	On 31-3-34.		On 31-3-35.		Urban.	Rural.
	Urban.	Rural.	Urban.	Rural.		
Ambala ...	24	872	24	880	—	+8
Jullundur ..	4	172	5	173	+1	+1
Lahore ..	6	523	9	523	+3	—
Rawalpindi ...	3	629	4	632	+1	+3
Multan ...	20	712	20	712	—	—
Total ...	57	2,908	62	2,920	+5	+12

The number of urban areas under compulsion has increased by five to sixty-two and that of the rural areas has risen by twelve to 2,920. Satisfactory progress appears to have been made in the enforcement of compulsion in almost all the divisions. In fifteen districts in the province special attendance officers have been placed in charge of selected areas under compulsion. These officers have stimulated considerably the activities of the hitherto slumbering attendance committee. Lists of boys of school-going age have been regularly revised and brought up-to-date. Notices are issued to the defaulting parents and prosecutions lodged. In the Ambala division alone notices were issued to 11,795 parents, cases were instituted against 3,324 of whom 174 were convicted, the fines realized being Rs. 1,271-12-0. As a result of this, considerable improvement is noticeable in both enrolment and attendance. The percentage of boys at school out of the boys of the school-going age usually ranges between sixty and eighty. In spite of a fall in enrolment in the province there is a distinct rise in both enrolment and attendance in the areas under compulsion. In these areas the proportion of scholars enrolled in the fourth class is also better than in the non-compulsory areas. This reveals an improving situation though much still remains to be done to apply compulsion effectively to all the boys once enrolled in schools, for leakage at the primary stage is an important problem even in the compulsory areas. In the Ambala division efforts at enrolment are

confined to boys between the ages of five and eight, for in their case there is a reasonable chance of the primary course being completed within the compulsory age limit.

There is again a fall of sixty-six in the number of adult schools, and of 603 in their enrolment, from 322 and 6,745 in 1933-34 to 256 and 6,142 in 1934-35, respectively. On account of the apathy of the general public, the incompetence of the ordinary school teacher and the failure on the part of the inspecting officers to evolve appropriate methods of teaching, these schools have steadily lost ground and if earnest efforts are not made to retrieve the position, there is every likelihood that before long they will completely disappear. The number of literacy certificates issued has also dwindled. In 1933-34 the number was 915, in 1934-35 it is 658. In the Jullundur district not one out of the seventeen adult schools maintained, prepared a single adult for the award of a literacy certificate. Most of these schools have been taught, by the day school teacher who is probably too tired after a day's work in the school to be able to do justice to the task. The experiment now being tried in certain districts of placing these schools under a whole-time teacher, preferably a retired Senior Vernacular having influence in the country-side, will, therefore, be watched with great interest. In order to make these schools attractive they must be made the centres of village recreation and social activities.

Generally speaking the accommodation provided for primary schools is poor. In each district a majority of these schools are housed either in rented buildings or are held under the shade of trees. In the Rawalpindi division, 155 out of a total of 803 district board primary schools have buildings of their own. In Jullundur the corresponding number is 314 out of a total of 841. It is, therefore, encouraging to learn that zamindars have come forward with offers of monetary help for the erection of buildings or have put up hygienic sheds to serve as school rooms. Such assistance binds the village more closely to the school. In Mexico and Palestine villagers are expected to build the school house as a matter of course. If they do not, they get no school.

Interesting games have been introduced in schools by the assistant district inspectors of physical training and it is pleasing to see young boys freely enjoying themselves in the playground. The health and personal hygiene of the scholars have received particular attention, and morning health parades are a matter of daily routine in several districts. Refresher courses have been held throughout the

province to train the teachers to look after the physical development of the scholars. All the inspectors report favourably on the work being done in this respect in schools. The Inspector of Schools, Lahore Division, writes as follows :—

“ Many of our indigenous games have been introduced, and the boys have been taking part in them with real zest and in a spirit of enjoyment. The division of the students into groups on the basis of their physical strength and age, the patrol system, regular time-tables for inter-school competitions, inter-group tournaments, mass drill, athletic training, etc., etc, have been worked out in detail. Physical culture to be really valuable must be enjoyed. The variety as well as the congeniality of the programme has created enthusiasm and interest among the boys to such an extent that they are now beginning really to enjoy their games.’,

The work is somewhat handicapped for want of suitable playgrounds. Whatever open space is available in the locality, is being utilized for the purpose. This does not make an ideal arrangement but is the only one possible, when the means to purchase sites for suitable playing-fields are not at hand.

CHAPTER VI.

Training of Teachers.

(i) *Anglo-Vernacular Teachers.*

Junior Anglo-vernacular training for male teachers ceased two years ago, though there are still Junior Anglo-vernacular classes for women undergraduates at the Lady Maclagan School and the Kinnaird College. It is probable that these classes will soon be discontinued, for women graduates are applying in increasing numbers for training at the Lady Maclagan Training College for women teachers. This institution was affiliated to the University for the Bachelor of Teaching Degree this year, when its name was changed from the Lady Maclagan Training class to the Lady Maclagan Training College.

The institution of this college, which was recommended by the Punjab University Enquiry Committee in 1933, has given a stimulus to the training of women teachers. Previous to its inauguration, women were trained at the Central Training College, which was not organised for the training of women teachers and to which purdah graduates never applied for admission. Indeed in the whole of its history there is no record of the admission of a Muslim woman graduate. In the year under report students as shown below received training :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		INDIAN CHRISTIANS.		EUROPEANS AND ANGLO-INDIANS.		TOTALS.	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
	B. T. .	3	8	4	9	1	5	7	10	2	...	17	32

In the Central Training College the number of students under training is given below, community-wise :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		CHRISTINAS.		TOTAL.	
	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.	1934.	1935.
	B. T. ...	29	25*	28	26	10	10	1	2	68	63
S. A.-V.	32*	29*	29	26	16	13	2	..	79	68
Total ...	61	54	57	52	26	23	3	2	147	131

* Includes one Jain.

The number shows little variation from previous years ; though a slight fall as compared with the previous year is noticed. This number is slightly below the capacity of the college, but has been found to be sufficient to replace all wa-tage. Thirteen students were de-puted for training by foreign administrations and Punjab States.

The Principal in his report comments on the high academic qualifications of many who apply for admission. Especially marked is this among the Muslim candidates. In this connection he remarks—

“ Probably for the first time since the introduction by Government of admission on a communal basis, the percentage of the Muslim candidates could have been obtained by academic qualification alone.”

Indeed, were academic distinction the only test for admission it would be possible to admit only masters of art or science and those with honours distinction in the bachelor's degree.

The Principal points out that there is little unemployment amongst graduate trained teachers in spite of the retrenchment in certain directions, no expansion and little recruitment to Government service. This is satisfactory for it would be unfortunate for the reputation of the teaching profession and for salary scales if the supply were considerably in excess of the demand. Mr.

Parkinson, however, reports considerable dissatisfaction with service in private institutions on account of lack of security of tenure.

There was no change of any importance in the courses of study. The Punjab University Enquiry Committee recommended certain changes in the organisation of the school system which if accepted, would have necessitated a review of the organisation of both the Central Training and Lady MacLagan Training Colleges, but these recommendations were rejected by the University and Government has not yet pronounced their decision on them. The lengthening of the B. T. course from one year to two years, also recommended by the same committee, has been advocated by the Principal for some time past, because a course of one year, which in practice does not exceed eight months is obviously too short for satisfactory training. The increase of the course to two years has been approved by the University. It also seems probable that a degree in education higher than the bachelor's degree will be instituted in the near future. Such a degree will afford an opportunity for students to investigate many of the problems which now face educationists in this country and stimulate a deeper study of educational ideas or systems.

The students live a full and interesting life, for the study of the prescribed text books is regarded as only a part of the training. All the students spent an enjoyable ten days under canvas for scout training. Practically all obtained scout masters' certificates. Again, more than half the students obtained the St. John Ambulance Association First Aid Certificate, and the college was successful in carrying off the University Trophy for the First Aid Competition. The Health Club and the Photographic Society did excellent work whilst the different boards functioned with success. The college teams in all the major games (except cricket) competed in the University Tournaments, whilst successful internal Tournaments were held in deck tennis, badminton and lawn tennis. Physical training throughout the period of training is emphasised and all students take part in one or another activity.

The Punjab Geographical Association and the Punjab Association of Science teachers, both of which are centred in the Central Training College, continued to do excellent work. Cinema and wireless demonstrations were frequent and popular. The Punjab Geographical Association organised excursions to

Burmah, the Khyber Pass, Karachi and to many places nearer Lahore, and for several of these the popularity was so great that numbers had to be limited.

Examination Results.

The examination results were satisfactory. This is only to be expected as students who show no promise of profiting by, or of successfully completing, the course of training have their names removed from the rolls.

Class.	Appeared.		Passed.		Pass percentage.	
	1933.	1934.	1933.	1934.	1933.	1934.
B. T. ...	53	68	50	63	94	93
S.A.V. ..	79	79	72	76	91	96

(ii) *Vernacular Teachers.*

Training facilities.

The number of training centres is the same as last year : three Government Normal Schools at Gakhar, Lalamusa and Jullundur and two non-Government institutions, the training school at Moga and the training class for Punjabi teachers attached to the Khal-a College, Amritsar. The number of teachers under training has risen by thirty-seven to 555, about forty-three per cent. of the increase being in Government institutions. According to the divisional reports about ten per cent. of the teachers in the province are untrained. Since it is considered desirable that this percentage of the teaching staff should consist of untrained men in order that supply to the training institutions might be steadily maintained, the present number of training institutions is quite adequate to supply the required number of trained teachers. The percentage in the Lahore division works out at 91.8 and according to the inspector it shows "that the departmental saturation point in the case of this division has been exceeded and that the present figures indicate no further demand from the districts for any more trained teachers". In the Jullundur division, the percentage of trained teachers is 86.9 almost the same as last year, and the inspector is of the opinion that there are sufficient trained teachers in his division. The Department has, however, since last year, been concentrating its attention on improving the existing institutions. Refresher courses have been reinstated for the benefit of those previously trained, though it is believed that if funds permitted a separate institution for this purpose could be profitably established.

Expenditure.

During the year under report there has been a saving of Rs. 14,631 in expenditure from provincial revenues. The income from fees rose by Rs. 2,744 to Rs. 3,878 while there has been a fall of Rs. 2,123 in expenditure from other sources.

During the last three years there has been a fall of about Rs. 1,57,010 in the total expenditure incurred.

Efforts have been continued during the year to select the best available material for the training units and to make the selection judicious and in conformity with all relevant considerations. The necessity of admitting a requisite number of agriculturists has been duly observed. Agriculturists in all centres, including the classes in the Khalsa College, Amritsar, came up to 66.1 per cent. of the total number enrolled. The procedure adopted in the selection of candidates for admission remained unchanged.

Recruitment

The staffs at the various schools are reported to be adequate. The school at Lalamusa with its staff of five teachers and one clerk continued to work under the headmastership of Qazi Ikram Hussain and the one at Jullundur with its staff of nine teachers worked under the direction of Pir Wilayat Shah. The Gakhar School had the same head master as last year, Shah Wali Yamini, who was assisted by seven teachers. Several changes occurred in this school during the year under report.

Staff.

During the year under report the story method in combination with the look-and-say and the alphabetic methods, popularly termed "the conglomerate method", has been employed with greater success. The Moga School continues to be run under the able guidance of the well-known educationist, Mr. Harper of the Presbyterian Mission, and the pupil teachers in that school were instructed in methods expressive of the child's mind and designed to develop an instinct for creative work. The assignment system has been tried with success in the teaching of Urdu, History, Science and School Management. Due emphasis was also laid on the project and story methods through the medium of the primary model schools. Particular attention has been paid to caligraphy: the school at Lalamusa has been provided with cement wall blackboards; the use of *Takhtis* has been encouraged in every centre and pupil teachers have been taught the art of making red pens. The system of group leaders, instituted two years ago for the correction of written work, has been continued with success. In general, teaching has been connected with village life and environment and an effort has been made to connect the oral and written work of the school with matters of rural interests so that the pupil teachers may be suitably equipped for the work awaiting them in village schools. In the teaching of nature study and geography, hand-made apparatus has been

Teaching methods and devices.

used as far as possible, and examples have been employed from everyday life. The practical aspect of work has been emphasized. Handicrafts have been encouraged. Weather charts, charts of market rates and village statistics and surveys of various kinds have been prepared.

Practice of Teaching.

Stress has been laid as before on intensive practice in the art of teaching. Pupil teachers continue to work during the school vacation in village primary schools near their homes under the supervision of the head masters and the district inspecting staff. Thus they have acquired practical experience of time tables, syllabuses, registration work and other important points. They have also had an opportunity of observing the effects of local circumstances on the popularity or unpopularity of village schools, the progress of compulsion and the causes responsible for stagnation and leakage in rural schools.

Other activities.

Farming, flower-growing, scouting, physical training, social propaganda, educational tours, dramatic clubs, first-aid and Red Cross work, co-operative and thrift societies, have been given the attention which they deserve, and in addition to doing good work for others, the students have themselves benefited considerably by these varied activities. The reports of the Adviser in Physical Education indicate that the physical aspect of education in these schools is not neglected. Valuable assistance was given in making the fairs held at various places a great success. The Gakhar week in particular was notable for the willing co-operation of several neighbouring villages; a tournament was organized and a baby show and health and agricultural exhibitions were held. The farms and the fruit and flower gardens maintained entirely by the pupil teachers at the various schools have been successful. The farm at Lalamusa showed a net profit of Rs. 108-12-3 and the farm and garden produce at Gakhar gave a net income of Rs. 496, half of which went to the students for their labour. At Gakhar, a seed-distributing agency and a poultry farm have been established with some success; the latter showed a profit of Rs. 90 in five months.

Hostel life.—Hostel life is carefully organised in the hostels attached to the normal schools. The residential system plays a great part in the training of teachers. A twenty-four hour programme, including rest and leisure, was enforced at Lalamusa.

Discipline.—It is gratifying to report that there has been no complaint of any serious breach of discipline.

General.—In general, the training units have maintained steady progress. The Head Master of the Lalamusa school reports particularly that “the year under report has been one of unprecedented progress and success for the school from all points of view”. Some suggestions have been made by the inspectors in regard to the work of the training schools. It has been pointed out that the present certificate examination is not entirely satisfactory in its nature and the text-books in Urdu stand in most urgent need of improvement. The Inspector, Jullundur Division, has reported that in his opinion Jullundur is not suitable as a training centre.

Results.—There is a distinct improvement in regard to results. The Lalamusa School passed 10.0 per cent. of senior vernacular candidates and 75.4 of the junior vernacular candidates. The Gakhar School passed 9.6 per cent. of senior vernacular and 95.2 of junior vernacular candidates. At Jullundur and Moga the pass percentage has been eighty-six and ninety-seven respectively.

The following tables show the numbers receiving training, the expenditure from provincial revenues and other sources as well as the distribution of numbers according to the communities and professions :—

TABLE 1.

COMPARATIVE STATEMENT REGARDING INSTITUTIONS AND SCHOLARS.

Year.	NUMBER OF VERNACULAR TRAINING INSTITUTIONS.			NUMBER OF PUPIL TEACHERS UNDER TRAINING.			
	Government.	Private.	Total.	<i>Government institutions.</i>		Private.	Total.
				Junior Vernacular.	Senior Vernacular.		
1933-34	3	2	5	170	266	82	519
1934-35	3	2	5	182	270	103	555
Increase or Decrease .. ..	..	..	..	+12	+4	+21	+37

TABLE 2.

COMPARATIVE STATEMENT REGARDING EXPENDITURE.

Year.	From Government.	From District Board Funds.	From Municipal Board Funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1933-34	80,012	...	...	1,134	7,078	88,224
1934-35	65,381	...	..	3,878	4,955	74,214
Increase or Decrease ..	-14,631	...	...	+2,744	-2,123	-14,010

TABLE 3.

RACE AND CREED OF SCHOLARS UNDER TRAINING IN NORMAL SCHOOLS.

Year.	Hindus.	Muhammadans.	Sikhs.	Christians.	Others.	Total.
1933-34	116	264	103	26	9	518
1934-35	130	283	101	33	8	555
Increase or Decrease ..	+14	+19	-2	+7	-1	+37

CHAPTER VII.

Professional, Technical and Special Education.

The Law College attracted this year even a larger number of students than last year. The maximum number on the roll was 1,163, an increase of 141 over the figure of the preceding year. Of this number 631 were preparing for the First Examination in Law, 517 for the Bachelor of Laws, eleven were in the Conveyancing and four in the Master of Laws class. The results of 1934 were 69·6 per cent. against 63·5 last year in the first examination and 78·3 per cent. against 81·4 per cent. in the final test. The income from fees excluding examination fees amounted to Rs. 1,90,893-8-0 against an expenditure of Rs. 1,37,554-4-6.

Law College, Lahore.

The number of regular students on the college roll was 487 as against 463 in the preceding year, 176 from rural and 311 from urban areas. Of the total number 165 were Muslims, 148 agriculturists and thirty-four women students.

King Edward Medical College, Lahore.

The total expenditure on the college amounted to Rs. 4,96,914 as against Rs. 4,74,426 during the preceding year. The total income from all sources was Rs. 89,939 as compared with Rs. 87,216 in the year 1933-34. Fifty-one students passed the final M. B., B. S. in the two examinations held during the year. The need for an enlarged maternity hospital in place of the Lady Willingdon Hospital, which is far too small for the college requirements, is still being keenly felt.

The classes for the training of dispensers and dressers started in 1933, continue to be quite popular. There were eighty-seven applications against forty-eight last year for admission to this class for the thirty vacancies. The total enrolment in the Licentiate class was 416 as against 401 of the preceding year. A large number of students have to be refused admission every year for want of accommodation. The total expenditure on the maintenance of the school, after deducting the amount of fees etc., rose by Rs. 11,557 to Rs. 18,632. The total income from fees was Rs. 35,484 as compared with Rs. 31,882 in the preceding year. The hostel was efficiently managed and the fees realised brought in an income of Rs. 15,298 against an expenditure of Rs. 18,399.

Medical School, Amritsar.

The total number in all classes was 280 as against 258 last year. Twenty-two professional licentiates, six compounders, nine nurses, eighteen midwives, nineteen nurse dais and nine indigenous dais passed their respective qualifying tests. The number of patients admitted to the hospital was 3,831—2,953 adults and 878 children—about 50 per cent. of whom were Muslims. A dentistry department was opened in February last

Woman's Christian College, Ludhiana.

for which instruments of the value of Rs. 300 and over were purchased. The tuberculosis department continues to grow and is doing invaluable work in the city, the health centres and the schools.

Government
School of En-
gineering,
Lahore

The post of Brickwork Inspector was sanctioned during the year and has since been filled. The enrolment at the end of the session was 108—ninety-five in the overseer and thirteen in the draftsman class—as compared with 113 in 1934. As last year, eighty-five candidates competed for admission, of whom forty-eight were admitted to the overseer and ten to the draftsman class. In the case of the former, the number of admissions was raised from forty to forty eight to make up the twenty agriculturists required. The results of the final examination were quite satisfactory. Of the forty-six students in the overseer class, twenty-six obtained the 'A' certificate (six with 'Honours' and twenty with 'credit') and twenty the 'B' certificate. Of the seven in the second year draftsman class one qualified with 'Honours', two with 'Credit' and four with ordinary certificates. Of the thirty-nine successful Punjab candidates, employment under Government was found for thirteen. Since the last report the names of more retrenched subordinates have been sent for classification, of whom twenty were found eligible for re-employment. The total now aggregates 184 of whom sixty-nine have been found re-employment, one died and the names of four were struck off the list. This leaves 110 employable retrenched subordinates still available for re-employment and it is fortunate that the demand for retrenched men continues fairly steady. The gross receipts of the school were Rs. 18,262 against Rs. 23,462 and the net expenditure Rs. 95,770 against Rs. 83,160 in the previous year. The net cost per student rose from Rs. 682 to Rs. 820 this year, the increase being chiefly due to the drop in the number of students from 117 to 109 and to the reduction in capitation fees from India States who sent very few nominees for training because of the large number of retrenched men in the market.

The Punjab
Veterinary
College,
Lahore.

Captain Walker continued to officiate as Principal till October 31, 1934, and Mr. Taylor, on being relieved from his duties at the Imperial Institute of Veterinary Research, Muktesar, Kumaon, took over charge with effect from the 1st November, 1934. Out of the fifteen applicants for admission, thirteen were admitted to the Licentiate Veterinary Practitioner Class, three of whom had passed the F. Sc. (Medical), six the F. Sc. (non-medical) and four the F. A. examination. Of these seven were agriculturists, ten belonged to the Punjab, two were

from the North-West Frontier Province, while one came from Jodhpur State. Two of the Punjab students left after admission and at the close of the year there was a further fall of ten in the enrolment of the college. Out of the twenty six candidates who appeared in the final examination, thirteen passed in June and four in the supplementary examination held in September, 1934. Fifteen men were admitted to the farriers' class and two candidates received training as dressers. In June, 1934 and March, 1935, twenty-one qualified as farriers. Twenty and nineteen veterinary assistants attended the six weeks' refresher courses in April and October, 1934 and one veterinary assistant a special course of training for a fortnight in the dog ward. One hundred and four members of the district veterinary staff also attended, in ten batches, a short course of five days' duration in the practice of goat virus vaccination. The average daily attendance of patients in the hospital was 235.1 against 191.6 last year. The net income fell from Rs. 25,531 last year to Rs. 20,466 owing mainly to the smaller number of students attending the college and also to the fall in hospital receipts. The expenditure rose from Rs. 1,87,451 to Rs. 1,92,405 owing to increments in salary and the expenditure incurred on a motor trailer, an ambulance car, the parasitological research scheme and to the supply to the department of a large quantity of rinderpest goat virus.

During the year under report forty-six students joined the Bachelor of Commerce course, out of which two left the class later. The class under the Auditors Certificates Rules was continued and twelve joined the class, of whom five left afterwards. Out of the twenty-six candidates who appeared in the Bachelor of Commerce examination, twenty-two passed. Six out of seventeen came out successful in the Government Diploma of Accountancy Examination and ten took the first examination under the Auditors Certificates Rules, of whom four passed.

Captain H. Whittaker, who had been Principal of the college since its inception (1923) proceeded on leave preparatory to retirement on the 5th April, 1934, and was succeeded by Mr. P. R. Bence-Jones, who was appointed by the High Commissioner for India, in London. At the commencement of the year, *i. e.*, in October, 1934, the enrolment stood at 248, eighty in 'A' and 168 in 'B' class, as against sixty-two and 183 respectively in these classes last year. In 1933, twenty vacancies were offered in the 'A' class; but in the year under review the number of vacancies was increased to thirty, of which twenty-six were filled by the admission of eighteen candidates who had reached the qualifying standard in the

Hally
Colleg of
Comm^{ce},
Lahor.

Maolan
Engineering
Coll^e,
Moghhalpura.

preliminary test and by eight special admissions. The number of admissions to 'B' class was thirty-eight; twenty-three external and fifteen railway candidates. Owing to the abolition of the stipends in favour of ten scholarships for the external candidates of each class, competition for the external vacancies has fallen off, only sixty-eight candidates against 200 last year competing for twenty-five vacancies. Competition for the railway nominees, however, remained strong, 106 candidates competing for fifteen vacancies, owing no doubt to stipends, although reduced, remaining in force. Ten 'A' class students sat for the B. Sc. degree in Engineering of the Punjab University and nine passed. Every effort is being made to explore the employment market on behalf of the students completing their courses. During the year under review Government sanctioned the creation of 'C' class with fifteen admissions annually, to provide initial training for young men seeking careers as artisans and tradesmen. The total expenditure on the maintenance of the college amounted to Rs. 2,23,412 against Rs. 2,11,010 and the income to Rs. 23,347 against Rs. 21,659 last year. The net cost to Government was thus Rs. 2,00,065 against Rs. 2,19,351 the preceding year, and the net cost per student was Rs. 823.3 as against Rs. 837 last year.

**The Tibbiya
College,
Lahore.**

The number of students on the roll at the end of the year was 59 as against 140 last year in the Hakim-i-Hazik and five against three in the Zubdat-ul-Hukama class. Of these 106 were Muslims, fifty-one Hindus and seven Sikhs. The course comprises all the branches of the advanced *Unani* system of medicine. Fifty-six out of seventy-seven and four out of five college students passed the Hakim-i-Hazik and Zubdat-ul-Hukama examinations respectively, held during the year.

**Dayanand
Ayurvedic
College,
Lahore.**

The total enrolment on 31st March, 1935, was 197 showing an increase of twenty-two over the last year's number. Of these eleven were Shastries, fourteen Visharads, two B. A.'s., ten intermediate passes and 116 matriculates. In the Vaid Kaviraj examination thirty-nine out of forty-six passed the qualifying test, five being placed in compartment. In the Vaid Vachaspati examination thirteen appeared and twelve passed, one being placed in compartment. It is satisfactory to note that qualified students, on finishing their course, do succeed in earning their livelihood by private practice or by securing service in local board or charitable dispensaries. A mercurial laboratory was started during the year under report to conduct and complete the eighteen *Sanskaras* (preparations)

of mercury. It is yet in an experimental stage and its success, if achieved, will result in potent preparations for rejuvenation and for the alleviation of human suffering. A new building was constructed at a cost of Rs. 2,000 for experiments in fermented preparations. The charitable dispensary (Aushadhalaya) in Sutar Mandi continued to do good to hundreds of people. The number of indoor patients admitted to the hospital situated on the college premises rose from 332 to 364 and that of outdoor patients from 21,644 to 40,003. This remarkable increase in the number of patients is an index of the growing popularity of the institution and of the increasing faith of the public in the ayurvedic system of medicine.

During the year under report there were 162 students in the degree classes, seventeen in the leaving certificate, nine in the dairy and seventy-eight in the two vernacular classes. One hundred and seventy-three students took other short courses, while three attended the college as casual students. In the first examination in Agriculture, thirty-nine candidates appeared and eighteen passed. In the final examination in Agriculture twenty-nine and thirty-one appeared in the first and second parts respectively, of whom twenty-one and sixteen were declared successful. Of the thirteen students in the teachers' training class twelve passed while one was placed under compartment. There were 137 applicants for admission to the first year class as against ninety-eight last year and eighty-two were admitted, of whom sixty-one were statutory agriculturists and four came from outside the province. As there was a great rush of applications for admission to the vernacular classes in the college, the vernacular class at Gurdaspur, which was discontinued the preceding year, had to be restarted in the same locality.

The Punjab
Agricultural
College,
Lyalpur

Among the special features of, and the improvements effected during, the year may be mentioned (i) one week's refresher course for extra assistant directors of agriculture, (ii) two months' course in disease and pest control for *mukaddams* on district work, (iii) the installation of a radio-receiving set in the hostel, (iv) the institution of a common dining room with a view to establish and promote a true *esprit de corps*, (v) a special culture course for the first year students during the first term and (vi) a regular medical inspection of the college students and the maintenance of a proper record by the resident medical officer of the college. The intensive course of instruction in the use of ploughing implements started the preceding year, giving as it did very encouraging results, was also continued.

Of the 172 students in the degree and leaving certificate class no less than 143 were members of the University Training Corps—" a record which " perhaps, " no other college in India can boast of "

Mayo School
of Arts
Lahore.

The school maintained its reputation as the premier art institution of the province but there was a fall from 238 to 193 in the number on rolls during the year, due to the closing down of one of the two classes in the Drawing Training class section and the decrease in the number of students receiving training in the Cabinet and the Smithy industrial classes. The three special institutions, *viz.*, the Metal Works at Ambala and Sialkot and the Wood Working at Jullundur, have begun to attract students, who in the past used to seek admission in this school. The school participated in the All-India Empire Exhibition. The annual exhibition, however, which used to be held in the past in February was postponed till the following November which was considered a better season from the point of view of the sale commanded by the articles exposed for the purpose.

(ii) *Special Schools.*

Reformatory
School,
Delhi.

There were 135 boys on the rolls on the 31st of December 1933. During 1934, 40 boys were admitted and as many discharged, so that the number on the 31st of December, 1934, was the same as last year. Discipline was satisfactory : the monitors appreciated their position of trust and responsibility and were a valuable help. Thirty-three punishments were recorded against 35 in 1933. An abortive attempt to escape was made by a new-comer who picked a lock and tried to scale the wall but was discovered and brought back.

The boys in the miscellaneous class, who had passed the vernacular final examination, were on the suggestion of the Inspector of Schools taught English in addition to revising the subjects already learnt. The teachers' association met regularly once a month and its meetings were of immense value. Sunday afternoon classes continued to form a pleasing and valuable school activity. The annual fortnightly camp holiday was held in February, 1934, outings to places of historical importance were organised and a programme of inter-group matches and athletics was completed. As usual, four boys were sent out on licence ; three as gardeners and one as a carpenter to the Superintendent, Horticultural Operations, New Delhi.

Enquiries from private individuals for boys to take up household work were made and the experiment of sending the boys for this purpose, if successful, will fulfil the object of mak-

ing honest, useful and self-reliant citizens. The results of the experiment will be watched with interest. It is gratifying to note that out of the 159 boys discharged during the three years preceding the year under review, 62.22 per cent. are known to be leading honest lives.

All industrial departments continued to do good work and the boys were keen. The cane-workers' shop earned the largest profit during the year, while the blacksmiths' shop ran a close second. The manufacture of leather trunks started last year has opened up a new channel of industry in leather work and the articles produced are reported to compare very favourably, both in price and finish, with the outside market.

The net expenditure amounted to Rs. 37,339-4-5, and the net cost per head to Rs. 278-11-1.

Dr. M. A. Haq, the permanent head master, was appointed as late as the 1st March, 1935, with the result that the development of the new scheme introduced last year was handicapped by the absence of the permanent head master of the school. There were 183 pupils on the rolls of the school as against 266 during the previous year. The decrease is to be attributed to the progressive elimination of the classes under the old, and the limited recruitment of scholars under the new scheme. No recruitment was made in the electro-mechanical class, as admission to this class in the previous year was made in November, 1933. Fifteen students were admitted to the die sheet metal works class during the year. Of the 48 students who took the Industrial Final Standard Examination under the old scheme, 32 or 66.5 per cent. were declared successful.

Government
Technical
School,
Lahore.

There were twenty-six boys on the rolls of the school as compared with twenty-eight in the previous year and of these eighteen resided in the boarding house attached to the school. Instruction was provided in cane and bamboo work, weaving of charpoys and *newar* and in music. A noteworthy feature of the year was the sanction given by the Punjab Government to the execution by *ex*-pupils of the school of orders in cane work received from Government departments and offices in Lahore. Several such orders were actually received and executed during the year for which some of the blind *ex*-students received full wages.

The School
for the
Blind.

The industrial schools, for which specialised trades had been sanctioned in pursuance of the policy of the Ministry to make the training more specialised and intensive, underwent a change of a very drastic nature as a result of the vigorous programme of internal reorganisation and overhauling; and this

Technical
and Indus-
trial Educa-
tion.

entailed a considerable amount of investigation and special work to ensure a really good beginning. Satisfactory progress was made in almost all the ten institutions in which specialised trades were introduced. Instruments for making accurate measurements were supplied at the Metal Works Institute, Ambala and Sialkot. The year under report witnessed the new scheme at the Government Industrial School, Kullu, in full swing with fifteen boys on the rolls. The school produced various kinds of attractive designs of tweeds, blankets, chester cloth, pashmina shawls etc., and on the occasion of the last Dussehra fair sold every penny's worth of the cloth manufactured. The prices charged, though low, left a fair margin on the production cost.

At the close of the year the total number of students in all industrial schools was 1,523 as against 1,903 in the previous year, the decrease being mainly due to the stoppage of admission under the old scheme and the introduction of specialised trades in which recruitment was necessarily limited. The total expenditure on this section of the department was Rs. 356,247 as compared with Rs. 3,41,593, the increase being a natural consequence of the expensive nature of the equipment needed under the new scheme.

The results of the final examinations of industrial schools and institutes show a higher standard of efficiency. From Type I schools, 323 students took the Industrial Final Examination, of whom 230 or 71·2 per cent. against 61·7 per cent. last year passed. From Type II schools, of the sixteen students who took the final examination fourteen or 87·5 per cent. passed. From the three specialised institutes forty-one appeared for the Diploma Examination and thirty-seven or 90·2 per cent. passed. It is gratifying to note that the industrial schools and institutes continued to render effective service in reducing unemployment.

During the year under report, for lack of funds, no programme of expansion was undertaken in the existing industrial institutions for girls. Improvements were, however, effected in the internal organization and the quality of training imparted in them. The number of schools—Government, aided and unaided—remained the same as in the previous year, *viz.*, fourteen; nor was there any appreciable rise in the number of students receiving training. The persistent demand for the supply of qualified teachers still remains unsatisfied. Eighty-seven students appeared in the certificate examination and seventy-three or eighty-four per cent. were declared successful. Ninety-three took the final Diploma Examination, of whom seventy-six passed, while the results of ten were still under consideration. The results show that the students stood remarkably well the

test applied by outside examiners appointed for almost all the subjects, in theory as well as in practice.

The number of students on the rolls of the Government ZENANA Industrial School, Lahore, was deliberately reduced from 264 in the previous year to 200 and that of the students in the Lady Maynard Industrial School for Women, Lahore, could not be kept at the same level as last year, for with the existing staff and accommodation, it was found impossible with a larger number of students to maintain efficiency in teaching. In the Margaret Irving Industrial School, Ambala, however, numbers rose from forty to sixty-five and its status was raised from that of a certificate to a diploma school.

It is satisfactory to note that most of the students who passed the final examination succeeded in securing suitable jobs in the various industrial schools in the province.

Mr. Mehraj-ud-Din who was awarded a scholarship for a period of three years for training in paints and varnishes left for England in September, 1934. The scholarship for a period of one year for training in wool spinning and weaving could not be taken up by Mr. Hans Raj Dhanda and was awarded by Government to Mr. Rajindra Nath Mehta who had already proceeded to England at his own expense for training in toilet goods and allied industries.

During the year under report ninety-four students were admitted as against ninety-six last year. Of these seventy-one were regular students, including three under-graduates, and twenty-three were casual students. Forty students appeared in the final examination and thirty-nine passed. Seven students appeared in the City and Guilds of London Institute examination and six passed. The Dyeing house attached to the institute dealt with 3,39,971 pounds of cloth and yarn received for dyeing, bleaching and finishing from the Government Demonstration Weaving Factory, Shahdara, or from public concerns and private individuals, affording the students an opportunity of getting an insight into work on a commercial scale. To give the students a sufficiently thorough practical training and to make them skilled workers in the trade, the period of their training was extended by six months and this period will henceforth be devoted to practical work alone. The institute continued to give technical advice to individuals and firms interested in trades connected with the bleaching, dyeing and calico printing industries.

Government Industrial Schools.

(a) Government Institute of Dyeing and Calico Printing, Shahdara.

The number of students on the rolls was the same as in the previous year, viz., forty-five. Twenty-one students from the higher and six from the artisan class appeared in the final diploma examination, of whom nineteen and six respectively passed. Of

(b) Government Central Weaving Institute, Amritsar.

the thirty-one students who took the City and Guilds of London Institute examination eighteen passed. These are reported either to have set up their own hand loom factories or to have found suitable employment. One finisher and one demonstrator were employed for a few months during the year to give training in the processes of bleaching, dyeing and finishing. A class for training in the art of weaving *kimkhab* was started; for it was found that while the imports of brocade from Benares and Surat had remained steady, those from Japan were on the increase and in the absence of artistic designs the silk industry was showing signs of decay. The institute also made a successful experiment of weaving silk in fly-shuttle looms with Jacquard fitting. Of the last years' experiments, that of weaving artificial silk on automatic hand looms proved successful, but that of weaving *pashmina* on fly-shuttle looms did not reach a successful issue, as the hand-spun *pashmina* yarn proved to be too weak and irregular to be worked on a fly-shuttle loom. The institute devised a new loom for weaving mosquito nets which, it is gratifying to note, is being generally adopted.

(c) Govern-
ment Hosiery
Institute,
Ludhiana.

This institute, which as stated in the last year's report, had been temporarily closed, restarted soon after the middle of September, 1934, on the arrival in Ludhiana of Mr. Ashby, an expert in hosiery mechanism and a first-class demonstrator, who was recruited from England through the High Commissioner for India in London. The reorganised institute admitted forty-one students—twenty-two in class 'B' meant for artisans, ten in class 'A' I year, seven in class 'A' II year, one in the workmasters' class and one as a casual student. Considerable improvements were made in mechanical equipment. Local as well as outside manufacturers have already begun to refer their difficulties to the hosiery expert for solution.

(d) Govern-
ment Demon-
stration Weav-
ing Factory,
Shahdara.

Work on the educational side was carried on satisfactorily. All the forty-seven vacancies in the three classes were, as last year, continuously occupied and in addition forty-two casual students were trained. Of the sixty-two weavers in piece-work engaged in the factory from outside, when it was first started, fifty-eight are ex-students of the factory. The weaving Superintendent continued to give practical advice and assistance to private individuals and textile concerns in matters relating to power loom industry.

(e) Govern-
ment Training
Institute,
Jullundur.

The decision of the Punjab Government to convert the tanning demonstration party, whose activities had been successful in introducing improved methods of tanning in several centres, into an institute to meet the needs of the industry more effectively, brought this institution into being. The first admissions to the institute took place in June, 1934, when two

classes were started—one for chamars or artisans and the other for educated young men. The rush for admission was so heavy that a large number of applications had to be refused. Students who left the institute after completing their course have either started their own tanneries, employing some of the trained students of the artisan class, or found suitable jobs with leather merchants. The institute participated in the All-India Empire Exhibition held at Lahore and as a result a large number of enquiries have been received regarding the possibilities of the tanning industry.

(iii) *Vocational training.*

The number of Government high schools recognized for teaching agriculture increased from eight to nine in the western ^{Agriculture} _{in} ^{high} _{schools,} circle, and decreased from seven to six in the eastern circle. The teaching of the subject was, from the beginning of the year, discontinued at Kot Khai (Simla and transferred to Palwal in the Gurgaon district, where a regular five-acre farm has since been organized and instruction in agriculture started under a licentiate in agriculture. The flourishing farm attached to the Government High School, Ajnala, district Amritsar, had to be closed because the military authorities insisted on the evacuation of the camping ground on which it was situated. The closing down of the farm is deeply regretted because, besides serving as a successful centre of agricultural demonstration, it was financially the most prosperous farm in the circle. Negotiations are still in progress to transfer the farm to Patto Hira Singh in the Ferozepur district, where chances of progress promise to be equally great. The introduction of the subject in seven more Government schools in the western circle is under consideration. In addition to this, agriculture is taught in several district board and privately managed high schools in rural areas.

Thanks to the care and vigilance exercised in increasing income and reducing expenditure, the financial position of the Government high school farms has still further improved. In the eastern circle, despite bad seasonal conditions, the Ludhiana farm is now the only one running at a deficit, which is steadily decreasing year after year; the deficit during the year under report being of Rs. 208-7-6 as compared with Rs. 394-3-0 of the previous year and Rs. 724-14-0 of 1928-29. The newly started farm at Palwal, which could not be expected to pay its way the first year realized an income of Rs. 81-12-9 from the sale proceeds of vegetables alone. Barring a few honourable exceptions, private schools in the eastern circle neither maintained suitably equipped farms nor had properly qualified teachers on their staff, with the re-

sult that the teaching in the subject was merely theoretical and therefore worthless. The number of boys offering agriculture in the matriculation examination continues to fall from year to year, owing unquestionably to the University regulation under which no candidate can offer agriculture unless he takes up elementary science.

**Agriculture
in Vernacular
Middle
Schools.**

Agriculture in vernacular middle schools has, in spite of financial and local difficulties, continued to prove an unqualified success and the progress made during the year has been remarkable. The number of middle schools teaching this subject rose by four to 247. The district boards in the eastern circle are so convinced of the usefulness of the teaching imparted in this subject that many of them started more farms and plots without claiming any financial assistance from the provincial revenues. In the western circle the numerical strength of middle schools teaching agriculture was, in spite of acute financial stringency, maintained. The new composite subject of rural science which includes elementary science, civics, hygiene, sanitation and co-operation, all centred round agriculture, was introduced in the province during the year under report and is now taught in the fifth, sixth and seventh classes of all such vernacular middle schools as have adequate arrangements for practical work and trained agricultural teachers on their staffs. As a result of the healthy influence exercised on the popular mind by successful demonstrations on school farms, not only have improved methods of cultivation been adopted and better varieties of seed employed, but improved implements are also becoming increasingly popular among the zamindars, so that the services of village artisans have begun to be requisitioned for their local manufacture. Some energetic teachers in charge of school farms and plots worked as honorary agents for the sale of improved seeds. Model pits for storing manure in accordance with the instructions received from the Commissioner of Rural Reconstruction were also dug, some provided with proper screens and foot-planks to enable boys to use these pits as latrines and urinals during school hours. These schools develop among their pupils a real love of their parental occupation and of manual labour.

Students were encouraged to grow improved varieties of crops or vegetables in their "home" or "hobby" plots and the parents and neighbouring cultivators were much impressed by the crops grown and the prices which they fetched. The boys did all the agricultural operations with pleasure and took pride in calling the plots their own. Not only is the

school work thus co-ordinated with life but a sense of responsibility and independence of character are also fostered among the boys. The total number of these home-plots or gardens was, during the year under report, 3,965 and 647 in the western and eastern circles, respectively.

With the introduction of the system of regular cropping schemes and as a result of the earnest efforts made to lower the cost of production, the financial position of middle school farms and garden plots has considerably improved, without impairing in any way their efficiency as educational institutions.

There were only three normal schools in the province as last year. The farms attached to the Lalamusa and Gakhar schools showed credit balances of Rs. 108 and Rs. 496 respectively. Gakhar continued to do good work in growing improved varieties of crops recommended by the Agricultural Department. It was honoured by a visit from His Excellency the Governor of the Punjab who recorded in the school log-book his appreciation of the active interest the school evinces in rural reconstruction and of the air of efficiency about it.

Nature Study
and Gardening
in Training
Institutions.

There were thirty-seven applicants for admission to this class, out of which twelve were admitted as stipendiaries and two from the Jaipur State as non-stipendiaries. All those admitted were declared successful in the final examination. In consequence of the introduction of rural science in schools, the curriculum of this class was modified by a committee of officers of both the agricultural and education departments. The Punjab Government have raised the number of stipends from twelve to thirty and added a trained graduate to the staff of this class to help in the practice of teaching in science. The District Board, Lyallpur, has fully equipped one of its vernacular middle schools to serve as a practising school for this class.

Teachers'
Training
Class, Lyall-
pur.

The flower-growing activity in schools has achieved a remarkable success; for a prompt and enthusiastic response was made to the efforts of district inspecting staff to create among the village school boys interest in floriculture in general and in the home-growing of flowers in particular. Flower shows were held in 250 centres in the eastern circle alone, as against 135 last year. Tree planting, particularly of mulberry trees in compliance with the Government orders, also received increased attention.

Other activities.

Despite the fall in the price of silk and silk products and the abundant supply of artificial silk, a very considerable number of schools in the western circle undertook sericulture

and among some of them the eggs of silk worms were distributed free of cost. Poultry-farming and lac-culture were also encouraged and the Government Entomologist promised advice and free inoculation to *ber* trees. The number of old boys of schools who have adopted agriculture as their profession was 2,107 (so far as ascertained from eighty-one vernacular middle schools) in the eastern and 3,766 in the western circle. Fairs and exhibitions were successfully organised and proved of great value.

Commercial Education.

There was practically no change in the number of commercial classes attached to Government High Schools and Intermediate Colleges. The enrolment on 31st March, 1935, stood at 217 as against 205 last year. Two hundred and eighty-three students appeared in the departmental examination and 116 or forty-one per cent. passed. The classes have waned in popularity for reasons both internal and external. From among the former may be mentioned the poor results shown, the reduction of the course to one year, which is insufficient for a highly specialised training, the low admission qualification, which in the estimation of inspectors should be raised to a pass in the intermediate examination and the absence of the provision for practical training in some office or business firm at the end of the course or side by side with it. Among the latter, the most important is the narrowing down of openings in consequence of economic depression, financial stringency, and retrenchment. The question of overhauling the present system of this type of education with a view to making it useful both to the employers and the employees is engaging the attention of Government.

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

The number of admissions to the Young Men's Christian Association Evening Classes during the year ending December, 1934, was 418 as compared with 260 of the previous year. Of these, sixty-three were graduates, sixty-three intermediates and 292 matriculates. Seventy-two were Muslims and 252 unemployed. Short-hand and typewriting were the most popular subjects. Three groups, beginners, intermediates and speed, were as last year, arranged in shorthand and the number attending these classes was 388 as against 233 the preceding year. During the year, 251 certificates were issued: eighty-three in shorthand, eighty-seven in typewriting, forty-one in book-keeping and forty in correspondence. The income from all sources, including a Government grant of Rs. 2,848 (as against Rs. 3,120 of the last year) was Rs. 10,672 and the total expenditure amounted to the same figure, with the result that the books were closed at the end of the year without a deficit.

The students attending the commercial classes attached to the Young Women's Christian Association averaged fourteen a month. Most of the candidates admitted were of a higher educational standard than before. Urdu and cooking classes were started in November. Thirty-three registered for the former and fifty-three for the latter. There is a fairly good demand for steno-typists of reliable character with a high standard of work. These are, however, difficult to find and there is a glut of the "poor type of worker who has very little sense of responsibility". In the Pitman Phonetic Institute Examination, the results were thirteen passes out of teen entries.

CHAPTER VIII.

Education of Girls.

In the last quinquennial report on the progress of education in India the chapter on the education of girls and women opens with the following quotation from the Report of the Hartog Committee: "the importance of the education of girls and women in India at the present moment cannot be over-rated. It affects vitally the range and efficiency of all education. The education of the girls is the education of the mother, and through her of her children. The middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood—a dualism that lowers the whole level of the home and domestic life and has its reaction on personal and national character". The report continues that the Committee, being thus impressed by the importance of girls' education, recommended that "in the interests of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion". In a paragraph in a newspaper about the Punjab Scheme for the spending of money in connection with an All-India scheme for Rural Development in 1935-36 the last item in the list of suggested projects to be included in the scheme was sheep-breeding and womens' education. When the selection was made womens' education found no place in the scheme at all. Such facts force an observer to the conclusion that the leaders of thought and policy in the province only do lip-service to the opinions embodied in the quotations from the report of the Hartog Committee. Obviously they do not really believe that until a reasonable percentage of the girls of the province are literate and have learned the elements of practical hygiene and home craft and have been taught self-discipline, so that later they will be able to discipline their children, a large part of the money spent on rural development in any form will be wasted.

On the other hand it is encouraging to note that, even in rural areas, there are signs that the apathy of parents about the education of their daughters is tending to disappear. In towns the importunity of parents, who plead for the admission of their daughters into schools already overcrowded, coupled with the beseeching of the girls themselves, especially the little ones, is embarrassing for head mistresses, and the keen ones often say that it is heart-breaking to have to turn away bright, eager little children. Some head mistresses are coerced by parents into admitting more pupils than the classrooms can ac-

commodate or the staff can satisfactorily teach. It might be beneficial to the cause of girls' education, if some of those, who turn down schemes for its expansion apparently with so little compunction, could witness such scenes at the time of admission in girls' schools.

The present position in some Government schools and in nearly all aided and board schools is that the number of pupils on the roll increases each year, while the classroom space, the equipment and in many cases the personnel of the staff remains unchanged. So far the general policy seems to have been to admit as many as it is physically possible to squeeze into the space available, so as to give, in response to the demand, a little education of an inferior quality to as large a number as possible. Another policy would be to keep the numbers down so that the requirements of the education code with regard to floor space, equipment and staff may be fulfilled, and so give satisfactory teaching to a limited number, in the hope that parents, who had been unsuccessful in getting education for their daughters, would be so vocal that public opinion would be stirred to demand an expansion of girls' education.

The following statement shows that there has been an increase in the total expenditure on girls' education. The increase in expenditure is, however, far from commensurate with the increase in the demand for schools and colleges.

EXPENDITURE ON GIRLS' EDUCATION.

Year.	From Government funds.	From District Board funds.	From Municipal Board funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1933-34 ...	13,98,928	1,52,975	4,05,743	2,75,997	5,45,152	27,78,795
1934-35 ...	14,16,353	1,63,350	4,74,576	3,06,300	5,44,656	29,15,235
Increase or decrease	+17,425	+10,375	+68,833	+30,303	-496	+1,26,440

The statement giving the number of recognised schools and colleges for girls and the number of scholars in them shows

that there has been reasonable progress during the year.

Kind of Institution.	NUMBER OF INSTITUTIONS.			NO. OF SCHOLARS.		
	On 31st March 1934.	On 31st March 1935.	Increase or decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.
High	94	32	-2	11,737	10,829	-908
Middle	146	158	+12	84,518	37488	+47,030
Primary	1,660	1,676	+16	99,693	1,01,778	+2,085
Special	51	61	+10	2,784	2,789	+5
Colleges	4	5	+1	389	599	+210
Total recognized in- stitutions.	1,895	1,932	+37	1,49,121	1,53,488	+4,367
Unrecognized institu- tions.	2,633	3,009	+376	50,245	56,621	+6,376
GRAND TOTAL ...	4,528	4,941	+413	1,99,366	2,10,104	+10,738

The increase in the number of pupils in the middle schools is especially encouraging, as it means an increase in the number of pupils staying until they have passed the middle standard examination. Besides indicating that the girls have had a reasonable general education, which should ensure their taking an intelligent interest in life and being able to run their homes more sensibly, it also has the effect in many cases of postponing marriage. The figures for co-education, as far as they affect schools indicate that fewer girls are reading in boys' schools. The reason is doubtless that more girls' schools have been opened.

Co-education.

Kind of institution.	NUMBER OF BOYS IN GIRLS' SCHOOLS.			NUMBER OF GIRLS IN BOYS' SCHOOLS.		
	On 31st March, 1934.	On 31st March, 1935.	Increase or Decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.
High schools ...	278	200	-78	118	91	-27
Middle „ ...	236	190	-46	8,477	7,997	-480
Primary „ ...	412	331	-81	11,774	11,206	-568
Special „ ...	...	...	...	6	13	+7
Colleges ...	...	...	...	97	119	+22
Total (recognized insti- tutions.)	926	721	-205	20,467	19,426	-1,041
Unrecognized institutions	6,488	6,583	+95	13,237	10,079	-3,158
GRAND TOTAL ...	7,417	7,304	-110	33,704	29,505	-4,199

The distribution of scholars in recognized schools for general education on March 31st, 1934 and on March 31st, 1935, was :—

Division.				31st March, 1934.	31st March, 1935.
Ambala	...	...	...	11,912	13,024
Jullundur	...	...	...	25,939	26,425
Lahore	...	...	...	50,652	54,938
Rawalpindi	...	...	...	30,321	30,818
Multan	...	...	...	25,724	25,375
Total				1,45,948	1,49,980

Ambala division was in the past considered to be notorious, for its apathy in regard to the education of girls. The increase in the number of girls in schools during the year is, therefore very encouraging.

A comparison of examination results for 1934 and 1935 indicates that there has been some advance at every stage.

Name of Examination.	1934.			1935.		
	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
M. A.	6	5	83	9	6	67
M. Sc. ... ..	..	..	..	..	..	..
B. T.	17	12	71	36	33	92
B. A.	109	73	67	145	91	63
B. Sc.	2	..	..	4	1	25
Intermediate (Arts) ...	233	160	69	265	183	69
.. (Science)	46	34	74	41	26	63
Matriculation	865	590	68	1,137	823	72
Middle Standard Examination.	2,677	1,954	73	3,131	2,357	

Inspectorate.

During the year under review there were twelve assistant inspectresses. The average number of primary schools, for which each inspectress was responsible, was approximately 140. No inspectress was responsible for less than two districts and some were responsible for three. The result was that it was seldom possible for assistant inspectresses to pay surprise visits. One of the inspectresses emphasises the importance of surprise visits and says "at the time of the annual inspection, when notice of the visit has been sent, one finds the school and children clean and everything spick and span but a surprise visit reveals the normal state of affairs. The teacher may be absent or busy with her household affairs. Teacher and taught are often far from clean. Things are scattered everywhere. The rooms look as if they have not been swept for days. Often the attendance register has not been marked for several days". Obviously until the inspectorate has been increased, until there is one inspectress for each district, much of the money spent by Government in grants-in-aid and by municipalities and district boards is being wasted.

Up till the present assistant inspectresses have had no clerical help and the necessary clerical work has been an additional burden.

At present on the women's side the province is divided into three circles, each in charge of a circle inspectress. With the number of schools increasing and the clerical work becoming heavier, the time has come when it is necessary to consider the desirability of having divisional inspectresses.

Primary Education.

The position with regard to the buildings in which municipal, district board and the majority of aided schools are housed, shows no signs of improvement. The gloomy picture in last year's report continues to represent the usual state of affairs. If a question of moving to a more suitable building arises most municipalities and district boards seem to consider the effect on the landlord's pocket rather than the benefit to the girls.

The number of trained teachers is slowly increasing, but in the matter of staff, municipalities, district boards and managing bodies frequently think it is more important to please someone by retaining the services of an old and incompetent teacher than to appoint a capable and energetic one who will be able to arouse the children's interest.

The state of affairs with regard to housing and staffing will remain as appallingly unsatisfactory as it is at present, until all responsible bodies realise that with schools the welfare of the children must be the first consideration, and that any other attitude should be considered criminal. Since few rented buildings can be suitable for large schools the only solution is for boards and governing bodies to build schools, with large, airy class-rooms and sufficient playing space in the outskirts of towns and vil ages. Those who have seen the difference in the appearance of girls in schools with light airy class rooms and sufficient playing space, in open parts of a town, and those in overcrowded, dark buildings with no playing space, in congested parts of cities, can testify to the urgency of this question of location and accommodation from the point of view of the health of school girls now and hence of that of the next generation.

The teaching in the primary schools in the majority of cases is depressingly unsatisfactory. But to endeavour to correct this until the question of accommodation and staffing have received attention is putting the cart before the horse. Given trained teachers and good buildings so that there is no excuse for lack of enthusiasm and for poor work and also an adequate inspectorate to see that teachers do not slack, good schools will be the normal result.

Secondary Education.

An increase in the number of middle schools by twelve from 146 to 158 is encouraging. An increase in the number of well-run middle schools for girls throughout the province would certainly be a most important contributory factor to general reconstruction. Hence the Department is considering a scheme for opening a vernacular middle school in each tehsil, over a period of about six years. The successful carrying out of this scheme will, it is expected, to a large extent solve the problem of the supply of trained teachers for village schools. At present, on the one hand, the percentage of trained teachers in rural areas, and especially backward areas, is very low, and on the other hand trained teachers are sitting at home without work. The reason is that so far chiefly town girls have been available for training. The contemplated increase in the number of middle schools will, it is hoped, result in girls from rural areas coming forward to take training.

In the summer of 1934 a Government middle school with optional English and a junior vernacular training class was opened in Mianwali. This has met a long felt-need, especially by providing an opportunity for teachers in Mianwali district to get training.

In January, 1935, the Government High School for Girls at Hissar was moved from most unsatisfactory rented quarters into the former hostel of the Government High School for boys. The children were so delighted with the large classrooms and ample playing space that they insisted on remaining in the school, in spite of its having moved outside the city and next door to the boys' school. Contrary to gloomy predictions only two or three pupils were removed from the school. With the new building the school also acquired a new name—the Jean Sanderson High School for Girls.

In September, 1934, Government High School for Girls, Jullundur, left the rather unsatisfactory building it had occupied from the beginning, and which was originally a hospital, and moved into a commodious building with ample playing space, which had been the Government Normal School for men. Here again there was opposition, when rumours of the contemplated move reached Jullundur; but, when the school moved, there was no falling off in number.

The following figures for Government girl's schools, show that during the last five years leakage has been on the decrease :—

Year.	CLASSES.										In and b, 2 years course.
	10	9	Special.	8	7	6	5	4	3	2	
1931	153	237	240	404	551	695	832	925	1011	1173	3,081
1935	285	404	273	621	749	922	948	949	826	898	2,340

The falling off in the numbers in class 1 is almost certainly due to the introduction of a kindergarten fee of Re. 0-2-0 per quarter in the lower primary classes. But, as parents of high school girls, if they are unwilling to pay such a small amount, are obviously not interested in their daughters' education and are probably only using the school as a creche, the removal of their children is not a matter for regret.

Anglo-vernacular Training.

The year under revision has been the second year of the existence of a B. T. class for women attached to the Lady MacLagan School. The increase in the number of B. T. students from seventeen in 1933-34 to thirty-two in 1934-35 indicates that the opening of this class met a need. The B. T. class was affiliated to the University early in 1935 and after that the combined B. T. and J. A.-V. class was designated "the Lady

Maclagan Training College." Under the able principalship of Miss L. Sircar the college has become well established.

In addition to the J. A.-V. class in the Lady Maclagan College, junior anglo-vernacular training continues at the Kinnaird Training centre.

This year the experiment was tried of sending two B. A. B. T. teachers on deputation to the Mayo School of Arts. One graduate teacher also took leave and attended the course. The department is very grateful to Mr. Gupta for so kindly making the course possible. As a result of the kind co-operation of Miss Cocks, after completing their course at the Mayo School of Arts, these teachers were able to have some practice in teaching at the Queen Mary College under Mrs. Gwyn's able guidance.

Vernacular Training.

The first set of eighty senior vernacular students from the Government High and Normal School, Hoshiarpur, appeared for their examination this year and sixty-seven passed. On the whole the students seemed alert and intelligent and the transfer of the class from Lahore to Hoshiarpur may be considered to have been a success.

In May, 1934 the experiment of admitting middle passed students for a one year's course of junior vernacular training was tried at Rohtak, Sialkot and Rawalpindi. It proved a complete success, as, on the whole, these students did much better in the examination than the primary passed students, who had taken a two years' course. It is proposed to extend the experiment until eventually only middle passed students will be admitted for this training in all normal schools.

Collegiate Education.

The Lahore College for Women and the Kinnaird College continue to be the only two degree colleges for women in the province.

The number of students in the Lahore College for Women was 152, only slightly more than in the previous year. Many more students desired to be admitted, but had to be refused for want of accommodation. Miss Harrison went on leave in November, 1934, and Miss Wright took over charge. During the year a B.Sc., class has been started in the college. This has met a long-felt need, as there was no women's college in the province, which admitted students for the B. Sc. course and hence no science teachers belonging to this province could be recruited to the schools.

The Stratford College, Amritsar, has made gratifying progress during the year. The number in the intermediate classes has increased from thirty to sixty two. During the year sanction was obtained to renting a third bungalow for additional hostel accomodation.

In June, 1934, an intermediate college for women was opened in Lyallpur, in a part of the building formerly occupied by the Government High and Normal School for Girls.

Queen Mary College.

The number of girls on the roll at the end of the year was 172 of whom sixty two were boarders. In the boys' preparatory school there were thirt yon roll of whom ten were boarders.

Four girls appeared in the F. A. Examination (two in English only) and all passed.

Miss E. M. Dickinson, who was on leave out of India, left Government service from October 1934. She is much missed by the staff and pupils.

Domestic Science.

During the year Miss Wagstaff resigned from Government service to get married and Miss Gascoyne, who had been domestic science mistress, at the Lawrence School, Ghoragali, was appointed inspectress of domestic science. As she was fully occupied in inspecting schools during January, February, and March the usual domestic science course was not held in these months. Head mistresses of board and aided middle schools are increasingly realising the importance of domestic science in the curriculum of girls' schools.

Physical Training.

With the exception of coaching the net-ball team and taking a class with the first year class at Lahore College for Women this year Miss Chrystal has devoted all her available time to the Bachelor of Training and Junior Anglo-vernacular students at the Lady MacLagan College. She feels that to spend time on these future teachers is the most effective way of raising the standard of games in the greatest possible number of schools. Miss Cree has been coaching some of the Government and the aided and non-recognised institutions in Lahore and Amritsar, and this has helped to raise the standard of play in the inter-school matches. Keeness about games is now spreading to schools in the more remote parts of the province.

Hitherto the Y. W. C. A. through its games committee and under Miss Chrystal's guidance has always arranged the inter-school and inter-college matches and sports. This year the

colleges separated and formed their own committee. The experiment has proved a success and has given the students an opportunity of developing more leadership in connection with games.

Girl guides.

The guide movement has made more satisfactory progress during the past year. Numbers have increased by 654. The Provincial Commissioner, Mrs. Macpherson, reports :—

“General efficiency has improved very greatly and usually a very keen spirit is shown. Guide days and rallies are becoming more and more popular.”

This is encouraging, as it is excellent for the guides from different places and institutions to meet each other. Grateful thanks are due to Mrs. Macpherson, Provincial Commissioner, to the divisional, travelling, and district commissioners and to the provincial secretary and treasurer for all the hard work they have done during the year. Unfortunately Mrs. Sanderson left India soon after the end of the year under report. The guide movement in the province owes more than can be expressed to her untiring help and enthusiasm.

Junior Red Cross.

Very much has been done during the year by Dr. Curjel Wilson, who has been working with the Red Cross Society, to further cleanliness and attention to health in girls' schools of all kinds. In the winter she organised a Junior Red Cross Training Camp in Lahore for teachers and inspectresses. The result has been an increased enthusiasm about starting Junior Red Cross branches in girls' schools both Government and Board. Circle Inspectresses report that the number of branches is increasing and that they do much to interest children in personal cleanliness and simple rules of health.

Health.

The conviction of the need of a definite system of medical inspection and treatment for all recognized girls' schools is becoming more intense. During the year the question of the introduction of the “Amritsar Scheme” of inspection and treatment into Government girls' schools has been under consideration. But this scheme can only be introduced into schools with a large secondary department, as it must be self-supporting. The whole question needs attention in the near future.

CHAPTER IX.

Eduction of Europeans.

Provincial and Inter-Provincial Boards of Anglo-Indian and European Education.

During the year the Provincial and Inter-Provincial Board^s of Anglo-Indian and European Education were constituted. In connection with the Third Round Table Conference, a committee under the chairmanship of Lord Irwin was appointed to report on the position of European Education when the new constitution should come into force. This report was considered in a Conference at Delhi when certain recommendations in regard to Anglo-Indian and European Education were made. These were approved by the Government of India and the Secretary of State. Amongst the recommendations was the constitution of Provincial Boards for Anglo-Indian and European Education. The Provincial Board for the Punjab was constituted by the Governor-in-Council in November, 1934, and its functions were formulated in the notification. These cover the whole sphere of Anglo-Indian and European Education. In regard to courses of instruction, examinations, recognition and Code provisions, the Provincial Board is empowered to make recommendations to the Inter-Provincial Board ; in matters of existing and proposed budget provisions, the Provincial Board submits its views to the Local Government.

During the year one meeting of the Provincial Board was held, when the functions and procedure of the Board were discussed, the budget provision examined and the Board's opinion in regard to the appointment of a Chief Inspector was prepared for submission to the Inter-Provincial Board.

The complete harmony which existed amongst the individual members of the Board is a happy augury for the future of Anglo-Indian and European Education in the Punjab.

The number of schools, twenty-six, is the same as last year, but the number of scholars attending boys' schools has increased by thirty-five to 1,416 and of those attending girls' schools by two to 1,486. Thus there is a net increase of thirty-seven scholars in the total number of 2,932 (1,850 in primary, 870 in middle and 212 in high classes) against 2,895 (1,852 in primary, 832 in middle and 211 in high classes) last year.

The number of Indian pupils enrolled in European schools is 442 against 396 last year, i. e., an increase of forty-six. The

figures of admission of the Indian pupils for the last three years are given below :—

Year.	No. of boys.	No. of girls.	Total.
1932-33 ...	237	159	396
1933-34 ...	228	168	396
1934-35 ...	240	202	442

It will thus be seen that the number of Indian students slightly exceeds the 15 per cent. which schools themselves are entitled to admit by Code regulations. The slight increase in the number of Indian boys admitted is not due to lack of applications, but because saturation point has been reached in practically every European high school for boys. The prejudice against education for girls is rapidly disappearing with the result that many Indian parents wish their girls to obtain similar facilities as their boys. I anticipate a gradual increase in the number of Indian girls attending European schools during the next few years until the prescribed limit is reached.

No Jain pupil was reading in any European school during the year 1934-35.

The total direct expenditure from all sources has decreased by Rs. 2,136 to Rs. 5,99,579. The share borne by Government has increased by Rs. 5,846 to Rs. 2,44,767 against Rs. 2,38,921 last year. The expenditure from tuition fees has also increased by Rs. 3,230 to Rs. 2,86,133. The expenditure from other sources has decreased by Rs. 11,212 to Rs. 68,679. The total expenditure (direct and indirect) from provincial revenues has increased by Rs. 35,561 to Rs. 3,15,601. The total expenditure from all sources has increased by Rs. 35,254 to Rs. 8,22,495.

		Rs.
1. Total direct expenditure	...	5,99,579
(a) Share borne by Government	2,44,767	
(b) Tuition fees	... 2,86,133	
(c) Other sources	... 68,679	
2. Indirect expenditure (excluding expenditure on scholarships).		2,13,551
3. Scholarships	... ..	9,365
Total	...	8 22,495

Cost per head on direct expenditure.

1934-35.

Kinds of schools.	No. of pupils.	Total ex- penditure.	Cost per pupil.
		Rs.	Rs.
Secondary schools for boys ...	1,210	2,87,858	238
Primary schools for boys ...	236	31,775	135
Secondary schools for girls ...	1,378	2,64,535	192
Primary schools for girls ...	108	15,416	143

1933-34.

Secondary schools for boys ...	1,195	2,85,719	239
Primary schools for boys ...	216	32,256	149
Secondary schools for girls ...	1,383	2,68,583	194
Primary schools for girls ...	101	15,157	150

Building Grants.

The amount of assistance towards building grants is Rs. 35,290 against Rs. 4,599 last year:

	Rs.	
Bishop Cotton School, Simla ...	34,787	Construction of servants' quarters and swimming bath.
Jesus and Mary Convent School, Simla	110	Erection of a staircase.
St. Mary's Convent School, Multan...	346	Water arrangements for play ground.
Christ Church School, Simla ...	47	Weather-proof door.

In addition to the above, Rs. 2,000 were given to St. Bede's College, Simla, for the construction of servants' quarters. During the year under report there was no budget allotment for furniture and equipment grant, but Rs. 100 was sanctioned and paid to the St. Denys' high school, Murree, out of the allotment for maintenance grants.

The period of financial stringency, so far as Anglo-Indian and European Education is concerned, seems to be passing away with the recommendations of the Irwin Committee. The basic grant for European education has been fixed at an amount which is the average of the expenditure of the last ten years. This amount is larger than the allotment in each of the last five lean years. With the additional budget allotment, it is anticipated that many schools will now be able to replace or enlarge their

equipment, extend buildings when necessary, and carry out plans which have been held up on account of lack of funds.

The total number of scholarships held is eighty against 101 last year with a corresponding decrease of Rs. 218 to Rs. 9,365 in the expenditure thereon. Scholarships.

In 1934-35 in the Middle School and Scholarship Examination out of 177 candidates (seventy-eight boys and ninety-nine girls) 150 passed (sixty-six boys and eighty-four girls) against 173 candidates (seventy-four boys and 101 girls and 157 passes (seventy boys and eighty-seven girls) in 1933-34. Examination Results.

These results are reasonably satisfactory though in the Middle School Examination many pupils pass under note 3 of the regulations. The standard in different schools varies considerably and as a rule high schools obtain a far better result in the Middle School Examination than middle schools. This is not surprising when it is remembered that all high schools (except one) are boarding schools, situated in the hills; and so their pupils spend the hot weather under conditions more conducive to mental and physical activity than the pupils of middle schools all of which (with one exception) are on the plains.

In the Cambridge School Certificate Examination fifty-four boys and thirty-three girls passed out of a total of seventy boys and thirty-nine girls or eighty-seven out of 109. In the previous year seventy-six out of 108 were successful. These results are reasonably satisfactory.

In the year 1934-35 the total number of teachers employed in European schools was 227 against 234 last year. Of these 150 are trained and seventy-seven untrained against 153 trained and eighty-one untrained in 1933-34. Teachers.

As was pointed out in last year's report, the figures of trained and untrained teachers in European schools are somewhat misleading as a large proportion of the teachers are non-secular teachers, who have not received training but whose work on account of long experience and vocation is both efficient and praiseworthy. Again, few teachers of music, domestic economy, drawing, French, and Latin hold professional qualifications. The percentage of trained teachers among the secular teachers of the usual school subjects is very high.

Note.—The above figures do not contain the statistics of the Lawrence Royal Military School, Sawaiwar.

All high schools prepare pupils for the Cambridge School Certificate Examination. Pupils are free to choose those groups of subjects for which teaching facilities are available in the school. No change has taken place in the regulations of the Departmental Middle School Examination. On account of criticism by the schools, the courses in geography, history, and Courses of Study.

Urdu are under reconsideration. Domestic science for various reasons is not as popular as it should be, whilst it is pleasant to note that some schools have introduced mathematics into the curriculum of the middle classes for girls. It is still exceptional for any girl to take mathematics in the Cambridge School Certificate Examination. All boys' high schools now possess facilities for the teaching of chemistry and physics, though additional accommodation and equipment are still necessary in two of the schools.

Teaching.

In the report last year it was remarked that satisfactory examination results are not a sufficient test of the success of a school not only in preparing its pupils to hold their own in these days of fierce competition for employment and in developing a wise use of leisure but also in preparing for leadership. Some schools still concentrate too much on text-books and neglect many activities affording opportunities for developing valuable moral qualities. On the other hand many activities of other schools are most creditable.

Generally the teaching gives an impression of being too much a matter of routine. Schools are chary of adopting new methods, enthusiasm is lacking and many teachers do not keep abreast with the latest ideals of educational theory and practice. The recent financial stringency has prevented some schools from replacing worn out readers and apparatus, whilst few libraries have been enlarged to an extent which is not merely desirable but necessary. The above criticism does not of course apply to all schools. The work in many kindergarten classes reaches a high standard, whilst in certain high schools the keenness and enthusiasm of teacher are reflected in the class.

Training Institutions.

The Chelmsford Training College reports a successful year's work. All the students take the intermediate examination before they leave and many later proceed to a degree. The question of the standard of attainment necessary for admission is at present under consideration as there is a growing feeling that the Cambridge School Certificate Examination is not a sufficiently strong enough foundation to support a course of training for teachers who may be required to work in high schools.

At St. Bede's College, Simla, the demand for admission is keen. Practically all the students obtain posts at the end of their training and there is no evidence of unemployment amongst either men or women trained teachers. The number of stipends has been increased from eight to ten. The number of pupils staying for a third year to take the intermediate arts examination is not increasing so rapidly as was hoped. Many girls, however, take this examination privately the following

year and a few continue to the B. A. The course of study has been reorganized in order to allow more concentration on professional work in the second year.

In the St. Denys' Kindergarten Training Class, Murree, there were five students. Only three (two in the second year and one in the first year) are taking the kindergarten training. Of the rest one is taking music and the other domestic science.

Collegiate
Education

There are no changes of any importance to report. The intermediate classes at the Bishop Cotton School, Simla and the Lawrence College, Ghoragali, continue to be popular and successful, though the numbers do not increase so rapidly as was expected. One reason for this is the financial depression which compels many boys to seek employment at the end of their school career.

Technical
Education

The classes at the Young Women's Christian Association satisfy a demand for such training amongst women, though the higher secretarial course is taken by few students. An attempt is being made to widen the scope of instruction by the addition of classes in physical training and domestic economy.

CHAPTER X.

Education of Special Classes.

The encouragement of Backward Areas and Communities.

There has been no change in the year under report in the system of grants to district boards on account of vernacular education. The poor and backward districts have continued to receive these grants at rates higher than those meant for the more prosperous or educationally advanced districts. Very little expansion in education, however, has taken place in the year under report in rural areas and the district board expenditure on education has generally seen no increase except, in a few cases, on account of increments to teachers. Owing to financial stringency the tendency has been to curtail the expenditure on education by closing down institutions situated close together or having an insufficient enrolment. Most of the schools of the latter type are usually located in backward areas where the age-long apathy of the people has not been sufficiently broken down to enable these schools to achieve wide popularity. Some district boards have, therefore, been compelled to close a few schools in these areas after due warning had been administered to the people concerned to increase the enrolment in them. This has brought about a slight reduction in the educational facilities provided for the backward areas, but has not inflicted a real hardship, as only such schools have generally been closed as lay near another school of an equal or of a higher status to which the displaced scholars could gain admission. Various causes have operated to retard the progress of education in these areas. The people have been apathetic ; the teachers have mostly come from outside these areas, and have been always on the lookout for a transfer back to their homes ; they have not put in their best and have not identified themselves with the people around them. In the matter of buildings also, these areas have been comparatively neglected. On the whole, however, their condition has undergone no special deterioration and whatever fall has taken place in the enrolment of their schools has been shared by the more advanced and prosperous areas as well. Special fee concessions have been sanctioned for schools located in some of these areas for both vernacular and anglo-vernacular education and various local bodies have instituted special scholarships for the needy scholars.

A synopsis of the comparative progress made by the three principal communities at the various stages of instruction is given on the next page.

COMPARATIVE STATEMENT SHOWING THE ENROLMENT OF THE MALES OF THE THREE PRINCIPAL COMMUNITIES OF THE PROVINCE IN EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31st MARCH, 1934, AND 31st MARCH, 1935.

Particulars.	MUSLIMS.			HINDUS.			SIKHS.			
	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or decrease.	
Research students	1	4	+3	19	9	-10	3	1	-2	
Arts colleges excluding high classes of intermediate colleges.	English ..	3,360	3,477	+117	6,451	6,112	-339	1,796	1,980	+184
	Oriental ..	60	56	-4	69	75	+6	19	16	-3
Total ..	3,421	3,537	+116	6,539	6,196	-343	1,818	1,997	+179	
Professional colleges ..	Law ..	219	297	+78	610	636	+26	133	200	+67
	Medicine ..	151	162	+11	204	200	-4	73	84	+11
	Commerce ..	19	28	+9	88	78	-10	9	5	-4
	Teaching ..	57	52	-5	60	52	-8	26	23	-3
	Agriculture ..	65	57	-8	61	72	+11	34	35	+1
	Veterinary ..	26	24	-2	27	20	-7	11	10	-1
	Engineering ..	66	72	+6	101	96	-5	62	62	..
Total ..	603	692	+89	1,151	1,154	+3	348	419	+71	
Schools—General, including high classes of intermediate colleges.	Secondary stage ..	80,679	80,209	-470	87,265	87,772	+507	35,256	35,811	+555
	Primary stage ..	385,297	368,800	-16,497	244,998	243,742	-1,256	97,226	95,424	-1,802
Total ..	465,976	449,009	-16,967	332,263	331,514	-749	132,482	131,235	-1,247	

**COMPARATIVE STATEMENT SHOWING THE ENROLMENT OF THE MALES OF THE THREE PRINCIPAL COMMUNITIES
OF THE PROVINCE IN EDUCATIONAL INSTITUTIONS OF ALL KINDS ON 31st MARCH, 1934, AND 31st MARCH, 1935—CONOLD.**

Particulars.	MUSLIMS.			HINDUS.			SIKHS.			
	On 31st March, 1934.	On 31st March, 1935.	Increase or Decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or Decrease.	On 31st March, 1934.	On 31st March, 1935.	Increase or Decrease.	
Special schools ..	Training	264	283	+19	116	130	+14	103	101	-2
	Medical	242	269	+27	413	447	+34	88	109	+21
	Art	130	99	-31	77	70	-7	22	19	-3
	Engineering.. ..	47	50	+3	52	50	-2	30	22	-8
	Industrial	1,205	1,005	-200	1,131	1,165	+34	305	285	-20
	For defectives	4	6	+2	55	54	-1	2	5	+3
	Commercial	58	69	+11	117	165	+48	18	34	+16
	Reformatory	77	78	+1	46	41	-5	8	6	-2
	Adults	4,107	3,497	-610	1,812	1,842	+30	735	684	-51
Others	826	886	+60	502	654	+152	376	429	+53	
Total	6,960	6,242	-718	4,321	4,618	+297	1,687	1,694	+7	
Grand Total (recognized institutions)	4,76,960	4,59,480	-17,480	3,44,274	3,43,482	-792	1,36,335	1,35,345	-990	
Unrecognized institutions	59,154	56,735	+581	9,830	12,067	+2,237	5,739	5,742	+3	
GRAND TOTAL (ALL INSTITUTIONS)	5,33,114	5,16,215	-16,909	3,54,104	3,55,549	+1,445	1,42,074	1,41,087	-987	

Muslims.

The number of Muslims under instruction in recognised institutions has declined from 4,76,960 on 31st March, 1934, to 4,59,480 on 31st March, 1935, showing a drop of 17,480 scholars. The enrolment of the Hindus has in the same period decreased by 792 and that of the Sikhs by 990. The main decrease in the case of Muslims has taken place at the primary stage where the number of their scholars has fallen by 16,497. At the secondary stage there is a fall of 470. The Muslims are mostly agriculturists and have suffered on account of the slump in the prices of the agricultural produce. Their enrolment has consequently been affected. In each division the following increase or decrease has taken place in their enrolment in schools for general education :—

<i>Division.</i>	<i>1933-34.</i>	<i>1934-35.</i>	<i>Increase or decrease.</i>
Ambala . . .	35,820	36,401	+ 581
Jullundur . . .	49,062	49,313	+ 251
Rawalpindi . . .	141,810	141,711	— 99
Multan . . .	127,103	113,590	— 13,513
Lahore . . .	117,319	114,254	— 3,065
Total . . .			— 15,746

The decrease is the heaviest in the Multan Division. Its causes have already been enumerated elsewhere and need not, therefore, be repeated. Lahore comes next with a drop of 3,065 scholars. The fall is attributed to the general poverty of the Muslim community of whom a large majority are agriculturists. The comparative strength of each of the three principal communities at each stage of instruction will be clear from the following table :—

	<i>College.</i>	<i>Secondary.</i>	<i>Primary.</i>
Hindus . . .	7,341 or 53 %.	87,772 or 43 %.	243,742 or 34 %.
Muslims . . .	4,225 or 30 %.	80,209 or 39 %.	368,800 or 52 %.
Sikhs . . .	2,415 or 17 %.	35,811 or 18 %.	95,424 or 14 %.

As the stage of instruction advances the proportion of Muslims tends to decrease. In the total population of the province the Hindus are 27 per cent., Muslims 56 per cent. and Sikhs 13 per cent. At the primary stage the Muslim scholars form 52 per cent. of the total enrolment or 4 per cent. less than their representation in the total population, at the secondary stage 39 per cent. or 17 per cent. less and at the College stage 30 per cent. or 26 per cent. less. In the case of girls' education the community is still more backward.

The following table will show the enrolment of the girls of each of the three principal communities at the various stages of instruction in recognised institutions of the province :—

Kind of Institution.	MUSLIMS.			HINDUS.			SIKHS.		
	On 31st March 1934.	On 31st March 1935.	Incr or Decrease.	On 31st March 1934.	On 31st March 1935.	Increase or Decrease.	On 31st March 1934.	On 31st March 1935.	Increase or Decrease.
<i>Recognized institutions.—</i>									
(1) Arts colleges excluding high classes of Intermediate Colleges.	94	116	+22	167	226	+59	63	79	+16
(2) Professional colleges.	7	38	+31	16	44	+28	6	19	+13
(3) Schools for general education including high classes of Intermediate Colleges.	52,231	52,323	+92	76,721	79,065	+2,344	29,955	30,005	+550
(4) Professional ...	732	713	-19	1,115	1,147	+32	342	372	+30
Total (recognized institutions).	53,064	53,100 or 30%	+136	78,019	80,482 or 49%	+2,463	30,366	31,075 or 21%	+709

There is a satisfactory increase of 3,298 in the total number of girls in attendance in recognised institutions. The number of Muslim girls, however, has risen by only 126. In the year under report the Muslim girls form 30 per cent. of the total number of girl scholars as against 33 per cent. in the previous year. Thus comparatively with the other communities, the Muslims are not making adequate progress in girls' education. The poverty of the community and the inadequate number of Muslim female teachers are probably the main obstacles in the way of its making satisfactory progress.

Jains.

The number of Jains in attendance in all types of recognised institutions fell during the year under report from 3,713 to 3,548, *i. e.*, by 165. The schools for general education and professional colleges show a decline of 182 and eight respectively, but in the professional schools the number of Jain scholars rose by twenty-three and in arts colleges by two. The fall in enrolment in schools for general education is not confined to this community but is shared by all the other communities in various proportions. The rise in the number of Jain scholars in professional schools is greatly to be welcomed. The community continues to maintain two high schools in the Ambala Division, both of which are making satisfactory progress.

Depressed classes.

The depressed classes have lost 1,828 male scholars in the year under report in all types of recognized educational institutions. The number of their girl scholars has, however, increased by 320 to 1,523. In times of acute financial depression the members of these castes can ill afford to spare their children for education, the moment they are old enough to take a hand at the parental occupation. The set-back thus received by the community in the education of boys is, however, in no way due to any prejudice to their admission into the ordinary schools. On the other hand, and it is extremely gratifying to note, the depressed class boys are freely admitted in schools and very little, if any, opposition has actually been offered to their being seated with boys belonging to the higher castes. No fees are charged from these scholars in the primary classes and fees at half rates are charged from them at the middle stage. In some districts, local bodies have instituted scholarships for the boys of these classes tenable at the middle and high stages. Special facilities have also been afforded to train them as teachers and to employ them in local body educational institutions.

Upper classes.

The enrolment in the Aitchison College has risen from seventy-six to ninety-six in the year under report, the number of admissions during the year being the highest on record. In the Diploma Examination ten out of eleven candidates presented were successful, three in II division and seven in the III. The Cambridge School Certificate Class opened in 1933 presented its first candidate in July, 1934. He obtained his certificate passing with credit in three subjects. A candidate appeared for the competitive examination for entrance to the Indian Military Academy at Dehra Dun towards the end of March 1935. The Principal proposes to retain the Army Class as a permanent feature of the college. In order to ensure regular attendance of scholars, particularly in the summer months, the school year has been re-aligned. It will henceforward begin in October and not in July, thus placing the vacation between the end of one school year and the beginning of another. The promotions will also take place in July instead of in April.

With the increase in the number of admissions the financial situation appears considerably to have eased, though the full effect of the admissions has not yet been realised as they usually take place in October or November. The year under report has, therefore, closed with considerable deficit. The

Government of India has now agreed to accept liability for pensions on the present salaries of Indian masters who are Government servants.

The standard of games has remained fairly constant and there has been an appreciable improvement in the standard of cricket. Inter-school matches have been played against the various mufossil schools and colleges. The standard of riding, which has been made compulsory, has also improved. Scouting and Cubbing has continued to flourish. A number of week-end camps were held and the college joined with other troops in the work of social service on the occasion of local melas and festivals.

Criminal Tribes.

The number of boys and girls of criminal tribes attending the primary and secondary schools in settlements declined from 1,168 and 789, respectively, in the year 1933-34 to 1,132 and 707 in 1934-35. This fall in the number of pupils is due to the final release of a large number of persons as a result of which the children left the settlement schools to join the schools in villages. The number of those passing the primary school examination during the year was 112 boys and forty-six girls. In the night schools maintained in the settlements, 371 youths were under instruction. Twelve boys passed the middle examination and eight the matriculation and school leaving certificate examination during the year under report, raising the total number of such boys to sixty-six and fourteen, respectively. For the first time two girls passed the junior vernacular examination and are employed as school mistresses. Some of the boys belonging to these settlements have also gone up for higher education, one in the B. A., four in F. A. and six in the high classes. The number of children attending village schools rose during the year from 5,438 to 6,362.

The anglo-vernacular middle school at Kachcha Khuh Criminal Settlement continues to attract boys of the ordinary zamindar families. With a Government donation of Rs. 1,200 per annum and a grant of Rs. 400 from the Education Department the school is running successfully. Stipends have been established for criminal tribes, children for education in the schools of the settlement and in those of the villages. Ten stipends of Rs. 10 per mensem each have been established for boys and girls attending colleges, normal schools and industrial and technical institutions.

CHAPTER XI.

Text-Book Committee.

(1) *The Punjab Text-Book Enquiry Committee.*

On 22nd May, 1934, the Punjab Government (Ministry of Education) appointed an enquiry committee with the following terms of reference :—

- (1) To examine the existing system of prescribing and providing books for use in schools and to suggest alterations of procedure with a view to ensuring—
 - (a) the selection of the most suitable books ;
 - (b) the elimination of canvassing and of the possibilities of interference in the selection of text-books.
- (2) To examine the existing contract system and to advise Government thereon.
- (3) To examine the existing regulations regarding the writing of school text-books by Government servants and to advise Government thereon.
- (4) To make such proposals, if any, as may appear to be advisable in each of these respects.

The Committee concluded its deliberations last summer and submitted its report which is at present under consideration. Since the procedure of work undertaken by the Punjab Text-Book Committee may undergo some change as the result of the enquiry it has been considered advisable to suspend some of its activities until Government arrive at a definite conclusion. Consequently the consideration of alternative text-books has been suspended. Nor have any new nominations been made to fill vacancies on the Committee.

(2) *The recommendation of text-books.*

The total number of books considered by the Committee during the year was 112 against 279 in the previous year. Of these publications, thirty-five were found to be unsuited to the requirements of schools ; seventy-seven were approved and recommended to the Department, five for adoption as alternative text-books, two for supplementary reading and sixty-one for school libraries. Nine authors were awarded prizes from the Patronage of Literature Fund.

(3) *Translations into the Vernaculars.*

The expenditure incurred for the production of vernacular translations was Rs. 22,085-1-2, of which Rs. 8,667-2-9 was for the printing, cost of paper and binding, etc.

(4) *Books for School Libraries.*

The Committee recommended sixty-seven books for inclusion in the list of books approved for school libraries, including

two considered in previous years and four which were awarded prizes this year.

(5) *Purchase of books and periodicals for School Libraries.*

The published price of sixteen Urdu, Hindi and Punjabi translations from English books, which have been distributed free to schools, is Rs. 19,313-6-9, the number of copies being 32,200. These books include "Hifzan-i Sehat-i-Benai per Ek Note", an Urdu translation of "Note on Ophthalmic Hygiene" by Lt.-Col. A. M. Dick, 11,200 copies of which were distributed among primary middle and high schools for boys and girls.

Provision of Rs. 17,000 was made for the purchase of periodicals for free distribution among schools and the cost of twenty-eight magazines supplied to the libraries of all kinds of schools amounted to Rs. 15,905-2-8.

(6) *Cinema activities.*

During the year under review, the cinema demonstrator gave cinema demonstrations to about twenty-nine thousand boys and girls at Lahore, Sialkot, Gujranwala and Jullundur.

As in the previous years the Committee continued to give free loans of films to institutions having projectors of their own.

(7) *Encouragement of Literature Fund.*

On the recommendation of the Committee the following prizes were sanctioned by the Punjab Government :—

	Rs.
Urdu.—(1) Khan Sahib Abul Asar Hafeez, Model Town, Lahore, author of "Soz-o-Saz" ..	350
(2) Chaudhri Afzal Haq, M., L.C., Lahore, author of "Zindgi"	350
(3) Lala Ghansham Das, B.Sc., B.T., Lecturer, Central Training College, Lahore, author of "Ajaibat-i-Science"	150
(4) Begum Turab Ali Shah, Gunj, Delhi, authoress of "Biyaz-i-Sahar" ...	150
Hindi.—(5) Mahasha Sudarshan, Lahore, author of "Sudarshan Suman" ..	350
(6) Pandit Uday Shankar Bhatta, Lahore, author of "Dahar athwa Singh Pattan" ..	250
(7) Dr. Lakshman Swarup, M.A., D. Phil, Oriental College, Lahore, author of "Vahmi Rogi"	150
Punjabi.—(8) Giani Piare Singh, Murray College, Sialkot, and L. S. Kehar Singh, Jullundur, authors of "Natak Rataaker"	350
(9) Mr. Joshua Fazl-ud-Din, B.A., Lyallpur, author of "Adbi Afsane"	250

(8) *Library.*

The number of books added to the Library during the year was 228 as compared with 425 last year, the cost being Rs. 1,122-15-0. Two thousand four hundred and eighty-four books were issued to readers during the year.

(9) *The contract for the printing, publication and sale of text-books.*

The term of the contract with Messrs. Rai Sahib Munshi Gulab Singh and Sons, Lahore, for the printing, publication and sale of text-books, of which the copyright was owned by the Text-Book Committee, expired with the close of the year.

The Committee at its meeting held on the 2nd March, 1935, adopted the following resolution :—

“ Since in consideration of mutual benefit to be derived by the Committee and the Punjab Government and in furtherance of the cause of education in the Punjab, it is considered advisable to assign to the Punjab Government the copyright in all those publications which have either been prepared by the Committee itself or which having originally belonged to Government, were in the past assigned to the Punjab Text-Book Committee, of which the Committee is now the owner.”

“ Resolved therefore, that Khan Sahib Sheikh Fazl-i-Ilahi and Miss L. E. Thomas, are authorised to join with the President and the Secretary in executing the assignment thereof accordingly.”

In view of the above resolution the copyright of all the books was assigned by the Committee to the Government, and the Director of Public Instruction, Punjab, invited tenders for the printing, publication and sale of books and maps, etc., for a period of two years—commencing April the 1st, 1935. Three tenders, from Rai Sahib Munshi Gulab Singh and Sons, Messrs. Uttar Chand Kapur and Sons and Messrs. Feroze-ud-Din and Sons, Lahore, were opened by the Director of Public Instruction, Punjab, in the presence of the representatives of the three firms. The amount of royalty offered by Rai Sahib Munshi Gulab Singh and Sons, Messrs. Uttar Chand Kapur and Sons and Messrs. Feroze-ud-Din and Sons were Rs. 83,000, Rs. 50,100 and, Rs. 80,300, respectively. The Director of Public Instruction awarded the contract to the highest bidder.

**I—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1934-35.**

OF EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...
1	1	...	2
..
1	1	..	2
..
..
..
2	2
4	2	..	6
23	16	1	40
5	..	6	20	..	31
2	28	35	71	1	132
1	929	287	433	79	1,679
31	952	278	540	81	1,882
..
..
16	1	..	17
..	1	1	2
3	..	1	5	2	11 ✓
..	1	..	1
..
..
..
31	31
50	..	1	8	3	62
85	952	279	550	84	1,950
..	3,009	3,009
85	952	279	550	3,093	4,959

College.

Lower Middle School's 29.

" " " 2,291.

Lawrence Military School Sanawar and the intermediate classes attached to it.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Universities	...	...	...	...	...	...	...	...	...
Arts and Science	3,694	3,368	990	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	487	460	230	...	...	...	...	...	...
Education	156	152	144	...	...	...	...	...	...
Engineering	247	237	129	...	...	...	...	...	...
Agriculture	164	140	168	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	55	51	46	...	...	...	...	...	...
Totals	5,003	4,428	1,607	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools	24,694	23,683	2,855	10,178	9,590	1,082	6,492	7,982	377
" Middle Schools—									
English	1,779	1,677	359	19,713	17,472	570	5,832	5,033	191
Vernacular	118	93	...	397,491	334,281	5,775	1,733	1,437	41
" Primary Schools	624	535	...	245,164	203,845	103	52,612	45,261	...
Totals	27,212	25,987	3,214	672,546	565,176	7,530	68,369	59,693	609
In Art Schools	193	201	33	...	...	...	...	...	...
" Law	...	...	...	...	...	...	...	...	...
" Medical Schools	474	466	321	...	...	...	...	...	...
" Normal and Training Schools.	452	442	451	...	...	...	...	...	...
" Engineering Schools	123	121	123	...	...	...	...	...	...
" Technical and Industrial Schools.	1,905	1,876	561	...	...	...	...	...	...
" Commerical Schools	251	241	45	...	...	...	...	...	...
" Agricultural	...	...	...	...	...	...	...	...	...
" Reformatory	126	126	126	...	...	...	...	...	...
" Schools for Defectives	25	22	18	...	...	...	...	...	...
" Schools for Adults	171	135	...	5,081	4,283	...	...	...	...
" Other Schools	2,162	1,947	727	...	...	...	...	...	...
Totals	5,993	5,577	2,425	5,081	4,283	...	...	...	...
Totals for recognised institutions.	38,208	35,992	7,336	677,627	569,461	7,530	68,369	59,693	609
IN UNRECOGNISED INSTITUTION.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTION FOR MALES.	38,208	35,992	7,336	677,627	569,461	7,530	68,369	59,693	609

(a) Includes 1,533 students in the

(b) Includes 147 students in the

(c) Includes 40,071 students in the

(d) Includes 168,992 students in the

(e) Includes one girl in the high

Note—Figures of the Lawrence Royal Military School, Sanawar.

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
14	14	...	...	...	...	14	14	...	...
(b) 5,750	5,036	1,625	4,032	3,519	1,104	(a) 13,676	11,923	3,809	(c) 84
...	...	...	1,141	1,004	545	1,141	1,004	545	1
...	...	...	...	...	...	497	490	230	34
...	...	...	...	...	...	150	152	144	...
...	...	...	...	...	...	247	237	129	...
...	...	...	...	...	...	164	140	154	...
115	98	63	...	...	...	115	98	63	...
...	...	...	...	...	...	...	51	40	...
...	...	...	...	...	...	55	51	...	...
5,809	5,488	1,688	5,173	4,513	1,720	16,055	14,099	5,124	119
79,481	75,089	6,348	12,777	12,168	626	1,35,622	128,501	11,308	107
14,236	13,343	447	3,777	3,547	153	(c) 44,837	41,082	1,770	445
1,535	1,404	375	119	123	19	(d) 400,968	3,37,328	6,110	7,751
62,863	55,289	60	6,293	5,443	...	3,67,768	3,10,373	163	11,300
1,68,085	1,45,128	7,150	23,066	21,281	798	9,49,178	817,264	19,301	19,603
...	...	...	...	...	...	193	201	33	3
361	327	30	...	...	...	835	793	351	3
40	40	89	63	58	68	555	640	553	5
...	...	...	...	...	...	122	121	122	...
415	373	230	227	226	69	2,637	2,475	879	...
...	...	...	22	21	11	273	262	56	...
...	...	...	...	...	...	129	128	128	...
42	35	42	...	...	...	67	57	60	...
543	494	...	348	299	...	8,142	5,183	...	2
323	171	...	...	...	...	2,414	2,118	727	...
1,622	1,412	341	660	604	142	13,356	11,876	2,909	13
165,586	151,685	9,179	28,799	26,408	2,670	9,78,569	8,43,239	27,333	19,735
...	...	...	78,268	45,860	460	7,228	46,880	460	10,079
165,586	151,685	9,179	107,067	73,268	3,139	1,056,857	890,099	27,793	28,814

high classes of intermediate colleges.

Oriental College, Lahore.

upper middle and 4,766 in lower middle schools.

upper middle and 2,38,971 in lower middle schools.

classes of intermediate colleges.

and the intermediate classes attached to it are not included.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	363	315	85	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	85	80	58	...	...	...	...	...	...
Totals ...	438	395	143	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools ...	7,813	6,982	653	...	...	...	...	...	...
„ Middle Schools—									
English ...	1,227	1,082	29	..	..	...	1,827	1,703	...
Vernacular ...	861	294	5	2,841	2,463	102	7,745	6,437	...
„ Primary Schools ...	26	25	...	41,303	34,814	10	23,750	20,295	...
Totals ...	9,527	8,368	687	44,144	37,277	112	33,323	28,435	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training schools.	710	676	568	...	...	...	...	...	...
„ Technical and Industrial Schools.	426	321	..	...	...	...	66	54	...
„ Commercial Schools ...	..	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	874	716	...	...	...	...	...	...	...
Totals ...	2,010	1,713	568	...	...	...	66	54	...
Totals for recognised institutions.	11,975	10,471	1,398	44,144	37,277	112	33,388	28,489	...
In unrecognised institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	11,975	10,471	1,398	44,144	37,277	112	33,388	28,489	...
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	50,183	46,463	8,734	731,771	606,738	7,642	101,757	88,182	600

(a) Includes 137 students in the high

(b) Includes 115 students in the Lower

Note.—Figures of the Lawrence Royal Military School,

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of mates included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
161	152	77	...	...	...	(a) 514	487	163	...
24	22	24	...	...	...	109	102	82	...
185	174	101	...	...	...	623	569	344	...
3,546	3,201	1,167	250	193	...	11,709	10,376	1,820	267
3,922	3,584	709	...	...	...	6,976	6,349	736	177
16,743	17,277	1,393	320	261	...	(b) 31,610	6,732	1,500	133
33,100	28,106	248	3,707	3,108	...	101,886	86,528	258	379
60,311	52,258	3,517	4,277	3,652	...	151,681	129,965	4,316	945
281	281	281	...	...	...	281	261	261	...
...	...	...	3	5	...	713	651	568	...
312	192	10	81	53	...	885	620	...	...
39	32	...	...	...	...	39	32	...	...
...
...
...	...	...	...	...	...	874	716	...	...
632	565	300	84	58	...	2,792	2,330	868	...
61,128	62,987	3,918	4,361	3,710	...	154,996	132,884	5,428	945
...	...	...	56,021	36,986	34	56,021	36,936	34	6,663
61,128	62,987	3,918	60,982	40,046	34	211,617	169,820	5,462	7,528
226,714	204,623	13,097	168,040	113,914	3,173	1,266,474	1,059,919	33,255	97,322

classes of intermediate colleges.

Middle Schools.

Sanskrit, and the intermediate classes attached to it are not included

Expenditure on buildings includes Rs. 8,07,910 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items:—

1. Boarding houses;
2. Scholarships.
3. Miscellaneous.

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						A	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other Sources.	TOTALS.	Government funds.	Board funds.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.														
Universities	...	...	...	...	...	...	...	...	...	...	...	...	1,66,446	...
Arts Colleges	2,67,567	...	...	3,94,995	...	5,62,562	...	...	...	...	...	...	1,97,254	900
Professional Colleges—	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	3,63,923	...	...	62,057	...	4,25,980	...	...	...	...	...	...	...	...
Education	96,855	...	...	20,408	7,110	1,24,373	...	...	...	...	...	...	...	...
Engineering	2,04,667	...	...	12,912	...	2,17,579	...	...	...	...	...	...	...	...
Agriculture	1,08,298	...	...	29,749	...	1,38,047	...	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...	...	...	...	37,000	...
Forestry	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science	1,69,239	...	...	17,814	...	1,87,053	...	...	...	...	...	...	...	...
Intermediate Colleges	2,41,301	...	...	1,11,233	217	3,52,751	...	...	...	...	...	...	16,414	...
TOTALS	14,51,859	...	...	6,49,168	7,327	21,08,345	...	...	...	...	...	...	4,16,114	900
SCHOOL EDUCATION.														
<i>General.</i>														
High Schools	10,33,040	...	...	7,14,112	3,654	17,50,806	1,70,538	1,35,110	1,07,317	3,76,160	5,968	795,103	6,47,191	29,173
Middle Schools—	...	...	...	...	...	...	...	...	...	...	...	...	...	...
English	98,862	...	...	55,849	981	1,55,692	202,865	146,366	62,455	2,22,588	4,842	6,39,116	69,232	2,470
Vernacular	2,636	...	...	...	...	2,636	43,99,686	11,22,210	22,141	4,69,158	35,495	60,48,690	10,784	3,722
Primary Schools	6,995	...	...	1	...	6,996	23,39,530	5,56,536	5,17,263	83,877	5,082	34,52,268	1,06,650	39,129
TOTALS	11,41,533	...	...	7,69,962	4,635	19,16,130	71,12,609	9,60,222	709,176	11,01,763	51,407	1,09,35,147	9,23,857	74,494
<i>Special.</i>														
Art Schools	53,486	...	...	...	...	53,486	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	115,316	...	...	14,431	...	1,29,747	...	...	...	...	...	...	5,250	...
Normal and Training Schools	62,881	...	...	1,130	6	64,007	...	...	...	...	...	...	2,500	...
Engineering Schools	76,563	...	...	16,220	...	92,783	...	...	...	...	...	...	...	...
Technical and Industrial Schools	291,593	...	2,173	8,613	10,552	3,12,930	...	...	...	...	...	...	19,700	...
Commercial Schools	31,305	...	...	12,418	...	43,723	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	42,495	...	...	...	...	42,495	...	...	...	...	...	...	...	...
Schools for defectives	2,923	...	...	...	...	2,923	...	...	...	...	...	...	300	...
Schools for Adults	986	...	...	...	...	986	5,021	509	...	...	...	5,530	449	324
Other Schools	1,46,868	...	381	50,026	...	1,97,225	...	...	...	...	...	...	3,598	1,012
TOTALS	8,24,416	...	2,503	1,02,823	10,558	9,40,305	5,021	509	...	...	...	5,530	31,797	1,336
GRAND TOTALS	34,17,799	...	2,503	15,21,958	22,520	49,84,780	71,17,630	19,60,781	7,09,176	11,01,763	51,407	1,09,40,727	12,71,768	76,780

*Includes expenditure on the Intermediate classes of the Bishop Cotton College, Simla, but excludes
†Excludes expenditure on the Intermediate classes of the R

TOTAL EXPENDITURE FROM.

	Government funds.	Board funds.	Municipal Funds.	Fees.	Other sources	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	2,22,711	..	..	..	..	2,22,711
Inspiration ..	9,13,097	1,05,637	11,436	..	7	10,79,977
Buildings, etc. ...	3,56,694	1,44,921	25,042	42,670	3,26,956	8,96,283
Miscellaneous ...	7,79,891	2,02,375	1,25,084	2,33,207	5,36,721	18,67,278
TOTALS. ..	23,22,393	4,62,933	1,61,362	2,65,877	8,68,684	40,86,349

AIDED INSTITUTIONS.				RECOGNISED UNAIDED INSTITUTIONS									
Municipal funds.	Fees.	Other sources.	TOTAL.	Fees.	Other sources.	TOTALS.							
15	16	17	18	19	20	21							
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.							
1,763	9,55,707	95,617	12,17,770	1,66,446	9,55,707	95,617	12,17,770
..	4,91,600	363,903	8,55,420	2,52,646	20,422	2,73,068	4,64,821	900	1,763	11,39,241	3,84,325	19,91,050	
..	..	..	..	1,26,716	..	1,26,716	..	..	..	1,26,716	..	1,26,716
..	..	..	..	..	..	..	3,63,923	..	..	62,057	..	4,25,980
..	..	..	..	..	..	..	96,855	..	..	20,408	7,110	1,24,373
..	..	..	..	..	..	..	2,04,667	..	..	12,512	..	2,17,579
..	..	..	..	..	..	..	1,08,298	..	..	24,749	..	1,38,047
..	12,782	8,582	58,364	..	..	..	7,000	..	..	12,782	8,582	58,364
..	
..	..	..	..	..	..	..	1,69,239	..	..	17,814	..	1,87,053
..	97,257	18,247	1,31,018	58,846	29,908	63,754	2,56,715	..	..	2,67,336	43,472	15,87,523
1,763	15,57,346	4,86,449	24,62,572	4,38,508	45,330	4,83,538	18,67,864	900	1,763	26,44,722	5,39,106	50,54,455	
..	
52,915	17,30,708	4,76,091	29,36,788	3,23,923	78,014	3,96,937	18,50,759	1,64,283	1,60,232	31,44,903	5,58,747	*58,78,924	
15,257	1,94,251	1,01,560	3,89,070	81,563	30,138	1,11,701	3,70,859	1,48,836	7,712	5,54,251	1,37,821	12,89,579	
..	3,901	18,020	34,427	2,066	2,459	4,515	44,13,106	11,25,932	22,141	4,75,115	53,974	60,90,268	
69,314	25,351	1,76,358	5,06,802	1,025	23,496	24,521	25,43,175	5,95,665	5,86,577	60,254	2,04,936	34,90,607	
137,485	19,54,211	7,70,329	38,60,377	4,08,567	1,29,107	5,37,674	91,77,959	20,34,716	8,46,062	42,34,523	9,55,478	1,72,49,378	
..	
..	..	..	..	..	..	..	53,496	..	..	..	..	53,496
1,000	11,188	45,313	62,751	..	..	..	120,566	..	1,000	25,619	45,313	1,92,498
..	..	4,398	6,898	2,758	551	3,309	65,381	..	..	3,876	4,956	74,214
..	..	..	..	..	..	..	76,563	..	..	16,220	..	92,783
1,700	15,322	4,181	40,903	7,964	13,552	20,516	311,293	..	3,872	30,459	28,285	3,74,349	
..	..	..	..	1,846	334	2,180	31,805	..	..	14,264	334	45,903
..	
..	..	..	..	..	..	..	42,495	..	..	..	..	42,495
1,300	..	2,141	3,641	..	..	..	3,223	..	1,200	..	2,141	6,564
192	..	87	1,052	..	200	200	6,456	833	192	..	287	7,768	
..	9,101	50	18,761	..	..	..	1,50,466	1,012	381	59,127	50	210,986
4,092	35,611	58,170	1,29,006	11,568	14,337	26,205	861,234	1,845	6,595	1,60,007	1,365	11,01,046	
1,43,341	35,47,168	13,12,948	64,51,955	8,8,343	1,89,074	10,47,417	1,42,29,590	24,80,394	10,16,382	72,95,129	24,89,633	2,74,71,128	

Expenditure on the Royal Military School, Sanwar.
Royal Military School Sanwar.

Expenditure on buildings includes Rs. 30,444, spent by the Public Works Department on Educational Buildings.

III.B.—EXPENDITURE ON EDUCATION FOR FEMALES

"Miscellaneous" includes the following main items:—

1. Scholarships.
2. Boarding houses.
3. Miscellaneous.

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.			
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.
	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.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.																
Arts Colleges	48,577	..	..	21,269	..	69,846	..	..	..	..	..	..	10,000	..	..	28,505
Professional Colleges—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Education	25,183	..	..	..	..	25,183	..	..	..	..	..	..	11,639	..	..	..
Intermediate Colleges ..	29,701	..	..	12,032	..	41,733	..	..	..	..	..	..	..	..	..	..
TOTALS	1,03,461	..	..	33,301	..	1,36,762	..	..	..	..	..	..	21,689	..	..	28,505
SCHOOLS EDUCATION.																
<i>General.</i>																
High Schools	3,53,911	..	500	1,23,079	3,213	4,85,703	..	..	..	..	..	..	1,00,727	..	8,121	1,11,652
Middle Schools—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English	41,570	..	..	9,595	69	51,234	3,639	..	29,656	552	..	33,897	50,318	1,089	13,305	53,504
Vernacular	9,752	..	..	392	..	10,144	62,422	9,653	96,671	1,136	..	1,69,887	92,211	9,829	38,678	23,357
Primary Schools	408	..	..	..	..	408	3,97,180	1,23,210	2,25,745	47	1,774	7,47,956	1,13,594	16,558	53,667	4,905
TOTALS	4,10,641	..	500	1,33,066	3,282	5,47,489	4,63,291	1,32,863	3,52,072	1,735	1,774	9,51,740	3,56,850	27,476	1,13,771	1,93,448
<i>Special.</i>																
Medical Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	94,443	2,820	6,900	16,112
Normal and Training Schools ..	56,969	..	..	..	..	56,969	..	..	..	..	..	..	6,288	..	..	2,916
Technical and Industrial Schools..	16,334	..	..	..	..	16,334	500	..	425	..	..	925	3,670	186	700	713
Commercial Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	2,400	..	..	1,374
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other schools	9,243	..	208	..	..	9,451	..	..	..	..	..	..	..	..	..	..
TOTALS	82,546	..	208	..	..	82,754	500	..	425	..	..	925	1,06,801	3,006	7,600	21,115
Grand Totals for Females	5,96,648	..	708	1,66,367	3,282	7,67,005	4,63,791	1,32,863	3,52,497	1,735	1,774	9,52,665	4,65,340	30,482	1,21,371	2,43,068
Grand Totals for Males	34,17,799	..	2,503	15,21,953	22,520	49,64,780	1,17,630	19,60,731	7,09,176	11,01,783	51,407	1,09,40,727	13,71,768	76,730	1,43,341	35,47,168
Grand Totals for All	40,14,447	..	3,211	16,88,325	25,802	57,31,785	75,81,421	2,93,599	10,61,673	11,03,518	53,181	1,18,93,392	18,57,103	1,07,212	2,64,712	37,90,236

*Excludes expenditure on Lawrence School, Sanawar.

TOTAL EXPENDITURE FROM						
	Government funds.	Board funds,	Municipal Funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..	85,351	1,280	5,245	...	...	91,876
Buildings, etc. ..	43,486	2,317	20,364	75	77,938	1,44,180
Miscellaneous ..	88,879	634	6,774	15,695	2,01,890	3,13,662
TOTALS ..	2,17,516	4,231	32,383	16,770	2,79,818	8,49,718

		RECOGNIZED UNAIDED INSTITUTIONS.									
Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.							
17	18	19	20	21							
Rs.	Rs.	Rs.	Rs.	Rs.							
4,139	42,644	..	..	..	58,577	..	..	49,774	4,139	1,12,490
6,865	18,554	..	..	..	36,872	..	..	..	6,865	43,737
..	..	..	..	..	29,701	..	..	12,032	..	41,732
11,004	61,198	..	..	..	1,25,150	..	..	61,806	11,004	1,97,980
57,765	2,78,265	10,934	11,421	22,355	4,59,638	..	3,621	2,45,665	72,399	*7,86,322	
46,902	1,85,118	..	..	..	95,577	1,089	42,961	63,651	45,971	2,50,249
1,93,697	3,57,802	..	3,819	3,819	1,64,385	19,487	1,35,349	24,915	1,97,516	5,41,652	
1,38,003	3,26,727	2,847	15,877	18,724	5,11,182	1,39,768	2,79,412	7,799	1,65,654	10,93,815	
4,36,367	11,27,912	13,781	31,117	44,898	12,30,782	1,60,344	4,66,343	3,42,030	4,72,540	26,72,039	
77,662	1,97,937	..	..	..	94,443	2,820	6,900	16,112	77,662	1,97,937
3,471	12,675	1,432	1,268	2,700	63,257	..	..	4,348	4,739	72,344
5,880	11,149	291	2,826	3,117	20,504	186	1,125	1,094	8,708	31,525	
156	3,930	..	..	..	2,400	..	..	1,374	156	3,930
..	
..	
..	..	..	..	..	9,243	..	208	..	..	9,451
87,169	2,25,691	1,723	4,094	5,817	1,89,847	3,006	8,233	22,838	91,263	3,15,167	
5,34,540	14,14,801	15,504	5,211	5,07,151	17,63,295	1,67,581	5,06,959	4,42,444	8,54,625	37,34,904	
13,12,948	64,51,955	38,58,43	1,89,074	10,47,417	1,42,29,590	24,90,394	10,16,382	72,95,129	24,39,623	2,74,71,128	
18,47,488	78,66,756	8,73,847	2,24,285	10,98,132	1,59,92,885	26,57,975	15,23,341	77,37,573	32,94,258	3,12,06,032	

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

IV-A.—RACE OR CREED OF MALE SCHOLARS:

Race or Creed.	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	* Depressed classes.		
	1	2	3	4	5	
Total population ..	16,553	213,465	2,609,256	816,278	7,241,612	
<i>School education.</i>						
	<i>Classes.</i>					
Primary ..	I	368	4,259	94,819	11,668	185,963
	II	103	1,726	50,775	4,875	79,701
	III	121	1,197	40,014	3,717	58,828
	IV	141	995	34,788	3,081	44,320
Middle ..	V	134	560	24,266	1,519	26,317
	VI	109	378	19,173	831	19,202
	VII	86	336	14,186	430	13,659
	VIII	41	251	12,563	291	11,623
High ..	IX	59	144	7,851	76	5,117
	X	1	111	6,439	47	4,221
Totals ..	1,163	9,957	305,084	26,480	449,009	
<i>University and Intermediate Edu- cation.</i>						
Intermediate classes	1st year..	30	42	1,733	5	1,447
	2nd year	41	52	1,986	8	1,144
Degree classes ..	1st year..	4	31	1,025	1	610
	2nd year..	5	29	1,096	4	536
	3rd year..	1	--	28	--	20
Post-graduate classes	1st year..	1	2	135	--	47
	2nd year..	2	5	90	1	78
Research students—	..	..	9	..	4	
Totals ..	84	161	6,102	19	3,481	
No. of scholars in recognised insti- tutions.	1,247	10,118	311,136	26,499	452,490	
No. of scholars in unrecognised institutions.	..	131	11,525	442	56,785	
Grand totals ..	1,247	10,249	322,761	26,941	509,225	

*The following are included under the heading "Depressed classes":—Chamar, Weaver,
†Excludes 147 students in the Oriental College, Lahore, of whom 75 were
Note.—Figures of the Lawrence Royal Military School, Sanawar and the

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	No. of agriculturists.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,668	12,880,510	..	..
..	9	42,950	3,287	343,368	276,404	175,646
..	2	20,906	1,692	159,780	120,513	78,323
..	5	16,988	1,329	122,192	91,999	56,840
..	5	14,585	1,082	98,947	72,148	45,279
..	5	10,744	515	64,060	43,380	28,668
1	2	8,508	407	48,611	32,235	21,607
..	4	6,113	291	35,105	20,589	15,346
..	1	5,307	239	30,418	17,630	12,988
1	..	2,927	173	16,421	5,732	4,878
..	..	2,212	121	13,152	4,458	3,781
2	33	131,235	9,139	932,052	685,113	443,366
3	3	624	24	3,511	1,314	1,026
..	1	579	33	3,844	1,338	995
..	..	337	14	2,022	626	603
1	1	371	14	2,037	677	596
..	..	5	..	54	8	15
1	1	30	2	219	63	51
1	..	34	..	203	52	63
..	..	1	..	14	..	..
6	6	1,981	87	11,927	4,077	3,349
8	39	133,216	9,226	943,979	689,190	446,715
..	..	5,742	97	74,772	59,069	30,583
8	39	138,958	9,323	1,018,751	748,259	477,298

Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sausi, Ghosi, Bagria, Od and Kahar.
Hindus higher castes, 56 Mohamuradans and 16 Sikhs.
Intermediate Classes attached to it are excluded.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS.

Race or creed.	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	* Depressed classes.		
	1	2	3	4	5	
Total population ...	6,396	178,374	2,142,357	720,697	6,090,848	
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I	404	2,203	37,838	740	29,354
	II	132	726	12,411	175	8,174
	III	154	648	9,780	95	5,524
	IV	179	583	7,695	69	3,667
	V	143	498	5,835	75	2,825
Middle	VI	142	312	1,710	8	1,047
	VII	104	218	1,225	4	695
	VIII	55	188	966	6	632
High	IX	59	93	263	...	260
	X	...	60	165	...	155
Totals ...	1,372	5,529	77,893	1,172	52,323	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year...	..	9	100	...	49
	2nd year	...	16	50	..	32
Degree classes	1st year...	...	9	38	...	15
	2nd year	1	10	28	...	19
	3rd year	..	..	..	..	..
Post-graduate classes	1st year..	1	1	6	...	1
	2nd year	...	1	4	...	...
Research students	...	...	...	...	...
Totals ...	2	46	226	...	116	
No. of scholars in recognized institutions.	1,374	5,575	78,119	1,172	52,439	
No. of scholars in unrecognized institutions.	..	90	6,591	76	49,140	
Grand totals ..	1,374	5,665	84,710	1,248	101,579	

*The following are included under the heading "Depressed classes":—Chamar, Weaver
†Excludes 10 students in the special class of the Queen Mary College of whom
NOTE:—Figures of the Lawrence Military School Banwar and the intermediate

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	No. of agriculturists.
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	...	..
...	24	15,101	687	86,351	33,122	18,934
..	10	4,911	234	26,773	9,912	5,412
..	8	3,804	175	20,198	6,810	3,787
...	13	2,912	135	15,153	4,734	2,703
...	12	2,204	102	11,699	3,549	2,047
..	1	607	21	3,448	889	516
...	2	551	22	2,821	260	329
...	1	368	9	2,235	223	270
..	1	189	...	820	49	112
...	2	83	4	469	31	97
...	74	30,605	1,369	†170,357	69,119	3,292
...	..	34	..	192	9	29
..	...	24	...	127	4	16
...	..	12	...	74	1	5
...	..	6	...	64	5	6
...	...	1	..	1	...	...
...	1	2	..	12	..	...
...	...	...	..	5	...	...
...
...	1	79	...	470	19	56
...	75	30,694	1,379	170,827	59,138	34,348
...	..	4,211	9	60,117	60,752	26,694
..	75	34,896	1,398	230,944	100,890	61,042

Sweeper, Ramnasi, Durna, Kohli, Sarera, Dhobi, Megh, Saosi, Ghosi, Vagra, Od, and Kahar. Seven are Muslim, one Sikh and two Hindus. Classes attached to it are excluded.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Mnham-madans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	Number of pupils from rural areas.	No. of agriculturists.
			Higher castes.	*Depressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Art Schools ... ..	...	2	70	...	99	...	..	19	...	190	120	40
Law Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	2	445	2	259	...	..	109	5	832	424	204
Normal and Training Schools ... ..	...	28	123	7	283	...	...	101	8	550	517	367
Engineering and Surveying Schools ... ..	...	...	50	...	50	...	...	22	...	122	...	40
Technical and Industrial Schools ... ..	...	151	1,088	77	1,005	...	..	285	21	2,627	148	1,066
Commercial Schools ... ..	...	...	165	...	69	...	1	34	4	273	94	62
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... ..	...	3	37	4	78	...	...	6	...	128	...	30
Schools for Defectives ... ..	...	2	54	...	6	...	...	5	...	67	29	18
Schools for Adults ... ..	...	35	1,684	178	3,497	...	...	684	82	6,140	5,706	3,515
Other Schools	4	71	292	362	586	...	...	429	370	2,414	1,020	1,390
TOTAL	4	294	3,988	630	6,242	...	1	1,694	490	13,343	8,058	6,732
<i>University and Intermediate Education.</i>												
Law ... ..	...	6	634	2	297	...	1	200	...	1,141	352	346
Medicine ... ..	...	5	200	...	162	1	...	84	1	453	176	140
Education	25	2	52	...	52	...	...	23	2	166	...	58
Engineering	14	3	96	...	72	...	...	62	...	247	...	44
Agricultural ... ..	...	...	72	...	67	...	...	35	...	164	104	93
Commerce ... ..	...	...	78	...	23	...	...	5	4	115	19	24
Forestry ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ... ..	...	1	20	...	24	...	...	10	...	55	24	22
TOTALS	39	17	1,152	2	692	1	1	419	7	2,330	675	732
GRAND TOTALS	43	311	5,140	632	6,934	1	2	2,113	497	15,673	8,733	7,464

14X

*The following are included under the heading "Depressed classes":—Chamar, Weaver, Sweeper, Ramdasi, Dumra, Kohli, Serera, Dhobi, Megh Sapsi, Ghosi, Bagria, Od, and Kahr.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	Bodhists.	Parsis.	Sikhs.	Others.	TOTAL.	Number of pupils from rural areas.	No. of agriculturists.
			Higher castes.	*Depressed classes								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	12	179	41	...	30	...	...	22	...	284	159	95
Normal and Training Schools	2	67	297	...	207	...	...	139	6	718	403	236
Technical and Industrial Schools ... ..	...	22	412	125	230	...	...	92	7	†888	13	64
Commercial Schools	34	1	2	...	2	...	...	...	...	39	...	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ... ..	...	...	2	...	...	...	...	...	...	2	2	...
Other Schools ... ..	...	50	42	228	244	...	...	119	193	874	132	419
TOTAL	48	319	796	351	713	...	...	372	206	2,805	709	826
<i>University and Intermediate Education.</i>												
Law ... ..	...	...	...	...	...	...	1	...	...	1	...	...
Medicine	2	1	19	...	3	...	1	8	...	34	...	...
Education	23	13	25	...	35	...	2	11	...	109	...	38
TOTALS	25	14	44	...	38	...	4	19	...	144	...	38
GRAND TOTALS	73	333	840	351	751	...	4	391	206	2,949	709	864

*The following are included under the heading "Depressed classes":—

†Includes three girls reading in an arts school.

Chamar, Weaver, Sweeper, Kamdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od, and Kahar.

VI-A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Low r qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government ... ..	...	2	10	...	...	2	...	...	12	2	14	
Local Board and Municipal	8	432	7,413	480	71	5	13	324	740	8,404	1,082	9,486
Aided	3	81	604	38	5	4	17	117	1,010	731	1,148	1,879
Unaided ... ..	...	6	39	2	...	...	1	6	114	46	121	167
Totals	11	521	8,065	520	76	11	31	447	1,864	9,193	2,353	11,546
<i>Middle Schools.</i>												
Government	18	17	39	3	...	...	1	2	5	77	8	85
Local Board and Municipal	280	953	12,332	506	99	12	33	228	909	14,170	1,182	15,352
Aided	52	128	264	22	9	7	21	35	91	473	154	627
Unaided	37	81	63	1	1	3	5	5	54	183	67	250
Totals	387	1,177	12,698	532	109	22	60	270	1,059	14,803	1,411	16,314
<i>High Schools.</i>												
Government	618	281	418	48	60	5	11	8	13	1,425	37	1,462
Local Board and Municipal	283	163	319	29	33	12	13	20	39	807	84	891
Aided	874	664	932	58	51	69	107	179	225	2,579	580	3,159
Unaided	139	119	128	4	2	6	42	18	105	392	171	563
Totals	1,894	1,227	1,797	139	146	92	173	225	382	5,203	872	6,075
GRAND TOTALS	2,292	2,925	22,560	1,191	331	125	264	942	3,305	29,299	4,536	33,935

Note.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

VI-B. - WOMEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.	
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
1	2	3	4	5	6	7	8	9	10	11	12		
<i>Primary Schools.</i>													
Government	...	...	1	...	...	...	...	...	1	...	1	
Local Board and Municipal	...	1	589	558	8	1	...	37	749	1,157	787	1,944	
Aided	...	24	282	95	6	3	9	30	631	409	63	1,082	
Unaided	...	2	11	1	...	...	1	104	16	106	121	
Totals	5	27	883	654	13	4	10	68	1,414	1,582	1,566	3,148	
<i>Middle Schools.</i>													
Government	...	3	10	39	...	1	1	2	2	52	6	58	
Local Board and Municipal	...	6	51	172	71	...	1	6	90	310	97	397	
Aided	...	22	105	348	121	4	11	32	239	601	286	887	
Unaided	...	...	5	...	...	...	...	8	5	8	13	
Totals	31	166	564	192	5	5	13	40	339	958	397	1,355	
<i>High Schools.</i>													
Government	...	39	88	175	2	3	2	17	8	22	307	44	351
Local Board and Municipal	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	19	79	35	9	...	2	10	21	46	79	221	
Unaided	...	1	9	...	...	...	2	2	10	4	14	
Totals	59	167	219	11	3	4	29	24	70	459	127	586	
GRAND TOTALS	95	360	1,666	857	21	13	52	132	1,893	2,999	2,090	5,089	

Note.—Figures of the Lawrence Royal Military School, Sanawar, are not included.

Total European and Anglo-Indian population..		..	..	Male	16,553
				Female	6,396
			Total	..	22,949
		Institutions.	Scholars on Roll on March, 31st.	Number of females in institutions for males and vice versa.	‡Number of Non-Europeans on Roll.
		1	2	3	4
<i>Institutions for Males.</i>					
Arts Colleges	..	2	117	..	26
Training Colleges	..	1	25	..	..
High Schools	..	3	549	16	104
Middle Schools	..	3	661	199	29
Primary Schools	..	4	236	94	32
Training Schools	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..
Commercial Schools	..	..	..	..	..
Other Schools	..	..	..	..	..
	Total:	13	1,588	309	291
<i>Institutions for Females.</i>					
Arts Colleges	..	..	..	..	..
Training Colleges	..	1	24	..	1
High Schools	..	8	880	57	91
Middle Schools	..	5	495	120	70
Primary Schools	..	3	108	47	16
Training Schools	..	1	3	..	1
Technical and Industrial Schools	..	..	..	..	..
Commercial Schools	..	1	39	..	5
Other Schools	..	..	..	..	..
	Totals	19	1,552	224	184
GRAND TOTALS FOR INSTITUTIONS..		32	3,140	533	475

Expenditure on buildings includes, Rs. 10,903 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

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

* Local funds include both District and Municipal Funds.

† Teaching staff of the Lawrence (Intermediate) College, Ghoragali, also has teaching posts

‡ The term "Non-Europeans" does not include domiciled Europeans or Anglo-
 NOTE I.—Expenditure figures of the Intermediate classes of the Bishop Cotton College,
 NOTE II.—The table excludes all figures regarding Lawrence Military School, Sanawar and

EDUCATION.

Percentage to European population of those at schools.						
		Males.	Females.	Total.		
		9.08	25.59	13.68		
TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
		45,949	..	11,330	..	57,279
		12,308	..	..	..	12,308
† 33	† 9	41,198	..	1,05,871	29,547	1,76,616
21	9	6,367	..	46,988	3,882	1,11,237
11	8	13,776	..	12,900	5,099	31,775
..
..
..
..
71	27	1,73,598	..	1,77,089	38,528	3,89,215
..
3	1	3,732	..	..	6,865	9,997
56	31	1,01,000	..	88,315	19,980	2,09,295
22	19	24,178	..	26,807	4,255	55,240
7	1	4,248	..	5,252	5,916	15,416
5	..	..	..	1,432	1,268	2,700
..
3	..	2,400	..	1,374	156	3,930
..
93	52	1,34,958	..	1,23,180	38,440	2,96,578
167	79	3,08,556	..	3,00,069	76,968	6,85,793
Inspection ..	..	6,220	..	..	..	6,220
Buildings, etc.	..	48,183	..	..	25,996	74,179
Miscellaneous ..	..	47,879	..	1,210	1,30,631	1,79,720
Total ..	..	1,02,282	..	1,210	1,56,617	2,60,119
GRAND TOTALS ..	..	4,10,838	..	3,01,479	2,33,595	9,45,912

with the students of the Chelmsford Training College, Ghoragali. Indians. Simla, are included under High Schools, the intermediate classes attached to it.

VIII—EXAMINATION RESULTS,

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt. ...	...	1	1	...	1	1	...	...	...	...	...
Ph. D. ...	...	...	...	...	...	...	...	...	...	...	...
D. Sc. ...	...	...	...	...	...	...	...	...	...	...	...
M. A. ...	...	...	...	...	...	...	...	...	...	...	...
M. Sc.†	180	92	273	123	50	173	5	4	9	4	2	
B. A. (Honours)	38	...	38	32	...	32	...	...	...	...	6
B. Sc. (Honours)	309	...	309	117	...	117	12	...	12	7	...	
B. A. (Pass)	6	...	6	2	...	2	...	...	...	...	7
B. Sc. (Pass)	1,803	858	2,661	1,080	369	1,449	74	69	143	46	38	
	172	28	200	115	11	126	1	3	4	...	1	
<i>Law.</i>												
Master of Law	...	10	10	...	1	1	...	...	...	...	...
Bachelor of Law	533	...	533	376	...	376	...	...	...	...	...
<i>Medicine.</i>												
M. D. ...	...	...	...	...	...	...	...	...	...	...	...
M. B., B. S. ...	59	...	59	35	...	35	10	...	10	6	...	
L. M. S. (Bombay)	...	...	...	...	...	...	...	...	...	...	5
M. C. P. and S. (Bombay)	...	...	...	...	...	...	...	...	...	...	...
M. S. F. M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...
M. S.	...	...	...	...	...	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...	...	...	...	...	...
D. P. H. ...	...	...	...	...	...	...	...	...	...	...	...
D. O. ...	...	...	...	...	...	...	...	...	...	...	...
B. Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...
D. T. M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...
<i>Engineering.</i>												
Bachelor of C. E.	...	...	...	...	...	...	...	...	...	...	...
Bachelor of M. E.	7	...	7	5	...	5	...	...	...	...	...
Bachelor of K. E.	3	...	3	3	...	3	...	...	...	...	...
<i>Education.</i>												
B. Ed., B. T. and L. T.	68	47	115	62	38	100	32	4	36	29	4	
<i>Commerce.</i>												
Bachelor of Commerce	27	5	32	17	2	19	...	...	...	...	...
<i>Agriculture.</i>												
Master of Agriculture	2	...	2	2	...	2	...	...	...	...	...
Bachelor of Agriculture	71	...	71	44	...	44	...	...	...	...	...

*i.e., appearing from a recognized institution.
†Result of six candidates not yet declared.

‡ one candidate instead of three appeared in the M. Sc. Zoology Examination, 1935, and he was declared

VIII.—EXAMINATION RESULTS—concluded.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts ...	2,618	688	3,306	1,525	354	1,879	105	160	265	91	92	183
Intermediate in Science	1,080	95	1,175	6-6	35	721	40	1	41	25	1	26
Licentiate of Civil Engineering.	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	79	35	114	75	31	106	72	13	85	56	3	59
Intermediate or Diploma in Commerce.	29	..	29	24	..	24	..	..	..	..	..	..
Licentiate of Agriculture.	53	..	53	26	..	26	..	..	..	..	..	..
Veterinary Examination	21	..	21	15	..	15	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course.</i>												
Matriculation ...	13,229	1,668	15,097	10,469	880	11,329	461	676	1,137	391	432	823
School Final, etc.	..	..	..	..	..	..	..	..	..	..	..	..
European High School	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior	70	..	70	54	..	54	39	..	39	38	..	33
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ...	43	..	43	37	..	37	49	..	49	..	..	40
European Middle ...	78	..	78	66	..	66	99	..	99	84	..	84
Anglo-Vernacular Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	15,119	1,136	16,255	12,041	764	12,805	322	809	3,131	1,862	495	3,57
<i>(c) On Completion of Primary Course.</i>												
Upper Primary	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary	..	..	..	..	..	..	..	..	..	..	..	..
<i>(d) On Completion of Vocational Course.</i>												
For Teacher's Certificates—												
Vernacular, Higher...	173	22	195	165	10	175	120	43	163	104	23	126
Vernacular, Lower ...	214	62	276	206	34	240	338	117	455	215	50	265
At Art Schools ...	75	..	75	75	..	75	..	..	..	..	..	..
At Law Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ...	285	24	309	220	15	235	184	2	186	86	..	86
At Engineering Schools	68	..	68	67	..	67	..	..	..	..	..	..
At Technical and Industrial Schools.	698	20	718	479	15	494	166	1	179	145	13	15
At Commercial Schools	252	31	283	103	14	116	..	..	..	..	..	..
At Agricultural Schools	186	..	186	162	..	162	3	..	3	3	..	3
At other Schools	..	..	..	..	..	..	..	..	..	..	..	..

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

Types of Institutions.	NUMBER OF INSTITUTIONS AND SCHOLARS.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I—RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ...	2	294	...	...	1	893	3	1,187
High Schools ...	12	2,324	13	3,820	46	11,422	71	17,566
Middle Schools ...	4	378	3,086	403,186	69	7,243	3,161	410,807
Primary Schools ...	5	251	4,280	238,355	605	31,451	4,890	270,037
Training Schools ...	3	293	...	...	1	63	3	361
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	217	5,047	24	607	241	5,654
Other Schools ...	3	320	...	...	...	...	0	320
Total ...	28	3,865	7,598	650,408	746	5,679	8,872	705,952
<i>For Females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	1	130	...	...	...	...	1	130
Middle Schools ...	1	148	19	2,110	11	1,536	31	3,794
Primary Schools ...	1	26	833	34,923	297	13,938	1,131	48,627
Training Schools ...	10	265	...	...	...	...	10	265
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...
Other Schools ...	1	17	...	...	...	...	1	17
Total ...	14	586	852	37,033	308	15,474	1,174	53,093
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	42	4,451	8,450	687,441	1,054	67,153	9,546	759,045
II—UNRECOGNISED INSTITUTIONS.								
For Males ...	...	...	...	...	...	...	3,259	68,862
For Females ...	...	...	...	...	...	...	2,767	53,029
Total ...	...	...	...	...	...	...	6,026	121,891
GRAND TOTAL FOR ALL INSTITUTIONS.	...	...	...	...	...	...	15,572	880,936

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NUMBER OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board Schools.	In Private Schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,48,425	123	49,546	1,98,094	24	...	49	73
2,92,890	62,410	4,40,058	7,99,358	163	200	589	952
45,52,314	12,61,790	7,38,978	65,53,077	13	14,408	397	14,818
21,91,674	5,88,772	77,676	28,58,122	4	7,801	940	8,745
50,948	...	8,309	64,257	15	...	2	17
5,086	801	132	6,019	...	53	13	66
1,00,298	...	987	1,01,285	18	...	...	18
73,51,635	19,17,896	13,10,681	1,05,80,212	237	22,462	1,990	24,689
...
47,972	22,121	9,982	80,075	12	...	...	12
42,624	13,614	33,481	89,719	4	76	81	161
3,32,848	1,12,257	30,103	4,75,208	1	1,130	460	1,591
38,454	...	...	38,454	53	...	...	53
...
...
178	...	...	178	1	...	...	1
4,82,076	1,47,992	73,566	6,83,634	71	1,206	541	1,818
78,13,711	20,65,888	13,84,247	1,12,63,846	308	23,668	2,531	26,507

Explanatory Notes :—

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

X-A.—SCHOLARS BY CLASSES AND

CLASS.	PRIMARY.				MIDDLE			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages—								
Below 5 ...	32	111	...	...	..	...	...	..
5 to 6 ...	60,799	3,906	42	...	...	...	...	...
6 to 7 ...	101,013	16,930	2,018	17	...	...	...	...
7 to 8 ..	82,523	36,655	10,397	606	23	3	...	...
8 to 9 ...	49,410	39,362	24,444	7,190	752	20	1	...
9 to 10 ..	26,211	29,121	32,295	30,165	4,743	696	28	...
10 to 11 ...	12,958	17,525	24,842	25,506	13,218	4,174	412	18
11 to 12 ...	6,006	8,671	14,058	20,759	15,704	10,267	2,451	347
12 to 13 ...	2,392	4,097	7,106	12,592	12,658	12,008	7,621	2,336
13 to 14 ...	1,326	1,920	3,966	7,106	8,628	9,515	8,711	6,216
14 to 15 ..	389	766	1,704	3,163	4,637	6,335	7,156	7,731
15 to 16 ..	181	36	659	1,294	2,232	3,291	4,479	6,189
16 to 17 ...	60	74	155	395	960	1,391	2,478	3,752
17 to 18 ..	40	52	66	100	306	560	1,160	2,156
18 to 19 ...	22	32	29	36	108	236	402	1,096
19 to 20 ..	4	1	11	16	26	87	157	446
Over 20 ...	2	1	...	2	5	28	39	119
Total ...	343,868	159,780	122,192	98,947	64,060	48,611	35,105	30,416

* Figures relating to the Lawrence Royal Military School, Sanawar and the intermediate classes**

XXVII

AGES (MALES.)

HIGH.		TOTAL.	INTERMEDIATE.		DEGREE.		POST-GRADUATE.			TOTAL.	GRAND TOTAL.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
...	...	143	...	...	...	...	...	...	...	...	143
...	...	64,747	...	...	...	...	...	...	...	...	64,747
...	..	1,19,978	...	...	...	...	...	...	...	...	1,19,978
...	..	1,30,207	...	...	...	...	...	...	...	...	1,30,207
...	..	1,21,209	...	...	...	...	...	...	...	...	1,21,209
..	...	1,13,259	...	...	...	...	...	...	...	...	1,13,259
1	...	98,654	...	...	...	...	...	...	...	...	98,654
9	1	78,473	...	...	...	...	...	...	...	...	78,473
345	5	61,621	3	6	...	...	...	...	...	9	61,630
1,527	88	49,013	12	32	...	...	...	...	...	41	49,057
,396	1,106	36,383	94	64	...	...	...	...	...	158	36,541
4,642	2,631	25,274	390	166	9	12	...	...	...	577	25,851
3,210	3,19	1,666	876	366	35	13	...	...	...	1,289	16,955
2,024	2,567	9,091	761	766	182	43	..	4	...	1,756	10,847
1,13	1,817	4,908	614	926	489	203	1	6	8	2,247	7,155
508	1,107	2,361	424	683	497	529	9	33	21	2,196	4,559
228	639	1,033	388	835	810	1,257	44	176	177	3,637	4,700
16,421	13,152	9,32,052	3,511	3,844	2,022	2,057	54	219	206	11,913	9,43,965*

attached to it are excluded.

CLASS.	PRIMARY.					MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
AGES—									
Below 5 ...	94	...	...	...	...	...	...	...
5 to 6 ...	15,321	169	4	...	...	...	...	...
6 to 7 ...	23,547	3,084	107	10	2	...	...	...
7 to 8 ...	17,996	5,004	1,664	176	1	...	...	...
8 to 9 ...	11,903	6,312	3,749	1,182	52	...	...	...
9 to 10 ...	7,847	4,350	4,358	2,261	868	46	...	1 1	
10 to 11 ...	4,561	3,318	3,911	3,023	1,465	314	42	...	
11 to 12 ...	2,513	2,202	2,720	3,070	2,315	546	209	20 20	
12 to 13 ...	1,415	1,075	1,807	2,344	2,424	952	505	113131	
13 to 14 ...	654	623	990	1,665	1,975	839	729	37676	
14 to 15 ...	237	305	452	735	1,260	511	611	56161	
15 to 16 ...	128	116	210	371	746	313	343	46868	
16 to 17 ...	60	138	110	129	328	187	204	29494	
17 to 18 ...	30	31	30	75	118	48	70	18484	
18 to 19 ...	15	8	37	39	52	33	57	11717	
19 to 20 ...	13	11	14	24	35	29	25	4141	
Over 20 ...	17	27	25	49	58	30	26	4242	
Total ...	86,351	26,772	20,188	15,153	11,699	3,848	2,421	2,23635	

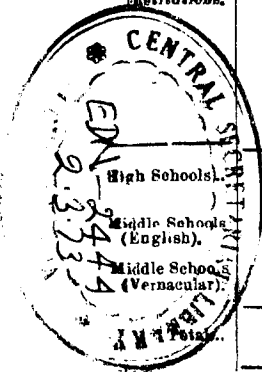
*Figures relating to the Lawrence-Royal d

CLASSES AND AGES (FEMALES).

HIGH.		Total.	INTER-MEDIATE.		DEGREE.			POST GRADUATE.		Total.	GRAND TOTAL.
IX.	Xs.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
...	...	94	...	...	...	...	...	...	...	...	94
...	...	15,494	...	...	...	...	...	...	...	...	15,494
...	...	26,750	...	...	...	...	...	...	...	...	26,750
...	...	24,841	...	...	...	...	...	...	...	...	24,841
...	...	23,193	...	...	...	...	...	...	...	...	23,193
...	...	19,731	...	...	...	...	...	...	...	...	19,731
...	...	16,634	...	...	...	...	...	...	...	...	16,634
2	...	13,597	...	...	...	...	...	...	...	...	13,597
12	...	10,665	.	...	...	...	...	...	...	...	10,665
58	6	7,915	...	...	...	...	...	...	...	...	7,915
110	20	4,802	3	...	...	...	...	...	...	3	4,805
231	62	2,988	17	4	...	..	.	...	...	21	3,009
140	127	1,717	35	12	1	..	...	...	...	48	1,765
114	82	782	45	23	7	1	...	...	...	76	858
81	71	510	51	30	21	5	1	...	...	108	618
25	42	259	20	15	19	15	..	1	...	70	329
47	59	380	21	38	26	43	...	11	5	144	524
820	469	1,70,357	192	122	74	64	1	12	5	470	1,70,327*

Military School, Sanawar, are excluded.

SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31ST MARCH, 1935.



Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools.	441	24,253	24,694	2,878	7,306	10,178	3,092	5,400	8,492	27,088	52,393	79,481	2,255	10,522	12,777	35,754	99,868	1,35,623*
Middle Schools (English).	427	1,352	1,779	12,869	7,144	19,713	2,707	2,625	5,332	7,402	6,834	14,236	361	3,396	3,777	23,486	21,351	44,837
Middle Schools (Vernacular).	103	12	115	3,13,444	84,047	3,97,491	1,179	554	1,733	1,024	481	1,505	..	119	119	815,750	85,213	4,00,963
Total	971	25,617	26,589	3,28,891	98,491	4,27,382	6,978	8,579	15,557	35,514	59,708	95,222	2,636	14,037	16,673	3,74,900	2,06,432	5,81,422

SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH, 1935.

High Schools...	4,941	2,962	7,903	..	..	..	..	..	..	2,189	1,157	3,546	168	82	250	7,408	4,201	11,609†
Middle Schools (English).	828	399	1,327	..	..	..	1,570	257	1,827	3,082	830	3,922	..	..	..	5,490	1,486	6,976
Middle Schools (Vernacular).	307	54	361	2,526	315	2,841	6,584	1,161	7,745	16,882	2,921	19,743	279	41	330	26,518	4,482	31,010
Total	6,076	3,415	9,491	2,526	315	2,841	8,164	1,418	9,582	22,303	4,908	27,211	447	123	570	39,506	10,179	49,685

* Figures regarding Lawrence Royal Military School, Sanawar, are excluded.

† Excludes 10 special students in the Queen Mary College, Lahore, and also figures of the Lawrence Royal Military School, Sanawar.

207 DPI-400-27-430-SGPP Lahore.