

REPORT
ON THE PROGRESS OF
EDUCATION
IN THE
PUNJAB

For the year 1920-21.



Lahore :

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**Report on the Progress of Education
in the Punjab for the year
1920-21.**

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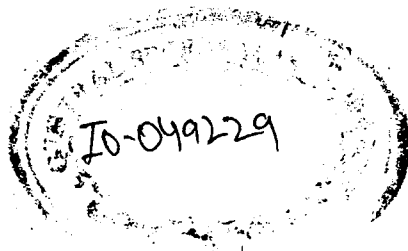
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NOTE.—Appendix B referred to in the body of the report is contained in the Review of the Inspectors' conference which has already been forwarded.

*Proceedings of the Punjab Government, Ministry of Education,
No. 13375-X, dated 29th October, 1921.*

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1921.

REMARKS.—An interesting feature of the period reviewed by this report, is that it was the time of transition from the old to the reformed *regimé*. The report itself is thus a description of the educational system of the province as it existed, when the new Councils came into being, and education, as a transferred subject, came under the control of a Minister, responsible to the Legislative Council of the Punjab.

2. During the year the work of the Education Department was not only to develop and expand the provision of education on lines previously determined, but to overhaul its machinery to meet new and changing conditions. A substantial measure of decentralisation has been introduced and means of effecting more economical working have been explored.

3. The extent of the educational problem in the Punjab may be gauged from the selections, here given, from the statistical returns of the year.

There were in all 7,559 public educational institutions attended by 500,837 scholars, representing an increase in the year of 377 institutions, and of 36,65 scholars. These figures include 1,136 institutions for girls and 61,840 girl pupils. If figures for private institutions be added the grand totals are 9,959 educational institutions and 556,989 pupils.

Expenditure also increased by about thirty-three per cent. In all Rs. 1,84,06,424 were spent on education. Of this total Government (Imperial and Provincial) revenues provided Rs. 85,01,614, and District and Municipal Boards Rs. 32,93,920. Fees produced Rs. 34,88,545—an increase of more than 3½ lakhs over the previous year.

4. As regards Collegiate education the Punjab University continued the development of the Honours Schools and proceeded to the appointment of three University Professors, all of whom entered on their duties during the year.

Further consideration was given by the University to the Report of the Calcutta University Commission, though no definite policy was evolved. Four Intermediate Colleges were opened during the year at Multan, Ludhiana, Rawalpindi and Ambala.

The decline in the number of students attending Arts Colleges has now persisted over a series of years. A probable explanation of this decrease is to be found in the fact that public opinion is now more in favour of technical and vocational training than before.

5 The Punjab Government, Ministry of Education, note with satisfaction, that the medical inspection of secondary schools, which had to be suspended during the war, has been re-started, also that beneficial results are to be expected from the improved system of physical training.

They look to the cordial support of the public in their measures to improve the health and physique of the rising generation. Unless this be forthcoming, but little success can be attained in this supremely important matter.

It is satisfactory also to note that agricultural and manual training schools are making steady progress. The public demand for the combination of vocational with general education may be considered a healthy sign. A note of warning however must be sounded in this connection. If the enthusiasm for vocational training results in the disappearance of a knowledge of history and geography from the pupils of Punjab schools, then vocational training will have been bought at a very high price, and a generation of an extremely restricted outlook will arise. This would be a most serious drawback in the circumstances that now exist, wherein some knowledge of general world conditions is rapidly becoming essential.

6. In primary education the progress made has been substantial, though uneven, so far as district boards are concerned. Much remains to be done in the improvement of buildings and of the qualifications of teachers. It is satisfactory to see that these problems are being vigorously handled by the department.

The introduction of the Compulsory Education Act of 1918, by Lahore and Amritsar, raises the number of municipalities in which compulsion is to be applied, to three. It is understood that other local authorities contemplate following this lead.

7. The training of teachers continues to expand; but the supply of qualified persons is not equal to the demand. Hence the opening of a new training college at Hoshiarpur was essential. Similarly the steps taken to increase the outturn of other training institutions were timely and justified on every ground of efficiency and economy.

8. Technical and professional education looms large in the public eye, and the assumption of the control of technical education by the department of industries will be watched with interest. The increased popularity of the medical profession and the rising standard of efficiency in engineering, as evinced by the remarks on the Government School of Engineering at Rasul, are of interest.

9. Education among girls shows steady progress in the primary stages, but in the higher its expansion is slower. This fact may be a hindrance to the future educational development of the province; as it is from the scholars of high schools and colleges that teachers are to be recruited.

10. The number of Europeans being educated in the Punjab remains practically stationary when allowance has been made for the exclusion of the figures relating to the Lawrence Royal Military School, Sanawar.

The munificence of Miss Warburton of Kasauli in founding a scholarship in memory of her father, the late John Paul Warburton, C.I.E., of the Indian Police, is worthy of imitation.

The European schools in the Punjab are capable of further improvement, especially in the matter of the provision of science teaching.

A noteworthy feature of the figures for the total expenditure on European education is the large proportion of the total cost which is derived from fees (33 per cent.) and from endowments and subscriptions (31 per cent.).

11. The Government notes with pleasure that expenditure in aid of the education of the children of men who served in the Indian army during the war has so greatly expanded.

It is hoped that the same publicity as was given to the scheme in the last year will be continued, till all who are entitled to its benefits have received them.

The progress of the scheme for instituting public libraries in small towns has been gratifying.

12. There has been a substantial increase in the number of Muhammadan scholars in institutions of all kinds, and they are now in a majority of about 9,000. The number of Sikhs and Hindus has also increased, in the former case by nearly 8,000 and in the latter by more than 11,000.

The increase, however, is uneven among the Muhammadans, *e.g.*, in Multan division, where they have increased in a much smaller ratio than either of the other two communities.

13. It is a matter of regret that the finances of the Aitchison Chiefs' College caused so much anxiety during the year.

14. The Director has referred to the retirement of his predecessor, Colonel W. T. Wright, M. A., from the service of Government.

Government desires to associate itself with the remarks made in the Report on the services rendered by Colonel, now the Reverend and Colonel Wright. In all the multifarious and onerous tasks that he undertook he showed zeal and enthusiasm. In his capacity and eagerness for work he set a good example to his colleagues and by his retirement Government has lost the services of a faithful, efficient and conscientious officer.

It is, however, fortunate for the province that the services of Mr. G. Anderson, C.I.E., I. E. S., have been secured to fill this office of ever increasing difficulty and importance. His wide and varied experience of university problems and of education in all its grades render him eminently fitted to grapple with the difficulties inherent in the transition from the old to the reformed *regimé* and in transition from the old ideals and methods of education to new aspects and schemes.

ORDER.—Ordered that the above remarks be printed and circulated with the Report; also that they be published in the *Punjab Government Gazette*, and be 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.

A. LATHEI,

Offg. Secretary to Government, Punjab,

Transferred Departments.

Report

ON THE PROGRESS OF

Education in the Punjab

For the year 1920-21.

CHAPTER I.

Introductory.

THE custom has arisen to preface each annual report by a summary of the important statistics and of the main activities during the year under review. The tables given below show an increase under every heading, institutions, pupils and expenditure. Public institutions of all kinds have increased by 377 to 7,559. The number of pupils in them is 500,837, with an increase of 36,565. Included in these figures are 1,136 institutions for girls with 61,840 pupils, the increase in the number of institutions being 22, and that in the number of scholars being 1,168. Private institutions, on the other hand, have decreased from 2,479 to 2,386, though the number of pupils in them has increased by 2,435 to a total of 56,152. The statistics for this type of institution, however, are less reliable than those for the former. The combined totals show 9,939 educational institutions with an increase of 278; and 556,989 pupils with an increase of 39,000.

2. Expenditure shows a total figure of Rs. 1,84,06,424, an increase of Rs. 42,12,472 (about 33 per cent.) over last year's totals. It is noteworthy that expenditure on scholarships rose from Rs. 4,16,226 to Rs. 4,73,571. Provincial and Imperial revenues contributed Rs. 85,01,614 as against Rs. 64,12,708 last year. District and municipal boards provided Rs. 32,93,920, an increase of Rs. 8,71,665 over 1919-20. Fees were Rs. 34,88,545 as against Rs. 31,19,445. Government made grants of Rs. 24,20,016 to district boards and of Rs. 2,38,401 to municipalities.

General Statistics for British Territory in the Punjab for the year 1920-21.

	NUMBER OF INSTITUTIONS.				NUMBER OF SCHOLARS.				EXPENDITURE.			
	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.
PUBLIC INSTITUTIONS.												
FOR MALES.									Rs.	Rs.	Rs.	Rs.
Arts Colleges (English ...)	15	11	4	...	4,166	4,481	...	315	8,85,071	7,32,466	1,52,605	...
Arts Colleges (Oriental ...)	1	1	...	...	100	5	15	...	36,330	31,053	5,277	...
Professional Colleges (Law College ...)	1	1	...	...	503	404	99	...	34,142	30,239	3,853	...
Professional Colleges (Medical ...)	1	1	...	...	377	342	35	...	2,43,142	1,67,885	75,257	...
Professional Colleges (Agricultural ...)	1	1	...	...	137	199	...	62	1,01,248	84,152	17,096	...
Professional Colleges (Commercial ...)	1	1	...	...	82	37	45	...	5,881	4,262	4,619	...
Professional Colleges (Veterinary ...)	1	1	...	...	219	218	1	...	1,41,049	1,34,527	7,522	...
Professional Colleges (Teaching ...)	4	3	1	...	360	301	59	...	1,72,315	1,31,052	41,263	...
High Schools ...	187	172	15	...	71,728	65,337	6,391	...	31,76,241	26,40,376	5,35,865	...
Middle Schools ...	789	663	126	...	117,651	99,533	18,118	...	21,66,560	16,33,311	5,33,249	...
Total Secondary Schools	976	835	141	...	189,379	164,870	24,509	...	53,42,801	42,73,697	10,69,114	...
Primary Schools ...	5,369	5,162	207	...	2,93,52	228,404	10,948	...	24,05,237	19,97,940	4,07,297	...
Total Schools for General Education.	6,345	5,997	348	...	428,731	393,274	35,457	...	77,48,038	62,71,627	14,76,411	...
Institutions for Special Instruction.	53	51	2	...	4,322	4,259	63	...	6,41,076	5,10,327	30,749	...
Total Institutions for General Education and for Special Instruction.	6,423	6,068	355	...	438,997	403,600	35,397	...	1,00,11,292	80,96,610	19,14,682	...

FOR FEMALES.

Arts Colleges ...	1	1	...	...	33	38	...	5	14,667	19,460	1,207	...
Professional Colleges ...	1	1	...	...	33	27	6	...	13,418	16,153	...	2,735
High Schools ...	18	20	...	2	2,621	3,315	...	694	2,86,124	3,12,086	...	25,962
Middle Schools ...	81	78	8	...	11,591	10,446	1,145	...	3,54,888	2,73,087	81,801	...
Total Secondary Schools ...	99	93	6	...	14,212	13,761	451	...	6,41,012	5,35,173	55,839	...
Primary Schools ...	1,017	1,001	16	...	46,534	45,355	679	...	5,79,795	4,90,939	88,856	...
Total Schools for General Education.	1,116	1,094	22	...	60,746	59,616	1,130	...	12,20,807	10,76,112	1,44,695	...
Institutions for Special Instruction	18	18	..	..	1,028	994	37	...	1,60,594	1,55,557	5,037	...
Total Institutions for General Education and for Special Instruction.	1,136	1,114	22	...	61,840	60,672	1,168	...	14,09,486	12,61,282	1,48,204	...
Total Public Institutions for males and females	7,559	7,182	378	...	500,837	464,272	36,535	...	1,14,20,778	93,57,922	20,62,856	...
PRIVATE INSTITUTIONS.												
For males ...	1,698	1,755	...	57	43,015	41,817	1,198	...	...	...	...	...
For females ...	632	724	...	42	13,137	11,00	1,237	...	...	...	...	...
Total males and females ...	2,330	2,479	...	99	56,152	53,717	2,435	...	...	...	...	...
Grand Total of Institutions, Public and Private.	9,939	9,661	278	...	556,989	517,989	39,000	...	...	...	...	...
Scholarships ...	...	...	...	...	...	...	...	...	4,73,571	4,16,226	57,345	...
Other Charges ...	...	...	...	...	...	...	...	...	65,12,075	44,19,804	20,92,271	...
GRAND TOTAL OF EXPENDITURE.	...	...	...	...	...	...	...	...	1,84,06,424	1,41,93,952	42,12,472	...

3. In accordance with the usual custom, a brief indication is given below of the events and developments of the year which are of salient importance :—

(a) *Primary Education.*

- (i) Lahore has followed Multan in applying the Punjab Primary Education Act of 1919. Other municipalities and district boards are contemplating the same action (paragraphs 88-89).
- (ii) District boards made satisfactory, though uneven, progress in carrying out their expansion programmes (paragraph 87).
- (iii) Primary school buildings are generally poor; and the proportion of trained teachers does not tend to increase (paragraphs 94 and 91).

(b) *Secondary Education.*

- (i) The re-introduction of medical inspection (paragraph 70).
- (ii) Greater activity is shown in improving buildings by private bodies than by local authorities (paragraph 80).
- (iii) Practical training in agriculture in middle schools is gaining ground (paragraph 79 (b)).
- (iv) Manual training centres are increasing in number (paragraph 79 (a)).
- (v) Clerical training is somewhat perfunctory (paragraph 65).
- (vi) History and geography threaten to disappear from high school classes (paragraph 65).
- (vii) The popularity of optional English in vernacular middle schools (paragraph 66).
- (viii) Improvement in physical training* (paragraph 74).

(c) *Collegiate Education.*

- (i) There is a continued decline in the number of students attending arts college; (paragraph 30).
- (ii) The appointment of three university professors (paragraph 36).
- (iii) The opening of four intermediate colleges (paragraph 30).

(d) Training and Inspection.

- (i) The number of persons under training continues to rise (paragraph 101).
- (ii) A new senior vernacular training college has been opened at Hoshiarpur (paragraph 118).
- (iii) The duties and functions of the inspecting officer have been revised (paragraph 103).

(e) Technical and Professional Education.

- (i) The Department of Industries has assumed control of the Mayo School of Arts (paragraph 135).
- (ii) The Government School of Engineering, Rasul, raised its standards, with gratifying results (paragraph 134).
- (iii) Industrial schools decline in popularity (paragraph 142).
- (iv) Expansion of medical education (paragraph 127).
- (v) Opening of a medical school at Amritsar (paragraph 130).

(f) Education of Girls.

Steady development is recorded, but in primary rather than in secondary education (paragraph 144).

(g) Education of Europeans.

- (i) The foundation of the Warburton scholarship (paragraph 182).
- (ii) Higher standard of qualifications required among teachers (paragraph 186).
- (iii) The teaching of science requires development and improvement (paragraph 173).

(h) General.

- (i) Revision of the subordinate and Punjab educational services (paragraphs 19 & 84).
- (ii) Proposals for a college for women in Lahore.
- (iii) The expenditure on scholarships for the children of Indian soldiers increased some four or five fold over that of 1919-20.

- (iv) Several municipalities have availed themselves of the Government grant to encourage the establishment of public libraries.
- (v) The general condition of education was discussed at length by a conference of inspecting officers (Appendix B).
- (vi) A conference of normal school headmasters was held (Appendix A).
- (vii) The creation of the appointments of inspector of vernacular education, of inspector of training institutions, and of registrar of examinations (paragraph 15).

4. In 1920-21, the main work was thus in the direction of an overhauling of the machinery which is required to meet new conditions and to provide for a rapid expansion of education in all its branches. In other words, a policy of decentralisation has been defined ; and it is already clear that an even greater measure will be demanded in the near future. The duties and functions of inspectors have been revised ; but further changes will be required to ensure an efficient but economical system of inspection. The relations between inspecting officers and local authorities have been reviewed in order to give to the latter a suitable measure of autonomy combined with an effective guarantee that public money is used to its best advantage. The pay and conditions of service of all engaged in educational work have been adapted to some extent to the sudden rise in prices and to post-war ways of life. The means of making a comparatively small amount of money go a further distance have been explored. Steps have been taken to re-model the head office whereby, while ensuring a reasonable extent of decentralisation, a provincial rather a merely divisional policy can be defined. In this important work, much of which must necessarily appear dull and lifeless in a report, Colonel Wright was the dominant figure ; and his long and varied experience has been of the utmost value.

5. The chief events of the year, however, have taken place outside rather than inside the department ; though it should not be inferred from this remark that the department has been in any way idle. First and foremost, the inception of the new political reforms is a landmark in the history of Punjab education. Generally speaking, education is a transferred subject, and therefore comes under the control of a Minister who is responsible to the Punjab Legislative Council ; while the latter body controls the finance, voting such grants for its development as it thinks to and can afford. Only a small part of the subject, that con-

cerned with the education of Europeans, is reserved, and is therefore under the control of a Member of His Excellency the Governor's Council. In this section too the Legislative Council is dominant, as this body votes the money to be given in each financial year. The first Minister for Education is the Hon'ble Mian Fazl-i-Husain, Khan Bahadur ; and the Member in charge of European education is the Hon'ble Sir John Maynard, K.C.I.E., C.S.I., I.C.S. This report deals, therefore, in the main, with the work of the old *regime*. The Minister took over charge at the beginning of the calendar year ; and the grants for the current year, though they were voted by the reformed Council, were, in accordance with the usual practice, prepared at the end of the previous year.

6. It may not perhaps be unfitting for the writer of this report, who is a new comer to the province and had but a few weeks' service under the old order, to say a few words on the position of education at the time when it became a transferred subject. During the last few years, mainly owing to the initiative and energy of Mr. Richey, late Director of Public Instruction, a bold scheme for the expansion and improvement of vernacular education in rural areas was formulated. By this means, for the first time, this important branch of education has been developed in accordance with a pre-arranged plan. It is clear both from certain passages in this report and, in particular, from what is said in Appendix B of this report, that the system itself is in need of modifications and indeed of revision, but it is difficult to calculate the benefits derived during the last few years by a well-ordered scheme of development. The scheme has also been liberally supported by government, grants to district boards for vernacular education having risen from Rs. 18,57,457 in 1919-20 to Rs. 24,00,415 during the year under review. Though the primary school buildings leave much, very much, to be desired, many of the high school buildings compare very favourably with those in other provinces. Again, the salaries of teachers, though often inadequate, are far in advance of what is reported from provinces elsewhere. The percentage of trained teachers is also considerably higher than in many other provinces, but it is clear that the provision of training facilities is scarcely such as to meet any sudden or violent strain. Efforts have also been made to relieve the monotony of a purely literary course and to provide facilities for more practical forms of training by the introduction of subjects such as agriculture, manual training, drawing and clerical training in the ordinary curriculum. The university is fortunate in having a number of colleges, each with its own traditions and with an individuality of its own, in close juxtaposition to a

common centre, thus rendering possible a closer co-operation than is practicable in many other university centres. Though, again, communal rivalry in its less pleasing aspects may produce unfortunate results, it cannot be doubted that the province owes much to the generosity of individuals and to the energy and interest which many people take in the promotion of education.

7. This report thus covers the period of transition from the old to the new form of government; and for that reason may be of more than usual interest. While an effort has been made to take stock of the position as it stood on January 1, 1921, there has been no attempt to hide or to gloss over the defects in the educational system. Special care has been taken, both in this report and in appendix B to this report, to give due prominence to its faults and deficiencies in order that, with the extension of the popular element in government, there may be a corresponding increase in the efforts to improve and to expand the system of education in the province.

8. The Minister for Education took an early opportunity of explaining to the Council what were to be the watch-words of his policy. "Government intends to pursue an educational policy which is national, economical and makes for efficiency." Much has been said on and about national education; much remains to be done to achieve that object in its widest and in its best sense, namely, the provision of an education most suited to the needs of the people and to the conditions in which they live. It is again the most difficult task in education to maintain a just balance between the claims of efficiency and economy; between the claims of quality and quantity; between the claims of rural and urban areas; and between the main branches of the educational system. Indifferent schools and indifferent teaching may well create a reaction against what all desire; and a disturbing feature of the present situation is that the increase in attendance by no means corresponds with the increase in expenditure and in the number of schools. Exaggerated attention to the requirements of the towns may result in an unhealthy congestion alongside of disheartening apathy. Indifference to the development of a well-ordered university system may weaken the supply of teaching strength for other grades of education. On the other hand, educational oases have but little value. A 'model' school tends to reduce its own standards rather than to raise the level of those around it. As the speed of a fleet is regulated by the slowest ship of that fleet, so are educational standards regulated, in the main, by those of the weaker institutions.

9. It is worthy of note that, even in its first session, practically every branch of education excited the keen interest of the Legislative Council. Many questions were asked on educational matters; and important debates took place. In particular, the Council showed a sincere anxiety to improve the lot of the teacher and to substitute a more practical form of training for the somewhat exaggerated literary instruction now in force. While subjecting some of the financial proposals to a stringent scrutiny, the Council showed from the outset of its career that it will be the reverse of niggardly in its provision of funds for education. Reference is made in the body of the report to what appears to have been the more important subjects of discussion by the Council.

10. Another important feature of the year was that the report of the Calcutta University Commission, which was published in the preceding year, was keenly discussed in several parts of the province, notably by the university. It is possible that the primary object of the Commission was to stimulate a study of educational principles rather than to formulate definite recommendations of development. A perusal of the report enables the reader to realise how difficult and complicated, but yet vital, is the subject of education. The main difficulty and complexity in devising a system of education is that its success depends chiefly upon conditions which are themselves remote from education, but are in turn capable of being influenced by it. Such conditions include the atmosphere of the home, the existence of poverty, the prevalence of disease, the limited prospects of employment, the ferment of new political and social ideals. A system of education, however well devised, cannot of itself remove poverty; but its bias may be in the direction of encouraging the educated classes to take a wider view of the opportunities which lie before the younger generation and of providing the children of the less fortunate classes with suitable forms of practical training. Again, in the political and religious spheres, education is always a force but not always a remedy. At times, it cannot but weaken, even destroy, old-time beliefs without providing a substitute; but it can become a remedy by training the students to examine problems with a sober and independent judgment.

11. The third feature of the year was the non-cooperation movement. A few institutions cut all connexion with the government and university system. Some others bowed before the storm, for a brief period, but soon resumed work with but little decrease in numbers. Many others, in particular the

professional colleges, were scarcely embarrassed at all. The reports received from educational authorities show that, in the long run, the attendance has suffered but little, and that it has often increased.

12. The chief importance of the movement is that it has brought into prominence certain facts and has directed attention to certain matters which need thought and discussion. In the first place, it has shown that parental authority has not been weakened to the extent that some thought to be the case. A circular letter was written last November advising educational authorities in times of difficulty always to consult the parents; and the appeal was rarely made in vain. A large proportion of those who left college also left their homes as well. Attention has therefore been directed to the unhealthy congestion of young and immature students in a large city such as Lahore. Recent figures show that there are some 4,602 students in Lahore and, apart from Delhi, Amritsar and the States, there are only some 882 students (including 137 at the Agricultural College, Lyallpur) in the rest of the province. A large proportion of the Lahore students must be intermediate students drawn from the mufassal. Such a policy can be neither wise nor economical.

13. Vocational training has also become the problem of the hour; but yet it is recorded in the report that the industrial schools, pure and simple, are fast declining in popularity. On the other hand, it is a pleasing antidote that agricultural training in middle schools, manual training, clerical classes in high schools and drawing receive good and increasing support. The inference would appear to be that the people of the province attach a vital importance to the necessity of a sound measure of general training and have little confidence in a school where little or no general training is given; but, at the same time, desire that the system of general training should be enriched by the provision of several forms of practical training. In other words, some happy mean must be found between a severely literary course on the one hand and a severely vocational course on the other. The main stream of education should not have as it undoubtedly now has, a decided and an unfair bias towards the literary side. Whatever happens, there should always be a sound core of general education for all; but the fruit around the core should vary to meet varying needs.

CHAPTER II

Controlling Agencies.

14. The department itself underwent many changes during the year. Col. W. T. Wright, M.A., who had held the post of

Director for one year, retired from service in November, 1920 ; and I succeeded him in that capacity. Col. Wright, now the Reverend and Colonel Wright, had a long record of faithful and efficient service. In his time he served in many posts : at Sanawar ; in the Central Model School, Lahore ; as registrar of the university ; as a divisional inspector ; and finally as head of the department. Col. Wright's service was marked by great zeal and conscientiousness in all the tasks that he undertook. It is pleasant to know that his work in India does not end with his retirement from government service as, after taking Holy Orders, he has begun work afresh as a chaplain.

15. The central organisation of the department was radically changed when sanction was received to the revision of the inspecting staff. The new organisation took effect from October, 1920, and is briefly described below. In the Director's office several new gazetted appointments were made, all being filled by the selection of officers already in the service of the department. The new appointments and the officers holding them, whether substantively or temporarily, are : (i) registrar of departmental examinations, Lala Hari Das, M.A., formerly inspector of schools ; (ii) inspector of training institutions, Lala Ram Chandra, M.A., and (iii) inspector of vernacular education, Syed Maqbul Shah, B.A., I.E.S., formerly inspector of schools, Multan division.

It is possible that the duties now distributed among these new officers may be revised and even expanded ; but there is no doubt that each has found sufficient work ready at hand. Lala Hari Das, besides supervising the large number of examinations conducted by the department, has been busy on a revised edition of the code. Lala Ram Chandra has not only increased the numbers at training institutions by a better utilisation of the existing staff and accommodation, but is now preparing a scheme for an economical and an extensive expansion of these institutions. Syed Maqbul Shah has been supervising the development and improvement of vernacular education ; and is checking statistics in regard to the large advance which is undoubtedly necessary. The assistance of these officers has also enabled the department to pay more attention to the several branches of educational work, to check waste, and to reduce delay in the conduct of its correspondence.

16. The revision did not end with the head office. In fact, its most important part was a revision of the inspecting machinery. Each district now has its own inspector, a member of the Punjab Educational Service, who is responsible for the general inspecting and controlling duties of his area. Under the district in-

spector are assistant district inspectors each in charge of a specified part of the district. The divisional inspector under the new scheme should be more free from routine work than before, and be able to devote more time to questions of policy and of expansion within his jurisdiction. He has been given a specialist divisional staff to assist him in the task of inspection in special subjects, but has lost the former staff of assistant inspectors.

17. Such in outline is the new scheme. An extensive change of this kind cannot be carried out in a moment of time; and special attention has had to be given to the delimitation of spheres of action and responsibility. Defects in the new system which, while it was on paper, could hardly be foreseen, have come to light in the first few months of its working. Some may be attributed to the creaking of new machinery that is not perfectly understood, but others are more serious. The divisional inspectors, for instance, have not in fact received the greater freedom from routine that is required for the consideration of larger questions. The methods of inspection require further consideration; and the new relations between the district inspecting staff and the headmasters have evoked considerable criticism.

The whole matter was examined in detail at the conference of inspecting officers held last April, and certain modifications were recommended. In particular, the scheme of specialist assistants did not meet with the approval of the conference which considered that, though these specialists did good work, they could not make up for the loss of the former assistant inspectors. Further details of the discussion and recommendations will be found in appendix B. Action is being proposed on the lines recommended by the conference.

18. No member of the Indian Educational Service retired during the year, and the number of retirements in the Punjab and Subordinate Services was very small. The cadre of the Indian Educational Service increased in numerical strength through promotions from the Punjab Educational Service. The officers so promoted were Mr. G. S. Chowla, M.A., Professor of Mathematics at Government College; Rai Sahib Sheo Ram, B.Sc., Professor of Botany at Government College; Sardar Sahib Sardar Bishen Singh, B.A., Inspector of Schools, Jullundur division; Sheikh Nur Ilahi, M.A., Inspector of Schools, Multan division; and Mirza Muhammad Said, M.A., Professor of Philosophy, Government College, Lahore. Messrs. D. Reynell, M.A., B.C.L., and A. C. C. Hervey, B.A., the former being Inspector of Schools, Rawalpindi division, and the latter Professor of History, Khalsa College, Amritsar, who

had held temporary appointments in the service were made permanent. There are now ten Indian members, and twenty-two European members, of the service.

19. The revision of the Punjab Educational Service mentioned in the last report took effect from April 1st, 1920. The strength of the cadre is now six posts in the selection grade (Rs. 650-800); and 63 posts on the ordinary time-scale (Rs. 250-25-500-25-600).

The number of special appointments remained unchanged. The revision of the women's educational service, though under consideration for a large part of the year, is still unsettled.

The subordinate educational service was revised; and the new terms came into force on October 1st, 1920. The service is graded. The general result of the revision may be summed up in the remark that each grade in the new scheme roughly corresponds in pay with that of the next higher grade in the old.

20. Mr. Watkins remained on deputation throughout the year. At the close of it he was Superintendent of Education for Delhi and Ajmer-Marwara. Mr Whitehouse also continued in the Fisheries Department, Madras, throughout this period. Mr. Dunicliff returned from the Munitions Board last March and resumed charge of his appointment as Professor of Chemistry, Government College. Bawa Kartar Singh, who had officiated for him, was shortly afterwards appointed to the Indian Educational Service and posted to Bihar. Mr. Wilsdon remained in the service of the Agricultural Department at Lyallpur.

Messrs. Hemmy, Wyatt, Sanderson, Heath and Hervey took leave during the year.

21. The work of the following officers is specially commended:—

District Inspectors of Schools—

1. Rai Sahib Lala Khashi Ram, M.A., Karnal.
2. Lala Bhagwan Das, M.A., Rohtak.
3. Lala Lachh nan Das, B.A., Kangra.
4. Lala Shiv Saran Das, B.A., Ludhiana.

5. Lala Devi Ditta Mal, B.A., Lahore.
6. Chaudhri Fateh-ud-din, B.A., Gujranwala.
7. Hafiz Ahmad Din, B.A., Attock.
8. Raja Ahmad Khan, B.A., Gujrat.
9. Lala Khazan Chand, B.A., Lyallpur.
10. Sheikh Allah Rakkha, B.A., B.T., Dera Ghazi Khan.

Assistant District Inspectors of Schools —

1. M. Ghulam Hussain, B.A., B.T., Rupar.
2. Lala Pitambar Lal, B.A., Rohtak.
3. Sodhi Jagat Singh, now on foreign service.
4. S. Asghar Ali, B.A., B.T., Hoshiarpur.
5. Bawa Barkat Singh, B.A., Amritsar.
6. Lala Vishnu Das, B.A., B.T., Gurdaspur.
7. Muhammad Nawaz Khan, Gurdaspur.
8. Mufti Ahmad Said, B.A., Mianwali.
9. Lala Ram Lal Kunwar, B.A., B.T., Rawalpindi (assistant to divisional inspector).
10. M. Ata-ullah, B.A., Jhang.
11. Sheikh Fazl Ila hi, B.A., B.T., Multan.
12. Lala Sundar Lal, B.A., Lyallpur.
13. Pandit Murli Dhar, B.A., B.T., Lyallpur.

Other officers also were mentioned by the divisional inspectors, all of whom comment on the good work of their staffs.

22. The inspecting staff found the same difficulty as in the last two years that there were not enough men to keep pace with the growth of schools. The figures given by the divisional inspectors show that most officers toured extensively, and distinctly in excess of the minimum, but that even then there were vernacular primary schools which could not be visited at all, much less twice a year. There is some comment on the difficulties caused by inadequate travelling, tentage and horse allowances. One inspector says that it is hardly fair to expect a man on a low salary to keep a horse for his work and then only to pay him for half of its upkeep. These matters, however, have received attention and some *interim* orders have been passed pending a permanent arrangement.

23. Miss L. M. Stratford, M.B.E., held the office of Chief Inspectress throughout the year. Mrs. Ingram returned from leave and resumed charge of the Jullundur division. Three assistant inspectresses were appointed; Miss M. Dutton, posted as assistant to the Chief Inspectress Lahore; Mrs. Ponsouby, B.A., B.T., to Rawalpindi; and Miss Uppal to Jullundur. Inspectresses:-

24. The educational activities of these bodies are described in detail in the chapters on primary, secondary and girls' education. Their expenditure from their own resources was Rs. 23,62,663 as compared with Rs. 17,28,145 in the previous year. Expenditure from provincial revenues was Rs. 22,47,242 (+ Rs. 5,43,674). District Boards.

25. The working of the new grant-in-aid system still needs improvement. Great attention is being given to this question; and, since the close of the year, an instalment of the grant for 1921-22 has been paid, the balance calculated on the actual expenditure of the year under review being payable at a later date in the year. The object of this innovation is to secure at least a certain minimum of activity on the part of the boards which, because of the early payment of a substantial sum, are now able to arrange for their work with some degree of certainty. For a fuller discussion of the grant-in-aid system a reference is invited to appendix B.

26. On the whole, district boards have made substantial progress in their expenditure on education. In the Lahore division the expenditure has increased by nearly one-third during the last year. Some boards have finished their programmes of expansion up-to-date and, in one case at any rate, the whole five-year scheme has been completed. If revenues could be made to expand in keeping with the educational programme, there is no doubt that much more could be achieved. There is, however, great aversion from any increase in local taxation; and even where a *hasiyat* tax, for instance, has been imposed, it has either not been realised or the collections are insufficient for local needs.

27. The pay of teachers has been widely improved, but it is still insufficient in places, notably in the Rawalpindi division, to attract a reasonably good type of recruit. Buildings constitute a most serious problem. While a certain amount of improvement is noticeable in the quality of high school buildings, middle schools, and particularly primary schools, need enormous development. The expense of building and the general financial strain have much to do with this situation. But the chapters on secondary and primary education show that

local boards need to pay more attention not only to school buildings, but also to the necessity for an economical style of building. The needs of the many are of far greater importance than the convenience of the few.

**Municipal-
ities.**

28. The expenditure of municipal boards from their own resources was Rs. 9,31,257, an increase of Rs. 2,37,147 over last year's figures. Progress is astonishingly variable, but it is satisfactory that very few boards show absolute stagnation. In Ambala the outlook is stated to be not very hopeful, but Karnal is progressive and Hissar contemplates compulsory education. In Jullundur division the Ludhiana municipality alone is preparing the way for free compulsory education. Others (Kartarpur and Nakodar) are unable to maintain satisfactory relations with their teachers and are reaping the natural result. No municipal committee has spent an anna on the improvement of school buildings during the year. In the Lahore division, the city of Lahore is introducing the Compulsory Education Act. Twenty-nine new primary schools have been opened, 21 at Lahore, seven at Amritsar, and Chuhar Kana Mandi in Sheikhpura district opening the last. In Rawalpindi, there is a proposal for the establishment of compulsory education in Rawalpindi itself, but this is rather discounted by the fact that this municipality has decreased its already small expenditure on education. There is, however, a great development in building activity. The sum spent by the municipalities of the division was double the amount budgetted and more than five times the actual amount spent last year. In Multan division Montgomery spent only 5 per cent. of its net income on education, though it spent Rs. 3,15½ on new buildings. On the whole, very little money was devoted to buildings; and salaries need considerable improvement. The inspector comments on the wastefulness of the anglo-vernacular schools maintained by certain bodies and thinks that the sooner they devote their funds to vernacular education the better for its efficiency and expansion.

**Private Agen-
cies.**

29. Private agencies appear to be distinctly more active than public bodies. Special attention is devoted to anglo-vernacular education. The record of each division shows that building programmes have been developed and many improvements made. In kohtak a new and flourishing Jat Heroes' Memorial High School was started when the Jat High School was "nationalised." In the Jullundur division the Arya Samaj led the way. In Rawalpindi the Sikhs are most active but, commendable as are the activities of the Sikhs and Hindus, their results are not quite satisfactory to the needs of the bulk

of the population which is Muhammadan. Islamia secondary schools are few in number, but there is more activity in connexion with primary schools. In the Multan division there is considerable activity ; but it is much to be regretted that, through strain on its financial resources, the Church Missionary Society found it necessary to close its fine boys' high school at Multan, which for long had served as a model institution.

CHAPTER III.

Collegiate Education.

30. The number of colleges for men increased from 11 to 145. During the year four intermediate colleges were opened, Government being responsible for two and private agencies for the remainder. The Government institutions are the Multan and the Ludhiana Colleges, the others being the Benarsi Das Peace Memorial College at Ambala, founded by the munificence of Rai Bahadur Lala Benarsi Das, and the Dayanand Anglo-Vedic College at Rawalpindi. In spite of there being more colleges than ever before the number of students showed a considerable decrease. There were 4,299 on the rolls of all colleges, including the Oriental and Kinnaird Colleges. Last year the number was 4,604, and in 1918 there were 4,621 students. Government institutions and the Oriental College show small respective increases of 74 and 15, but the aided and unaided colleges have lost very heavily in numbers, though there is nothing to show any decrease in the average quality. It is not easy to suggest the real causes. At first sight, non-cooperation might appear to account for the decline, but nearly every principal is at pains to deny this. Such remarks as few students left the college on this account are common. Another possible reason is that vocational training is gaining in popularity at the expense of the ordinary university education, and that the young man of the present day turns more than before to a business than to a professional career. A third cause may be economic. In the first place, the expense of university training has risen, thus making it more difficult for the student of only average means to think of this as a preparation for his career. Secondly, there is a keen demand for labour of all kinds ; and the knowledge that an immediate living wage is available even for a boy who fails in the matriculation examination, may tempt many to accept a small present certainty instead of a larger future possibility.

31. The year has been fully occupied. The Senate met five, and the Syndicate sixteen, times in 1920. The Faculties

The Punjab
University.

held 27 meetings. 13,981 candidates were examined in 1920 as against 13,474 in 1919. Of these, 1,469 were candidates for the B.A., and 106 for the B.Sc. degrees.

32. The university library added 1,249 books to its stock at a cost of Rs. 8,654. A training class for librarians was begun in 1919 and continued until the end of April, 1920. The regulations received further attention ; and minor improvements were made in various sections. The alteration of the scale of fees was mentioned in last year's report.

33. An oriental publication fund was instituted during the year, a grant of Rs. 5,000 being made for 1920-21. The committee of management has been allowed to plan its programme on the assumption that an annual grant of Rs. 5,000 will be forthcoming for the next three years.

34. The observatory was practically finished last February. Various important building schemes were advanced, notably those for chemical and zoological laboratories and for the Oriental College.

35. The honours schools were at work throughout the year and the scheme for higher teaching has been further developed. Mr. Woolner, formerly Registrar, was made Dean of University Instruction "to co-ordinate the work and aims of the different honours schools, to advise the Vice-Chancellor and the Syndicate in regard to the said schools and to develop in general the teaching functions of the university with the co-operation of the colleges." Consequent to this appointment the university office was reorganised and the work of the registrar was divided between a registrar and a joint registrar. The former assistant registrar, Rai Bahadur P. N. Dutt, was appointed registrar and Mr. Ishar Das became joint registrar.

36. Part of the scheme for university teaching was the appointment of university professors. In the year under review three such professors were selected and took up their duties. Mr. C. V. H. Rao was selected university professor of mathematics and chairman of the board of control. Dr. C. L. Boulenger was made university professor of zoology and professor-in-chief in the honours school of zoology. Dr. Boulenger, however, resigned his post in the early part of the current year. The university professorship of economics was filled by Mr. W. H. Myles.

37. A considerable amount of time was spent on the examination of the recommendations of the Calcutta University Commission. The issues are, however, too complicated and too controversial to find a place in a summary such as the presented

38. Substantial research work in botany, chemistry zoology, literature and oriental languages, was carried out by members of the university or of its affiliated colleges. In this connection mention should be made of the special lectures on various branches of physics delivered by Professor C. V. Raman of Calcutta University and on Urdu literature by the Hon'ble Mr. Justice Abdul Qadir.

39. The finances of the university cause some little anxiety. The budget showed a deficit of Rs. 38,000 and a further investigation during the year raised this figure to some Rs. 65,000. The budget for the current year seems to indicate a still less satisfactory state of affairs. If the number of university students continues further to decline a serious situation will have to be faced.

40. Mr. Hemmy went on leave in January, 1921, and Mr. Garrett was appointed to officiate as principal. Mr. Watkins, whose services were placed at the disposal of the Government of India in 1919, remained away throughout the year. Mr. Dunncliff, professor of chemistry, who had been on deputation to the Munitions Board, returned last March and relieved Bawa Kartar Singh. The latter shortly afterwards was appointed to the Indian Educational Service and posted to Bihar. Three members of the staff—Messrs. G. S. Chowla, Shiv Ram Kashyap and Mirza Muhammad Said—were promoted to the Indian Educational Service. An addition to the staff on the arts side was made by the creation of the post of lecturer in English and philosophy in the Punjab Educational Service. Mr. Barkat-ullah, M.A., is the present incumbent. The revision of the Punjab Educational Service which came into force as from 1st April, 1920, brought substantial increases of emoluments to most members of the staff.

Government
College.

41. The number of students at the end of the year was 583 as against 575 in March, 1920. Three hundred and seven students have taken science. 284 candidates were presented for the various university examinations, 210 of whom were successful. The percentage of successes (74) is the highest ever secured. Ten out of a possible total of 18 university distinctions were won by members of the college. Mention may be made of the success of Ratan Chand Khanna, who passed the M. A. examination in economics in the first division, gaining a record number of marks; also of Muhammad Rahmat-ullah who won the McLeod gold medal for heading the list of candidates in the M. A. examination in Arabic. The same student carried off three other medals.

42. The new hostel was completed and is to be occupied in the current year. It will accommodate about 170 students. Other minor improvements in buildings were carried out. The library added 540 books to its shelves and now contains 10,900 volumes. A section of modern English fiction and *belles lettres* is being developed. The Stephenson vernacular library, established by means of a Government grant of Rs. 5,000 and of numerous donations from private benefactors, has now reached a total of 3,500 volumes. It is extremely popular and is more used than the main library.

43. The health of students in the hostel was very good. 298 students were in residence. The common rooms continued to be popular.

44. In the science department two innovations were made. A party of advanced botany students, assisted by a grant from the university publicity union and under the guidance of Professors Shiv Ram Kashyap and Bir Bal Sahni, went on a scientific excursion to the outer Himalayas. Professor Matthai held a marine biology class for advanced students at Karachi in the Christmas holidays.

45. Research has been carried on in the chemistry, zoology and botany branches. On the arts side a department of phonetics and comparative philology has been started by Professor Firth. College societies have had a prosperous year and are in a satisfactory condition. Popular lectures have been given and greatly appreciated. Games have been well maintained and physical training has received attention.

**Multan and
Ludhiana
Colleges.**

46. The intermediate colleges at Ludhiana and Multan were opened in May, 1920, Mr. H. Y. Langhorne, I.E.S., being appointed principal of the former, and Mr. F. R. Tomlinson, I.E.S., of the latter college. Both colleges are in temporary buildings at present, Multan occupying the new normal school and Ludhiana the depôt buildings vacated by the Military Department. The total number on the rolls at the end of the year was 30 at Ludhiana and 36 at Multan. During the current year the numbers have increased considerably. Both colleges have begun creditably. Libraries have been started; and considerable expenditure has been incurred on furniture and equipment. Discipline was satisfactory; and health was well maintained. Proposals have been under consideration to transform both these institutions into full four-year intermediate colleges. The main objects of this new type of institution are to provide suitable education up to the intermediate standard nearer to the boys' homes than in Lahore and therefore more in

contact with parental authority and influence ; to combine school with lecture methods of instruction ; and, while endeavouring to provide a sound general education, to give a distinct bias towards vocational and professional forms of training.

47. The Islamia College, Lahore, showed a strength of 400 ^{Other colleges,} students at the end of the year—a decrease of 70 on the year. Mr. Martin left the college in December last on his appointment as principal of the Islamia College, Peshawar. He was succeeded by Mr. Leitch Wilson, formerly of the Meerut College. In examinations the college stood fourth in order of merit among 16 colleges of the Punjab University. Some additions have been made to the buildings ; and the question of starting a provident fund for the staff is under consideration. This college had a stormy year, but it is satisfactory to note that it appears to have weathered the gale.

48. The Forman Christian College, Lahore, completed the 35th year of its existence. It added considerably to its property, thus obtaining room for expansion. Salaries were readjusted to meet the change in economic conditions. The amount spent on the purchase of new property was Rs. 2,38,509, of which Rs. 2,15,000 came from America and from the mission. The revenue account of the college shows that the expenditure amounting to Rs. 1,47,972 exceeded the income by Rs. 12,606. The number of students on the rolls declined from 768 to 719. The non-cooperation movement caused some anxiety, but only ten or eleven students left as a direct consequence thereof. In the various hostels 379 students were in residence, and a new hostel has been started on the new property. It is to be called the Velté Hostel, in honour of Dr. H. C. Velté who for twenty years was Professor of English in the College.

49. The Murray College, Sialkot, closed its session with 179 students. Ten undergraduates left through the influence of non-cooperation ; but the principal says that “ it was largely the sanity of a few students themselves that saved the situation.” The pay and prospects of the staff have received improvement. A first-aid class has been started ; and other activities of corporate life are well maintained. The principal considers that cricket is too expensive a game for a small college, and offers too few opportunities for those students who are not up to the first eleven standard.

50. The Gordon College, Rawalpindi, lost five students through non-cooperation, and closed the year with 137 on its rolls, a decline of thirteen. Its examination results in the intermediate science examination were poor, in others of average

quality. It is expected that the extension contemplated since 1919 will be taken in hand in the current year

51. The Khalsa College, Amritsar, reports a year of excitement rather than of educational progress. The constitution of the college has been placed on autonomous lines ; and the principal hopes that the strain of 1920-21 will not continue and that the college will be allowed to keep the even tenour of its way. Mr. Wathen was on leave in the summer of 1920 and Mr. Armstrong officiated as principal. The numbers on the rolls were 489 (including the J. A. V. class). There were 322 Sikhs in the college ; and 268 students were in residence. Academic successes were up to the average. The principal writes that "the pressure on science continues." At one time there were 59 students in the B. Sc. classes. The college maintained its high standard of athletic attainment and prowess. The health was good, great attention being given to this question throughout the institution. Hostel arrangements worked smoothly, but "messing bills are not punctually paid, the lights are tampered with, current is wasted, thieves are not caught, the junior common rooms provide games and concerts and public meetings, but a debate or an academic discussion hardly ever takes place." On the other hand, the City Students' Association works well. The co-operative society is firmly established. The dairy does a large business, and the cloth depôt flourishes. The library added 983 books during the year. It now contains 7,879 volumes as against 4,500 five years ago. The main building was completed ; and the *Dharmshala* received considerable extension owing to the bequest of a good friend of the college, Rai Bahadur Boota Singh. The college farm was laid out during the year and already pays its way. It is much appreciated.

52. By far the most important feature of the year was the growing demand that the college should be transformed into a university of the unitary and teaching type. No definite scheme has been proposed, but many articles and letters have appeared in the press, which indicate that such a proposal would be appreciated by the Sikh community. The Guru Nanak club has dispensed Rs. 3,091 in scholarships to students and Rs. 110 in the shape of spectacles. A friend of the college gave Rs. 192 for the latter most worthy object. The principal concludes by saying that "on looking forward to the future there is much to expect."

53. The D. A.-V. College, Lahore, ended the year with a decrease of 47 students. Of its 825 men 306 were in the first year class and only three in the M. A. The decline is attributed

to the establishment of new colleges outside Lahore. This hardly seems correct as the new colleges could only compete in the first year classes ; and the report shows that the D. A.-V. College had 306 students in this class as against 236 in 1919-20. Examination results were good. The percentage of successes was considerably above the university average. The Lal Chand Library now contains 1,300 manuscripts. The main library continues to expand and the reading room is well used. Games and other college activities were well maintained. Various additional buildings of a minor, but important, nature are contemplated.

54. The D. A.-V. College, Jullundur, completed its new building and entered into occupation of it just after the end of the year. The college remained open throughout the period of excitement caused by non-cooperation. It passed 26 out of 30 students in the intermediate examination of 1920.

55. The D. A.-V. College, Ralwalpindi, began operations in May, 1920, with an enrolment of 19 first-year students. It has spent Rs. 70,000 on the purchase of a site.

56. The Dyal Singh College, Lahore, lost 167 students. Its strength at the close of the year was 407. No explanation of the decline is offered. Its examination results were good. The percentage of success in the B A. examination was 75, the highest in the province. Non-cooperation was responsible for the departure of only sixteen students, the college committee taking a firm stand in the matter. Salaries have been improved. The library now contains 6,669 volumes, and college life generally is healthy.

57. The Sanatan Dharam College declined in strength from 228 to 190. Rs. 3,000 were spent on additions to the library. Games received more attention during the year. One member of the college, Kundan Lal Jhingan, broke the university mile record.

58. The Guru Nanak Khalsa College, Gujranwala, had 76 students on its rolls at the end of the year.

59. The Benarsi Das Peace Memorial College, Ambala, was founded in May, 1920, by Rai Bahadur Lala Benarsi Das. It ended the year with 30 students. Had it been able to offer instruction in science its numbers would have been larger. It has a spacious quadrangular building, erected at a cost of $1\frac{1}{4}$ lakhs. Its library already contains 1,000 books. An infant institution might have been expected to suffer heavily from the visitation

of the spirit of non-cooperation, but only two students left the college on this account.

60. The Oriental College increased from 85 to 100. In this number were included 57 Hindus and 38 Muhammadans. The list of works published by the college staff shows that scholarly activity has been maintained.

CHAPTER IV.

Secondary Education (Boys).

Numbers.

61. The increase in the number of recognised secondary schools for boys continues, but naturally at a slower rate than last year when the new classification of primary and middle schools was first introduced. At the same time, it is to be noted that the increase is mainly in the same class of school, the vernacular middle. The detailed figures are of some interest. Secondary schools of all kinds rose from 828 to 969, an increase of 17 per cent. The number of pupils increased from 163,899 to 188,529, or by 15 per cent. This is not quite proportionate with the increase in the number of schools. One of two inferences can be drawn from this—either, the new schools have not quite the same seating capacity as the older, or schools are now not so full as before. If the latter be correct it would follow that the expansion of building programmes is temporarily greater than the increase in the demand for secondary education.

62. Vernacular middle schools were 615 in number as against 491 in 1919-20; and the pupils reading in such schools were 80,978 as compared with 63,104. Anglo-vernacular middle schools increased from 170 to 171, the number of pupils rising from 36,330 to 36,474. This type of schools was thus practically stationary. High schools rose from 167 to 183 in number, and their pupils increased from 64,465 to 71,077. These schools continue to increase in number and in pupils at nearly the same rate as before. The agriculturist classes appear to be showing a steadily increasing interest in education. In the Ambala division pupils from these classes form nearly half of the total increase for the year, while in Rawalpindi they are responsible for two-thirds of the growth.

Expenditure

63. There is again a 25 per cent. increase to record. Expenditure from all sources was Rs. 51,69,078 as against Rs. 40,91,882 last year. Receipts from fees increased from Rs. 16,76,518 to Rs. 19,71,766, or by about 12 per cent. The income from subscriptions and other private sources went up from

Rs. 3,22,836 to Rs. 4,99,538, or by more than 50 per cent. Local funds provided Rs. 5,68,224 as against Rs. 3,59,542, nearly 60 per cent. more than last year. Provincial revenues assisted to the extent of Rs. 16,41,575 as against Rs. 12,19,819, an increase of about 35 per cent. Municipal funds brought up the rear with an actual decrease of Rs. 905. The average cost of educating each pupil was Rs. 27 as. 6, taking all classes of school into consideration. The average fee paid was less than Rs. 10 or approximately 36 per cent. of the cost of this education. Next year there is no doubt that the report will show another substantial increase of expenditure from provincial revenues as eleven high schools have been provincialised. The reasons for these very large increases are to be found not merely in the expansion of secondary education but also in the running expenses. Salaries have been raised; equipment costs more; and building prices are more than ever before. It is to be hoped that 1920 marked the crest of the wave in rising prices, but this is doubtful. At any rate if prices are to advance much further educational expansion will prove extremely difficult to finance.

64. The number of teachers in secondary schools for Indians increased from 7,659 to 9,120. There were 6,074 who were trained or certificated, and 999 who possessed a university degree. Untrained teachers were 3,046. The proportion of trained teachers thus shows no increase over last year, when out of 7,659 there were 5,177 with professional qualifications. The fact that of every three men engaged in teaching one is untrained, shows that there is still a wide field for the expansion of training colleges and classes. The number of boys to each teacher was 20.6. This is more favourable than last year's figure of 21.5. Teachers of special subjects are in great demand as are senior vernacular men, of whom there is not a sufficient supply. The question of the expansion of facilities for training is examined in the chapter on the training of teachers (VI) and needs no further treatment here.

Teachers.

65. Last year's report discussed at some length the recent changes in the curriculum. This year it is possible to express some opinion on these revisions, their working and popularity. The Ambala inspector reports that while a fair number of commercial (they might more appropriately be called clerical) classes has been started, the best boys will not join them nor are the masters sufficiently qualified. The idea of commercial training centres is unpopular. The Lahore inspector considers that commercial subjects are most artificially taught. History and geography are rapidly fading away from high schools.

Curriculum.

In the IXth classes only 808 boys out of 2,801 are learning geography; and history is in an almost equally unenviable position. The same complaint is made by Mr. Reynell who adds: "Where they (*i.e.*, history and geography) are taught they generally consist far too much of memory work." Mr. Nur Ilahi states that in the Multan division geography is being discarded wholesale in favour of easier alternatives; and history is "one of the most unsatisfactorily taught subjects of the whole curriculum." Persian seems to be gaining ground at the expense of Arabic and Sanskrit. The vernaculars are showing some improvement, though the teaching given is still hampered by want of professional vernacular literature.

66. A new problem has forced itself to the front and demands serious attention. Two years ago vernacular middle schools were allowed to open optional classes in English at enhanced fees to cover the cost of instruction. But capital expenditure for this object imposes a heavy financial burden on local authorities. This has opened the flood gates to a movement which, if it spreads much more, may have important, possibly grave, results. These 'optional English' classes are remarkably popular. Ambala reports that requests for their introduction are becoming frequent. In Jullundur the optional English classes dislocate the timetable; and other classes in some cases are so cramped that work is impossible. Mr. Tydeman thinks that the establishment of optional English is of doubtful utility. Mr. Nur Ilahi considers the tendency 'alarmingly general' and disastrous to the country side in general and to the poorer classes in particular. The conference of inspecting officers considered that the whole question should be examined in the near future. It is the intention to refer the whole problem to a committee of officials and non-officials.

Instruction.

67. All divisions report that on the whole there has been no deterioration in general efficiency, and that in some respects there is an improvement. At the same time, each divisional inspector makes some adverse comments. Mr. Atma Ram considers that, in spite of constant advice, teachers suffer from a want of private study. Sardar Bishen Singh comments on overwork, both in government and in private schools. He further says: "The real value of skeleton notes of lessons, regular schemes of class work and daily lessons in a progressive series is not realised." Mr. Tydeman was struck by "a somewhat monotonous uniformity in method and practice and by a general absence of initiative and originality." He comments also on defective organisation, and considers that class work is sometimes most perfunctory and handwriting poor. Mr. Reynell

writes in much the same strain : " Teaching is too mechanical and handwriting is bad." The latter he considers to be due to the fact that no teacher, so far as he knows, begins the writing lessons with an explanation of the correct way to sit and to hold the hand and pen. Each teacher thinks of little or nothing but the immediate result in his own class. " What may happen to the boys afterwards is of no importance, provided that they prove 'satisfactory securers' (a phrase seriously used by a high school headmaster) in the current year." For this, however, he blames the system rather than the man. Mr. Nur Ilahi comments on the dullness and inspidity of the work of the teacher who lacks a personal interest in his work and carries it out solely for the sake of the pay which it affords him. He considers that the comparative failure of the "direct methods" of teaching English is due to the teacher's own inferior command of the language, to his lack of keenness and to the desultory methods of working. He says : " I have not heard a respectable conversation lesson in any of our schools. " He advocates the entrusting of English teaching to graduate teachers.

68. A perusal of these and other criticisms made by the inspectors points to one or two main inferences. In the first place, it appears clear that the teacher soon loses his keenness, forgets his professional training if he has had any and settles down into a narrow groove, content to slide through the term without troubling much as to his own or his pupils' mental future. Further, there is a lack of interest in the human side of his work, a defect which the reports of hostels also bring to view. These deficiencies, at any rate in part, can be removed by keen supervision and advice by the headmaster whose experience and example should be available to help and encourage his younger assistants. A scholarly and sympathetic headmaster is the keystone of the whole school arch, and it would follow that selections for such posts should be made from teachers who are sympathetic in their attitude, zealous in their work, steady readers, and alive to the importance of their profession.

69. In the Ambala division high school hostels are Hostels. generally well built and equipped. This cannot be said of the hostels attached to middle schools, many of which are bad and overcrowded. The inspector comments on the unsuitability of many hostel superintendents for their work. Lack of interest in the boys is the chief defect. In the Jullundur division the quality of the hostels varied from "satisfactory in every way" to the reverse. The inspector points out that the value of

personality in the superintendent was evinced in the stormy period of last year. "Weak superintendents could not control the boys who got out of hand." The Rawalpindi inspector states that the hostel buildings are generally worse than those provided for the accommodation of classes, though there are notable exceptions. Their equipment is defective; and there is a notable absence of sanitary arrangements. The Multan division has made progress, chiefly in numbers. The nature of the accommodation, particularly in connexion with vernacular middle schools, is unsatisfactory. The inspector considers that better work, less animosity and competition for the post for the sake of its pecuniary reward, would result from the appointment of whole-time superintendents in place of giving allowances for this work to teachers, whose regular work suffers if they give adequate attention to their hostel duties and *vice versa*.

Medical In-
pection.

70. The medical reports received show that the practice of medical inspection has been revived none too soon. All inspectors comment on the value of this inspection, particularly in cases where the medical inspector advises on sanitation and diet. It is to be noted, however, that the inspection involves constant work on the part of parents and of the school staff if physical and other defects are to be remedially treated. In remote parts where medical attendance and medicines are difficult to obtain, it is open to question whether the medical inspector should not prescribe on the spot for the diseases that he observes. There would thus be some chance of a boy obtaining the necessary cure, a chance which is infinitesimal if he has to undertake a day's journey for the purpose.

71. The following notes on the prevalence of defects may be of interest. The illustrations are drawn chiefly from the Lahore and Rawalpindi divisions. Wazirabad, Pathankot, and Dhariwal had boys of poor physique; and enlarged spleens were common. Lahore city showed 55 per cent. of its children as diseased; Sialkot showed 48 per cent.; and country schools 30 per cent. Eye trouble of one sort or another is the most frequent complaint. Next appears disease of the dental system. Tuberculosis, on the other hand, comes at the other end of the scale, possibly owing to the imperfect means of diagnosis. It is regrettable that many of the complaints are due to the prevalence of habits which, while treated in all their seriousness in a medical report, cannot be examined in a summary for general reading.

72. In Rawalpindi the state of affairs is equally unsatisfactory. "I have not," says the medical inspector, "seen a single teacher during my tour who ever came forward to point out any student noticed by him as suffering from any defect or ailment." "Generally speaking, the constitutions of the students were found to be below normal, with short stature, narrow chests and flabby muscles." From a quarter to a half were found to be suffering from various defects, of which the chief were granular eyelids, defective vision and enlarged tonsils. Granular eyelids were particularly common in the Bhakkar and Isa Khel Tahsils of Mianwali, and round Khushab. The Multan inspector considers that the medical inspection is still too perfunctory and advocates a better remuneration for the work. The physique of school boys is said to be deteriorating. In Ambala a practical suggestion was made that the medical inspector should be accompanied by a compounder to assist in making a more thorough examination. Ametropia and trachoma were the commonest diseases. In Jullundur the same complaints are common, together with the diseases of the nose, teeth and throat. Contracted chests also are too frequent.

73. This is not pleasant reading, but it is some consolation to know that the inspectors pointed out defects in sanitation and dieting; and drew attention to overcrowding, defective seating and exposure. School authorities have much responsibility in these matters; and it is hopeless to expect the parents to do much unless the school sets an example. When one school for instance is said to be "criminally insanitary," a boy's home surroundings cannot well be criticised. Some improvement may be expected if and when remedial treatment be within the reach of the majority of diseased boys; when school buildings, particularly hostels, cease to be overcrowded; when every school has a decent "pukka" floor and is equipped with reasonable sanitary arrangements; when every school has a playing ground; when physical education is not only widespread, but is better understood than at present; when both parents and school authorities realise that a growing child cannot develop both in body and mind when he has to work for long hours without food of any kind.

74. It is a relief to find that physical training is receiving more attention. The new system has been introduced in some schools of the Ambala division, and the inspector is enthusiastic as to its benefits. Much the same is said in Jullundur. Mr. Tydeman says that in the Lahore division the new system is popular wherever it has been introduced. It will take time, however, to spread its advantages over the whole division. Mr. Reynell says that "the sooner that all the inspectors are trained

Physical
Training.

in the new method the better will it be for the schools." Increased attention to this matter is reported from Multan, but "it will be an exceptionally lucky day when it could be asserted of all our schools that arrangements had been completed to afford some kind of exercise daily to every individual scholar."

75. Among games cricket tends to decline, football and hockey becoming more popular. In crowded centres these English games are proving too expensive both in equipment and in space, and more attention should be paid to forms of exercise which demand inexpensive equipment and small space. It is pleasing therefore to hear that the smaller boys play Indian games. In this connexion some inspectors are doubtful of the usefulness of divisional tournaments, which tend not so much to the encouragement of games among the general body of pupils as to the expenditure of time and money on teams which are entered for the competition in anything but the right spirit.

Moral Train-
ing and
Discipline

76. On the whole, moral training and discipline are stated to be satisfactory. Most schools in the Ambala division begin their day with a hymn or prayer; and in sectarian schools definite religious instruction is given to pupils of the community managing the school. The same is said of the Jullundur schools, but the inspector draws attention to the need of teachers "whose good influence in the class room and outside in the playing fields permeates the life of the pupils." Mr. Tydeman notes that the usual aids to discipline and moral culture have continued throughout the year. He also considers that the discipline of schools has reached such a standard as to enable them to pass with credit through a period of severe trial. Mr. Reynell states that, while schools as units were satisfactory, the problem of dealing out of school hours with large bodies of boys from different schools in cities demands attention. In Multan Mr. Nur Ilahi deplotes the comparative futility of moral training when divorced from religious instruction. He also requires more co-operation between parents and teachers. On the other hand, he notes with satisfaction the steady growth of the spirit of social service.

Co-operative
Societies.

77. Co-operative societies progress slowly. There is no great enthusiasm in Ambala, though in some high schools extremely good societies exist. In Jullundur the movement advances, though with unevenness. In Lahore such societies are growing in popularity and should grow still more. Multan possesses some societies operating on a modest scale. More keenness on the part of teachers is needed, and there is the overcrowded condition of the curriculum together with the absence of storage room to consider.

78. A library is an essential feature of a school but, while practically every school has a collection of books, there is an insufficient supply of suitable books, especially of vernacular works. The idea of a class library containing a good selection of books suited to the mental development and to the tastes of the boys has still to find acceptance.

School Libraries.

79. So far the conditions of general school life and work have been reviewed. It is now necessary to say something of the special teaching which modern conditions demand.

Vocational Training—
(a) Manual Training,
(b) Agricultural Education.

(a) *Manual Training*.—Slow progress is reported from the Ambala division. There are only four schools in the division in which any kind of such training is attempted. Two of these schools are at Simla. Things are better in Jullundur where there is a very flourishing manual training centre in Jullundur city. Apparently, a second centre might well be established in that city. A centre is proposed for Ludhiana where a large number of schools have manual training classes; some specialising in weaving. The inspector thinks that Hoshiarpur would make a good centre for teaching weaving. Only two schools in the Lahore division provide manual training, the Rang Mahal Mission School and the Dyal Singh School, Lahore. The Government High School at Gujranwala will shortly undertake this work. Similarly, at Batala a project is under consideration; and at Amritsar a suitable house for the establishment of a centre is wanted. In the Rawalpindi division there are centres at Rawalpindi and at Gujrat, both of which do useful work though appropriate buildings are still to be erected. The subject is also taken in the Government High School at Mianwali and at the District Board Vernacular Middle School Daud Khel. Their work also is satisfactory. The Multan inspector is silent on the subject.

(b) *Agricultural Education*.—In high schools agricultural training does not thrive. Most of such schools are situated at populous centres where the cost of land is so high as to make its acquisition for agricultural purposes prohibitively dear. The conference of inspectors discussed the whole situation last April and decided that, while high school farms for which land had been, or was being, bought should be started, the extension of agricultural education in high schools should not be extended without further consideration. Purely theoretical instruction from books, though incidentally a popular examination "option", is not desirable. In middle schools there is quite a different tale to tell. There is no doubt that agriculture as a part of the vernacular middle school curriculum is well established in most parts of the province. Senior vernacular teachers have been deputed to

the Agricultural College, Lyallpur, for a special course in agriculture; and a supply of 38 men so trained has been made available. If 19 or 20 men can be trained for this work every year there are bright hopes for the future of agricultural training in rural schools. Another bright feature of the system is that the provision of a school farm of some four acres, with the necessary equipment, renders practical training possible. There are at present three farms in connexion with vernacular middle schools of the Ambala division; and the establishment of four others is under consideration. At Gharaunda the recurring expenditure was Rs. 336, while crops to the value of Rs. 150 were sold, and the farm bullocks were fed to a large extent on the farm's own produce. On the other hand, the farm at Nuh is a financial failure. The subject is popular with boys both in this and in the Jullundur division, though in the latter the attitude of some district boards is one of indifference and apathy. Lahore has a good farm at Patti in the Lahore district. There is land for the purpose, but no water at Ajnala in Amritsar district. This latter case is receiving attention. An excellent beginning has been made at Kalanaur in the Gurdaspur district. Sites are being acquired at Sambarial and Qila Sobha Singh in Sialkot; and it is proposed to open a farm at Gakkhar. Mr. Tydeman hopes for accelerated progress in agricultural education in the current year. In Rawalpindi every district has a farm in connexion with one of its middle schools. The work at Chak No. 101 S.B. is said to be good. Satisfactory work is done at Ajnala (Gujrat). At Pinanwal (Jhelum) and Guliana (Rawalpindi) the acquisition of land has delayed operations. In Multan the most prominent farms are those at Satiana (Lyallpur) and Kot Sultan (Muzaffargarh). At the latter place, however, only eight out of the 47 pupils are the sons of agriculturists. The inspector considers that unless the subject becomes more popular with boys of the agriculturist class, this farm will be a costly and useless experiment.

A suggestion was made by the inspectors' conference that land would be more easy to acquire and that the introduction of the subject of agriculture would meet with less active opposition if local authorities took the land on lease instead of by purchase. This procedure would obviate the permanent dis-possession of owners who are more willing to let their lands for a term of years than to sell outright.

School
buildings and
equipment.

80. The year has seen more activity in this respect than its predecessor. In the Ambala division the new building for the Government High School at Hissar was completed. The Rohtak Normal School building was finished but, as the boarding house was not yet ready, the building was handed over for one

year to the Jat Heroes' Memorial High School, a new institution which is very popular among the soldiers. Additions have been made to the Anglo-Sanskrit High School and to the Benarsi Das High School, Ambala. Three wings of a new hostel have been erected by the managing committee of the C. A. V. High School, Hissar. A distinguished *raja* of Sirsa paid Rs. 17,000 to meet the cost of a new block in connection with the Municipal Board High School. The Mussulmans of Pundri have erected a good middle school; and projects for the extension of other sectarian schools are under consideration. The condition of high school buildings and equipment in this division is satisfactory. Lower vernacular middle schools, however, are badly housed and their equipment is inferior. Financial reasons have prevented much activity in Jullundur. The Tanda High School has been nearly finished by the Hoshiarpur district board, but practically all boards failed to use the government grants for buildings. Ludhiana refused to spend any of its own money on school buildings. Ferozepore, with funds to the amount of 1½ lakhs, "did not lay a single brick on secondary or primary schools." On the other hand, private bodies were busy. The Mathra Das Anglo-Sanskrit High School, Moga, was finished at a cost of Rs. 70,000. The Sikhs built a high school at Mukhtsar (Ferozepore) and a middle school at Jaspalon (Ludhiana). The D. A.-V. Society at Hariana added a new block to their high school costing Rs. 15,000. The Muhammadans at Jullundur and Fazilka extended their buildings. The condition of many school buildings was poor. Inadequate accommodation and unsuitable structures were common. On the other hand, there was steady improvement in furniture and appliances, thanks to the liberal grants from the department. The Lahore division has shewn a certain amount of building activity in all except the Sheikhpura and Gujranwala districts in which no new secondary school building has been erected or even begun. Considerably more than half the high schools and a large number of middle schools have good and well-designed school houses standing in their own play grounds. The remainder suffer from one defect or another. Lahore is probably the most backward city in the division as regards its high school buildings. Not very much actual construction has been attempted in the Rawalpindi division though numerous plans are under contemplation. Private bodies have shewn more activity than public authorities. The general condition of buildings is not favourable. Many are inadequate, ill-planned and ill situated. The worst are the new lower middle schools, many of which are in the old primary school buildings. Equipment is generally fair, except in the matter of desks and matting. "Local bodies

are curiously slow to make provision in these two respects." In the Multan division there has not been sufficient activity. Most district boards shew unspent balances under the heading 'educational buildings'. Montgomery spent nothing at all. "Generally speaking", says the inspector, "the condition of school houses in this division deserves specially liberal treatment." Equipment, however, has been much improved though it is still not quite adequate.

Schools in States.

81. Most of the schools in States are situated within the general area of the Ambala division, though important schools are to be found in States in the Jullundur and Lahore divisions. As a general rule, the buildings are not so good or commodious nor the staff so well qualified or paid as in the average school of the respective division. There are, however, some exceptions, the high schools at Bilaspur, Nalagarh, Rampur, Nahan, Aridkot and Chamba. More attention appears to be given than before to the spread of primary education in the various States. The education of girls also is making progress.

Non-co-operation!

82. As might be expected the last year was a stormy time. All inspectors devote considerable attention in their reports to an account of the struggle, but there is no opportunity in this summary to give a detailed account of the varying fortunes of the schools. Briefly, the whole episode may be summed up by saying that while very few schools were absolutely unaffected at the time, very few were ultimately wrecked. The storm passed away; and by the close of the year the surface was nearly calm. Those schools that had good staffs, and particularly those with good hostel superintendents, emerged with least damage. It is perhaps too soon to pass a final judgment on the effects of the movement, but this can be said that the results of the year are far more favourable than at times appeared possible last winter.

The Central Model School, Lahore.

83. The Central Model School, Lahore, is reviewed separately as it is not within the jurisdiction of a divisional inspector. The numbers fell from 674 to 637. This was largely due to the abolition of the two primary classes and to the restriction of new admissions to the legitimate number capable of accommodation. New science rooms, a drawing school and a manual training workshop are badly needed. Examination results were good. Discipline was satisfactory, but more school activities would improve the tone. The teaching of three vernaculars complicates the organisation of work. The headmaster remarks that no master uses the vernacular in teaching nor do the boys when talking among themselves.

84. The long expected revision of pay took effect from October 1st, 1920. All classes of teachers benefited with the result that the feeling of discontent has decreased. It would be incorrect, however, to assume that the situation is entirely satisfactory. There are several problems still to solve, the bringing on to the cadre of this service the teachers of the schools recently provincialised without injustice or heart-burning among the new or the old men, and also the grading of the different classes to give adequate promotion and to diminish stagnation. But these matters though under consideration, are not within the province of the present review. It is satisfactory to note that the improvement in the pay and prospects of the subordinate service is not without a healthy reaction on local and private educational authorities. The sooner the latter recognise that a teacher is a man with a profession and is worthy of his hire, the more quickly will the class of recruit improve and the faster will be the progress towards educational efficiency.

The Sub-
ordinate Edu-
cational
Service.

85. The foregoing chapter has perhaps brought into strong relief the defects and weakness of our secondary schools. But the very fact that all inspectors are alive to these deficiencies is a hopeful sign. They are at any rate fired with a 'divine discontent' with things as they are. On the other hand, they all comment on the growth of public interest; and in this lies the brightest hope for the future of secondary education.

Conclusion

CHAPTER V.

Primary Education (Boys).

86. In last year's report mention was made of the reclassification of schools; the conversion of selected primary into middle schools; the opening of new middle schools; and the gradual absorption of elementary schools into the board system. The classification was completed last year; but the process of conversion and absorption has been continued during the year under review with the result that the returns are rather complicated. For example, an absorbed elementary school frequently connotes a decrease under one heading and an increase under another in the statistics.

87. The five-year programme of expansion is being followed throughout the province, but only the Multan and Jullundur divisions report that the prescribed rate of progress has been maintained. The other divisions are more or less in defect. Two districts in the Lahore division, those of Sialkot

and Gurdaspur, entirely suspended operations during the past year. The common cause seems to be paucity of funds. This relatively uneven expansion was discussed at length by the conference of inspecting officers last April. The conclusion reached was that the real cure was not to be found in any immediate or drastic revision of the system, but rather by its simplification and modification. Other recommendations were that, in the matter of school buildings, the procedure should be quickened by the more extensive circulation of standard plans of buildings with notes on permissible local modifications; by the formation of stocks of building materials of standard pattern at suitable local centres; and finally by the preparation on the part of the local inspector of a survey which should at any one time contain draft projects for the building of a number of schools in carefully selected villages. The conference considered that the adoption of these steps would obviate the irritating delays which are so liable to damp enthusiasm. Departmental action has been taken on all these proposals for accelerating expansion. For a fuller discussion of the whole question the reader is referred to Appendix B of this report.

Punjab Pri-
mary Edu-
cation Act,
1919.

88. No district board has yet applied this Act to the area of its jurisdiction. It was pointed out in Council by the Hon'ble Minister for Education that the initiative in this respect lay with the local authority; but that the attention of the boards would be drawn to the provisions of the Act and that they would be asked to state reasons for their lack of action. It is possible that compulsion could appropriately be exercised at once in small, but suitable, areas where the supply of schools is satisfactory but the attendance in dequate.

89. So far as municipalities are concerned, it is somewhat disappointing that very few have availed themselves of their opportunities. Multan has enforced the Act; the city of Lahore has arranged to enforce it in the current year; and some few other cities are considering the question. In justice to the municipalities it must be said that their slowness is by no means entirely due to their own attitude towards the principle of compulsion. They have to contend against the apathy of the classes to whom primary education should be a boon. Even in Multan a petition against the enforcement of the Act was recently in circulation, though it is now two years since the municipality decided to exercise its powers. There is also the question of finance to be considered, which assumes serious proportions in spite of the prospect of aid from the provincial government. A municipality has to provide schools for its increased school-going population and therefore must acquire land and build in the present days of high prices.

90. The total number of primary schools rose from 5,159 to 5,365 (+206). Municipal and district board schools increased by 308, but there is a decline of 120 in aided schools. Government primary schools increased from eight to ten. It may be explained, however, that Government primary schools are almost entirely 'practising schools' established where the local normal school has no convenient school at hand to afford its pupils the necessary facilities. As to the decrease in aided schools, it is largely due to the absorption of such institutions into the local board system. But financial reasons and lack of support have had some effect. The position of these elementary schools, mainly known as indigenous elementary schools, was examined by the conference which resolved that, while on grounds of efficiency they should not be encouraged within the area served by a board primary school, there would be for some time areas in which the elementary school would be the only educational institution. In such cases this type of school should be encouraged to persist and to raise its level of efficiency, to attain which the conference suggested a revision of the grant-in-aid system.

The number of pupils rose from 228,257 to 239,187, an increase of 10,930. This gives an average of 45 boys to each school, not a very large number. It would thus seem possible for primary education to expand not only through the creation of schools but through an increase in the attendance at existing schools. This matter was handled by the conference which was of opinion that vigorous propaganda work on the part of the local inspecting staff and of the teachers would be beneficial.

91. The strength of the teaching staff rose from 9,796 to 9,803, of whom 5,045 were trained men. There is thus one teacher to 24.4 boys; and 1.8 teachers to each school. As an average for the province these figures appear moderately favourable. But when they are taken with the average number of boys in a school (45) and with the fact that a complete primary school has four classes, it is clear that many schools must be working under conditions that militate heavily against efficiency. This conclusion is confirmed by the inspectors. The remedy is to increase the proportion of teachers to schools rather than to pupils.

92. The total expenditure for the year was Rs. 23,80,383 Expenditure (+ Rs. 3,99,053). Provincial revenues provided Rs. 12,73,612 (+ Rs. 1,12,582), district funds Rs. 7,34,583 (+ Rs. 1,98,530), municipal funds Rs. 1,71,061 (+ Rs. 79,392). Expenditure from

ndowments and subscriptions also increased. On the other hand, fees provided only Rs. 90,455, a decrease of Rs. 8,251. This decrease is shared by all divisions except Multan, Jullundur being responsible for more than half of it. This is partially to be explained by the decline of 960 among primary school boys in that division. The average cost of educating a boy in a primary school was slightly more than Rs. 9-15-0. The average fee paid for the year's education was less than Re. 0-6-6. It is no far cry to 'free' education when the average monthly fee in a primary school is practically half an anna.

93. There were 588 Gurmukhi schools and classes in the province, of which 222 are for boys and 366 for girls. The number of pupils was 25,786 (8,857 boys and 16,929 girls). These schools are most numerous in the Lahore and Rawalpindi divisions, with Jullundur very close behind.

Buildings.

94. There is some improvement to record, though in all five divisions the majority of schools are still housed in defective, unsuitable, borrowed or rented buildings. Ambala erected fourteen new schools, five of which are in the Hissar district. Six others were extended. The inspector recommends that future expansion in this division should be by means of extensions and additions to existing buildings rather than by the erection of new and costly structures. Jullundur reports some improvement in Jullundur and Ludhiana districts, but not elsewhere. The newly opened schools are generally in unsuitable hired buildings. There are some interesting variations in the cost of building in this division. A two roomed primary school in Ludhiana was estimated to cost Rs. 6,296, while in Hoshiarpur a similar building (with kacha walls and a thatched roof) could be put up for Rs. 1,200. Lahore did well in building activity with 23 new schools. The districts of Gurdaspur and Sialkot, which could not increase the number of their schools, retrieved their position by putting up seven new buildings in the case of the former and six in the case of the latter. The former also extended ten, and the latter two, other schools. Arrangements have been made in all districts of the division for an active building programme in the current year. Only the more progressive district boards in Rawalpindi made any improvement at all. Generally speaking, the primary schools of this division are extremely ill-housed. Multan led the way with 37 new buildings, but municipalities are still moving too slowly in this respect. The inspector recommends a type of kacha building rendered possible by the comparatively small rainfall in that part of the country.

95. Equipment varies to an enormous degree both in Equipment quality and quantity. The main defects are in the supply of matting, maps and blackboards. Lahore and Multan show up more favourably than other divisions. In Rawalpindi equipment was inadequate, matting was wanting, maps were rarely found and much was broken and useless. Mr. Reynell suggests that the course of training for teachers should include 'The Care of Equipment.'

96. The divisional notes on the subject of instruction are Instruction. interesting reading. In Ambala the condition of government and district board schools is stated to be satisfactory, but only fair in others. More attention is needed to mensuration, mental arithmetic, practical geography and nature study. From Jullundur the inspector writes that instruction generally is satisfactory. Urdu and nature study are weak. The use of the phonetic system of teaching in infant classes is hampered by the high cost of charts. Mr. Tydeman writes that in the Lahore division it is a pleasure to visit the larger primary school with its two or three teachers, but that in the one-teacher schools the work is poor and lifeless. Handwriting is unsatisfactory. Nature study is disappointing; arithmetic is too mechanical; and the teaching of the vernacular by the "look and say" method is at present inefficient. In Rawalpindi the same defects are criticised as in Lahore. In the Multan division the majority of the schools have four classes with one teacher. The inspector quotes three comments on this arrangement:—

- (1) What an impossible task ?
- (2) What a strain on the teacher ?
- (3) What a waste of pupils' time ?

97. All inspectors comment on the value of the new system Physical Education. of physical education which is only just beginning to work its way into the village schools. Mr. Tydeman recommends that until every school has its own trained man, additional itinerating instructors should be appointed. Mr. Reynell says that public interest is awakening in the Rawalpindi division. In the Multan division schools are slowly getting rid of the idea that time spent on physical education is wasted. In the course of the next few years and provided that the new system is widely extended great improvement in physical training should be made.

98. On the whole, discipline was satisfactory. Discipline. Slackness in attendance is among the more noticeable defects. The standard of cleanliness and neatness is capable of improvement.

Teachers' salaries.

99. Some improvement has been made, but the general level is still too low to obtain good men. The standard of educational attainment among teachers is deplorably low and cannot be raised until the salary offered will attract and keep men of reasonable qualifications. In Rawalpindi, for instance, the pay generally offered is "utterly insufficient to attract men who can read and write, in a neighbourhood where those who possess neither of these accomplishments can earn Rs. 25 to Rs. 30 per mensem or even more." It seems clear that local authorities will have to find new sources of income, as already there are signs in abundance that they are finding it difficult to finance their educational commitments and duties. Expansion in primary education will lose most of its benefits if good teachers be unavailable.

Conclusion.

100. On the whole, primary education is in a less progressive state than secondary. Though it is true that improvements are made each year, it is clear that much has to be done before the standard is really satisfactory. The most important needs are more and better teachers and improved buildings.

CHAPTER VI.

Training of Teachers.

Numbers.

101. A steady increase in the number of persons undergoing training is again to be recorded. Last year, 1,361 men and 329 women were being trained for various branches of the profession. In the year under review the numbers rose to 1,663 men and 394 women. Twelve men were in the training class for European men teachers at Sanawar, 33 girls were at St. Bede's Training College, Simla, and five in the kindergarten training class at St. Denys', Murree. There were 1,089 pupils in the men's normal schools, 46 per cent. of whom were agriculturists. In the Central Training College, Lahore, there were 197, of whom 160 were being trained as English, 18 as Arabic and 19 as Sanskrit teachers. The two senior vernacular training colleges at Lyallpur and Hoshiarpur account for 151 students, while the temporary senior vernacular classes attached to the normal schools of Karnal, Sargodha and Multan had a total enrolment of 104 students. Finally, the junior anglo-vernacular classes at the Khalsa College, Amritsar, and the Islamia College, Lahore, had respective strengths of 41 and 25.

Normal schools.

102. The number of normal schools for men remained at fourteen. The new school at Jhang, with a possible enrolment of 90 stipendiary students, comes into working in the current

year. It has been decided to increase the outturn of the existing normal schools by raising the number of stipends. In 1920-21 there were 1,165 stipends ; for this year there are 1,265. Thus, without taking into consideration the opening in the near future of any other normal school than Jhang, it should be possible to produce an annual output of trained teachers larger by 9 per cent. than before. Further possibilities, particularly in connection with the senior vernacular colleges, are being investigated. These figures do not include those for the special class for ex-soldiers opened at Gujar Khan in the Rawalpindi district in July, 1920. This class began its work with 23 students.

103. A development of the controlling agency has been made during the year by the creation of a special post of inspector of training institutions. The scheme of duties of this officer will be found in paragraph 4 (i) to (iv) and (vi) and (x) of the proceedings of the conference of inspecting officers (Appendix B). Apart from supervising and coordinating the work of training, particularly in normal schools, one of this officer's duties will be to survey existing, and to propose further, facilities for training. The present acting incumbent of the new post is Lala Ram Chandra. Control.

104. The inspector draws particular attention to the uneven supply of candidates. Karnal and Gujranwala districts sent up very few men to their local schools. Sheikhpura supplied only two out of 3 stipendiaries allotted to it. Rawalpindi, Shahpur and Gujrat were backward. Mianwali could not find enough men to take even half of the stipends offered. The deficiency seems to be confined to backward areas, and its causes and cure are under investigation.

105. Another matter which requires and is receiving attention is the provision of practising schools. Only seven normal schools possessed their own practising schools. The remainder had to use whatever local facilities existed. The provision of a good practising school is essential if training is to be efficient.

106. No new buildings were occupied or completed during the year. The staff quarters for the new school at Gakkhar should be ready in the near future ; and then the school at Gujranwala can be moved into its new abode. The Sialkot school is to move to Pasrur ; and a new building is contemplated at Gurdaspur. Two buildings were under construction in the Rawalpindi division, one at Lala Musa and the other at Campbellpur. When ready, these will be occupied by the schools now at Sargodha and Rawalpindi. Hostels, though well managed, in most cases occupy more or less unsuitable buildings. Buildings and equipment.

The equipment is generally satisfactory, the one defect being the libraries which, in some cases, are very poor.

Staff.

107. There was an unusual number of changes among headmasters. This was due to the adoption of the suggestion that headmasters of normal schools should be men with previous experience of inspecting work. The inspector considers that this is beneficial provided that the previous experience is not of very long duration. The staffs of the normal schools to which temporary senior vernacular classes were attached had to work under some pressure.

Curriculum.

108. The revised curriculum was in its second year of working. The objects with which it was drawn up have been generally achieved. There are, however, certain complaints which are receiving consideration. The standard of proficiency in Urdu is alleged to be deteriorating; and it is suggested that the cause is to be found in the defective work of the middle schools which supply the recruits for normal schools. This point was handled by the normal school conference (whose resolution has been accepted by the Department) (*vide* Appendix A). The inspector is sceptical as to the value of the observation visits paid by normal school pupils to primary schools in the neighbourhood unless these primary schools happen to be well-managed, which is by no means invariably the case. He is of the opinion that a fortnight's practice in a primary school during the normal school vacation would be of more value. Most normal schools impart a knowledge of the system of accounts prevailing in co-operative societies and supply banks. Thus a useful training for a membership of the village community is given to the future village school master. The examination results were satisfactory, 77.5 per cent. of the candidates for the junior vernacular certificate being successful. Courses of lectures on elementary hygiene were given and were much appreciated. Physical training received careful attention in all normal schools. Most of these now follow the new course introduced by Mr. Earl, the adviser in physical education, who during the year held classes at which some 70 drill masters were trained. The tone of all normal schools was healthy. Discipline was satisfactory; and non-cooperation found no resting place in any of them.

109. The work of Lala Sita Ram at Karnal and of Chaudhri Ghulam Mohi-ud-din at Mianwali is specially mentioned.

Normal
Schools for
Women.

110. The training of women teachers is discussed in Chapter V. II (Female Education). The main point to notice is that while creditable progress has been made in training primary

school teachers there is a scanty field for the recruitment of girls qualified to teach in middle or high schools. There are seven schools in existence, three of which are in the Lahore and two in the Jullundur division. Rawalpindi and Multan each have one normal school. The total number of students is 319, 161 of whom are under training in the three schools of the Lahore division. Ambala has no school at all for training women teachers.

111. As stated in the opening paragraph, the total number on the rolls in March last was 197, a decrease of five on the figures given last year. But it is most satisfactory to note that the standard of academic qualification seems to rise every year. Practically 90 per cent. of the enrolments in the senior anglo-vernacular class were graduates. The classification of students shows that of 199 who were admitted 102 were Hindus, 61 Musalmans, 29 Sikhs and 7 Christians. No Muhammadan graduate was refused admission, and if more had applied more would have been admitted. Examination results are remarkable. 160 students appeared for the various tests and 158 were successful.

The Central
Training
College.

112. Mr. Wyatt was on leave for most of the year. Mr. Parkinson acted as principal, Mr. Chatterji becoming vice-principal in the latter's place. Pandit Vas Dev, drawing master, took leave to prosecute further studies in England. Mr. Ghose joined the staff in November as clerical and commercial master.

113. Minor additions and improvements have been made to the buildings. Additional playing fields are badly needed ; and some financial provision was made for them.

114. A class for training teachers of clerical and commercial subjects was instituted ; and the first course was given to twelve pupils, all being graduates. Mr. Parkinson considers that the recruits of this class should be men who have already had some training in typewriting and shorthand. Purely academic qualifications are not sufficient to enable a man to become a competent teacher of these subjects after seven months' training.

115. Experiments were made in the junior anglo-vernacular class, in which students wishing to take Hindi and Panjabi received special instruction in these subjects from a competent pupil teacher of the B. T. class. Good work was done. Voluntary classes in physiology and hygiene, also in woodwork, were opened. The latter was most popular.

116. Outdoor activities were not marked by any enthusiasm. The college co-operative society died a natural death, nobody appearing to be interested in it. The health of the institution was good ; and the relations between the staff and students were cordial. No students left the college because of non-cooperation.

Training
College,
Lyalpur.

117. The number of students was 87 ; and many applicants had to be refused admission, among them being several good men who wished to join as non-stipendiary students. The principal considers that the rate of stipend, Rs 10 per mensem, is not high enough to meet present conditions and should be raised. This may be true, but obviously the smallness of the stipend has not caused any diminution in the number of applicants. At the examinations of 1920, 91 per cent. of the candidates were successful. Physical training, games and gardening received attention throughout the year. Facilities for practice in teaching were afforded by the Government High School ; and the Dhanpat Anglo-Sanskrit School supplied classes for criticism lessons. The principal, however, thinks that a good practising school should be provided close at hand. The new manual training room, equipped at a cost of Rs. 2,200, came into use during the year. The hostel was fully occupied. Health was good and discipline satisfactory. One student only left the college on account of non-cooperation. The extent of the demand for senior vernacular teachers may be gauged from the fact that all students received appointments before they actually left the college. " Some of them had the choice of two or three places."

Training
College,
Hoshiarpur.

118. The Hoshiarpur Training College was opened in September last. It occupies the old Government high school building and hostel, both of which have been repaired and remodelled to meet the needs of the training college. Furniture and apparatus were provided at a cost of Rs. 10,500. At the close of the year there were 64 students on the rolls ; 45 of whom were agriculturists. The enrolment contained 27 Muhamadans, 22 Hindus, and 15 Sikhs. The numbers have been considerably increased during the current year. The immediate requirements of this new college were a good practising school and playing fields. The former defect was eliminated by the opening of anglo-vernacular middle classes in connection with the college with effect from the opening of the current year. The latter deficiency still exists and merits careful attention as there will now be not only the college students but the school boys for whom exercise and games are to be provided. Non-cooperation passed harmlessly over the college, there being no

serious breach of discipline. This college has apparently made a most satisfactory start.

119. Last year's report mentioned the establishment of temporary training classes for senior vernacular teachers in connection with four normal schools. One of these classes (Jullundur) was absorbed into the new Hoshiarpur training college, and the other three have already been mentioned in this chapter. Their work is zealous, but the quality of the recruits is not quite so good as that of the men joining the colleges.

Temporary
Training
Classes.

120. The Sanawar training class for men had an enrolment of twelve students, three of whom were from the Punjab, seven students taking their diplomas during the year. The number of new candidates does not seem to rise, the chief reason being that owing to the poor pay and lack of prospects the teaching profession is unpopular among young men of the European community. The course was unchanged, nor is it possible at present to improve it, though it is admittedly inadequate. There is a deficiency of staff. Mr. Prince continued to do yeoman service; and the superintendent wishes to bring his name to the notice of government. The buildings also are unsatisfactory and, owing to the costliness of the scheme for a training college, the foundation stone of which His Excellency Lord Chelmsford laid last October, it is not at all certain whether in the near future any change is possible. Thus the outlook is not promising. It is due largely to the zeal of the men on the spot, and particularly of Mr. Prince, that so much has been accomplished in spite of all the difficulties and drawbacks.

Training of
European
teachers.

121. At St. Bede's College, Simla, 33 girl students were under training as against 27 in 1919-20. Some changes in the curriculum were made to improve the English of the young teacher. Old pupils of St. Bede's are to be found throughout the length and breadth of India. One is lecturer in English at Cheltenham College in England; another is head of a normal college at Amraoti; and a third is inspectress of schools in the United Provinces. The majority of the 320 who have passed out are engaged in teaching.

122. The training class for kindergarten teachers at St. Demys', Murree, has only a small output—its total accommodation is nine—but the quality is high. Though the class has been in existence for only two years, it has already won a name for itself and its pupils have no difficulty in securing employment.

123. A very just criticism of European training institutions is that while their outturn is well qualified for what in England would be called "elementary" school work, it is not

possessed of a sufficient general training to do really competent work in secondary schools. This is serious, but until the prospects of the profession are better, it is unlikely that many university graduates will be under training or in the ranks of teachers.

Special
Classes.

124. It only remains to mention the classes for instructors of physical training held by Mr. Earl ; and the course in domestic science conducted by Miss Graham. The work in both cases was of a high order. Mr. Earl's classes are being continued this year at Sujapur and elsewhere, while Miss Graham's class is to be held again at Lahore in the forthcoming winter.

125. The conference of inspecting officers held last April, whose proceedings are to be found in Appendix B, reviewed the whole question of the training of teachers. It was shewn that the demand for anglo-vernacular teachers exceeded the supply. Particularly is this the case with men of junior anglo-vernacular qualifications. Provision for the training of such teachers is to be made in connexion with the new intermediate colleges. Thus not only will the supply of junior anglo-vernacular teachers be increased and their quality improved by a wider view of life which their association with men in a large college will give ; but the space now occupied in the Central Training College by the junior anglo-vernacular students will become available for the candidate, seeking the higher qualifications. If this project comes to fruition the next few years should show a great advance.

CHAPTER VII.

Professional, Technical and Special Education.

The
University
Law College.

126. This institution maintains the even tenor of its way. It had 503 students at the close of the year. One hundred and seventy-seven men were in preparation for the LL.B. examination, and 289 for the first examination in Law. The new building is to be begun in the current year.

Medical
College and
Schools.

127. The transfer of the Medical School to Amritsar, which took place in October, 1920, made it possible to admit a larger number of students to the King Edward Medical College. Three hundred and seventy-seven students were on the rolls in 1920-21, 101 being "freshmen." This shows a great advance in the quinquennium, as in 1916-17 there were only 232 students in all. The popularity of a medical career is thus obvious, but a note of warning is sounded by the Inspector-General of Civil Hospitals who states that, owing to the number of men who

took temporary commissions in the Indian Medical Service on the understanding that they should be preferentially treated in candidature for permanent employment under Government, medical graduates for the next few years may have to look to private practice instead of to Government service.

128. University examination results on the whole are below those of 1919-20, though still of a satisfactory nature. There was no difficulty during the year in maintaining discipline and the tone of the college was good.

129. There are some important changes in the staff to record. Dr. Caleb, who had held the chair of Physiology for 33 years with great success, retired in June 1920 and was succeeded by Major T. A. Hughes, I.M.S. Lieutenant-Colonel G. Tate, I.M.S., succeeded Colonel R. Heard, V.H.S., I.M.S., as Professor of Midwifery in October 1920. Lieutenant-Colonel D. W. Sutherland, M.D., C.I.E., I.M.S., went on leave in January last and was succeeded as principal by Lieutenant-Colonel E. V. Hugo, C.M.G., I.M.S., who in turn was followed by Lieutenant-Colonel H. Ainsworth, F.R.C.S., I.M.S.

130. The Medical School at Amritsar began operations on October 1st, 1920, in temporary buildings. It is hoped that some at least of the permanent buildings will be taken in hand in the current year. The examination results were satisfactory on the whole. Discipline and health have been maintained at a high standard, non-cooperation finding no footing in the school. The principal, Major R. A. Chambers, O.B.E., I.M.S., had a difficult task in making arrangements for the transfer and for the first year's working. It is due to his unstinted efforts and energy that so much has been done.

131. The Women's Christian Medical College, Ludhiana, continued its useful work. It is satisfactory to note that the proportion of its students coming from the Punjab is increasing. The health of the college was satisfactory. No serious breach of discipline occurred. An interesting innovation is the establishment of a 'Students' Council to which the management of parts of the internal discipline has been transferred. No new buildings were erected during the year, but plans have been sanctioned for future college buildings to be erected when funds are available.

132. The statistical returns received from the Islamia College, Lahore, showed that there were 32 students in the Unani Tibbia Classes, 30 being Mussulmans and two non-Brahmin Hindus. Fees accounted for Rs. 1,042-12-9 out of a total

expenditure of Rs. 1,642-12-9. The University contributed the balance (Rs. 600). The Ayurvedic Vidyalaya attached to the Dayanand Anglo Vedic College, Lahore, had 72 students on its list at the end of the year. There are no fees in this institution which now occupies its own building erected at a cost of Rs. 17,415. A pharmaceutical laboratory is under construction and a hospital is contemplated.

Veterinary
College,
Lahore.

133. There was no great change in the staff of the Veterinary College. Lieutenant-Colonel G. K. Walker, C.I.E., O.B.E., remained in charge as principal throughout the year. Some officers were deputed for other work in the course of the year, which militated against the continuity of instruction and particularly against post-graduate studies. Two hundred and nineteen students were on the rolls at the end of the year. The average number of residents in the hostel was 159. Health and discipline were good; and the Board of Examiners considered the examination results to be very satisfactory. The new four-year course of study could not be brought into operation as the necessary sanction had not been received by the end of the year.

Government
School of
Engineering,
Rasul.

134. The number of students at the Government School of Engineering, Rasul, increased from 98 to 107. There were 43 Hindus, 39 Mussalmans and 25 Sikhs in this number. It is regrettable that one student was drowned during the year as a result of a bathing accident. The accident could hardly have been foreseen; and prompt measures have been taken to prevent another. The reorganisation of the engineering services, when introduced, will affect this school. Thereafter, only one class of subordinates will be recruited into the Public Works Department. In anticipation of this reorganisation, the standard of the courses has been raised. This, taken in conjunction with the better type of student, has already produced a most gratifying improvement. All work improved, surveying in particular. Students who have passed through the school have no difficulty in securing employment, even beyond the borders of the Punjab. The new boarding house is finished. It is hoped that funds will be forthcoming to fit it with electric lights and fans. Other important extensions are well in hand.

Mayo School
of Arts.

135. Mr. Heath was on leave from June 20th, 1920, to the end of the year, Khan Sabib Sher Muhammad officiating for him. The numbers in the school again declined—from 195 to 183. Non-cooperation did not affect those actually studying in the school, but it is believed that indirectly it may have prevented an increase among recruits. A testimony to its good work is

afforded by the fact that the school undertook a considerable amount of special work in addition to the ordinary exercises of its various classes. The class for architectural draftsmen continued during the year under the charge of Mr. Sullivan and Mr. Gajji and, while they were on leave, of Mr. Francis and Mr. Batliwala. It was considered so satisfactory that its continuance for a further period of two years has been sanctioned. In view of the great demand for architectural draftsmen, the principal suggests the appointment of a whole time architect and staff for this branch of the school's work. There were nine successful candidates in the examination for the drawing masters' certificate. As the principal says, this is too small an outturn of qualified drawing masters to satisfy the demand from the schools of the province. He considers, however, that the recent revision of the pay of drawing masters and the new stipends will produce a satisfactory effect. In fact, the enrolment of this class has already improved. The question of a boarding house was still unsettled at the end of the year, but it is satisfactory to know that it has been solved in the current year. The number of boarders is now 52 as against 47 last year. The school is now under the control of the Director of Industries.

136. There have been several important changes on the staff of the Agricultural College at Lyallpur. In February last, Mr. Roberts, after long and good service, resigned the principalship to take up an important post under the British Cotton Growing Association. He was succeeded by Mr. D. Milne. Another change took place just after the close of the year when Mr. Faulkner left to become Director of Agriculture, Nigeria, thus leaving a gap hard to fill. His post as professor of agriculture was filled by Mr. Stewart who had joined the Agricultural Department in December, 1920, as Deputy Director of Agriculture. Two Indian members of the staff went to Europe for further studies during the year. The examination for the degree of B.Sc. (Agriculture) was held for the first time. Eleven students appeared from the college; six passed and four others have to appear again in one subject; one only failed. Other examinations show successful results. The growing popularity of the institution is shewn by the fact that there were 228 applications for 54 vacancies. The standard of the applicants is as high as ever, a very large proportion having passed the Punjab University matriculation examination in the first or second division, some even possessing higher qualifications. An urgent question for decision is whether or not some of the work, in particular the general and the pure science, could not be undertaken by the new intermediate colleges. The

Punjab
Agricultural
College,
Lyallpur.

principal comments on the continued success of the rural economy class, a short course to show officers engaged in district work something of the work of the department and to enable them to give more reliable advice to the farmers with whom they come in contact. This year, 23 officers took the course. The vernacular course, which lasts for six months, attracted 76 applicants, of whom it was possible to take 26. There are now 54 scholarships tenable in the college in addition to those for post-graduate study and research. Kashmir, Patiala and Kapurthala States give good scholarships to their students in the college. Most of the remainder are given by district boards of the Punjab.

137. The class for the training of teachers of agriculture continues its useful work; and the third batch of 19 trained men has been passed out, ready for the teaching of agriculture in vernacular middle schools. The principal states that "these teachers are reported to be doing useful pioneer work of a distinctly practical character."

Government
Institute of
Commerce,
Lahore.

138. The Institute was opened in September, 1919. During the year under review it occupied the old normal school building, which contains sufficient accommodation for the present numbers. The equipment was just sufficient, but additions are needed to meet the growing requirements. The library is now of substantial size, considerable care having been taken in the selection of books. The number of students grew from 37 to 82, of whom 36 were in the second and 46 in the first year class. Hindu students number 70 of the combined total. Attention is drawn to the inadequacy of the staff, but steps are being taken to improve the defects which a year's working has brought to light. Some difficulty is also caused by the weakness of the average student's command of English. The courses of study attracted the attention of the Punjab Legislative Council, in which a question was asked as to the intentions of the Government in regard to the removal of defects in the whole scheme of commercial education. Briefly the position is that commercial education is two-fold in type; one kind is to prepare students for what may be called the "officer" rank in business; and the other to give a suitable training for clerical duties in a business house or government office.

The Institute of Commerce requires improvement. At present, it fits a man for neither career. The question is under close examination; and it is hoped that the next report will show that a clear-cut way to each ideal has been opened. The tone and corporate life were good. Non-cooperation passed harmlessly over the students. There is some progress to record in the

growth of games and of social activities. On the whole, the working of the first complete year ends in hopeful strain.

139. There is very little change to record in regard to the Reformatory School at Delhi. Mr. Farmer remained in charge throughout the year; and no alterations in the list of the staff occurred. A scheme for revised rates of pay has been prepared and is expected shortly to come into force. 106 boys were on the roll at the end of the year. Twenty were admitted in the year and twenty-one were discharged. The conduct of the inmates was satisfactory. The quality of the industrial work was high. The school stands pre-eminent in this matter among the industrial schools of the province. The health of the boys, owing to malaria and influenza, was not quite so good as before, but no deaths occurred. The records of the after-careers of pupils show that 74 out of 85 students discharged since 1918 are leading honest lives. This is a highly satisfactory percentage of 87.

The Reformatory School, Delhi.

140. The Young Men's Christian Association continuation classes at Lahore and Simla do valuable work, especially in Lahore, where the Young Men's Christian Association has an enrolment of some 500 students, about 95 per cent. of whom are Indians. The classes in typewriting and shorthand are most popular. Other subjects such as book-keeping, arithmetic and English receive attention. A scheme is under consideration for regularising the courses in commercial subjects and for instituting an examination for the award of proficiency certificates. When introduced, this should give an excellent stimulus to steady work.

The Y.M.C.A. and Y.W.C.A. Continuation Classes, Lahore and Simla.

141. The mechanical engineering and motor classes at the Victoria Diamond Jubilee Technical Institute show an increased number of students. The total on the rolls was 67, as compared with 52 in the previous year. The report states: "It is gratifying that a good number of Brahmin, Khatri and Arora youths are taking up the engineering profession." The accommodation is still inadequate; and the workshops require extension. Government gave a grant of Rs. 300 per mensem towards the expenses of the Institute, but even then the year closed with a deficit of Rs. 800 on the working. The report concludes with an appeal to the Hindu community for more financial support, as even at the end of its 24th year the Institute is struggling against poverty and weakness.

Victoria Diamond Jubilee Technical Institute.

142. It is rather startling to find that the number of boys taking an industrial training continues to show a steady decline. The Ambala division shows 465 against 505 under training. Jullundur reports a decline of 64 to 298. Lahore in 1919-20

Industrial Education.

had 1,166 boys in these schools, but in 1920-21 the number was 681. Rawalpindi had 46 boys in its one school, the same number as last year. Multan alone reports an increase from 470 to 481. It is obvious that the comparative unpopularity of industrial education puzzles the inspectors. Various causes are assigned. The Ambala inspector suggests that the omission of woodwork from the courses has some connexion with this serious decline. Sardar Bishen Singh from Jullundur considers industrial education as a "knotty and complex problem." The Lahore inspector quotes the headmaster of the Industrial School at Amritsar as his authority for the statement that the public demand is for general education together with training in a craft, and that, in the absence of arrangements to meet this demand, boys prefer to learn their trade from an artizan and to earn thereby eight annas or more per day. The enhanced cost of tools also has a deterrent effect. For example, a "drawing box" now costs six against a former supply price of three rupees. Mr. Tydeman, however, is not satisfied that these are the only causes, and states that he himself cannot explain the decline. Mr. Nur Ilahi suggests that, while the comparative absence of facilities for general education in these schools is partly responsible, the main reason is economic. As soon as a boy's labour is worth anything—and this is quickly the case under present conditions—the father withdraws him from school and puts him to work, caring more for the present value of his son's efforts than for the future prospects of good wages due to higher training. In this connection it is noteworthy that carpentry is comparatively popular. On the other hand, in one school, at any rate, boys learn tailoring "as amateurs" and no boy from this school has taken up this trade as a means of livelihood. Spinning and weaving do fairly well at Ludhiana and in Kulu. The Railway Technical School and the School for the Blind, Lahore, do good work and are a refreshing contrast to many other institutions. Industrial education, as such, makes no progress in Rawalpindi, though it is curious to note that manual training as a part of general education is popular. At Chiniot, in the Multan division, the pupils are mainly drawn from the goldsmiths of the town. Other artisans hold aloof. In fact, the apathy of the artisans class is the subject of general comment.

143. Technical education in general, as stated in Council by the Hon'ble Mr. Fazl-i-Hussain, is receiving the earnest attention of Government. If the facts on which the foregoing summary is based be correct, it would seem that the way to salvation lies in the establishment of well equipped and adequately staffed industrial and manual training centres, at

which a boy can learn to 'use his hands' as part of his general education. The industrial school in which only an *ad hoc* training is given in various crafts appears to have had its day; and something of a different nature must take its place.

CHAPTER VIII.

Female Education.

144. It is gratifying to record that, on the whole, the year Numbers showed a steady expansion in the education of girls. Last year, there were 1,074 schools containing 57,732 scholars. This year, there are 1,099 schools with 57,205 scholars. Middle and primary schools have increased, as has also the number of their pupils. The main blot on the record is that high schools are the same in number as before while—a still more unfavourable portent—the number of pupils in them has decreased by 318. Thus the whole of the gain of 191-20 in this respect has been lost.

145. Lahore Division continues to lead the way, and Ambala is still far behind the others as the following summary proves :—

<i>Division.</i>	<i>Schools.</i>	<i>Pupils.</i>
Lahore	... 316	... 21,411
Rawalpindi	... 226	... 11,359
Jullundur	... 225	... 10,943
Multan	... 176	.. 10,162
Ambala	... 156	... 5,330

High schools now exist in all divisions except Ambala, but a school of this type has been opened during the current year.

146. Expenditure has increased by nearly 20 per cent. In Expenditure the year under review, it amounted to Rs. 9,91,461 as against Rs. 8,15,880 in 1919-20. All classes of school reported larger expenditure, but of the total increase of Rs. 1,75,581, Rs. 92,724 were due to the expansion of primary schools.

147. There is little or no change in the number of girls Collegiate Education. who are pursuing university courses. The Kinnaird College reports only 33 students on its rolls, but announces most gratifying examination results, ten girls passing the intermediate examination out of an entry of the same number, and five out of seven candidates passing the B. A. A student of this college, Miss L. Fazl, stood first in English in the university and was awarded

the Patiala-Sime Gold Medal, being also the winner of a university scholarship. Miss S. Harkishen Lal gained the Shah Din Asghari Khanum Gold Medal for heading the list of women candidates in Urdu. The college opened the year with some anxiety as to its finances and position, but found that as time went on the generosity of certain bodies brightened the outlook.

148. Queen Mary's College contained 91 girls, one of whom passed the matriculation examination and a second the munshi examination of the Punjab University. Favourable reports have been received from this college, as also from its preparatory school for boys.

149. It is presumed that the remaining successful candidates in the intermediate and B. A. examinations were privately prepared. The total figures for the province in regard to public examinations were as follows :—

<i>Examination.</i>	<i>Appeared.</i>	<i>Passed.</i>
B. A. ...	8	... 5
Intermediate (Arts)	16	... 16
Matriculation ...	64	... 46
Junior Anglo-vernacular	7	... 6
Middle School ...	438	... 260

Training of Teachers. 150. There are seven Government normal schools for women. That at Lahore trains senior vernacular teachers for the province and junior vernacular for the division. There are 107 students, 54 in the senior and 53 in the junior vernacular class. The other six schools situated at Rawalpindi, Sialkot, Gujranwala, Multan, Jullundur and Ludhiana, at present train only junior vernacular teachers and cater mainly for local needs. With the exception of Rawalpindi where 50 students can be taken, each of these schools accommodates 40 students. The difficulty of arranging for the practice of teaching is the main obstacle to the expansion of these divisional normal schools. On the whole, these schools have done well and are beginning to raise the level of teaching in the girls' schools. The Chief Inspectress points out, however, that two years is all too short a time to train a satisfactory teacher when the raw material so frequently knows no geography or grammar and can barely read or write. She advocates the continuance of the period of training for a third year, where desirable, and she would also raise the stipend as most of the girls have no other means of support. Nowadays, Rs. 8 or Rs. 10 per mensem is a starvation allowance. Under-feeding reacts injuriously on mental as well as on bodily activity and prevents

the girl from reaping full benefit from her course. It is thus probable that the finished product is really more expensive in the long run than if a somewhat larger stipend had been given. Some few private training classes exist in connexion with various secondary schools. Of these, that belonging to the American Mission at Sialkot is by far the best. Really good teachers are trained. A considerable advance therefore has been made in providing the province with teachers for primary schools, but the position of secondary schools is not so good. The Chief Inspectress considers that the Lahore Normal School has a good enough staff to warrant the opening of both junior and senior anglo-vernacular training classes, and that all that is required is accommodation and stipends for the students.

151. The Lady Maclagan Government High School for Girls, Lahore, was opened during the year. It occupies a house generously provided by Rai Bahadur Lala Ganga Ram, C.I.E. It is already full to overflowing. The Victoria School, Lahore, is now an anglo-vernacular middle school. It also has had no difficulty in filling the places vacated by the transfer of its high school classes to the Lady Maclagan High School. Both of these institutions owe much to the disinterested labours of Miss Bose who is at the head of the combined institution. The Kinnaird school needs a science block, playing fields and better accommodation. It continues to do excellent work in spite of its difficulties, as it is well managed and works on modern lines. At Amritsar the Dayawanti Sadhar Subha—an Oriental High School—has been recognised during the year and is doing good work. The other high schools are doing well, though the Chief Inspectress is constrained to say that there is a tendency in most schools to concentrate on the upper classes to the detriment of the lower.

Secondary
Education.

152. The Multan and Ambala divisions lag behind the others. In this connexion it is to be noted that neither division has been in the charge of any one inspectress for more than a very short time; and that Ambala, in particular, has frequently been without any inspectress at all. The education of girls is a plant of slow growth and fragile nature. It therefore appears desirable that it should have the unremitting attention of some one who knows, and is known by, the people of the division. Rawalpindi, on the other hand, shows what can be done. Local bodies pay the expenses of teachers attending "refresher courses"; and one (Gujrat) even offers a bonus to successful teachers. Generally speaking, wherever there is efficient supervision conditions are satisfactory. Where this is lacking, even though the teacher be trained, the state of affairs is not so good. Apart from the

Primary
Education.

problem of coping single-handed with from two to five classes, there is a tendency to forget the new, and to relapse into the old, methods of teaching.

153. During the year the Punjab Association maintained eight schools in Lahore having a total strength of 407—an increase of 15 over last year's figures. With two exceptions the schools seem to be working under slightly better conditions. Their efficiency varies, some earning remarks such as "writing throughout is very bad"; others such as "reading is good and the children understand what they read." The Association applied to Government for an increase in the annual grant and, as a preliminary condition to the consideration of their request, a scheme for improving the quality of the schools and the prospects of the staff was suggested. This scheme has been accepted by the Committee of the Association and its enforcement should make a distinct improvement in the standard of their schools.

**Technical
Education.**

154. There were five or six schools in which technical instruction was given. Embroidery, lace-making, spinning and stocking-making were the chief subjects of technical instruction. In answer to a question in the Legislative Council, the Minister stated that the quality of the work usually reached a high standard and that, in some cases, a substantial income was earned.

Buildings.

155. No new district board buildings have been erected during the year. Though some boards have good buildings, these are not usually kept in satisfactory repair. A very few municipal board schools are working in their own buildings. "Most of them are in insanitary crowded buildings with no play grounds." Aided schools on the other hand are in a better position, notably the American Mission School at Sangla Hill and, when it is finished, the Sikh High School at Ferozepore which "will compare favourably with any in the province." The Arya schools at Bhera and Chakwal in the Rawalpindi division have now obtained their own buildings. With the exception of the buildings of the Lady MacLagan High School at Lahore, which is the first girls' school to be opened outside the city in pleasant surroundings, and of the Normal School at Multan now working in a very fine building with an enclosed compound, Government schools for girls are still without their own buildings. In some cases there is overcrowding; and there are complaints of insanitary surroundings and of the absence of playing-grounds.

156. The Chief Inspectress reports that all Government schools and aided high schools are generally well-equipped. There is, however, a complaint of the insufficiency of reference books and, in particular, of the serious lack of Punjabi textbooks and of Hindi and Punjabi district maps. Some board and aided middle schools have fair equipment ; but, beyond this, there is a lamentable lack even of necessaries. "Some times the teachers are not even provided with a chair or table ; and there is often no cupboard or box in which to keep registers, maps, etc." Modern maps and story illustrations are conspicuous by their absence. A piece of blackened tin serves as a blackboard. The district board school at Bagh in the Jhang district has no equipment at all. The municipal board school at Karor is "in a deplorable condition."

Equipment.

157. In boarding schools the arrangements usually are satisfactory. Most of the day schools on the other hand have no sanitary arrangements at all. Disinfectants are not provided. At the best, sanitation is in its most primitive stage. Last year's report stated : "It is high time that school authorities recognised as their duty the provision of light, airy buildings, good water and sensible sanitation." This ideal is still to be attained.

Sanitation.

158. Physical training is still 'sadly to seek' even in the few schools where space exists for it. Efficient drill mistresses are scarcely to be found and, till they are forthcoming, games and skipping seem to be the best forms of physical exercise for girls. There is nothing to gain and much to lose by entrusting physical training to a mistress who is herself entirely ignorant of its principles. It is to be hoped that the Text Book Committee's handbook of girls' games will be beneficial.

Physical Training.

159. This subject merits special treatment. Miss Graham, the Inspectress of Domestic Science, held courses in domestic science which are stated to have been of real value. Cooking, washing, etc., have been introduced into some day schools. Health readers have been introduced ; and, wherever possible, classes are held in first-aid and in sick nursing. Needlework is particularly well taught in many large schools. But in village schools the course is neglected and much time is wasted on useless crochet and knitting.

Domestic Science.

160. The wave of non-cooperation produced only a passing effect and, except for two Arya middle schools, few institutions were affected for more than a few days. There was no serious epidemic of sickness.

General.

161. There is still great complaint about the inadequacy of salaries. It is true that many district boards have given

Salaries.

better pay to head mistresses, and some municipalities have followed suit ; but the pay and prospects of many head mistresses and of most assistant are miserable in the extreme. For example, there is one teacher who has six classes, containing in all 91 children, in her sole charge and receives only Rs. 14 per mensem. The inadequacy of salaries affects even Government schools which find it difficult to engage, and still more difficult to keep, adequately qualified mistresses.

162. Miss Stratford was Chief Inspectress throughout the year. Mrs. Ingram returned from leave on March 1st and relieved Miss Sircar of the charge of the Jullundur division. Miss Levi was in temporary charge of Multan. Miss Dutton relieved Miss Ahmad Shah as Assistant to the Chief Inspectress in August, 1920, when the latter resigned to take up work under the Amritsar municipality. Rawalpindi remained in Miss Must's charge throughout the year. The Chief Inspectress comments on the need for an assistant inspectress in each division. Then "there will be some hope of real improvement in the work."

163. In regard to the inspectresses themselves it is stated that "they are all finding it extremely difficult to manage on their present pay." A scheme of revision was submitted to Government during the year, but orders had not been issued by the end of the period under review. Some interesting side lights are given on the life of an inspectress. She is expected to be at the beck and call of any one interested in a school or of any inmate thereof from morning to night, even on Sundays. Her meals, usually of a scrappy kind, have to be taken at odd moments. A large proportion of her nights is spent in travelling ; and when she travels by road it must frequently be on kaccha roads and always by the cheapest possible means of conveyance. She needs an exceptional physique and even then is liable to a breakdown after some few years.

164. The chapter on education of girls may fittingly close with an appreciation of the work which those engaged therein have carried on so whole-heartedly in spite of the obstacles in their way.

CHAPTER IX.

Education of Europeans.

Statistics—
(i) Schools.

165. Public schools have again declined in number and now stand at 28 instead of 30. The decrease is due to the exclusion of the boys and girls schools, belonging to the Lawrence Royal Military School, Sanawar. This school, maintained

entirely by the Government of India, is now only connected with the Punjab in that it is inspected by the Punjab Education Department and its pupils appear at departmental examinations. The absence of any figures relating to Sanawar is the cause, and the sole cause, of the great decline in the numbers, income and expenditure relating to the education of Europeans in the Punjab.

166. At the end of the year there were three out of thirteen high, seven out of ten middle, and three out of five primary schools in the plains. All the rest were in hill stations. The inspector remarks that the high and middle departments of plains schools were numerically weak, and that the difference between the child educated at a hill school and that of a plains school is almost more marked than before. The tendency to send children to hill schools which has been prominent in the last ten years will be accentuated by the definite adoption of the policy of concentrating educational facilities above the primary standard in hill schools. This policy is due to the initiative of the Diocesan Board of Education, Lahore; and its ultimate results should show greater economy in finance and effort, and much greater educational efficiency.

167. In addition to the regular schools the continuation classes, in connection with the Young Men's and Young Women's Christian Associations, Lahore, are inspected and aided by Government. The Young Women's Christian Association, Simla, maintains touch with the department, though at present it receives no grant. The Young Men's Christian Association classes at Lahore are mainly attended by Indian students. The main object of these continuation classes is to give vocational training to people engaged in business through evening classes by preparing pupils for various examinations. These are well attended; and some effort is spent on classes in subjects of general culture. All these classes are open to both Indian and European students.

168. The number of pupils in all public and private schools, the latter being unaided and uninspected, was 2,614. Allowing for the exclusion of Sanawar, this shows an increase of 42 over last year. Of the 2,614 pupils, 1,232 were boys and 1,382 girls. Girls decreased in proportion to boys in the secondary classes, and it again seems clear that the girl is withdrawn from school at an earlier age than the boy. "There is still some reason to think that there is a residue of children who do not attend any school." (ii) Pupils.

(36) **Teachers.** 169. The total number of persons engaged in teaching was 204. Again, allowing for the absence of Sanawar from the returns, this shows an increase of nine. 122 teachers were trained; and seventeen held degrees of one or other university. There is a serious decline in the proportion of trained teachers. The inspector remarks that "the salaries offered are not sufficient to attract even reasonably qualified young people to the teaching profession. With few exceptions, and these are mainly girls, the type of teacher now recruited is not impressive. The able young man will not look at the career of a school master and the able girl too is inclined to think a medical or clerical career preferable to that of a teacher."

(40) **Expenditure.** 170. The direct expenditure on European schools in the Punjab amounted to Rs. 4,27,923. Of this sum provincial revenues contributed Rs. 2,33,114, tuition fees Rs. 1,54,840, and other sources Rs. 39,969. The total, both of direct and indirect expenditure, was Rs. 11,73,792. In this case provincial revenues supplied Rs. 4,22,956, fees, tuition Rs. 4,06,445 and other sources Rs. 3,44,391. Of the total cost therefore Government contributes about 36 per cent. About 30 per cent.—a very large proportion—comes from endowments and subscriptions, while 3½ per cent. approximately is provided by the pupils. Fees in European schools are distinctly high; and they have been and are still rising. The following typical rates of tuition fees in hill schools are given :—

			Rs.
Kindergarten	... ..	{ Minimum	... 5
		{ Maximum	... 16
Primary classes	... ..	The same	
Middle and High School classes...	... ..	{ Minimum	... 10
		{ Maximum	... 16

Fees in plains schools are possibly a little lower, but the difference is very slight.

Buildings and Equipment. 171. Eight schools were assisted in various projects for re-building, or improving, their present structures. Grants for this purpose to the amount of Rs. 50,503 were given, Rs. 12,760 less than last year. The expenditure on furniture and equipment totalled Rs. 22,458, Government grants amounting only to Rs. 5,457 of this sum.

172. The condition of school buildings is improving. Auckland House, Simla, now has a fine new building, erected at a cost of Rs. 2,40,000, towards which Government contributed one lakh.

by instalments spread over three years. New outbuildings have been erected at St. Denys', Murree; and alterations have been carried out at Ayrcliff School, Simla. Kitchens have been rebuilt at the Convent Schools of Jesus and Mary, Simla and Murree. St. Anthony's School, Lahore, has undertaken the improvement of its scanty water supply; and Bishop Cotton School, Simla, has improved its play-ground.

173. It is unfortunate that during the year three fires did much damage. The Presentation Convent School, Murree, was destroyed one night at the end of November last. A defective chimney was reported to be the cause of the outbreak. In January and February of this year the school in Rawalpindi belonging to the same religious order was twice set on fire; but, though the damage was serious, the building still remained usable. These two fires have not been explained. The only cause suggested was incendiarism, but nothing could be proved. No lives were lost. These outbreaks, however, have caused serious financial loss and dislocation to the two schools concerned. These two accidents have resulted in still more attention being given to the question of providing safety appliances and of practising fire drill—a matter to which the general body of schools had been given notice for some years past. Equipment has improved both in quality and quantity, especially in regard to domestic science classes; but there is still much leeway to make up. Good educational pictures, modern wall-maps, simple apparatus for physical geography are all lacking. There were only two science laboratories in the province. One was at Bishop Cotton School and the other at the Cathedral Boys' High School, Lahore. Both were inadequately housed and equipped. No girls' school possessed a laboratory.

174. The number of candidates for the high school examination increased from 79 to 92. Twenty-eight boys and forty-five girls were successful. In the middle school examination the number of candidates was 176, but the percentage of success was slightly smaller than that of the last year. The Cambridge Local examinations were extensively patronised, even in the case of pupils whose chance of going to England for further education was remote. Substantial numbers of Indian candidates sit for the latter examinations, and also for the London Chamber of Commerce examinations, for both of which the department makes local arrangements. Examination.

175. In regard to the level of examinational efficiency the inspector remarks that "the paucity of first division passes in the departmental examinations and the almost entire absence of 'honours' or 'distinctions' in the Cambridge Local indicates a

tendency to be satisfied with 'second-best.' It behoves all school authorities to eradicate this tendency by every means in their power.

Scholarships.

176. Forty scholarships were awarded to boys and sixty-five to girls. Twenty of this number are primary scholarships awarded on a consideration of the pupil's school record and family circumstances. The remainder are given on the results of the departmental examinations. A special gold medal was given to Parshotam Lal of St. Anthony's School, Lahore, for his unprecedented performance in the high school examination in which he headed the list, gaining distinction in no less than seven subjects.

Curricula and Instruction.

177. Most schools have settled down to a satisfactory working of the new courses. Vocational training has made a good beginning at Sanawar, domestic science and needlework are improving, thanks largely to the zeal and energy of Miss Graham, the inspectress. Manual training, however, is practically non-existent and science is still at a low ebb.

Physical Training and Games.

178. The new courses are in full operation and senior classes form extremely smart squads of well set up boys or girls of healthy appearance and active habits. Games receive somewhat closer attention than before. Sanawar and Bishop Cotton School now play annual matches. The Lawrence School, Ghora Gali, won the Murree Cup for hockey in 1920. Cricket is less popular than the other main games. The problem of obtaining a satisfactory ground is even more difficult than that of finance.

179. In the Auxiliary Force Sanawar, Bishop Cotton, St. Anthony's, Cathedral Boys' High School, Lahore, and the Lawrence School, Ghora Gali, had cadet detachments. The challenge shield for shooting was won by the Cathedral Boys' High School with a wonderful score. The Boy Scout movement has been revived, and a promising start has been made. In some girls' schools the girl guides are flourishing.

Health.

180. The general health was very fair; and on the medical side the children receive care and attention. But school clinics are still too elementary and the observation of physical development needs to be more thorough. Sanawar is the best school in this respect. At the time of inspection it was found that children with less than normal development were on special diet. "It is to the credit of this school that the number of such children formed a very low percentage of its strength."

Collection Education.

181. The number of students who carry their education beyond the high school stage is slowly increasing. The Younghus-

band Collegiate Hostel at Lahore was well filled throughout the year. Though no figures are available regarding those who went to England there is no doubt that, if parents can possibly afford the expense, they tend to send their sons and daughters there for some kind of university or professional education.

182. The new scholarship system is proving helpful. During the year it has received a notable extension through the munificence of Miss Warburton of Kasauli, who established a scholarship in memory of her father, the late John Paul Warburton, C.I.E., of the Indian Police. The scholarship is worth Rs. 1,500 per annum. The conditions of eligibility and tenure were published in the *Punjab Government Gazette* last March and need no further recapitulation.

183. The Government Training Class, Sanawar, contained about the same number of students as before. The outturn, however, is by no means equal to the demand, the reason being that the teaching profession does not offer sufficient prospects to attract the ablest young men. His Excellency, Lord Chelmsford, laid the foundation stone of the Chelmsford Training College at Sanawar last October, but the future of the project is hazardous owing to financial stringency.

Training
Classes.

184. St. Bede's College, Simla, continues its work of training girl teachers. Its curriculum has been improved during the year.

185. The small Kindergarten Teachers' Training class at St. Denys', Murree, produces teachers of excellent quality who find no difficulty at all in securing employment.

186. At the same time, the general standard of education among the teachers in European schools is capable of great improvement. When a boy or a girl goes straight from passing the high school examination to a training class, it is inevitable that a certain narrowness of culture and of view should result. This defect cannot be removed until men and women of higher educational qualifications are attracted to the teaching profession.

187. The Lawrence School, Ghora Gali, the only European school maintained by Government, kept up its usual standard. The Rev. Mr. Wightwick, who had taken no leave since he became principal eight or nine years ago, went on long leave at the close of the year, Mr. W. Eyre Walker, headmaster of the boys' school, officiating for him. The scale of salaries was improved. Various schemes, notably for a better water supply and for a new hospital, were advanced towards maturity. Other important

Notes on
individual
schools.

improvements, a science, manual training and drawing school blocks are needed and are under consideration.

188. Bishop Cotton School, Simla, is larger than ever before. It has a full staff, largely recruited from England. The school lives, and its *esprit de corps* is growing.

189. Auckland House School, Simla, is in its new building. Its reputation has spread and it is on the high road to a long period of success and efficiency. St Denys' School, Murree, does very good work. The Convent School of Jesus and Mary, Simla, is the largest girls' school in the province. Its efficiency, judged by examination results and by the general appearance of the girls, is relatively high.

190. Of the smaller schools Christ Church, Simla, is on the up grade. It is now much more of a school than a "teaching shop." Multan Station School, on the other hand, is in difficulties. It is a typical example of the small primary school struggling with adversity.

General.

191. The general overhauling of European education that has taken place in the last few years has produced a favourable reaction, but it must be admitted that the education of this community has not yet reached a high enough level. The energy of individual teachers and the work of individual schools is inspiring, but the facts must be squarely faced. Better buildings are wanted; a higher standard of attainment among teachers is desirable; and finally, a sterner sense of responsibility is required among parents, ready though most of them be to make great sacrifices for their children.

CHAPTER X.

Education of Special Classes.

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

The figures apply to boys only.

Institutions.	MUHAMMADANS.				HINDUS.				SIKHS.				
	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.	
Arts Colleges {	English	870	889	...	19	2,663	2,773	...	110	558	686	...	128
	Oriental	38	36	3	...	57	46	12	...	4	5	...	1
Professional Colleges.	Law ...	107	84	23	...	350	281	69	...	45	36	7	...
	Medicine	80	59	21	...	216	213	3	...	77	67	10	...
	Commercial.	3	2	1	...	71	31	40	...	7	4	3	...
	Teaching	112	99	13	...	169	135	34	...	58	44	14	...
	Agriculture.	62	92	...	30	24	56	...	32	50	48	2	...
Veterinary.	138	135	3	...	29	36	...	7	51	47	4	...	
Total ...	1,410	1,395	15	...	3,579	3,570	9	...	860	939	...	69	
Secondary Schools.	Anglo-vernacular.	33,507	32,275	1,232	...	54,691	51,242	3,449	...	17,828	16,171	1,657	...
	Vernacular.	34,888	25,867	9,021	...	35,043	28,439	6,604	...	10,440	8,218	2,222	...
Total ...	68,395	58,142	10,253	...	89,734	79,681	10,053	...	28,268	24,389	3,879	...	
Primary Schools ...	108,478	103,356	5,122	...	89,698	88,268	1,430	...	34,791	31,389	3,405	...	
Training Schools...	598	472	126	...	590	495	95	...	104	92	12	...	
Medical Schools ...	136	128	8	...	198	175	23	...	134	127	7	...	
Mayo School of Arts	120	120	...	...	46	48	...	3	15	17	...	2
Engineering ...	39	32	7	...	43	46	...	3	25	20	5	...	
Industrial ..	1,153	1,221	...	68	409	451	...	42	172	198	...	26	
Commercial ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	49	48	1	...	54	56	...	2	2	2	...	...
Other Special ..	77	68	9	...	124	132	...	8	45	53	...	8	
Total Public Institutions.	180,455	164,982	15,473	...	184,474	172,922	11,552	...	64,409	57,226	7,183	...	
Private Schools ..	25,677	23,886	1,791	...	12,680	12,724	...	44	4,369	3,738	631	...	
Total of scholars at institutions of all kinds.	206,132	188,868	17,264	...	197,154	185,646	11,508	...	68,778	60,964	7,814	...	

(i)—MUHAMMADANS.

193. There is an increase of 17,264 Muhammadan pupils in institutions of all kinds, and one of 15,473 in public institutions; the totals being 206,132 as against 188,868 last year in the former and 180,455 instead of 164,982 in the latter case. Of this increase vernacular middle schools account for 9,021 and primary schools for 5,122. On the other hand, there is a decrease of nineteen in arts colleges, of thirty in the Agricultural College, and of 68 in industrial schools. It is interesting to note that Hindus show decreases of 120, 32 and 42 under the same heads; and Sikhs of 128 in arts colleges and 26 in industrial schools. Whatever be the cause of this decrease, it is obviously common to all three communities.

194. In regard to the distribution of the increase in the number of Muhammadan boys, it is to be noted that it is distinctly uneven. In the Ambala division the increase is slight but perceptible. In Jullundur the inspector says: "In vernacular schools the Muhammadans show a phenomenal increase of 50 per cent." Lahore reports a total increase of 1.3 per cent. which would have been larger had the figures for the Islamia schools at Sialkot and Kasur been included. Both of these schools withdrew from Government recognition. Mr. Reynell states that in the Rawalpindi division there is a substantial increase in the number of Muhammadan boys at school, but "even now only about one-fourth of the possible number of Muhammadans is at school." He also says: "The most hopeful sign is the growth in the number of Muhammadans in boys' primary and vernacular middle schools." From Multan Mr. Nur Ilahi reports: "The Muhammadans in public schools have increased, though in a much smaller ratio than either the Hindus or the Sikhs." He considers that, in proportion to its respective population, the educational backwardness of the community is "positively alarming." He thinks that poverty is the main cause of this and strongly urges the extension of fee concessions.

195. The Muhammadan community shows a very slight increase in the percentage of pupils at the secondary stages of education, as the following abstract shows:—

	In Middle Department class.	In High Department classes.	Total in Secondary Schools.
1919-20	32.39	24.25	31.19
1920-21	32.77	24.52	31.64

(ii).—JAINS.

196. There is a substantial increase in the number of pupils of this community attending public institutions. Last year there were 1,588 Jains among 163,940 non-Brahmin Hindu pupils. This year the numbers are 1,981 out of 173,922. The increase is thus, both proportionally and absolutely, of some importance. There are 35 Jains in colleges, 1,029 in secondary schools, 915 in primary and 2 in special schools.

(iii)—EDUCATION OF THE UPPER CLASSES.

197. The Principal of the Aitchison College, Lahore, reports an increase in the average number of boys on the rolls of 6·6 and in the average attendance of 7·12. The number on the rolls at the end of the year was 101. Mr. Kelly, the principal, went on leave in February last, Mr. R. G. Wright officiating for him. The English staff was strengthened by the transfer of Mr. M. G. Salter from the Daly College, Indore, in July 1920. The college mourns the loss by death of Bhai Partap Singh, for eighteen years Sikh religious and Gurmukhi teacher. "His kindness and gentleness commanded the admiration and respect of every one with whom he came in contact."

198. Old boys of the college took a prominent part in public life. The Hon'ble Sardar Sundar Singh, Majithia, C.I.E., was appointed as Member of the Council of His Excellency the Governor of the Punjab. The Hon'ble Khan Sir Zulfikar Ali Khan, Kt., C.S.I., and the Hon'ble Colonel Malik Sir Umar Hayat Khan Tiwana, K.C.I.E., C.B.E., M.V.O., were elected to the Council of State. Three others were elected to the Legislative Assembly, and no less than nine to the Punjab Legislative Council.

The finances of the college caused the most serious anxiety, there being a deficit for the year of nearly Rs. 8,000.

Five out of ten candidates passed the diploma examination of 1920. The Cadet Corps and the Boy Scouts are noteworthy features among the various activities of the college.

(iv)—EDUCATION OF LOW CASTES.

199. The number of schools in the Ambala division has fallen from 26 to 17 and the scholars have decreased by 121 to 452, of whom only 275 are returned as of low caste. The inspector notes, however, that the number of low-caste children in ordinary schools has increased by about 33 per cent. to 840. He looks on this increase as of happy augury. In Hissar compulsory primary education has been enforced on the criminal tribes, and 284 Boori and Sansi boys are being educated. In Jullundur there

are six schools containing 74 boys, but 1,057 such boys are being educated in ordinary schools. Lahore shows 47 schools and 2,164 pupils, but of these 1,733 boys belong to other castes. The inspector says that "it is doubtful whether all these schools warrant being called low-caste schools." Only one school exists in the Rawalpindi division. It is at Tanda in Gujrat with an attendance of twenty Megh boys. In Multan several schools are maintained by the Christian and Arya Samaj communities. A feature of this division's report is the fact that 42 girls of these castes are now at school as against none in last year's return. On the whole, the tendency towards the breaking down of social barriers which was noticed in last year's report has been well maintained.

CHAPTER XI.

Text Book Committee.

200. The general committee met five times in the year under review and there were 20 sub-committee, and special sub-committee meetings. Mr. Parkinson vacated the office of secretary on November 1st, 1920; and Mr. E. Smith, headmaster of the Central Model School, was appointed to succeed him.

201. During the year 274 publications were submitted for consideration as against 287 in the previous year. But the number approved (152) was considerably in excess of last year's figures.

202. In last year's report mention was made of the permission given to other provinces to publish the whole or parts of the committee's book on "Life, Light and Cleanliness." This year the Madras Publicity office was allowed to reprint chapters XIV, XV and XVI of this book and to translate them into the various vernaculars of the Presidency for free distribution in plague infected areas. The committee has eleven maps or books in the press and about twenty other works in preparation. An editorial staff has been appointed and is at work on the preparation and revision of text-books. Six new editions of the Hindi and Panjabi reader series have already been prepared.

203. The committee considered a representation from certain publishers on the need for raising the price of vernacular books, owing to the advance of wages and the enormously increased cost of paper. It was agreed that, subject to certain conditions as to the quality of paper, printing and binding the rate should be changed from 666 pages to 500 pages per rupee.

204. The department also took action on the request of the committee to enforce the submission by publishers of all revised editions of their text-books to the committee for its re-approval before placing such books on the market.

205. In 1919-20 the committee resolved that of the expenditure on books and magazines for schools two-thirds should be on books and only one-third on magazines; but it does not appear that this resolution has been carried into effect, for of an expenditure of Rs. 7,190 in 1920-21, Rs. 4,530 was spent on magazines. The list of magazines, however, is satisfactory.

206. The patronage of literature fund had a slightly better year. Sixteen books were considered, of which one Urdu, one Hindi and two Panjabi were recommended for awards. There is, however, room for considerable improvement in the quality of the works submitted for adjudication.

207. The committee's library was increased by 320 books. A noteworthy addition to the museum was a new astronomical model of an elaborate kind. It is gratifying to read that the library is increasingly popular, 3,310 books being issued as against 2,176 in 1919-20.

208. The standardisation of technical terms in Panjabi, authorised last year, was almost completed in the period under review. The technical sub-committee undertook among other tasks the preparation of Agricultural Readers, II and III of which Lala Lachhman Das Varma is the author.

209. Mention has been made of the number of meetings held. It is also clear from the brief account now given that the members of the various sub-committees accomplished much useful work. But if any further indication of the ramifications of the Text Book Committee's activities be needed, it is afforded by the fact that the thanks of the department are due not only to the members but to one hundred and forty ladies and gentlemen who acted as honorary reviewers.

210. Considerable discontent was shown during the year by certain publishing firms. The questions which need consideration are whether or not it is advisable and practicable to regulate the price of school books; and whether or not an "open door" should not be permitted to free competition.

G. ANDERSON,

Director of Public Instruction, Punjab.

APPENDIX A.

Normal School Headmasters' Conference held at Lahore in the Text-Book Committee Hall on the 21st and 22nd February, 1921.

1. At present some schools are following Mr. Robson's course and others Mr. Earl's course. It is desirable to have one and the same scheme for all the schools. It was decided to recommend that for the present any course that a school takes will form the subject of examination, and that Mr. Earl be requested to select for training in his classes Physical Instructors of Normal Schools in preference to others

2. Some of the headmasters were of opinion that the course in nature study was too long. Moreover, the elaborate drawing of the various illustrative figures was not only difficult for the students, most of whom begin to learn Drawing in normal schools, but occupied a good deal of their time. It was decided that only simple diagrams be drawn.

As most of the schools do practical work in nature study, according to local circumstances, questions on the subject at the junior vernacular certificate examination cannot be the same; hence it was resolved that a list of the practical work done in the subject be sent to the Examiner just before the examination, and that alternative questions to cover the syllabus of all schools should be set in the final examination paper.

3. The scheme in Drawing and Handwork, as outlined in the prospectus, is vague and incomplete inasmuch as no mention of clay-modelling is made and Drawing is regarded as purely illustrative. It was resolved to recommend that the scheme in the subject be more clearly defined, and it should indicate the different branches of the subject.

4. As there was a difference of opinion on having fixed courses in optional subjects three alternative proposals were made—

- (a) A list of books recommended for study be prepared. Headmasters may make their own selection from amongst them.
- (b) A definite short book be prescribed and the examination paper should contain questions out of this book as well as general questions.
- (c) A definite book be prescribed, and examination should be based on that merely.

The proposal marked (b) was carried by a substantial majority as it encourages extensive reading as well as makes the work definite.

5. The proposal passed at the last year's conference of excluding marks in the optional subject in determining the division had been put before the Inspectors' Conference and had been negatived, therefore the last part of note (d) on page 2 of the prospectus should be deleted.

6. The opinion of the members on the method of holding the examination in Practice of Teaching was divided; hence three alternative proposals were put forward—

- (a) The present system of examination by sample be continued.
- (b) Individual examination by one examiner be adopted.

- (c) System of individual examination by a number of persons be introduced.

The first proposal was carried by a majority.

7. The following resolution was carried unanimously :—

Teachers in charge of nature study should attend a specially arranged course of lectures in nature study at any place, preferably in the Agricultural College, Lyallpur.

8. Periods for criticism lessons may take 40 to 50 minutes, about half of which may be devoted to actual teaching, while the remaining time may be given to discussion and comments. Headmasters are free to fix the duration of the period, and no resolution is needed in this connection.

9. The principle of holding tournaments at different centres by rotation was accepted unanimously ; but local circumstances, such as provision of accommodation, availability of grounds, etc., will have to be considered in applying the principle. For the next year Delhi was recommended for the southern districts, and Sialkot, Multan and Lyallpur for the northern, Sialkot being preferred by a majority.

10. All the headmasters were in favour of deleting gymnastics and drill instructors' contest from the tournament. But before arriving at a final conclusion it was considered desirable to invite Mr. Earl's opinion.

11. All the headmasters were in favour of the proposal, *viz.*, the payment of the travelling expenses of the teams in full, and it was decided to address the Director of Public Instruction, Punjab, on the question.

NOTE.—In view of this year's action, *i.e.*, the payment of expenses in full, the proposal automatically drops.

12. It was carried unanimously that the value of the stipend should be raised from Rs. 8 to Rs. 12. It was also suggested to ask the Inspector of Training institutions, Punjab, to address the district boards on the question of granting supplementary stipends to students under training on the condition that such students take up teaching work under them for a specified period of time as some of the district boards are already doing.

13. It was decided to ask the Department that in view of high prices the allotments for prizes and periodicals be doubled.

14. It was unanimously carried that an allowance of 20 per cent. on the pay be given to teachers of normal schools where senior vernacular classes are attached.

15. The following resolution was passed :—

In selecting men for the Inspection line the claims of normal school teachers should be duly considered in view of their having acquired experience of work done in Primary schools.

16. The resolution that desks should replace darries in normal schools was carried by a large majority.

17. It was unanimously resolved that quarters should be provided for the staff of schools, to be constructed, specially in places where no suitable accommodation can be had and the headmasters may be allowed to live rent-free.

18. It was resolved that practising schools should be an integral part of normal schools, and should be, wherever possible, under the direct supervision and control of the headmasters of normal schools.

19. It was considered undesirable to add a course in first aid to the present course of Hygiene. This was carried by a majority.

20. The proposal that senior teachers of normal schools should be appointed examiners in the Vernacular Final Examination in preference to others was unanimously carried.

21. It was resolved that an enquiry may be made as to what has been done with regard to the last year's resolution regarding the appointment of clerks in normal schools. The Conference was still of opinion that a clerk was needed, specially in the case of normal schools having Senior Vernacular classes attached to them.

22. It was agreed that the initial pay of junior vernacular teachers should not be less than Rs. 25 per mensem.

23. It was agreed that preferential treatment was undesirable in principle, but the Educational Secretary, Chief Khalsa Diwan, should be asked whether he could suggest measures calculated to encourage Sikhs to join normal schools.

24. It was decided to address the Director of Public Instruction, Punjab, on the question of grant to cover expenses (i) of students who visit special schools or places in the neighbourhood, and (ii) of teachers who wish to observe a school when specially recommended by the Inspector, Training Institutions, Punjab.

25. It was unanimously resolved that headmasterships of normal schools being as important and responsible as those of high schools any improvement in the pay and prospects of high school headmasters might be extended to the headmasters of normal schools as well.

26. The distinction and differentiation between the posts of Oriental and Vernacular teachers not being well defined it was decided that the proposal of designating Vernacular teachers in normal schools as Oriental teachers be postponed till the next conference.

27. The proposal of abolishing transliteration was put to the vote and lost.

NOTE.—At this moment the Hon'ble Mr. Fazl-i-Husain, M.A., Bar.-at-Law, Education Minister, and G. Andersen, Esq., C.I.E., M.A., Director of Public Instruction, Punjab, graced the Conference with their presence. The Minister sympathetically addressed the Conference, and Mr. Ram Chandra thanked the Minister for the honour he had conferred on the Conference by his visit.

28. The following resolution was unanimously passed :—

As far as possible the number of oral examiners should be cut down.

With a vote of thanks to the *Chair* the meeting dispersed.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE
PUNJAB AT THE END OF THE OFFICIAL YEAR 1920-21.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

(For details see

AREA AND POPULATION.			Particulars.	PUBLIC					
Total area in square miles.	Number of Towns and Villages.	Population.		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	
1	2	3	4	5	6	7	8	9	
89,210	Towns 146	Males 11,306,265 Females 9,378,759 Total 20,685,024	Institutions { For Males For Females	16	9	976	5,369	6,845	
	Villages 34,118			1	1	99	1,017		1,116
	Total 34,264	Total	...	17	10	1,076	6,386	7,461	
				Scholars { Males ... Females ..	4,266	1,676	189,665	238,674	428,339
				33	35	13,936	47,212	61,148	
			Total	...	4,299	1,711	203,601	285,886	489,477

TABLE I.

PUNJAB AT THE END OF THE OFFICIAL YEAR 1920-21.

General Table III.)

INSTITUTIONS.						AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY.	PERCENTAGE TO POPULATION OF SCHOLARS IN			
SCHOOL EDUCATION, SPECIAL.			PRIVATE INSTITUTIONS.				Public Institutions.	Public and Private Institu- tions.	Public Institutions.	Public and Private Institu- tions.
Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.	Grand Total.				
10	11	12	13	14	15	16	17	18	19	20
18	35	6,423	147	1,561	1,668	8,121	5.3	4.2	...	...
12	6	1,136	2	680	682	1,818	30.1	18.8	...	...
30	41	7,569	149	2,231	2,380	9,939	4.5	3.4	...	...
1,306	3,917	438,593	2,901	40,363	43,264	461,857	...	...	3.88	4.26
359	669	62,244	188	12,700	12,888	75,132	...	...	.66	.80
1,664	3,686	500,837	3,089	53,063	56,152	556,989	...	...	2.42	2.21

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
1	University Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
2	3	4	5	6	7	8	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. INSTITUTIONS							
For males ...	9,21,471	7,00,777	53,42,801	24,05,337	2,45,330	3,95,746	1,00,11,292
For females ...	14,667	13,413	6,41,012	5,79,795	65,963	95,531	14,09,426
Total ...	9,36,068	7,14,195	59,83,813	29,85,132	3,10,393	4,91,277	1,14,20,718
2. (a)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...	4.25	7.13	28.62	17.51	3.32	3.74	59.56
(b)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ...	.01	.09	24.69	36.43	.67	1.20	63.09
(c)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ...	.16	...	37.02	35.06	.04	4.21	76.49
(d)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	5.09	3.88	32.51	16.22	1.68	2.87	62.05
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Cost to Provincial Revenues.	307 14 7	491 9 6	46 3 10	17 11 7	181 5 4	223 1 2	111 14 7
Cost to Local and Municipal Funds.	...	1 10 3	...	...	3 6 9	...	0 4 10
Total cost ...	407 14 8	550 15 0	74 9 4	19 13 6	184 10 4	236 12 9	140 8 10
Cost to Provincial Revenues.	...	...	6 9 8	6 9 9	40 8 10	18 7 6	6 1 8
Cost to Local and Municipal Funds.	...	...	7 7 2	5 4 3	243 11 4	43 7 9	6 3 7
Total cost ...	...	...	19 12 7	12 4 3	285 6 0	63 14 9	15 2 7
Cost to Provincial Revenues.	60 4 8	400 2 11	12 7 7	2 6 8	159 0 3	59 9 0	98 4
Cost to Local and Municipal Funds.	0 14 0	...	1 14 0	2 3 4	...	9 11 6	2 0 1
Total cost ...	232 8 9	498 15 4	4 2 5 9	8 6 0	256 9 10	143 11 5	3 7 11
Unaided Institutions.—Total cost ...	118 12 5	103 7 4	32 0 5	4 5 5	131 7 10	71 6 7	32 11 6
Cost to Provincial Revenues.	84 14 7	383 7 10	10 5 11	5 10 8	170 10 4	89 12 9	10 13 4
Cost to Local and Municipal Funds.	0 6 9	1 4 3	4 12 8	4 8 3	9 12 4	19 1 6	4 11 5
Total cost ...	219 12 7	455 12 4	32 10 8	11 5 10	187 14 2	138 14 4	24 7 1

TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

(General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total Expenditure on Public Instruction.	REMARKS.
University.	Direct ion.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
4,75,825	1,29,031	5,80,742	4,73,571	39,82,569	13,64,108	69,85,646	1,84,08,424	
4,75,825	1,29,031	5,80,742	4,73,571	39,82,569	13,64,10	69,85,646	1,84,08,424	
1'05	1'52	5'12	2'01	25'53	4'31	40'44	100	
...	...	4'77	4'70	22'22	5'22	36'91	100	
...	...	1'37	2'95	14'82	4'37	23'61	100	
2'58	70	3'05	2'57	21'84	7'41	37'95	100	

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS IN

		PUBLIC									
		UNDER PUBLIC MANAGEMENT.									
Class of Institution.		Managed by Government.				Managed by Local Funds and Municipal Boards.					
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1		2	3	4	5	6	7	8	9		
<i>Arts Colleges.</i>											
UNIVERSITY EDUCATION.	English	{ for males ...	3	649	671	560	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Oriental	{ for males ...	...	...	...	...	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	<i>Colleges for Professional Training.</i>										
		Law	{ for males	
			{ for females	
		Medicine	{ for males ...	1	377	390	379	
			{ for females	
		Engineering	{ for males	
		{ for females ...	...	...	...	...	...	...	...
	Teaching	{ for males ...	4	360	375	355	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Agriculture	{ for males ...	1	137	137	...	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Veterinary	{ for males ...	1	219	228	215	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Commercial	{ for males ...	1	82	80	80	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Forestry	{ for males ...	...	...	...	...	...	...	...
		{ for females ...	...	...	...	...	...	...	...
	Total		11	1,824	1,881	1,589	...	...	...
<i>Secondary Schools.</i>											
SCHOOL EDUCATION—GENERAL.	High Schools for males		29	11,160	10,171	10,147	28	10,003	10,144	8,791	
	Middle Schools for males	{ English	76	19,015	18,518	16,383	
		{ Vernacular	610	89,280	76,519	68,601	
	High Schools for females		3	383	322	291	
	Middle Schools for females	{ English ...	2	539	530	496	2	468	436	329	
		{ Vernacular	26	3,347	3,208	2,672	
		Total		34	12,073	11,023	10,924	742	113,113	108,825	98,576
	<i>Primary Schools.</i>										
		For males		10	1,029	938	606	4,382	192,060	1,74,571	155,216
		For females		3	66	62	44	676	30,315	28,516	23,733
	Total		13	1,095	1,000	650	5,058	222,375	203,087	178,948	

TABLE III.

THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

INSTITUTIONS.														Grand Total of Institutions.	Grand Total of Scholars on 31st March.	NUMBER OF SCHOLARS ON 31st MARCH LEARNING			Number of Girls in Boys' schools.	Number of Boys in Girls' schools.	REMARKS.
UNDER PRIVATE MANAGEMENT.								English.	A Classical Language.	A Vernacular Language											
Aided by Government, by Local Funds or Municipal Boards.				Unaided.																	
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.														
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26					
5	1,983	1,049	1,479	7	1,634	1,514	1,063	15	4,166	3,745	1,870	296	...	...	...	...	
1	33	34	30	...	...	...	...	1	33	33	...	17	...	...	...	...	
1	100	94	76	...	...	...	...	1	100	29	87	4	...	...	...	...	
...					
...	...	...	...	1	503	330	257	1	503	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	377	...	...	...	...	...	...	...
...					
...					
1	33	27	26	...	...	...	...	4	360	163	110	199	2	...	...	...		
...	...	...	...	...	...	...	...	1	33	33	21	12	...	...	...	...	
...	...	...	...	...	...	...	...	1	137	137	...	...	...	...	...	...
...					
...	...	...	...	...	...	...	...	1	219	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	82	82	...	...	...	...	...	...
...					
8	2,049	2,101	1,811	8	2,137	1,844	1,320	27	6,010	4,322	1,898	628	2	...	...	...		
110	43,533	39,913.	36,304	20	7,032	6,991	6,006	197	71,728	52,475	23,363	67,057	1	...	...	...		
67	13,507	13,129	11,988	31	4,151	4,125	3,741	(b)174	36,673	18,654	6,593	36,136	76	...	...	...		
6	698	702	652	...	...	...	...	(c)615	80,978	3,073	15,933	80,787	24	...	...	...		
(a) 14	2,055	2,129	1,928	1	183	183	173	19	2,621	1,725	807	1,809	...	181	...	...			
18	2,028	1,751	1,486	...	...	...	...	23	3,023	1,346	214	2,336	...	161	...	...			
33	5,218	4,938	3,801	...	...	...	...	59	8,565	141	902	8,565	...	35	...	...			
247	67,039	62,462	56,119	52	11,366	11,299	9,920	1,075	203,501	77,634	52,612	198,690	101	377	...	...			
876	40,924	38,527	34,032	21	5,339	4,748	4,533	(d) 5,369	239,352	190	1,077	239,141	839	...	...	...		
315	15,334	14,432	12,014	23	619	762	684	(e) 1,017	46,534	69	745	46,469	...	161	...	...			
1,191	56,258	52,950	46,046	144	6,158	5,510	5,217	6,386	285,836	279	1,822	235,610	830	161	...	...			

(a) Includes, 1 Vernacular High School with 296 pupils.

(b) Includes 137 Upper and 34 Lower Middle Schools and one Night School attended by 89 Scholars.

(c) " 213 " " 402 Lower Middle Schools

(d) " 7 Night Schools attended by 202 Scholars.

(e) " 1 " School attended by 31 Scholars.

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS IN

PUBLIC								
UNDER PUBLIC MANAGEMENT.								
Class of Institution.	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION, SPECIAL.								
Training Schools ...	{ for males ... 14	(f) 1,193	1,182	1,142	2	46	46	44
	{ for females ... 7	319	318	287	...	...	...	...
Schools of Art ...	{ for males ... 1	183	180	163	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Law Schools ...	{ for males ...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Medical Schools ...	{ for males ... 1	366	337	330	...	...	...	...
	{ for females ... 1	107	105	104	...	...	...	...
Engineering and Surveying Schools	{ for males ... 1	276	265	244	19	1,439	1,377	1,123
	{ for females ...	...	...	...	...	...	...	...
Technical and Industrial Schools...	{ for males ...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Commercial Schools...	{ for males ...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Agricultural Schools ...	{ for males ...	...	...	...	...	...	...	...
	{ for females ... 1	106	105	99	...	...	...	...
Reformatory Schools ...	{ for males ... 4	114	107	95	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Other Schools ...	{ for males ...	...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...	...
Total ...	30	2,664	2,699	2,464	31	1,486	1,422	1,167
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	58	17,656	16,503	15,827	5,901	336,973	313,334	276,691

PRIVATE INSTITUTIONS.

1. *Advanced teaching*—

(a) Arabic or Persian ...

(b) Sanskrit ...

(c) Any other Oriental Classic ...

2. *Elementary teaching*—

(a) A vernacular only or mainly ...

(b) The Koran only ...

3. *Other School not conforming to Departmental Standards* ...

GENERAL TABLE III (A).

NUMBER OF SCHOLARS ON 31ST MARCH, 1921, IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

1	2	3	HINDUS.		6	7	8	9	10	11
			Brahmans.	Non-Brahmans.						
UNIVERSITY EDUCATION.										
<i>Arts Colleges.</i>										
English	12	54	432	2,231	558	870	1	5	3	4,166
			4	7							33
Oriental ... ..	..	1	55	2	4	38	..	..	..	100
								
<i>Colleges for Professional Training.</i>										
Law ... ..	..	1	63	287	45	107	..	..	..	503
								
Medicine	1	3	24	192	77	80	..	..	..	377
								
Engineering ... ..	..	..	..	..	..	..	..	..	..	..
								
Teaching	12 33	7 2	60	109	58	112	..	..	..	358
								
Agriculture ... ..	..	1	5	19	50	62	..	..	..	137
								
Veterinary ... ..	..	1	..	29	51	138	..	..	..	219
								
Commercial ... ..	..	1	3	68	7	3	..	..	..	82
								

Forestry	{ Male ...	...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...	...
	Total ...	58	91	646	2,914	850	1,411	1	5	3	6,010
SCHOOL EDUCATION, GENERAL.											
<i>Secondary Schools.</i>											
For Males—											
High Schools	{ Males ...	614	675	6,497	29,945	11,740	22,143	...	30	83	71,727
	{ Females ...	1	...	...	...	...	...	...	...	...	1
Middle Schools—											
English	{ Males ...	134	703	4,057	14,188	6,080	11,353	...	4	78	36,597
	{ Females ...	63	13	...	...	...	...	...	...	...	76
Vernacular	{ Males ...	...	289	7,441	27,602	10,440	34,878	...	...	294	80,954
	{ Females ...	...	...	11	12	...	1	...	...	...	24
For Females—											
High Schools	{ Males ...	142	16	1	3	8	11	...	...	...	181
	{ Females ...	661	328	183	878	256	124	...	8	2	2,440
Middle Schools—											
English	{ Males ...	150	4	...	...	...	...	...	7	...	161
	{ Females ...	517	525	111	892	304	504	...	12	...	2,865
Vernacular	{ Males ...	...	35	...	...	...	...	...	...	...	35
	{ Females ...	...	670	587	4,705	1,276	1,292	...	...	...	8,530
	Total ...	2,282	3,255	18,888	78,235	30,104	70,316	...	61	457	2,3591
<i>Primary Schools.</i>											
For Males	{ Males ...	120	3,178	18,960	70,666	34,794	108,451	38	2	2,304	238,513
	{ Females ...	48	43	29	222	47	450	...	...	...	830
For females	{ Males ...	11	51	8	64	...	27	...	...	...	161
	{ Females ...	19	774	4,329	20,700	7,660	12,704	...	2	185	46,373
	Total ...	198	4,046	23,326	91,652	42,501	121,632	38	4	2,489	285,886

GENERAL TABLE III (A)—CONCLUDED.

NUMBER OF SCHOLARS ON 31st MARCH, 1921, IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED—CONCLUDED.

1	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Sikhs.	Muham- madans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non- Brahmans.						
2	3	4	5	6	7	8	9	10	11	
SCHOOL EDUCATION, SPECIAL.										
Training Schools ...	Males ...	13	256	334	104	598	...	...	...	1,305
	Females ...	5	51	21	75	53	154	...	...	359
Schools of Art ...	Males ...	3	10	35	15	120	...	...	...	183
	Females ...	...	...	...	...	...	...	...	...	...
Law Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Males ...	2	96	102	134	136	...	...	...	470
	Females ...	5	96	19	5	6	...	...	...	131
Engineering and Surveying Schools ...	Males ...	...	9	34	25	39	...	...	...	107
	Females ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	Males ...	2	87	49	360	172	1,153	...	62	1,885
	Females ...	...	436	...	...	...	...	...	...	486
Commercial Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	Males ...	1	6	48	2	49	...	...	...	108
	Females ...	...	...	...	...	...	...	...	...	...
Other Schools ...	Males ...	20	30	94	45	77	...	...	...	266
	Females ...	45	7	...	...	...	...	...	...	52
Total	57	766	477	1,101	555	2,332	...	...	62	5,350
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC IN- STRUCTION.	2,595	8,162	43,337	173,922	74,010	105,601	30	70	3,011	500,837

PRIVATE INSTITUTIONS

ADVANCED TEACHING.

(a) Arabic or Persian	...	{ Males ...	...	...	1	4	12	1,199	...	...	...	1,216
		{ Females ...	...	...	...	...	...	127	...	...	...	127
(b) Sanskrit	...	{ Males ...	...	16	809	661	193	...	...	...	1	1,685
		{ Females ...	...	...	61	...	...	...	...	...	...	61
(c) Any other Oriental Classic	...	{ Male ...	...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...	...

ELEMENTARY TEACHING.

(a) Vernacular only or mainly—

For males	...	{ Males ...	...	173	1,490	6,653	2,309	3,009	...	...	185	13,819
		{ Females ...	...	9	4	77	97	46	...	...	...	233
For females	...	{ Males ...	...	...	...	7	212	15	...	...	...	234
		{ Females ...	...	18	258	1,493	323	346	...	...	9	2,462

(b) The Koran only—

For males	...	{ Males ...	...	...	8	28	...	16,651	...	...	...	16,687
		{ Females ...	...	...	...	...	...	2,126	...	...	...	2,126
For females	...	{ Males ...	...	...	...	...	...	2,451	...	...	...	2,451
		{ Females ...	...	...	13	22	...	7,754	...	...	...	7,789

OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.

For males	...	{ Males ...	9	110	809	2,210	1,638	2,352	...	...	18	7,146
		{ Females ...	7	...	...	...	...	...	...	...	...	7
For females	...	{ Males ...	26	...	...	...	...	...	...	...	...	26
		{ Females ...	16	3	...	18	...	56	93

TOTAL OF PRIVATE INSTITUTIONS	...	58	329	3,453	11,173	4,794	36,132	213	56,152
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GRAND TOTAL OF ALL INSTITUTIONS...	2,653	8,491	46,790	185,095	78,804	231,823	39	70	3,224	556,989
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GENERAL
NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS

Class of Institutions.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
1	2	3	4	5	6	7	8	9	10	11	12	13
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
UNIVERSITY EDUCATION.												
<i>Arts Colleges.</i>												
English ... { For males	...	...	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>												
Teaching ... { For males	1	12	12	13	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	1	33	27	26	...	...	...	...
Total ...	1	12	12	13	1	33	27	26	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
<i>Secondary Schools.</i>												
High Schools for males ...	1	193	230	228	3	458	443	366	...	...	...	...
Middle Schools—English—for males ...	...	...	...	...	3	199	143	116	...	...	...	...
High Schools for females ...	1	158	119	116	3	656	798	780	...	...	...	...
Middle Schools—English—for females...	...	...	...	...	8	699	597	499	...	...	...	...
Total ...	2	351	348	344	21	2,012	1,979	1,741	...	...	...	...
<i>Primary Schools.</i>												
For males ...	...	...	...	...	4	165	224	207	...	...	...	...
For females ...	...	...	...	...	1	28	23	21	...	...	...	...
Total ...	...	...	...	...	5	193	247	228	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Training Schools ... { For males	...	...	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	1	5	9	3	...	...	...	...
Schools of Art ... { For males	...	...	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. { For males	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. { For males	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { For males	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... { For males	...	...	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	1	5	3	3	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3	363	360	357	28	2,243	2,256	1,998	...	...	...	...
PRIVATE INSTITUTIONS.												
Other Schools not conforming to Departmental Standards—												
For males ...	...	...	...	...	...	...	...	...	1	16	...	...
For females ...	...	...	...	...	...	...	...	...	1	42	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	...	...	...	2	58	...	...
GRAND TOTAL OF ALL INSTITUTIONS	3	363	360	357	28	2,243	2,256	1,998	2	58	...	...

TABLE III-B.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-1921.

Grand Total of Institutions.		NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.												REMARKS.
14	15	English.	A Classical Language.	A Vernacular Language.			European and Anglo-Indians.	Indian Christians.	Hindus.			Muhamaadans.	Buddhists.	Parsis.	Others.	30			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
...					
1	12	12	...	5	...	...	12	...	...	...	...	...	...	...
1	33	33	21	12	...	...	59	...	...	...	...	...	...	...
2	45	45	21	17	...	...	45	...	...	...	...	...	...	...
4	661	661	77	616	1	...	615	3	3	5	5	11	...	7					
3	199	134	...	20	63	18	197	...	1	...	...	...	...	1	
8	814	813	524	13	...	104	608	2	2	5	...	...	...	2		
8	699	699	79	92	...	161	667	12	1	...	...	...	...	19	
23	2,263	2,297	679	641	64	288	2,262	17	7	10	5	11	...	28					
4	165	165	5	41	48	...	165	...	...	...	...	...	...	...
1	28	27	...	...	...	11	28	...	...	...	...	...	...	...
5	193	192	5	41	48	11	198	...	...	...	...	...	...	...
...					
1	5	5	...	...	...	...	5	...	...	...	...	...	...	...
31	2,606	2,530	705	689	112	294	2,625	17	7	10	5	11	...	28					
1	16	16	...	...	7	...	16	...	...	...	...	...	...	...
1	42	42	...	...	...	26	42	...	...	...	...	...	...	...
2	58	58	...	...	7	26	58	...	...	...	...	...	...	...
33	2,664	2,597	705	699	119	320	2,583	17	7	10	5	11	...	28					

GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	<i>Managed by Government</i>						<i>Managed</i>		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
<i>Arts Colleges.</i>									
English	2,06,611	...	...	67,103	...	...	2,78,714	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>									
Law	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Medicine	2,14,382	...	...	28,960	...	...	2,43,142	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Teaching	1,61,366	1,988	...	—	...	8,961	1,72,315	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Agriculture	86,604	...	...	14,644	...	...	1,01,248	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Veterinary	1,29,632	...	...	11,417	...	...	1,41,049	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Commercial	2,946	...	...	5,935	...	...	8,881	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Total	8,01,441	1,988	...	1,27,959	...	8,961	9,40,349	...	...
SCHOOL EDUCATION, GENERAL.									
<i>Secondary Schools.</i>									
High Schools for male.	4,23,070	...	...	2,93,016	1,565	244	7,17,595	28,383	68,258
Middle Schools for	...	...	...	...	...	...	...	39,022	1,33,439
{ English	...	...	...	...	...	...	...	6,20,274	3,54,330
{ Vernacular	...	...	...	...	...	...	...	...	...
High Schools for females	62,318	...	...	14,905	931	...	78,054	...	...
Middle Schools for	24,333	...	...	1,879	...	...	26,312	2,916	7,423
{ English	...	...	...	...	...	...	...	28,420	2,740
{ Vernacular	...	...	...	...	...	...	...	...	...
Total	5,09,721	...	...	3,03,700	2,496	244	8,22,161	7,19,015	1,66,190

TABLE IV.
IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.
INSTITUTIONS.

MANAGEMENT.					UNDER PRIVATE MANAGEMENT.						
by Local Funds and Municipal Boards.					Aided by Government or by Local or Municipal Boards.						
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees	Endowments.	Subscriptions and other sources.	Total.
11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	1,26,879	300	1,517	1,83,307	33,876	83,669	4,31,368
...	...	...	...	...	4,650	...	...	3,500	...	6,517	14,667
...	...	...	...	...	21,600	...	...	395	13,613	822	36,350
...
...
...
...
...	...	...	...	...	10,805	...	...	2,613	...	...	13,418
...
...
...
...
...
...
...
...	...	...	...	...	1,65,854	300	1,517	1,69,815	47,289	91,028	4,95,782
90,299	1,90,969	1,221	293	3,79,413	5,39,945	10,258	39,478	7,40,737	2,07,789	3,20,471	16,63,676
82,721	2,10,507	4,616	8,554	4,68,859	74,456	9,240	12,208	1,40,788	65,842	43,306	3,65,821
20,112	1,78,084	3,381	26,107	12,02,298	1,901	2,699	900	871	4,630	...	10,901
...	...	...	...	...	90,993	...	7,681	53,943	17,334	15,285	1,65,236
2,623	...	...	...	12,962	57,205	1,217	9,288	24,538	15,010	24,227	1,31,440
59,065	3	...	...	90,248	14,720	3,883	20,377	1,739	33,341	19,826	93,956
2,54,880	5,79,563	9,218	34,954	21,53,770	7,79,220	27,297	89,928	8,62,596	3,43,946	4,43,115	26,46,102

GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL		
	UNDER PRIVATE MANAGEMENT.				Provincial Revenues.	Local Funds.	
	Unaided.						
	Fees.	Endowments.	Subscriptions and other sources.	Total.			
1	23	24	25	26	27	28	
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	{ for males ...	1,15,232	18,759	45,998	1,79,989	3,35,490	300
	{ for females ...					4,950	
Oriental	{ for males ...					21,500	
	{ for females ...						
<i>Colleges for Professional Training.</i>							
Law	{ for males ...	34,142			34,142		
	{ for females ...						
Medicine	{ for males ...					2,14,282	
	{ for females ...						
Engineering	{ for males ...						
	{ for females ...						
Teaching	{ for males ...					1,61,366	1,988
	{ for females ...					10,805	
Agriculture	{ for males ...					86,604	
	{ for females ...						
Veterinary	{ for males ...					1,29,032	
	{ for females ...						
Commercial	{ for males ...					2,946	
	{ for females ...						
Forestry	{ for males ...						
	{ for females ...						
Total		1,49,374	18,759	45,998	2,14,131	9,67,275	2,288
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males		1,36,129	36,757	47,369	2,20,255	9,91,398	78,516
Middle Schools for males	{ English ...	56,352	19,322	42,417	1,18,691	1,13,478	1,32,679
	{ Vernacular ...					6,22,175	3,57,029
High Schools for females				22,834	22,834	1,53,311	
Middle Schools for females	{ English ...					84,454	8,640
	{ Vernacular ...					43,140	6,623
Total		1,92,481	56,679	1,12,620	3,61,780	20,07,956	5,83,487

TABLE IV—CONTINUED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21—CONTINUED.

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,517	3,65,642	52,435	1,29,887	6,85,071	
...	3,500	...	6,517	14,767	
...	395	13,613	822	36,330	
...	
...	34,142	...	...	34,142	
...	
...	26,580	...	...	2,43,142	
...	
...	
...	2,613	...	8,961	1,72,315	
...	...	...	...	13,418	
...	14,644	...	...	1,01,248	
...	
...	11,417	...	...	1,41,040	
...	
...	5,935	...	...	8,881	
...	
...	
1,517	4,87,148	66,048	1,45,987	18,50,263	
1,29,767	13,60,851	2,47,332	3,68,377	31,76,241	
94,930	4,07,627	1,97,380	1,14,277	9,53,871	
21,012	1,78,955	7,911	26,107	12,13,189	
7,681	68,748	18,265	36,119	2,66,124	
11,926	26,417	15,010	24,227	1,70,654	
79,462	1,742	33,441	18,826	1,94,234	
3,44,758	20,44,340	4,12,339	5,90,933	59,83,513	

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC									
	UNDER PUBLIC									
	Managed by Government.							Managed		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	
1	2	3	4	5	6	7	8	9	10	
<i>Primary Schools.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For males	17,280	...	...	1,844	124	134	19,382	11,80,853	6,89,121
For females	446	...	...	...	20	...	465	1,61,610	1,10,574
Total	17,725	...	...	1,844	144	134	19,847	13,42,463	7,99,695
<i>SCHOOL EDUCATION, SPECIAL.</i>										
Training Schools ... { for males	2,21,246	3,860	66	...	...	...	2,25,172	1,650	11,012
... { for females	50,574	868	338	...	23	...	51,803	176	...	
Schools of Art ... { for males	57,575	...	...	1,145	...	...	58,720	...	...
... { for females	...	...	...	...	...	...	...	...	...
Law Schools ... { for males	49,302	...	...	3,602	...	...	52,904	...	...
... { for females	...	...	...	...	...	...	...	...	...
Medical Schools ... { for males	52,391	...	...	7,637	...	1,800	61,828	...	...
Engineering and Surveying Schools { for males	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools, { for females	25,790	...	...	889	...	469	26,628	26,454	21,141
... { for males	...	...	...	...	...	...	...	...	...
Commercial Schools { for males	...	...	...	...	...	...	...	...	...
... { for females	...	...	...	...	...	...	...	...	...
Agricultural Schools { for males	...	...	...	...	...	...	...	...	...
... { for females	...	...	...	...	...	...	...	...	...
Reformatory Schools { for males	36,160	...	...	...	...	...	36,160	...	...
... { for females	...	...	...	...	...	...	...	...	...
Other Schools ... { for males	23,944	...	...	36	...	25	24,005	...	...
... { for females	...	...	...	...	...	...	...	...	...
Total	5,16,982	4,728	404	12,789	23	2,294	5,37,220	27,259	32,158	
<i>Total Direct Expenditure.</i>	18,45,868	6,716	404	4,52,292	2,663	11,633	23,19,577	20,98,737	13,88,038	
<i>Buildings, furniture and apparatus...</i>	16,43,486	...	...	15,988	...	...	16,59,454	3,83,534	5,25,071
University ... ..	...	...	...	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...	...	...
Scholarships held in—	...	...	...	...	...	...	...	...	...
Arts Colleges ... ..	...	...	...	...	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...	...	...
<i>Total Indirect Expenditure</i>	16,43,486	...	...	15,988	...	...	16,59,454	3,83,534	5,25,071
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	34,89,355	6,716	404	4,68,280	2,663	11,633	39,79,031	24,72,271	19,13,108	

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL	
	UNDER PRIVATE MANAGEMENT,				Provincial Revenues.	Local Funds.
	Unaided.					
	Fees.	Endowments.	Subscriptions and other sources.	Total.		
1	2	3	4	5	6	
	Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Primary Schools.</i>						
For males	1,145	3,382	14,784	19,311	12,85,999	7,34,583
For females	90	932	3,697	4,619	2,02,519	1,26,107
Total	1,235	4,314	18,381	23,930	14,88,428	8,60,690
<i>SCHOOL EDUCATION, SPECIAL.</i>						
Training Schools	408	1,665	973	3,046	2,26,071	14,872
... .. { for males	4,186	4,186	55,843	868
... .. { for females	57,575	...
Schools of Art
... .. { for males
... .. { for females
Law Schools
... .. { for males
... .. { for females
Medical Schools	1,043	600	7,232	8,875	49,502	...
... .. { for males	30,603	...
... .. { for females	52,391	...
Engineering and Surveying...
... .. { for males
... .. { for females
Technical and Industrial Schools	480	...	480	54,964	22,268
... .. { for males	180	6,112
... .. { for females
Commercial Schools
... .. { for males
... .. { for females
Agricultural Schools
... .. { for males
... .. { for females
Reformatory Schools	36,160	...
... .. { for males
... .. { for females
Other Schools	32,104	...
... .. { for males	4,238	...
... .. { for females
Total	1,451	2,745	12,391	16,587	5,99,536	44,120
Total Direct Expenditure	3,44,541	82,497	1,89,390	6,16,428	50,63,195	4,90,565
Buildings, furniture and apparatus	7,604	1,42,863	3,74,699	5,25,166	21,70,304	5,25,071
University	69,450	...
Direction	1,29,031	...
Inspection	4,35,426	1,12,630
Scholarships held in—
Arts Colleges	25,223	1,552
Medical Colleges	5,839	214
Other Professional Colleges	5,590	7,556
Secondary Schools	1,13,466	91,995
Primary Schools	19,462	975
Medical Schools	68,528	1,170
Technical and Industrial Schools	8,742	5,000
Other Special Schools	432	2,140
Miscellaneous	1,04,597	57,898
Boarding Houses	2,62,020	65,579
Total Indirect Expenditure... ..	7,604	1,42,863	3,74,699	5,25,166	34,38,419	8,72,078
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,52,145	2,25,360	5,64,089	11,41,594	85,01,614	23,62,663

* Revised figures received after compilation has been completed shown *

TABLE IV—CONCLUDED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21—CONCLUDED.

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	ks.	Rs.	Rs.	Rs.	
1,71,661	96,277	34,537	82,870	24,05,237	The amount shown in columns 2, 9, 16 and 27 includes Rs. 31,28,853 from the Imperial Funds which was utilized as follows:—
1,55,431	2,918	42,171	50,640	5,79,795	
3,27,092	99,195	76,708	1,33,519	29,85,032	1. Rs. 51,772 for the Veterinary College, Lahore.
66	1,138	1,665	1,518	2,45,330	2. Rs. 12,440 for the appointment of Additional District Inspectors of Schools.
338	1,102	1,684	5,228	65,063	3. Rs. 5,880 for the Female Inspecting Staff.
...	1,145	...	...	68,720	4. Rs. 11,472 for the revision of pay of Superintendents of Boarding Houses.
...	...	...	...	...	5. Rs. 5,000 for the Queen Mary's College, Lahore.
...	4,645	600	7,232	61,779	6. Rs. 15,500 for the Normal School, Karnal.
...	5,583	6,204	37,937	80,427	7. Rs. 38,000 for the Salary grants to European Schools.
...	7,837	...	1,800	61,828	8. Rs. 42,879 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College, Amritsar.
39,164	4,87	11,803	3,028	1,36,044	9. Rs. 19,258 for the Victoria Girls' School, Lahore.
...	205	897	888	5,282	10. Rs. 60,000 for the maintenance of the Aided Secondary Schools.
...	...	...	...	...	11. Rs. 10,000 for the Government Training Class, Sana-wal.
...	...	...	...	36,160	12. Rs. 30,000 for the improvement of the Islamia College, Lahore.
...	6,186	...	2,925	41,215	13. Rs. 22,400 for the Lawrence School, Ghora Gali.
...	1,877	...	892	6,822	14. Rs. 1,03,300 for the Punjab University.
39,568	34,146	22,853	61,448	8,01,670	15. Rs. 2,54,396 for the training of teachers.
7,12,335	26,44,828	5,77,948	9,31,887	1,14,20,778	16. Rs. 20,35,415 to District Boards for the extension of Vernacular Education.
1,38,032	26,335	2,32,567	8,30,263*	39,82,569	17. Rs. 2,26,840 to Municipal Committees for the extension of Vernacular Education.
...	3,75,495	8,480	2,200	4,75,625	18. Rs. 34,651 for Agricultural Education.
...	...	...	...	1,29,081	19. Rs. 65,000 for the Government College, Multan.
12,686	...	...	...	5,60,742	20. Rs. 2,500 for the revision of supervising and teaching staff of the Reformatory School, Delhi.
2,242	...	32,647	11,279	73,243	21. Rs. 62,160 for the Medical School, Amritsar.
356	...	...	2,778	9,197	
850	60	7,363	14,616	36,323	
19,403	...	8,677	2,034	2,35,575	
501	...	160	25	21,123	
...	...	4,273	1,329	75,300	
3,068	...	909	1,446	19,165	
1,073	...	...	...	3,645	
23,425	38,436	289	87,750	3,12,393	
17,296	4,03,391	67,290	2,36,159	10,51,715	
2,18,922	8,43,717	4,22,855	11,99,855	69,85,646	
9,31,257	34,88,545	10,00,803	21,21,742	1,84,36,424	

ditional expenditure of Rs. 48,612 from Provincial Revenues.

EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS IN THE

OBJECTS OF EXPENDITURE.	PUBLIC									
	UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
	Managed by Government.					Aided by Government or by Local or				
	Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10	11
	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.										
<i>Arts Colleges.</i>										
English ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Teaching ... { For males	14,289	...	...	6,726	21,015	...	...	...	2,613	...
... { For females	...	...	...	...	...	10,806	...	...	...	...
Total ...	14,289	...	...	6,726	21,015	10,806	...	...	2,613	...
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools</i>										
High Schools for males ...	14,908	17,383	184	...	32,480	56,907	...	...	51,137	...
Middle Schools—English—for males ...	...	...	...	...	...	13,571	...	...	7,143	3,113
High Schools for females ...	18,469	8,694	931	...	28,094	84,739	...	...	42,387	...
Middle Schools—English for females, ...	...	...	...	...	...	50,614	...	100	21,334	1,074
Total ...	33,377	26,082	1,115	...	60,574	1,85,321	...	100	1,22,010	4,277
<i>Primary Schools.</i>										
For males ...	...	...	...	...	...	12,297	...	...	5,822	...
For females ...	...	...	...	...	...	1,619	...	...	926	...
Total ...	...	...	...	...	...	13,916	...	...	6,748	...
SCHOOL EDUCATION, SPECIAL.										
Training Schools ... { For males	...	...	...	...	...	1,680	...	...	750	...
... { For females	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Other Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	1,680	...	...	750	...
TOTAL DIRECT EXPENDITURE.	47,666	26,082	1,115	6,726	81,589	2,12,222	...	100	1,32,121	4,247
<i>Buildings, furniture and apparatus.</i>	28,834	...	...	...	28,834	59,662	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...	...
Scholarship held in—	...	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...
Boarding Houses ...	...	...	...	...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE	28,834	...	...	...	28,834	59,662	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	76,500	26,082	1,115	6,726	1,10,423	2,71,784	...	100	1,32,121	4,247

TABLE IV-A.

PUNJAB FOR THE OFFICIAL YEAR 1920-21.

INSTITUTIONS.						TOTAL EXPENDITURE FROM													REMARKS.						
MANAGEMENT.																									
Municipal Board.			Unaided.																						
Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	TOTAL.													
12	13	14	15	16	17	18	19	20	21	22	23	24	25												
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.													
...													
...	13,418	...	...	...	...	14,260	...	...	2,613	...	6,726	21,015													
...	13,418	...	...	...	...	10,805	...	...	2,613	...	...	13,418													
...	13,418	...	...	...	...	25,094	...	...	2,613	...	6,726	34,433													
4,951	1,13,085	...	...	...	...	71,905	...	...	68,525	184	4,951	1,45,565													
4,272	28,158	...	...	...	...	13,571	...	...	7,142	3,173	4,272	28,158													
6,158	1,13,294	...	...	...	...	83,203	...	...	61,061	931	6,158	1,41,388													
11,557	84,579	...	...	...	...	50,514	...	100	21,334	1,074	11,557	84,579													
26,938	3,39,116	...	...	...	...	2,19,193	...	100	1,48,092	5,382	26,938	3,99,690													
6,735	24,854	...	...	...	...	12,297	...	...	5,822	...	6,735	24,854													
834	3,379	...	...	...	...	1,619	...	...	926	...	834	3,379													
7,569	28,233	...	...	...	...	13,916	...	...	6,748	...	7,569	28,233													
...													
94	2,524	...	...	...	...	1,680	...	...	750	...	94	2,524													
...													
...													
...													
...													
...													
94	2,524	...	...	...	...	1,680	...	...	750	...	94	2,524													
34,691	3,83,261	...	...	...	...	2,59,898	...	100	1,56,203	5,362	41,327	4,64,880													
72,598	1,32,160	...	...	...	...	85,396	...	...	...	...	72,598	1,60,894													
...	...	...	...	...	...	6,337	...	...	...	...	...	6,337													
...													
...	...	...	...	...	...	9,086	...	...	...	...	...	9,086													
...													
...	...	...	...	...	...	7,243	...	...	38,436	...	84,813	1,30,492													
...	...	...	...	...	...	91,016	...	...	2,13,766	...	1,68,351	4,63,133													
72,598	1,32,160	...	...	...	...	2,02,078	...	...	2,52,202	...	3,15,762	7,70,042													
1,07,199	5,15,451	...	...	...	...	4,61,966	...	100	4,10,405	5,362	3,57,080	12,34,922													

The amount shown in columns 2, 7 and 18 includes Rs. 70,400 from Imperial Funds, which were utilized as follows:-
 1. Rs. 38,000 for salary grants to European School.
 the Government Training Class, Sana war.
 20) for the Lawrence School, Ghora Gali.

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF SCHOOL.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			
			<i>Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.</i>			
			Males.	Females.	Total.	
1	2	3	4	5	6	
SECONDARY SCHOOLS.						
<i>For Males.</i>						
Government	{ English ...	29	11,160	2,802	...	2,802
	{ Vernacular...	...	...	...	...	...
Local Fund	{ English ...	42	13,887	528	...	538
	{ Vernacular...	595	77,647	...	...	...
Municipal Fund	{ English ...	52	15,131	869	...	869
	{ Vernacular...	15	2,633	...	...	...
Aided	{ English ...	177	57,040	7,590	...	7,590
	{ Vernacular...	5	698	...	...	...
Unaided	{ English ...	51	11,183	1,631	...	1,631
	{ Vernacular...	...	...	...	...	...
Total	...	976	1,89,379	13,480	...	13,430
<i>For Females.</i>						
Government	{ English ...	5	913	...	26	26
	{ Vernacular...	...	...	...	...	...
Local Fund	{ English ...	1	393	...	...	...
	{ Vernacular...	3	198	...	...	...
Municipal Fund	{ English ...	1	75	...	...	...
	{ Vernacular...	23	3,149	...	...	...
Aided	{ English ...	31	3,787	...	198	198
	{ Vernacular...	34	5,514	...	2	2
Unaided	{ English ...	1	183	...	13	13
	{ Vernacular...	...	...	...	...	...
Total	...	99	14,212	...	239	239
TOTAL SECONDARY SCHOOLS	...	1,75	2,3,591	13,480	239	13,669
PRIMARY SCHOOLS.						
<i>For Males.</i>						
Government	...	10	1,029	...	...	...
Local Fund	...	4,205	178,490	...	...	...
Municipal Fund	...	157	13,570	...	...	...
Aided	...	876	40,924	...	...	...
Unaided	...	121	5,339	...	...	...
Total	...	5,369	239,352	...	...	...
<i>For Females.</i>						
Government	...	3	66	...	...	...
Local Fund	...	483	18,183	...	...	...
Municipal Fund	...	193	12,132	...	...	...
Aided	...	315	15,334	...	...	...
Unaided	...	23	819	...	...	...
Total	...	1,017	46,534	...	...	...
TOTAL PRIMARY SCHOOLS	...	6,386	285,886	...	...	...
GRAND TOTAL	...	7,461	489,477	13,480	239	13,669

TABLE V.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1920-21.

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			UPPER PRIMARY STAGE.		
<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.</i>						<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
6,564	...	6,564	9,366	...	9,366	495	...	495
7,550	...	7,550	8,088	...	8,088	951	...	951
19,978	2	19,980	19,978	2	19,980	7,904	3	7,907
7,525	...	7,525	8,394	...	8,394	1,187	...	1,187
933	...	933	933	...	933	41	...	401
27,829	17	27,846	35,419	17	35,436	4,269	12	4,281
173	...	173	173	...	173	51	...	51
6,557	...	6,557	8,188	...	8,188	653	...	653
...
77,109	19	77,128	90,539	19	90,558	15,911	15	15,926
...	169	169	...	195	195	...	199	199
...	30	30	...	30	30	...	58	58
...	23	20	...	20	20	...	38	38
...	14	14	...	14	14	...	12	12
...	45	450	...	450	450	...	714	714
4	702	706	4	900	904	29	669	698
...	516	516	...	51	518	5	816	821
...	61	61	...	74	74	...	65	65
...
4	1,962	1,966	4	2,201	2,205	34	2,571	2,605
77,113	1,981	79,094	90,543	2,220	92,763	15,945	2,586	18,531
...	...	...	...	...	...	169	...	169
...	...	...	...	...	...	19,025	3	19,028
...	...	...	...	...	...	1,521	...	1,521
...	...	...	...	...	...	4,698	20	4,618
...	...	...	...	...	...	190	...	190
...	...	...	...	...	...	25,503	23	25,526
...	...	...	...	...	...	...	1,977	1,977
...	...	...	...	...	...	...	1,173	1,173
...	...	...	...	...	...	1	1,601	1,602
...	...	...	...	...	...	...	25	25
...	...	...	...	...	...	1	4,776	4,777
...	...	...	...	...	...	25,504	4,739	30,303
77,113	1,981	79,094	90,543	2,220	92,763	41,449	7,385	48,834

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Glass of Schools.	LOWER PRI					
	COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE					
	Reading printed Books.			Not Reading printed Books.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	16	17	18	19	20	21
SECONDARY SCHOOLS.						
<i>For Males.</i>						
Government	{ English ...	1,299	...	1,299	...	...
	{ Vernacular ...	...	...	...	...	...
Local Fund	{ English ...	4,848	...	4,848	...	...
	{ Vernacular ...	49,741	19	49,760	...	...
Municipal Fund...	{ English ...	5,550	...	5,550	...	...
	{ Vernacular ...	1,299	...	1,299	...	...
Aided	{ English ...	17,275	48	17,323	...	...
	{ Vernacular ...	474	...	474	...	...
Unaided	{ English ...	2,342	...	2,342	...	...
	{ Vernacular ...	...	...	...	...	...
Total	...	82,828	67	82,895	...	...
<i>For Females.</i>						
Government	{ English ...	61	458	519	...	...
	{ Vernacular ...	...	...	...	...	...
Local Fund	{ English ...	...	305	305	...	...
	{ Vernacular ...	...	140	140	...	...
Municipal Fund...	{ English ...	...	49	49	...	...
	{ Vernacular ...	...	1,985	1,985	...	...
Aided	{ English ...	248	1,937	2,185	...	...
	{ Vernacular ...	30	4,145	4,175	...	...
Unaided	{ English ...	...	44	44	...	...
	{ Vernacular ...	...	...	...	...	...
Total	...	339	9,063	9,402	...	...
TOTAL SECONDARY SCHOOLS	...	83,167	9,130	92,297	...	...
PRIMARY SCHOOLS.						
<i>For Males.</i>						
Government	...	860	...	860	...	...
Local Fund	...	159,333	109	159,462	...	...
Municipal Fund	...	12,049	...	12,049	...	...
Aided	...	35,589	617	36,306	...	...
Unaided	...	5,059	90	5,149	...	...
Total	...	213,010	816	213,826	...	...
<i>For Females.</i>						
Government	...	...	66	66	...	...
Local Fund	...	7	16,199	16,206	...	...
Municipal Fund	...	...	10,959	10,959	...	...
Aided	...	148	13,584	13,732	...	...
Unaided	...	5	789	794	...	...
Total	...	160	41,597	41,757	...	...
TOTAL PRIMARY SCHOOLS	...	213,170	42,413	255,583	...	...
GRAND TOTAL	...	296,337	51,543	347,880	...	...

TABLE V—CONCLUDED.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1920-21—CONCLUDED.

MARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
LOWER PRIMARY STAGE.									
<i>Total.</i>									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
1,299	...	1,299	1,794	...	1,794	11,160	...	11,160	
4,848	...	4,848	5,799	...	5,799	13,887	...	13,887	
49,741	19	49,760	57,345	22	57,667	77,623	24	77,647	
5,550	...	5,550	6,737	...	6,737	15,131	...	15,131	
1,299	...	1,299	1,700	...	1,700	2,333	...	2,633	
17,275	48	17,323	21,544	60	21,604	53,963	77	57,040	
474	...	474	525	...	525	698	...	698	
2,342	...	2,342	2,995	...	2,995	11,183	...	11,183	
...	
82,528	67	82,895	98,739	82	98,821	189,278	101	189,379	
61	458	519	61	657	718	61	852	913	
...	
...	305	305	...	363	363	...	393	393	
...	140	140	...	178	178	...	193	193	
...	49	49	...	61	61	...	75	75	
...	1,985	1,985	...	2,699	2,699	...	3,149	3,149	
248	1,937	2,185	277	2,606	2,883	281	3,506	3,787	
30	4,145	4,175	35	4,961	4,996	35	5,479	5,514	
...	44	44	...	109	109	...	183	183	
...	
339	9,063	9,402	373	11,634	12,007	377	13,335	14,212	
83,167	9,130	92,297	99,112	11,716	110,828	189,655	13,936	203,591	
...	
860	...	860	1,029	...	1,029	1,029	...	1,029	
159,353	109	159,462	178,378	112	178,490	178,378	112	178,490	
12,049	...	12,049	13,570	...	13,570	13,570	...	13,570	
35,689	617	36,306	40,287	637	40,924	40,287	637	40,924	
5,059	90	5,149	5,249	90	5,339	5,249	90	5,339	
213,010	816	213,826	238,513	839	239,352	238,513	839	239,352	
...	
...	66	66	...	68	68	...	66	66	
7	16,199	16,206	7	18,176	18,183	7	18,176	18,183	
...	10,959	10,959	...	12,132	12,132	...	12,132	12,132	
148	13,584	13,732	149	15,185	15,334	149	15,185	15,334	
5	784	794	5	814	819	5	814	819	
160	41,597	41,757	161	46,373	46,534	161	46,373	46,534	
213,170	42,413	255,583	238,674	47,212	285,886	38,674	47,212	285,886	
296,337	51,543	347,880	337,783	53,928	391,714	428,329	61,148	489,477	

GENERAL

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE OF

				Europeans and Anglo-Indians.	Indian Christians.	HINDUS.	
						Brahmans.	Non-Brahmans.
1				2	3	4	5
College stage	{	Males	...	25	69	642	2,937
		Females	...	33	23	4	7
High stage	{	Males	...	113	125	1,511	6,017
		Females	...	121	41	11	38
Middle stage	{	Males	{ Upper	315	232	3,044	9,995
			{ Lower	...	470	5,320	18,665
	Females	...	386	329	85	684	
		...					
Upper Primary stage	{	Males	...	212	535	4,081	14,537
		Females	...	296	343	645	3,203
Lower Primary stage	{	Males	...	531	3,586	23,008	91,765
		Females	...	506	1,640	4,509	23,449
Special schools	{	Males	...	2	126	456	990
		Females	...	55	640	21	94
Private institutions	{	Males	...	35	299	3,117	9,513
		Females	...	23	30	336	1,610
GRAND TOTAL	{	MALES	...	1,233	5,445	41,179	154,422
		FEMALES	...	1,420	3,046	5,611	29,050
TOTAL				2,653	8,491	46,790	183,512

TABLE V-A

INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

Sikhs.	Muhammadians.	Buddhists.	Parsis.	Others.	Total of columns 1 to 10.	Depressed classes.	Total of column 11-12.	REMARKS
6	7	8	9	10	11	12	13	14
850	1,470	1	5	3	5,943	...	5,942	
...	1	...	...	...	68	...	68	
2,311	3,320	...	4	12	13,413	17	13,430	
19	7	...	2	...	239	...	239	
4,994	8,199	...	9	15	26,203	21	26,224	
8,835	17,466	...	16	46	50,818	71	50,889	
234	255	...	6	...	1,979	2	1,981	
6,388	15,340	5	1	147	41,249	200	41,449	
1,220	1,649	...	3	19	7,383	2	7,385	
41,134	132,548	33	13	1,977	294,595	1,742	296,337	
8,070	13,164	...	11	126	51,475	68	51,543	
497	2,172	...	...	6	4,249	73	4,322	
58	160	...	...	...	1,028	...	1,028	
4,339	25,677	...	...	99	43,112	152	43,264	
425	10,455	...	...	9	12,888	...	12,888	
68,778	206,132	39	48	2,305	479,581	2,276	481,857	
10,026	25,691	...	22	154	75,060	72	75,132	
78,804	231,823	39	70	2,459	554,641	2,348	556,989	

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICI
FOR THE OFFICIAL

OBJECTS OF EXPENDITURE.	EXPENDITURE OF				
	IN INSTITUTIONS				
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	2	3	4	5	6
UNIVERSITY EDUCATION.					Rs.
<i>Arts Colleges.</i>					
English ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Oriental ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>					
Law ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Medicine ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Engineering ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Teaching ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Agriculture ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males ...	10	3,412	3,497	3,186	4,300
Middle Schools for { English ...	42	10,475	10,134	8,967	16,504
males, { Vernacular ...	595	77,647	73,880	66,800	5,99,579
High Schools for females ...	...	...	...	...	...
Middle Schools for { English ...	1	393	362	278	2,916
females, { Vernacular ...	3	198	199	176	2,075
Total ...	651	92,125	88,072	78,907	6,25,434
<i>Primary Schools.</i>					
For males ...	4,205	178,490	162,224	144,531	11,32,228
For females ...	483	18,183	17,650	14,640	1,18,866
Total ...	4,688	196,673	179,274	159,171	12,51,094

TABLE VII.

PAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB
YEAR 1920-21.

LOCAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY LOCAL BOARDS.						IN INSTITUTIONS MANAGED BY				REMARKS.
Local Funds.	Municipal grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	Total Local Boards' Expenditure on Public Instruction.	
7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	300	300	
...	
...	
...	
...	
...	
...	
...	...	...	...	...	...	1,988	...	...	1,988	
...	
...	
...	...	...	...	...	...	1,988	...	300	2,288	
...	
58,817	2,501	69,983	1,221	...	1,86,832	...	9,441	10,258	78,516	
1,06,788	3,465	1,19,181	4,314	6,928	2,57,180	...	16,651	9,240	1,82,679	
3,50,615	5,041	1,64,980	3,365	26,104	11,49,684	...	3,715	2,699	3,57,029	
...	
7,423	...	...	...	...	10,339	...	...	1,217	8,640	
2,740	...	...	...	...	4,815	...	...	3,883	6,623	
5,26,383	11,007	3,54,094	8,900	33,032	15,58,850	...	29,807	27,297	5,83,487	
...	
6,89,121	2,061	63,629	2,545	1,402	18,90,986	...	...	45,462	7,34,583	
1,10,178	828	9	243	5,398	2,35,522	...	396	15,533	1,26,107	
7,99,299	2,889	6,3638	2,788	6,800	21,26,508	...	396	60,995	8,60,690	

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL OFFICIAL

OBJECTS OF EXPENDITURE.	EXPENDITURE OF				
	IN INSTITUTIONS				
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.
1	2	3	4	5	6
SCHOOL EDUCATION, SPECIAL.					Rs.
Training Schools ... { for males ...	2	46	45	44	1,650
... { for females	50
Schools of Art ... { for males
... { for females
Law Schools ... { for males
... { for females
Medical Schools ... { for males
... { for females
Engineering and Surveying Schools. { for males
... { for females
Technical and Industrial Schools. { for males ...	9	685	624	542	14,249
... { for females
Commercial Schools { for males
... { for females
Agricultural Schools { for males
... { for females
Other Schools ... { for males
... { for females
Total ...	11	731	669	586	15,949
Total Direct Expenditure ...	5,350	289,529	268,015	238,664	18,92,477
<i>Buildings, furniture and apparatus ...</i>	3,54,765
University
Inspection
Scholarships held in—
Arts Colleges
Medical Colleges
Other Professional Colleges
Secondary Schools
Primary Schools
Medical Schools
Technical and Industrial Schools
Other Special Schools
Miscellaneous
Boarding Houses (Recurring Expenditure).
Total Indirect Expenditure	3,54,765
Total Expenditure on Public Instruction.	5,350	289,529	268,015	238,664	22,47,242

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNI-
FOR THE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL					
	IN INSTITUTIONS MANAGED					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.					Rs.	Rs.
<i>Arts Colleges.</i>						
English ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Oriental ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>						
Law ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Medicine ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Engineering ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Teaching ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Agriculture ... { for males ...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools.</i>						
High Schools for males ...	18	6,591	6,647	5,605	24,023	7,788
Middle Schools for { English ...	34	8,540	8,384	7,316	22,518	79,256
males. { Vernacular ...	15	2,633	2,639	2,361	20,695	15,071
High Schools for females ...	...	...	...	...	...	...
Middle Schools for { English ...	1	75	74	51	...	2,623
females. { Vernacular ...	23	3,149	3,009	2,396	26,345	59,085
Total ...	91	20,688	20,753	17,669	93,581	2,43,823
<i>Primary Schools.</i>						
For males ...	157	13,570	13,347	10,684	48,625	1,44,194
For females ...	193	12,132	11,466	9,993	42,744	1,23,313
Total ...	350	25,702	23,813	19,777	91,369	2,67,507

TABLE VII—CONTINUED.

CIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB
OFFICIAL YEAR 1920-21.

BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public In- struction.	REMARKS.
Local Boards' Grants.	Fees.	Endowment.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	1,517	1,517	1,817	
...	
...	
...	
...	
...	
...	...	...	...	...	...	...	...	...	1,988	
...	
...	
...	
...	
...	
...	...	...	...	...	...	...	1,517	1,517	3,805	
9,441	1,21,036	...	293	2,42,581	...	2,501	39,478	1,29,767	2,08,233	
15,651	91,326	302	1,626	2,11,679	...	3,465	12,209	94,930	2,27,609	
3,715	13,104	16	3	52,604	...	5,041	900	21,012	3,78,041	
...	...	...	...	...	...	...	7,681	7,681	7,681	
...	...	...	...	2,623	...	...	9,283	11,906	20,546	
...	3	...	...	85,433	...	...	20,377	79,462	86,085	
29,807	2,25,469	318	1,922	5,94,920	...	11,007	89,928	3,44,753	9,28,245	
...	11,274	...	126	2,04,219	...	2,061	24,806	1,71,061	9,05,644	
393	...	27	273	1,66,753	...	83	31,290	1,55,431	2,31,538	
396	11,274	27	399	3,70,972	...	2,889	56,096	3,26,492	11,87,132	

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNI OFFICIAL

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL					
	IN INSTITUTIONS MANAGED					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.
1	2	3	4	5	6	7
SCHOOL EDUCATION, SPECIAL.						
					Rs.	Rs.
Training Schools { for males
{ for females	125	..
Schools of Art { for males
{ for females
Law Schools { for males
{ for females
Medical Schools { for males
{ for females
Engineering and Surveying Schools. { for males
{ for females
Technical and Industrial Schools. { for males ...	10	754	753	581	11,185	35,087
{ for females
Commercial Schools { for males
{ for females
Agricultural Schools { for males
{ for females
Other Schools { for males
{ for females
Total ...	10	754	753	581	11,310	35,087
Total Direct Expenditure ...	451	47,444	45,319	38,027	1,98,260	5,46,417
<i>Buildings, furniture and apparatus</i>	28,769	1,38,032.
University
Inspection
Scholarships held in—
Arts Colleges
Medical Colleges
Other Professional Colleges
Secondary Schools
Primary Schools
Medical Schools
Technical and Industrial Schools
Other Special Schools
Miscellaneous
Boarding Houses (Recurring Expenditure).
Total Indirect Expenditure	28,769	1,38,032
Total Expenditure on Public Instruction.	451	47,444	45,319	38,027	2,25,029	6,84,449

GENERAL TABLE VIII.
ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING HOUSES FOR THE OFFICIAL YEAR 1920-21.

1	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					CAPITAL EXPENDITURE FROM					REMARKS.	
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.		Total.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
MANAGED BY GOVERNMENT—														
Males	66	5,120	320	867	2,256	73	1,677	40,756	...	...	...	524	41,280	
Females	9	367	...	...	95	...	199	...	...	...	...	..	..
MANAGED BY LOCAL OR MUNICIPAL BOARDS—														
Males	304	8,641	...	...	8,429	72	140	10,854	10,965	...	...	...	21,819	
Females	...	...	...	...	...	...	...	...	...	...	...	...	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—														
Males	112	7,249	296	13	6,831	73	36	3,078	...	3,266	6,533	...	12,877	
Females	34	1,962	21	34	1,744	76	87	...	...	11,548	693	...	12,241	
UNAIDED—														
Males	102	5,932	1,851	190	3,735	56	100	...	...	19,854	1,10,151	1,594	1,31,599	
Females	11	1,039	21	1	921	94	2	...	...	...	..	...	..
Total {	584	26,942	2,467	1,070	21,251	201	1,953	54,688	10,965	23,120	1,16,684	2,118	2,07,575	
{	54	3,368	42	35	2,760	243	288	...	...	11,548	693	...	12,241	
GRAND TOTAL	638	30,310	2,509	1,105	24,011	444	2,241	54,688	10,965	34,668	1,17,377	2,118	2,19,816	

GENERAL TABLE IX.

NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR THE
OFFICIAL YEAR 1920-21.

NUMBER AND QUALIFICATION OF TEACHERS IN

		(a) IN PRIMARY SCHOOLS.					(b) IN MIDDLE				
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	
1		2	3	4	5	6	7	8	9	10	
<i>In Schools for Indians.</i>	Teachers for vernacular.	Trained ...	40	4,283	424	270	28	5,345	24	2,496	381
		Untrained ...	5	2,459	500	1,604	189	4,757	10	803	191
		Total ...	45	6,742	924	1,874	217	9,802	34	3,299	572
	Anglo-vernacular Teachers and Teachers of classical languages.	Trained ...	...	...	...	...	1	1	4	170	108
		Untrained ...	...	...	...	...	...	...	12	140	56
		Total ...	...	...	...	...	1	1	16	310	164
		Possessing degree. a	...	...	...	...	1	1	3	43	32
		Possessing degree. no	...	...	...	...	...	...	13	267	132
	Total ...	...	...	...	...	1	1	16	310	164	
	<i>In Schools for Europeans.</i>	Trained ...	...	...	...	8	...	8	...	...	...
Untrained ...		...	...	...	7	...	7	...	...	...
Total ...		...	...	...	15	...	15	...	...	...
Possessing degree. a		...	...	...	...	...	...	...	...	...
Possessing degree. no		...	...	...	15	...	15	...	...	...
Total ...		...	...	...	15	...	15	...	...	...
GRAND TOTAL OF ALL TEACHERS		45	6,742	924	1,889	218	9,818	50	3,609	736	

TABLE IX.

THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

SCHOOLS.			(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						GRAND TOTAL.	REMARKS.
Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
368	68	3,337	214	57	108	679	109	1,062	...	...	...	...	...	...	9,444	
318	47	1,369	60	21	46	373	87	587	...	...	...	...	...	...	6,713	
686	115	4,706	274	78	149	952	196	1,649	...	...	...	...	...	...	16,157	
118	43	443	318	77	115	617	105	1,232	2	..	...	16	34	52	1,728	
134	72	414	98	26	45	409	98	676	39	...	...	104	190	333	1,423	
252	115	857	416	103	160	1,026	203	1,908	41	...	...	120	224	385	3,151	
58	30	166	158	41	76	454	104	833	40	...	...	101	206	341	1,341	
194	85	691	258	62	84	572	99	1,075	1	...	...	19	24	44	1,810	
252	115	857	416	103	160	1,026	203	1,908	41	...	...	120	224	385	3,151	
32	...	32	17	...	...	65	...	82	...	...	...	...	...	...	122	
29	...	29	1	...	...	45	...	46	...	...	...	...	...	...	82	
61	...	61	18	...	...	110	...	128	...	...	...	...	...	...	204	
2	...	2	...	...	...	15	...	15	...	...	...	...	...	...	17	
59	...	59	18	...	...	95	...	113	...	...	...	...	...	...	187	
61	...	61	18	...	...	110	...	128	...	...	...	...	...	...	204	
999	230	5,624	708	181	309	2,088	399	3,685	41	..	...	120	224	385	19,512	

GENERAL

CLASSIFICATIONS OF PUPILS BY

SCHOOL FOR GENERAL EDUCATION.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
	2	3	4	5	6	7	8	9
Total	207,366	81,626	58,889	46,465	30,984	23,682	15,354	11,443

* Includes 100 scholars

TABLE X.

DEPARTMENT IN THE PUNJAB FOR 1920-21.

IX.	X.	Total.	ARTS COLLEGES.							GRAND TOTAL.	REMARKS.
			1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	Total.		
10	11	12	13	14	15	16	17	18	19	20	21
7,683	5,986	499,477	1,331	1,144	710	849	87	81	4,299*	493,776	

of the Oriental College, Lahore.

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

Particulars.	Classed in general table III as "primary schools."	Classed in general table III as "other schools."	Classed in general table III as "private institutions."	TOTAL.
1	2	3	4	5
MAKTABS.				
1. Institutions...	For boys ... 920	5	316	1,241
	For girls ... 129	280	65	474
2. Pupils ...	Boys ... 38,908	30	9,545	48,483
	Girls ... 5,528	..	1,366	6,894
3. Expenditure from provincial funds ...	100,482	..	..	100,482
4. Expenditure from district or local funds ...	80,149	..	..	80,149
5. Expenditure from municipal funds ...	28,514	..	..	28,514
6. Fees ...	8,796	3,516	..	12,306
7. Other sources ...	40,940	8,588	..	49,528
8. Total expenditure ...	2,58,881	12,098	..	2,70,979
MULLA SCHOOLS.				
1. Institutions ...	For boys ... 1	..	1,015	1,016
	For girls ... ..	..	530	530
2. Pupils ...	Boys ... 85	..	19,544	19,629
	Girls ... ..	..	9,590	9,580
3. Expenditure from provincial funds ...	..	..	..	..
4. Expenditure from district or local funds ...	318	..	..	318
5. Expenditure from municipal funds ...	..	..	..	..
6. Fees ...	..	..	..	..
7. Other sources ...	..	..	..	..
8. Total expenditure ...	318	..	..	318
PATHSHALAS.				
1. Institutions ...	For boys ... 60	1	252	313
	For girls ... 115	..	71	186
2. Pupils ...	Boys ... 2,156	32	8,182	10,370
	Girls ... 4,976	..	1,748	6,724
3. Expenditure from provincial funds ...	12,269	..	..	12,269
4. Expenditure from district or local funds ...	11,283	..	..	11,283
5. Expenditure from municipal funds ...	10,751	..	..	10,751
6. Fees ...	769	..	..	769
7. Other sources ...	37,336	..	..	37,336
8. Total expenditure ...	72,343	..	..	72,348
OTHER SCHOOLS.				
Institutions ...	For boys ... ..	..	26	26
	For girls ... ..	..	2	2
2. Pupils ...	Boys ... ..	..	2,864	2,864
	Girls ... ..	..	40	40
3. Expenditure from provincial funds ...	..	..	..	..
4. Expenditure from district or local funds ...	..	..	..	..
5. Expenditure from municipal funds ...	..	..	..	..
6. Fees ...	..	..	..	..
7. Other sources ...	..	..	..	..
8. Total expenditure ...	..	..	..	..

GENERAL TABLES XII AND XII—A.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES AND FEMALES
FOR THE YEAR ENDING 31st MARCH, 1921.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	NUMBER OF SCHOOLS.						Total.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				
				Aided.		Unaided.		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	
1	2	3	4	5	6	7	8	9
1	Hissar	187	...	11	...	...	...	198
2	Rohtak	194	...	14	...	1	...	209
3	Gurgaon	133	...	33	...	2	...	168
4	Karnal	117	...	28	...	2	...	147
5	Ambala	168	...	43	...	3	...	212
6	Simla	17	...	3	...	1	...	21
	Total	814	...	132	...	9	...	955
7	Kangra	96	...	82	...	9	...	187
8	Hoshiarpur	184	...	53	...	8	...	245
9	Jullundur	155	...	41	...	2	...	198
10	Ludhiana	121	...	16	...	1	...	138
11	Ferozapore	200	...	25	...	...	...	225
	Total	756	...	217	...	20	...	993
12	Lahore	192	...	33	...	40	...	255
13	Amritsar	146	...	62	...	3	...	211
14	Gurdaspur	229	...	49	...	6	...	284
15	Sialkot	175	...	79	...	2	...	256
16	Gujranwala	142	...	24	...	...	...	166
17	Sheikhpura	99	...	13	...	6	...	118
	Total	983	...	260	...	57	...	1,300
18	Gujrat	138	...	48	...	4	...	190
19	Shahpur	195	...	25	...	5	...	225
20	Jhelum	86	...	35	...	7	...	128
21	Rawalpindi	118	...	17	...	5	...	140
22	Attock	132	...	5	...	...	...	137
23	Mianwali	82	...	28	...	11	...	121
	Total	751	...	158	...	32	...	941
24	Montgomery	119	...	7	...	2	...	128
25	Lyallpur	307	...	31	...	...	...	338
26	Jhang	109	...	21	...	...	...	130
27	Multan	274	1	9	...	...	...	284
28	Muzaffargarh	126	...	19	...	...	...	145
29	Dera Gazi Khan	131	...	18	...	1	...	150
	Total	1,066	1	105	...	3	...	1,175
	GRAND TOTAL	4,370	1	872	...	131	...	5,364

TABLE XII.

FOR MALES FOR THE YEAR ENDING 31st MARCH, 1921.

NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND IN-DIRECT) ON SCHOOLS.	REMARKS.		
UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.			Under Public management.	Aided.
		Aided.		Una aided.						
Upper.	Lower.	Upper.	Lower.	Upper.	Lower.					
10	11	12	13	14	15	16	17	18	19	
4,371	...	779	...	...	...	5,170	82,439	7,202	
7,090	...	590	...	21	...	7,701	88,540	6,110		
4,765	...	1,290	...	95	...	6,150	81,745	4,715		
3,835	...	1,364	...	62	...	5,261	51,052	9,891		
6,779	...	2,041	...	144	...	8,964	97,009	13,826		
533	...	128	...	16	...	677	17,471	5,747		
27,353	...	6,192	...	338	...	33,923	4,18,256	46,991		
4,636	...	2,916	...	378	...	7,930	47,725	14,920		
10,659	...	2,465	...	343	...	13,467	1,13,265	10,707		
8,814	...	1,719	...	208	...	10,741	1,14,349	11,534		
6,561	...	748	...	63	...	7,372	72,553	11,079		
6,795	...	1,153	...	...	...	7,943	1,04,202	11,044	
37,465	...	9,001	...	992	...	47,458	4,52,094	59,284		
7,941	...	2,354	...	2,138	...	12,433	1,32,845	20,362		
9,339	...	2,223	...	95	...	11,657	1,05,488	13,875		
10,743	...	1,868	...	185	...	12,746	1,36,387	2,844		
11,196	...	3,650	...	66	...	14,912	1,29,517	28,222		
5,581	...	1,227	...	...	...	6,808	84,274	7,781	
3,488	...	566	...	214	...	4,288	37,898	2,300		
48,288	...	11,908	...	2,648	...	62,844	6,26,409	75,334		
8,306	...	2,616	...	199	...	11,121	88,951	10,317		
7,230	...	1,054	...	350	...	8,634	77,230	5,673		
5,890	...	2,125	...	219	...	8,234	64,181	15,814		
6,957	...	1,280	...	143	...	8,380	63,842	6,867		
6,424	...	276	...	...	...	6,700	97,932	1,015	
3,277	...	1,294	...	345	...	4,916	41,036	3,766		
38,084	...	8,645	...	1,256	...	47,985	4,33,172	43,452		
4,535	...	366	...	59	...	4,960	50,232	3,354		
12,602	...	1,287	...	...	...	13,889	1,38,931	6,811	
3,763	...	927	...	...	...	4,690	41,204	4,812	
13,150	65	898	...	...	...	14,113	1,25,036	7,297	
3,608	...	808	...	...	...	4,416	48,038	3,376	
4,003	...	727	...	46	...	4,776	52,690	3,255		
41,661	65	5,013	...	105	...	46,844	4,56,181	28,905		
1,92,891	65	40,759	...	5,339	...	2,39,054	23,86,112	2,54,016		

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	NUMBER OF SCHOOLS.						Total.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				
				Aided.		Unaided.		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	
1	2	3	4	5	6	7	8	9
1	Hissar	23	...	4	...	...	...	27
2	Rohtak	37	...	2	...	...	...	39
8	Gurgaon	20	...	4	...	1	...	25
4	Karnal	23	...	4	...	...	...	27
5	Ambala	13	...	14	...	1	...	28
6	Simla	1	...	4	...	...	...	5
	Total	117	...	32	...	2	...	151
7	Kangra	16	...	19	...	...	...	35
8	Hoshiarpur... ..	18	...	14	1	...	1	34
9	Jullundur	40	...	11	2	...	...	53
10	Ludhiana	27	...	11	...	...	...	38
11	Ferozepore... ..	30	...	18	...	1	...	49
	Total	131	...	73	3	1	1	209
12	Lahore	19	2	24	...	...	...	45
13	Amritsar	11	26	20	...	...	...	57
14	Gurdaspur	23	...	14	...	4	...	44
15	Sialkot	73	2	9	...	...	...	84
16	Gujranwala	20	8	9	...	...	...	37
17	Sheikhpura ... ..	...	4	4	3	...	...	7
	Total	149	39	80	3	4	...	274
18	Gujrat	27	...	18	...	...	3	48
19	Shahpur	22	...	9	...	...	1	32
20	Jhelum	17	...	20	...	...	7	44
21	Rawalpindi	29	...	12	...	...	2	43
22	Attock	13	...	16	...	...	...	29
23	Mianwali	9	...	8	...	...	1	18
	Total	117	...	83	...	...	14	214
24	Montgomery	13	...	6	...	1	...	20
25	Lyalpur	13	...	11	...	...	...	24
26	Jhang	16	...	8	...	...	...	24
27	Multan	30	1	6	...	...	...	37
28	Muzaffargarh	25	...	4	...	...	...	29
29	Dera Ghazi Khan	29	...	4	...	...	...	33
	Total	126	1	89	...	1	...	167
	GRAND TOTAL	640	39	307	6	8	15	1,150