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CONTENTS.

Proceedings of the Punjab Government (Ministry of Education), No. 31754, dated 14th December 1922.

READ—

The report of the Director of Public Instruction, Punjab, for the quinquennium ending the 31st March, 1922.

REMARKS.—The opening chapter of the report gives an account of the main developments of the eventful period covered by the quinquennium. Some idea of the strides made in these five years, the preoccupations occasioned by the War notwithstanding, will be gained from the following figures. The number of institutions of all kinds rose by 2,046 to a total of 11,403, and that of pupils by 149,952 to a total of 626,690. The total expenditure from various sources was Rs. 1,89,62,287 as compared with Rs. 1,08,63,320 five years ago, or an increase of nearly 81 lakhs. In 1916-17, provincial revenues contributed Rs. 45,27,857 to education, which amount was increased to Rs. 86,77,912 by the end of the quinquennium. The advance in numbers made in this province in the last year of the quinquennium was greater than that recorded by any other Indian province, with the doubtful exceptions of Madras and the United Provinces in view of their larger populations.

2. The chapter on collegiate education discusses the great problems of university reform which the publication of the Calcutta Commission brought to the forefront; and the Punjab Government (Ministry of Education) trusts that the criticism made and the advice offered will be helpful in evolving a sound policy to regulate the work of reconstruction and expansion. Already, a start has been made by the institution of the Honours Schools, whose development is being watched with the closest interest. The institution, in the fourth year of the quinquennium, of two intermediate colleges, also the outcome of the recommendations of the University Commission, is a distinct step forward in the development of higher education in this province. This type of college has a great future; and Government notes with pleasure the success which has attended the experiment in this short space of time. But, as the Director remarks, two years is too brief a period for these institutions to exercise a lasting influence on the students; and it seems necessary to give full effect to the recommendation of the Calcutta Commission that the two high classes should be combined with the two intermediate classes and thus double the duration of college life. On the grounds of economy as well as of efficiency, a four-year college of this type is desirable.

3. Government associates itself with the Director in the tribute paid to the Rev. Dr. J. C. R. Ewing, who was relieved from the office of Vice-Chancellor as well as from the Forman Christian College during the quinquennium, and hopes that he has before him a long period of health and happiness in the land of his birth. The Director also makes appreciative references to the devoted work, in their respective fields, of Lala Hans Raj and Lieutenant-Colonel J. Stephenson who retired from active service during the quinquennium. The province is indebted to these gentlemen for their labours in the cause of higher education.

4. The gratifying advance in the number and strength of secondary schools is only one feature of the striking developments of this grade of education in the period under review. The improvements effected in the pay and prospects of teachers of all ranks ; the reorganisation of the inspectorate which was supplemented by instructions ensuring sounder methods of inspection ; the measures adopted, with the expert advice of Mr. Earl, for the introduction of a scientific system of physical training ; the substantial development of practical subjects of study by the provision of agricultural classes and of manual training centres ; the reconstruction and expansion of facilities for the training of teachers on a plan combining efficiency with economy, these constitute a satisfactory record of progress. A notable addition has been made to the existing agencies for the moral training of the pupils by the inauguration of the Boy Scout movement. The progress made so far is encouraging, but Government agrees with the Director that success will ultimately depend on the amount of care exercised in the recruitment of scouts and in the training of scout masters.

5. This chapter also deals with difficult problems still awaiting solution ; the unequal distribution of schools ; the neglect of rural areas ; the duplication, indeed the multiplication, of schools through communal rivalry ; the relations between local bodies and high schools, and improvements in the system of awarding grants-in-aid. The ground has been prepared by the suggestions made in the relevant paragraphs. Government looks forward with interest to the report of the promised enquiry and trusts that the proposed survey of secondary education will be of great value in framing a well-defined policy for the expansion of this grade of education.

6. In regard to vernacular education, the Director fittingly acknowledges Mr. Richey's initiative and forethought in the formulation of the five-year programme. The programme constitutes an important landmark in the educational history of this province ; and it is gratifying to learn from the facts and figures

supplied in the report that success has attended the first systematic effort to break down illiteracy. Apart from the striking numerical results, the programme has secured some measure of equality of treatment ; for it is not the richest board that is allotted the largest amount of Government grants, but the one whose need is the greatest. The gratifying results of this policy are noticeable in the progress made by many backward districts. Government shares the Director's satisfaction in noticing that its efforts in expanding facilities for mass education have been assisted by local bodies, for the most part, in no niggardly spirit, the financial stress of the times notwithstanding. The enthusiasm of the departmental officers and of the public, especially that of Indian soldiers who have returned from the War, has also contributed in no small extent to the advance made during the period.

7. The acceptance of the Compulsory Education Act of 1919 is another landmark of the quinquennium. In March last, Lahore and Multan alone had availed themselves of the opportunities offered by the Act. Interesting details in regard to the progress made in this direction are given in the report. Government cordially agrees with Mr. Anderson in his observation that no section of the community, however humble, should be excluded from its benefits. Government also hopes that the earliest possible opportunity will be taken to apply the principle of compulsion in selected areas where the provision of schools is reasonably adequate and where the public shows response. Mr. Anderson makes it clear by his arguments that the compulsory system is not only the most efficient but also the most economical means of combating illiteracy.

8. No programme of expansion and improvement can leave out of account the teacher, the pivot of the system. It is pleasing to note that a great deal has been done during the quinquennium to raise his efficiency and to promote his material well-being. The improvement in the qualifications and prospects of the teachers has naturally resulted in improvements in the teaching, but, as the Director remarks, much cannot be expected so long as the one teacher school, the weak point of the system, does not yield place to the multi-teacher type of institution. The controversy which centres round the new type of four-class school (a result of the one-teacher system) is undoubtedly a hopeful sign, as also is the complaint of parents that this type of school is not an effective agency for stamping out illiteracy. It is gratifying that local bodies are meeting this healthy demand by the multiplication of schools of the lower middle type which, as Mr. Anderson anticipates, should be the primary school of the future. Equally important are the efforts initiated

in the concluding year of the quinquennium to prevent undue stagnation in the first class and to secure that a larger number of pupils shall stay at school until the completion of the primary course. Government also notices with great satisfaction the encouraging results achieved by the night schools for adults, which have been started under the auspices of the Co-operative Credit Societies.

9. The chapter on training institutions is a record of striking advance in quantity as well as in quality, and it is gratifying that, in spite of the largely increased numbers, the expenditure on the teaching staff is less than it was before the reorganisation. This has been made possible by the happy device of amalgamating high and normal schools wherever possible, and by the enforcement of a class unit of forty pupils. Apart from the saving in staff, the measure has been instrumental in effecting very considerable economies in the provision of buildings and equipment. But these are not the only advantages of the new scheme as will be clear from the following excerpt :—

> " But there are other benefits to be derived from this new arrangement which ensures the progressive continuity of the work in the two years of training (Junior and Senior), encourages a much broader outlook on educational problems both by the teachers and by the students, and affords continuous personal supervision over the vernacular teachers throughout their course. "

Other noteworthy developments of this fruitful period are the establishment of classes for the training of oriental teachers at the Central Training College, the class for teachers in agriculture at Lyallpur, and the class for discharged soldiers at Gujar Khan (Rawalpindi). Reference should also be made to the classes held from time to time by the adviser in physical training and by the inspectress of domestic science ; and to the class for drawing masters at the Mayo School of Arts.

10. In regard to professional training, the period has seen the expansion and remodelling of the King Edward Medical College, Lahore, in which work Colonel D. W. Sutherland played so prominent a part; and also sustained progress at the Agricultural College, Lyallpur, and the School of Engineering, Rasul. It is also gratifying to learn that the ground is being prepared for further expansion by the introduction of agriculture in vernacular middle schools; and of manual training and clerical centres in suitable urban areas. Government endorses Mr. Anderson's suggestion that, in regard to professional training, the great need

is so to arrange the courses that professional training shall be based on the firm foundation of a suitable measure and quality of general training. Equally valuable is the Director's statement that vocational training, in its early stages, should be associated with, and not divorced from, the general training. Its truth has been amply borne out by the results achieved by the schemes (based on these principles) of practical training in agriculture and manual training.

11. The most pleasing feature of the advance made in the education of Indian girls is the change in the attitude of the people even in out-of-the way places, and in the desire of the children themselves to attend schools and also to enter the teaching profession. This last phase is especially welcome, for the dearth of qualified women teachers has hindered to no small extent the progress of education in the past. Equally encouraging are the measures taken during the quinquennium to improve and expand the arrangements for the training of teachers and to make the conditions of service more attractive. Though the rise in numbers is not so marked as in the case of boys, the work of consolidation has proceeded unimpeded. The courses are now more suitable to the requirements of the girls, and the increased attention given to handwork is full of promise. This may prove helpful to a systematic scheme for the development of cottage industries. The Hindu Widows' Home which came into being through the initiative and munificence of Sir Ganga Ram, is also likely to exercise considerable influence in this direction. Government is pleased to notice the efforts made by the Society for Promoting Scientific Knowledge and the Museum to aid the Department in the work of spreading enlightenment. The increased attention paid to physical training during the period is very hopeful. The establishment of the first Government College for Women in Lahore, though not quite within the period under review, is an event of sufficient importance to deserve mention here. Government shares Mr. Anderson's hope that the college with its departments of science and pedagogy will, with its sister institutions—the Lady Maclagan, and Victoria Schools—form an excellent nucleus for the expansion of girls' education. Government also associates itself with the Director in his appreciation of the services of Miss Bose, to whose devoted work the cause of female education is so much indebted.

12. The reforms of the period could not leave the schools for Europeans untouched ; and though, as a result of the new policy, there is some diminution in numbers, this is more than compensated by the substantial benefits that the reorganisation has brought in its train. Government cordially approves the

spirit in which some of the regulations governing these schools have been amended in the matter of the admission of Indian pupils to these institutions, and expects good results from the opportunities which the new rules afford for the closer intercourse between the Indian and European communities. The work of the several institutions for higher education has been favourably discussed, and it is satisfactory to note that these important institutions are prospering.

13. Government notes with pleasure the large increase in the number of Muhammadan pupils. Progress has been so marked that the Muhammadan community now leads in the aggregate number of pupils under instruction. The report furnishes ample testimony to the sustained efforts put forth by the community, notably in Lahore and Jullundur. The measure of success achieved by these commendable efforts is seen in the improvement in the percentage of Muhammadans in anglo-vernacular education. In an equally encouraging strain Miss Stratford speaks of the education of Muhammadan girls.

14. Such are the salient features of the many-sided and far-reaching activities of the period, the first half of which was overshadowed by the Great War. Government notes with pleasure the contribution which the Department made both in men and in money during those eventful days. The new era, ushered in by the successful termination of the War, brought with it the new constitution. It is very encouraging that the discussions in the Legislative Council pertaining to matters educational have been characterized by great enthusiasm and by a spirit of liberality. The report refers in appreciative terms to the usefulness of the headquarters staff to the Department in discharging the responsibilities imposed by the reformed Government. The other officers of the Department also have shown commendable zeal in the performance of their duties.

15. Mr. J. A. Richey, C.I.E., held charge of the office of Director from the beginning of the quinquennium until November 1919, when he was succeeded by Colonel W. T. Wright The latter's services were acknowledged in last year's review. Mr. Richey's period of office coincided with the initiation and development of the first systematic scheme for mass education, whose successful working is responsible for the remarkable increase in schools and scholars to which reference has already been made. The influence of his vitalising personality is not limited to this one phase of educational development but is noticeable in several other important directions as well

Government places on record its high sense of appreciation of Mr. Richey's great services.

16. The province is to be congratulated on having Mr. G. Anderson as its Director of Public Instruction, for he has not only seen to the execution of Mr. Richey's scheme of primary education, but has in many ways brought about improvements and economies and has infused in his Department a spirit of *jehad* (crusade) against ignorance that has made him popular not only in the Legislative Council but also in the province. Mr. Anderson is in entire sympathy with the educational aspirations of the Punjab, and the Punjab appreciates his keen sympathy, great administrative ability and indefatigable energy. Government also places on record its appreciation of the valuable work done by the inspection staff.

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. LATIFI,

Secretary to Government, Punjab,

Transferred Departments.

106 DPI—600—4-1-28—SGPP Lahore.

Report

ON THE PROGRESS OF

Education in the Punjab

DURING THE

Quinquennium ending 1921-22.

CHAPTER I.

General Summary.

I.—Chief Developments and Statistics.

To write a quinquennial report covering the years between 1917 and 1922 is a task of great difficulty. The period under review is perhaps the most momentous in the history of British India. It includes the culminating efforts of the Great War and the Declaration of Peace; the Punjab disturbances in the spring of 1919; the discussion and inauguration of the political Reforms; and the Non-Co-operation movement. It has been a time, therefore, fraught with difficulties and with incident; a period of war, pestilence and famine. There can be little wonder that the story of educational development has been a chequered one; and the reduction in the number of scholars at a time when the call to arms was with them may be even more creditable to the people of the Punjab than the remarkable increase in school attendance towards the end of the quinquennium. This rapid increase also indicates that, even during those anxious years of warfare, sound schemes of educational development were being prepared for fulfilment as soon as the times became less unpropitious.

Main developments.

2. It will be convenient to preface this report with a concise table of statistical figures and a summary of the main developments during the quinquennium. The main developments may be summarised as follows:—

(*i*) the consideration of the Calcutta University Commission's Report by the University and the institution of Honours Schools (Chapter IV);

(*ii*) plans for a Government College for Women at Lahore, which was started shortly after the quinquennium (Chapter IX);

(*iii*) the creation of Intermediate Colleges at Multan and Ludhiana (Chapter IV) ;

(*iv*) the building of a College of Mechanical Engineering at Moghalpura ;

(*v*) the opening of manual training centres ; and improvements in physical training and the teaching of drawing (Chapter V) ;

(*vi*) the provincialisation of a number of high schools maintained by local bodies (Chapter V) ;

(*vii*) the formation of a five-year programme for the expansion and improvement of vernacular education (Chapter VI) ;

(*viii*) the substitution of a four-class for a five-class primary school and the formation of a new type of lower middle school (Chapter VI) ;

(*ix*) the provision of agricultural training in certain vernacular middle schools (Chapter VIII) ;

(*x*) the adoption of a scheme of permissive compulsion by local bodies ; the acceptance of compulsory education in Multan and Lahore cities (Chapter VI) ;

(*xi*) a revision and expansion of the facilities for the training of teachers (Chapter VII) ;

(*xii*) a revision of the inspecting system (Chapter III);

(*xiii*) a reconstruction of the staff at headquarters (Chapter I) ;

(*xiv*) a revision of the educational services (Chapter II) ; and

(*xv*) an improvement of salaries for vernacular teachers by local bodies (Chapter VI) .

Main statistics.

3. The main statistical tables are given below. The number of institutions increased by 2,046 to 11,403 in all. The enrolment of pupils was 626,690 at the end of the quinquennium as against 468,839 at the beginning. Expenditure from provincial revenue rose from Rs. 45,27,832 to Rs. 86,77,912.

(1) *Number of Scholars.*

		1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
	PUBLIC INSTITUTIONS.					
MALES.	Arts and Professional Colleges	5,934	6,001	8,067	5,944	6,167
	High Schools	55,235	59,125	65,337	71,728	75,776
	Middle Schools	56,542	57,385	99,533	117,651	132,568
	Primary Schools	243,345	246,771	228,404	239,352	270,704
	Special Schools	4,206	4,765	4,259	4,322	4,836
	Total ...	365,262	373,997	403,800	438,997	490,051
FEMALES.	Arts and Professional Colleges	57	59	65	66	68
	High Schools	2,730	2,988	3,315	2,621	2,966
	Middle Schools	8,829	10,807	10,446	11,591	10,982
	Primary Schools	42,244	42,919	45,855	46,534	47,633
	Special Schools	922	908	991	1,028	922
	Total ...	54,782	57,681	60,872	61,840	62,571
	PRIVATE INSTITUTIONS.					
Ma[illegible]	... ...	33,632	33,946	41,817	48,015	49,907
Females	... ...	12,163	11,626	11,900	13,137	24,161
	Total ...	45,795	45,572	53,717	56,152	74,068
	GRAND TOTAL ...	468,839	477,200	517,989	556,989	626,690

(ii)—Institutions.

		1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
PUBLIC INSTITUTIONS.						
Males	Arts and Professional Colleges.	17	18	20	25	24
	High Schools ...	143	157	172	187	203
	Middle Schools ...	291	305	663	789	850
	Primary Schools ...	5,084	5,172	5,162	5,369	5,627
	Special Schools ...	51	57	51	53	52
	Total ...	5,586	5,709	6,068	6,423	6,756
Females	Arts and Professional Colleges.	2	2	2	2	2
	High Schools ...	18	18	20	18	19
	Middle Schools ...	62	71	73	81	77
	Primary Schools ...	954	951	1,001	1,017	1,048
	Special Schools ...	20	16	18	18	17
	Total ...	1,056	1,058	1,114	1,136	1,163
PRIVATE INSTITUTIONS.						
Males		1,838	1,529	1,755	1,698	2,148
Females		761	669	724	682	836
	Total ...	2,599	2,198	2,479	2,380	3,484
GRAND TOTAL ...		9,241	8,965	9,661	9,939	11,403

(iii)—Expenditure.

Particulars.	Expenditure.				
	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
Males.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts and Professional Colleges.	11,28,047	11,88,104	13,14,686	16,22,178	13,11,017
High Schools ...	21,19,632	23,04,301	26,40,376	31,76,241	36,12,766
Middle Schools ...	10,22,728	11,13,054	16,33,311	21,66,560	25,79,634
Primary Schools ..	17,01,552	18,89,396	19,97,940	24,05,237	27,35,680
Special Schools ...	4,13,763	4,27,180	5,10,327	6,41,076	7,53,143
Total ...	63,85,722	69,22,035	80,96,640	1,00,11,292	1,14,92,240
Females.					
Arts and Professional Colleges.	27,243	30,148	29,613	28,085	37,513
High Schools ...	3,49,147	2,76,215	3,12,086	2,86,124	3,26,443
Middle Schools ...	2,04,502	2,56,442	2,73,087	3,54,888	3,56,942
Primary Schools ...	4,04,801	4,25,543	4,90,939	5,79,795	6,96,494
Special Schools ...	1,44,795	1,17,114	1,55,557	1,60,594	2,17,024
Total ...	11,30,488	11,05,462	12,61,282	14,09,486	16,34,416
Total Direct Expenditure	75,16,210	80,27,497	93,57,922	1,14,20,778	1,31,26,656
Scholarships ...	3,98,656	3,96,272	4,16,226	4,73,571	5,52,317
Other charges ...	35,57,984	39,78,417	44,19,804	65,12,075	52,83,314
Total Direct and Indirect Expenditure.	1,14,72,852	1,24,02,186	1,41,93,952	1,84,06,424	1,89,62,287

II.—The Education Department and the War.

4. It is fitting that the review of a period which witnessed the concluding stages in the Great War and the beginnings of readjustment after the conflict of arms had ceased, should include some account of the contribution made by the Department in the great world struggle, and of the general effects of the War on the progress of education in the province, both before and after the signing of the Armistice on November 11, 1918.

5. The Punjabi is proud to call his province the 'sword-arm' of India ; and it would have been strange indeed if the call to arms in the Punjab had left untouched the Department which is responsible for the early training of her sons. Half a million Punjabis responded to the appeal of the King Emperor during those fateful four-and-a-half years, and the record of the deeds of the manhood of the province on the battle fields of three continents will find an honoured place in the annals of its military history. Here it is more appropriate to record the service of those who filled the gaps left in the home and in the fields by the mobilisation of fathers and elder brothers. These gaps were filled in countless instances by the youth of the country-side who relinquished their text-books for the plough and the sickle, and so played their part in the great task of 'carrying on.' Thus the returns of the number of students under instruction during the first two years of the quinquennium show an honourable decline.

War Savings.

6. Teachers and scholars, too, took a laudable share in supporting the efforts initiated by Government in raising loans. A system of school 'banking' was introduced for the purchase of cash certificates, the savings of the staff and pupils in one institution alone being responsible for Rs. 10,000. The influence of senior teachers in rural areas was often of the greatest value to the recruiting officer, and was thus responsible for the addition of many recruits to the fighting forces. But the contribution of the Department was not entirely vicarious in character. A number of teachers and scholars joined the army* ; the University organised a signalling company of college students which was sent on active service ; and college professors forsook the lecture room for the parade ground. The expert knowledge of

War Service.

* The Education Department surrendered five gazetted and 27 non-gazetted officers for military or other war work. The total number of staff and pupils was 410,840 ; and out of these 7,599 enlisted while 2,735 other recruits were also obtained by their efforts. Much publicity work was also done, especially by the Provincial War News Association.

Mr. Dunnicliff, professor of chemistry in the Government College, Lahore, was utilised in the cordite factory at Aruvankadu; and that of Mr. Sanderson, divisional inspector of schools, in the supervision of physical training in the northern army. The training class for European teachers at Sanawar was depleted of nearly all its students who joined up under Mr. Firth, the master-in-charge, forming a machine-gun section which saw long and arduous service in the field in East Africa. The elder boys at Sanawar joined the colours in large numbers and the excellence of their record won for their school, as a mark of commendation from the King Emperor, the new and distinguished name of the Royal Military School. Four officers of the Department were invited to join the Provincial Publicity Committee which was formed for the purpose of disseminating information about the war; and two acted at different times as secretary to the Committee. School masters took an active part both in and out of the class room in giving instruction on the meaning of the war; and in manifold other ways made valuable contributions to the part played in the great struggle by the Punjab as a whole. The war period was, in fact, marked by unbounded enthusiasm and by willing sacrifice; and in this respect it was a time of very real and practical education.

The War and educational progress.

7. The temporary effect on education of the recruitment of the man-power of the province has been referred to above; the more permanent effect of the war on educational progress has only in recent years begun to make itself felt. The return to their homes of tens of thousands of men who had seen service overseas and had thus come into touch with the greater world outside their province brought into the Punjab village a larger outlook on life and its relationships, which has given to education a new stimulus that bids fair to revolutionise the whole attitude of the province towards educational opportunities. Lessons have been learned which will have a more abiding effect than any amount of propaganda and legislation. These tendencies are most manifest in the areas inhabited by the martial races of the province, notably in the Rawalpindi and Jullundur divisions, but they are apparent in some degree everywhere; for there is no district in which the war-worn soldier is not to be found. This influence must be held to account in no small measure for the remarkable advance in school enrolment during the past two years.

War Memorial.

8. In this respect the War may ultimately prove for the Punjab to have been a blessing in disguise, and it would be unwise and ungrateful not to recognise and take advantage of this result of the Great War. True to its martial traditions, the

province has generously shouldered an enormous financial responsibility in instituting a scheme of scholarships which offers what is practically free education, with a liberal system of scholarships in addition, at every stage of instruction to the children of all those Punjabis who took part in the war either as combatants or as non-combatants. The amount disbursed under this scheme has reached three or four lakhs; and the ultimate limit of the commitment of Government on this account cannot at the moment be foreseen. But the province felt, and still feels, that it would be untrue to its trust were it not to provide to the utmost of its capacity from its attenuated resources for the well-being of those who, in the Empire's hour of need, offered their all, even to the supreme sacrifice itself. The province is to have a permanent memorial to the Punjab soldier of the Great War in the form of two military schools, one at Jullundur and the other at Aurangabad. The foundation stones of these two schools were most appropriately laid by His Royal Highness the Prince of Wales during his recent tour.

III.—The End of the Old Regime.

The Contributions of the Old Order.

9. It is perhaps not unfitting for the writer of this report who is a new-comer to this province and who served but a few weeks under the Old Order, to discuss in suitable terms the work of those who preceded him. It may be that, so far as the mere statistics of schools and scholars are concerned, the Punjab is less advanced than the more progressive provinces of India; but, in many respects, the Punjab can compare favourably with places elsewhere in India. The formulation of a five-year programme for the advancement of vernacular education in rural areas is undoubtedly a landmark in the history of Punjab education. For the first time an attempt was made, on a scientific basis, to remove illiteracy and to equate the balance between rich and poor, between the progressive and the backward tracts. A child of poverty dwelling in a backward part of the province has as great a claim (or more) on the assistance and sympathy of Government as has a child of wealth living in a rich and populous district. Again, though an imposing array of educational buildings in the large centres of population may be more likely to attract attention, the provision of economical and wholesome school buildings for the necessities of the poor is an even more urgent duty of Government.

Equality of opportunity.

10. An equality of opportunity for rich and poor alike was both laid down and accepted by the authorities of the Old Order in their five-year programme which was based on the needs rather than on the wealth of each district, and in their schemes for the construction of vernacular school buildings in rural areas.

Another vital factor in any educational system is the well-being and the competence of the teachers. Shortly before the inception of the Reforms, the salaries of the educational services were revised ; and, what is even more important, the salaries of vernacular school teachers were considerably enhanced by local bodies with the generous assistance of Government. A table of the several scales of salaries will be found at Appendix A. Careful provision was also made for the training of teachers, vernacular and anglo-vernacular, with the happy result that a rapid expansion of education need not now be retarded by a lack of trained teachers. It is a matter for congratulation that, during the time of political strain which marked the close of the quinquennium, the teachers showed a professional pride in their calling which saved the educational system of the province from the disastrous consequences which have taken place elsewhere. Again, the monotony of a severely literary course and the absence of more practical forms of training are serious defects in an educational system. The Old Order made provision for training in agriculture, for manual and clerical training and for drawing in appropriate portions of the school course; and greater attention was paid to the claims of science. The appointment of medical inspectors and the revision of the course in physical training also indicate that the health and well-being of the pupils were not neglected.

11. The equal treatment of rich and poor, the encouragement of a teaching profession, the formulation of a course neglectful neither of literary nor of practical needs, and care for the physical welfare of the pupils may be said to have been the main contributions of the *Ancient Regime* in its later years towards the educational progress of the province. There is much yet to be done, many modifications to be made ; but the torch was burning brightly when it was handed over to the New Order.

IV.—The Beginnings of the New Order.

12. The political reforms came into effect at the beginning of 1921. At one time, during the discussions which preceded the Reforms, it seemed possible that the Department of Education would be rent in twain, a portion of its work being regarded as transferred and the remainder as reserved. Fortunately, better counsels prevailed, though only up to a point. Generally speaking, education is a transferred subject and is controlled by a Minister, who is responsible to the Legislative Council. The education of Europeans, however, is reserved and is controlled by a Member of His Excellency the Governor's Council. In this section, too, the Legislative Council is dominant as it votes the money to be spent in each financial

year. The Minister for Education is the Hon'ble Khan Bahadur Mian Fazl-i-Husain ; 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.

Contact with public opinion.

13. The most direct and the most immediate effect of the Reforms has been the strengthening of the contact between the Department and public opinion. This has been brought about, directly, by the responsibility of the Department to the Minister who is himself responsible to the Legislative Council ; and, indirectly, by the knowledge within the Department that every request for a grant and every development of educational policy may, some time or other, be subjected to vigilant scrutiny by the Council. The formation of an Education Committee of the Legislative Council has also afforded an admirable means whereby the doings of the Department can be discussed in a less formal manner than is possible at a full sitting of the Council. In these discussions, formal and informal, the educational authorities have learnt much of the needs and the defects of the system ; and the public representatives have learnt much of the difficulties of education and have come to realise that, with limited funds, there must inevitably be a selection of what is most urgent from what, though advisable, is less pressing. There can be little doubt that, in the opinion of the Council, the most urgent need of the hour is the removal of illiteracy by means of a well-ordered expansion and improvement of vernacular education.

Diversity of control.

14. The responsibility of the Department to the Minister as well as that of the Minister to the Legislative Council is, however, embarrassed by the fact that the Minister in some respects and the Department in other respects is not responsible for education. The education of Europeans is controlled by a Member ; and further, a large European school, to which a training class is attached, is controlled by the Government of India. The Revenue Member is responsible for the Reformatory School at Delhi. The Aitchison College has a Governing Body (of which the Finance Member is the Chairman and the Director of Public Instruction a member), which corresponds with the Government of India. The proposed College of Mechanical Engineering at Moghalpura, the Mayo School of Arts and industrial middle schools are administered by the Minister for Agriculture, yet primary industrial schools come under the ordinary educational organisation. The Agricultural College, Lyallpur, is controlled by the Minister of Agriculture, yet the teaching of agriculture in middle schools is regulated by the Director of Public Instruction. The Public Works Department is in charge of the Engineering School at Rasul. Whereas the

Inspector-General of Civil Hospitals is responsible to the Minister for the King Edward Medical College and the Medical School at Amritsar, the Director of Public Instruction is responsible for the medical inspection of schools and pupils. This confusion of controlling authorities must inevitably result in a confused policy, in small cadres themselves both extravagant and inconvenient, and in many extravagances. It also blurs the responsibility of the Minister for Education. What is required is some guiding principle in the control of education. The following remarks quoted from "Indian Education in 1920-21" are very pertinent in this connexion :—

> "It seems important to remember that the question of policy is distinct from that of administration. While it may be convenient and conducive to efficiency to relieve the Department of Public Instruction by transferring special branches of education to other Departments that have more leisure and expert advice at their command, it ought to be recognised clearly that no Government as a whole can divest itself of the responsibility for the elaboration of a policy embracing and co-ordinating all kinds of education."

Departmental barriers.

15. In view of what has just been said, it is all the more pleasing to note the gradual breaking down of the barriers that used to exist between the several Departments of Government. This is undoubtedly due to the fact that the Education Minister is in charge of many branches of education which are dealt with by a number of Departments. Close co-operation between the Departments of Agriculture and Education has already resulted in a satisfactory development of agricultural training in rural middle schools; and the assistance given by the Medical and Health Departments has also been very valuable to the medical inspection of schools and scholars.

Organisation of the Department.

16. In order to carry out its responsibility to the Minister, the Department of Education should be suitably organised. Much has been done in this direction. The Director of Public Instruction, in his capacity of Under-Secretary, deals directly with the Minister, except in such cases as are submitted to him through the Finance Department. By this means a considerable saving has been effected in the salaries which are paid in other provinces to a Secretary, an Under-Secretary and their clerical establishment. Moreover, such a procedure as obtains in the Punjab is calculated to bring about that intimate and harmonious contact between the Minister and the head of the Department, which is essential to the proper working of the Reforms.

17. Another essential feature of the new procedure is that some of the money saved by the elimination of the Secretariat

should be spent on the formation of a staff of expert officers at headquarters Economy and efficiency can only be attained by careful supervision. The Inspectors of Vernacular Education and of Training Institutions have already proved the truth of this remark, especially in the matter of economy. These and other officers have given most valuable assistance in writing this report. It is obviously right to delegate as much authority as possible to the divisional inspectors and, from them, to the district inspectors ; but, at the same time, there should be at headquarters an adequate staff of officers who will regard matters from the provincial instead of from the local point of view. Much extravagance is incurred by placing education in watertight compartments. A high school, for example, may serve more than one district ; and a training institution more than one division. The experiments and the economies of one division should be expounded to others. The whole educational system should be reconsidered and revised with a view to speedy expansion and to economy ; and a slight extravagance at the beginning may assume serious proportions in the course of time. "*Viresque acquirit eundo*" is indubitably true of educational expenditure.

Dangers of an exaggerated provincialism.

18. One of the main objects of the Reforms was the substitution of the direct and personal control of the Minister (who is responsible to the Legislative Council) for the distant and official control hitherto exercised by the Government of India. The change has been beneficial, except in one respect. There is a growing danger of an exaggerated form of provincialism in education which, if not checked at the outset, may have disastrous results. No Indian province can live unto itself. Universities of the modern type transcend provincial limits. Indian scholars, proceeding overseas, carry with them the reputation of India in the world of learning. There is also a danger of a serious and extravagant overlapping between the several provinces, especially in the region of higher education. There are also a number of vexed questions on which an all-India and not a provincial solution is sought. On all such questions a decision by a single province may gravely embarrass other provinces. The question also arises whether India is tending in the direction of the United States of America or of the Disunited States of Europe. The development (or not) of an Indian policy of education will have much to do with the answer to this momentous question. There is thus a grave need for some central body which can discuss matters without interfering unduly with the autonomy of the provinces. To some extent this need has been met by the Central Advisory Board to the Government of India.

19. The most important debate on education in the Council has been that on a resolution moved by Mr. Ganpat Rai that Rs. 30 lakhs should be given to vernacular education. The resolution was carried without a dissentient voice. It may be that no direct result has followed this important debate, though the education budget of the succeeding year was in excess of that of the preceding year. The indirect effect of the debate, however, has been very great. It showed, both clearly and decisively, that the Council regards the advancement of education, particularly of vernacular education, to be perhaps the most urgent need of the times. Another important debate was that raised by Mr. Rallia Ram on behalf of the depressed classes. The resolution was withdrawn after considerable discussion and on a promise by Government that the needs of the depressed classes would be reviewed. The reception and endorsement of the first two educational budgets has also shown that the Council does not intend to treat education in a niggardly spirit, but is prepared to make great sacrifices to its progress. Council resolutions.

20. Numerous questions have been asked and answered in the Council on educational matters. It may be that the majority of these questions have been concerned with the communal aspect of education, the percentage of teachers according to the several communities. There has also been considerable criticism of educational promotions and appointments in the public press. It may be urged that this indicates a very narrow view of education, efficiency being a better qualification for promotion or appointment than that of race or of creed. On the other hand, the due encouragement of all communities within the province and the employment of inspectors and teachers who are in intimate contact and sympathy with the people and pupils concerned are fundamental factors in the problem. It is possible also that, in the heat of a public discussion, other important considerations have escaped attention. Admission to the Indian Educational Service is still regulated by the Secretary of State, though an important committee of officials and non-officials has been constituted to advise on the eligibility of candidates for admission to that service. Again, the pay and prospects of the Punjab Educational Service have been revised with the result that the senior members of that service receive emoluments which, in other countries, attract men of high academic qualifications and of ripe experience. It follows, therefore, that admission to that service should be regulated with greater care than heretofore. Moreover, a practice of direct recruitment, provided that it is carried out with due reference to the claims of existing members of the Department, has its obvious uses. Efficiency rather than seniority must henceforward be the main criterion for advancement. Edu- Educational appointments.

cational work is also becoming more and more specialised. A good headmaster should be a man of scholarship and teaching capacity, attributes which are quickly lost by one who spends some years in the work of inspection and administration. An inspector should be a man of physical vigour and administrative capacity, attributes which are not always possessed by the successful teacher. A teacher in a normal school almost inevitably loses that touch with the anglo-vernacular work which is essential to a successful headmaster of a high school. A collegiate appointment, whether at an arts college or at the Central Training College, requires very special qualifications which are often difficult to find.

Promotions according to suitability.

21. Any attempt, therefore, to abide by a rigid process of promotion by seniority would inevitably result in a very serious embarrassment of progress and also in an equally serious inconvenience and hardship to individuals. The conversion of a successful headmaster into an indifferent inspector is not only harmful to the work but also an unkindness to the individual. To misjudge the competence of another is an error of judgment, but deliberately to put a round peg in a square hole is a crime. The only solution of the problem is that which is now being attempted, a careful distribution of the opportunities for promotion between the several branches of the Department so that all will have a reasonable chance of promotion without having to undertake uncongenial duties. By the elimination of the specialist inspectors, by a slight reduction of the district inspecting posts in the Punjab Educational Service, and by the increase of the headmasterships in that service from five to thirteen, the claims of the teaching and of the inspecting branches have been adjusted. It is possible, however, that the junior collegiate posts, especially in the intermediate colleges, have been unduly favoured at the expense of the high school appointments. It is open to argument, at any rate, that a successful and experienced headmaster of a high school has greater claims than a raw recruit, however great may be his academic attainments, at an intermediate college. It is intended, as soon as occasion arises, to equate the balance between these two classes of teachers.

The encouragement of backward districts.

22. The problem, however, is a far wider one than is suggested by the questions in Council and by the articles and letters in the press. The problem is the encouragement of backward districts rather than the encouragement of backward communities, though the latter are ordinarily included in the former. It has already been stated that, in the matter of vernacular education, an attempt has been made to regulate Government assistance in accordance with the needs rather than with the wealth of each

district. In practice, it is extremely difficult to avoid the material application of the moral principle embodied in the Biblical text : " To him that hath shall be given ; and from him that hath not shall be taken away even that which he seemeth to have." The backward districts need assistance in kind even more than in money, though they sorely need the latter. They need inspectors who are inured to physical hardship and who do not regard appointment to such districts as a mark of the Department's displeasure. They need teachers from among their own people who will take an abiding interest in their children and will consider the general uplift of a district through good education to be of greater value than success in the examination lists. They need clerks in the local offices who will combine efficiency with sympathy for the people. They need opportunities whereby their young men will have easy access to higher education, especially in training for the teaching profession. These needs have not always been met in the past.

23. It is hoped that, under the new system whereby some of the district inspecting posts are included in the Subordinate Educational Service, local and suitable men will be found as inspectors in backward districts, without supersession of men who have better, though not as suitable, qualifications. The considerable expansion of training facilities (which is explained later) should provide for the requirements of local candidates from these districts ; and instructions have already been given that, in regulating admissions to training institutions, preference should be given to members of the agriculturist classes and to residents of the backward districts. The institution of training classes at certain centres in the backward districts, admission to which will require less rigorous qualifications than are imposed in the ordinary normal schools, should also prove beneficial. The multiplication of intermediate colleges in the mufassal should not only relieve the expense and congestion in Lahore, but also afford to the boys of the backward districts an easy avenue to higher education. The inclusion of clerical courses in these colleges should enable local talent to receive a suitable and inexpensive training for local clerkships. An equality of opportunity for all can only be ensured by an insistence on the needs of the backward districts. Good intentions, however, often go astray ; but, in this case, there is every expectation that the representatives of these districts in the Council will keep the Department to its good intentions and ensure that theory is carried into practice. A committee has already been appointed by the Council to enquire into the educational needs of zamindars.

V.—The Non-Co-operation Movement.

24. The indirect results of the Non-Cooperation movement have been far greater than the direct results. Happily, the direct results have been but slight. It is true that the increase in the number of scholars fell from 40,789 in 1919-20 to 39,000 in 1920-21, but an increase of 39,000 is by no means unsatisfactory and is more than compensated by the increase of 69,701 in 1921-22. It is true also that there has been a decline in the number of students in the arts colleges, but this is probably due to other causes.

Direct results

25. For a time, towards the end of 1920 and in the early months of 1921, the situation seemed serious. A few institutions cut all connexion with the Government and university systems. Others bowed before the storm and were closed for a time. Some of the abler and better students left college. To them, undoubtedly, the call to sacrifice made an irresistible appeal. Their action may have been misguided, but can only be regarded with respect. In such a category may be placed the action of an experienced and capable inspecting officer who, without notice, left his post and was prepared to sacrifice all, including the happiness of his wife and family, to what he conceived to be the best interests of his country and of his fellowmen. Reflection, however, assured him that his educational work gave him real opportunities of service. He therefore returned and was welcomed back to his old post. Such was also the experience of many a student who left college in those days. Other students, however, abandoned their studies at little sacrifice to themselves, for there was but little chance of their passing their examinations. Others, again, regarded the movement as a source of innocent merriment. The number of teachers who threw up their posts was negligible. Colleges and schools quickly reopened with little effect on their numbers. But a sudden dislocation of this nature cannot but have unfortunate results, especially in the matter of discipline and continuous work.

Attitude of Government.

26. The attitude of Government towards the movement can be judged from the following letter which was addressed to inspectors and heads of colleges. Respect for the honest opinions of others, an abhorrence of violence, and a keen desire to continue the education of those who desired it may be said to have been the main features of the policy of Government in this connexion :—

> "In view of the troubles which have recently taken place in certain schools and colleges in consequence of the non-co-operation movement, it is desirable that there should be some interchange of ideas as to what would be a suitable procedure for

meeting any recrudescence of the troubles should such take place. I am therefore offering some suggestions which have occurred to me, but wish it to be clearly understood that these are merely suggestions. Those who are on the spot are obviously the best judges of the action (if any) to be taken ; and I have no desire to hamper anybody by any hard and fast procedure.

2. In the first place, it seems essential that acrimony in speech or in action should be avoided. If a parent or guardian desires to withdraw his boy, his name should be removed from the register without either heated discussion or publicity. If again, "non-co-operators" try to take possession of school or college buildings, the best course would be to invoke the assistance of the civil authorities rather than to take steps yourself to eject them by force.

3. It is clear that school and college buildings are not suitable places for "non-co-operators" to address students, and that permission should not be granted ; but it seems inadvisable to try and prevent—except by exhortation and persuasion—students from attending meetings outside. No good purpose is achieved by forbidding such attendance unless some punishment can easily be inflicted for disobedience. Such punishment, in the present circumstances, can only be given in defiance of the principle suggested under (2) above.

4. It seems most desirable that parents and guardians should be addressed without delay if their wards propose to withdraw themselves from school or college. The replies of parents and guardians should be carefully recorded.

Loyalty of teachers.

27. The indirect results of the movement have been both great and valuable. First and foremost was the convincing proof of the loyalty of the teachers ; and this loyalty was based on a professional pride in their calling and in a noble desire to serve the best interests of the boys and girls of the province. With very few exceptions, the members of the teaching staff remained at their work, in spite of the ridicule that was cast upon them. The example of Government College, Lahore, was particularly pleasing ; for it showed that the members of the staff are regarded by the students as friends rather than as officials. The Non-Co-operation movement has therefore done much to build up a strong and high-minded teaching profession in the province. The teachers of the Punjab have earned the respect of all well-wishers of the province, and have increased their own self-respect and professional pride.

Parental authority.

28. In the next place, it has been shown conclusively that parental authority has not been weakened to the extent that some thought to be the case. Heads of schools and colleges made a practice of appealing to the parents when disaster threatned, and the appeal was rarely made in vain. It is significant

that a large proportion of those who left school or 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. Parents, in the backward districts, have constantly represented that, apart from the expense they shrink, not unnaturally, from sending their sons so far away from their homes and from parental influence. Recent figures show that there are some 4,600 students in Lahore and that, apart from Delhi, Amritsar and the States, there are only some 880 students (including 137 at the Agricultural College, Lyallpur) in the rest of the province. A large proportion of the Lahore students are intermediate students drawn from the mufassal. Such a policy can be neither wise nor economical. The Non-Co-operation movement has expounded conclusively the urgent need for a vigorous and practical encouragement of the mufassal.

Ill-suited study.

29. It is probable that the large bulk of the students suddenly realised, to their intense pain and disappointment, that much of their education is ill-suited to their practical needs. While the professor was lecturing to them on the annals of the Holy Roman Empire, their thoughts were inevitably and irresistibly turned to the great liberal and national movements of the nineteenth century. In economics they desired to study the application of general principles to the problems of their own country instead of to those of distant lands. Students, both at school and at college, began to wonder whether they were being trained for life and for service or for mere success in the examinations, for it was the ideals of service that were uppermost in their minds.

National Education.

30. The demand for "a national system of education" therefore became insistent. But the difference of opinion between the upholders of the Non-Co-operation doctrine and many an educational reformer of the last few years lay *not* with the ideal which all accept, but merely with the means of attaining that ideal. The upholders of Non-Co-operation were of the opinion that the ideal could best be attained by the destruction of what existed and by the elimination of all connexion between Government and education, even to the extent that the assistance of Government to private effort should be abandoned. Public opinion in the Punjab is strongly opposed to such a course of action. What public opinion wants is the definition of an economical but effective educational policy which is suited to the needs of the people and to the conditions in which they live. To achieve this object two things are necessary. In the first place, the broad lines of policy should be harmonious with

dictates of public opinion; and this should be secured by the agency of the Minister who is responsible to the representatives of the public in the Legislative Council. In the second place, the educational machinery should be such that minor, though important, changes can be made quickly so that the details of a national policy can be adapted to the ever-changing needs of the community.

Vocational training.

31. It also appeared at times from speeches and writings that national education was to be confined to vocational training; and that a speedy expansion of vocational training accompanied by an abandonment of liberal education would quickly cure the country of all its ills. If this be the case, it is peculiar that the statistics show a disappointing diminution of pupils at vocational institutions and a very rapid increase in the number of pupils at the ordinary schools where a general training is imparted. It is peculiar also that, whereas the separate agricultural schools of other provinces have hitherto failed to attract more than a handful of pupils (and these are encouraged by stipends to seek admission to these institutions), the agricultural training which is given in the Punjab alongside of the general training is widely appreciated. The obvious inference would appear to be that the people of this province attach vital importance to a sound measure of general training and have little confidence in a school where little or no general training is given. At the same time, public opinion desires that the general training should be enriched by several forms of practical training. The training of the citizen is of more importance than the training of an artizan. In other words, some happy mean must be found between a merely 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 has, a decided and an unfair current towards the literary side. Whatever happens (to change the metaphor) there should always be a sound core of education for all, but the fruit around the core should vary to meet varying needs.

VI.—*The Difficulties of Education.*

Complexity of Education.

32. These general remarks have served at any rate to show that the problems of education are most complicated and perplexing, but yet vital to the progress of the community. Education is a complex problem because it is linked to, and bound by, forces over which it has little or no control. Such forces include the abject poverty in many of the homes; the persistence of disease, in particular of malaria; inadequate means of communication; the social conditions which regulate life and human relationship; the ferment of political ideals and aspirations; the conflict of communal interests; the chasm between rural and urban life; and the difficulty which many students find in gaining

suitable employment. These forces, and many others, have to be taken into account in devising an educational policy.

Difficulties of compulsory education.

33. A good example of these difficulties is found in the proposals for the introduction of compulsory education. Some speak as though the successful introduction of compulsion is "merely a question of money." As a matter of fact, this is just what it is not. The compulsory system is not only more efficient but also more economical than the present voluntary system. A school of (say) 160 pupils with a teacher for each class is obviously more efficient as well as more economical than a school of (say) thirty pupils with a single teacher taking all four classes. The difficulties in front of the introduction of compulsion on a wide scale are other than the provision of funds. In the first place, there is the poverty of the people. It is easy to state that education would improve their material well-being and would assist them in avoiding the clutches of the money-lender, but it is far more difficult to convince people who are daily faced by the problems of poverty and who need the labour of their sons, of the truth of these remarks. It is easy to state that a school should be open to all and that the sons of the depressed classes should receive admission, but it is far more difficult to ensure that this excellent principle is carried into practice. Another difficulty is one which has received insufficient attention, the inadequate supply of teachers. In all western countries where compulsion has been successfully introduced, more than three-fourths of the teachers in primary schools are women. Without the women compulsion would no longer be possible, not only because the supply of teachers would be inadequate, but also because the expense would be prohibitive. In India, social conditions being what they are, not only is the assistance of women debarred from the primary schools for boys, but men teachers are sometimes engaged in girls' schools. Separate schools are also required for boys and for girls. There is yet another difficulty. The Indian university and secondary school systems suck from the countryside its best intellect, but the social conditions of the country discourage such intellect from returning to the villages and thus from influencing the villagers in the direction of education. The religious organisations of the Indian communities do not offer to graduates the same opportunities of work and influence as fall to a clergyman in England or to a minister in Scotland. There is not, again, the same scope for an Indian medical graduate in the villages as is afforded to a medical practitioner in the English countryside. The Indian landowner does not ordinarily proceed to a university. What primary education in England would have done without the influence of the parson, squire and doctor is difficult to imagine; yet in In[illegible]

these influences are rarely available to rural education. Again, in England, the primary school enjoys the honorary services of an army of philanthropic ladies who visit the parents, care for the needs of the children, and carry out a hundred and one little duties, the performance of which enables the school to be appreciated as something of real value by the people.

34. These remarks have not been made in a spirit of carping criticism or in self-defence, but merely to indicate how complex and difficult are the problems of education in India. Many other examples of the same truth will be found in the body of the report. It may be that these are mere platitudes, but platitudes are only too often important factors of a problem which all admit to be correct but which few care to take into account. In education, therefore, it is not sufficient to judge each case on its merits. We have first clearly to mark out the goal; and then, what is even more urgent, we have to decide the principles which will guide us towards the goal. Principles, therefore, are not an encumberance in education. They are rather the anchor to keep us to our moorings and to protect us from the dangers of the storm.

CHAPTER II.

General Progress.

The present chapter aims at a survey of the financial position, the progress made in each of the more important branches of education, and a discussion of a number of points of general importance. The ordinary statistics are appended to this report, but many of the tables are not very helpful and some are misleading. The general suitability of the statistical tables has been discussed by the Central Advisory Board of the Government of India, the decision being that some of the tables need revision and others omission. The tables should have some uniformity of structure between the several provinces for the purposes of comparison and contrast. It is expected that, during the next quinquennium, the tables will be simplified. In the present chapter some brief statistical tables are given to indicate the general position of education in the province and to form a basis for discussion.

I.—The Number of Scholars.

Large increases in numbers.

2. The quinquennium under review has been so exceptional that it would be unsafe to rely much on the value of the figures. Those for the last seventeen years, therefore, are given below:—

Year.	Number of scholars.	Increase or decrease.
1905-06	274,747	...
1906-07	300,237	+ 25,490
1907-08	302,863	+ 2,626
1908-09	302,576	— 287
1909-10	329,466	+ 26,890
1910-11	346,940	+ 17,474
1911-12	381,113	+ 34,173
1912-13	410,491	+ 29,378
1913-14	439,956	+ 29,465
1914-15	445,909	+ 5,953
1915-16	463,157	+ 17,248
1916-17	476,738	+ 13,581
1917-18	468,839	— 7,899
1918-19	477,200	+ 8,361
1919-20	517,989	+ 40,789
1920-21	556,989	+ 39,000
1921-22	626,690	+ 69,701

3. These figures are easy of explanation and may be regarded as hopeful for the future. The fat years between 1909 and 1914 were the results of the liberal grants given by the Government of India; the lean years between 1914 and 1919 were undoubtedly the effect of the war and of its concomitants; and the pleasing results of the last three years indicate that, educationally speaking, the Punjab has recovered itself and should be on the eve of rapid expansion. The benefits resulting from the five-year programme of 1918-23 are also self-evident. The slight decrease from 40,789 in 1919-20 to 39,000 in 1920-21 may indicate the extent of the dislocation caused by the non-co-operation movement. The record increase of 69,701 scholars in the final year of the quinquennium is due to a number of causes: the keener realisation of the benefits of education by the poorer classes; the energy in propaganda work displayed by many of the inspecting officers; the enthusiasm of many of the local bodies; and the devoted energy of the Inspector of Vernacular Education, Khan Sahib Maqbul Shah.

4. It may be interesting, for the purpose of comparison, to give in the table on the next page the figures from the several provinces of India during the quinquennium. The figures for the last year are not yet available, except those for the Punjab. It is a matter for congratulation that the increase recorded in 1921-22 was greater than that recorded by any province, with the exception of the United Provinces in 1919-20, and of Madras in 1920-21. It should be remembered in this connexion that the population of the United Provinces is more than double that of the Punjab, and that of Madras is about double.

Province.	1917-18.	Increase or decrease.	1918-19.	Increase or decrease.	1919-20.	Increase or decrease.	1920-21.	Increase or decrease.	1921-22.	Increase or decrease.
Madras	1,696,539	+ 35,527	1,692,951	— 3,588	1,730,040	+ 37,089	1,799,850	+ 69,810		
Bombay	781,674	+ 1,170	834,003	+ 52,329	892,875	+ 58,872	949,827	+ 56,952		
Bengal	1,965,273	+ 46,841	1,931,535	— 33,738	1,953,909	+ 22,374	1,945,145	— 8,764		
United Provinces ...	918,258	+ 23,372	924,679	+ 6,421	1,005,600	+ 80,921	1,047,761	+ 42,161		
Punjab	468,839	— 7,899	477,200	+ 8,361	517,989	+ 40,789	556,989	+ 39,000	626,690	+ 69,701
Burma	584,298	— 8,425	572,908	— 11,390	575 206	+ 2,298	557,281	— 17,925		
Bihar and Orissa	852,324	+ 7,229	827,140	— 25,184	846,502	+ 19,362	828,019	— 18,483		
Central Provinces ...	353,444	+ 2,279	349,743	— 3,701	349,771	+ 28	350,685	+ 914		
Assam	230,085	— 3,828	224,715	— 5,370	233,106	+ 8,391	231,591	— 1,515		
North-West Frontier Province.	46,134	— 151	48,360	+ 2,226	44,615	— 3,745	49,717	+ 5,102		
Other Administrations ...	51,200	— 263	53,345	+ 2,143	56,612	+ 3,269	60,084	+ 3,472		
India	7,948,068	+ 94,052	7,936,577	— 11,491	8,206,225	+ 269,648	8,376,949	+ 170,724		

5. Any exhilaration that may have been aroused by reading these figures will be damped by an examination of two other, and very important, factors of the problem. The following figures give the percentage of pupils at school to the population of the province— Poor percentage of children at school.

1914-15.	1915-16.	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
2·3	2·4	2·4	2·4	2·4	2·6	2·7	3·0

It will be seen, therefore, that there was little material progress between the years 1914 and 1918. In 1919-20, there was a pleasing change. The figures for 1920-21 are misleading in comparison with those of the preceding year as an increase of over a million in the new census figures had suddenly to be taken into account. It is to be hoped that the large increase in 1921-22 will be followed by even more satisfactory results in the future. The disappointing nature of these statistics is due, to some extent, to the very small number of girls at school, the percentage of girls at school to the total female population being only ·9. The percentage of boys at some educational institution or other to the total male population was 4·26 in 1920-21 (481,857 boys in a male population of 11,306,265), and 4·77 in 1921-22 (5,40,046 in a male population of 11,306,265). It will be better, for the moment, to confine our attention to males.

6. The following figures have been taken from the 1912—17 Quinquennial Report of the Government of India (pages 4-5).

Country.	*Percentage of the population enrolled in elementary schools.*
United States	19·87
England and Wales	16·52
German Empire	16·30
France	13·90
Japan	13·07
Ceylon	8·94
Roumania	8·21
Brazil	2·61

7. It should be remembered, in discussing these figures, that the period of compulsory primary education in England was one of about eight years in 1917, while the period of primary education in the Punjab is only one of four years, and that on practically a voluntary basis. The figures in General Table I for 1920-21 show 238,674 boys in primary schools and 40,363

boys in private elementary schools, giving a total of 279,037. These figures, however, are misleading as a large number of the 189,655 boys enrolled in secondary schools were in the vernacular classes of these institutions.

8. A combination of General Tables I and X will provide more useful figures. There are, however, two minor difficulties. The number of boys reading in girls' schools and of girls reading in boys' schools are so infinitesimal that they have not been taken into account. A slightly greater difficulty has been the determination of the 13,936 girls who were reported to be in secondary schools. The statistics do not show in what classes these girls were enrolled. An arbitrary distribution of this number cannot vitiate the figures to any appreciable extent. Assuming that elementary education comprises the primary and lower middle classes, there were 388,675 boys enrolled in 1920-21 in elementary classes, or a percentage of 3·4 to the total population. In 1921-22 the number had advanced to about 432,055. In the recent census figures there were 1,661,668 boys in the Punjab between the ages of five and nine ; and therefore the number of boys between six and ten should be in the neigbhourhood of 1,600,000. The educational problem of the hour is how to bring the balance (which is over a million boys) to school.

Predominating number of boys in the first class.

9. These remarks lead up to the second alarming feature of the statistics. General Table X, which gives the classification of pupils by school classes, affords the following results for 1920-21 :—

1st class ...	...	...	...	207,366
2nd class ...	...	...	...	81,625
3rd class ...	...	...	...	58,889
4th class ...	...	...	...	46,465

Unfortunately, it cannot be inferred from these figures that over 200,000 pupils were enrolled in that year. The sad inference is that a large proportion of these 200,000 children have been in the first class for a number of years and have therefore made little or no progress whatever. These figures also point to an appalling wastage. A child cannot be considered literate until he has passed through the fourth class ; and this is an optimistic basis of calculation, especially in a one-teacher school. Thus, well under 50,000 literates are turned out each year ; and it is to be feared that many of these soon relapse into illiteracy. These figures, however, though alarming, point to an easy solution of the main problem, at any rate on paper. If some means were

found whereby the 207,366 children included in the first class could be induced to stay at school until they had passed through the fourth class, and if, by better teaching and by more regular attendance, the pupils spent only one year in each class, not only would the enrolment be far more satisfactory, but the number of literates turned out each year would be immensely greater. The cheerful side of these figures is that a far larger number of boys go to school (about 50 per cent.), though usually for a short time only, than is ordinarily expected ; and also that about 70 per cent. of the boys either live within easy distance of a school or are at school already.

The introduction of compulsion is the real solution of the problem.

10. The Punjab has therefore reached the stage when a discussion of compulsion on a fairly wide scale is not only within the range of practical politics, but should also be fruitful of beneficial results. This may appear inconsistent with the general considerations put forward in the preceding chapter on the subject. It was there pointed out that the poverty of many of the parents, the impossibility of employing women as teachers in boys' primary schools, and caste differences present grave obstacles to a successful application of compulsion. These obstacles will still persist, though it may be hoped to a lesser degree. In consequence, under any system of compulsion, it would be unwise to contemplate more than 75 per cent. of the boys of elementary school age being enrolled at school. The Punjab is a land of vast distances. In many quarters the idea is prevalent that compulsion cannot be enforced until the provision of schools is such that practically every boy is within two miles of a school. This is obviously an erroneous conception. Not even in western countries where compulsion has been in force for a number of years is there such a liberal provision of schools.

11. The case against the continuance of the present extravagant and ineffective system has been forcibly represented by a Commission on Village Education in India, which was appointed by the National Missionary Council (page 44 of their report).

> " Closely connected with the problem of the relapse into illiteracy is the vain expenditnre of money and effort on those actually in school who never attain literacy, or else acquire literacy of a very evanescent type. The Government of India estimate that the average length of school life is only 3·8 years, and that one-tenth of the pupils entering never complete the four years for the production of literacy in a child. Our evidence would indicate that, in the mass movement areas, the average school life is much less than above quoted, and that a far greater percentage of those beginning do not remain four years. Further more, the lowest class in many schools among the depressed classes is characterised by what in the Punjab are called ' volatile and stagnant

infants.' They remain in school several years but are not promoted. When such a child leaves school continued literacy is practically impossible. We want a literate Church; but we should seriously pause and consider that the mere multiplication of small single-teacher schools, the majority of whose pupils are transient and stagnant, does not efficiently lead to that end."

12. It is true, no doubt, that compulsion could not be enforced rigorously, especially in the rural areas, by attendance officers, fines and so forth. It is true also that, under the Act, boys living more than two miles by the nearest route from a school are exempt, but it has already been estimated that about 70 per cent. of the boys do live within that distance of a school or are at school already. It is true also that Government cannot compel local bodies to introduce compulsion, but it can assist and give a lead to them in this respect. It is more than probable that the introduction of compulsion, especially if such a policy is applied in suitable places and is accompanied by a vigorous propaganda, would be attended by a very considerable increase in the numbers at school. The local, educational and village authorities would at once be in a strong position in applying pressure on parents to send their boys to school. Many a parent again is merely apathetic and would be prepared to have a decision made for him; and there can be no doubt that the largely increased efficiency of a school under compulsion, with ordinarily a teacher for each class, would give more tangible evidence of the value of education than does the one-teacher school which predominates at present.

13. The outcome of this argument is that compulsion should be enforced more widely than in the past, especially in suitable rural areas. Impetuous haste is, however, to be deprecated. At first, the visible example of the benefits to be derived from the compulsory system in each district should do more than anything else in the direction of a ready acceptance of the principle elsewhere. But compulsion should be applied, if possible, in every district, though of course to a greater or lesser degree. Otherwise, there will be a danger of a disproportionate amount of the available funds being given to the richer and the more progressive districts. The progressive districts should aim at spending up to 75 per cent. of their additional expenditure on the application of compulsion in existing schools, and the backward districts should aim at spending at least 25 per cent of their additional expenditure on a similar purpose.

14. The enforcement of compulsion, however, does not stand alone. The defects and difficulties of the present system should be carefully explored. The Commission on Village Education in India have analysed the main causes of illiteracy, and

have come to the conclusion that these include, in particular, the shortage of workers, the indifference of parents, economic conditions, the absence of public opinion, oppression and faulty educational methods. It may be well to examine some of these causes.

The shortage of workers.

15. It should be remembered that the Commission was dealing mainly with the depressed classes; and also with the whole of India, not exclusively with the Punjab. Missionary and philanthropic workers have already taken up in earnest the training of teachers among the depressed classes; and there is a most flourishing training class at Moga, under the auspices of the American Presbyterian Mission. Fortunately, as will be discussed later, the supply of trained teachers is fairly satisfactory in the Punjab. About 70 per cent. of the teachers in board employ are trained; and the very large increase of teachers now under training should at least maintain that level. Another important consideration is that a young teacher is far more likely to improve in his work under the guidance of an experienced headmaster than he is now in a single-teacher school. The supply of trained teachers, therefore, does not present serious difficulties to a rapid expansion of primary education. The recruitment of candidates for training, however, may present difficulties in the future. The increased number of junior vernacular candidates for training has been found this year fairly easily; but it is problematical whether an enhanced number will be forthcoming in future. The deflection of vernacular into anglo-vernacular institutions through the introduction of optional English classes may be proved to be serious. This aspect of the problem is discussed elsewhere and should be watched with care. There is a very grave danger lest the rapid anglicisation of middle education in rural areas may become an insurmountable obstacle to the rapid expansion of the vernacular system.

Indifference of parents.

16. The value of education is obvious to the educated, but far less so to the poor and the uneducated. The immediate gain of a few annas by the labour of their children makes a more insistent appeal to the poor parents than the distant and intangible benefits to be gained hereafter. There are two admirable means for counteracting this natural indifference. The first is the stimulation of interest by vigorous propaganda work; and on this point the advice of the Village Education Commission is of value:—

> "Missionaries and their fellow workers usually begin by showing the people that it is to their interest to have their children educated, not merely because a few may rise in the world, but because all who can read have certain advantages over others. The uneducated labourer is at the mercy of his employer. He cannot read the document he is asked to sign by touching the pen of one who writes for him and

finds too late that he has signed away his property or his liberty. Being unable to count, he cannot refute his master's statement that the debt which has brought him to serfdom has not been worked off. Through ignorance he is at the mercy of blackmailing constables and village officials. When he goes to a distant place as a sepoy or a coolie, he has to pay some one to write a letter to his father. In other words, he has no independence. The missionary worker tries to show him how different all this would be if his children could read, write and count; how they might cease to be chattels and become men."

The second means of counteracting the indifference of parents is the visible proof of the value of education through the efficiency of the school; and this is very difficult to show in the case of a one-teacher school.

Absence of public opinion.

17. In the general remarks recorded in the preceding chapter it has been stated that the parson, the squire, and the doctor have done much to mould public opinion in English villages; and that these influences are not ordinarily available in an Indian village. Some compensation is found in the co-operative credit societies, panchayats, teachers, village officials and the like. The present attempts in the education of soldiers may also do much in this direction. A further word is necessary in regard to the teacher. What is desirable is that the village school should become a village institution, and that the teacher should be the guide, philosopher and friend to the villagers. This, however, is impossible so long as the present practice of frequent transfers is continued. With the incremental salaries now in force there should not be any substantial reason for the teachers being chivvied from pillar to post as is so often the case. There is another consideration to be taken into account. Even enhanced salaries will not be sufficient to compensate the teacher for the inconvenience and expense of frequent transfers.

Faulty educational methods.

18. These faulty methods are due very largely to the one-teacher school; and should be removed, to a large extent, by the substitution of larger schools. A word, however, is necessary in regard to the curriculum. It is often urged that the primary school course should be more practical and that, in rural areas, agriculture should be taught. Apart from the fact that vocational training of this nature is unsuited to boys of tender years, it is not required by the parents. The following remarks from the report on Village Education in India are very pertinent :—

"The child is taken away after a year or two. The ostensible reason is that he must bring grist to the mill, but if a parent were convinced that education was something worth having he would in many cases find means of overcoming the economic difficulty. Regarding this, however, there is a good deal of misunderstanding. It is often assumed that the education given in a village school is despised

because it is not practical enough. In many cases, however, the parent's objection is just the opposite. He has no desire to have his son taught agriculture, partly because he thinks he knows far more about that than the teacher, but still more because his ambition is that his boy should become a teacher or a clerk."

II.—Finance.

19. An effect of the Reforms and of the financial stringency has been a greater attention to the important problem of educational finance. The financial stringency of to-day is ill-suited to the general desire for the expansion and improvement of education. A careful scrutiny of educational expenditure is therefore imperative ; and this careful scrutiny can only be made if there is an adequate supply of expert officers at headquarter . A review of the present position was made in the following letter which was addressed to educational officers in November 1921. Many of the replies to this communication contained valuable suggestions in the direction of economy ; and, as will be shown later, many economies have been effected on the basis of the proposals set forth in this letter.

I am directed to address you on the relations between education and finance. The educational and financial policies of Government are often almost diametrically opposed to each other, but this is especially the case at the present time. The present position is that, whereas it is the urgent desire of the Legislative Council, of the general public and of every educationist to expand and to improve education in all its branches as quickly as possible, it is inevitably the stern necessity of Government now to direct itself towards economy and even retrenchment.

2. The Minister is keenly anxious to continue his support to every reasonable proposal for the speedy improvement and expansion of education, in particular in the matter of vernacular education and of the introduction of compulsion wherever practicable. At the same time, in face of the extreme financial stringency resultant from the drought and other causes, he wishes me to address you generally on the subject of economy and to place before you certain spectific suggestions for your consideration.

3. There is another factor in this problem which, apart from the financial stringency, should be faced at the present moment, *viz.*, the urgent need for the rapid improvement and expansion of education, on which the Legislative Council has expressed itself in no uncertain voice. It may perhaps be urged that the educational position in the Punjab compares favourably with that in certain other provinces, particularly in the pay and service conditions of teachers (though certain improvements are indicated) ; in the introduction of training in agriculture and of drawing, manual training and such like subjects ; the high school buildings ; and in the provision for the training of teachers. But the system is not altogether suited, on financial grounds, to that very rapid expansion which will rightly be demanded during the next few years. Extreme care should therefore be exercised to prevent a sudden dead-lock which may be imposed at any moment by the continuance of the present financial shortage.

4. I am therefore to request you to scrutinise carefully all your proposals with a due regard to economy and also with a view to the pressing need for expansion; and I am also to place before you the following observations and suggestions in this conection.

5. *The educational services.*—In recent years, considerable improvements have been made in the pay and conditions of all the educational services. There are now ten Indians who are members of the Indian Educational Service; and, in making recent appointments to that service, due account has been paid to the claims of the members of the old Provincial Educational Service, seven members having received promotion to the Indian Educational Service during the last three years. The pay and conditions of service in the reconstructed Punjab Educational Service, especially in the selection grades, are now such as, in many other countries, attract applicants of very high qualifications. The Minister is therefore of the opinion that new posts in the Indian Educational Service should ordinarily be created only to meet the demands of new institutions; and indeed, that one or two of the existing posts might reasonably be abandoned in view of the improvements made in the conditions of the Punjab Educational Service.

It is also possible that, having regard to the general progress made in the several training institutions which may be expected to result in a corresponding improvement in the competence of the teachers under training, certain economies can also be effected in filling the posts held by members of the Subordinate Educational Service. It may well be that some of the posts usually held by senior vernacular teachers could be filled by the better junior vernacular teachers; and that the same principle might obtain in regard to senior and junior anglo-vernacular teachers. It is intended to discuss this question at the next Inspectors' Conference.

6. *Inspection.*—Proposals which are in general accord with the recommendations made by the last Inspectors' Conference are now under consideration; and these proposals should result in a saving of money. It is hoped that orders will shortly be passed; and that they will take effect from April 1st, 1922. No fresh proposals will therefore be required under this head.

7. *The Central Training College.*—The Minister is keenly aware of the general benefits which have been derived from this institution in the past; but, at the same time, he desires a review of its staffing, especially with reference to the general remarks made in paragraph 5 of this letter. The Principal is therefore requested to submit a report (taking into account the fact that the junior anglo-vernacular class will soon be removed from the Central Training College) and to show the number of periods taken by each member of the staff and the size of each class.

8. *Arts Colleges.*—The principals of Government, Multan and Ludhiana Colleges, are also requested to make a similar review of the work done by members of their staffs. It should not be regarded as essential that all members of these staffs should be included in the Indian or Punjab Educational Services. In many countries young men of very high qualifications are content to begin with small salaries provided that there are good prospects of promotion. It may be urged that, with the revised rates of pay, these prospects now exist in the Punjab.

9. *Training Institutions.*—Government has already adopted the proposals of the Inspectors' Conference and has increased the number of stipendiaries at the senior vernacular training colleges at Lyallpur and Hoshiarpur

and at several normal schools, without any additions to the staff. The Minister is aware of the fact that work at a normal school is often more exacting than that at a high school; but, at the same time, he feels that this distinction does not adequately account for the small number of hours' teaching undertaken by members of the normal school staffs in comparison with that undertaken by the high school staffs The Inspector of Training Institutions has therefore been instructed to report on the possibility of increasing still further the number of stipendiaries at each normal school. It is also noted that some members of the staffs of normal schools, notably the drawing and drill masters, have an insufficient means of employing their time owing to the small number of pupils at each school. It is possible that such teachers might combine their instruction at the normal school with that of the neighbouring high school. You are invited to forward your proposals under this head direct to the Inspector of Training Institutions.

10. *Primary schools.*—Attention has been drawn already to the very many primary schools which are attended by uneconomically small numbers of pupils. It is easily understood that in a stage of somewhat rapid expansion this is a defect which cannot be remedied immediately; and also that the inspecting staff has not been numerically adequate to exercise an adequate supervision of such matters. But I am again to enforce upon you the necessity of taking sufficient care in fixing the location of new schools so that the number of schools with a small attendance may be reduced to a minimum. In some provinces, the device of a 'double shift' is either being considered or is actually being carried out. The difficulties of such a system are readily understood but, in view of the necessity for an economical expansion of education, I am to invite your attention to this proposal.

11. *Vernacular school buildings.*—You have already been addressed on the urgency of expedition and economy in the construction of school buildings. The statistics which have recently been compiled reveal the very sad fact that considerably more than 2,000 vernacular schools need buildings; and these statistics naturally do not include either the schools opened during the current year or those which will be started in the near future. The immensity and the importance of this problem, in conjunction with the financial stringency, therefore demand that the utmost economy should be exercised in all building projects. The Minister is gratified to learn that considerable economies have already been made; and that in some places where the spending of Rs. 4,000 on a primary school building was not considered out of the common, the cost has now been reduced to Rs. 2,000 and even less. The utmost vigilance is, however, required to decrease the cost still further. The Minister is also pleased to learn that in some cases the villagers themselves have shown a tangible appreciation of the value of education by contributions either in money or in kind towards the construction of school buildings. In a problem such as this experiment is always of value. You are therefore requested to encourage all reasonable experiments in the interests of economy; and to report to the Inspector of Vernacular Education the results of such experiments.

12. *Anglo-vernacular and normal school buildings.*—You have already been addressed on this subject; and also on the procedure to be adopted in regard to building projects. There is an economy in time as well as in money. I am therefore to observe that some inspectors still cause unnecessary work both for themselves and for the Public Works Department by embarking on proposals which are either unreasonably grandiose or financially

inexpedient. In all cases of doubt, therefore, you should address me generally and obtain the approval of Government before going into what may be unnecessary details. I need not reiterate here what has been said in previous letters regarding economical school buildings except to emphasise that what was possible in pre-war times is often impossible to-day. One further point, however, has just come to notice. Some of the high schools which have lately been provincialised and, indeed, some Government high schools require better accommodation for the teaching of science and drawing. The Minister is desirous of encouraging such training, especially in the provincialised schools, in which little or no provision is made. He feels, however, that the accommodation can scarcely be on the same scale as in many of the existing schools. It is proposed to draw up some rough plans for an annex to the school buildings, in which such additional accommodation can be provided economically.

13. *Miscellaneous.*—There is also room for economy in certain small matters which, when considered in the bulk, remain no longer small. Such matters include a careful scrutiny of contingencies, a systematic planning of tours with a view to the reduction of travelling allowances, an economical use of stationery and so forth.

14. *Examinations.*—The Registrar of Examinations and the Inspector of European Schools are requested to consider possible economies in this respect. It is possible that some of the oral examinations might be conducted by the ordinary inspecting staff.

15. In conclusion, I am to emphasise the fact that, though he looks forward most anxiously to a great expansion and improvement of education during the next few years, the Minister feels strongly that what all desire may be frustrated by extravagance or by careless supervision. I am therefore to ask you to reply generally to this letter before November 30th and also to offer your proposals in regard to the specific suggestions contained in this letter.

This letter should be read in conjunction with the review of the Inspectors' Conference.

Retrenchment and economy.

20. In the matter of educational finance, a distinction should be drawn, in the first instance, between retrenchment and economy. Retrenchment means an abandonment of what exists, or a refusal to expand what exists. Economy means the placing of the existing system on an economical basis, especially with a view to future expansion which, in education, must be rapid. There can be no retrenchment in education for neglect of the human resources of a nation is an extravagance; but there is an abundant opportunity for economy.

Examples of economy.

21. It may be of interest, therefore, to record a few instances of what is meant by an economical basis of education and to give a few examples of what has already been done in this direction. It should be remembered that the indirect and future savings are usually far greater than the amount directly saved in the first instance.

(*a*) The economical and effective organisation of the Department has already been referred to in paragraphs 16-17 of Chapter I.

(*b*) *Inspection.*—The new arrangements for inspection are described in Chapter III of this report It is sufficient to indicate that the direct savings under this head amount to about Rs. 12,000 *per annum*. The indirect savings, however, are far greater as the specialist inspector, so long as he is uncontrolled, is apt, in his enthusiasm for his own particular subject, to forget the claims of other subjects and to be inordinate in his demands on the time of the pupils, on the supply of costly equipment and so forth.

(*c*) *The training of teachers.* The new arrangements are discussed in greater detail in Chapter VII of this report. The main features of the new system are the inclusion of junior anglo-vernacular classes in the new intermediate colleges; the insistence on an economical size of each class; the simplification of the normal school course through the elimination of manual training and drawing; the amalgamation, wherever possible, of high and normal schools; and the substitution of senior vernacular classes in normal schools for separate senior venacular colleges. The direct savings resulting from this reconstruction amount to about Rs. 12,000 a year, but the indirect savings are far greater and include the following:—

(*i*) The large increase in the number of stipendiaries given below has been made without any addition to the staff, except that of the new normal school at Jhang.

	1920-21.	1921-22.	1922-23.
B. T.	30	30	45
S. A.-V.	30	30	45
J. A.-V.	70	70	110
S. V.	236	311	360
J. V.	1,165	1,260	1,480
Total ...	1,531	1,701	2,040

(*ii*) The saving of separate senior vernacular colleges at Lyallpur and Hoshiarpur, estimated each to cost about Rs. 2 lakhs, *plus* a large recurring expenditure.

(*iii*) The saving of a separate junior anglo-vernacular college at Jullundur, estimated to cost over Rs. 2 lakhs, *plus* a large recurring expenditure.

(*iv*) The new normal schools will be infinitely cheaper to build owing to the elimination of expensive accommodation for drawing and manual training.

(*d*) *Training in agriculture.*—Practical training in agriculture is now provided in a number of vernacular middle schools, alongside of the general training. The problem is discussed in Chapter VIII of this report. The main arguments in favour of this arrangement are that an intensive study of agriculture is unsuited to boys at an early age; and that agriculture should form a part of the general training. Whether these arguments are sound or not will be discussed later, but the comparative figures point conclusively to the great economy of providing agricultural training in the ordinary schools instead of in separate agricultural middle schools.

(*e*) *The formation of centres.*—There are certain subjects in the ordinary school course which need, on the one hand, experienced and skilled teaching and, on the other hand, expensive equipment. Such subjects include manual and clerical training. For manual training centres have been formed in many of the larger towns, to which boys from *all* the schools in the vicinity are drafted at specified hours. This system ensures skilled teaching and suitable equipment which are used to the fullest extent. Clerical centres are under consideration.

Recruitment of clerks.

22. It may be convenient at this stage to put forward certain general considerations in the interests of economy. The employment of graduate clerks in Government offices is an obvious extravagance, both of time and of money. In filling up Government posts a clear distinction should be made between those that need a liberal and higher education on the part of the incumbents, and those that need a specialised and a vocational training. A confusion between these two types of post can end only in extravagance and inefficiency. A clerk does not require from four to six years in an arts college, but rather a short specialised training which will be valuable to him in his clerical duties. The cost of a lengthy and expensive collegiate

course is great, especially when it is realised that the training is unsuitable. Moreover, the whole tone and ideals of collegiate education are degraded by the idea, unfortunately prevalent, that it is an important duty of an arts college to train men for clerkships. The greatest in the land have lectured students on festive occasions that they should learn for learning's sake and that the be-all and end-all of a college career should not be a Government appointment; yet the imposition of a degree qualification for clerks would appear to be the negation of these excellent principles. The new type of intermediate college offers admirable opportunities for providing short and suitable courses of training for those who desire to become clerks. The saving in money and in the efficiency of the clerical establishments would by very great.

The importance of the intermediate stage.

23. The confusion in regard to the intermediate stage of education is another extravagance. The intermediate should mark the completion of a good, general education, though in the years immediately preceding this stage students should be encouraged to select those subjects of study which are suitable to their objects in life. Under the present system, the professional colleges, with the exception of the medical and law colleges, start their courses for a professional degree at the matriculation instead of at the intermediate stage. In consequence, these colleges, which are rightly both well and expensively staffed and equipped, have to spend much time and money in supplementing the general training of the pupils. It is surely anomalous that a student who has passed four years in a professional college, under the guidance of a highly specialised staff and with the help of most expensive equipment and accommodation, should fail in the end, as he often does, to satisfy the examiners on the possession of that amount of general training which he ought to have obtained before entering a professional college. The provision of intermediate colleges affording suitable preparation for admission to the professional as well as to the arts colleges should do much in the direction both of economy and of efficiency.

Congestion in Lahore.

24. Allied with this subject is the unfortunate congestion of intermediate students in an expensive city such as Lahore. It has already been pointed out that this practice is conducive neither to the maintenance of parental authority nor to the suitable training of these boys for life. The practice is also extravagant. The money already spent on the provision of collegiate and hostel accommodation for mufassal intermediates in Lahore would have provided the mufassal with good intermediate

colleges or even better still, with cheap but suitable primary school buildings. And, what is perhaps even more unfortunate, sites in the proximity of the university are being used for these purposes which will be essential before long to the promotion of higher studies.

25. One of the great educational problems, therefore, is the adaptation of educational policy to financial stringency. It may be claimed that much has been done already, but much remains to be done. The university and secondary systems should be reviewed; greater economy in buildings is required; a larger measure of decentralisation is indicated; and, while preserving the independence of local bodies, a more effective control over their expenditure is needed.

CHAPTER III.

CONTROLLING AGENCIES.

I.—The Head Office.

Director of Public Instruction.

Mr. J. A. Richey took charge of the office of Director of Public Instruction on the first day of the quinquennium. On his appointment to the post of Educational Commissioner with the Government of India in November, 1919, he was succeeded by Colonel W. T. Wright. The writer of this report became Director twelve months later.

Assistant Director of Public Instruction.

2. The post of Assistant Director of Public Instruction, created in 1914, was filled for the first time in March, 1919, by the appointment of Mr. J. H. Towle, formerly Principal of the M. A.-O. College at Aligarh. Two years later, Mr. Towle was appointed Director of Public Instruction in the North-West Frontier Province. His departure has been a great loss to the province. His post was filled until the 22nd March, 1922, by Mr. E. Tydeman; and, for the remainder of the month, by Mr. D. Reynell, formerly Inspector of Schools in the Rawalpindi division.

Staff appointments.

3. A most important feature of the quinquennium has been the creation of the posts of Inspector of Vernacular Education, of Inspector of Training Institutions (which includes the general supervision of anglo-vernacular education) and of Registrar of Examinations, which are held respectively by Khan Sahib Maqbul Shah, Mr. E. Tydeman and Lala Hari Das. The general effect of the creation of these posts has already been discussed (Chapter I, paragraph 17). To that discussion it may be added that these posts, coupled with the position of the Director of Public Instruction in the Secretariat (which is discussed in paragraph 16 of the same chapter), have gone far to provide a properly constituted Ministry of Education which is in harmony with the new political conditions and should be effective in supervising that expansion and improvement of the educational system which is one of the urgent needs of the day.

Departmental Examinations

4. An additional word is necessary in regard to the post of Registrar of Examinations. The following figures show the

increased scope of the several examinations conducted by the Department :—

No.	Name of Departmental Examination.	Number of Candidates.	
		1921-22.	1916-17.
1	Senior Anglo-vernacular Certificate Examination for men ...	101	58
2	Junior ditto ditto ditto ...	99	75
3	Senior Vernacular ditto ditto ...	403	86
4	Junior ditto ditto ditto ...	1,390	820
5	Senior ditto ditto for women	63	47
6	Junior ditto ditto ditto ..	174	78
7	Middle Standard Examination for Indian Girls ...	446	341
8	Vernacular Final Examination	4,136	2,529
9	High School Examination for Europeans	79	72
10	Middle School Examination for Europeans	159	118
11	Oriental Teacher's Certificate Examination	40	...
12	Trained Teachers' Certificate Examination for Europeans ..	16	26
13	Untrained Teachers' Certificate Examination for Europeans	2	3
14	Drawing Masters' Certificate Examination	44	53
15	Clerical and Commercial Certificate Examination ...	26	...

5. Every reader of this report has experienced the long period of anxiety and of grim foreboding in awaiting the results of an examination. Moreover, any delay in the announcement of examination results must cause a serious embarrassment to the efficient organisation of the schools concerned. It is a matter for keen regret that there has been that delay in the past. No discredit whatever can be attached to Lala Hari Das and his loyal staff of workers. The delay has been due mainly to the inadequate staff of the Examinations Branch of the Department. Efforts have since been made to remove this defect.

Clerical Establishment.

6. The office staff has worked well under the efficient guidance of the Superintendent, Mr. W. E. McMurray, who was absent for some time on deputation to the Munitions Board. My thanks are due to the Superintendent and his staff for loyal and efficient service. A special word of appreciation is due

to Mr. Percy David, Head Assistant of the Establishment Branch, for his tactful and sympathetic handling of most responsible and difficult duties. Mr. David was away for some time on field service in East Africa during the war. He has since been nominated to a post of Extra Assistant Commissioner, and his departure will be a great blow to the Department. The members of the clerical staff have worked with great zeal in spite of manifold difficulties. The number of clekrs has been totally inadequate to the increased volume of the work in hand; and their inferiority, both in pay and in status, to their *confreres* in the Secretariat very naturally rankles. The former defect has been remedied after the close of the quinquennium; but the latter defect still remains.

II.—Inspection.

Changes in the Inspectorate.

7. Many changes, unfortunately, have to be recorded through death or retirement. Khan Sahib Khalifa Imad-ud-Din, Inspector of Schools, Ambala division, died in August, 1917, after many years of good and loyal service. Mr. Crosse, who had done good work for nineteen years in the province and for eighteen years in the Lahore division, went on leave, preparatory to retirement, in October, 1918. His memory is still green throughout the division; and his influence had been indelibly stamped on the work of the schools. Mr H. T. Knowlton, after relinquishing charge of the Central Training College to Mr. H. G. Wyatt, was for a short time Inspector of Schools, Ambala division. Sardar Bahadur Bhai Hari Singh, Inspector of Schools, Multan division, retired in December, 1919, after a long and meritorious career in the Department. To all these officers the thanks of the province are due.

8. The changes in the district inspecting staff have been too many to be recorded here. The following officers have been repeatedly commended for the excellence of their work :—

> Lala Lachhman Das, Chaudhri Fateh-ud-Din, Lala Devi Ditta Mal, Chaudhri Gian Singh, Lala Shiv Saran Das, M. Ahmad Khan, Sheikh Allah Rakha, Lala Khazan Chand and Hafiz Ahmad Din.

Of recent recruits, good work is reported from M. Muhammad Ishaq and M. Abdul Latif.

9. Among the assistant district inspectors the following have been specially recommended for good work :—

> Lala Vishnu Das, Sodhi Jagat Singh, Sheikh Muhammad Nawaz Khan, Bhai Sohan Singh, M. Muhammad Ayub, Bawa Barkat Singh, M. Ghulam Husain, M. Sardar

Alam, Bhai Sundar Singh, Lala Murli Dhar, Sheikh Asghar Ali, Bhai Bikram Singh and Pandit Ram Kishen.

Reconstruction of the inspecting system.

10. There have been several schemes of reconstruction of the inspecting services during the quinquennium. In October, 1920, district inspectors in the Punjab Educational Service were appointed for each district. These officers were those who had formerly been assistant inspectors on the divisional staffs, together with some of the senior headmasters and some of the more capable among the old district inspectors. It was intended that these new district inspectors would take over all the inspecting duties (including those of high schools) within their respective districts. The divisional inspectors would thus be relieved of many of their duties and be able to exercise more effective supervision over the general development of their divisions. They were helped in their duties by specialist assistants in the more important and difficult subjects of study.

Relations between the inspecting and teaching posts.

11. The new system undoubtedly had good results. The district inspectors encouraged by improved pay and status were able to give an impetus to the educational progress of their districts; and their services have been of great value to the local bodies concerned. It soon became apparent, however, that the new system also had its defects. The most serious perhaps was its depressing effect on the teaching staff. Whereas, under the revision of the services, all the posts of district inspector were included in the Punjab Educational Service, only five posts of headmasters were so included. This was very galling to headmasters who, under the old system, could reach a salary of Rs. 400 *per mensem*, but were thus limited, under the new system, to a salary of Rs. 250 *per mensem* unless they were fortunate in obtaining one of the five Punjab Educational Service posts. The new system also presented peculiar difficulties to the Department in regulating promotions. This matter has been discussed at some length in paragraphs 20-23 of Chapter I of this report. All that needs be said here is that the promotion of officers from the teaching to the inspecting sides of the Department is often unsatisfactory both to the individual and to the work, but such a practice was necessitated under the system of 1920 by the inadequate scope for promotion which was given to the teachers. Headmasters of high schools also represented that the substitution of the district for the divisional inspectors as controlling officers of high schools militated against their status and consequently affected adversely the prestige of the schools themselves. It was also

doubtful whether the district inspectors were sufficiently experienced, in relation to the large number of subjects included in the courses of study, to undertake the work of inspecting high schools. It was also found that the specialist inspectors, whether attached to headquarters or associated with the divisional inspectors, were a source of embarrassment to the schools both by the frequency and by the uncertainty of their inspections. Such a means of expenditure had to give way to more urgent claims on the public purse.

The need for specialised advice.

12. Towards the end of the quinquennium, therefore, important modifications were made in this system. The posts of specialist inspectors were abandoned, and the incumbents have either been attached to the Central Training College or been transferred to other duties. In cases where specialist advice is required, divisional inspectors are at liberty to apply to the principal of the Central Training College for the temporary loan of the services of an expert, who will make a short tour with the inspector and offer his opinions on the improvement of the teaching of his subject. The savings made by the abandonment of the posts of specialist inspectors more than paved the way to the creation of posts of deputy inspector, one for each division. With the assistance of these experienced officers, divisional inspectors have been enabled to resume the inspection of high schools. With the money saved by this scheme of reconstruction, it has also been possible to increase the number of headmasterships in the Punjab Educational Service from five to thirteen. Six district inspectorships have been placed in the Subordinate Education Service. Certain powers, in the matter of granting casual leave the writing of confidential reports on the assistant masters of high schools and so forth, have been vested in the headmasters.

Methods of inspection.

13. Attention has also been paid to the methods of inspection. It may therefore be opportune to reproduce a few remarks on the subject from the review of the inspectors' conference of 1921 :—

> " The present system of inspection would appear to miss its true object because (*a*) the number of inspection visits is laid down too rigidly, and (*b*) the objective of such visits is not always laid down with sufficient clearness. The methods of inspection therefore need revision. The duty of an inspector should not be confined to remarking in the log-book that the teaching of history in the sixth class is weak, and that the teaching of arithmetic in the seventh class is only fair. The primary object of inspection is the encouragement of what is good in a school, not the detection of faults. The downward path of many a school has been paved by yards of sound but neglected criticism in log-books. The pages of a log-book also reveal

the fact that the existence of faults has been noted year after year, but no effort has been made to remove them. What is wanted is a continuity and persistence of purpose in inspection."

14. Detailed inspection (which has hitherto been carried out every year) is for the future to take place every two years, though an inspector may still inspect a school as often as he may think necessary. For the purpose of detailed inspections the inspector may call for assistance upon any of the inspecting officers in his division. He is enjoined, at the beginning of the touring season, to summon a conference at which all officers who are to take part in the inspections are to be present, and to which any other persons whose advice is likely to be of value may be invited. Where possible the Inspector of Training Institutions will participate at the conference. One of the main objects of the conference will be to mark out a plan of campaign for the ensuing season. Attention will be concentrated more than formerly was the case upon persistent faults which especially need eradication

15. There are some who still plead for further modifications of the existing system. Sardar Bishen Singh criticises the treatment of district inspectors :—

"It may be noted, however, that the two branches of the Punjab Educational Service, college lecturers and district inspectors, are not treated alike. A district inspector is only admitted into the Punjab Educational Service after some twenty years of hard work, but a college lecturer, fresh from college, gains admission to that service at once. In consequence, while a district inspector can seldom hope to reach the grade of Rs. 500, a college lecturer can easily and quickly reach the top rung of the ladder and receive his Rs. 800."

There is much force in Sardar Bishan Singh's contention which is receiving attention.

Unsuitability of Assistant District Inspectors.

16. M. Khurshid Ahmad criticises the method of selecting assistant district inspectors :—

"I do not believe that graduates, with high degrees and certificates, are the best suited for canvassing work, especially among the zamindar population. With their college modes of life they seldom come down to the level of the masses so as to mix with them freely. In many cases they come from classes whose interests clash with those of the masses ; and thus they are not very enthusiastic to help and to elevate them. With all their academic qualifications they are not as successful in the inspection of vernacular schools as they might be. An inspection day is one of hard work and anxiety for the schools not because of the work of inspection but because the school is to be converted into a rest house for the comfort of the visitor. The cleansing of the school, the sprinkling of water, the removal of school furniture and its replacement by borrowed durries, chairs and couches (the best that can be found in the locality) keep the teachers

and the boys busy for some days before the inspection. The actual work of inspection, however, the examination of classes, the model lessons, the critical advice (which figure so prominently in the tour statements) is the work of minutes. The value of the teacher is judged not so much from the effectiveness of his teaching as from the standard of comfort that has been arranged for the august visitor."

M. Khurshid Ahmad's account of an inspection is undoubtedly overdrawn, but at the same time contains a decided element of truth. An experiment is to be tried in appointing some experienced senior vernacular teachers to the posts of assistant district inspectors. Efforts have also been made, as far as possible, to appoint agriculturists to these posts. There are many assistant inspectors, on the other hand, who mix freely with the people, help and advise the teachers, and are welcomed wherever they go. It is not difficult to detect the influence of such men. The children come to school; the teachers are happy and enthusiastic in their work; and the villagers await their arrival with eagerness and expectation.

17. The office of chief inspectress has been held throughout the quinquennium by Miss L. M Stratford, whose devoted services were acknowledged in 1919 by the grant of the M. B. E. Miss Stuart Douglas has retired; and Miss Marshall has been transferred to the North-West Frontier Province, as also has Miss Littlewood. Miss Ahmad Shah has undertaken work under the Amritsar municipality. Two assistant inspectresses have been appointed; and an assistant to the chief inspectress. Schemes for the re-construction of the services and for the revision of emoluments have been under consideration for a long time, but no decision has as yet been arrived at. The ladies of the Department, in spite of extreme diappointment and in face of many difficulties, have continued to give of their best to the province. They have not confined their attention to the performance of their official duties, but have been ever ready to respond to the needs of the women and girls of the province. During the influenza epidemic, many of the staff nursed the sick and attended to the relief of suffering. C tress.

III.—Local Bodies.

18. The activities of district boards have been centred round the five-year programme which is discussed elsewhere in this report. The systematic treatment of vernacular education has been attended by a good measure of success. The expenditure of district boards on education from their own funds has been increased from Rs. 13,11,709 to Rs. 25,40,059 during the quinquennium. The management of their schools has been favourably reported on by inspectors. It is chiefly in the matter of District boards.

buildings that boards have fallen short of their responsibilities, though the Attock district has been a notable exception in this respect. Many district boards now have education sub-committees, of which the district inspector is sometimes the president, but more often the secretary.

Municipalities.

19. It has not been possible to deal as systematically with the expansion of vernacular education in municipal areas. Plans and programmes have been drawn up for this purpose, but a decision has been shelved by the necessity of providing for the introduction of compulsion, for which municipal areas afford the most promising field. The Municipality of Multan was the first to adopt compulsion, and its example has been followed at Lahore. During the early years of the quinquennium municipalities showed but little energy in education. During the later years, however, there has been considerable improvement, but progress is sporadic and fitful. The expenditure by municipalities has increased from Rs. 4,52,794 to Rs. 9,76,336 during the quinquennium.

20. The activities of a few municipalities may be illustrated from the inspectors' reports. "Phillaur has not only exhausted its resources, but has run into debt in raising its middle school to the high standard." The relationship of local bodies to high school education is discussed elsewhere in the report. "The Jullundur municipal committee is content with maintaining a primary school, for which it has not been able to provide a suitable building." "The Fazilka municipal committee, which undertook to provide compulsory education on the provincialisation of its high school, has directed its educational provision to other channels and has forgotten its undertaking." "The municipalities in the Ambala division have nearly trebled their expenditure during the quinquennium, but Ambala city is an exception. Its net expenditure is only a little more than a third of what it was five years ago, the deficiency being made up by an increased Government grant." Jagadhari and Karnal, on the other hand, have done well and have made primary education free within their limits. The municipal committee of Lahore has trebled, and that of Amritsar has doubled, its expenditure. Sialkot and Batala have also done well. Gujranwala, Dina Nagar and Eminabad, on the other hand, have spent less than before. The Hoshiarpur municipal committee lags behind the district board and has not carried out its resolution to introduce compulsory education.

IV.—Private Enterprise.

21. A large and valuable contribution has been made by private benefaction and by private enterprise. A few of the most outstanding examples of private generosity may be mentioned.

The Khalsa High School at Moga has been provided at a cost of Rs. 70,000 by His Highness the Maharajah of Patiala; and the Mathra Das High School in the same town has been built at a cost of Rs 75,000 by the generosity of Rai Bahadur Dr. Mathra Das. The Manohar Lal High School at Ferozepore has been built at a cost of Rs. 40, 00 and it has been endowed with a sum of Rs. 40,000. The Arjan High School, Dharm Kot, has been extended at a cost of Rs. 10,000, and has been endowed with a capital of Rs. 30,000. Rai Sahib Malla Singh School at Indaura, district Kangra, has been built at a cost of nearly Rs. 50,000 and endowed with a lakh of rupees for the benefit of the Rajput community. Private donations are largely responsible for the Khalsa high schools at Tarn Taran, Baba Bakala and Sarhali Kalan in the Amritsar district and for the Dev Samaj High School at Lahore, while, the high school and boarding house at Bhopalwala in the Sialkot district have been provided mainly by the generosity of Pandit Mul Raj. Lala Duni Chand of Jand in the Attock district contributed Rs. 25,000 towards the cost of the local high school and the Anglo-Sanskrit High School at Ambala, the Hindu High School at Sonepat, and the boarding houses of the Khalsa High School, Ambala, and the high school at Hissar have been provided largely by private benefactions.

22. The Inspector of Schools, Ambala Division, reports:—

Jat Heroes' Memorial School.

"One of the most striking contributions of private enterprise is the Jat Heroes Memorial School at Rohtak, which has risen on the ashes of the old Jat School which nationalised. The new school has been in existence barely a year, but is an extremely well-conducted institution and seems destined to make its mark as one of the best organised and best equipped schools of the province. The school is what it is owing to the unflagging zeal and efforts of Chaudhri Lal Chand of Rohtak. The coffers of the school are filled mainly by contributions from Jat regiments and their officers, Indian as well as European."

Unhealthy Competition.

23. It is also pleasing to find that private support is also available to the enterprises of district boards. This is particularly the case in the Jullundur division; and the enthusiasm of the Inspector of Schools, Sardar Bishan Singh, has been most successfully infectious. His report shows that private generosity has assisted district boards in the Jullundur Division in the erection of no less than fifteen middle schools, vernacular or anglo-vernacular, and twenty-nine primary schools.

24. There are, however, some words of warning. M. Khurshid Ahmad, officiating Inspector of Schools, Rawalpindi division, comments adversely on the competition between private schools

and the consequent waste of money and effort. The opening of new schools where there is an insufficient demand has only resulted in a dwindling away of old established schools in the neighbourhood.

> "The Khalsa school at Rawalpindi was built with the assistance of a Government grant and was intended to afford seating accommodation for a certain number of scholars. In consequence of the opening of other schools in the district, the number of pupils fell short of the anticipated limit with the result that about one-third of the school building is now used as a hostel . . . . . The ability to open schools in no justification for a community to start schools out of all proportion to its needs."

M. Khurshid Ahmad also criticises the method of assisting private effort :

> " The existing regulations that control private enterprise in education are seriously defective. They favour those communities that are already advanced and that at the risk of those communities that are backward and are trying to come to the front. The existence of a school belonging to one community is not a justification to withhold the privilege from other communities of starting schools. "

25. A sad feature of the quinquennium has been the contraction of the scope of missionary societies in the field in which they have done so much as pioneers. The Mission has closed its oldest high school in Ludhiana, much to the regret of the people. But the new vernacular middle school at Moga which specialises in agriculture and in training village teachers is a unique institution. The Church Missionary Society has also closed its school at Multan.

CHAPTER IV.

COLLEGIATE EDUCATION.

I.—The University and its Problems.

The chief event of the quinquennium has been the publication of the report of the Calcutta University Commission. It may be that the primary object of the Commission was to stimulate a study of educational principles rather than to formulate definite recommendations of development. It may also be that schemes of reconstructing higher education widely different from those laid down by the Commission are being considered in several parts of India, but at the same time there is a strong feeling abroad that what is may not be the best suited to meet the needs of an advancing India. There is a keen desire to improve higher teaching, to adapt it more intimately to modern requirements, and to release at any rate the better students from the bondage of purely written examinations, excessive attendance at lectures, dictated notes, and rigid and lifeless courses of study. There is also a desire, in some quarters, to reconstruct the university system and the university authorities so that they will be enabled to utilise to better purpose the existing financial and teaching resources of the university and its colleges. The Report of the Calcutta University Commission.

2. In the Punjab an attempt has been made to bring about this happier state of things by the institution of what are called Honours Schools. This new system has been successful to some extent in providing better and more varied teaching for the abler students. On the other hand, through its inability to accept guiding principles in university organisation which are accepted elsewhere it has been handicapped by many obstacles, while it has accentuated the difficulty of problems which should be solved before a further advance is made. Honours Schools.

3. On the importance of sound principles, the London University Commission has stated that— Importance of general principles.

> "Much that is defective in the present organisation of the University of London can be traced ultimately to confusion of thought about what things are essential to university education and what things are non-essential. For example, whatever importance may be attached to examinations, an examining board can never constitute a university; and, again, technical instruction and advanced courses of study may be multiplied indefinitely without providing university education. Of course, any educational institution may be called a university; but, as Dr. Rashdall says, 'the name has got to be associated with education of th

highest type ; to degrade the name of a university is therefore to degrade our highest educational ideal. ' "

The London University Commission.

4. The London University Commission then proceeded to lay down, for the purpose of clear thinking, what it considered to be the essentials of university education. These may be conveniently reproduced in a few sentences from the Report (Part II) :—

Necessity of intercourse between students and teachers.

(*a*) " In the first place, it is essential that the regular students of the univeristy should be able to work in intimate and constant association with their fellow students, not only of the same but of different faculties, and also in close contact with their teachers. This is impossible, however, when any considerable proportion of the students are not fitted by their previous training to receive a university education, and therefore do not and cannot take their place in the common life of the university as a community of teachers and students ; but, as far as their intellectual education is concerned, continue in a state of pupilage and receive instruction of much the same kind as at a school, though under conditions of greater intellectual freedom. "

Work of secondary and technical schools differs from that of a University.

(*b*) " In the second place, the work done in a university by teachers and students should differ in its nature and aim both from the work of a secondary school and from that of a technical or a purely professional school. In a secondary school it is expected that a knowledge of many things should be acquired while the mind is specially receptive, and during this stage of education definite tasks are rightly prescribed. But even more important than knowledge is the moral and mental training needed for later success in study or in life, which the pupils gain by the orderly exercise of all their activities demanded in a well-arranged school. In a university the aim is different, and the whole organisation ought to be adapted to the attainment of the end in view. Knowledge is, of course, the foundation and the medium of all intellectual education, but in a university knowledge should be pursued not merely for the sake of the information to be required, but for its own extension and always with reference to the attainment of ruth "

Need for associating undergraduate and post-graduate work.

(*c*) " In the third place, it is essential that the higher work of the university should be closely associated with the lower work. We agree with the view expressed in the report of the Professorial Board of University College that ' any hard and fast line between undergraduate and post-graduate work must be artificial, must be to the disadvantage of the undergraduate, and must tend to diminish the supply of students who undertake post graduate and research work' . . Teaching will, of course, predominate in the earlier work, and research will predominate in the advanced work ; but it is in the best interests of the university that the most distinguished of its professors should take part in the teaching of its undergraduates from the beginning of their university career. It is only by coming into contact with the junior students that a teacher can direct their minds to his own conception of his subject, and train them in his own methods, and

hence obtain the double advantage of selecting the best men for research, and getting the best work out of them. If it is thus to be desired that the highest university teachers should take their part in undergraduate work, and that their spirit should dominate it all, it follows for the same reasons that they should not be deprived of the best of their students when they reach the stage of post-graduate work. There can be no question of a higher class of teachers than the professors of the university, or the whole position of the university will be degraded

We do not think that it would be possible to get the best men for university professorships if they were in any way restricted from doing the higher work, or prevented from spreading their net wide to catch the best students. . . . It is also a great disadvantage to the undergraduate students of the university that post-graduate students should be removed to separate institutions. They ought to be in constant contact with those who are doing more advanced work than themselves and who are not too far beyond them, but stimulate and encourage them by the familiar presence of an attainable ideal."

The ideals of a university.

5. In these inspiring words the Commission laid down the guiding principles of university reconstruction. They enlarged on the necessity for intercourse between students and teachers of a university; and urged that, for the attainment of this ideal, the students should be fitted, both by age and by attainments, to benefit by university instruction. They defined the essential differences between university and school education. They also insisted that there should be no cleavage between the higher and the lower teaching of a university. Fortified by the acceptance of these principles, they placed before us the ideals of a university which should include all knowledge and which should be a source of influence to the whole community :—

"It is impossible for any but the greatest minds to gain mastery over more than a small part of human knowledge but, in addition to the mastery of a part, it is possible to acquire a general conception of the whole, a sympathetic understanding of the ideas which guide the work of other men, an almost instinctive sense of the bearing of other branches of knowledge on one's own special work, and a just appreciation of its possibilities and limitations. All these ends are best achieved by a university which takes the whole realm of human thought and knowledge as its own, associates its teachers and students together as closely as the conditions of their work will allow, and so forms a community with one spirit and one aim, which in the course of time will develop an individual character and create traditions that will affect the minds of all who come within its influence."

The Calcutta University Commission.

6. It is interesting to find that the Calcutta University Commission was also influenced by the acceptance of these principles. They also insisted that university and school educa-

tion are vitally different both in their methods and in their objectives; and they therefore recommended the institution of intermediate colleges which may be said to have formed the pivot of their recommendations. They also looked upon a university as a congregation of scholars and teachers knit together by a common devotion to the attainment of truth and knowledge. It may therefore be convenient to reproduce a striking passage from their report (chapter XXXIV, paragraphs 17—21) which is replete with kindly but pertinent criticism applicable not only to the University of Calcutta but also to the University of the Punjab :—

> "Another group of correspondents propose that the beginning already made by the university in the provision of post-graduate courses should be extended, and that the courses for the degrees of B. A. and B. Sc. with honours should be separated from the pass courses and undertaken directly by the university. It is added by some of the advocates of this scheme that, in order to cope with its new functions, the university should absorb Presidency College, the whole property and income of which should be transferred by Government. The other colleges would be left to do pass-teaching only. The supporters of this plan are content to assign to them a humble function, for which they might be sufficiently manned with teachers mainly second-rate."
>
> "This scheme is inspired by two sound and praiseworthy motives; in the first place, a desire to draw a distinction between students of exceptional powers and students of only average powers, and to provide for the former a better training than is now open to them; in the second place, a belief that the university ought to exercise a more effective control over the teaching given in its name than it now does" . . .
>
> "One of the difficulties of such a scheme would be that of differentiating in a satisfactory way between the average and the really able, the pass and the honours, students. When the student begins his course, he would have to choose whether he would become a university student reading for an honours degree, or a college student reading for a pass degree. He would have to make this decision himself. His schoolmasters (unless in the meantime the high schools had been completely reorganised) would give him little guidance in judging his powers for more advanced work. There would be no other means for offering him qualified and disinterested advice, for the authorities of both the university and the colleges, competing for his fees, would be interested parties. He would very often make the wrong decision. Many ill-qualified students might find their way into the honours classes and spoil the work of their classmates and their own careers. But once the choice was made, it would be extremely difficult to change. Under a scheme of this sort, wherein honours and pass-work are conducted by different authorities, it must be all but impossible to provide for a transition from the one to the other, such as experience shows to be often desirable."

"But a further, and perhaps more important, effect of this scheme would be to reduce the colleges to a position of insignificance and humiliation, and to make an unhappy cleavage among the student body. The students (and the teachers) would be divided into two classes, superior beings called university students, and inferior beings called college students; and both sides would suffer. The college students would be deprived of the advantages of association with their ablest contemporaries. The university students would be deprived of the social benefits of college life—benefits which, even under the present system, are to some extent realised by some of the better colleges. The university would in fact become an overpowering competitor with its own colleges; a competitor in the unfair position of being able to impose whatever conditions it pleased upon its rivals, and to establish for itself a monopoly of all the most interesting work. It would draw away from the colleges all their ablest teachers. The result might well be to reduce the colleges to such a state of insignificance that their continued existence would scarcely be worth while."

Weighty advice and criticism.

7. The excerpts quoted above contain weighty advice and weighty criticism, and such advice and criticism, coming as they do from authorities whose ripeness of experience, soundness of judgment and clearness of vision are unquestioned, it would be unwise to neglect without good cause. A university is a priceless national possession; and therefore vested interests, service interests, communal interests should not be permitted to interfere for a moment with the attainment of that possession.

Intermediate Colleges.

8. Reference has already been made in this report to the unhealthy and extravagant congestion of intermediate students in Lahore. It may be added here that, apart from other defects which have been discussed elsewhere, this congestion presents an insuperable obstacle to the formation of a university such as the London and Calcutta Commissions considered so essential, and such as exists in most other countries of the world. The solution of the Calcutta Commission was the institution of intermediate colleges. These colleges would include the two high and the two intermediate classes. The main objects would be (*a*) to give more suitable teaching to intermediate students by a combination of school and college methods; (*b*) to develop the mufussal (and thereby to relieve the congestion in Lahore) by the provision of facilities for intermediate instruction in suitable centres; (*c*) to offer well-arranged groups of subjects, each leading up to some particular degree course of study or to some occupation; and (*d*) to add, where necessary, non-university courses such as a J. A.-V. course for junior teachers or a clerical course. Any drastic or sudden change, however, could end only in disaster. A sudden dislocation of existing arrangements in education as in other walks of life is rarely advisable.

There should be no divorce between the higher and lower work of a university.

9. Another defect in the present system is an unfortunate tendency to divorce the higher and post-graduate from the lower and the pass work. The arguments brought forward by the London Commission would appear to be incontrovertible. The university teacher should have a ready means of influencing and guiding the pass teaching, while the college teachers should not be debarred merely by his status as a college teacher from the higher work; otherwise, he will quickly lose both efficiency and stimulus. Similarly, the pass student needs the best of teaching. As the London Commission pertinently observed, "the main business of a university is the training of its undergraduates." If ever there were a time when young men needed the best of teaching and the soundest of training, it is surely the present. To reserve the abler teachers for the training of the few and to debar them from the training of the many is but to court disaster.

10. What has just been said in regard to the agency of the teaching applies also, and none the less surely, to the organisation of the teaching. As there should not be a separate agency for the higher and the lower teaching of the university, so there should not be separate authorities for their organisation. As the Calcutta Commission observed, there must be an easy transition between the pass and the honours work; and there should also be the same guiding spirit pervading the whole of the work conducted in the name of the university. The addition of some separate organisation for the supervision of that part of the university's teaching which is termed "University Teaching", although it might improve the latter, would be merely to accentuate the difference between what are, after all, merely two branches of the same teaching.

Principles of University reconstruction

11. It should not be inferred from these remarks that there is no need for change; far from it. It is advisable again to quote from the report of the Calcutta Commission (Chapter XXXIV, paragraphs 22-3):—

> "The college has an important and a valuable part to play in the working of a teaching university in Calcutta. This being so, any scheme of reform ought to aim at using the power and resource of the university to strengthen rather than to weaken the colleges; to change their character and methods of work, no doubt, and to exact from them higher standards of equipment and staff, and better conditions of residence for their students; but at the same time to offer them the chance of playing a great and important part such as might worthily demand the best services of their members."

> "These two projects of reform (the development of Presidency College, Calcutta, into a State university on the one hand, and the

transfer of the higher teaching from the colleges to the university on the other hand) aim at the creation of a teaching university in Calcutta. They are inconsistent with each other ; but each of them points to certain ends which ought to be attained by a well-devised scheme. On the one hand, the teachers of a strong college ought to be assured of greater freedom than they now possess in guiding the work of their pupils. On the other hand, special provision should be made to ensure that the ablest students have access to the instruction of the ablest teachers; and the university should exercise a closer control over the teaching given in its name than it is now able to do."

Control.

12. The developments of the future are thus linked up with the questions of control and of organisation. Without a suitable control and without a suitable organisation, university teaching cannot be expected to flourish. At present, the university exercises an excessive control over the courses and curricula but an inadequate control over the teaching given in its name. The former is irritating to the teachers and an impediment to salutary changes and to the formulation of well-devised courses ; and the latter can only result, as it does, in wasteful duplication and yet in monotonous teaching, the students being confined to individual colleges. Without a suitable organisation to guide it, co-operation between the university and the colleges and between the colleges themselves is well-nigh impossible. The Universities Act of 1902 tried to enforce official control ; and subsequent proposals, notably the Nathan scheme for an official university at Dacca, developed this tendency. Official control is not only vexatious but also ineffective. The obvious solution is for Government to relax its detailed control, and for the university, while relaxing its control over the courses, to tighten its control over the teaching.

Procedure.

13. If the above is accepted, then the first essential is to demarcate between matters of general and those of academic importance. Thus only can the long-drawn out controversy between the expert and the public representative (which is by no means peculiar to India) be terminated, each having his own duties within a given sphere. The public representative should have the final voice in matters of general policy and of finance; and the expert should have the final voice in academic matters except where fundamental principles are involved. By this means, the severe strain resultant from over-centralisation and congestion of work should be relieved by a policy of decentralisation. The present practice whereby matters of academic and general importance and matters of fundamental and minor importance are regulated by the same procedure is fatal to salutary change on the one hand and to a

careful definition of policy on the other hand. In place of the present Regulations there should be Statutes, Ordinances and Regulations. Statutes should deal, in the main, with the constitution, functions and powers of the authorities and officers of the university. Ordinances should deal mainly with the broad outlines of the courses and with the conduct of examinations. Regulations, subject to the appropriate statutes and ordinances, should supply the details; in particular, the detailed curricula and syllabuses of study. The procedure for framing Regulations would naturally be more direct and less complicated than those for framing Statutes and Ordinances.

Organisation.

14. Having thus defined the distribution of control and the procedure necessary to the exercise of that control, it would then be necessary to design the organisation of the university. In this matter the Calcutta Commission has laid down general principles of the greatest value :—

> " Being a corporation of learning which exists for the service of the community, a university needs for its effective governance organs of three types. In the first place, it requires a body to keep it in touch with all the varied requirements of the community. Spokesmen of the community must have the means of expressing its needs, though they may not know how far their demands are germane to university work, nor how they can be realised, nor their relative importance. Such a body should be advisory, critical and stimulating, but not in detail controlling ; for in so far as it is genuinely representative of the community, it will not be, nor ought it to pretend to be, an expert body, but rather a body which makes its demands on the experts and asks them, if the demands cannot be met, the reason why. The primary duty, therefore, is to make known the needs of a variety of interests, and to assist the university to be, as it should, a national institution. In the second place, a university needs statesmanlike guidance in the accommodation of means and ends and also in the provision of means ; and not less in mediation between the possible misconceptions of the public and the possibly too restricted outlook of the scholar. Thirdly, and above all, a university needs, just because it is a corporation of learning, the authoritative direction of a body of scholars. Here is the heart of the university. The other elements may be, and have been, dispensed with though not without loss ; this cannot be dispensed with without sacrificing the essential character of a university. "

> " The University (of Calcutta) under its present constitution possesses none of these three organs in a form well-adapted even to existing needs ; still less in a shape capable of bearing the strain of the more exacting requirements which are certain to show themselves in the early future. The Senate is not sufficiently representative of the life and interests of Bengal ; the Syndicate has not the responsibilities and powers which should devolve upon the Execu-

tive Council of a great university ; the teaching body has a quite inadequate voice in the direction of academic affairs. "

Hope for the future.

15. The solution of these great problems has been left to the next quinquennium. The past quinquennium has been a time of discussion and of thought; and also of experiment. It is to be hoped that the discussions have not been of no avail. There is a desire for the provision of better and more suitable teaching not only to the select few but to the whole body of undergraduates as well as of graduates There is a feeling that even the existing resources of the university and its colleges are not used to the best account. There is an acknowledgment, begotten of experience, that a sounder measure of general training is essential to specialised training in the arts and sciences and in professional subjects. There are the beginnings, at any rate, of a realisation that the hurtful competition between the colleges and the university should be eliminated by a larger measure of control by the university which should weld together the resources of all for a common benefit. There is a hope that the teachers will have better facilities for discussion among themselves and a larger opportunity for directing matters of academic importance. There is a more general acceptance of the fact that the present constitution of the university has outlived its usefulness. There is also, it is hoped, an ambition that the university should form " a community with one spirit and one aim" which will tolerate no differences between the several sections of the teaching and student communities.

Dr. J. C. R. Ewing.

16. During the quinquennium, the Rev. Dr. J. C. R. Ewing retired from the post of Vice-Chancellor as well as from the Forman Christian College. India has been fortunate in the contributions of great Christian missionaries to her system of education ; and the names of Duff and Miller, Wilson and Mackickan, Lefroy and Ewing are indelibly writ on the pages of her history. Dr. Ewing was a leading figure in the Punjab for over two score years. The manifestations of gratitude and respect at the time of his departure from India showed clearly that a great man has passed from our midst.

II.—Collegiate Education.

Number of students.

17. The number of students in colleges has undergone a certain fluctuation during the quinquennium, as will be seen from the following table :—

——	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
Arts (Males) ...	4,076	4,484	4,429	4,481	4,166	4,341
„ (Females) ...	15	24	30	38	33	35
„ (Oriental) ...	145	113	111	85	100	132
Total ...	4,236	4,621	4 570	4,604	4,299	4,508
Law	295	437	495	404	503	465
Medicine	232	289	324	342	377	439
Teaching (Males) ...	272	281	271	801	360	406
„ (Females) ...	38	33	29	27	33	33
Agriculture ...	113	112	159	199	137	150
Veterinary	204	218	212	218	219	172
Commercial ...	...	..	...	37	82	62
Total Professional ...	1,154	1,370	1,490	1,528	1,711	1,727
GRAND TOTAL ...	5,390	5,991	6,060	6,132	6,010	6,235

18. The college authorities attribute this fluctuation only in a small degree to the non-co-operation movement, but an examination of the figures indicates that this was the chief influence at work, though it also demonstrates how fugitive that influence was. The figures show that a steady increase in numbers was replaced by a substantial decrease in 1920-21. This was most marked in arts colleges, in which there had already been a set-back in 1918-19. Meanwhile, there has been a large increase of numbers in professional colleges. This last fact seems to show that a preference for professional training has been a powerful secondary influence in bringing about the decline referred to above. More than one principal, however, reports a wastage of students which has been due to economic causes, the cost of living, especially in centres such as Lahore, having made a college education much more expensive during the last few years.

Finance.

19. The direct expenditure on collegiate education has increased during the quinquennium by Rs. 3,75,166 or by rather more than half. The proportion borne by provincial revenues has increased from 35 to 41 per cent., and that defrayed by fees

has fallen from 18 to 38 per cent. The small proportion paid from endowments had more than trebled, while subscriptions provide only a little more than 10 per cent., instead of nearly 13.

Tutorial instruction.

20. Some progress seems to have been made in tutorial instruction, though there are words of criticism. From Government College it is reported that "in most cases the tutorial group has been allowed to degenerate into a composition class, or it has merely served the purpose of a subsidiary debating society having its annual photograph and feast, that tutor winning the greatest glory that could afford to feast his wards oftener than others." From Ludhiana there is a more optimistic strain: "The tutorial group system has been recently introduced. A new feature of the system has been the encouragement of the free asking of questions by students on matters of general interest, on which they often show remarkable ignorance. It is not uncommon to be asked why Government issues currency notes and pockets its equivalent in cash; why the Government exports to England the greater portion of the foodstuffs of this country, thereby causing a perpetual famine; why the Government raises taxes and sends away the money to England. Even regarding their own university, their ignorance is profound." In the Forman Christian College "tutorial groups are so arranged that superintendents of college hostels have residents of their own hostels in their groups." The Gordon and Murray Colleges make similar reports At the Khalsa College, Amritsar, "the tutorial system is the pride of the college and guarantees something being known about every student."

Phonetics.

21. An interesting development has been the institution by Mr. J. R. Firth of a class in phonetics. It is considered that this class has already produced a marked improvement in the pronunciation of English by those students who have joined it.

Buildings.

22. In spite of financial stringency, a good deal of progress has been made in regard to buildings. As a recognition of the war services of the Sikh community, the Khalsa College at Amritsar received from Government a special grant of Rs. 3 lakhs which have been spent on the completion and the extension of the college buildings. This institution has also received gifts of a new hostel costing Rs. 24,000 from His Highness the Raja of Faridkot; and of a hostel from his Highness the Maharaja of Patiala The Forman Christian College provided itself in 1917-18 with a new block of buildings for industrial chemistry. The Sanatan Dharm College in Lahore has completed a new hostel consisting entirely of cubicles which "are very much appreciated by the college students." The Islamia College, Lahore, has acquired a large bungalow on Cooper Road as a new hostel.

Retirements.

23. Besides Dr. Ewing, other college principals have retired during the quinquennium. Mr. Martin has left the Islamia College to take up the duties of principal at the Islamia College, Peshawar. Lala Hans Raj has also retired from the D. A.-V. College in Lahore, after a long and devoted period of service to Punjab education. Government College, Lahore, has been a loser in the retirement of Lieutenant-Colonel J. Stephenson D.Sc., I.M.S. This great scholar has done much for the improvement of science teaching in the Punjab, while his kindly and judicious rule forms an epoch in the history of Government College. He also rendered great services to the university.

Intermediate Colleges.

24. Another noteworthy feature in the history of collegiate education is the growth in the number of intermediate colleges. It has been felt for some time past that there is an excessive concentration of young students in Lahore, and that this is good neither for the place nor for the students. In consequence, Government has opened two such colleges at Multan and Ludhiana. The latter college is still in temporary buildings; and the former has just moved into the buildings formerly occupied by the C. M. S., high school and recently purchased for Rs. 1,50,000. In the meantime, private enterprise had also come into the field with a view to the solution of the same problem. The Guru Nanak Khalsa College at Gujranwala was opened in 1917. In 1918, the management of the D. A.-V., College at Lahore opened an intermediate institution at Jullundur. Ambala had competed with Ludhiana for the privilege of accommodating one of the new Government colleges When it was eventually decided that this should be at Ludhiana, Rai Sahib Lala Benarsi Das announced his intention of presenting a college to Ambala; and this came into being at approximately the same time as the two Government institutions. It is called the Benarsi Das Peace Memorial College.

25. On the whole, these colleges have made a good start and are proving their value; but it seems likely that a two-year college will not be entirely successful. Such a period is far too short a time for the traditions and influence of the institution to be impressed upon the students. In such a college also it is difficult to combine efficiency and economy. In consequence, the proposal of the Calcutta University to include the two high classes as well as the two intermediate classes is the probable solution of the difficulty. At the end of the quinquennium the creation of four-year colleges at Lyallpur, Gujrat and Campbellpur was under consideration. Good science teaching is also essential in such colleges.

CHAPTER V.

Secondary Education (Boys).

I.—Rapid Expansion and its New Problems.

The reference, in Chapter II, to the necessity of making certain qualifications in recording statistics applies with special force to the figures for secondary education. In the first place, it should be repeated that the number of pupils returned as reading in secondary schools includes pupils enrolled in the primary departments of those schools; and, in the second place, that the recent reorganisation of the primary school on a four-class basis has thrown into the category of secondary pupils all those boys of the old fifth primary class who, five years ago, were classified under primary education.

Large increase in the number of schools.

2. Even when these qualifications have been taken into account, the expansion of secondary education during the past five years constitutes a record for the province. High schools have increased in number by over fifty *per cent.* from 131 to 200; anglo-vernacular middle schools by thirty-three *per cent.*, from 131 to 175; and vernacular middle schools by three hundred and fifty *per cent.*, from 151 to 672; a total increase from 413 to 1,047. The remarkable rise in the number of vernacular middle schools is more apparent than real as it includes the large number of lower middle schools which have merely been brought into existence by the addition of a sixth class to the old five-class upper primary school.

3. The advance in the number of institutions is shared by educational authorities of all kinds. Private bodies are almost entirely responsible for the increase in the number of high schools, and in some measure for that in anglo-vernacular middle schools. District boards have risen to their responsibilities in the extension of facilities for vernacular education in upper and lower middle schools. Government, too, has added to its direct commitments on account of high school education by the provincialisation of eleven high schools maintained by local bodies. Government high schools were therefore forty in number at the end as against 29 at the beginning of the quinquennium.

Unrecognised schools.

4. There is also a new type of school which has no intention of seeking departmental recognition; and this innovation is scarcely a healthy one. The Inspector of Schools, Jullundur Division, remarks:—

> "These unrecognised schools are a serious menace to the well-being of the rising generation. All kinds of tactics are employed to attract boys from other schools and no spirit of authority is in-

culcated. Departmental recognition is neither asked for nor cared for, there being no restrictions to the admission of their products to recognised schools."

The implication in the last sentence appears to afford ground for enquiry, and possibly for action. If schools are permitted to arise without restriction, dissipation of effort is bound to result.

Unequal distribution of secondary schools.

5. The distribution of secondary schools has been engaging the attention of the department. It is to be feared that the comparatively wealthy urban areas have profited by the provision of facihties for advanced school education at the expense of the poorer rural tracts. Government itself has not been altogether blameless in this respect, for a Government high school is invariably to be found at the head-quarters of a district where there are not infrequently several other high schools, while other parts of the district may be left entirely without provision. It is not uncommon, also, for private schools to be multiplied in urban areas in a spirit of competition. Such schools are often located a few yards from each other; sometimes even in contiguous buildings. In Lahore, for example, one portion of the city is thronged by high schools, while the remainder of that large city remains almost without provision. At Ambala there are some five schools within a stone's throw of each other. Simla is perhaps unique among the cities of the world for its difficult communications and its large area in proportion to its population, yet its two high schools and its anglo-vernacular middle school are next door to each other. The problem of the communal school and the multiplication of expense and effort is not peculiar to India; it is to be found wherever the aided communal school takes a large share in public education. Mr. Fisher, speaking in the House of Commons, recently referred to the problem as it affects education in England :—

> "I do not under-rate the value of the work which is done in the voluntary schools or the services which they have rendered, or are rendering, and I appreciate the grounds on which many people attach great importance to their continuance. But the dual system is up against very hard facts; and unless some way can be found of effecting a reasonable settlement of the ancient controversies which have clustered around it, we shall find ourselves in a position of intolerable embarraesment before many years are out."

6. A solution of this complex and difficult problem is even more urgent in the Punjab, where the neglect of the countryside and of the poor is even more marked. The creation of oases in a desert of neglect is not by any means the best way to combat ignorance or to foster progress. Indeed, such a policy will only

accentuate the differences between town and country, which have already begun to show themselves in the political and social life of the province. The grant in-aid rules need revision, it is true; but it is far more difficult to define the principles on which they should be based. The present enquiry into the distribution of secondary schools is taking the form of a survey of secondary education for the whole province. The collection of information will take time, but it is hoped that its completion will result in the definition of a policy for the future expansion of secondary education as has already been done for primary schools.

Local bodies and high school education.

7. Another difficult problem is to decide the responsibility of local bodies in the field of secondary education. It has been definitely laid down that the maintenance of anglo-vernacular middle schools is within the scope of local bodies; but the maintenance of high schools is, at any rate at present, beyond their scope. In consequence, Government has stated its willingness, provided that funds are available, to provincialise the high schools of local bodies; and eleven such schools were provincialised towards the end of the quinquennium. In view of the large demands made on local bodies by the vernacular schools, it has not been considered advisable for them to diffuse their energies and to exhaust their resources on the provision of high schools. But Government is not in any way desirous of cramping the scope of local bodies. As soon as a local body has made satisfactory provision for the requirements of compulsory education, it will not only be permitted to open high schools of its own in areas where a distinct demand exists, but it will be encouraged to do so by the ordinary grant-in-aid.

Increase in the number of pupils.

8. The rise in the number of pupils in secondary schools is almost as striking as in the number of institutions. The number of pupils in high schools has risen by forty *per cent.* from 53,412 to 75,081; in anglo-vernacular middle schools by thirty *per cent.* from 28,225 to 36,777; and in vernacular middle schools by two hundred and thirty-three *per cent.* from 28,711 to 95,656. There has thus been a total increase of eighty-eight *per cent.*, 110,348 to 207,514. This increase has been shared by all communities. A gratifying feature is the part that agriculturists have contributed to this advance. The Lahore inspector reports an increase of 78 *per cent.* in the number of agriculturists in secondary schools; the Jullundur inspector 55 *per cent.* and the Ambala inspector 50 *per cent.*

Expenditure.

9. The aggregate of direct expenditure on account of secondary education in 1921-22 was more than double that of 1916-17. From a total of Rs. 28,23,739 in the latter year it has risen to Rs. 60,23,022. Of this total of over sixty lakhs, Rs. 21,50,340 were provided from provincial revenues and Rs. 20,67,827 were

met from fees, while local bodies contributed Rs. 8,94,278. Thus, the quota from private sources was only Rs. 9,10,577. It will thus be seen that whereas Government supplies rather more than one-third of the money expended on secondary education and fees account for another third, private sources supply less than one-sixth. Notwithstanding this disparity between the share borne by Government which maintains directly only one-fifth of the schools and private bodies which control most of the remaining four-fifths of the schools, there has recently been a strong and an insistent appeal on the part of managers of aided schools for a revision of the grant-in-aid rules with a view to securing an enhancement in the rates of grant now in force. Cogent reasons are adduced in support of this appeal. The rise in the salaries of teachers; the interruption in the flow of private generosity attributed in some measure to the influence of the non-co-operation movement; and the general rise in prices are all said to be contributory to a general condition of financial embarrassment. An inquiry into the rules and methods of calculating grants is contemplated. It is, however, for consideration whether the time has not come for making a more equitable adjustment of the financial burden on account of secondary education. The price of education, like the price of every other commodity, has risen enormously in recent years. The annual average cost of educating a secondary pupil (including all types of institutions) has risen in five years from Rs. 25 to Rs. 29 but it should be remembered that this calculation includes the figures for the large number of pupils attending the comparatively inexpensive lower middle schools. In view of this consideration, it would not seem unfair to ask the parents to bear, at least in the high schools, a moderate share of the increased cost of such education.

II.—The Teachers.

The number of trained teachers.

10. In view of the rapid expansion just described, it is all the more necessary to discuss whether the improvement in the schools has been commensurate with their expansion and multiplication. The most important means of improvement is the teacher himself. The total number of teachers employed in secondary schools has risen from 5,380 in 1917 to 9,223 in 1922. Of these, 3,761 in 1916 and 6,446 in the last year of the quinquennium were trained, the proportion of trained teachers to the total number employed remaining practically stationary at 70 *per cent.* The maintenance of this standard is all the more satisfactory in view of the inclusion of a large number of lower middle schools by the end of the quinquennium. It is to be feared, however, that secondary schools have gained in respect to qualified teachers at the expense of the rural primary schools. Many junior verna-

cular teachers prefer to start their careers in the primary departments of secondary schools where the pay is good and where the work of teaching a single class is comparatively light, than to go to a village school where the pay and prospects are inferior and where the task of teaching all four classes is far more arduous. It has also to be borne in mind that the normal school boy is recruited from the vernacular middle school and that his past associations are therefore those of the small town rather than of the village, an additional reason why he should prefer to return to the secondary type of institution.

Reasons for the continuance of the unqualified teacher.

11. It must not be inferred from the figures quoted above that the high departments of secondary schools are by any means fully staffed by trained men, for there is the paradoxical situation of a number of trained secondary teachers from the Central Training College awaiting employment, while a number of the posts in aided institutions are filled by teachers without training qualifications. This is accounted for in two ways. A large number of teachers of experience have been, and are still being, awarded certificates qualifying them to work in particular departments and to earn staff grants; these men, though untrained, are certificated. The second contributory cause to the persistence of the untrained teacher is the clause in the Code (Article 52 (*c*)) which permits the award of a staff grant on account of an untrained graduate up to a limit of three years of service, or (Article 184) to a person who has passed an examination for an oriental title after three months of service. It is to be feared that many aided schools, from considerations of economy, prefer to employ the cheaper untrained men than to entertain the services of the more expensive product of a training institution. Government does not appoint untrained men to its own high schools. The necessary modifications of the Code are under consideration.

Improved conditions of service.

12. Relief has been afforded to the employees of Government in the subordinate educational service, on both the anglo-vernacular and vernacular sides of that service. The following table shows the extent of the revision :—

Before Revision.

I.—Anglo-Vernacular Section.

	Rs.
Class I	400 grade.
Class I	350 „
Class I	300 „
Class I	250 „

	Rs.
Class II[1]...	150—10—200 grade.
Class III	100—8—140 grade.
Class IV	75—3—90 grade.
Class V	55—3—70 grade.
Class VI	35—3—50 grade.

II.—Classical and Vernacular Section.

Class I	100—8—140 grade.
Class II	75—3—90 grade.
Class III	55—3—70 grade.
Class IV	35—3—50 grade.
Class V	20—2—39 grade.

After Revision.

I.—Anglo-Vernacular Section.

Class I	200—10—250 grade.
Class II	140—10—190 grade.
Class III	110—5—135 grade.
Class IV	80—4—100 grade.
Class V	55—3—70 grade.

II.—Classical and Vernacular Section.

Class I	140—10—190 grade.
Class II	110—5—135 grade.
Class III	80—4—100 grade.
Class IV	55—3—70 grade.

A serious defect, however, is the unequal distribution of the posts in the several grades of the service, those in the lower grades predominating. The result is that promotion from the lower grades is often long delayed. The correct distribution would be for the middle grades to predominate, which would permit an easy promotion to the middle grades, after which promotion should depend more upon good work and attainments than upon seniority. Another important development has been the increase in the number of headmasterships in the Punjab Educational Service from five to thirteen, a matter which has been more fully discussed in paragraph 21 of Chapter I of this report.

Teachers' Associations.

13. Reference has already been made to the development of a healthy professional spirit among the teachers. It may, therefore,

be pertinent to allude to the associations of teachers which are gaining in influence and in power. The object of these associations was formerly to promote discussions of matters of administration and methods of teaching, but the spread of trades-union principles has introduced the new function of the ventilation and representation of grievances. This innovation should be productive of good so long as it is carried out in harmony with authority and with the object of assisting the progress of education. The associations now apply to Government for recognition.

III.—School Life and Organisation.

Narrowness of School life.

14. Inspectors are united in their condemnation of the narrowness of school life and of the teaching. "Instructional work, as tested by examinations, is quite satisfactory." In these words an inspector sums up with commendable brevity and with considerable truth the situation in regard to the instructional state of secondary schools in his division. It would have been gratifying, indeed, if in this comment the inspector had been able conscientiously to omit the qualifying phrase "as tested by examination results." It is unfortunately only too true that in many secondary schools, especially high schools, the fetish of the examination dominates not only the instruction but, in a greater or lesser degree, the entire activity of the pupils not only during school hours but also in those hours which are supposed to be devoted to recreation.

15. Mr. E. Tydeman, speaking from his wealth of experience, sums up the position in the following terms :—

> "Examination subjects are emphasised, non-examination subjects are ignored; matter which is likely to be called for in the question paper is crammed, that which is not so demanded is neglected. In a word, education becomes a preparation for a special and passing test instead of a preparation for the larger and severe tests of life. And anxiety to secure a good examination result is not the only harrowing influence. Slavish adherence to old and traditional methods which have been imposed, truly, from without but which have long outlived their usefulness; and, in a lesser degree perhaps, traditional methods of inspection which encourage a dull and monotonous uniformity in school practice are also factors of oft-recurring frequency in determining the character of the instruction in most institutions. Original thought, individuality, initiative, experimental investigation into current problems, and evidence of regular and purposeful reading are too often conspicuous by their absence. The average teacher is, unhappily, neither a reader nor a student."

If the above be a correct estimate, then the department is rightly termed a department of instruction instead of one of education.

16. It is interesting to find that Mr. Tydeman's strictures are confirmed by Mr. R. Sanderson who has been away for some time and therefore returns with a keen eye to detect improvements in his schools :—

> " A first tour of the Lahore division, after an interval of five years revealed an amazing rigidity in the class-room. Take English for example. In a majority of schools the method of teaching and even the actual words show no change in that time. If one visits a certain class at a certain time of the year, one finds the same sentences being taught in the same way with the same emphasis and with the same mispronunciations."

17. That Mr. Tydeman is no mere carping critic but one anxious to preserve the Punjab secondary system from grave defects which have embarrassed similar systems in other countries is clear from these remarks :—

> " Tradition is harder to kill, especially in the sphere of educational systems. When one reflects on the vigour with which antiquated methods of teaching languages, both classical and modern, persisted until quite recently in English schools, one can hardly be hypercritical in expressing opinions regarding methods in schools in India, a country in which educational research is in its infancy, and in which educators of repute have laboured in the field of higher rather than of primary or secondary institutions."

18. Is it not possible to follow up these remarks of Mr. Tydeman and to hazard a guess how and when this rigidity and monotony crept into the secondary system in India ? The system was introduced at a time when the English system itself was dominated by antiquated methods of teaching. The English educators were impregnated by those methods and, finding it inadvisable to introduce into India the severely classical teaching then in vogue in their own country, therefore set about to teach the English language and literature to Indian pupils on exactly the same methods (the laborious preparation and construing of some twenty lines of an approved author, the committing to memory of hundreds of lines of verse, the insistence on grammar and syntax, and the consequent neglect of the beauty and nobility of the great works of literature) in which they themselves had been taught Latin and Greek at school. These methods of teaching English soon dominated the teaching of all other subjects. And let it be remembered that these methods were in harmony—

> " With the traditional systems of learning in India which were almost exclusively literary and religious in character. They consisted in the memorising of vast masses of ancient writings and commentaries thereon, handed down from generation to generation. They cultivated, in an extraordinary degree, the

memory-power of the classes which had pursued these studies for centuries; and the influence of these methods was necessarily deeply felt when these classes began to devote their attention to western learning. Both in their concentration upon purely literary studies and in their reliance upon memory work, the indigenous systems of education helped to fit the character which was to be assumed by western education in India."

The M.S.L.C. examination.

19. Efforts, not always successful, have been made to correct these evils. In 1919, the University framed regulations substituting for the former matriculation examination a matriculation and school leaving certificate examination. The aim underlying the change was to afford to those unable or unwilling to proceed to a university course the opportunity of securing a certificate of general education which would enable them to apply successfully, at the end of the school course, for employment in which such education is regarded as a suitable qualification. In this respect the innovation may be said to be achieving success, though in the arrangement of courses (a matter which is discussed later) there is much room for improvement. The control of the examination is vested in the School Board, an arrangement which appears to be responsible for considerable duplication of effort, not always satisfactory in practice. So long as the two high classes are attached to the anglo-vernacular school and its courses are in continuation of those of the middle classes, it would seem to be desirable to secure a co-ordination of purpose and method throughout the school by means of unity of control. If and when these classes are removed from the top of the school and become the lower half of a four-year course, as recommended by the Calcutta University Commission, there would appear to be every reason to inaugurate a separate form of control in the shape of an Intermediate Board.

Methods of examination.

20. The methods of the examination are still much the same as before. One of the main objects of a school certificate examination is to attach a reasonable value to the school records. By this means, not only should a fairer estimate of a candidate's powers be gained, but (what is even more important) continuous work throughout the course should be substituted for the terrible strain of portentous cramming which now takes place during the few months preceding an almost entirely written examination. Memory is therefore of more importance than training; and astute cramming is of more value than general teaching. Moreover, it is the dread of this examination test that clouds the horizon of the boys during their whole school career. What should be the happiest period in life (and is in other countries where more fortunate conditions prevail) becomes a time of drudgery and of overstrain. And does not the employer require the verdict of the teachers on a boy's capacity rather than that of

examiners who have never seen the boy and who perforce look over multitudes of papers in monotonous succession? Once let a boy realise that every piece of work which he does at school will take some place, however infinitesimal, in the award of his certificate, many of the defects which inspectors now criticise with such severity will automatically pass away.

The position of the headmaster.

21. The pivot of improvement by the introduction of a wider and more healthy environment for the pupils is undoubtedly the headmaster. It is he who should put life and vigour into the teaching, who should take steps to enlarge the horizon of the boys' minds, and who should make provision for their health and recreation. It is obvious from the reports of inspectors that this is the exception, not the rule. In regard to formal instruction, the criticism is that each teacher is prone to frame his own syllabus and to instruct his class quite independently and with too little consideration, of what has been done in the class below or will be undertaken in the class above. And as class syllabuses are but briefly outlined in the code, it follows that what is not specially prescribed is often altogether overlooked. This defect is being rectified by greater insistence on more detailed syllabuses of instruction, and by more general collaboration between the members of the school staff. But the supreme need in this respect is the vitalising and envigoratmg influence of the headmaster. That influence cannot be exercised by sitting in an office and sending notes of instruction to harrassed colleagues in the class-room. It can only be real if the headmaster himself, by his personality and by his experience, infuses into the life of the school that vigour and that richness which are so lacking in the schools of to-day.

22. It is gratifying to note that there are headmasters who have such ideals, but the path of a reformer is beset by disappointment and difficulty. When a harmless, but salutary, innovation is introduced by an enthusiastic headmaster, the first response is often one of resentment. An inspector quotes a petition signed by over a hundred boarders in a large school protesting against the order of the headmaster (who has made one school in the province and is now making another) requiring formal preparation of home-work to be done under supervision in the class-rooms of the school instead of in the noisy clamour of the dormitories :—

> " It is difficult for us to keep sitting on the wooden benches . . . it is so intensely hot that it is unbearable for writing works . . . . a lot of time is spent in bringing books, etc., from the boarding house . . . our attention in the boarding house is comparatively less distracted . . . in the school rooms it is impossible to have perfect silence . . . however confirming to the students' wills the

> arrangement in the school may be and however intelligent the student may be, they would in each case prefer to study at their homes . . . by this method of study . . . we are sure that the results of 1923 would be worst than the year 1922."

Examinations again! How disappointing to the headmaster, and how obviously do the boys require better supervised instruction in English!

23. Another vital factor of improvement is the inspector. The visit of this official should act as a clearing house for the exchange of ideas between the headmaster who is able to give ocular demonstrations of new experiments, and the inspector who has a wider experience of educational developments. But, in the methods of inspection too, there are evil traditions. "Perhaps the tradition hardest to kill," says Mr. Sanderson, "is that which demands the examination of every class at the annual inspection." Instructions have been given, almost without number, that inspection is not examination but a means of improving school methods and organisation; yet the evil still persists. Suitable inspection.

24. This important matter was discussed at the Inspectors' Conference of 1921 and is referred to in greater detail elsewhere. Instructions were embodied in the Review of the Conference, giving to inspectors much greater latitude of action, instituting inspecting committees under the guidance of each divisional inspector, and inaugurating a system of conferences, by divisions, at which matters of general and local importance could be discussed. By these means it is hoped that sounder methods of inspection, a wider outlook on school life and work, a greater degree of individuality in practice and more elasticity in the whole system will be encouraged.

25. It is possible, therefore, to close this somewhat gloomy section of this report in a brighter strain. It is clear that the inspectors themselves are filled with a divine discontent; and the conferences that have already been held indicate that, among the headmasters and leaders of public opinion, there is a keen desire to co-operate in the eradication of evils in the system. There is much to be done, but a good start has been made in the realisation that evil exists, and in the determination to substitute good for evil.

IV.—Courses of Study and Teaching.

26. The success of the secondary system also depends much upon a successful formulation of the courses of study, both in the acceptance of sound general principles and also in the easy adaptation of the detailed curricula to those general principles. A sound principle is obviously the provision of a good general training which is the basis of all specialised training in the higher Neglect of history and geography.

courses. A study of history and geography is an essential factor of that general training. Unfortunately, the transfer of these subjects from the list of compulsory to that of optional subjects for the M. S. L. C. examination has led to their neglect which is so serious as to jeopardise their very existence in the schools. The degree to which these important subjects have lost ground is shown by S. Nur Elahi who states that in the Multan division only twenty-five *per cent.* of the candidates offered these subjects in 1921 as against a hundred *per cent.* in 1916.

The selection of optional subjects.

27. The permissive and indiscrimnate selection of optional subjects from several included in a long list has also led to abuses, chiefly on account of a lack of directive control on the part of those competent to advise a student in his choice. Left to himself, the school-boy naturally chooses those subjects which pay best in the examination, but it is a doubtful form of kindness which encourages the promiscuous selection of subjects merely for the sake of scoring marks. The system so far appears to have resulted in an endeavour on the part of some schools to arrange for combinations of subjects which can with difficulty be incorporated in the time-table, even with an increased staff and a corresponding increase of expenditure. A combination such as that of agriculture with shorthand, which was actually found in the course of a recent tour, cannot be justified on any ground. An obvious reform would appear to be methodical and scientific combinations of subjects, each intended to prepare a boy for the course of study, whether literary or professional, or the occupation which he intends to take up after leaving school.

Inadaptability of the courses.

28. Another essential is the easy adaptation of the curriculla to varying needs. Unfortunately, the constitution of the school board has gone far to defeat this object. The machinery of the university is such that changes great and small can only be effected by the same procedure. The creation of the school board has therefore only added one more obstacle to be surmounted before even a slight alteration, however salutary, in the curricula can be effected. Had the university been content to lay down by regulation the subjects to be included in the examination and to enunciate the general principles in regard to the combination of these subjects, and had left to the school board the filling in of the details and the drawing up of the curricula, much benefit might have accrued ; but, unfortunately other counsels prevailed and reform is further off even than before.

The direct method of teaching English.

29. In regard to the teaching, inspectors are almost unanimous in their adverse criticism of the results achieved by the " direct method " of teaching English as ordinarily practised in schools. The Lahore inspector writes that the direct method is

losing adherents and is undergoing modifications. The Jullundur inspector feels that this method is still beyond the ability of the ordinary teacher. The Rawalpindi inspector thinks that it should be replaced by the old translation method. And the Multan inspector, in a course of a lengthy note on the subject, states "that the teaching of English has deteriorated is a fact recognised by all, except by those who judge the efficiency of instruction by the method followed rather than by the results achieved." It is also generally felt that this deterioration is mainly due to an unintelligent use of the direct method. The conclusion to which this somewhat disquieting verdict on the teaching of English would seem to point is that the failure of the so-called direct method is due rather to shortcomings in those responsible for the instruction than to any weakness inherent in the system itself. The apparent failure of the method is, in fact, a specific, if somewhat disappointing, instance of the rigidity and inertness of method to which reference has already been made.

The teaching of Urdu.

30. The Multan inspector devotes a whole chapter of his report to the teaching of the vernacular "which should have the first place in any system of education which claims to be sound." He is very dissatisfied with present results, which he attributes almost entirely to the incompetence of the teacher. He would go so far as to recruit men from the United Provinces and from the neighbourhood of Delhi for the teaching of Urdu in training institutions and high schools. But he also sees great possibilities in the improvement of vernacular libraries.

Improvements in teaching.

31. It is pleasing to turn from these rather gloomy pictures to the more pleasing results which have been achieved in the treatment of other subjects of the curriculum. The teaching of drawing, of science, and of mathematics are all well reported on; and considerable progress had been achieved in the methods of handling history and geography when the new regulations of the university gave these subjects the unfortunate set-back to which reference has already been made. Physical instruction, which will be reviewed later, has been greatly improved. The introduction of teaching in agriculture is discussed elsewhere in this report.

English as the medium of instruction and as a subject of study.

32. The outstanding feature of the quinquennium, in the matter of courses and teaching, has been an undefined, but none the less apparent, struggle between English and the vernacular. On the one hand, there is the demand for the vernacularisation of the anglo-vernacular school, which has resulted in the postponement of the use of English as the medium of instruction to the beginning of the high standard, and the permissive use of a vernacular in answering questions (for the present in history and geography only) in the matriculation and school leaving certificate

examination. On the other hand, there is the widespread demand for English as a subject of instruction in the vernacular middle school. Both are expressions of a desire for opportunity; the latter for an opportunity to a rural boy to share in the advantages which an English education offers to a town boy and to have an easy access to high school and college, and the former for an opportunity to those who proceed to the high school stage to acquire and to exhibit their knowledge in the most familiar vehicle of thought.

33. The conflict between the vernacularist and the anglicist among educationists in India is as old as the thirties of last century, but it appears to be only now coming to a head. Never has the problem been more complex; never has its solution been more difficult. So far as the vernacularisation of the high school course in the matter of the medium of instruction is concerned, the Punjab holds that the teaching of English is not advanced (it may even be retarded) by a sloppy use of English as the medium in the middle classes, and that the use of the vernacular medium enables a boy to make greater progress in his ordinary studies than he could with the handicap of a foreign medium. This should allow him to save time which should be used in a methodical and scientific study of the English language. This seems to be sound argument; and therefore it is all the more disquieting to record a deterioration in the teaching of English. For this reason, in particular, it is pleasing to note that Mr. H. G. Wyatt and Mr. J. R. Firth have made considerable progress in their investigations in the teaching of phonetics. A young and promising scholar, Mr. Bokhari, has recently been appointed to assist these officers in their labours.

The teaching of English in mid schools.

34. The problems involved in the anglicisation of vernacular middle schools are even more complex and difficult. If the teaching of English is bad in the high schools, it is far worse in the middle schools, especially in the lower middle schools,. Provided that English can be properly taught, there seems no valid objection to its inclusion in the courses of vernacular middle schools; but it may surely be asked whether the domination of the rural school by the methods and courses which apply to urban schools and do not necessarily apply to rural schools is to be permitted to go on for ever. It would be a pity, therefore, if the inclusion of English in vernacular middle schools resulted in the elimination of all distinction between the rural and urban middle schools. It is possible that Mr. Sanderson has given signs of a solution of this vexed question in his following suggestion :—

> " Turn the physical geography of the vernacular school, the nature study of the primary school and the science of the middle school

into a composite subject called rural science ; summon agricultural and sanitary experts to help in working out the subject ; set some of the Lyallpur-trained men to teach it ; and the village school work is at once brought into practical touch with village life. And might not the teacher of such a subject be the local inspector under the Department of Public Health ? "

35. It may be possible, therefore, even with the inclusion of English in the course, to form a curriculum suited to the needs of the rural boys, which will enable them to have just a working knowledge of the English language, will train them to be good and useful citizens, and will give them scope in other directions than along the present well-beaten track towards a purely literary education. These important matters have been considered by a joint committee of members of the legislative council and departmental officers.

V.—Recreation and Health.

36. It is pleasing to record that considerable progress has been ensured in the provision made for the mental and physical recreation of the pupils and for their health. The improvement of school libraries has been a special feature of the period under review. Mr. Sanderson's verdict is hopeful :— School libraries.

" Five years ago, a vast deal of rubbish was put into the school library to fill up the shelves, many of the books being too difficult even for the masters. The issue records showed that books bearing directly on class work or on getting on in life were easily first in point of popularity. This showed a desire to make use of the power of reading ; but a strange lack of guidance and opportunity (pleasure, romance and culture were neglected in supplying the books) had rendered this desire almost impotent. Things, however, have improved ; lists of suitable books have been issued ; the system of class libraries has been extended ; and pressure has been brought to bear on masters to encourage general reading. The Lahore district board has set an example by establishing primary school libraries in all its schools."

Similar reports come from other divisions. S. Nur Elahi, on his arrival in the Multan division, found libraries " made up of second-hand books which might, for their miscellaneous titles, have been bought by weight " ; but " during the past year considerable sums have been spent on class libraries."

37. The movement for the improvement of libraries " which, if not more, is at least as urgent as the supply of science apparatus and desks " has been impeded by lack of funds. In the Jullundur division other methods of raising funds were ruled out as contrary to regulations. The inspector writes :—

" Special efforts were made to replenish poor libraries . . . . The boys of the secondary departments were required to pay one anna

> monthly, and local boards were asked to contribute a sum equal to the total contributions. Under an objection by local fund auditors the boys' subscriptions had to be deposited in the board's funds instead of remaining in the post office savings bank. . . . . This entailed a good deal of official correspondence and inconvenience in getting the money restored; and the scheme has, therefore, practically failed altogether, much to the great detriment of general reading in the schools."

Notwithstanding difficulties, it is apparent that the value of a good school library and the type of literature needed is being more and more realised; and that in the use of books satisfactory progress is being made.

Physical training.

38. Reference has been made to the improvements which have been effected during the quinquennium in the scheme of physical instruction prescribed for use in schools. The new scheme has been framed by the adviser in physical education and has been so designed as to afford a progressive course of exercises and activities based upon the mental as well as the physical development of the pupil. Thus, from simple and interesting exercises of a kindergarten type for the little ones, it advances in the higher classes to more difficult exercises and the cultivation of the team spirit. The system has achieved a most gratifying measure of success, its utility and interest appealing to teachers and pupils alike.

39. The province is fortunate in having on its staff of inspectors one whose expert knowledge of physicial training was utilised during the years of war in organising and inspecting work of this kind in the army. Major Sanderson's views on the condition of physical training in the schools of the province therefore possess special value. He writes:—

> "At the end of the previous quinquennium the province had an unscientific system of physical training that had but little health value, but about the beginning of the quinquennium just concluded an attempt was made to re-organise it, that is on the formal side of the work. Steady progress during the past five years finds us now with a system that is good in its main essentials and with a steadily improving organisation for giving it practical effect."

Tournaments.

40. Mr. Sanderson also reports that increasing attention is now paid to games for large numbers instead of spending sports funds on selected teams to groups of specialists trained for tournaments. With a view to encouraging a spirit of healthy rivalry and emulation in games, district tournaments have been continued, but unfortunate collisions between rival institutions have been all too frequent. This has led to a vigorous discussion of the utility

of the tournament and its place in the educational system at inspectors' conferences and elsewhere. Opinion is divided. Sh. Nur Elahi writes :—

> " The question of the continuance of divisional tournaments came up before the divisional conference, and it was generally felt that the evils engendered by the tournaments far outweighed any advantages they might have possessed in stimulating an interest in games and athletics."

Hence, with the approval of the Commissioner, the Multan divisional tournament was abolished last year. The Jullundur inspector also reports the suspension of the tournament in his division :—

> " The political unrest being at its worst in the months of February and March, the time was not considered opportune for holding the tournament. "

On the other hand, Mr. Atma Ram reports from Ambala that the tournament was successfully conducted m that division, and he is of opinion that " the abolition of the divisional tournament would be great calamity." With so marked a divergence of opinion among those responsible for the conduct of the tournaments it has not been deemed expedient to lay down hard and fast rules on the subject, but it is obvious that the organisation of games in secondary schools is still imperfect in at least two essential respects, the cultivation of the true spirit of sportsmanship, and the utilisation of the available resources for games which exist in most high and upper middle schools in the form of a " sports " fund for the provision of means of healthy recreation amongst the largest number.

Discipline.

41. It is even more satisfactory to learn from inspectors that the discipline in schools has improved. Serious breaches of discipline and morality are infrequent, but a spirit of lawlessness is occasionally discernible in reckless and anonymous attacks on headmasters and teachers which, on investigation, are almost invariably found to be unwarranted. There are also occasional instances of breaches of inter-school rules ; and the falsification of school accounts is not altogether unknown. The opinion of Lala Devi Ditta Mal, District Inspector, Lahore, is of value :—

> " At the time of surprise visits the old scenes of disorganisation, slackness and untidiness are seldom met with. At the time of the annual promotions teachers generally co-operate with headmasters ; and undue pressure to promote weak boys is not now brought with such force as was the case when this work was first entrusted to headmasters."

Moral training.

42. Moral training and discipline are entirely matters of personality. " Where the masters are good men," Mr. Sanderson

remarks, " the tone of the school is good. This is the root of the whole matter, and we should select and promote for character as much as for ability and seniority." The Rawalpindi inspector writes very much in the same strain :—

> " On the whole a perceptible improvement is discernible all round. It is complained that the students of to-day are not as respectful and obedient to their parents and teachers as those of a few decades back ; and the degeneration is ascribed by many to the want of religious education in schools. In my opinion this has some justification, but much depends on the interest of the teacher. . . . . The teacher is a model for the boys and he may set a good or a bad example."

Boy Scouts.

43. Agencies for the cultivation of the moral sense, to which reference has been made in previous reports, have been maintained, but a departure which, with careful and judicious handling, should have great potentialities have been recently made by the introduction and encouragement of the boy scout movement. A camp for the instruction and training of scoutmasters was conducted by Captain Hogge in December, 1921, under the direction of the Provincial Commissioner, Colonel W. T. Wright, late Director of Public Instruction. Scoutmasters attended the camp (which was characterised by the utmost enthusiasm) and are now engaged in training troops in the schools from which they were sent. It is calculated that there are now about 6,000 boy-scouts in the province. A large and successful rally took place on the occasion of the recent visit of His Royal Highness the Prince of Wales to Lahore and the success of that rally augurs well for the future development of the movement in the province. It is realised that if the system is to maintain a high standard of efficiency, every care must be taken in the selection of scoutmasters and leaders and in the recruitment of scouts.

Medical inspection.

44. The system of medical inspection fell into abeyance during the period of the war owing to the heavy demand for qualified practitioners for service with the troops and the consequent recall to military duty of the six assistant surgeons who had been deputed to the Education Department for this work. After the close of the war, however, the work has been recommenced on the old lines and has since been in progress continuously.

45. Medical inspection of schools and scholars in the province has therefore been subjected to a serious interruption and can hardly be said to have passed the experimental stage. Sufficient experience has, however, been gained to admit of an opinion being formed as to the general efficiency of the system as at present conducted, and the whole question came up for review at the last

inspectors' conference. The reports of the medical inspectors and the remarks of divisional inspecting officers show that those who have been engaged in the work have shown keenness and diligence in the discharge of their duties, and have collected information and statistics of great value. On the other hand, grave defects have been disclosed which call for early rectification if the system is to make any real contribution to the end in view, which is a rise in the standard of health and physical efficiency of the child population and an improvement of the hygienic conditions of school life.

46. These defects are briefly; firstly, that the limitation in the number of medical inspectors permits only an infrequent and somewhat cursory examination of the pupils of secondary classes, and does not touch the pupils of younger age who are, from the point of view of preventive treatment, of greater importance. Secondly, this limited agency is altogether unable, through lack of time and other reasons, to follow up inspection by treatment where the need of treatment is discovered. And thirdly, there is an absence of co-ordination in purpose and effort between those directly concerned in the success of the system, the medical inspector, the school authority and the parent.

47. Thus, while medical inspection may be said to have made a useful start, it is obvious, if it is to move forward on sound lines, that the system should be modified. And the two aims on which efforts should be focussed in proposing modifications are (*a*) the following up of inspection by treatment, and (*b*) the improvement of the sanitary and hygienic conditions of school work so that the school will become an object lesson in hygiene for the people. Improvement in the system will obvioulsy entail a considerable addition to the agency employed, and the present problem before the Department is the selection of an agency which shall be at the same time efficient and economical. Proposals to this end have been made by this department working in co-operation with the Department of Public Health and these are now receiving the attention of Government.

VI.—School Buildings and Hostels.

Vernacular schools.

48. The provision of suitable accommodation for secondary schools (with the possible exception of high schools) can hardly be said to have kept pace with the increase in the number of institutions and scholars. In regard to vernacular schools, building projects were approved as eligible for grants under the five-year programme for the expansion and improvement of vernacular education and the special grants of 1920 and 1921 were also responsible for a certain increase of provision for these institutions, but

the narrowness of the resources of district boards has prevented building enterprise on the part of these bodies so that much therefore remains to be done. For example, the Multan inspector reports that " a number of upper middle schools are still located in the old single-room primary school buildings, and an insignificant proportion of the new lower middle schools are provided with sufficient, not to say suitable, accommodation." Reports in a similar strain come from other inspectors, and it is obvious that in existing circumstances local bodies are not in a position to house their schools efficiently without substantial help from provincial revenues. How far and in what manner this help can be given is under consideration.

Anglo-Vernacular Schools.

49. Anglo-vernacular schools, especially high schools, are more fortunate, and here the provision of buildings is more adequate, a provision which has been shared alike, during the past quinquennium, by Government, local authorities and private bodies. Comparatively few high schools are now accommodated in entirely unsuitable rented buildings. On the whole, the high schools of the province may be said to be decently housed. It is true that several schools are located in congested and unhygienic areas and that they have little or no playground ; it is also true that many schools were built long ago before the art of school planning had reached its present stage of development, but these are conditions which are not peculiar to the Punjab nor indeed to India, and they do not justify pessimism. It is probable that improvement in such cases can best be secured by disposing of existing buildings which often occupy very valuable sites, and by devoting the proceeds to the erection of new buildings in more open and health-giving surroundings. This procedure is already under consideration in connexion with one Government high school. Reference has been made earlier in this chapter to the need for a more definite policy regarding the distribution of schools more equally over the area to be served in large towns.

Standard plans.

50. The standard plan which has been in vogue for some years has been followed during the quinquennium in the construction of Government high schools and has been generally consulted by managers in preparing plans for private schools, but recent conditions have necessitated the modification of a plan on which many excellent buildings have been based and which are a credit to the province. The rise in the cost of materials and labour have been so rapid that the most recent estimate of the cost of a Government high school (at Sheikhupura) reached the rather alarming figure of over Rs. two lakhs, a sum out of all proportion to departmental resources and to departmental responsibilities in the

matter of the education of the province as a whole. Moreover, the standard plan does not readily lend itself to extensions sometimes demanded by the influx of additional pupils, and a new and simpler type-plan has therefore been under consideration which will, without loss of efficiency, be capable of ready extension and will possess the further advantage of saving about one-third of the initial cost. The standard plan for middle schools is already inexpensive in design and does not therefore admit of much simplification, but it is possible that in this plan also economies can be effected by the elimination of special rooms for drawing and science. These are matters which await decisions regarding a revision of the curriculum, a problem of some magnitude which is shortly to be referred for consideration to a committee appointed *ad hoc*.

Number resident in hostels

51. Of 207,514 boys under instruction in secondary schools in 1921-22, 21,898, or nearly eleven *per cent.*, were residing in hostels, an increase of approximately thirty *per cent.*, during the quinquennium. Nearly all high schools and a large number of upper middle schools provide accommodation for boarders, and where this accommodation has been designed and erected for the purpose it is generaly quite satisfactory, the rooms being as a rule commodious, well-ventilated, comfortable and well-equipped, but on the other hand large numbers of students are housed in ill-conditioned rented buildings situated in crowded and insanitary areas.

Discipline in hostels.

52. Discipline in the school hostel is generally reported by inspectors to be quite satisfactory, but this is probably due as much to the type and character of the student as to the vigilance of the superintendent. The very fact that a boy has left his home to pursue his studies in a higher institution is usually sufficient indication that he is keen on his work and anxious to take advantage of all the opportunities which education has to offer. School authorities are required to arrange for medical attendance. The diet of the boarders is, in individual cases, properly regulated and supervised, but something has still to be done to insure that the conditions in the average boarding house do not transgress the canons of physical well-being. Mr. Sanderson very pertinently writes :—

> " Anyone who has visited school hostels on a winter night must have been struck by the prevalence of very unsatisfactory conditions. Lamps are sometimes provided ; as often as not boys provide their own and show preference for hurricane lanterns. The oil is almost invariably cheap. Thus the candle power is low and the lamps are set at eye-level to get as much light as possible. The destruction of eye-sight must be appalling. Another evil consequence comes from the fact that night study is generally done in the dormitories and the air is seriously vitiated before

> tke boys roll themselves, heads and all, in their blankets for an unrefreshing sleep. Schools are being pressed to provide suitable accommodation in class-rooms with proper lights for night study and it has been suggested that day boys whose home conditions are unsatisfactory for work should be given the opportunity of attending this formal preparation."

53. The reception of these suggestions in the case of one school has been referred to in another place, but Mr. Sanderson's criticism goes to show that even from the health point of view hostels are not always ideal. The value of the hostel as a centre from which vitality and happiness should radiate in the variety of its extra-mural activities is an aspect of secondary school life which has still to be realised.

CHAPTER VI.

Primary Education (Boys).

It is necessary both to expand and to contract the ordinary scope of this chapter. As it deals mainly with the working of the five-year programme for the expansion and improvement of vernacular education, it is impossible to exclude from its purview a consideration of vernacular middle schools which are ordinarily included under secondary education. On the other hand, the appropriate statistics have already been given and discussed in the two preliminary chapters of this report and need not therefore be repeated in detail. It has been shown that, whereas there are about 1,600,000 boys in the province between the ages of six and ten, there were only about 482,394 boys in vernacular schools and classes at the close of the quinquennium. In spite of the great advance which has been made during the last few years, there thus remains much lee-way to make up. The percentage of boys at school to the total male population amounts only to 4·8. Moreover, a preponderantly large proportion of the pupils at school are enrolled in the first class; and only a comparatively small number of pupils reach even the fourth class which is the completion of the primary course.

2 It was then suggested that the gradual and tactful introduction of compulsion would provide the most fruitful solution of this problem. Great difficulties stand in the way, the poverty of many of the parents, the impossibility of employing women as teachers in boys' primary schools, the necessity of making separate provision for girls, caste differences, the vast distances involved, and the need of additional funds. Fortunately, the present provision of schools, inadequate though some may be, is sufficient to accommodate many more pupils; and therefore the expansion and improvement of existing schools is an even more urgent necessity than the provision of new schools. The increased facilities, which have recently been made for the training of vernacular teachers, should soon result in an adequate supply of trained teachers not only for the schools of to-day but also for those of to-morrow. The laudable enthusiasm not only of educational officers but also of local bodies and of the general public should continue to make headway against the apathy of many of the parents. Again, even in these days of financial stringency, Government and local bodies, for the most part, have shown great generosity towards the needs of educational development. There is also a hope that the general improvement in the efficiency of the teaching (which can best be effected by the gradual substitution of multi-teacher for one-teacher schools), the simplification of the courses (which enables a greater concentration on the removal of illiteracy), and more

convenient school terms and sessions will make an appeal to the parents.

I.—The Five-year Programme.

Main events of the quinquennium.

3. The outlook, though full of difficulty, is therefore also full of hope. During the quinquennium under review there has been a decided step in the right direction. The two outstanding features are (*i*) the introduction of the five-year programme for the expansion and improvement of vernacular education in rural areas in April, 1918 ; and (*ii*) the passing of the Compulsory Education Act in April, 1919. It is a matter for congratulation that, during the grim period of the war, the Punjab embarked on two such important schemes for the amelioration of the lot of the masses in its midst. It may be urged that it was somewhat ambitious to map out such a programme of development at such a time ; and it is true that, at first, the results in the increased number of schools and of scholars were disappointing. But recent figures show that the originators of the new policy were justified in their optimism and in their forethought.

Increased provision of schools.

4. The primary object of the new policy was an increased provision of schools. The development of vernacular education was thus arranged so that schools would be established at every centre where an average attendance of fifty pupils might be expected, provided that a distance of two miles ordinarily intervened between any two schools. To achieve this object, an additional 298 middle schools and 4,060 primary schools, making a total of 4,358 additional schools and a grand total of 9,144 schools, would be required. It was expected at that time that the goal would be reached within a period of fifteen years ; and that considerable progress towards the goal would have been made by the end of the quinquennium. A necessary preliminary was the planning of maps for each district, with lists of villages and the population of each. Uniform signs were devised, existing schools being shown in blue and prospective schools in red. As each map was completed, a definite programme of expansion was drawn up and submitted to Government for approval. The additional number of board schools anticipated at the end of the quinquennium was to be realised both by the creation of new board schools and by the conversion of private into board schools.

Method of awarding grants.

5. The second (and equally important) object of the new policy was an improved and a more equitable method of Government assistance. The original system in the Punjab had been to proportion grants to expenditure on salaries; in other words, to subsidise those boards which were both willing and cap-

able of spending money on education. The backward areas thus became even more backward until they were assisted (or embarrassed) by ill-timed and spasmodic doles. The five-year programme, however, was based on different principles, its main objects being to make arrangements for a continuous advance in education and also to provide as equitably as possible for rich and poor alike. Each district was therefore graded in such a way that local bodies would be encouraged to contribute continuously a fair proportion of the cost of expansion and improvement without committing themselves to more than they could afford ; without, that is to say, starving other services for the sake of education. Thus, a board graded at 50 *per cent.* would expect to receive Rs. 5,000 of every Rs. 10,000 of additional expenditure; a board graded at 75 *per cent.* would receive Rs. 7,500; and so forth. The following factors were therefore taken into consideration: the sources of income of each board and the extent to which it was using those resources; the percentage of its net income on education; the amount of the local cess; the annual surplus (if any); the estimated cost of carrying out the scheme; the anticipated increase or decrease in the annual income. An important feature of the scheme was its elasticity. In a lean year, Government can cry a halt and call for a general retardation of activity all round by extending the programme to (say) seven years; and *vice versâ*.

Increase in the number of schools.

6. It is undoubted that the programme has achieved a very large measure of success in its two main objects : an increased provision of schools and a more equitable method of awarding Government grants. So far as the increased number of schools is concerned, the following figures (which include municipal schools but exclude elementary schools) speak for themselves.

	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
Vernacular Middle Schools.					
Local bodies	148	159	484	610	667
Aided	3	4	5	5	4
Unaided	...	1	2	...	1
Total ...	151	164	491	615	672
Primary Schools.					
Government	7	9	8	10	21
Local bodies	3,526	3,864	4,054	4,362	4,602
Aided	1,367	1,208	995	876	867
Unaided	184	91	105	121	137
Total ...	5,084	5,172	5,162	5,369	5,627
GRAND TOTAL ...	5,235	5,336	5,653	5,984	6,299

The statistics also show 2,148 elementary schools or a total of 8,447 vernacular institutions for boys.

Encouragement of backward areas.

7. The programme has been even more successful in its second object, the encouragement of the backward districts. Marked progress has been made in all the districts of the Rawalpindi division; and considerable progress is recorded in the Multan division. It is reported that the influence of Indian soldiers who took part in the war has been most decidedly on the side of educational advance. It is significant that the Rawalpindi and Jhelum districts and the central districts of the Jullundur division have all made most noteworthy progress; and it is possible that the advance made in the Rohtak district has been inspired from the same source.

II.—Discussion of the New System.

Unfortunate differences in the rate of progress.

8. It is but natural that, in an ambitious scheme such as the one under review, its working has revealed certain defects which require modification in some of its details. In the first place, the fulfilment of the programme has not been attended by that continuity of effort which its originators had set out to achieve. The total of the achievement is satisfactory, but the figures which make up that total are far from satisfactory. The Rohtak and Multan boards have nearly completed in four years a programme which was intended to occupy fifteen years. Some ten boards completed their programmes at the end of the fourth year; and others are expected to reach the appointed goal of achievement at the end of the quinquennium. Some, however, have lagged behind in the race and cannot hope to reach the goal. This disparity in the rate of progress has been due to many causes, but the personal factor has been the most potent. In the first place, there has not been the guiding hand at headquarters, with the necessary experience and the necessary leisure, to supervise the work: to curb the impetuous, to encourage the faint-hearted and the weary, to spur on the apathetic. Fortunately, in March, 1921, Khan Sahib Maqbul Shah was appointed Inspector of Vernacular Education; and to his energy and sympathy much is due. In the next place, the divisional inspectors have been fully occupied by other duties and have been embarrassed by a lack of experienced assistance at their headquarters. The former difficulty cannot be removed; but the latter difficulty has been partially removed by means of a reorganisation of the inspectorate (which is discussed elsewhere), which gives to each divisional inspector a deputy inspector of tried experience and capacity. Another obstacle has been that, at first, some of the district

Inspectors were inexperienced in their work. This was due very largely to the re-construction of the Provincial Service, whereby thirty inspectors but only five headmasters were placed in that service. In consequence, some headmasters had to be appointed inspectors in order to receive the promotion that was their due. A remedy has been found by an adjustment of the teaching and inspecting posts in the Punjab Educational Service. The frequent transfers of deputy commissioners and educational inspectors have also militated against continuity of effort. There have been in Montgomery as many as four deputy commissioners in a single year. To some extent, the formation of education committees by the boards has had a most salutary effect.

An excessive number of uneconomically small schools.

9. Another unfortunate deviation from the scheme has been a neglect of the proviso that schools should ordinarily be started in places only where an attendance of at least fifty pupils was expected. In consequence, a very large proportion of the primary schools are manned by a single teacher apiece, who is expected to cope with all four classes. The number of schools with an attendance below twenty and even of single figures has been unexpectedly large. Thus it may be contended that the programme was concerned with the provision of schools rather than of scholars. Particular attention has been paid, therefore, during the last twelve months to the necessity of increasing the number of pupils. This has been done not only by the enrolment of new pupils, but also by encouraging boys to remain at school, at any rate until the completion of the primary course. Inspectors have realised that this is perhaps the most urgent of their duties. Sardar Bishen Singh made a prolonged tour through the Hoshiarpur and Jullundur districts with the happiest results. Maulvi Khurshid Ahmad has done likewise, and has encouraged village schoolmasters to take a census of the pupils in the neighbourhood of their schools so that an inspector or a visitor can see at a glance to what extent the school is appreciated and supported by the villagers. Inspectors now pay particular attention to the teaching of the first class and inquire why pupils have remained there for so long a time. There has thus been an active propaganda carried on throughout the province.

The four-class primary school

10. It will be convenient at this stage to consider another drastic change which has been made during the quinquennium, the substitution of the four for the five-class primary school. The main objects of this step were to meet the requirements of the Compulsory Education Act, to relieve teachers in single-teacher schools from the impossible burden of teaching five classes, to eliminate the three-class school and also to equate the opportunities of urban and rural boys, the study of English being

started in the fifth class. Under the old system rural boys, after passing the fifth class of a primary school, had to attend a special English class on entering an anglo-vernacular school and were thus handicapped by the loss of a year. There are many critics of the new system, chiefly on the score of expense as a new type of school, the lower middle school, has been necessitated. The parents also complain that their children learn but little in a primary school and that they soon relapse into illiteracy after leaving school. There is much force in both these contentions ; but it should be borne in mind that the defects of the new system have been accentuated during the awkward time of transition when the one-teacher school is dominant. There can be little doubt that the primary school of the future should embrace six classes and that the teaching of English should be postponed until a later stage.

Cost of the scheme.

11. The most serious difficulty in carrying out the programme has been that of finance. The cost of the scheme has been very much more than was anticipated. This is due to many causes. First of all, the substitution of the four for the five class primary school (which has been discussed above) has entailed a much larger number of middle schools than was intended, and also the creation of a new type of school, the lower middle school. It is significant that the number of middle schools has risen during the quinquennium from 148 to 667. In the next place, there has been a considerable enhancement of teachers' salaries, a matter which is discussed later. In the third place, there has been a considerable rise in prices. In consequence, both Government and local bodies have been gravely embarrassed in their finances.

Grants to district boards.

12. The grants to district boards for vernacular education amounted to Rs. 12,44,502 at the beginning of the quinquennium ; and it was estimated that the cost of carrying out the programme would amount to Rs. 12 lakhs, of which Rs. 8 lakhs would be met by Government and the remainder by the boards. The following figures will show that the additional expenditure to Government will be about double what was intended :—

1917-18.		Rs.
Basic grant	...	12,44,502
1918-19.		
Basic grant	...	12,44,502
Additional grant	...	67,327
Total	...	13,11,829

1919-20.		Rs.	
Basic grant	...	13,11,829	
Additional grant	...	3,36,140	Reduced to Rs. 16,33,790 owing to the transfer of certain schools to municipalities.
Total	...	16,47,969	
1920-21.			
Basic grant	...	16,33,790	
Additional grant	...	4,55,405	
Total	...	20,89,195	
1921-22.			
Basic grant	...	20,86,466	
Additional grant	...	3,23,684	
Total	...	24,10,150	
1922-23.			
Basic grant	...	24,07,786	

Discussion of the new method of awarding grants.

13. It is but natural that the system of awarding grants in relation to expenditure, in accordance with the grading of each board, has been subjected to some criticism. Some have suggested that the grants should be based on the number of teachers and on the number of pupils. Such a system would need an army of inspectors; and, even then, it would be difficult to suggest how abuse in the matter of returns could be prevented. Moreover, it would be impossible to frame estimates on this basis as no body can forecast with any degree of accuracy the additional number of pupils. And such a system would be a return to the old system of subsidising the rich at the expense of the poor, it costing more to educate a child in a backward than in a progressive district. Sir Eric Geddes, again, has argued in favour of fixed grants on the ground that these would be an incentive to local bodies to economise, would restrict the demands on the tax-payer, and would provide for economy at headquarters. The need in India, however, is to encourage local bodies to spend money on education rather than to economise though the need for the latter should not be forgotten. In the Punjab, there is far more apathy among the municipalities (which have a grant per school) than among district boards (which have a grant based on expenditure). Finally, it is impossible for the State to give a fixed grant for what, in India, is a growing demand.

Modifications in the present system necessary.

14. Argument, therefore, is strongly on the side of the retention of the framework of the present system, by which grants are based on expenditure and by which the proportion of additional expenditure met by Government is regulated by the grading of each board. Certain modifications in the working of the system have, however, been rendered necessary. The procedure in awarding grants is as follows :—The annual grant to each board is made in two instalments :—(*i*) the basic grant (the cumulative total of the grants in previous years) which is awarded as early in the financial year as possible; and (*ii*) the grant on additional expenditure incurred during the year which is awarded later in the year on the basis of the revised estimates. In regard to (*ii*), however, the grant thus awarded on the revised estimates of expenditure is checked later by the actual expenditure, and the necessary adjustment is made in the following year. This is a very salutary precaution as the estimates often have little relation to actuals. The additional grant paid at the end of 1921-22 on the revised estimates amounted to Rs. 4,96,297 ; but the actuals only amounted to Rs. 3,23, 681. Faulty estimates of this kind are most embarrassing both to Government and to the boards themselves.

And indefinite financial liability impossible.

15. The chief obstacle to the harmonious and effective working of the scheme has been the idea prevalent among the boards that Government is committed to an indefinite liability of contributing its quota towards any additional expenditure by a board, however great it may be. This is, of course, an impossible obligation for Government to undertake ; and it has, therefore, been necessary to impose a maximum beyond which Government will not be liable. The difficulty, however, is to fix the maximum. In doing so, reference will have to be made to the financial position of Government, to the capacity of the boards to contribute their quota, and to an estimated increase in the number of pupils. In other words, though the grant will be paid on the basis of expenditure, the maximum will be based on an estimated increase of pupils, an estimated cost per pupil, and an estimate of what the boards can afford. It is interesting to find that the Minister of Education in the United Kingdom has been faced by a similar problem. His recent speech in the House of Commons contained these pertinent observations :—

> " This is a rationed estimate, and it is a reduced estimate. Last year, we estimated our probable liabilities and asked Parliament for the wherewithal to meet them. This year, we begin by determining the amount available, and we require the claims upon us to be adjusted thereto. We impose a limit on education authorities as to their expenditure . . . . . and we announce that expenditure in excess of these limits will not be recognised for grants."

16. It is possible that some of the boards have indulged in extravagance which has been due to a desire to progress too quickly and therefore extravagantly. Shortage of funds, however, has very quickly emphasised the stern dictates of economy ; and inspectors report that the pruning knife has been used with effect. Certain suggestions have been made, from time to time, by the Department. Benches and desks are not essential in vernacular schools and should give way to the provision of essentials for a larger number of schools and of pupils. The experiment of the "double shift" is also suggested. Care should also be taken not to overload the courses ; and the staffing of each school should be scrutinised. But extravagance is by no means general. Whatever defects may be charged against the vernacular school system, that of extravagance can scarcely be claimed to be one of them. Need for economy.

17. The chief means of reducing the cost per pupil are the application of compulsion and the encouragement of private effort. Compulsion should result in economy by ensuring that each teacher has his full complement of boys ; and it should result in efficiency by ensuring that a teacher is not overburdened by the necessity of being in charge of a number of classes. An economical and efficient school is one in which each class or section of a class has its full complement of pupils and is therefore under the undivided control of a teacher. Possibilities of economy.

18. The second means of economy is the encouragement of private effort provided that that effort deserves support. It is possible that the five-year programme emphasised too strongly the necessity of converting private into board schools. A word of warning was therefore given in the Government Resolution on the Proceedings of the Inspectors' Conference of 1921 :— Encouragement of private effort.

> "Government is in general agreement with the treatment of indigenous and elementary schools proposed by the Conference, especially as these schools, though often falling short of the board schools in efficiency, serve a useful purpose as pioneers in backward areas. Moreover, at a time when the funds of Government and of local bodies are so limited and the needs of expansion are so great, it would be inadvisable to neglect the assistance given by these schools. At the same time, they provide a sentimental link with the past and, in some cases, afford such religious instruction as parents desire. Government therefore does not consider it anomalous to encourage these schools to a greater degree than it has in the past, and at the same time to favour the conversion of these schools into board schools when occasion demands. But care should be taken, as suggested by the Conference, to provide by the reduction of grants against marked inefficiency and to protect the board school against unnecessary competition."

Since the close of the quinquennium, Government has gone further and has empowered local bodies to enhance the grants to such schools, under certain conditions, especially if they entertain trained teachers.

III.—Salaries of Teachers.

19. During the quinquennium under review there has been marked improvement as well as expansion of the vernacular school system; notably in the improvement of teachers' salaries and in the construction of buildings. The average monthly salary of a qualified primary school teacher has risen during the quinquennium from Rs. 15 to Rs. 26. A statement showing the scales of pay obtaining in the several districts at the end of the quinquennium is attached as an appendix to this report. The schoolmaster is often in charge of the post-office and the cattle-pound in the village, the postal allowance ranging between Rs. 5 and Rs. 12 a month. It is undoubted, therefore, that the vernacular schoolmaster is far better off than he was formerly, but there are still defects in the system. There is a somewhat marked and unfortunate divergence between the scales of salaries obtaining in the several districts with the result that teachers tend to migrate from those districts where salaries are low to those districts where salaries range higher. This matter was discussed at the Inspectors' Conference at the end of the quinquennium. The general opinion was that maxima in the salary scales should be named beyond which Government would not be committed to contribute. Another defect of the scheme which even enhanced pay cannot remove is the frequency of transfers. Many attempts have been made to eradicate this evil, but with little success.

IV.—Buildings.

Buildings.

20. In regard to vernacular school buildings little or nothing was done before 1918. At times, when there was a surplus, a local body might construct one or two schools, but there was no idea of having a fixed programme. Government seemed willing to spend many lakhs of rupees on college buildings, on the provision of hostels in Lahore for the convenience of the rich, on high school buildings and even on normal school buildings for the training of village teachers, but no effort was made to provide for the necessities of the poor in the shape of school buildings. Since 1918, the following grants have been given by Government :—

	Rs.
(*a*) 1919-20	2 lakhs.
(*b*) 1920-21	3½ ,,
(*c*) 1921-22	6 ,,
	11½ ,,

In consequence, new buildings have been constructed for 43 upper middle, 23 lower middle, and 333 primary schools, and for 15 hostels, while the buildings of 55 upper middle, 29 lower middle, and 63 primary schools have been improved and extended. The Inspector of Vernacular Education reports that, at the end of the quinquennium, there were 91 upper middle, 72 lower middle and 2,008 primary schools which needed permanent buildings. In spite of a comparatively large expenditure, therefore, the position is still very serious. There can be no permanency in a school which has no permanent abode. Great efforts have been made to reduce the average cost by means of an economical type of building. Considerable success has been achieved in this direction in the Multan division. The Hoshiarpur District Board, besides leading the way in its increase of pupils, has also shown much initiative and economy in its school buildings. Khan Sahib Maqbul Shah has been of the greatest assistance to the boards by his suggestions and building plans.

V.—Teaching.

21. The general opinion is that the average standard of teaching has been improved. Criticism ranges round the teacher rather than the teaching. The village school-master of to-day is a more efficient teacher than his predecessor, but he does not seem to hold the same position in the village. Frequent transfers undoubtedly militate against his becoming the guide, philosopher and friend to those among whom his lot is cast. The Inspector of Schools, Multan division, quotes a deputy commissioner as having said that "the average normal pass teacher commands nobody's respect, neither that of parents nor of boys. His chief object is to absent himself from his work as often as he can and be as impunctual as possible. The new type of teacher has little or no enthusiasm for his work ; and his influence for good is negligible." The inspector considers this an exaggerated picture, though he feels that it contains an element of truth. The Inspector of Schools, Ambala division, is also critical of the teacher. "When a visit is unexpected (and that is the only occasion for seeing things as they are) the spectacle is often anything but pleasing. The dirt and squalor of the class room, with its scanty threadbare matting and dirty unswept floor, is fully in keeping with the unwashed rags in which not a small fraction of the semi-rude urchins are clothed. The teacher himself does not seem to possess much higher notions of cleanliness, orderliness and tidiness. An inspection of the box or almirah for school equipment, registers, books and the like brings the truth of the above remark home to the most sympathetic of visitors."

22. The teacher often shows a lack of sympathy with the boys and fails to appreciate the difficulties of the parents. He is apt to keep the boys hanging about the school all day when their help is needed at home. His demands on the parents for the purchase of books and slates are often unreasonable He is too prone to pay undue attention to the few brighter boys with the result that the large numbers of new entrants to the school are totally disregarded.

Charges of corruption.

23. Even more serious charges have been brought against the teachers that they extort petty sums from the pupils at the time of the promotion examinations. To meet this charge the Department has published the following *communiqué* :—

The attention of Government has been directed to the prevalence of corruption among teachers and even among members of the educational inspecting staffs ; and, in particular, to the receipt of presents from pupils at the time of the promotion examinations.

2. Government has recently been making inquiries and finds from reliable sources that there is considerable truth in these charges, and that, unless these serious evils are checked, the results may be disastrous to the healthy progress of education. These petty extortions are not only unjust, but must inevitably react against the self-respect of the teachers concerned and also against the status and good name of the whole teaching profession.

3. Government has therefore decided that—

(*a*) As far as possible, promotions from the fourth class should be arranged by the inspecting staff at convenient centres.

(*b*) Vigilance in such matters should be regarded as one of the main duties of the inspecting staff ; and negligence to adopt suitable measures to counteract this evil will be regarded as a serious offence.

(*c*) Persons against whom charges of making such extortions are proved will be liable to dismissal.

4. Government desires to take this opportunity of inviting the cooperation of local bodies and of the general public in the matter. It is only by the adoption of stern measures against delinquents and by persistent effort that this taint will be removed. It has been brought to the notice of Government that teachers from a certain school were dismissed a year ago for gross corruption at the time of the promotion examination ; but that the district board, while admitting their guilt, has now reinstated them. It is not by action such as this that success can be achieved.

Possible improvement.

24. Certain improvements in the teaching have been suggested. Inspectors are trying to make the school hours more convenient to the wishes of the parents ; and they have been informed that the needs of the first class are of urgent importance. Village committees should be of value. The normal schools should aim at training teachers in ordinary and not in ideal sur-

roundings and conditions. It is probable, however, that these defects are inseparable from the awkward time of transition. The single-teacher school is mainly responsible for this sad state of things. It is difficult for a teacher working in isolation to resist the insidious temptations of apathy and slackness. A school, without a headmaster, must lack orderliness and energy. It therefore follows that an increased number of pupils should result in increased efficiency by the provision of a larger numbers of teachers.

Employment of agriculturists.

25. Khan Sahib Maqbul Shah sees the solution of the village school in the employment of a larger number of agriculturists as teachers. He voices his opinions in forceful terms :—

> "The employment of agriculturists as village teachers has not received sufficient attention in the past. It is only those who are themselves agriculturists born and bred in the villages who can enter into the thoughts and feelings of village people and understand their needs and difficulties. The official class has been recruited chiefly from the commercial classes; and the tyranny and arrogance of official underlings has become a byword. It is therefore a matter of supreme importance that the village schoolmaster at any rate should be a man of the village. Village people are simple, illiterate and ignorant; and the schoolmaster should be their guide, philosopher and friend."

A plea for old age.

26. K. S. Maqbul Shah is also an upholder of age and dignity :—

> "The employment of young teachers, even as assistants, does much harm. When they are placed in independent charge of a school, the position becomes infinitely worse. Reverence for age is an article of faith in the east; and from time immemorial the profession of teaching has been regarded as sacred in this country and has been associated with old age. Many of our teachers are still in their teens and some are so young and so small as scarcely to be distinguishable from their pupils. Their childish ways and their treatment of the children sometimes amuse, but more often disgust, the parents who have no authority over them."

Courses.

27. There is also a storm of criticism of the courses and a revolt against "fancy subjects." Sardar Bishen Singh is the champion of the utilitarians :—

> "The existing curriculum, overburdened as it is with subjects such as nature study, kindergarten, manual training, drawing and practical geography, has resulted in a decreased efficiency in the three R's. This, coupled with the four-class school, has made the boy more liable to relapse into illiteracy; and it has frustrated the main object of the primary course which is to enable boys to carry on ordinary correspondence and to keep accounts. A simpler scheme such as was discussed at the Inspectors' Conference is the chief need of the times."

28. The Inspector of Schools, Ambala division, writes in the same strain :—

> "The boy that passes out of the present day primary school can hardly be termed literate. He is not even able to carry on correspondence with ease. The parent in the village finds that his boy has gained no accomplishment worth having as a result of four years' or even longer stay at school. From one point of view the education gained by the boy may be better than nothing, but the parent has certainly a justification for regarding it as good for nothing. The situation can be met by carrying out the utmost simplification possible in the primary school curriculum; and never forgetting that the one aim transcending all others should be the removal of illiteracy."

Need of simplification.

29. Much has recently been done in this direction; mainly, perhaps, by giving a free rein to the inspectors who cherish simplicity. Action however, has been taken at the root of the danger. Sardar Bishen Singh declares that the teacher has been initiated against his will in the "fancy" subjects. It is probable, therefore, that the recent simplification of the normal school course will do much to consolidate and to simplify the foundations of the vernacular system.

VI.—Compulsory Education.

The Compulsory Education Act,

30. Attention may now be directed to the second great achievement of the quinquennium, the passing of the Compulsory Education Act in 1919. The Act applies only to boys, and to them only for a period of four years. Compulsion has already been introduced in the cities of Multan and Lahore, though a number of other municipalities and some district boards are contemplating the application of the Act. At Multan, over 54 per cent. of the boys of compulsion age are at school as against 27 per cent. before the application of the Act. At Lahore, the proportion has risen from 50 to over 62 per cent. At neither place have legal proceedings been taken against offenders, nor (so far as can be ascertained) has provision been made for the education of the depressed classes. The latter is a matter of real importance. Compulsory education should be for all and not merely for the fortunate in life. It is therefore illogical as well as unfair to exempt a whole class from the benefits of compulsory education.

Progress in Multan.

31. The Inspector of Schools, Multan division, writes as follows in regard to compulsion in the city of Multan —

> "The Mullas of the town made an agitation against the scheme; and, for a while, they seemed to be successful. Eventually, the good sense of the people prevailed and there is now no opposition. The schools, however, are not efficient through the lack of proper

supervision. The Committee is now contemplating the employment of a whole-time supervisor. The success of the Multan Municipal Committee has excited the emulation of a number of other municipalities and district boards."

32. The provision of schools in Lahore and Multan is also a matter which needs attention. In Multan, a fine school has been purchased from the Mission authorities for Rs. 25,000. A proposal has been put forward at both places to erect cheap school buildings outside the city in the belt of gardens surrounding them. It is also suggested that, in cities where building sites are valuable, two or three-storeyed school buildings would be an economy. A few really good and large primary schools should give an entirely new and improved conception of what a primary school should be.

VII.—Schools for low-caste children and for the children of criminal tribes.

33. There are 99 schools for low-caste children in the province, with 1,789 children enrolled in them. These are maintained, or aided, by the local bodies. Education is free. The aided schools are maintained mostly by the Christian missionary societies, by the Arya Samaj and by the Dev Samaj. Government has also opened a number of schools for the children of the criminal tribes. Not only is the education free, but books, slates, etc., are also provided. Small stipends are also given. These schools are managed by the Criminal Tribes Department, with the advice of the local educational staff.

VIII.—Night Schools.

34. There are over a hundred night schools in the province. Most of these have been opened under the auspices of the Co-operative Credit Societies. One of these societies has gone so far as to resolve that any member who remains illiterate at the end of two years will be turned out of the society. Another society has made education compulsory for the sons of its members. The following extract has been taken from the report of the Co-operative Credit Department :—

"Last year, mention was made of an attempt to organise night schools. The subject of adult education is so full of importance for the progress of co-operation that considerable effort has been made during the year to open more such schools for adults. The result is that, in all, there are 45 registered and 55 unregistered institutions with 1,783 students. The average attendance is high and progress is said to be good. The age of members is usually from 18 to 60 years. In more than one school father and son read together. Tuition is given in Urdu, Gurmukhi or Hindi as the

members desire. Reading and writing are taught. The teacher is sometimes the local school teacher, sometimes a literate cultivator. A small honorarium is contributed by the local Credit Society or from tuition fees. In some cases grants have been sanctioned by district boards. There would be more schools were good teachers more readily available and were there no difficulty as to payment for their services. The following list of students in one school in Gujrat is interesting—6 shopkeepers, 9 carpenters, 2 blacksmiths, 2 water-carriers, 8 goldsmiths, 2 potters, 3 baildars, 3 weavers, 7 agriculturists and 4 others. The committee of the local Credit Society manages the school and is providing funds until a grant is received. One obstacle to popularity is that the primers are not suitable to adults. What the mind of a child may delight in does not always appeal to that of his father. However, the experiment is starting well. It is fraught with vast potentialities for the good of the mass of the people and, with the assured sympathy of the staff of the Education Department, much progress should be achieved during the current year."

CHAPTER VII.

The Training of Teachers.

I.—Statistics.

A natural accompaniment to the expansion of school education has been a corresponding increase in the demand for trained teachers. This demand the Department has not been slow to recognise and, as far as possible, to supply. In no branch of its activities has progress been more striking. In public schools, at the end of the quinquennium, the proportion of trained teachers was about three-fifths of the total. Proportion of trained teachers.

2. The number of normal schools has increased from eleven to fifteen at the end of the quinquennium. Statistics in regard to the number of training institutions of other types would only be fallacious and are therefore not given here. As will be shown in the next section, expansion has been largely in the direction of associating training classes with the ordinary institutions instead of by the multiplication of training institutions. Increase in number of normal schools.

3. There has been a very marked increase in the number of students under training, as will be shown by the table below, which also gives the numbers for whom preparation has been made in 1922-23. The figures for European and women teachers are given separately under the appropriate sections of this chapter :— Increase in number of students under training.

—	1916-17.	1921-22.	1922-23.
B. T.	45	43	60
S. A.-V.	43	49	60
J. A.-V.	...	...	...
(*i*) Government classes ...	88	71	110
(*ii*) Private classes... ...	22	84	100
S. V.	83	326	360
J. V.	793	1,250	1,490
Oriental classical teachers ...	...	40	60
Total ...	1,076	1,863	2,230

11.—Developments.

Efficiency and economy.

4. Apart from the expansion which is explained by the figures above, the keynotes of the new policy have been efficiency and economy: efficiency by promoting a closer combination between the training of the student and actual school conditions; and economy by a fuller use of existing resources (both in buildings and in staff) and by the amalgamation of the training institutions (wherever possible) with the ordinary schools and colleges.

The Central Training College.

5. Five years ago, the training of teachers, while qualitatively good, was quantitatively restricted by the lack of an adequate provision for training. The first step therefore was a change of policy in regard to the scope and function of the Central Training College so as to provide for more senior students under training. The classes in this institution, in 1917, comprised the University degree (B. T.) class; the senior and junior anglo-vernacular classes; and the senior vernacular class. These were accommodated in the main buildings of the college. In a subsidiary building on the college premises, but also under the control of the principal, there was a normal school with eighty junior vernacular students. Thus, the total number of students under training and practising in a single model school was over 300; and the institution was, therefore, not only crowded as to accommodation but also overloaded with work and responsibility, cramped in scope and opportunity, and hybrid in character. Apart, however, from this very large and overburdened college, provision for training elsewhere was scanty. A policy of decentralisation and of expansion therefore became essential.

Decentralisation.

6. In 1918, the normal school in Lahore was removed and expanded into two institutions which were located at Gujranwala and Sialkot (the former has since been transferred to a commodious and permanent home at Ghakkar). In the following year, the senior vernacular class was also closed, the work being conducted in an institution dignified by the name of a senior vernacular college at Lyallpur, a second college of the same type being opened later at Hoshiarpur. These changes had the effect of relieving the Central Training College of the purely vernacular work and of leaving it free to concentrate on anglo-vernacular training. The retention of the junior anglo-vernacular class, however, rendered it still difficult to expand and to improve the senior classes of the college. It was therefore intended to close the junior class and to establish a junior anglo-vernacular college at Jullundur. For various reasons this project was postponed from year to year; and, finally, other and probably more satisfactory means of providing for the junior anglo-vernacular students have led to the

abandonment of the proposal. The potentialities of the intermediate college and the opportunities it offers for professional training were brought to public notice by the Calcutta University Commission. Economy, a wider atmosphere for the students, and a larger measure of general training are expected from the association of students under training with these colleges. The Punjab Government has recently decided to investigate possibilities along these lines by associating junior anglo-vernacular classes with the intermediate college at Multan. It may here be recorded that the class has made an excellent beginning, the applications for admission in the first year largely exceeding the limits of accommodation.

Experiments in the teaching of J. A.-V students.

7. The establishment of this class at Multan has not, however, afforded complete relief to the Central Training College, though its senior work has been both expanded and improved (immediately after the close of the quinquennium) by the changes discussed above. The junior anglo-vernacular class at Multan extends over two years, as did its predecessor at the Central Training College, the qualification for admission being a good pass in the matriculation. It has also been decided to open (in the Central Training College for the present) a one-year course for students who have passed the intermediate examination with a view to comparing the relative value as teachers of the matriculate with two years' training and the intermediate with one. The association of junior anglo-vernacular training classes with Arts colleges is not altogether a new departure with the opening of the class at Multan, for permission to open such classes has been accorded in the past to the Khalsa College, Amritsar, to the Islamia College, Lahore, and, quite recently, to the D. A.-V. College, Jullundur. Thus, by the end of the quinquennium, junior anglo-vernacular work has been so far decentralised as to be in operation in five colleges instead of in one at the beginning of the quinquennium.

Training of vernacular teachers.

8. The development of vernacular training has been even more marked. This development has been achieved not only by the addition of new normal schools but also by the expansion of existing schools. It has thus been possible to dispense with the doubtful experiment of the training class without in any way prejudicing the supply of trained teachers. The expansion has also been accompanied by a considerable measure of economy. In the first place, senior vernacular classes have been amalgamated with certain normal schools. This measure has effected considerable savings in the provision of buildings, equipment and staff for separate S. V. colleges; but there are also other benefits to be derived from this new arrangement which ensures the progressive continuity of the work in the two years of training, en-

courages a much broader outlook on educational problems both by the teachers and by the students, and affords continuous personal supervision over the training of vernacular teachers throughout their course. In the next place, there has been economy through the simplification of the courses, a matter which is discussed later. In the third place, the amalgamation of certain normal schools with Government high schools has not only afforded a means of considerable economy but also more experienced supervision, a member of the Punjab Educational Service usually being in charge of the amalgamated institution. And, lastly, a uniform unit in the number of students in each class has removed possibilities of extravagance by the elimination of classes of an uneconomical size.

Other developments.

9. The story of development would be incomplete without reference to the classes opened in the Central Training College in 1919 for the training of teachers of oriental classical languages; to the class for training teachers in agriculture at Lyallpur; to the class for discharged soldiers at Gujar Khan; to the special classes held from time to time by the Adviser in Physical Training; to the training classes held by the Inspectress of Domestic Science; and to the class held in the Mayo School of Arts for the training of drawing masters.

III.—Curriculum and Organisation.

10. The tendency of the curricula in the B. T. and S. A.-V. classes has been towards divergence. Mr. Wyatt writes as follows:—

> "The distinctive difference is that the S. A.-V. student working for a departmental certificate revises more than one school subject, and has special lessons in English with a view to becoming a competent craftsman in the class-room, able to teach three or four subjects. In 1916-17 all S. A.-V. students took English, mathematics and science, but history and geography have now been added as alternative to science. The B. T. student, on the other hand, working for his degree, is expected to study more deeply the principles of education and the larger problems of educational administration. He takes a special course of educational psychology and considers such problems as compulsory education, the expansion of vernacular education, the needs of the urban and rural populations, and seeks the principles which govern their solution . . . . He is thus trained to be a wider and more interested thinker, but possibly a less competent and handy practitioner than the S. A.-V."

11. Mr. Wyatt is of opinion that—

> "the need for two different sets of qualifications remains, though outside opinion is strong and has strengthened during the quinquennium, that on individual candidates who fulfil the conditions

of admission to the course for the degree, it is hard to restrict them to the S. A.-V. course . . . . The departmental principle that a good graduate S. A.-V. stands the same chance as a B. T. of equal pay in Government services does something to meet criticism, but in popular opinion the University degree carries more prestige than a departmental certificate."

The inclusion of Education in the B. A. course.

12. Towards the end of the quinquennium the University considered a proposal to include 'Education' both as a literary and as a professional subject in the B. A. course. This proposal is of doubtful utility, at any rate so far as the inclusion of Education as a professional subject is concerned. Mr. Wyatt reports that, even now, some of his students find difficulty in obtaining satisfactory teaching posts in the schools. This indicates that the supply is equal to the demand. There is also a danger that the proposal (if accepted) would result in a form of training devoid of professional atmosphere and guidance. Again, the great need of the schools is a supply of teachers with a broad rather than a specialised training. A graduate who has taken English, Education and a third subject for his degree would scarcely be expected to possess a sufficiently wide complement of general all-round knowledge requisite for class-teaching.

Changes in J. A.-V. training.

13. The courses of the J.A.-V. class and the scope of the J. A.-V. teacher have undergone considerable changes. The reorganisation of the primary school, with the resultant removal of English as a subject of instruction from the primary curriculum, and the elimination of English as the medium of instruction from the middle department, have contributed to these changes. The duties of the junior anglo-vernacular teacher formerly comprised the teaching of English to the two upper primary classes and a share in the work of the middle classes. He was occasionally found in charge of a middle school and frequently as headmaster of an upper primary school. The revision in organisation referred to above has tended to a change in his position in the educational system; and the increased supply of senior vernacular teachers to teach through the vernacular medium will further tend to the restriction of the duties of the J. A.-V. teacher to the teaching of English. With this prospect in view, the J. A.-V. course has been remodelled with the object of affording the students the equipment which will best fit them for their new role. Mr. Wyatt is doubtful whether it is wise to entrust the beginnings of English teaching to the ordinary J. A-V. teacher whose knowledge and experience of that language is often so scanty.

14. The changes which have been introduced into the English course are undoubtedly a move in the right direction

Mr. Wyatt writes as follows :—

> "In 1916-17, the J. A.-V. student was studying the prose of Macaulay, Matthew Arnold and Dickens and the poetry of Sir Walter Scott. Five years later, he had turned from these classics to Younghusband's 'Story of the Guides' and Patterson's 'Man-eaters of Tsavo' as more useful for their special purpose of teaching simple colloquial modern English to boys beginning to speak and read the language in India."

In addition to this change in the type of prescribed reading, a separate course on the teaching of English to junior classes has been added. These improvements will, it is hoped, be reflected in a more rational use of the direct method in the schools, the inflexible rigidity of which is so severely criticised by inspectors.

15. In addition to changes in the English course, modifications have been made in the course in mathematics which is now confined to the matter taught at the school stage, revised and studied from the teaching standpoint. These changes have involved disassociation from the course for the intermediate examination and, in consequence, they have emphasised the importance of the professional side of the course. This means that a concurrent study of the intermediate and J. A.-V. courses is well-nigh impossible, but the University permits a J. A.-V. student to take the intermediate after one year's study. It is to be remembered also that the J. A.-V. class at the Central Training College is for intermediates.

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s.

16. The changes which have been introduced into the curriculum and organisation of institutions for vernacular teachers have been designed to meet conditions of rapid expansion in vernacular education. In order to utilise in the *fullest* manner possible existing resources in buildings and staff, vernacular training institutions have been amalgamated, wherever possible, with Government high schools, the combined institution being placed in charge of a principal in the Punjab Educational Service. This amalgamation has been effected in six cases, thus making considerable economies. In order to utilise the accommodation and teaching power in the *most economical* manner possible, the class unit has been fixed at forty students, a plan which has the additional advantage of facilitating the substitution of a unit of senior for junior, or junior for senior, students according to requirements. Changes in the curriculum consist chiefly in the elimination of subjects such as manual training and formal drawing from the junior course, which have no direct bearing on the actual class-room work in which the teachers will be employed, and which take up valuable time that could be more profitably devoted to the practice of teaching.

17. In its general life the vernacular training institution has still much to achieve, and in this respect the association of senior with junior students will, it is hoped, have beneficial effect. The junior student, as a rule, is young and has no outlook beyond that of the middle school in the rural town in which he received his earlier training. He is, therefore, lacking in initiative and experience and is disposed to follow the letter rather than the spirit of what he is taught in the normal school. Nevertheless, physical training and games are taken up with avidity and success in some institutions; gardening is a profitable occupation in others; and the principles of co-operation are practically illustrated in nearly all. More emphasis, however, needs to be placed on extra-mural activities; and this aspect of the possibilities of the normal school as a training ground for participation in, and leadership of, village community life was discussed at length at the last conference of principals and headmasters. The development of the life and activity of a normal school on these lines is being successfully attempted by the Rev. W. J. McKee of the American Presbyterian Mission at Moga, where the students are taught practical agriculture on a farm of fifty acres, and are trained in simple village handicrafts in addition to the practice of teaching

IV.—Practical Work.

18. The changes which have been effected in the matter of the training of the prospective teacher in the practice of teaching may best be indicated by a quotation from Mr. Wyatt's report showing what is being done in the Central Training College. He writes:—

> "Three distinguishable methods in connecting lecture work with class-room practice were in vogue at the beginning of the quinquennium following the procedure (now altered) of the training colleges for elementary teachers which had grown up during the last century in England. There was the demonstration lesson by the college lecturer or selected school teacher, the criticism lesson given by a student before his fellows, and the continuous school practice of each student under supervision of a lecturer or school teacher. The object of the demonstration lesson is to show a teaching principle in working so that the student may realise it and believe it to be practicable. This type of exercise continues to be given, usually by college lecturers on their special subjects or on general principles of procedure. But whereas it used to be called a 'model' lesson, it is now called an illustrative lesson or exercise, for its purpose is not to present a perfect example for imitation but to illustrate expedients or principles from the concrete. The distinction is important because it corresponds to a change in attitude and in the kind of discussion following such an exercise between the lecturer and the students.

> The criticism ' lesson is also changing its character. The old type of criticism lesson was regarded as a main instrument in the student's practical training. He was expected to give five or six such lessons during his course, and his merits as a practical teacher were largely assessed according to his success in these performances. Each lesson was a single and isolated whole delivered by the student in the presence of his class-fellows and a supervisor, and was followed by a discussion of its merits and defects, and an assessment in the form of marks by the supervisor. Given in artificial circumstances, disconnected from the ordinary work of the pupils, and setting a wrong value upon the oral class lesson which is now losing its pride of place in the class-room, the criticism lesson provides a false measure of the merits of the practical teacher, and should be replaced for this purpose by continuous supervised practice in ordinary schools. The completion of this revolution awaits the new quinquennium and the co-operation of the Lahore city headmasters, but in the meantime steps have been taken to make more of the practice in the Central Model School and of a yearly fortnight's practice in other local schools and less of the criticism lesson in judging the students ' capacity, and under the new title of ' discussion lessons ' these exercises are used more for discussing devices and principles and for considering difficulties and alternative methods and resources for meeting them than for placing a student on a scale of excellence in a show performance."

19. The principles which Mr. Wyatt has introduced into the practical work of the Central Training College are being extended to other training institutions ; and instructions have been issued accordingly. These include suggestions regarding the use of local schools as practising schools. The general rule has been laid down that the number of local schools so used should not be less than the number of class-units in the institution so that there will ordinarily be a practising school for every forty students on roll. To ensure practice for the junior vernacular student under the conditions in which he will work after leaving the training institution it has been arranged that he shall teach under supervision in village schools in the neighbourhood and that he shall visit such schools during the vacation and report on their organisation on his return. By these means it is hoped that the foundations have been laid for greater variety and more practical utility in the teaching practice done under training, and to less formality in class work after the period of training is over.

20. In regard to this formality and the means of reducing it, Mr. Wyatt writes —

> " However efficient his formal training, the teacher after he leaves the college is apt to fall into routine unless his circumstances are stimulating or his will persistent. I have long felt the need of

arranging for some sort of refresher course for teachers, though climate and the various calls upon a college principal's time and thought outside his college are permanent obstacles."

Though it does not belong strictly to the quinquennium under review, it may be recorded that such a course, with interesting results, has recently been held.

V.—Training of Indian Girls.

Good progress.

21. The progress of training is no less marked in the case of Indian girls than it is in that of men. At the end of the last quinquennium, there was only one Government training institution, all other training being given in twelve classes, mostly small ones and attached to secondary schools under the control either of local bodies or of Christian missions. The recruitment of trained teachers through this private or semi-Government agency had its drawbacks. First of all, there were financial difficulties. Municipal funds did not permit the purchase of suitable school buildings, hostels and equipment nor the entertainment of teachers with good qualifications. In the case of mission institutions it was found desirable to give the girls a wider outlook than that in which most of the teacher-students had been reared from infancy. The policy was therefore inaugurated of provincialising the schools which had been founded by local bodies, a policy which has been steadily pursued throughout the quinquennium, with the result that there are now seven Government normal schools and three maintained by missions. The total number under training was 224 in 1916-17, an enrolment which has risen by 70 *per cent.* to 382 in 1921-22, of whom 326 were in Government institutions.

22. The Lahore Normal School is the largest and in every respect the best. It had last year 106 students on roll, almost equally divided between the senior and junior vernacular classes. It is exceptionally fortunate in its staff which includes three lady graduates, two with the B. T. degree, and a kindergarten specialist. There are also mistresses for domestic science and industrial subjects. The school is well housed in the old Masonic Hall, a commodious building away from the city and with a large compound. The latter especially is very much appreciated. A class-room block, which will release the main buildings also for hostel purposes, is needed; and improved accommodation is also required at Jullundur, Rawalpindi and Gujranwala.

23. No important changes have been made in the syllabuses of instruction, but efforts have been directed towards making the training of a thoroughly practical character. In addition to special emphasis on the pratice of teaching and the

teaching of vernacular, instruction is given in the laws of health, elementary hygiene and sick nursing. The Chief Inspectress draws attention to the need of suitable literature for girls, the absence of which hinders general progress and culture; and to the difficulty of standardising the instruction in the first-year class owing to the differences in the attainments of new-comers.

24. Thirteen girls were under instruction last year in the J. A.-V. class of the Kinnaird School, and this number is likely to be increased in the near future with the association of training classes with the newly established Intermediate College for Women at Lahore.

VI.—The Training of European Teachers.

The Chelmsford Training College, Sanawar.

25. The general control of the training class at Sanawar is in the hands of the Rev. G. D. Barne, to whose zeal and enthusiasm was very largely due the contribution to the fighting forces of the Empire during the war, to which reference has already been made. In the absence of Mr. J. R. Firth, a heavy share of additional work was imposed on Mr. Prince, to whose arduous and devoted labour in circumstances of exceptional difficulty a tribute is also due. After fourteen years of continuous work Mr. Prince is now on leave undergoing a course of pedagogy in London.

26. The number of students, now fifteen, shows no tendency to increase, the main reason being the unpopularity of the profession among the youth of the European community who see in it indifferent prospects both in pay and status. The present strength includes seven students from the United Provinces, two each from Madras, the Central Provinces and Bengal, and only one from the Punjab.

27. The principal's report is doleful reading. He complains that the course is unsatisfactory and incomplete, and that Sanawar-trained men continue to justify the adverse comments upon their training by headmasters of European schools in India. The stipends are, he states, insufficient so that "the students work under grave disadvantages, the purchase of necessary books is extremely difficult, and their whole life under training is hampered and confined." The principal also comments adversely on the inadequacy of the staff: "when the class was started fifteen years ago the arrangements included two whole-time men thoroughly qualified; and, later, the addition of two masters was sanctioned. At the present time and for the greater part of the quinquennium, the staff has been limited to one whole-time master."

28. To relieve these conditions, the principal pleads for a policy of greater liberality of support from public funds, a plea which is probably justified but not altogether easy to satisfy. The proposal for a new building had so far advanced in 1920 that the late Viceroy laid the foundation stone of the projected college which, in honour of the event, was to be known as the Chelmsford College. To quote the principal : " this is the only stone which has been laid.... and the derelict appearance of the new site with weeds growing up where the college should now be standing is symbolic of the present position of the training class for masters under my superintendence.... At present, we are 'as a beacon upon the top of a mountain and an ensign on a hill.' "

29. The main difficulty is that of expense. The sums which the Government of India have allocated in the past for the purpose are inadequate to meet the estimated expenditure ; and it is scarcely possible for the Punjab Government to provide an additional sum towards the construction of a college in which, at present, there is but a solitary student from this province. It is also difficult for a Government to be responsible for a training class when it has no authority whatever over the practising school.

30. St. Bede's Training College at Simla continues its excellent work in the training of European girls. The number of students is more or less stationary, but the present demand is not great. The girls find little difficulty after training in securing appointments and some have done extremely well. One is an inspectress in the United Provinces, another in charge of a normal school in the Central Provinces and a third is on the staff of the Cheltenham Training College in England. The students are comfortably housed and every attention is given to their physical and moral welfare. The examination results have been consistently good.

31. St. Deny's Training Class for kindergarten teachers at Murree has been in existence since 1918 ; and from four students in the first year the number rose to ten in 1921-22. The staff is well qualified and the training of a high order. Thus the products of the class are good in quality, although numerically few. The syllabus followed is that of the Bombay examination for teachers in kindergarten and junior departments of European schools. All the students who have so far been presented for this examination have been successful.

IX.—Personal.

32. In May, 1919, the Department lost, through retirement, the services of Mr. H. T. Knowlton, who had been closely asso-

ciated with the work of training teachers in the Punjab for upwards of twenty-six years. Mr. Knowlton first joined the Education Department in 1892 as headmaster of the Central Model School at Lahore, having already acquired some experience in the administration of schools in England; but shortly after his arrival he was promoted to a wider sphere as principal of the Training College and, with brief intervals of inspection duty and of deputation for the re-organisation of the educational systems in Patiala and Jodhpur States, he remained in charge of that institution until the end of his service. As principal of the Central Training College it was an important part of Mr. Knowlton's duty to supervise and inspect all the other training activities of the province, and thus it may fairly be said that for a quarter of a century he influenced and guided through the training of the teachers both the secondary and the primary education of the province. This record in the work of training is probably without parallel in any province in India. A born teacher, a sagacious and trusted leader of men and a personality of conspicuous firmness and kindliness, he attracted the confidence of his students and won an esteem which only the passing of a generation of teachers will efface.

33. Another gap in the ranks has been caused by the retirement last year of Lala Churanji Lal, for many years the respected assistant superintendent of the Central Training College and for a year the principal of the senior vernacular institution at Lyallpur. Lala Chiranji Lal's help on the vernacular side of training has been of the greatest value.

CHAPTER VIII.

PROFESSIONAL, TECHNICAL AND SPECIAL EDUCATION.

I.—Professional Education.

Law College.

THE Law College continues to attract large numbers. As many as 443 students appeared for the examination at the end, as against 285 at the beginning, of the quinquennium. Improvements have been made in the staff; and a new boarding house is now rented from Government in the property which used to accommodate the Cathedral School for boys. The new building for the college (which is now nearing completion) is likely to be available for occupation when the college re-opens after the vacation. Of the total 465 students on roll, only about 160 were resident. With this small percentage of its students in hostels, it seems peculiar that the University threatened the Medical College with disaffiliation unless a much larger percentage of its students were accommodated in hostels.

King Edward Medical College.

2. The number of students on the roll was 439 as against 232 five years ago. This increase in admissions has been rendered possible by the transfer, in 1920, of the Medical School to Amritsar. The popularity of the college may be gauged from the fact that 160 applicants had to be refused admission through lack of accommodation and facilities for practical work. The examination results have been generally satisfactory. The long-felt need of additional hostel accommodation was partially provided in 1920 on the disassociation of the school from the college when the old school boarding house, with necessary structural changes, was made available for the college. The most noteworthy changes in the staff have been the retirement of Lieutenant-Colonel Hugo, C.M.G., and the appointment of Major Broome in his place. Lieutenant-Colonel Sutherland, C.I.E., relinquished charge of the office of principal in December last and was succeeded by Lieutenant-Colonel Ainsworth. The tutorial system is followed in the college; and steps are taken to promote a healthy moral atmosphere. The only effect of the non-co-operation movement was the withdrawal of two students from the college.

3. It is pleasing to record that though Colonel Sutherland has felt it necessary to resign the post of principal after a long period of arduous and successful service, he still remains on the staff of the college. An efficient administrator, a firm yet kindly disciplinarian, and an eminent physician, he has done much for the welfare of both college and hospital. It was fortunate for the development of medical work in India and in the Punjab in particular that Colonel Sutherland's tenure of the principalship coincided with the expansion and remodelling of the college

and hospital in connection with the King Edward Memorial. It is mainly through his enthusiasm and experience that the college and hospital have reached a standard of efficiency that can compare not unfavourably with that of similar institutions in other parts of India.

The Medical School, Amritsar.

4. The School, since its separation from the King Edward College in 1920, has been provided with whole-time lecturers, a distinct improvement. The scope of the teaching is to be enlarged by the addition of physics and chemistry to the course from the next session. Clinical teaching, however, is hampered on account of paucity of clinical material, which defect will be remedied when the contemplated improvements and extensions of the hospital materialise. Permanent buildings for the school and hospital are also expected to be taken in hand next year.

5. Compared with 1916-17, the roll has increased by 83, the number of new admissions being 112. The Punjab State Medical Faculty was inaugurated in 1921-22. The results of the examinations conducted by the Faculty have been satisfactory. The health of the students has been generally good. The non-co-operation movement was responsible for the only instance of overt insubordination which occurred among the military medical pupils.

6. The Inspector-General of Civil Hospitals has forwarded the following report :—

> "Major R. A. Chambers, O.B.E., I.M.S., throughout the past year, has continued to display marked administrative ability, self-reliance and tact in the midst of trying conditions ; and it is due to his firmness, forbearance and good sense that difficult situations which have at times arisen have been satisfactorily and harmoniously overcome. He has been ably and loyally assisted by the members of the staff."

The Unani Tibya classes.

7. These classes which are attached to the Islamia College, Lahore, had 45 men on roll, 34 being Muslims, and eight non-Brahman Hindus, two Brahmans and one Sikh. The income from fees aggregated Rs. 1,213.

The Ayurvedic Vidyala.

8. The Vidyala is attached to the D.A.-V. College, Lahore, and has 73 students on its books. In addition to its buildings, the Vidyala has now a pharmaceutical laboratory, a dispensary and a botanical garden of its own. Further improvements and extensions are under contemplation. No fees are charged from the students of the Vidyala. From the qualifications of those admitted during the year it appears that the Yunani as well as the Ayurvedic classes are beginning to attract even graduates and also men who have studied up to the F.Sc. standard of the university.

9. The college is greatly hampered in its development by inadequacy of accommodation. Want of funds and difficulties connected with the acquisition of land have stood in the way of the erection of the new buildings, the need for which has been precipitated by the demand for the provision of a laboratory for physics and chemistry which have to be taught from next year under the regulations of the Punjab State Faculty of Medicine. The demand for the graduates of the college is far greater than the supply. Discipline has been well maintained. The College owes much to the energy of the principal, Dr. Edith Brown. **The Women's Christian College, Ludhiana.**

10. There have been several changes in the staff, the more noteworthy being the reversion of Mr. Wilsdon, Agricultural Chemist, to the Education Department (Dr. Lander acting in his place). The two Indian members of the staff who went to Europe for further study have returned ; and one of them, S. S. Kharak Singh, has been promoted to the Indian Agricultural Service. A second assistant professsor of English has been appointed. The Principal alludes to the urgent need of the appointment of associate professors of botany for teaching and research work, especially in view of the new regulations for the institution of an M. Sc. (Agriculture) course. **The Agricultural College, Lyallpur.**

11. The number of applicants for admission has risen to 300, the highest figure reached since the opening of the college in 1909. Out of these only 53 could be admitted. The question whether some of the work of the college, especially that connected with pure science and general subjects, could not be transferred to the new intermediate colleges is awaiting settlement. The rural economy class continues to flourish. Officers trained in this class are reported to have been a great help to the Department of Agriculture. Last year, 22 officers of the civil, canal and co-operative departments attended the class. Twenty-six candidates took the six months' vernacular course, seven of these being employees of the Co-operative Department. The principal acknowledges warmly the munificence shown by district boards and other donors in providing liberal scholarships. Among the latter class of donors the States of Patiala, Kapurthala and Faridkot are mentioned.

12. The B. Sc. and other examination results have been satisfactory. The tutorial system, the principal reports, is not yet possible owing to the want of quarters on the estate for the staff. The supervision of games, etc., however, has been greatly improved during the past few years. The college rest-house has been utilised as a hostel this year to meet the increased demand for boarding-house accommodation.

13. The college sustained a great loss during the quinquennium through the resignation of the principal. Mr. Roberts presided over the destinies of the college at a critical period of its

history ; and its present reputation is due very largely to his ripe experience and kindly control. Mr. Roberts' energies were by no means confined to the college, but were directed alsoto the general development of agriculture throughout the province. He also played a large part in formulating the scheme for agricultural training in vernacular middle schools, a matter which is discussed later in this chapter. The new principal is Mr. D. Milne.

Veterinary College.

14. There have been several changes in the staff. The most noteworthy event has been the introduction of the four-year English course. The admissions to the first-year class of the new course took place in October last. Out of 55 applicants, 29 were admitted ; ten of whom left in the course of the year either through inability to cope with the work or for other reasons. A riding class was also instituted in the last year of the quinquennium. The total number on roll was 172 at the close of the year. The results of the annual examination are reported to be very satisfactory. Health and discipline continue to be good ; and no student left the college on account of the non-co-operation movement. The tutorial system has proved helpful in keeping the teachers and pupils in intimate touch with each other.

Government School of Engineering, Rasul.

15. There were 103 students in the various classes at the end of the quinquennium, as compared with 99 in 1916-17. The staff which saw some changes in the year has been strengthened by filling up the long vacant post of instructor in engineering drawing. The standard of the courses was raised last year to suit the requirements of the reorganised engineering services. The results of the first examination held under the revised conditions were satisfactory. The principal, however, notices with regret a falling off in the standard of English of the entrants during latter years. To remedy this defect the principal proposes to arrange more attention to the teaching of English. Considerable improvements and additions have been made in school and hostel accommodation, especially the latter. Estimates have been sanctioned for building a new museum, a new office block and additions to the examination-hall. The health of the students has been satisfactory and proper attention paid to cleanliness and sanitary conditions in the boarding house. The desirability of installing electric lights, however, is felt. Students of the school, on the completion of their course, find no difficulty in securing suitable appointments.

The Mayo School of Arts, Lahore.

16. Mr. Lionel Heath, the principal, reports a certain falling off in the numbers as compared with the year 1916-17. The improvement in the roll in the last year of the quinquennium is explained by the increased stipends and by a return to the custom of supplying costly drawing material free to students, which practice

had to be discontinued during the war period. The only new department which has been opened is that of architectural drawing. It is refreshing to learn from the report that the work of the school in general has maintained its high level, and that it has been entrusted with important work for the Government architect and for departments and individuals desiring superior workmanship and artistic skill. The enrolment of the drawing masters' class has been increased with the recent improvement effected in the pay and prospects of drawing masters. In the last year of the quinquennium, the school was provided with an excellent hostel. The estate assigned for the purpose provides also a playing field, a study-room and workshop. The resident students numbered 53 at the close of the year. The health of the pupils suffered much from fever during the malarial season. Discipline has been satisfactory and the non-co-operation movement had not the slightest influence on the teachers or the pupils of this institution.

Government Institute of Commerce, Lahore.

17. It was stated in the report of last year that the Institute of Commerce required improvement. This remark still obtains and is due, very largely, to the confusion of ideas in regard to the objective of the Institute; and that objective is naturally guided by the nature of the courses and examinations. The courses are not suited, on the one hand, to train the students to be efficient clerks in a business house or Government office; nor do they, on the other hand, give a suitable training for those who desire, and have the opportunity, to be leaders in industry or commerce. A good and a broad general education is the necessary foundation of all specialised knowledge. To cram a number of difficult subjects into a short space of two years in the case of matriculates, and those usually of inferior attainments, and then to deny them access to higher ranges of study is to court disaster; and, unfortunately, disaster there has been. The feeling of uncertainty in regard to the courses and the fact that they lead nowhere, coupled with numerous changes in the staff, have created a sort of panic among the students. In consequence, the numbers have fallen from 82 to 62. The matter has been referred in this light to the University which is re-considering the matter.

18. To save collapse, Government has, as a temporary measure, increased the number of scholarships from six to twelve for the more promising of the diplomates to enable them to take the B. Com. course at Lucknow on the completion of their studies in the Institute. The staff has also been strengthened. These, however, are only tentative and temporary measures.

II.—Special Schools.

Reformatory Schools, Delhi.

19. Mr. Farmer continued in office throughout the year; and there are no changes of any consequence to report in the

members of the staff. The revised rates of pay came into force in the last year of the quinquennium and they have been well received on the whole. One hundred and twenty-one boys, as compared with 112 in 1917, were on the rolls at the end of the year. Thirty-three were admitted during the year and eighteen discharged The conduct and discipline, with a few exceptions, may be regarded as good. This satisfactory state of affairs speaks very well of Mr. Farmer's influence and tactful control. The quality of work in the industrial department has been well maintained, save in the smithy which has suffered somewhat owing to changes in the instructors, but an improvement in this matter is now expected. The health of the boys suffered from malarial fever last year; and one death occurred from cholera. Physical exercise and games received good attention. A study of the after-careers of pupils shows that in the three years preceding 1921-22, 66 out of 72 or 91·6 per cent. are leading honest lives. This is a very good percentage. The Indian Jails Committee inspected the reformatory in 1921; and it is gratifying to read in their report that "the most favourable impression we received was at the Delhi Reformatory School."

The Government School for the Blind.

20. This is the only institution of its kind in the province The number of students in attendance at the close of the year was 28. The school is maintained by Government, though some of the boards sending pupils have furnished a few stipends. Last year the expenditure on the school and the attached hostel aggregated Rs. 2,430; and the total income from fees and sale-proceeds of articles amounted to Rs. 466. The staff consists of two teachers; the head-master who worked as a teacher prior to his loss of sight and is now well versed in the Brail system, and the second master who learnt manual work at the Rajpur School for the Blind.

21. The Department of Industries has, in addition to the stipends provided by local bodies, sanctioned twenty more of Rs. 5 each for the benefit of the students, the more indigent of whom are fed and clothed at Government expense.

22. Lala Madan Gopal, headmaster of the Railway Technical School, supervises the work of this institution. He suggests the need for increased interest in the school. Many of the pupils who left last year are still in search of employment. Two pupils, however, have obtained employment in the railway workshops and are said to be doing well.

23. The school is inspected by the Inspector of Industrial Schools and by the Inspector of Schools, Lahore division, and is under the control of the Department of Industries. No special

arrangements seem to exist for the medical inspection of the pupils or for medical attendance.

24. The required statistics about the deaf mutes and blind (separately) for the province (British Territory) according to the latest census are noted :—

Ages.	Deaf Mutes.			Blind.		
	Total.	Male.	Female.	Total.	Male.	Female.
5-9 (inclusive) ..	2,361	1,462	899	1,888	1,167	721
10-14 „ ..	2,400	1,534	866	2,002	1,266	736
15-19 „ ..	1,987	1,334	653	1,934	1,270	664

III.—Vocational Training.

25. It may be convenient to preface this section with a list of the facilities given for this important form of training. The list (which cannot claim to be comprehensive) indicates that a good deal of progress has been made.

Agriculture.	Manual Training Centres.	Industrial Training.	Commercial Training Centres.
	Multan Division.		
Agriculture is being taught in most of the high schools and small farms are attached to the Bar Khalsa high school, and the Zamindar Islamia High School, Dasuha, in the Lyallpur District. No high school centres have been yet organised.	Multan at the Government High School. Lyallpur at the Normal School. * Dera Ghazi Khan. * Chiniot.	Leiah Bharatri High School (Ivory Turning). *Multan.	D.-A. V. High School, Multan. The class has racently been converted into a commercial centre for other Multan Schools. *Jhang. *Lyallpur.
Satiana Khurrianwala Cloya (379-J, B). *Ram Dewali — Lyallpur District.			
Ahmadpur Syal Kot Shakir *Lalian — Jhang District.			
Gngera, Sadr Jandraka — Multan District.			
*Mailsi Qadirpur Rawan — Multan District.			
Kot Sultan *Jatoi — Muzaffargarh District.			
Fazilpur *Choti — Dera Ghazi Khan District.			
	Ambala Division.		
*Ambala *Rohtak — High School, Centres.	Simla Government High School, Karnal.	District Board High School, Ambala Arya Middle School, Rohtak.	Ambala. Gaur Brahman School, Rohtak. Anglo-Sanskrit High School, Pundri.

Gharaunda, Patli Kalyana — Karnal District.	† Hissar. *Panipat (Karnal District). *Beri (Rohtak District). *Rohtak.	* Joti Parshad Maclagan, Centre Jagadhri (Ambala District).	Government High School, Karnal. Municipal Board School, Kaithal. Hindu-Muhammadan School, Ambala. District Board High School, Ambala Cantonment. C.-A. V. High School, Hissar. Jat Heroes' Memorial School, Rohtak. *Government Commercial Centres.* Ambála. *Simla.
Kharar, Naraingarh, Manimazara — Ambala District.			
*Kharkhanda, *Murthal, *Madina — Rohtak District.			
*Sisai, Hissar District.			
Nuh, *Punhana — Gurgaon District.			

Lahore Division.

Patti, Lahore District ...	Central Model School, Lahore ... Dyal Singh High School, Lahore. Rang Mahal High School, Lahore. Khálsa College, Amritsar. Government High School, Gujranwala. (Three other centres are under consideration).	Raja Sansi Vernacular Middle School (Amritsar District). District Board High School, Akalgarh (Gujranwala District). (Six other centres are under consideration).	Central Model School, Lahore. D. A.-V. High School, Lahore. Islamia High School, No. 1, Lahore. ,, ,, ,, No. 2, ,, Khalsa High School, Lahore. Sanatan Dharam High School, Lahore. Mission High School, Lahore. Government High, D. A.-V. Mission, M. A. O., P. B. N. and Hindu Sabha Schools, Amritsar. G. T. B. Khalsa High School, Baba Bakala. T. I. High School, Qadian Scotch Mission High School, Sialkot. Khalsa High School, Gujranwala. (Two centres are under consideration.)
Ajnala, Amritsar District.			
Kalanaur, Kot Naina, Sujanpur, Harchowal — Gurdaspur District.			
Gakkhar, Naushera, Virkan — Gujranwala District.			

*Proposals under consideration.
†Likely to be opened in the near future.

Agriculture.	Manual Training Centres.	Industrial Training.	Commercial Training Centre.
		Jullundur Division.	
Ludhiana, Ferozepore, Jullundur, Hoshiarpur — High School Centres. Dasuya, Chutala, Mahilpur, Kot Abdul Khaliq — Hoshiarpur District. Adampur, *Nawanshahr — Jullundur District. Baddowal, Swaddi — Ludhiana District. Moga Mission, Jalalabad, *Butler, *Patto Hira Singh — Ferozepore District. *Anglo-Vernacular Middle School, Palampur — Kangra District.	Jullundur High Schools ... *Ludhiana High Schools, and Faridkot State High School. Mahalpur. Hariana. Muktsar. Zira. Dharmkote. Kot Abdul Khaliq.	Ludhiana Arya High School and A. O. High School, Dharmkot (Weaving). A. S Middle School, Mukerian. Moga Mission School. Kulu Middle School. Palampur Weaving School for criminal tribes. Sir Louis Dane Weaving School, Ludhiana. Khanna Mission (Weaving), Ferozepore Orphanage. District Board Industrial School, Ludhiana. District Board Industrial School, Ferozepore. NOTE.—Almost all schools of Kulu Sub-Division teach wool spinning and weaving.	Jullundur, Hashiarpur, Ludhiana, Ferozepore. — All these are private schools. *Government Commercial Centres,* Jullundur. Hoshiarpur. Moga.
		Rawalpindi Division.	
Mianwali, Sargodha, Shahpur, Gujrat — High School Centres.	Rawalpindi. Gujrat. Training classes at Government High School, Mianwali.	*Sargodha, District Shahpur.* Centre proposed to teach Carpentry, Tailoring and Weaving.	Government High School, Rawalpindi, Denys' High School, Rawalpindi. (Separate Centre recommended). D. A.-V. High School, Rawalpindi.

Gurgushti, District Attock. Kamarmashani, „ Mianwali. *Chak No. 101-S. B., „ Shahpur Pinanwal, „ Jhelum. Ajnala, „ Gujrat. *Makhanwali, „ „ *Guliana, „ Rawalpindi. Daulat Nagar, „ Gujrat. Midh Ranjha, „ Shahpur. Musa Khel, „ Mianwali. Phalia, „ Gujrat. Sangral, „ Attock.	District Board Vernacular Middle School. Daud Khel, District Mianwali.	*Kalabagh, District Mianwali.* Primary Industrial School already in existence. It is suggested that this should be raised to the middle status.	Khalsa High School, Rawalpindi. Sanatan Dharm School, Gujrat. † Chakwal. † Jhelum. † Mianwali.

*Prop sals under consideration.
†Likely to be opened in the near future.

Industrial and Technical Schools in the Punjab.

	Name of School	*Locality.*
1.	Mayo School of Arts	Lahore.
2.	Railway Technical School	Lahore.
3.	Zenana School	Lahore.
4.	Dyeing School	Lahore.
5.	Victoria Diamond Jubilee Hindu Technical Institute ...	Lahore.
6.	District Board Industrial School...	Kasur.
7.	Ditto ditto	Lyallpur.
8.	Ditto ditto	Ludhiana.
9.	Ditto ditto	Ferozepore.
10.	Ditto ditto	Dera Ghazi Khan.
11.	Ditto ditto	Rohtak.
12.	Municipal Board Industrial School	Amritsar.
13.	Ditto ditto	Multan.
14.	Ditto ditto	Delhi.
15.	Central Weaving School	Amritsar.
16.	Weaving School	Multan.
17.	Ditto ditto	Sialkot.
18.	Ditto ditto	Sham Churasi.
19.	Ditto ditto	Jalalpur Jattan.

Control and inspection of industrial education.

26. The control of this class of education has been transferred to the Department of Industries, with the exception that primary industrial schools are still administered by the Department of Education. Thus, the middle schools are inspected by the Principal of the Mayo School of Arts and by an assistant inspector; and the primary schools by the Inspector of Drawing and Manual Training and his assistant. This very complex systemh as had most unfortunate results. There must be much extravagance in a dual inspecting system of this nature. There must also be a confusion of policy through the departmental system explained above; and, the inspecting agency in both cases being that of central officers with other duties to perform, there must be a serious lack of contact between the inspectors and the local bodies with whom the real control usually lies.

27. Mr. Lionel Heath is emphatically of this opinion:—

> "The industrial schools are entirely under local boards and thus Government control or influence is only in name. It should be added that the power of the purse has rarely been exercised by the Education Department in the past; and only recently have the schools been transferred to the Department of Industries. The consequence is that the inspecting officer has no weight behind his advice and authority. Teachers have been appointed or retained in direct opposition to the advice of the industrial inspector, local influence having an unwholesome influence in governing such appointments. Until the Government grant is regulated by the efficiency of the school, I can see no chance of getting any advance or any development in the quality of the local industrial schools."

28. On the question of inspection, Mr. Heath is even more emphatic in his criticism:—

> "This weakness lies in the fact that the inspecting officers are not in a position to get into touch with the local authorities or to study local conditions. There is only time for a hasty inspection of the schools by the inspector, who moves on leaving the impression of being a foreign and adverse critic. Personally, I have been able to visit only two or three schools this year. The assistant inspector, since his appointment, has regularly inspected all the schools twice a year and the work of the schools has certainly improved. But co-operation between the local bodies and the inspecting staff has not improved. Matters which ought to be referred to the industrial inspector are preferably referred to the district inspector (who is the man on the spot)."

29. The first essential to an improvement of the existing system would appear to be (*a*) the constitution of an authority which can formulate a policy for industrial education in place of the rival authorities at present in existence; and (*b*) an inspecting staff which can be in intimate touch with the local authorities.

Piecemeal treatment is fatal to industrial education in particular, for such education depends upon sound inspection, expensive equipment and efficient teachers. A local body, working in isolation and without systematic guidance, can scarcely be expected to show good results. This difficult problem has been discussed since the close of the quinquennium.

30. It is only to be expected that the primary schools have not been a success. S. Nur Elahi gives vent to criticism in the following words :— **Primary industrial schools.**

> " The unpopularity of the primary industrial school can easily be accounted for. As a school of general education it has failed to impart to its pupils even as much literacy as a pupil acquires at an ordinary elementa y school. On its technical side also the value of its instruction is very doubtful. In the first place, the boy is too young to learn a craft, nor is the instruction of a useful character. For instance, after five years' training in carpentry, a boy is not fit to be accepted as a paid apprentice by a carpenter. He must work for another two years as an apprentice before he can earn a wage. This would have been the case even if he had not been to an industrial school. The general opinion is that the primary industrial school is not serving any useful purpose."

31. There is, unfortunately, little doubt but that S. Nur Elahi is correct in his main contention. The primary industrial school is in no way a preparatory school, for it is not linked up with a higher school of the same type. The pupils are bereft of any general education worthy of the name and their technical training can be of very little value. Moreover, training of this nature is not suited to little boys who are not strong enough to use the tools or to appreciate the value of the training. The removal of illiteracy is the object of the primary stage.

32. Mr. Heath reports very little change either in the number or in the strength of these schools, but the expenditure has been increased by half as much again during the quinquennium. In the fourth year of the quinquennium the downward tendency in the number of pupils was most marked. Since then, there has been an improvement and much of the ground lost in the preceding years has been recovered. Carpentry claims three times the number of pupils of all the crafts put together. This marked partiality for carpentry is due, in the main, to the comparatively small cost of equipment as compared with classes for smithy which need for their efficient working foot or motor power machines which none of the schools, except the Railway Technical School, Lahore, possess. In the latter institution where such machines are provided the metal-work classes are popular. **Industrial middle schools.**

33. The courses of study have been transformed during the period under review. Literary education is not now attempted in the middle classes, six of the eight daily hours of work being given to practical craft and the remaining two to scale-drawing, etc. The results of this innovation are thus summed up by Mr. Heath :—

> "Whatever may be said against stopping general education after the primary stage in these schools, there is one fact which stands out to any observer. This is the very great advance in the quality and the finish of the work; and that notwithstanding many handicaps and the absence of almost every modern aid to good work."

Agricultural training in schools.

34. Very considerable progress has been made during the quinquennium in the provision of facilities for practical training in agriculture. The important question had first of all to be decided whether such training should be given in separate agricultural schools or in some of the ordinary schools of the province. The latter has been considered to be the more appropriate course. There are many cogent reasons in defence of this decision. In the first place, separate agricultural schools are very expensive. In the second place, specialised training for boys below seventeen is unsound. And, above all, the ordinary parent desires for his boy a sound measure of general training.

35. In pursuance of this decision of fundamental importance, efforts have been made to introduce agriculture into the middle vernacular schools. It is hoped that the introduction of this subject will render the courses more suited to rural needs, as it is undoubted that the schooling of rural boys has been dominated too much in the past by urban requirements. There are two points of importance in connexion with the organisation of the training. In the first place, the work is rendered sufficiently practical by the provision of a school farm with the necessary stock and implements. In the second place, the teaching is in the hands of trained teachers who have first passed the S. V. examination and have then undertaken successfully a year's course in agriculture at Lyallpur. In regard to this course for agricultural teachers, it is pleasing to record the verdict of the Principal of the Agricultural College :—

> "The class for the training of teachers of agriculture in vernacular middle schools consisted of seventeen senior-vernacular certificated men, all of whom were successful in the final examination. These men were smart and evidently very carefully selected. The spread of the knowledge of agriculture in vernacular schools is of very great importance; and the educational authorities are taking active measures to make it a success."

By means of this form of training the influence of the Department of Agriculture is exercised on the teaching. The inspection of the agricultural training is in the hands of Lala Lachhman Das, Varma, Provincial Educational Service, who has had valuable experience and to whose energy much of the success has been due.

36. Lala Lachhman Das reports that there are already twenty schools where suitable arrangements have been completed; and that in eleven other schools temporary arrangements of a fairly satisfactory nature have been made. In some thirteen other schools where agriculture is taught the arrangements are unsatisfactory. Lala Lachhman Das reports well on the efficiency of the teaching, both in the class-room and on the farm. A distinct improvement is noted in the crops and in the general appearance and management of the farms. The main difficulty is in regard to the time-table, especially in schools where optional English classes are maintained. It has been laid down that the upper middle classes should devote six hours, and the lower middle classes four hours, to agriculture; and that, at important seasons of the year, a certain amount of work should be done out of school. Practically all the work on the farm is done by the pupils. Steps have also been taken to ensure that the agricultural teachers are not debarred from promotion, the feeling being wrongly held in some quarters that such teachers are not ordinarily fitted to be in charge of a school.

37. The efficacy of the training in agriculture in high schools is far more doubtful. The expense of providing a farm on the outskirts of a large town is almost prohibitive. The inspector reports that a large majority of the pupils, even those from the agricultural classes, take agriculture for the M. S. L. C. examination, not because of its own value but because it is supposed to be an easy subject for examination purposes.

Clerical training.

38. Much advance has also been made in providing facilities for clerical training, which subject is now included by the university as an optional in the M. S. L. C. examination. Towards the end of the quinquennium, Government decided that its best contribution towards this branch of education could best be made in the form of clerical centres, to which boys from all schools in the vicinity (who desired such instruction) could be drafted at specified times in the week. Some six centres are already in existence; and a number of others are contemplated. Thus the idea is to graft this subject also to the scheme for general training rather than to create special and separate schools for the purpose. In order to turn out the finished product, arrangements have

also been made at the Central Model School, Lahore, for a post-matriculation clerical course which is mainly vocational in character.

Y. M. C. A. and Y. W. C. A. continuation classes.

39. Of a slightly different nature are the continuation classes maintained by the Y. M. C. A. and Y. W. C. A. These classes have a great popularity, especially those of the Y. M. C. A. with an enrolmment of 550 students. They are intended mainly for those who have completed their school education and are now engaged in clerical work. It is significant that forty of the students at the Y. M. C. A. are graduates (two of them M. A.'s). The classes in shorthand, typewriting and book-keeping continue to attract the largest number of students.

IV.—General Comments.

Need of a policy.

40. The contents of this chapter show that much has been done and that much is being done in the direction of professional and vocational training. The urgent need of the hour, therefore, is to co-ordinate the work which is controlled by such a variety of authorities and to evolvo some definite policy based on the acceptance of a few general principles. There is obviously much duplication and a considerable confusion of objective.

A suitable foundation of general training is essential to professional training.

41. In regard to professional training the great need is so to arrange the courses that the professional education shall be based on the firm foundation of a suitable measure and quality of general training. It is clearly extravagant both of time and effort that students should fail at the end of their professional course because they do not possess that measure of general training which they should have possessed before entrance to a professional college. Again, with the exception of the Medical College, no professional college insists on a suitable grouping of subjects for its prospective students, which will afford a suitable grounding for their professional studies.

The enrichment of the general training.

42. Vocational training should also, in its early stages, be associated with and not divorced from (as so often happens) the general training. A solid foundation of literary and general culture is essential, if only for the training of the citizens of the future. But there is no reason why, after the primary stage, the general courses should not be enriched by facilities for vocational training. Indeed, it seems right that they should be thus enriched. An equal opportunity for all should be the watchword of every community; and that equal opportunity to rise in the world is not granted to those who have not received a reasonable measure of general education. Special industrial schools should be provided for those who have acquired a good foundation of general know-

ledge and have shown their aptitude for practical work in the industrial ' centres '.

43. Another important contribution of the last few years has been the value of a ' centre.' Industrial and other such forms of training need specialised and efficient teachers and good but expensive equipment. Poor teaching and scanty equipment must defeat the whole object of vocational training. A central institution, to which boys from other schools can be drafted at specified times in the week, is therefore the best means of providing the requirements of vocational education.

CHAPTER IX.

The Education of Girls.

I.—Statistics.

Statistics.

The following figures will show the measure of progress during the last twenty years :—

(*a*)	1902 (including the North-West Frontier Province)	342 schools.
(*b*)	1907	575 ,,
(*c*)	1912	694 ,,
(*d*)	1917	1,008 ,,
(*e*)	1922	1,142 ,,

2. It will be seen, therefore, that the progress (so far as the number of schools is concerned) has not been as marked as in the preceding quinquennium. Many causes such as the rise in prices, the consequent reduction in subscriptions and the indirect influences of the non-co-operation movement are attributed. There has, however, been a most striking increase in the number of indigenous or elementary schools for girls during the last year. It is possible that the collection of statistics is becoming more reliable than it was ; and this increase also indicates a much larger support from the general public than heretofore. The Chief Inspectress refers to this most hopeful sign in optimistic terms :—

> "Even in villages and outlying districts the former indifference or even antagonistic attitude towards the improvement of the intelligence and status of women is passing away. The Punjab is particularly fortunate in having a large number of private schools which are supported by private bodies of every denomination."

3. The number of girl pupils in public schools has now reached 61,290. It may be of interest to note the progress during the last twenty years :—

(*a*)	1902 (including North-West Frontier Province)	13,830
(*b*)	1907	22,614
(*c*)	1912	35,139
(*d*)	1917	53,087
(*e*)	1922	61,290

Progress throughout the province has not been uniform. The Lahore division leads the way with 21,114 pupils ; Jullundur comes next with 11,633 ; Rawalpindi and Multan with slightly smaller numbers ; and Ambala last with the poor total of 5,689

The apathy of this division in regard to the education both of boys and girls is singularly disappointing. The inability of the Department to appoint an inspectress, except for short intervals of time, may have been a contributory cause.

II.—Developments.

A period of consolidation.

4. Though these statistics may cause a feeling of disappointment, it is clear that, as shown by the report of the Chief Inspectress, the quinquennium has been a period of great interest and of considerable activity. The system has been consolidated and improved ; public interest is awakening ; apathy and antagonism show signs of weakening ; and, what is of even greater importance, the girls themselves are anxious both to come to school and also to enter the teaching profession. It may be of interest to refer briefly to some of the more outstanding features of improvement.

Religious training.

5. The importance of religion and of religious training in the life of a girl has been rightly emphasised, especially in the primary stage. Local bodies have therefore been encouraged in the creation of denominational institutions. Allied with this may be noted the increased popularity of boarding schools maintained by Christian and other philanthropic societies, and also of Government schools. In the past, parents have shown a not unnatural reluctance to send their girls away to school, but (so great has been the change) the difficulty is now to provide hostels to meet the ever-increasing demand. These are hopeful signs which indicate that the system is becoming more in keeping with the wishes and ways of the people.

Industrial training and handwork.

6. Considerable attention has been paid to the improvement of the courses, especially in the direction of making them more suited to the needs of the girls and to their environment. The improvement in handwork is an illustration of this change. Several kinds of work are done by the pupils and are on sale in the Punjab. In this connection, the Chief Inspectress refers in particular to the Rawalpindi phulkaris embroidered in lovely colour schemes so that hardly a thread of the original fabric is discernible ; to the Jullundur Pathan patterns outlined in black and filled in with colours ; and to the Multan white embroidery on muslin. In Muzaffargarh artistic baskets in elaborate designs and quaint shapes, made of palm leaves, are made. Indian embroideries in gold and silver are so beautiful that the revival of interest in indigenous work is most welcome.

7. The industrial schools each specialise in some particular kind of work such as pillow lace in the Lyallpur district, the fine white embroidery of mission schools, and sari borders embroidery in Hindi schools. Spinning has come into favour and

makes an excellent handwork for girls. Home-spun thread and wool saves much expense as it can be woven into cloth or made up in school into knitted garments.

The Hindu Widows' Home

8. Perhaps the most remarkable innovation in this direction has been the Industrial Widows' Home in Lahore which was opened by His Excellency, the Governor of the Punjab, in 1921. The Home owes its existence to the munificence of Sir Ganga Ram who donated the site and was himself responsible for the construction of the stately building in which the widows are housed and taught. Government has also been liberal in its assistance to this unique institution. Those of the widows who have acquired a satisfactory measure of general education are trained as teachers and use as a practising school the adjoining institution, the Lady Maclagan School, which also owes its existence to the same philanthropist as the Widows' Home. Others of the widows are trained in industrial work. The number of widows (at the time of writing) exceeds thirty; and thus a bright and useful future is before the institution.

Public interest in industrial training.

9. It is also a hopeful sign that the interest of the public in this important aspect of girls' education is increasing. Home education classes are maintained by the Punjab Association. In Lahore, courses in nursing and first-aid and lantern lectures are given to ladies in the S. P. S. K. Hall. The Museum also arranges series of pardah lectures during the cold weather, which are widely appreciated. In Amritsar courses of lectures are delivered on hygiene ; and there are similar activities in other towns of the province. Indian ladies also attend the courses in cookery and domestic science which are held by Miss Graham in Lahore during the winter.

III.—Teaching.

Increased facilities for training.

10. There has also been improvement in the methods of teaching. This is due primarily to the expansion and improvement of the training facilities for women, a matter which is discussed in greater detail in Chapter VII of this report. It is sufficient here to say that there were eight normal schools for women at the end, as against one at the beginning, of the quinquennium. This increased number of training institutions means that facilities for training have been brought nearer to the homes of the women so that they do not have to go so far afield to qualify themselves as teachers. The Chief Insptectress reports also that the courses have been made more practical and the training more thorough so that the students should now gain some insight into child nature and a grasp of the principles underlying teaching methods.

11. Just before the close of the quinquennium, the normal school for women was moved from its unsatisfactory and insanitary quarters in the city to its new and pleasant surroundings in the old Masonic Buildings. Immediately after the close of the quinquennium, the College for Women was opened in the property recently purchased by Government from the Diocesan Board. The principal is Miss G. Harrison, B.A. I. E S. The college includes the two high classes as well as the two intermediate classes and is thus an institution of the type recommended by the Calcutta University Commission. Provision for science teaching is being arranged, particularly for those girls who desire to proceed to the Lady Hardinge Medical College at Delhi. The domestic science centre will also find a home in the college precincts. There are also classes for the training of anglo-vernacular teachers in connexion with the S. A.-V. and the J. A.-V. certificates. Thus the new college, the normal school (now satisfactorily housed), the Lady Maclagan and Victoria schools, and the Hindu Widows' Home form an admirable nucleus for the improvement and expansion of girls' education throughout the province. In the work of these institutions Miss M. Bose has played a prominent part; and the thanks of the whole province are due to this great pioneer of girls' education in the Punjab. Miss Bose has already received more than one extension of her service. The Department finds it impossible to do without Miss Bose's assistance and experience, and Miss Bose herself is unable to leave her labours and enjoy a well-earned rest. This noble-hearted lady will loom big in the history of Punjab education.

Training included in the scope of the new college.

12. Steps have also been taken to improve the conditions of service in girls' schools. It has been generally recognised that a solitary teacher in a remote and lonely school experiences many difficulties. The tendency has therefore been to add to the number of teachers in schools so as to remove this great obstacle to progress. Perhaps an even more pleasing change to the teachers has been the improvement in salaries. The Chief Inspectress reports—

Improved conditions of service.

> "It is very satisfactory that, during the quinquennium, salaries have been largely increased. It is now quite the exception to find women, even in municipal schools, working on such low salaries as in former years. District boards are usually more generous in this respect than municipalities. There has also been a substantial increase in the pay of teachers in Government employ."

13. Progress is also reported in the attention paid to physical training and recreation of the pupils. In many of the normal schools there are physical exercises and games for the students who are taught the hygienic value of the exercises. The

Physical training.

most popular games are volley-ball, hockey and badminton. The Dev Samaj High School at Ferozepore has a giant stride which is much appreciated. Some signs of activity are also shown by the girl guides. Miss Richards, the general secretary to the Association, has visited Lahore. It is to be hoped that the next quinquennium will record some solid foundations of progress.

IV.—Higher Education.

High and middle schools

14. The girls are also more inclined than they were to proceed to the higher ranges of study. Though the high schools are mainly congregated in the Lahore and Jullundur divisions, the middle schools are far more evenly distributed. There are now middle schools for girls in twenty-four districts. Prominent among the high schools are the Hindu Sudhar (Sanatan) Oriental High School at Amritsar, the large Sikh Kanya Mahavidyala, Ferozepore, the Dev Samaj High School at Ferozepore and the mission schools in Lahore and Pathankot. The advance made in secondary education is very satisfactory. Staffs have been strengthened both in numbers and in qualifications, fewer men teachers are employed, and the methods of teaching show a great improvement.

Examinations.

15. For the middle standard examination there were, in 1922, 446 candidates, of whom 353 were successful. This compares favourably with the 341 candidates in 1917 and still more with the 135 candidates in 1912. For the M. S. L. C. examination there were 71 candidates in 1922, of whom 58 passed. The number of such candidates in 1917 was 47, of whom 34 passed. For the intermediate examination in 1922 there were nine candidates, of whom eight were successful, a most creditable record. There were also thirteen candidates for the degree examination, of whom eight passed, three taking honours. The success of the Lady Maclagan School has been most marked. Within about eighteen months its numbers increased from about 80 to 280, even after the high classes had been moved to the new college. A hostel has also been started in connexion with the school, which is expected to be a great boon to those girls in the mufassal who desire to come to Lahore for their schooling.

Queen Mary's College.

16. The Queen Mary's College in Lahore has also prospered and now accommodates 89 girls. The buildings are spacious and the surroundings pleasant. Miss Z. Walford, the principal, is a well-known educationist who has a keen sympathy for the girls under her charge. An excellent education on modern lines is provided. Accomplishments such as drawing, painting and art embroidary are a feature of the training. The preparatory school for boys has also done good work under the charge of Miss L. Barne.

17. The staff of the Kinnaird College for Women has also been considerably improved ; and the principal, Miss Edwardes, comments on the marked growth of public spirit among the students. The college was represented at the all-India Students' debate held at the Hindu University, Benares, and carried off the gold medal for the best woman speaker. The examination results have been most satisfactory ; and the number of students has increased from 15 to 35. Kinnaird College.

V.—General.

18. A disturbing feature of the quinquennium has been the apathy of the ladies' committees for the management of girls' schools. The Chief Inspectress reports that, even where such committees exist, the ladies have not shown any keen desire to take an active part in the management of schools. There are fortunately some exceptions. The Guru Nanak School at Amritsar is now managed entirely by ladies so far as the domestic affairs of the school are concerned. The Punjab Association has a committee of ladies, and the lady President pays regular visits to the schools. The Hindu Widows' Home has several ladies on its committee of management. The Chief Inspectress hopes that interest will be gradually aroused and that ladies will devote their spare time to social work.

19. The record of activity in the construction of buildings during the quinquennium is very meagre, the bright exception being the buildings in Lahore which have already been described and have been due to the generosity of Sir Ganga Ram. Primary schools are usually accommodated in rented buildings which though suitable enough for small classes become a danger to health as the school increases. The Chief Inspectress also reports that the schools, especially in the large towns, have very defective sanitation. Milk and drinking water are rarely boiled or preserved from contamination. The rooms are usually unswept and dirty. It is obvious that there is much room for improvement in these directions.

20. The record of work, therefore, has been solid rather than showy. The rapid expansion which is recorded in boys' schools has not yet been extended to girls' schools. There are strong indications, however, that rapid expansion in the education of girls may be expected in the near future. Preparations for this expansion are being made, notably in the training of teachers and in improving their conditions of service. In this work, Miss L. M. Stratford, the Chief Inspectress, has been unflagging in her energies and wide in her sympathies ; and she has been well and loyally supported by the members of her staff who have compensated for their weakness in numbers by their devotion and enthusiasm.

CHAPTER X.

The Education of Europeans.

Concentration.

The quinquennium shows a record both of concentration and of contraction. The former has been deliberate. In 1921, the Diocesan Board of Education adopted a comprehensive policy (not yet carried to completion) of transferring all but primary schools to the hills. In pursuance of this policy, the boys were sent from Lahore to the Lawrence School at Ghora Gali; all the girls to St. Denys' School at Murree. The North-Western Railway has also proceeded on similar lines. Hitherto, there had been a certain number of small schools in remote places, generally maintained or assisted by the Railway authorities; and these could neither be staffed nor maintained in such a way that discipline and teaching would ordinarily be satisfactory. Many of these schools have been closed; and the Railway has provided a liberal system of scholarships by which its employees can send their children to schools in the hills.

Contraction.

2. Thus, the contraction in the number of schools is satisfactory as it has enabled a bold policy of concentration to be started. It is to be hoped that, within a short time, the European schools in the province, though few in number, will compare favourably, perhaps more than favourably, with similar schools elsewhere. The free and healthy life in the hills, association with a large and well-conducted school, and the benefit of better and more varied teaching should do much for the sons and daughters of the community.

Higher education.

3. There is, however, another departure (which, in certain respects, will demand a further measure of concentration) which is indicated. The question of the higher education of Europeans has engaged attention during the quinquennium. A proposal has been put forward in some quarters for the institution of a university college (which might be linked up with the University of London) for Europeans and Anglo-Indians. This proposal, however, was doomed inevitably from the outset. The expense would be prohibitive, and the long distances would involve an even more serious obstacle. The selection of a site suitable and convenient to all concerned would be a matter of grave difficulty. Perhaps the most serious objection to the scheme is the contention that it would cut across the new political tendencies of the times. A policy of exclusion and of restriction must always, in the long run, be on the losing side. To encourage a separate scheme of higher education for a section of the community, and that a small though an important one, would be to court disaster.

4. Steps in an entirely opposite direction have already been taken. The European schools are now less exclusive than they were by the alteration of the rules in regard to the admission of Indian boys and girls. These may now be admitted, up to a maximum limit of fifteen per cent. of the total number of pupils in a school, on the same terms as European pupils, Government grants being paid in regard to Indians and Europeans alike. Indian pupils also are eligible for scholarships on like terms with European pupils. Again, European pupils are less restricted than they were in seeking admission to collegiate studies through the opening of the Younghusband Hostel in Lahore, in which European boys can reside in familiar and suitable surroundings during the time when they are engaged in higher study at the ordinary colleges of the city. The thanks of the community are due to the Rev. Oswald Younghusband who has laboured on its behalf and has brought the community into closer, and therefore happier, relations with the Indian students of the province. Admission of Indian pupils.

5. There is, however, a serious gap between the European final and intermediate examinations, which is still unfilled so far as the education of the domiciled community is concerned. Most of these boys, if they go to college at all, seek a professional career, but admission to a professional college demands a higher measure of general education than can at present be afforded in a European school. In consequence, the boys have to attend an Indian college for 'the brief space of two years' until they pass the intermediate examination. They are thus thrust into unfamiliar surroundings. The life is different, the courses are different and, above all, the methods of teaching are different. Expense, inconvenience and often failure are therefore their lot. There is thus an urgent need for the provision of teaching (and obviously a further measure of concentration in this respect will be necessary) for European boys and girls up to the intermediate standard in the surroundings with which they are familiar.

6. It would be unwise to give statistics in regard to the number and cost of these schools as, owing to the exclusion of the Lawrence Royal Military School at Sanawar from them, they would be very misleading. It is pertinent, however, to state that the community now makes a much larger contribution towards the education of its children than it did at the beginning of the quinquennium. The income from tuition fees increased from Rs. 1,05,684 to Rs. 1,67,945, and these provide nearly forty per cent. of the expenditure on tuition. Increase of fees.

7. Considerable progress has been made during the quinquennium. The Lawrence School at Ghora Gali has advanced both in numbers and in reputation. The Bishop Cotton School, Simla, has had a chequered career. At one time its numbers had Good progress.

been reduced to such an extent that the actual closing of the school was under contemplation, though it is only fair to add that the decline was due very largely to the departure of most of the staff on military duty. There has since been a rapid recovery which has been due chiefly to the labours of the headmaster, the Rev. F. W. Gillespey. The girls' schools at Simla have also prospered. Auckland House has provided itself with a new building ; and the Arycliff High School has purchased the Torrentium Estate where the school now prospers. The Jesus and Mary Convent has continued its work of service of the community. On the other hand, the Presentation Convent at Murree suffered the loss of its building by a disastrous fire. This incident brought into prominence the need of adequate precautions against fire.

Teaching.

8. The Inspector of European Schools reports good progress in the teaching of the schools. Among recent innovations may be mentioned the introduction of domestic science in most of the schools for girls. The curriculum for high schools has been carefully revised and modernised. A series of teachers' courses in physical training has been given by Mr. Sanderson, the effect of which is noticeable in the generally high level of the work in this subject in the schools, and in the improved appearance of the pupils.

CHAPTER XI.

Education of Special Classes.

The following table gives (for males only) the number of scholars of the three principal communities in the Punjab attending educational institutions of all kinds :—

Institutions.	Muhammadans.				Hindus.				Sikhs.			
	1921-22.	1916-17.	Increase.	Decrease.	1921-22.	1916-17.	Increase.	Decrease.	1921-22.	1916-17.	Increase.	Decrease.
Arts Colleges { English	929	848	81	...	2,702	2,680	22	...	622	502	120	...
Arts Colleges { Oriental	53	40	13	...	70	95	...	25	8	10	...	2
Professional Colleges { Law ...	94	40	54	...	356	236	120	...	12	18	...	6
Professional Colleges { Medicine	109	22	87	...	237	161	76	...	89	48	41	...
Professional Colleges { Commercial.	5	...	5	...	51	...	51	...	5	...	5	...
Professional Colleges { Teaching	135	84	51	...	197	120	77	...	50	41	9	...
Professional Colleges { Agriculture.	64	50	14	...	26	26	...	...	59	37	22	...
Professional Colleges { Veterinary	100	124	...	24	28	35	...	7	43	46	...	3
Total ...	1,489	1,208	281	...	3,667	3,353	314	...	888	701	187	...
Secondary Schools. { Anglo-vernacular.	35,982	25,916	10,066	...	55,008	42,946	12,062	...	19,141	11,931	7,210	...
Secondary Schools. { Vernacular.	41,305	10,966	30,339	...	40,574	13,614	26,960	...	13,098	3,690	9,408	...
Total ..	77,287	36,882	40,405	...	95,582	56,560	39,022	...	32,239	15,621	16,618	...
Primary Schools ...	129,381	105,135	24,246	...	96,838	102,554	...	5,716	38,393	34,171	4,223	...
Training Schools ...	666	364	302	...	647	430	217	...	137	81	56	...
Medical Schools ..	135	122	13	...	221	165	56	...	137	86	51	...
Mayo School of Arts	147	152	...	5	59	83	...	24	12	21	...	9
Engineering	38	31	7	...	42	48	...	6	23	19	4	...
Industrial	1,331	1,467	...	136	414	789	...	375	181	247	...	66
Commercial	...	...	...	...	...	26	...	26	...	10	...	10
Reformatory	63	46	17	...	47	46	1	...	2	3	...	1
Other Special	117	26	91	...	141	43	98	...	32	8	24	...
Total Public Institutions.	210,654	1,45,433	65,221	...	1,97,658	164,097	33,561	...	72,044	50,968	21,076	...
Private Schools ...	31,089	24,416	6,673	...	14,347	13,104	1,243	...	4,329	2,914	1,415	...
Total of scholars at institutions of all kinds.	241,743	1,69,849	71,894	...	212,005	177,201	34,804	...	76,373	53,882	22,491	...

(i)—*Muhammadans.*

Remarkable progress.

2. The totals at the foot of the columns in this table show that the Muhammadan community now leads in the aggregate number of pupils under instruction at all stages and in all types of institutions, the grand total being 241,743 Muhammadans, as against 212,005 Hindus and 76,373 Sikhs; and the percentage of increase during the quinquennium has been 42·3, 19·6 and 41·7 respectively. The largest share of this influx of Muhammadan pupils is claimed by vernacular middle schools which show a rise in enrolment of 30,339 pupils; primary schools come next with an advance of 24,246 pupils, while anglo-vernacular schools have 10,066 more pupils than were on roll five years ago. It is in higher education that progress among Muhammadans lags behind that of other communities, but even here the statistics are distinctly encouraging for the number of students undergoing collegiate education has increased in every type of institution except the veterinary college where there were 100 Muhammadan students against 124 five years ago. The most notable advances in the enrolment in higher institutions are an increase from 22 to 109 in the medical College, and from 84 to 135 in anglo-vernacular training institutions. Muhammadan students in training schools for vernacular teachers have risen from 364 in 1916-17 to 666 in 1921-22. The only cases of decline other than that in the veterinary college already referred to are slight falls from 152 to 147 in the Mayo School of Arts and from 1,467 to 1,331 in industrial schools, but in both these cases the loss in numbers is shared by other communities. A general survey of the figures shows that it is in anglo-vernacular secondary and higher education that the community has to advance if it would overtake and keep pace with other communities:—

3. An analysis by divisions of the increase among Muhammadan pupils is of interest:—

Divisions.	1921-22.	1916-17.	Increase.	Percentage of increase.
Rawalpindi	85,789	51,923	33,866	65·2
Multan	48,427	35,361	13,066	37
Lahore	58,621	47,025	11,596	24·6
Jullundur	31,925	23,128	8,797	38
Ambala	14,711	12,323	2,388	19·4

The increase of 65·2 *per cent.* in the Rawalpindi division is phenomenal ; and the comments of the inspector in this regard are noteworthy. He writes —

> " The most encouraging feature of the quinquennium is the increase in the number of Muhammadans receiving anglo-vernacular education, which, though not proportionate to their numerical strength in the population, exceeds that of Hindus and Sikhs put together by 701. . . . . I have said elsewhere that the great war had a stimulating effect on the people ; the military scholarships have brought a number of boys, almost all Muhammadans, to school ; and, more important than these as an impetus to education, are the new prospects, in military service offered to people of military classes, who in this division are mostly Muhammadans. These prospects they cannot profit by unless they have English education, and it is for this reason that even in the remotest corners of the division, in places where the people were once regarded as almost outside the pale of humanity, they are now clamouring for anglo-vernacular schools. . . . These people form the bulwark of the Indian army and it would be a serious danger to the State should they begin to look to pursuits other than military to earn their livelihood. "

4. The Multan division is the other essentially Muhammadan division of the province, 78 *per cent.* of the population being Moslems. Here the inspector points out that in primary education Muhammadans seem to be holding their own, but that in secondary education they are lagging behind sister communities. This he attributes mainly to poverty, and suggests as a remedy that " special measures, such as a larger percentage of free studentships and of scholarships for Muhammadan students in the secondary departments of anglo-vernacular schools, might be adopted."

5. Anglo-vernacular education among Muhammadans flourishes best in the Lahore division which claims 12,155 anglo-vernacular Muslim students out of a total of 35,982 for the whole province. This would seem to support the Multan inspector's contention that poverty is the main cause of the comparative slowness of progress in the more western districts, but it is doubtless directly attributable to the energy displayed by the community in Lahore and other centres in establishing its own Islamia schools, of which there are eight high and three middle, the highest number in any division and a number which would be still higher but for the defection during the days of non-co-operation of Islamia schools in Sialkot and Qasur. An outstanding feature of Muhammadan enterprise during the quinquennium has been the successful establishment of primary schools in Lahore by the local Anjuman-i-Himayat Islam. The Jullundur inspector also

reports satisfactory advance in the number of Muhammadans attending anglo-vernacular schools, the percentage of increase, 37·2, being almost equal to that of Hindus. This improvement of attendance, 40 *per cent.* for the whole province, is a hopeful augury for a fuller participation by the community in the higher branches of education in the future.

Education of girls.

6. Regarding the education of Muhammadan girls, Miss Stratford writes, on the whole, in a hopeful strain : " The number of Muhammadan pupils in girls' schools in towns shows a very satisfactory increase. In the secondary classes Muhammdan girls outnumber those of other communities, and a study of their tastes is very interesting. They are reflective, literary, and appreciative of the artistic, *e. g.*, in design and embroidery, and (they) have (also) a good colour sense. Some show quite exceptional ability, and many of the best students under training for teachers are *parda* girls." In the districts progress is not so marked, and this is attributed to poverty and to a general lack of complete *parda* arrangements in girls' schools intended for pupils of all classes. Schools for Muhammadan girls are maintained by Anjumans in Lahore, Amritsar and other large towns, but private enterprise in establishing girls' schools is not yet making any notable advance.

(ii).—Jains.

7. The total number of Jains under instruction is 1,991 against 1,981 last year and 1,648 in 1917. Of this total 49 are attending colleges (16 in the Law College); 985 are in secondary schools, and 956 in primary schools. More than half the Jain students under instruction, 535 secondary and 694 primary, are in the Ambala division; Lahore division has 217 secondary, and Jullundur 163 secondary and 158 primary scholars belonging to this community. A high school at Panipat and an anglo-vernacular middle school at Ambala have recently been opened by the Jain community and both have been recognised by the Department. A few Jain primary schools for girls have been started in the Rohtak district, and the number of girls of this community under instruction in the whole province is slowly rising.

(iii).—Education of the Upper Classes.

Aitchison College.

8. The feature of the administration of the Aitchison College at Lahore during the quinquennium has been a prolonged and sustained effort to overcome financial embarrassment. The principal writes :—

> " The form of subvention from the Government of India was changed in 1920 to remove the impression that payment for the superior staff, English and Indian, was the affair of the

> Government of India, and that the college was the contributor of a fixed sum towards re-imbursement. It follows that the position is reversed; Government has a fixed portion of the liability, the college the rest. In 1921, after seeking for three years to get its grant increased for the purpose, the college was forced itself to raise the salaries of its Indian teachers. . . . . The raised pay of the Indian Educational Service has, since the close of 1919, been a large increasing addition to the burden. The rise in the cost of living due to the War has had its effect almost wholly within this quinquennial period. . . . . Nothing that the college itself could arrange has been omitted. The Council has twice raised the fees. . . . . so that the fees are now Rs. 75 as against Rs. 50 per mensem at the beginning of the War. Stricter measures have been taken for the recovery of dues. Improvements have been curtailed and repairs cut down to the minimum. In view of the budgetted loss of Rs. 30,000 per annum in the working, the college has during the past year been forced to overdraw at the bank on the security of its very small free endowment. Proposals are now before the Council which may be almost revolutionary in their effect on the institution."

Comment on this somewhat depressing account of the financial condition of the college is superfluous. It is sufficient to say that a serious and disquieting situation is receiving the closest possible attention of the strong and influential Committee of Management; and it is hoped that a solution will be found which will remove anxiety and retain for the institution the scope for usefulness which it has so efficiently filled for many years.

9. The numbers on roll have been well-maintained in spite of increased fees and of a rise, by the operation of a new rule, in the age limit of admission from eight to ten years. The demand for admission from the Sardars of the province shows no diminution, although "the apathy with which many of the major States of the Punjab have always regarded the institution shows little sign of change." The principal believes it to be imperfectly realised that the Punjab is not the limit of the field from which the college draws its students. It has connextion with the States of Punch, Khairpur and Las Bela and has been patronised from the United Provinces, from Hyderabad and from even further East. "Both on account of the various States above mentioned", writes Mr. Kelly, "and on account of the families in the Punjab which represent past glories of domination and of history, there is no need to doubt the *raison d'etre* of the college as an institution for the aristocracy. As such, however, it may at this juncture very possibly disappear; for, if provincialised, it is not likely that a social bar or test of admission can be retained".

10. New features and activities introduced during the quinquennium are a mounted cadet corps, now numbering 32 and only hindered from expansion by lack of stabling; a troop of Boy Scouts, one of the earliest enrolled in the province; and a system of prefects which has worked successfully since 1918. Regarding the scouts the principal reports that "the troop is at present weak in numbers, and it is not certain that it can continue in face of the rival preoccupations with which it has to compete in the school; but when weakest in numbers, as in the year just closed, it has done the most efficient training."

11. In regard to instruction there is no radical departure from the lines of the previous ten years, but there has been some deterioration, for which the principal is unable to find adequate reason, in the results obtained in the diploma examination. A slight extension of working hours has been tried during the last school year and is still under judgment. With the return of Mr. Ritchie from military duty and the transfer of Mr. Salter from Indore, the European staff was restored to its normal strength.

12. Mr. Leslie-Jones, who had been principal of the institution for thirteen years, was transferred to the Mayo College, Ajmer, in the summer of 1917. He left the college at a high pitch of prosperity, and the lines of his administration have been followed since his departure. He was succeeded by Mr. Kelly, to whose lot it has fallen to guide the institution through a period of unusual strain and difficulty, an exacting task which he has achieved with characteristic energy, determination and efficiency.

(*iv*).—*Education of low castes.*

13. The process of levelling up the depressed classes through the agency of educational institutions advances satisfactorily. Public attention was recently drawn to this matter by Mr. K. L. Rallia Ram in the Legislative Council, and it was discussed at length at the last inspectors' conference. Departmental sympathy with the movement has been demonstrated by a revision of the rates of grant awardable to schools for low-caste children, and by an attitude of liberality towards institutions which undertake the training of teachers for this special type of school.

14. In the meantime, "the tendency towards the breaking down of social barriers is well maintained" although perhaps unequally in the several divisions. In the Ambala division there are only 15 low-caste schools against 30 five years ago, and the attendance at these schools has fallen from 703 to 410. On the other

hand, the attendance of low-caste children at ordinary schools has risen by 482 to 772. Thus, while the number of schools intended solely for low-caste children has been reduced by one-half, the number of such children in attendance at school has actually risen from 993 to 1,182. These figures, though small, are very significant. The Jullundur inspector reports that "efforts are being made to ameliorate the condition of the depressed classes and the prejudice against them is dying out. In fact, some of the boys prefer to be returned as Aryas or Christians rather than by the names by which they are commonly called." Mr. Sanderson writes that "there are few schools in the Lahore division which can rightly be called low-caste schools, although 47 schools have been returned as such with 431 low-caste and 1,733 high caste children. To call schools with a larger number of high-caste children low caste schools is obviously unjustifiable." Sheikh Nur Ilahi, on the other hand, reports that in the Multan division "boys of low-castes such as chamars, musalis and sansis occasionally attend ordinary schools, but they are generally seated apart from the children of higher castes." In this division the number of low-caste schools has increased and now totals 19, while the enrolment has risen from 80 to 356 pupils, who are mostly Christian converts. The solitary low-caste school in the Rawalpindi division is at Tanda with only 22 pupils.

CHAPTER XII.

TEXT-BOOK COMMITTEE.

A full description of the constitution and activities of the Text-Book Committee is given in the quinquennial report of 1907-12 ; and the procedure adopted in regard to a book forwarded to the Education Department by the publishers for approval is explained in the quinquennial report of 1912—17.

Composition of the Committee.

2. During the quinquennium the Committee has been slightly enlarged and now numbers twenty-five members. Mr. E. Tydeman, who held the post of secretary for about five years, was relieved by Mr. J. E. Parkinson in April, 1919, who has since been relieved by Mr. E. Smith, the present secretary.

Reduction in the number of publications.

3. There has been a considerable falling-off in the number of publications submitted for the consideration of the Committee, the total number of books being 1,550 as compared with 3,273 during the previous quinquennium. The decrease is mainly attributed to war conditions and to the consequent rise in the cost of paper.

New books.

4. During the past five years, the undernoted new works were completed and added to those of which the Committee possesses the copyright :—

1. Courses for reading in Hindi and Punjabi for normal schools ;
2. an illustrated Urdu course, and a book of games and physical exercises, for girls ;
3. a manual of school gardens ;
4. an illustrated agricultural reader ;
5. the third and fourth sections of Mr. Handley's " Hygiene, personal and domestic ;"
6. hints on the teaching of geography in the primary schools of the Punjab ;
7. a modern Hindi grammar ; and
8. a Punjabi dictionary.

The last-named work has been compiled by Bhai Bishen Das, Puri; and contains more than one thousand pages. The book has been priced at Rs. 5. Another noteworthy publication of the Committee is a primer written by Colonel E. L. Perry, I.M.S., which is extremely popular, over 22,000 copies having been sold

during the last eleven years. Permission for its translation into the vernaculars of other provinces has been granted by the Committee.

Standardisation of technical terms.

5. The standardisation of technical terms in Urdu and Punjabi also deserves mention. Lists of terms used in physics, chemistry, mathematics, geography, physiology, hygiene, education and agriculture in English-Urdu, and also in English-Punjabi have been prepared, and will first be scrutinised by linguistic experts.

6 The Committee has presented a very large number of books to school libraries. It has also been a patron of vernacular literature by the award of prizes to the authors of books of approved merit.

G. ANDERSON,

Director of Public Instruction, Punjab.

APPEN

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Untrained and uncertificated primary passes.	Untrained and uncertificated middle passes.	Locally trained men.	Special certificated teachers.
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
1. Hissar ...	*	15—1—20		20—2—30	20—2—30 25—2—35
2. Rohtak ...	1st October 1921	*	18	15—1—20	15—1—20
3. Gurgaon ...	*	20	20	25—30	
4. Karnal ...	1st April 1921 ...	16	18	18 and 24	24—2—40
5. Ambala ...	1st October 1920	*	18	†	18
6. Simla ...	1st October 1921	14—1—20		*	20—2—30
7. Kangra ...	1st October 1920	14	16	15—1—20 20—1—30	*Nil*
8. Hoshiarpur ...	1st April 1921 ...	*	14	15—1—20	20—1—30
9. Jullundur ...	1st April 1920 ...	15	15	15—1—20 20—1—25	15—1—20 20—1—25
10. Ludhiana ...	1st April 1921 ...	15	15	20—1—25 25—1—30	20—1—25 25—1—30
11. Ferozepore ...	1st September 1921.	14	16	16—1—20 20—2—30	*

* Headmasters of Schools in which optional English is taught are given Rs. 5 per mensem getting Rs. 3 per mensem

† Headmaster, Taunsa, gets Rs. 6 per mensem personal allowance and Rs. 5 per mensem for Compensation

† In High

DIX A.

service in the various districts of the Punjab.

Junior Vernacular.	Senior Vernacular.	Oriental teachers.	Hindi and Gurmukhi teachers.	School Drill Masters.	District Drill Masters.
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
25—2—35 40—2—50	30—3—45 50—4—70	*	*	20—2—30	35—2—45
30—2—40 40—2—50	35—3—50 40—3—55 60—3—75	35—3—50	*	35—3—50	
25—40	30—70	30—2—40		30—50	*
24—2—40	20—2—42 44—3—65	35—3—50 40—3—55	*	30—2—40	22—2—4
20—22 25—27 30—32 35—37—40	30—70	*	*	35—50	35—50
35—2—45 45—3—60	50—4—70	30—3—45	30—3—45	*	47 8 0
20—1—30 30—1—40	30—2—40 50—2—60 60—2—70	50—2—60	30—2—40 40—2—50	25—2—35	40—2—50
20—1—30 30—2—40	30—2—40 40—2—50 50—2—60 60—2—70	*	45—3—60	25—2—35 40—2—50	*
20—1—25 25—1—30 30—1—35 35—1—40 40—1—45	30—1—35 35—1—40 40—1—45 45—1—50	50—1—55 55—1—60 60—1—65	*	25—1—30 30—1—35 50 and 55	*
25—1—30 30—1—35 35—2—45	30—2—40 40—2—50 50—2—60	60—3—75	25—1—30	25—2—35 35—2—45	45—3—60
20—2—30 30—2—40 40—2—50	30—2—40 40—2—50 50—2—60 60—2—70	‡40—2—50 50—2—60	40—2—50	25—2—35 40—2—50	*

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are restitutional allowance

optional English, and Headmaster, Rojhan, gets Re. 1 per mensem personal allowance. Grain allowance is given.

Schools only.

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Drawing Masters.	Junior Vernacu			
			Rs. 20 or less.	Between Rs. 20 and Rs. 25.	Between Rs. 25 and Rs. 30.	Between Rs. 30 and Rs. 40.
1	2	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissar ...	*	*	*	*	77	9
2. Rohtak ...	1st October 1921 ...	*	*	176	*	98
3. Gurgaon ...	*	*	*	*	217	11
4. Karnal ...	1st April 1921 ...	40—3—55	*	18	71	83
5. Ambala ...	1st October 1920 ...	*	4	84	70	84
6. Simla ...	1st October 1921 ...	*	*	*	*	13
7. Kangra ...	1st October 1920 ...	45—3—60 30—2—40	88	108	22	38
8. Hoshiarpur ...	1st April 1921 ..	45—3—60	66	150	71	51
9. Jullundur ...	1st April 1920 ...	*	21	15	128	71
10. Ludhiana ...	1st April 1921 ...	45—3—60	*	92	79	62
11. Ferozepore ...	1st September 1921...	55—3—70	27	54	*	71

*Headmasters of Schools in which optional English is taught are given Rs. 5 per mensem getting Rs. 3 per mensem

service in the various districts of the Punjab—continued.

LARS GETTING			SENIOR VERNACULARS GETTING							REMARKS.
Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Above Rs. 60.	Below Rs. 30.	Between Rs. 30 and Rs. 40.	Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Between Rs. 60 and Rs. 70.	Between Rs. 70 and Rs. 80.	Above Rs. 80.	
18	19	20	21	22	23	24	25	26	27	28
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
10	*	*	*	8	2	7	*	*	*	
*	*	*	*	26	1	7	*	*	*	
*	*	*	*	14	*	3	1	*	*	
*	*	*	*	17	3	3	1	*	*	
10	*	*	8	11	9	5	1	1	*	
6	1	*	*	*	*	*	*	*	*	Grain compensation allowance is given.
*	*	*	*	18	2	3	2	*	*	Winter allowance paid for five months in Kulu Sub-Division and local allowance of Rs. 2 to Rs. 15 per mensem in certain places.
Rs. 8 from 1st April 1922.	*	*	*	34	4	5	3	*	*	
4	*	*	*	23	13	4	1	*	*	Gurmukhi allowance of Rs. 2 per mensem is paid in 25 schools.
4	*	*	*	33	8	4	*	*	*	Gurmukhi allowances of Rs. 2 per mensem are paid.
20	*	*	*	9	9	6	6	*	*	

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are restitutional allowance.

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Untrained and uncertificated primary passes.	Untrained and uncertificated middle passes.	Locally trained men.	Special certificated teachers.
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
12. Lahore ...	...	14	16	15—2—25	15—2—25
13. Amritsar ...	...	13	15	20—2—30	20—2—30
14. Gurdaspur ...	...	*	12	12—15	12—15
15. Sialkot ...	...	14	16	...	...
16. Gujranwala ...	...	*	20	25—2—35	20—2—30 25—2—35
17. Sheikhupura ...	...	16	20	25—2—35	25—2—35
18. Gujrat ...	13th December 1921.	18	18	20—2—30	20—2—30
19. Shahpur ...	1st October 1921	18	20	20—1—25	20—1—25
20. Jhelum ...	1st April 1921 ...	12	14	15—1—25 25—2—50 In High and Anglo-vernacular School— 20—1—25 25—2—55	15—1—25 25—2—50 In High and Anglo-vernacular Middle Schools— 20—1—25 25—2—55 †

* Headmasters of Schools in which optional English is taught are given Rs. 5 per mensem getting Rs. 3 per mensem

† Junior Vernacular according to the

service in the various districts in the Punjab—continued.

Junior Vernacular.	Senior Vernacular.	Oriental teachers.	Hindi and Gurmukhi teachers.	School Drill Masters.	District Drill Masters.
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
20—2—30 30—2—40 40—2—50	35—2—45 45—3—60 60—3—75	35—45	20—50	35—2—45	35—2—45 45—1—50
20—2—30 30—2—40	30—2—40 35—2—45 45—3—60	35—45	30—2—40	*	35—3—50 55—3—70
Rs. 15, Rs. 16 and Rs. 30.	20—1—30 25—35 40—2—50 50—2—60	35—40 50	20	30	Rs. 25, Rs. 35 and Rs. 40.
Rs. 20, Rs. 22, Rs. 25, Rs. 30 and Rs. 40.	30—70	40—50	30—2—40	35—1—40	*
25—2—35 35—2—45	35—2—45 55—3—70 45—2—55 78—3—85	*	Allowance of Rs. 2 per mensem.	30—3—45	30—3—40
25—2—35 35—2—45	50—3—65 65—3—80 35—3—50	45—3—60	*	*	30—2—40
25—2—45	30—2—45 45—4—65	40—2—50	*	*	30—2—40
25—1—30 30—2—40	40—3—55 55—3—70 70—4—90	35—3—50 60—3—75	35—3—50 60—3—75	40—3—55	75—4—95
Prmary and Vernacular Middle Schools— 20—1—25 25—2—35 35—2—65 In High and Anglo-vernacular Middle Schools— 25—1—30 30—2—40	30—2—50 35—3—50 55—3—100	30—2—40	35—3—50	High School, Chakwal, 35—2—45; Middle School, Bhaun, Rs. 20.	

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are
restitutional allowance.
merit of their certificates.

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Drawing Masters.	Junior Vernacu			
			Rs. 20 or less.	Between Rs. 20 and Rs. 25.	Between Rs. 25 and Rs. 30.	Between Rs. 30 and Rs. 40.
1	2	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.	Rs.
12. Lahore ...	...	45—3—60	20	16	44	30
13. Amritsar ...	...	45—3—60	76	42	48	22
14. Gurdaspur ...	...	40 and 45—2—55	181	43	[illegible]	*
15. Sialkot ...	...	40—5—55	162	202	49	60
16. Gujranwala ...	...	55—3—70	*	*	114	64
17. Sheikhupura ...	...	*	*	*	115	32
18. Gujrat ...	13th December 1921	*	*	81	119	18
19. Shahpur ...	1st October 1921 ...	60—3—75	*	*	98	32
20. Jhelum ...	1st April 1921 ...	40—3—55	54	28	13	16

* Headmasters of Schools in which optional English is taught are given Rs. 5 per mensem getting Rs. 3 per mensem

service in the various districts of the Punjab—continued.

LARS GETTING			SENIOR VERNACULARS GETTING							REMARKS.
Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Above Rs. 60.	Below Rs. 30.	Between Rs. 30 and Rs 40.	Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Between Rs. 60 and Rs. 70.	Between Rs. 70 and Rs. 80.	Above Rs. 80.	
18	19	20	21	22	23	24	25	26	27	28
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
5	*	*	*	8	5	1	1	1	*	
*	*	*	*	9	15	4	3	*	*	Rs. 10 per mensem fixed travelling allowance.
*	*	*	20	6	9	2	*	*	*	
*	*	*	*	36	17	4	3	*	*	
9	*	*	*	16	8	5	*	3	*	
6	*	*	*	3	1	3	2	*	*	
20	*	*	*	19	9	2	4	*	*	
*	*	*	*	*	23	11	5	*	1	
*	*	*	1	11	2	3	1	1	*	

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are restitutional allowance.

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Untrained and uncertificated primary passes.	Untrained and uncertificated middle passes.	Locally trained men.	Special certificated teachers.
1	2	3	4	5	6
		Rs	Rs.	Rs.	Rs.
21. Attock ...	...	12	15	15—1—20	*
22. Rawalpindi ...	1st April 1921	16	20	20—1—25 25—1—30	20—1—25 25—1—30
23. Mianwali ...	1st September 1920.	16	16	15—1—20	
24. Montgomery ...	*	20	20	20—1—25	20—1—35
25. Lyallpur ...	*	*	20	20—1—35	20—1—35
26. Jhang ...	1st October 1921	15	20	20—1—25	20—1—25
27. Multan ...	*	12	12	15—1—20	15—1—20
28. Muzaffargarh* ...	1st April 1920	12	14	15—1—20	20—1—25 26—2—40
29. Dera Ghazi Khan†	1st April 1922	15	15	20—1—25	

* Headmasters of Schools in which optional English is tanght are given Rs. 5 per mensem getting Rs. 3 per mensem

† Headmaster, Tanusa, gets Rs. 6 per mensem personal allowance and Rs. 5 per mensem for Compensation

service in the various districts of the Punjab—continued.

Junior Vernacular.	Senior Vernacular.	Oriental teachers.	Hindi and Gurmukhi teachers.	School Drill Masters.	District Drill Masters.
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
20—1—30 30—1—40	25—2—35 40—3—55 60—3—75	*	*	*	*
30—3—45 40—3—55	40—3—55 55—3—70 80—4—100	*	*	30—2—40 40—2—50	30—2—40 40—2—50
20—1—30 30—2—40	25—2—35 35—3—50 50—3—65	*	*	*	20—35
25—2—35 40—2—50	35—3—50 55—4—75	35—3—50 55—4—75	35—3—50 55—4—75	35—3—50	35—3—50
25—1—30 32—2—46 Special 50	36—2—50 55—3—70 Special 75—3—90	30—2—40 40—2—50	30—2—40 40—2—50	30—2—40 40—2—50	30—2—40 40—2—50
25—1—30 32—2—46 Special 50	36—2—50 50—3—70 Special 75—5—90	*	*	25—1—30 30—2—40 40—2—50	25—1—30 30—2—40 40—2—50
15—1—20 20—2—30	20—2—30 35—3—50	*	*	*	20—2—30
20—1—25 26—2—40	30—2—40 40—2—50 50—3—65	30—2—40 40—2—50	30—2—40 40—2—50	25—1—30 30—2—40	25—1—30 30—2—40
25—1—30 32—2—46	36—2—50 55—3—70	*	*	20—1—25	26—2—40

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are restitutional allowance.

optional English and Headmaster, Rojhan, gets Re. 1 per mensem personal allowance. Grain Allowance is given.

Scales of Pay for Vernacular Teachers in District Board

Name of the district.	Date of commencement of scale.	Drawing Masters	Junior Vernacu			
			Rs. 20 or less.	Between Rs. 20 and Rs. 25.	Between Rs. 25 and Rs. 30.	Between Rs. 30 and Rs. 40.
1	2	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.	Rs.
21. Attock	...	*	29	63	21	13
22. Rawalpindi ...	1st April 1921 ...	*	*	*	*	121
23. Mianwali	1st September 1920	*	64	42	22	12
24. Montgomery ...	*	35—3—50 55—4—75	*	*	70	18
25. Lyallpur	*	45—3—60	*	*	273	85
26. Jhang	1st October 1921 ...	*	*	69	40	29
27. Multan	*	*	176	20	30	*
28. Muzaffargarh* ...	1st April 1920 ...	40—2—50	80	113	16	41
29. Dera Ghazi Khan† ...	1st April 1922 ...	*	14	77	2	70

* Headmasters of Schools in which optional English is taught are given Rs. 5 per mensem getting Rs. 3 per mensem

† Headmaster, Taunsa, gets Rs. 6 per mensem personal allowance and Rs. 5 per mensem for Compensation

service in the various districts of the Punjab—concluded

LARS GETTING			SENIOR VERNACULARS GETTING							REMARKS.
Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Above Rs. 60.	Below Rs. 30.	Between Rs. 30 and Rs. 40.	Between Rs. 40 and Rs. 50.	Between Rs. 50 and Rs. 60.	Between Rs. 60 and Rs. 70.	Between Rs. 70 and Rs. 80.	Above Rs. 80.	
18	19	20	21	22	23	24	25	26	27	28
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
*	*	*	9	2	4	4	*	*	7	
4	*	*	*	*	19	11	*	*	2	Hill allowance at Rs. 3 per Primary pass; Rs. 4 per Middle pass; Rs. 5 per L. T.; Rs. 6 for Junior Vernacular, and Rs. 7 for Senior Vernacular, but Rs. 3 deducted if there is postal allowance.
*	*	*	8	4	2	1	*	*	4	
7	3	*	*	15	2	3	1	3	*	Six Junior Vernaculars and 6 Senior Vernaculars draw Rs. 6 per mensem Drill allowance.
*	*	*	*	46	16	6	10	*	*	
15	*	*	*	19	17	4	2	2	*	10 Senior Vernaculars get Re. 1 restitutional allowance and one Rs. 5 as local allowance; 3 Junior Vernaculars get Re. 1 per mensem restitutional allowance and 4 get Rs. 5 per mensem Criminal Tribes allowance.
*	*	*	20	3	4	*	*	*	*	
*	*	*	*	49	9	6	3	*	*	
*	*	*	*	19	4	*	2	*	*	

allowance. One Junior Vernacular is getting Rs. 3 per mensem personal allowance and five are restitutional allowance.

optional English, and Headmaster, Rojhan, gets Re. 1 per mensem personal allowance. Grain Allowance is given.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1921-22.

GENERAL

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

(*For details see*

AREA AND POPULATION.			Particulars.		PUBLIC				
					UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		
Total area in square miles.	Number of Towns* and villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.
1	2	3	4		5	6	7	8	9
99,846	Towns* ... 146 Villages ... 34,119 Total ... 34,265	Males 11,306,265 Females 9,378,759 Total 20,685,024	Institutions.	For Males	15	9	1,053	5,627	6,660
				For Females	1	1	96	1,048	1,144
			Total ...		16	10	1,149	6,675	7,824
			Scholars	Males ...	4,472	1,690	209,604	270,153	478,757
				Females ...	36	37	13,688	48,184	61,872
			Total ...		4,508	1,727	222,292	318,337	540,629

*All places containing 5,000 inhabitants or upwards and all

TABLE I.

PUNJAB AT THE END OF THE OFFICIAL YEAR 1921-22.

General Table III.)

INSTITUTIONS.							AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY		PERCENTAGE TO POPULATION OF SCHOLARS IN	
SCHOOL EDUCATION, SPECIAL.			PRIVATE INSTITUTIONS.							
Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.	GRAND TOTAL.	Public Institutions.	Public and Private Institutions.	Public Institutions.	Public and Private Institutions.
10	11	12	13	14	15	16	17	18	19	20
18	34	6,756	144	2,004	2,148	8,904	5·07	3·8	...	...
12	5	1,163	7	1,329	1,336	2,499	29·4	13·7	...	...
30	39	7,919	151	3,333	3,484	11,403	4·3	3·00	...	...
1,472	3,364	489,755	2,650	47,689	50,339	540,094	...	...	4·33	4·77
382	540	62,867	152	23,577	23,729	86,596	...	...	·67	·93
1,854	3,904	552,622	2,802	71,266	74,068	626,690	...	...	3·87	3·03

municipalities whatever their population are entered as town

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details see*

		Total Direct Expenditure on Public Instruction.						
		University Education.		*School Education, General.*		*School Education, Special.*		
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1		2	3	4	5	6	7	8
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions	For males ...	10,09,516	8,01,601	61,92,400	27,35,680	2,80,727	4,72,416	1,14,92,340
	For females ...	18,886	18,527	6,83,385	6,96,494	99,757	1,17,267	16,34,416
	Total ...	10,28,402	8,20,128	68,75,785	34,32,174	3,80,484	5,89,683	1,31,26,656
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...		4·84	7·86	28·94	22·09	4·12	4·49	72·34
(*b*)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction		·01	·29	25·05	32·24	·29	1·18	59·05
(*c*)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ...		·17	·06	40·62	38·99	...	3·41	83·25
(*d*)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction		5·42	4·33	36·26	18·10	2·01	3·11	69·23
3. Average annual cost of educating each pupil in—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions.	Cost to Provincial Revenues.	325 9 1	541 11 3	41 8 8	14 14 1	206 14 1	233 13 8	100 1 4
	Cost to Local and Municipal Funds.	...	6 4 1	0 15 8	...	...	...	1 0 8
	Total cost ...	430 2 7	618 14 9	69 3 1	16 8 11	207 0 0	251 11 5	128 10 8
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues.	...	...	8 1 5	7 15 4	98 3 1	13 12 2	8 0 8
	Cost to Local and Municipal Funds.	...	...	8 4 1	48 11 8	160 2 5	39 5 9	6 2 9
	Total cost ...	...	...	21 14 10	13 3 9	266 6 3	56 0 10	16 5 9
Aided Institutions.	Cost to Provincial Revenues.	75 0 4	515 11 2	14 15 7	2 15 2	67 7 1	86 2 0	11 9 10
	Cost to Local and Municipal Funds.	0 13 9	...	1 10 2	2 9 7	...	6 12 8	2 1 2
	Total cost ...	223 1 0	564 7 2	45 10 10	9 7 9	181 2 2	208 5 1	34 15 6
Unaided Institutions.—Total cost ...		134 3 1	88 9 9	36 7 7	4 9 5	...	158 8 6	36 10 8
All Institutions.	Cost to Provincial Revenues.	99 4 7	394 9 3	12 6 9	6 14 10	171 2 8	114 15 6	12 12 10
	Cost to Local and Municipal Funds.	0 7 5	4 7 1	5 1 9	4 5 4	3 8 5	13 3 4	4 11 5
	Total cost ...	348 1 11	474 5 4	34 0 0	12 6 5	182 2 2	172 15 8	26 12 3

TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22.

General Table IV.)

Total Indirect Expenditure on Public Instruction.							Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,43,203	1,59,798	6,86,907	5,52,317	25,37,152	15,56,254	58,35,631	1,89,62,287	
3,43,203	1,59,798	6,86,907	5,52,317	25,37,152	15,56,254	58,35,631	1,89,62,287	
·24	1·84	6·23	2·59	12·26	4·50	27·66	100	
...	...	5·09	5·24	25·45	5·17	40·95	100	
...	...	1·72	3·08	7·20	4·75	16·75	100	
1·81	·84	3·62	2·91	13·38	8·21	30·77	100	

COLLEGES, SCHOOLS AND SCHOLARS IN

CLASS OF INSTITUTION.		PUBLIC							
		UNDER PUBLIC MANAGEMENT.							
		Managed by Government.				*Managed by Local Funds and Municipal Boards.*			
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.	*Arts Colleges.*								
	English ... ... for males ...	1	746	763	614	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Oriental ... ... for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Colleges for Professional Training.								
	Law ... ... for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Medicine ... ... for males ...	1	439	454	441	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Engineering ... ... for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Teaching ... ... for males ...	4	406	372	355	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Agriculture ... ... for males ...	1	150	150	118	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Veterinary ... ... for males ...	1	172	178	165	...	...	...	...
	for females ...	..	...	...	...	...	...	...	...
	Commercial ... ... for males ...	1	62	74	60	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Forestry ... ... for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
	Total ...	11	1,975	1,991	1,753	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*								
	High Schools for males	40	14,732	14,954	13,392	22	7,598	7,448	6,774
	Middle Schools for males ... English ...	...	...	...	...	72	18,956	17,717	16,364
	Vernacular ...	...	...	...	...	667	94,754	81,249	79,662
	High Schools for females	3	440	406	447	1	156	188	147
	Middle Schools for females ... English ...	2	442	873	324	...	...	...	...
	Vernacular ...	1	194	197	176	30	4,053	3,979	8,305
	Total ...	46	15,798	15,930	14,339	792	125,515	110,581	106,252
	Primary Schools.								
	For males	21	1,507	1,418	1,192	4,602	221,155	190,123	172,886
	For females	6	171	150	132	695	30,745	29,020	24,312
	Total ...	27	1,678	1,568	1,324	5,297	251,900	219,143	197,198

(*a*) Includes 147 Upper and 28 Lower
(*b*) Includes 244 Upper and 428 Lower
(*c*) Includes a Vernacular High School
(*d*) Includes 18 Night Schools attended

TABLE III.

THE PUNJAB FOR THE OFFICIAL YEAR 1921-22.

INSTITUTIONS.

Under Private Management.								Grand total of Institutions.	Grand total of Scholars on 31st March.	Number of Scholars on 31st March learning.			Number of girls in boys' schools.	Number of boys in Girls' schools.	Remarks.
Aided by Government, by Local Funds or Municipal Board.				*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.			English.	A Classical Language.	A Vernacular Language.			
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
6	2,815	2,138	1,758	5	1,379	1,331	992	14	4,341	4,110	1,988	1,068	1	...	
1	85	36	32	...	...	...	...	1	85	85	...	20	...	...	
1	132	116	94	...	...	...	...	1	132	87	117	9	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2	301														
...	...	...	...	1	465	448	390	1	465	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	439	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	4	408	178	145	195	4	...	
1	33	33	33	...	...	...	...	1	33	33	19	14	...	...	
...	...	...	...	...	...	...	...	1	150	150	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	172	20	75	77	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	62	62	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
9	3,416	3,320	1,916	6	1,844	1,799	1,683	26	6,235	4,615	2,344	1,383	5	...	
116	46,687	48,233	41,730	25	7,771	7,595	6,874	208	75,776	53,125	27,856	71,659	2	...	
75	14,021	12,083	12,635	31	3,935	3,650	3,473	(a) 178	36,912	19,654	7,742	36,091	40	...	
4	767	726	688	1	155	155	148	(b) 672	95,656	5,419	18,679	94,982	...	...	
(c)14	2,646	1,938	1,751	1	324	325	318	19	2,966	1,963	936	2,111	...	...	
13	1,280	1,167	1,043	...	...	...	...	15	1,722	982	172	1,116	...	...	55
21	5,013	4,664	3,801	...	...	...	...	82	9,260	246	799	9,178	3,747	...	
253	68,794	63,790	61,648	58	12,185	11,925	10,913	1,149	232,293	81,389	56,176	215,208	...	4,289	
												8,614	...	...	
												343	...	11	
867	42,376	38,250	34,682	137	5,166	3,786	3,751	(d) 5,937	270,754	140	40074	29,585	3,923	4,355	
299	15,108	14,409	12,025	48	1,814	1,565	1,367	1,048	47,683	219	2,486	502,899	4,677	...	
1,166	57,979	50,659	46,707	185	6,780	5,351	5,128	6,985	318,437	359	21,007	65,305	...	4,813	
											103,443	568,004	4,677	4,813	

Middle Schools.
Middle Schools and among these there are 16 Night Schools, attended by 427 Sc
for girls with 330 Scholars.
by 376 Scholars.

GENERAL

COLLEGES, SCHOOLS AND SCHOLARS IN

PUBLIC

CLASS OF INSTITUTION.		Under Public Management.							
		Managed by Government.				*Managed by Local Funds and Municipal Boards.*			
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5	6	7	8	9
SCHOOL EDUCATION, SPECIAL.		✓							
Training Schools ...	for males ...	18	1,342	1,340	1,300	1	46	46	39
	for females ...	8	326	323	314	...	...	...	...
Schools of Arts ...	for males ...	1	225	245	185	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Law Schools ...	for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Medical Schools ...	for males ...	1	376	368	368	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	for males ...	1	103	104	101	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	for males ...	1	852	330	254	19	1,615	1,450	1,318
	for females ...	...	...	...	...	...	...	...	...
Commercial Schools ...	for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	for males ...	...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Reformatory Schools ...	for males ...	1	121	117	110	...	...	...	...
	for females ...	...	...	...	...	...	...	...	...
Other Schools ...	for males ...	3	105	108	102	...	...	...	...
	for females ...	1	32	35	26	...	...	...	...
Total ...		32	3,982	2,970	2,760	20	1,661	1,496	1,255
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		116	22,433	22,459	20,176	6,109	379,076	331,220	304,705
PRIVATE INSTITUTIONS.									
1. *Advanced, teaching*—									
(a) Arabic or Persian		...	...	...	...	...	...	...	...
(b) Sanskrit		...	...	...	...	...	...	...	...
(c) Any other Oriental Classic		...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GI — 2. *Elementary, teaching*—									
Hi[illegible] Middl[illegible] (a) A vernacular only or mainly		...	...	...	...	...	...	...	...
(b) The Koran only		...	...	...	...	...	...	...	...
Primary not conforming to Departmental Standards		...	...	...	...	...	...	...	...
For males ...									
For females ...									

(a) Includes 139 pupils reading for the

TABLE III—CONCLUDED.

THE PUNJAB FOR THE OFFICIAL YEAR 1921-22—CONCLUDED.

INSTITUTIONS.														
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON 31ST MARCH LEARNING.				
Aided by Government, by Local Funds or Municipal Boards.				*Unaided.*										
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand total of Scholars on 31st March.	English.	A Classical Language.	A Vernacular Language.	Number of girls in Boys' schools.	Number of boys in Girls' schools.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
✓								✓	(a)					
2	64	62	74	...	...	...	...	18	1,472	84	708	1,388	...	...
4	56	53	50	...	...	...	...	12	382	23	92	300	...	...
...	...	...	...	...	...	...	...	1	225	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	118	122	115	3	494	...	...	...	...	...
1	148	140	135	...	...	...	...	1	148	...	...	...	...	...
...	...	...	...	...	...	...	...	1	103	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	91	86	94	1	29	28	25	23	2,087	142	...	1,724	...	...
2	312	298	291	...	...	...	...	2	312	1	60	311	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	121	...	...	121	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	183	160	104	1	46	...	...	5	334	53	...	74	...	...
1	48	53	41	...	...	...	...	2	80	16	...	32	...	...
13	922	882	789	4	193	150	140	69	5,758	310	860	3,950	...	...
1,441	130,111	117,651	111,060	253	21,002	19,225	17,464	7,919	552,622	86,682	60,469	538,419	754	458
...	...	...	for males	...	...	...	...	88	1,299	...	1,287	150	24	...
...	...	...	for females	...	...	...	...	2	39	...	39	37	...	...
...	...	...	for males	...	...	...	...	56	1,375	40	1,360	165	...	...
...	...	...	for females	...	...	...	...	5	89	...	89	43	...	...
...	...	...	for males	...	...	...	...	...	...	...	...	...	...	...
...	...	...	for females	...	...	...	...	...	...	...	...	...	...	...
...	...	...	for males	...	...	...	...	468	14,296	185	318	13,821	152	...
...	...	...	for females	...	...	...	...	120	2,269	4	...	2,248	...	55
...	...	...	for males	...	...	...	...	1,417	24,310	...	20,970	2,056	3,747	...
...	...	...	for females	...	...	...	...	1,106	21,401	...	18,122	2,108	...	4,289
...	...	...	for males	...	...	...	...	119	8,627	3,272	789	8,614	...	...
...	...	...	for females	...	...	...	...	13	363	20	...	343	...	11
TOTAL OF PRIVATE INSTITUTIONS.								3,484	74,068	3,521	42,974	29,585	3,923	4,355
GRAND TOTAL OF ALL INSTITUTIONS.			for males	...	...	...	...	8,904	539,958	86,661	82,436	502,699	4,677	...
			for females	...	...	...	...	2,499	86,732	3,542	21,007	65,305	...	4,813
						Total	...	11,403	626,690	90,203	103,443	568,004	4,677	4,813

REMARKS.

Senior Vernacular Certificate Examination.

GENERAL TABLE III (A).

NUMBER OF SCHOLARS ON 31ST MARCH 1922 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
University Education.											
Arts Colleges—											
English	Male ...	16	65	387	2,315	622	929	...	6	...	4,340
	Female ...	1	19	4	8	2	1	...	1	...	36
Oriental	Male ...	...	1	67	3	8	53	...	...	...	132
	Female ...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—											
Law	Male ...	...	3	34	322	12	94	...	...	...	465
	Female ...	...	...	...	...	...	...	...	...	...	...
Medicine	Male ...	1	3	29	208	89	109	...	...	...	439
	Female ...	...	...	...	...	...	...	...	...	...	...
Engineering	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Teaching...	Male ...	15	5	67	130	50	135	...	...	...	402
	Female ...	33	4	...	...	...	...	...	...	...	37
Agriculture	Male ...	...	1	6	20	59	64	...	...	...	150
	Female ...	...	...	...	...	...	...	...	...	...	...
Veterinary	Male ...	...	1	1	27	43	100	...	...	...	172
	Female ...	...	...	...	...	...	...	...	...	...	...
Commercial	Male ...	...	1	4	47	5	5	...	...	...	62
	Female ...	...	...	...	...	...	...	...	...	...	...

Forestry	Male ...	...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	66	103	599	3,080	890	1,490	...	7	...	6,285	
SCHOOL EDUCATION, GENERAL.												
Secondary Schools—												
For males—												
High Schools	Male ...	657	723	7,050	30,675	12,466	24,102	...	16	85	75,774	
	Female ...	2	...	...	...	...	...	...	...	...	2	
Middle Schools—												
English	Male ...	95	844	3,874	13,398	6,661	11,867	...	3	130	36,872	
	Female ...	38	...	..	...	..	2	...	...	...	40	
Vernacular	Male ...	...	378	8,740	31,834	13,098	41,305	...	...	301	95,656	
	Female ...	...	...	...	...	...	...	...	...	...	...	
For Females—												
High Schools	Male ...	65	...	...	7	13	12	...	1	...	98	
	Female ...	759	338	201	1,040	289	226	...	11	4	2,868	
Middle Schools—												
English	Male ...	146	10	1	3	1	1	...	9	1	172	
	Female ...	464	306	41	365	155	203	...	13	3	1,550	
Vernacular	Male ...	...	32	...	...	...	...	...	...	...	32	
	Female ...	...	717	643	5,106	1,224	1,535	...	...	3	9,228	
	Total ...	2,226	3,348	20,550	82,428	33,907	79,253	...	53	527	222,292	
Primary Schools—												
For males	Male ...	83	3,155	20,535	76,265	38,393	129,330	...	2	2,234	269,997	
	Female ...	33	48	31	232	24	343	...	...	1	707	
For females... ...	Male ...	27	40	16	22	..	51	...	..	...	156	
	Female ...	36	1,024	4,296	21,234	7,669	13,035	24	1	158	47,477	
	Total ...	179	4,262	24,878	97,753	46,086	142,759	24	3	2,393	318,337	

GENERAL TABLE III (A)—CONCLUDED.

NUMBER OF SCHOLARS ON 31ST MARCH 1922 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED—CONCLUDED.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
School Education, Special.											
Training Schools	Male	...	22	262	385	137	666	...	...	...	1,472
	Female	10	76	20	76	65	135	...	...	...	382
School of Art	Male	3	3	11	48	12	147	...	...	1	225
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools	Male	..	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	..	...	...	...	...	...
Medical Schools	Male	...	1	80	141	137	135	...	...	...	494
	Female	3	107	20	2	10	6	...	...	...	148
Engineering and Surveying Schools	Male	...	...	10	32	23	38	...	...	...	103
	Female	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools...	Male	4	85	35	379	181	1,331	...	...	72	2,087
	Female	...	311	...	...	...	1	...	...	...	312
Commercial Schools ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Reformatory Schools...	Male	...	...	6	41	2	63	...	...	9	121
	Female	...	...	...	...	...	...	...	...	...	...
Other Schools	Male	5	29	52	89	32	117	...	1	9	334
	Female	45	2	1	3	...	20	...	...	9	80
Total		70	636	497	1,196	599	2,659	...	1	100	5,758
Total of Colleges and Schools of Public Instruction.		2,541	8,349	46,524	184,457	81,482	226,161	24	64	3,020	552,622

PRIVATE INSTITUTIONS.												
Advance teaching.												
(*a*) Arabic or Persian ...	Male	...	...	...	1	9	...	1,265	...	...	...	1,275
	Female	...	...	...	...	...	...	63	...	...	...	63
(*b*) Sanskrit ...	Male	...	...	...	679	585	111	...	...	...	...	1,375
	Female	...	...	...	38	40	11	...	...	...	...	89
(*c*) Any other Oriental Classic ...	Male	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...	...
Elementary teaching.												
(*a*) A vernacular only or mainly—												
For males ...	Male	...	...	209	1,624	6,640	2,598	2,986	...	...	87	14,144
	Female	...	...	3	1	111	21	16	...	...	...	152
For females ...	Male	...	...	1	42	12	...	...	...	...	...	55
	Female		...	20	202	1,165	377	443	...	...	7	2,214
(*b*) The Koran only—												
For males ...	Male	...	...	1	26	972	42	19,514	...	...	8	20,563
	Female	...	...	...	...	...	...	3,747	...	...	...	3,747
For females ...	Male	...	...	...	...	...	...	4,289	...	...	...	4,289
	Female	...	...	...	9	519	13	16,571	...	...	...	17,112
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.												
For males ...	Male	...	...	153	989	2,779	1,566	3,035	...	...	105	8,627
	Female	...	...	...	...	...	...	...	...	...	...	...
For females ...	Male	...	11	...	...	...	...	...	...	...	...	11
	Female	...	9	...	9	26	38	250	...	...	20	352
TOTAL OF PRIVATE INSTITUTIONS ...			20	386	3,579	12,888	4,789	52,179	...	...	227	74,068
GRAND TOTAL OF ALL INSTITUTIONS ...			2,561	8,735	50,103	197,345	86,271	278,340	24	64	3,247	626,690

GENERAL

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS

Class of Institution.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				*Unaided.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
Arts Colleges—												
English ... ... for males	...	...	...	...	...	...	...	...	...	...	...	...
... for females	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—												
Teaching ... ... for males	1	15	13	13	...	...	...	...	...	...	...	...
... for females	...	...	...	...	1	33	33	32	...	...	...	...
Total ...	1	15	13	13	1	33	33	32	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
Secondary Schools—												
High Schools for males	1	275	311	344	2	420	391	314	...	...	...	...
Middle Schools—English—for males	...	...	...	...	3	135	148	129	...	...	...	...
High Schools for females... ...	1	108	118	228	7	728	657	634	...	...	...	...
Middle Schools—English—for females	...	...	...	...	7	654	593	524	...	...	...	...
Total ...	2	383	429	572	19	1,937	1,789	1,601	...	...	...	...
Primary Schools—												
For males	...	...	...	...	3	120	144	135	...	...	...	...
For females	...	...	...	...	3	66	89	74	...	...	...	...
Total ...	...	...	...	...	6	186	233	209	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Training Schools ... for males	...	...	...	...	...	...	...	...	...	...	...	...
... for females	...	...	...	...	1	10	9	8	...	...	...	...
Schools of Art ... for males	...	...	...	...	...	...	...	...	...	...	...	...
... 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	10	9	8	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3	398	442	585	27	2,166	2,064	1,850	...	...	...	...
PRIVATE INSTITUTIONS.												
Other Schools not conforming to Departmental Standards—												
For males	...	...	...	...	...	...	...	...	1	20	...	...
For females	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	..	...	...	1	20	...	...
GRAND TOTAL OF ALL INSTITUTIONS ...	3	398	442	585	27	2,166	2,064	1,850	1	20	...	...

TABLE III-B.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22.

Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on the 31st March learning. English.	Number of Scholars on the 31st March learning. A Classical Language.	Number of Scholars on the 31st March learning. A Vernacular Language.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Classification of Scholars on the 31st March according to race or creed. Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	15	15	...	7	...	...	15	...	...	...	...	...	...	...	...	
1	33	33	19	14	...	...	33	...	...	...	...	...	...	...	...	
2	48	48	19	21	...	...	48	...	...	...	...	...	...	...	...	
3	695	695	326	580	2	...	658	6	2	13	1	7	...	7	2	
3	135	77	14	33	38	...	133	...	...	...	...	2	...	...	...	
8	836	836	557	19	...	66	824	5	...	...	...	...	...	7	...	
7	654	654	111	48	...	167	610	16	1	1	...	1	...	22	3	
21	2,320	2,262	1,008	680	40	233	2,225	26	3	14	1	10	...	36	5	
3	120	120	...	24	33	...	115	...	4	...	...	1	...	...	...	
3	66	66	7	...	...	28	63	2	...	...	...	...	...	1	...	
6	186	186	7	24	33	28	178	2	4	...	...	1	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	10	10	...	...	...	...	10	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	10	10	...	...	...	...	10	...	...	...	...	...	...	...	...	
30	2,564	2,506	1,034	725	73	261	2,461	28	7	14	1	11	...	37	5	
1	20	20	...	...	...	9	20	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	20	20	...	...	...	9	20	...	...	...	...	...	...	...	...	
31	2,584	2,526	1,034	725	73	270	2,481	28	7	14	1	11	...	37	5	

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC IN						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges—							
English ... for males	2,48,407	...	...	79,808	...	...	3,28,215
English ... for females	...	...	...	...	...	...	...
Oriental ... for males	...	...	...	...	...	...	...
Oriental ... for females	...	...	...	...	...	...	...
Colleges for Professional Training—							
Law ... for males	...	...	...	...	...	...	...
Law ... for females	...	...	...	...	...	...	...
Medicine ... for males	2,22,336	...	...	37,352	...	...	2,59,688
Medicine ... for females	...	...	...	...	...	...	...
Engineering ... for males	...	...	...	...	...	...	...
Engineering ... for females	...	...	...	...	...	...	...
Teaching ... for males	1,92,585	7,102	578	...	...	13,057	2,13,322
Teaching ... for females	...	...	...	...	...	...	...
Agriculture ... for males	89,386	...	...	22,740	...	...	1,12,126
Agriculture ... for females	...	...	...	...	...	...	...
Veterinary ... for males	1,56,367	...	...	8,547	...	...	1,64,914
Veterinary ... for females	...	...	...	...	...	...	...
Commercial ... for males	4,538	...	...	5,445	...	...	9,983
Commercial ... for females	...	...	...	...	...	...	...
Forestry ... for males	...	...	...	...	...	...	...
Forestry ... for females	...	...	...	...	...	...	...
Total ...	9,13,619	7,102	578	1,53,892	...	13,057	10,88,248
SCHOOL EDUCATION, GENERAL.							
Secondary Schools—							
High Schools for males	5,54,402	4,145	11,441	3,95,292	4,498	436	9,70,214
Middle Schools for males. English ...	...	...	...	...	...	...	...
Middle Schools for males. Vernacular ...	...	...	...	...	...	...	...
High Schools for females... ...	72,412	...	...	21,803	1,972	...	96,187
Middle Schools for females. English ...	31,537	...	...	908	...	...	32,445
Middle Schools for females. Vernacular ...	3,391	...	...	...	...	...	3,391
Total ...	6,61,742	4,145	11,441	4,18,003	6,470	436	11,02,237

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22.

STITUTIONS.

MANAGEMENT.

Managed by Local Funds and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
21,430	71,516	73,139	1,44,518	1,117	485	3,12,205
55,555	1,18,850	1,11,067	2,14,777	5,078	15,891	5,21,218
7,95,095	4,15,227	22,967	2,16,515	6,423	11,877	14,68,104
...	...	22,177	...	...	...	22,177
...	...	...	...	...	...	...
22,721	3,417	74,639	3	150	367	1,01,297
8,94,801	6,09,010	3,03,989	5,75,813	12,768	28,620	24,25,001

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC IN						
	UNDER PRIVATE						
	Aided by Government or by Local or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	16	17	18	19	20	21	22
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges—							
English ... for males ...	1,35,276	300	1,667	1,92,013	51,907	78,871	4,60,034
... for females ..	4,800	...	...	5,000	...	9,086	18,886
Oriental .. for males ...	31,500	...	...	403	10,752	...	42,655
... for females...	...	...	...	...	...	...	...
Colleges for Professional Training—							
Law for males ...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...
Medicine for males ...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...
Engineering for males ...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...
Teaching for males ...	...	...	...	...	...	...	...
... for females ..	17,018	...	...	1,609	...	...	18,627
Agriculture for males ...	...	...	...	...	...	...	...
... for females ..	...	...	...	...	...	...	...
Veterinary for males ...	..	...	...	...	...	...	..
... for females...	...	...	...	...	...	...	..
Commercial for males ...	...	...	...	...	...	...	...
... for females...	...	..	...	...	...	...	...
Forestry... for males ...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...
Total ...	1,88,594	300	1,667	1,99,025	62,659	87,957	5,40,202
SCHOOL EDUCATION, GENERAL.							
Secondary Schools—							
High Schools for males	6,85,427	9,508	34,759	7,81,565	2,18,823	3,18,183	20,48,265
Middle Schools for males. English ...	1,05,451	7,895	10,510	1,67,777	42,996	90,471	4,31,199
Vernacular...	2,569	1,961	1,293	660	10,104	3,232	19,819
High Schools for females ...	92,946	...	10,087	62,986	10,013	18,581	1,94,613
Middle Schools for females. English ..	46,291	1,216	4,319	20,551	6,809	22,815	1,02,001
Vernacular ..	22,497	2,537	20,221	1,432	31,707	39,414	1,17,808
Total ...	9,55,181	23,117	81,184	2,34,971	3,26,452	4,92,696	29,13,696

TABLE IV—CONTINUED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22—CONTINUED.

STITUTIONS.				TOTAL EXPENDITURE FROM						
MANAGEMENT.										
Unaided.										
Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,13,281	48,210	17,121	1,78,612	3,83,683	300	1,667	3,85,102	1,00,117	95,992	9,66,861
...	...	...	...	4,800	...	...	5,000	...	9,086	18,886
...	...	...	...	31,500	...	...	403	10,752	...	42,655
...	...	...	...	...	...	...	...	...	...	...
41,468	...	...	41,468	...	...	...	41,468	...	...	41,468
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,22,336	...	...	37,352	...	...	2,59,688
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,92,585	7,102	578	...	...	13,057	2,13,322
...	...	...	...	17,018	...	...	1,609	...	...	18,627
...	...	...	...	89,386	...	...	22,740	...	...	1,12,126
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,56,367	...	...	8,547	...	...	1,64,914
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,538	...	...	5,445	...	...	9,983
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
1,54,749	48,210	17,121	2,20,080	11 02,213	7,402	2,245	5,07,666	1,10,869	1,18,135	18,48,530
1,63,169	63,712	55,201	2,82,082	12,61,259	85,169	1,19,339	14,84,544	2,88,150	3,74,305	36,12,766
56,876	31,124	49,488	1,37,488	1,61,036	1,26,745	1,21,577	4,89,430	85,198	1,56,850	10,89,806
949	956	...	1,905	7,97,664	4,17,188	24,260	2,18,124	17,493	15,109	14,89,828
...	13,466	...	13,466	1,65,358	...	32,264	84,789	25,451	18,581	3,26,443
...	...	...	...	77,828	1,216	4,319	21,459	6,809	22,815	1,34,446
...	...	...	...	48,609	5,954	84,860	1,435	31,857	39,781	2,22,496
2,20,994	1,09,258	1,04,689	4,34,941	25,11,724	6,36,272	3,96,619	22,49,781	4,54,948	6,26,441	68,75,785

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
Primary Schools—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For males	22,558	...	...	1,923	282	309	25,072
For females	773	...	...	...	118	...	891
Total ...	23,331	...	...	1,923	400	309	25,963
SCHOOL EDUCATION, SPECIAL							
Training Schools ... for males ...	2,60,137	...	...	...	132	...	2,60,269
for females ...	83,903	...	...	...	65	...	83,968
Schools of Art ... for males ...	50,796	...	...	1,471	...	...	52,267
for females ...	...	...	...	...	...	...	...
Law Schools ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Medical Schools ... for males ...	83,581	...	...	5,090	...	...	38,671
for females ...	...	...	...	...	...	...	...
Engineering and Surveying Schools for males ...	50,167	...	...	6,9·2	...	2,250	59,399
for females ...	...	...	...	...	...	...	...
Technical and Industrial Schools. for males ...	27,356	...	...	322	2,070	2,123	31,871
for females ...	...	...	...	...	...	...	...
Commercial Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Agricultural Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Reformatory Schools for males ...	39,176	...	...	...	...	...	39,176
for females ...	...	...	...	...	...	...	...
Other Schools ... for males ...	24,339	...	...	58	2,956	43	27,396
for females ...	230	...	...	...	...	...	230
Total ...	6,49,685	...	...	13,923	5,223	4,416	6,73,247
Total Direct Expenditure ...	22,48,377	11,247	12,019	5,87,741	12,093	18,218	28,89,695
Buildings, furniture and apparatus ...	2,86,283	5,140	610	14,838	217	9,199	3,16,287
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in—							
Arts Colleges	...	...	...	...	...	...	..
Medical Colleges ...	...	....	...	...	...	...	..
Other Professional Colleges ...	...	....	...	...	...	...	..
Secondary Schools	...	....	...	...	...	...	..
Primary Schools	...	....	...	...	...	...	..
Medical Schools	...	....	...	...	...	...	..
Technical and Industrial Schools	...	....	...	...	...	...	..
Other Special Schools ...	...	....	...	...	...	...	..
Miscellaneous	...	....	...	...	...	...	..
Boarding houses' recurring expenditure	...	....	...	...	...	...	..
Total Indirect Expenditure ...	2,86,283	5,140	610	14,838	217	9,199	3,16,287
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	25,34,660	16,387	12,629	6,02,579	12,310	27,417	32,05,982

TABLE IV—CONTINUED.

IN THE PUNJAB FOR OFFICIAL YEAR 1921-22.—CONTINUED.

INSTITUTIONS.

MANAGEMENT.

Managed by Local Funds and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowment.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
15,40,850	6,23,141	1,70,576	76,645	6,961	4,662	24,32,835
2,03,147	1,28,702	1,35,480	5	135	918	4,68,387
17,43,997	7,61,843	3,06,056	76,650	7,096	5,580	29,01,222
4,425	7,367	...	2	...	...	11,794
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
19,952	25,620	31,452	2,107	1,452	697	81,280
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
24,377	32,987	31,452	2,109	1,452	697	93,074
26,63,175	14,03,840	6,41,497	6,54,572	21,316	34,897	54,19,297
6,00,800	6,41,221	69,717	...	13,062	7,666	13,32,466
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
6,00,800	6,41,221	69,717	...	13,062	7,666	13,32,466
32,63,975	20,45,061	7,11,214	6,54,572	34,378	42,563	67,51,763

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INS						
	UNDER PRIVATE						
	Aided by Government or by Local or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowment.	Subscriptions and other sources.	Total.
1	16	17	18	19	20	21	22
Primary Schools.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For males	96,273	41,206	21,203	14,534	20,683	58,203	2,61,142
For females	52,962	15,787	53,342	6,437	39,065	51,686	2,19,279
Total ...	1,49,235	56,993	74,635	20,971	68,698	1,09,889	4,80,421
SCHOOL EDUCATION, SPECIAL.							
Training Schools ... for males ...	2,125	...	...	1,701	268	4,570	8,664
for females ...	6,980	...	...	1,494	1,788	5,527	15,789
Schools of Arts ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Law Schools ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Medical Schools ... for males ...	...	...	...	...	...	...	...
for females ...	43,649	...	...	15,317	42,405	305	1,01,676
Engineering and Surveying Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Technical and Industrial Schools. for males ...	8,550	475	1,900	2,588		6,097	19,510
for females ...	...	3,798	...	...	5,133	...	8,931
Commerical Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Agricultural Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Reformatory Schools for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Other Schools ... for males ...	8,057	...	...	7,044	...	3,965	19,066
for females ...	4,079	...	...	1,011	...	1,340	5,430
Total ...	73,440	4,273	1,800	29,155	49,594	21,804	1,30,066
Total Direct Expenditure.	13,66,450	84,683	1,59,291	12,84,122	5,07,403	7,12,346	41,14,295
Buildings, furniture and apparatus ...	1,77,013	...	...	51,383	1,66,996	2,17,159	6,12,551
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in—							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges* ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools ...		...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Boarding houses	...	...	...	...	...	...	...
Total Indirect Expenditure ...	1,77,013	...	...	51,383	1,66,996	2,17,159	6,12,551
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	15,43,463	84,683	1,59,291	13,35,505	6,74,399	9,29,505	47,26,846

TABLE IV—CONCLUDED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22—CONCLUDED.

TITUTIONS.				TOTAL EXPENDITURE FROM						
MANAGEMENT.										
Unaided.										
Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
579	5,149	10,903	16,631	16,59,681	6,74,347	1,91,869	93,681	42,025	74,077	27,35,680
...	3,352	4,585	7,937	2,56,882	1,44,489	1,88,822	6,443	42,670	57,189	6,96,404
579	8,501	15,488	24,568	19,16,563	8,18,836	3,80,691	1,00,123	84,695	1,31,266	34,32,174
...	...	...	...	2,66,687	7,367	...	1,703	400	4,570	2,80,727
...	...	...	...	90,883	...	...	1,494	1,853	5,527	99,757
...	...	...	...	80,796	...	...	1,471	...	...	82,267
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
1,213	8,786	12,783	22,782	83,581	...	...	6,303	8,786	12,783	1,11,453
...	...	...	...	43,649	...	...	15,317	42,405	305	1,01,676
...	...	...	...	50,167	...	...	6,982	...	2,250	59,399
...	...	...	...	...	...	...	...	...	...	...
1	...	252	253	55,858	26,095	33,252	5,018	3,522	9,169	1,32,914
...	...	...	...	...	3,798	...	...	5,133	...	8,931
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	39,176	...	...	...	...	...	39,176
...	...	...	...	...	...	...	...	...	...	...
745	...	...	745	32,398	...	...	7,847	2,956	4,008	47,207
...	...	...	...	4,300	...	...	1,011	...	1,340	6,660
1,959	8,786	13,035	23,780	7,47,502	37,260	33,252	47,146	65,055	39,952	9,70,167
2,78,281	1,74,755	1,50,333	7,03,369	62,78,002	14,99,770	8,12,807	29,04,716	7,15,567	9,15,794	1,31,26,656
5,030	1,33,510	1,37,308	2,75,848	10,64,096	6,46,261	70,327	71,251	3,13,785	3,71,332	25,37,152
...	...	...	...	20,100	...	...	3,22,803	...	...	3,43,203
..	...	...	...	1,59,798	...	...	...	...	...	1,59,798
...	...	...	...	5,40,762	29,407	16,733	...	...	...	6,86,902
...	...	...	...	27,078	2,305	2,190	...	42,927	15,096	89,596
...	...	...	...	6,699	810	380	...	..	5,368	13,257
...	...	...	...	7,477	14,233	2,013	...	6,845	...	30,568
...	...	...	...	1,20,582	1,01,250	21,124	57	9,495	8,626	2,61,164
...	...	...	...	35,102	48	604	...	53	823	36,630
...	...	...	...	9,011	960	24	...	5,961	66,222	82,178
...	...	...	...	9,118	8,052	2,947	...	944	2,044	23,105
...	...	...	...	9,495	5,311	835	...	36	142	15,819
...	...	...	...	82,946	58,437	28,640	30,085	9,753	79,346	2,89,207
...	...	...	...	3,07,346	73,115	17,707	5,82,746	85,666	2,00,467	12,67,047
5,030	1,33,510	1,37,308	2,75,848	23,99,910	10,40,289	1,63,529	10,08,972	4,75,485	7,49,466	58,35,631
3,85,311	3,08,265	2,87,641	9,79,217	86,77,912	25,40,059	9,76,336	39,11,686	11,91,032	16,65,260	1,89,62,287

GENERAL

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.	Subscription and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.										
English ... for males	...	...	...	...	...	...	...	...	...	...
... for females	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.										
Teaching ... for males	11,256	...	...	8,905	20,161	...	...	...	...	...
... for females	...	...	...	...	...	17,018	...	...	1,609	...
Total ...	11,256	...	...	8,905	20,161	17,018	...	...	1,609	...
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
High Schools for males ...	13,192	25,387	3,945	...	42,524	40,889	...	...	40,018	3,990
Middle Schools—English—for males	...	...	...	...	...	15,508	..	...	8,866	...
High Schools for females ...	22,654	12,694	1,972	...	37,320	66,736	...	...	49,383	...
Middle Schools—English—for females	...	...	...	...	...	40,964	...	100	20,115	...
Total ...	35,846	38,081	5,917	...	79,844	1,64,097	...	100	1,18,382	3,990
Primary Schools.										
For males ...	...	...	...	...	...	10,423	...	...	5,044	...
For females ..	...	...	...	...	...	5,885	...	...	4,079	...
Total ...	...	...	...	...	...	16,308	...	...	9,123	...
SCHOOL EDUCATION, SPECIAL.										
Training Schools for males ...	...	...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	2,386	...	...	750	...
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 ...	...	...	...	...	...	2,386	...	...	750	...
Total Direct Expenditure ...	47,102	38,081	5,917	8,905	1,00,005	1,99,809	...	100	1,29,864	3,990
Buildings, furniture and appraratus...	46,281	...	...	...	46,281	78,963	...	...	50,394	159
Inspection	...	...	...	...	...	...	...	...	...	...
Scholarships held in—										
Arts Colleges	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...		...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...
Boarding Houses	...	...	...	...	...	...	...	...	...	...
Total Indirect Expenditure ...	46,281	...	...	...	46,281	78,963	...	...	50,394	159
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	93,383	38,081	5,917	8,905	1,46,286	2,78,772	...	100	1,80,258	4,149

TABLE IV-A.

PUNJAB FOR THE OFFICIAL YEAR 1921-22.

INSTITUTIONS.						TOTAL EXPENDITURE FROM							
MANAGEMENT.													
Municipal Boards.		*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.	GRAND TOTAL.	REMARKS.
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.	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	11,256	...	...	...	...	8,905	20,161	
...	18,627	...	...	...	...	17,018	...	...	1,609	...	...	18,627	
...	18,627	...	...	...	...	28,274	...	...	1,609	...	8,905	38,788	
7,098	91,995	...	...	...	...	54,081	...	...	65,405	7,936	7,098	1,34,519	
10,485	34,859	...	...	...	...	15,508	...	...	8,866	...	10,485	34,859	
3,035	1,19,154	...	...	...	...	89,390	...	...	62,077	1,972	3,035	1,56,474	
12,426	73,605	...	...	...	...	40,964		100	20,115	...	12,426	73,605	
33,044	3,19,613	...	...	...	...	1,99,943	...	100	1,56,463	9,907	33,044	3,99,457	
5,810	21,277	...	...	...	...	10,423	...	...	5,044	...	5,810	21,277	
2,857	12,821	...	...	...	...	5,885	...	...	4,079	...	2,857	12,821	
8,667	34,098	...	...	...	...	16,308	...	...	9,123	...	8,667	34,098	
...	...	...	...	...	...	...	...	...	...	...	...	...	
124	3,260	...	...	...	...	2,386	...	...	750	...	124	3,260	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
124	3,260	...	...	...	...	2,386	...	...	750	...	124	3,260	
41,835	3,75,598	...	...	...	...	2,46,911	...	100	1,67,945	9,907	50,740	4,75,603	
20,953	1,50,469	...	...	...	...	1,25,244	...	...	50,394	159	20,953	1,96,750	
...	...	...	...	...	...	6,054	...	...	...	...	...	6,054	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	6,942	...	...	...	...	...	6,942	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	10,877	...	...	30,085	9,466	79,325	1,29,753	
...	...	...	...	...	...	82,969	...	...	3,61,283	5,493	72,074	5,21,819	
20,953	1,50,469	...	...	...	...	2,32,086	...	...	4,41,762	15,118	1,72,352	8,61,318	
62,788	5,26,067	...	...	...	...	4,78,997	...	100	6,09,707	25,025	2,23,092	13,36,921	

GENERAL

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. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			Males.	Females.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS. *For Males.*					
Government ... English ...	40	14,722	3,638	...	3,638
Government ... Vernacular ...	...	...	...	...	...
Local Fund ... English ...	48	13,331	450	...	450
Local Fund ... Vernacular ...	654	92,592	...	...	...
Municipal Fund ... English ...	46	13,221	615	...	615
Municipal Fund ... Vernacular ...	13	2,162	...	...	...
Aided ... English ...	191	59,708	8,503	...	8,506
Aided ... Vernacular ...	4	747	...	...	...
Unaided ... English ...	56	11,706	2,035	...	2,035
Unaided ... Vernacular ...	1	155	...	...	...
Total ...	1,053	208,344	15,244	...	15,244
For Females.					
Government ... English ...	5	882	...	40	40
Government ... Vernacular ...	1	194	...	...	...
Local Fund ... English ...	...	...	...	...	...
Local Fund ... Vernacular ...	4	254	...	...	...
Municipal Fund ... English ...	1	156	...	6	6
Municipal Fund ... Vernacular ...	26	3,799	...	...	...
Aided ... English ...	26	2,996	...	181	181
Aided ... Vernacular ...	32	5,343	...	8	8
Unaided ... English ...	1	324	...	16	16
Unaided ... Vernacular ...	...	...	...	...	...
Total ...	96	13,948	...	251	251
TOTAL SECONDARY SCHOOLS ...	1,149	222,292	15,244	251	15,495
PRIMARY SCHOOLS. *For Males.*					
Government	21	1,507	...	...	...
Local Fund	4,422	203,744	...	...	...
Municipal Fund	180	17,411	...	...	...
Aided	867	42,876	...	...	...
Unaided	137	5,166	...	...	...
Total ...	5,627	270,704	...	...	
For Females.					
Government	6	171	...	...	...
Local Fund	499	18,471	...	...	...
Municipal Fund	196	12,274	...		...
Aided	299	15,103	...	...	...
Unaided	48	1,614	...	...	
Total ...	1,048	47,633	...	...	...
TOTAL PRIMARY SCHOOLS ...	6,675	318,337	...	...	...
GRAND TOTAL ...	7,824	540,629	15,244	251	15,495

TABLE V.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1921-22.

Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*			Total Secondary Stage.			Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
9,431	...	9,431	13,069	...	13,069	457	...	457
...	...	...	...	...	...	...	...	...
7,083	...	7,533	7,533	...	7,533	1,038	...	1,038
23,734	...	23,734	23,734	...	23,734	9,485	...	9,485
6,296	...	6,296	6,911	...	6,911	1,188	...	1,188
724	...	724	724	...	724	224	...	224
29,751	12	29,763	38,257	12	38,269	4,561	7	4,568
189	...	189	189	...	189	117	...	117
6,846	...	6,846	8,881	...	8,881	555	...	555
155	...	155	155	...	155	...	...	...
84,209	12	84,221	99,453	12	99,465	17,625	7	17,632
...	172	172	...	212	212	...	180	180
...	41	41	...	41	41	...	68	68
...	...	...	...	...	...	...	...	...
...	26	26	...	26	26	...	58	58
...	82	82	...	88	88	...	29	29
...	409	409	...	409	409	...	713	713
9	678	687	9	859	868	31	607	638
...	441	441	...	449	449	2	852	854
...	84	84	...	100	100	...	55	55
...	...	...	...	...	...	...	...	...
9	1,933	1,942	9	2,184	2,193	33	2,562	2,595
84,218	1,945	86,163	99,462	2,196	101,658	17,658	2,569	20,227
...	...	...	...	...	...	252	...	252
...	...	...	...	...	...	19,570	1	19,571
...	...	...	...	...	...	2,110	...	2,110
...	...	...	...	...	...	5,462	12	5,474
...	...	...	...	...	...	374	...	374
...	...	...	...	...	...	27,768	13	27,781
...	...	...	...	...	...	...	8	8
...	...	...	...	...	...	...	2,132	2,132
...	...	...	...	...	...	...	1,153	1,153
...	...	...	...	...	...	5	1,831	1,836
...	...	...	...	...	...	...	100	100
...	...	...	...	...	...	5	5,224	5,229
...	...	...	...	...	...	27,773	5,237	33,010
84,218	1,945	86,163	99,462	2,196	101,658	45,431	7,806	53,237

GENERAL

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF SCHOOL.	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.						
For Males.						
Government ... English ...	1,196	...	1,196	...	...	...
Government ... Vernacular ...	...	...	...	...	...	...
Local Fund ... English ...	4,760	...	4,760	...	...	...
Local Fund ... Vernacular ...	59,373	...	59,373	...	...	...
Municipal Fund English ...	5,120	2	5,122	...	...	...
Municipal Fund Vernacular ...	1,214	...	1,214	...	...	...
Aided ... English ...	16,850	21	16,871	...	...	...
Aided ... Vernacular ...	441	...	441	...	...	...
Unaided ... English ...	2,270	...	2,270	...	...	...
Unaided ... Vernacular ...	...	...	...	...	...	...
Total ...	91,224	23	91,247	...	...	...
For Females.						
Government ... English ...	37	453	490	...	...	...
Government ... Vernacular ...	...	85	85	...	...	...
Local Fund ... English ...	...	...	...	...	...	...
Local Fund ... Vernacular ...	...	170	170	...	...	...
Municipal Fund... English ...	...	39	39	...	...	...
Municipal Fund... Vernacular ...	...	2,677	2,677	...	...	...
Aided ... English ...	193	1,297	1,490	...	...	...
Aided ... Vernacular ...	30	4,010	4,040	...	...	...
Unaided ... English ...	...	169	169	...	...	...
Unaided ... Vernacular ...	...	...	...	...	...	...
Total ...	260	8,900	9,160	...	...	...
TOTAL SECONDARY SCHOOLS ...	91,484	8,923	100,407	...	...	...
PRIMARY SCHOOLS.						
For Males.						
Government	1,255	...	1,255	...	...	...
Local Fund	184,104	69	184,173	...	...	...
Municipal Fund	15,300	1	15,301	...	...	...
Aided	36,809	593	37,402	...	...	...
Unaided	4,761	31	4,792	...	...	...
Total ...	242,229	694	242,923	...	...	...
For Females.						
Government	...	163	163	...	...	...
Local Fund	19	16,320	16,339	...	...	...
Municipal Fund	...	11,121	11,121	...	...	...
Aided	106	13,161	13,267	...	...	...
Unaided	26	1,488	1,514	...	...	...
Total ...	151	42,253	42,404	...	...	...
TOTAL PRIMARY SCHOOLS ..	242,380	42,947	285,327	...	...	...
GRAND TOTAL ...	333,864	51,870	385,734	...	...	...

TABLE V—CONCLUDED.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1921-22.

MARY STAGE.									
LOWER PRIMARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
Total.									
Males.	Females.	Total.	Males.	Females	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
1,196	...	1,196	1,653	...	1,653	14,722	...	14,722	
...	...	...	...	...	...	...	...	...	
4,760	...	4,760	5,798	...	5,798	13,331	...	13,331	
59,373	...	59,373	68,858	...	68,858	92,592	...	92,592	
5,120	2	5,122	6,308	2	6,310	13,219	2	13,221	
1,214	...	1,214	1,438	...	1,438	2,162	...	2,162	
16,850	21	16 871	21,411	28	21,439	59,668	40	59,708	
441	...	441	558	...	558	747	...	747	
2,270	...	2,270	2,825	...	2,825	11,706	...	11,706	
...	...	...	...	...	...	155	...	155	
91,224	23	91,247	108,849	30	108,879	208,302	42	208,344	
37	453	470	37	613	650	37	845	882	
...	85	85	...	153	153	...	194	194	
...	...	...	...	...	...	...	...	...	
...	170	170	...	228	228	...	254	254	
...	39	39	...	68	68	...	156	156	
...	2,677	2,677	...	3,390	3,390	...	3,799	3,799	
193	1,297	1,490	224	1,904	2,128	233	2,763	2,996	
30	4,010	4,040	32	4,862	4,894	32	5,311	5,343	
...	169	169	...	224	224	...	324	324	
...	...	...	...	...	...	...	...	...	
260	8,900	9,160	293	11,462	11,755	302	13,646	13,948	
91,484	8,923	100,407	109,142	11,492	120,634	208,604	13,688	222,292	
1,255	...	1,255	1,507	...	1,507	1,507	...	1,507	
184,104	69	184,173	203,674	70	203,744	203,674	70	203,744	
15,300	1	15,301	17,410	1	17,411	17,410	1	17,411	
36,809	593	37,402	42,271	605	42,876	42,271	605	42,876	
4,761	31	4,792	5,135	31	5,166	5,135	31	5,166	
242,229	694	242,923	269,997	707	270,704	269,997	707	270,704	
...	163	163	...	171	171	...	171	171	
19	16,320	16,339	19	18,452	18,471	19	18,452	18,471	
...	11,121	11,121	...	12,274	12,274	...	12,274	12,274	
106	13,161	13,267	111	14,992	15,103	111	14,992	15,103	
26	1,488	1,514	26	1,588	1,614	26	1,588	1,614	
151	42,253	42,404	156	47,477	47,633	156	47,477	47,633	
242,380	42,947	285,327	270,153	48,184	318,337	270,153	48,184	318,337	
333,864	51,870	385,734	379,295	59,676	438,971	478,757	61,872	540,629	

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		32	80	595	3,039
	Females		34	23	4	8
High stage	Males		95	139	1,807	6,654
	Females		118	40	13	53
Middle stage	Males	Upper	311	382	3,469	11,521
		Lower	...	527	5 651	18,841
	Females		396	296	101	613
Upper Primary stage	Males		210	613	4,784	15,583
	Females		329	497	851	3,092
Lower Primary stage	Males		457	3,571	24,505	97,732
	Females		489	1,595	4,297	24,165
Special schools	Males		12	140	453	1,114
	Females		58	496	41	79
Private institutions	Males		11	363	3,320	11,~~022~~018
	Females		9	23	259	1,~~857~~36
GRAND TOTAL	MALES		1,128	5,765	44,587	165,~~566~~ 50
	FEMALES		1,433	2,970	5,516	29,~~887~~ 371
	TOTAL		2,561	8,735	50,103	195,373

TABLE V-A.

INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1 to 10.	Depressed classes.	Total of columns 11 to 12.	Remarks.
6	7	8	9	10	11	12	13	14
888	1,489	...	6	33	6,162	...	6,162	
2	1	...	1	...	73		73	
2,645	3,879	...	2	10	15,231	13	15,244	
13	12	...	1	1	251	...	251	
5,802	9,937	...	9	35	31,416	42	31,458	
9,233	18,359	...	1	47	52,659	101	52,760	
209	321	...	7	2	1,945	...	1,945	
6,893	16,826	...	6	89	45,004	427	45,431	
1,365	1,672	...	8	23	7,787	19	7,806	
46,059	157,667	...	13	1,035	331 039	2,825	333,864	
7,774	13,339	24	9	23	51,715	155	51,870	
524	2,497	...	1	15	4,759	77	4,836	
75	162	...	...	9	920	2	922	
4,329	31,089	...	...	138	50,~~372~~ 268	71	50,~~443~~ 339	
460	21,090	...	...	27	23,~~725~~ 729	...	23,~~725~~ 729	
76,373	241,743	...	38	1,402	536,~~542~~ 538	3,556	540,094	
9,898	36,597	24	26	85	86,~~416~~ 420	176	86,596	
86,271	278,310	24	64	1,487	622,958	3,732	626,690	

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges.										
Doctor of Philosophy	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	..	...	...
Doctor of Science	Males	...	...	...	...	...	...	.	...	...
	Females	...	...	...	...	...	...	...	...	...
Master of Arts	Males	1	3	2	6	29	27	7	16	79
	Females	...	...	...	...	..	...	..	3	3
Master of Science	Males	1	1	...	2	13	12	...	4	29
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours).	Males	1	7	3	11	34	68	52	18	172
	Females	..	1	...	1	...	2	...	1	3
Bachelor of Arts (Pass)	Males	1	5	3	9	74	319	276	278	947
	Females	...	1	...	1	...	8	...	5	13
Bachelor of Science (Honours).	Males	1	2	2	5	17	47	8	5	77
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass).	Males	1	3	2	6	27	74	19	9	129
	Females	...	...	...	...	...	..	...	...	...
Intermediate in Arts	Males	1	7	6	14	47	395	383	118	943
	Females	...	1	...	1	...	7	..	2	9
Intermediate in Science	Males	1	4	2	7	88	250	189	18	545
	Females	...	1	...	1	...	1	...	..	1
Oriental Colleges.										
Master of Oriental Learning.	Males	...	...	...	...	...	...	..	2	2
	Females	...	...	...	...	...	...	...	...	..
Bachelor of Oriental Learning.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	..
Intermediate, Oriental Faculty.	Males	...	...	...	...	...	...	.	...	...
	Females	...	...	...	...	...	...	...	...	...
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. — Sanskrit	Males	...	1	...	1	...	17	...	104	121
	Females	..	...	..	...	...	...	..	...	...
Arabic	Males	...	...	...	...	...	...	...	20	20
	Females	...	...	...	...	...	...	...	...	...
Persian	Males	...	1	...	1	...	16	...	160	176
	Females	...	...	...	...	...	...	...	...	...
Punjabi	Males	..	1	...	1	...	4	...	66	70
	Females	...	...	...	...	...	...	...	...	...
Hindi	Males	...	...	...	...	...	...	...	6	6
	Females	...	...	...	...	...	...	...	...	...
Urdu	Males	..	...	...	...	...	...	...	20	20
	Females	...	...	...	...	...	...	...	...	...
Bengali	Males	...	..	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	..	...	...

TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1921-22.

Number passed.					Race or creed of passed scholars.									Remarks.
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	..	...	...	...	...	...	...	..	..		...	...	...	
...	...	...	...	...	..	..	...	...	...	...	...	...	...	
..	...	...	..	...	...	...	..	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	..	...	...	...	...	
16	15	5	11	47	...	1	9	20	3	14	...	...	...	
.	...	..	1	1	..	...	...	...	...	1	...	...	...	
10	9	...	2	21			3	9	4	5	...	...	...	
...	...	.	...	...	...	...	...	...	...		...	...	...	
18	22	22	4	66	...	1	11	38	4	12	...		...	
...	2	...	..	2		2	...	...		...	...	...	...	
51	171	143	16	481	...	9	63	246	42	114	7	...	...	
...	4	..	4	8	...	6	...	2	...	...	...	...	...	
14	15	6	2	37	...	...	5	20	10	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
22	42	14	4	82	...	1	10	45	17	6	3	...	...	
...	...	...	...	...	...	...	...	...		...		...	...	
33	218	221	71	543	...	7	61	281	52	141	1	...	...	
...	7		1	8	...	4	1	3	...	...	...	...	...	
53	119	102	8	282	...	2	23	162	55	40	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	1	1	...	...	...	...	...	1	...	...	...	
...	...	...	...	...	..	...	.	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	..	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	.	...	...	...	...	...	...	...	...	...	
...	9	...	32	41	...	...	34	7	.	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	.	...		...	
...	...	...	5	5	...	...	...	...	...	5	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	9	...	60	69	..	...	2	5	1	61	...	...	...	
...	...		...	...	...	..	..	...	...	...	...	...	...	
..	4	...	39	43	...	...	...	1	42	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	.	4	4	...	..	3	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	5	5	...	...	...	1	...	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	.	...	...	...	

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Colleges for professional training.										
Law.										
Doctor of Law	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Master of Law	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Law	Males	...	...	1	1	...	...	242	83	325
	Females	...	...	...	...	...	...	...	...	...
Medicine.										
Doctor of Medicine	Males	...	...	...	...		...	...	2	2
	Females	...	...	...	...	...	...	...	...	...
Doctor of Hygiene	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Master of Surgery	Males	...	...	...	...	...	...	...	1	1
	Females	...	...	...	...	...	...	...	...	...
Master of Obstetrics	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery.	Males	1	...	...	1	71	...	...	...	71
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Hygiene	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Engineering.										
Master of Civil Engineering.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Examinations not conducted by Universities for—										
Civil Engineers	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Electrical Engineers	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Upper Subordinates	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Lower Subordinates	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...

TABLE VI—CONTINUED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1921-22—CONTINUED.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.									REMARKS.
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	150	49	199	...	...	26	116	13	38	6	...	...	
...	...	...	2	2	...		...	...	1	1	...	...	...	
54	...	...	...	54	...	1	7	34	4	8	...	...	...	

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Colleges for professional training—*concluded.*										
Teaching.										
Post-graduate degrees or licenses.	Males	1	...	...	1	42	...		7	49
	Females	...	...	...	...	1	...	...	...	1
Under-graduate licenses or diplomas.	Males	3	2	...	5	136	37	...	18	191
	Females	...	2	...	2	3	28	...	...	31
Agriculture.										
Master of Agriculture	Males	...	...	...	...	...	...	..	...	...
	Females	...	...	...	...	...	...	..	...	...
Bachelor of Agriculture.	Males	1	...	...	1	17	...	...	...	17
	Females	...	...	...	...	...	...		...	...
First examination in Agriculture.	Males	1	...	...	1	36	...	...	...	36
	Females	...	...		...	...	...	...	...	...
Veterinary examinations.	Males	1	...	...	1	77	...	...		77
	Females	...	...	...	...	...	..	...	...	..
Commercial examinations.	Males	1	...	...	1	47	...	...	1	48
	Females	...	...	..	...	...	...	...	...	...
Schools for General Education.										
Matriculation	Males	87	138	20	195	1,362	3,713	666	465	6,206
	Females	...	8	...	8	...	29	...	41	70
School final or leaving certificate.	Males	27	69	7	103	163	547	121	87	918
	Females	...	...	...	...	...	...	...	1	1
"B" Final examination.	Males	...	...	...	...		...		...	...
	Females	...	...	...	...	...	..		...	...
High school examination for Europeans.	Males	1	1	..	2	24	11	...	1	36
	Females	1	7	...	8	2	41	...	...	43
Cambridge Senior Examination.	Males	...	1	...	1	...	23	...	30	53
	Females	...	3	1	4	...	10	2		12
Cambridge Junior Examination.	Males	...	1	...	1	...	42	...	...	42
	Females	...	2	...	2	...	6	...	...	6
Cambridge Preliminary Examination.	Males	...	...	...	...	...	..	...	...	...
	Females	...	...	..	...	...	...	...	...	...
Vernacular high examination.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...		...	...
Anglo-Vernacular middle examination.	Males	...	...	...	...	..	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Vernacular final examination.	Males	222	18	3	243	3,635	138	45	318	4,136
	Females	22	34	...	56	164	155	...	127	446
Middle examination for Europeans.	Males	1	3	...	4	36	35	..	...	71
	Females	1	13	...	14	14	74	..	...	88
Upper primary examination.	Males	..	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...		...	...	...
Lower primary examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...

TABLE VI—CONTINUED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1921-22—CONTINUED.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.									REMARKS.
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
36	...	...	6	42	...	3	8	14	10	7	...	..	...	
1	...	.	...	1	...	1	..	...	...	...	...	...	...	
116	20	...	5	141	6	..	13	78	20	24	..	...	...	
...	19	...	...	19	16	3	...	...	...		...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	..	..	...			...	...	..	...	
14	.	...	...	14	...	...	...	3	7	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
33	.	...	...	33	...	1	1	6	11	14	...	..	...	
...	...		...	...	...	...	...	...	...	...	...	...	...	
70	.	...	...	70	...	...	1	14	14	41	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
37	...	...	1	38	...	...	2	30	4	2	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	
964	2,690	574	235	4,463	...	23	538	2,035	818	995	52	2	...	
...	24	.	34	58	...	22	6	15	7	6	...	2	...	
89	352	88	38	567	...	3	85	236	84	154	5	...	...	
...	...	...	..	..	...	...	...	...	...	...	.		...	
...	...	..	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	9	...	...	25	24	...	...	1	...		..	...		
2	35	..	..	37	37	...	...	...	...	...	..	...	...	
...	4		8	12	2	...	2	5	1	2	...	...		
...	5	2	...	7	7	...	...	...	...	...	...	...	...	
...	4	...	...	4	4	...	...	...	...	...	..	...	...	
	2	...	...	2	2	...	...	...	...	...	...	...		
...	...	...	...	...	...	..	...	...	...	..		...	...	
...	...	...	..	...	...	...	...	..	...	...	...	..	...	
...	...	...	...	...	...	...	.	...	...	...	.	..	...	
...	...	...	...	...	...	...	.	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	.	...	...	...	...	...	...	...	...	
2,931	100	29	181	3,241	...	10	436	995	486	1,314	...	...	...	
110	155	...	88	353	...	65	23	120	53	92	...	...	...	
11	23	...	...	34	32	...	...	2	...	...	...	...	...	
11	57	..	...	68	67	1	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Ex		Number of Institutions having Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Schools for Special Instruction.										
Training school examinations for masters—										
Secondary		7	...	...	7	366	...	...	37	403
Primary		14	..	...	14	1,145	...	...	245	1,390
Training school examinations for mistresses—										
Secondary		1	1	1	3	40	6	5	17	68
Primary		6	3	...	9	128	20	...	26	174
Teachers' examinations for those who are not students of a Training School.	Males	...	...	...	...	...	...	...	2	2
	Females...	...	...	...	...	...	...	...	...	...
School of Arts examinations.	Males ...	1	...	...	1	28	...	...	11	39
	Females ..	...	...	...	...	...	...	...	...	...
Engineering school examination.	Males ...	1	..	...	1	50	...	...	...	50
	Females ..	...	...	..	...	...	...	...	...	...
Examination in Surveying.	Males ...	...	...	...	...	...	...	...	...	...
	Females ..	...	...	...	...	...	...	...	...	...
Industrial school examination.	Males ...	10	...	...	10	42	...		2	44
	Females ..	...	...	...	...	...	...		...	...
Commercial school examination.	Males ...	...	...	...	...	..	...		...	...
	Females...	...	...	...	...	...	...	...	...	...
Agricultural school examination.	Males ...	1	...	...	1	23	..	..	...	23
	Females...	...	...	...	...	.	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. Sanskrit.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	.	...
Arabic	Males ...	...	...	...	...	...	...	...	...	...
	Females ..	..	...	...	...		...	...	...	...
Persian.	Males ...	..	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Pali	Males ...	...	...	...	...	...	...	...	...	...
	Females ..	...	...	...	...	...	...	...	...	...
Other school examinations	Males ...	...	...	...	...	...	...	...	...	...
	Females ..	...	...	...	...	...	...	...	...	...
Medical examination.										
M. P. L. Diploma ...	Males ...	1	...	...	1	44	...	...	...	44
	Females ..	...	...	...	...	...	...	...	...	...
L. M. S. F. diploma		...	1	...	1	...	8	...		8
Midwife diploma		...	1	..	1	...	2	...	...	2
Dais diploma		...	1	...	1	...	77	...	...	77

TABLE VI—CONCLUDED.

'N THE PUNJAB DURING THE OFFICIAL YEAR 1921-22—CONCLUDED.

Number passed.					Race or creed of passed scholars.									Remarks.
							Hindus.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Budhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
330	...	...	22	352	...	2	67	86	42	155	...	...	...	
997	...	...	108	1,105	...	17	192	296	80	520	...	...	...	
32	5	5	12	54	...	22	4	7	3	18	...	...	...	
75	15	...	17	107	...	18	6	12	28	43	...	...	...	
...	...	...	2	2	2	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
27	...	...	7	34	...	...	...	8	1	25	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
41	...	...	...	41	...	...	5	13	10	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
25	...	...	...	25	...	...	...	6	6	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
20	...	...	...	20	...	...	1	2	7	10	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
35	...	...	...	35	...	...	1	7	15	12	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	8	...	...	8	1	6	...	1	...	...	...	...	...	
...	1	...	...	1	1	...	...	...	...	...	...	...	...	
...	65	...	...	65	...	33	...	14	...	14	...	...	4	

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MU
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.
Arts Colleges—					
English ... { for males ...	...	...	..	...	...
{ for females...	...	...	...	...	...
Oriental ... { for males ...	...	...	...	...	...
{ for females...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training—					
Law ... { for males ...	...	...	...	...	...
{ for females	...	...	...	...	...
Medicine ... { for males ..	...	...	...	...	...
{ for females...	...	...	...	...	...
Engineering ... { for males ...	...	...		...	...
{ for females...	...	...	...	...	...
Teaching ... { for males ...	...	...	...	...	...
{ for females...	...	...	...	...	...
Agriculture ... { for m les ...	...	...	...	...	...
{ for females...	...	...	...	...	...
Total ...	...	...	...	...	...
School Education, General.					
Secondary Schools—					
High Schools for males ...	9	2,912	3,017	2,714	3,200
Middle Schools for { English ...	39	10,419	9,665	9,122	23,~~605~~ 89
males. { Vernacular ...	654	92,592	79,151	77,715	7,75,336
High Schools for females ...	...	...	...	...	...
Middle Schools for { English ...	...	..	...	...	...
females. { Vernacular...	4	254	228	201	3,405
Total ...	706	106,177	92,061	89,752	8,05,036
Primary Schools—					
For males	4,422	203,744	174,088	159,158	14,42,486
For females	499	18,471	17,365	15,034	1,51,649
Total ...	4,921	222,215	191,453	174,192	15,94,135

TABLE VII.

NICIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB YEAR 1921-22.

LOCAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY LOCAL BOARDS.						IN INSTITUTIONS MANAGED BY				
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.	REMARKS.
7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
...	...	...	...	...	...	...	..	300	300	
...	...	...	..	...	..	...	...	..	...	
...	...	...	...	...	..	...	...	.	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	..	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	7,102	...	...	7,102	
...	...	...	...	...	...	...	...	...	.	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	.	...	...	...	...	
...	...	...	...	...	...	7,102	...	300	7,402	
64,024	1,645	56,697	1,100	267	1,26,933	4,145	7,492	9,508	85,169	
1,04,708	11,118	1,22,458	4,682	13,799	2 79,860	...	14,142	7,895	1,26,745	
4,11,455	8,230	2,05,489	6,423	11,753	14,18,686	...	3,772	1,961	4,17,188	
...	...	...	..	..	...	...	...	..	...	
...	...	...	..	...	...	...	...	1,216	1,216	
3,417	...	...	...	...	6,822	...	...	2,537	5,954	
5,83,604	20,993	3,84,644	12,205	25,819	18,32,301	4,145	25,406	23,117	6,36,272	
6,33,141	2,012	63,499	6,961	4,485	21,52,584	...	...	41,206	6,74,347	
1,27,479	5,565	2	100	23	2,84,818	...	1,223	15,787	1,44,489	
7,60,620	7,577	63,501	7,061	4,508	24,37,402	...	1,223	56,993	8,18,836	

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND
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
School Education—Special.					Rs.
Training Schools ... for males ...	1	46	46	39	4,425
Training Schools ... for females...	...	...	...	...	...
Schools of Arts ... for males ...	...	...	...	...	
Schools of Arts ... for females...	...	...	...	...	...
Law Schools ... for males ...		...	...	...	...
Law Schools ... for females	...	...	...	...	...
Medical Schools ... for males	...	...	...	...	...
Medical Schools ... for females...	...	...	...		...
Engineering and Surveying Schools. for males ...	...	...	...	...	...
Engineering and Surveying Schools. for females...	...	...	...	...	...
Technical and Industrial Schools for males ...	10	896	772	654	11,302
Technical and Industrial Schools for females ..	...	...	...	...	...
Commereial Schools ... for males ...	...	...	...		...
Commereial Schools ... for females	...	...	...	...	...
Agricultural Schools... for males ...	...	...	...	...	...
Agricultural Schools... for females...	...	...	...	...	...
Other Schools ... for males ...	...	...	...		...
Other Schools ... for females...	...	...	...	...	
Total ..	11	942	818	693	15,727
Total Direct Expenditure ...	5,638	329,334	284,332	264,637	24,14,898
Building, Furniture and apparatus.	...	...	...	...	5,91,800
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 ...	...	...	...	...	5,91,800
Total Expenditure on Public Instruction.	5,638	329,334	284,332	264,637	30,06,698

TABLE VII—CONTINUED.

MUNICIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB YEAR 1921-22.

LOCAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY LOCAL BOARDS.						IN INSTITUTIONS MANAGED BY				
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.	REMARKS.
7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,367	...	2	...	...	11,794	...	...	...	7,367	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...		...		...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...			...	
...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
25,620	6,614	925	370	452	45,283	...	...	475	26,095	
...	...	...	...	...	...	...	...	3,798	8,798	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	
...	...	...		...	...	...		...	...	
...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
32,987	6,614	927	370	452	57,077	...	...	4,273	37,260	
13,77,211	35,184	4,49,072	19,636	30,779	43,26,780	11,247	26,629	84,683	14,99,770	
6,40,910	...	...	13,062	7,666	12,53,438	5,140	311	...	6,46,361	
...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	1,29,407	
...	...	...	...	...	...	...	...	...	2,305	
..	...	...	...	...	...	...	...	...	810	
	...	...	...	...	...	...	...	...	14,233	
...	...	...	...	...	...		...	..	1,01,250	
...	...	...	-	...	...	...	...	...	48	
...	...	...	...	...	...	..	...	...	960	
...	...	...	...	...	...	...	...	...	8,052	
..	...	...	...	...	...	...	...	...	5,811	
...	...	...	...	...	...	...	...	...	58,437	
...	...	...	...	...	...	...		...	73,115	
6,40,910	...	...	13,062	7,666	12,53,438	5,140	311	...	10,40,289	
20,18,121	35,184	4,49,072	32,698	38,445	55,80,218	16,387	26,940	84,683	25,40,059	

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND FOR THE OFFICIAL

Objects of Expenditure	EXPENDITURE OF					
	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.
Arts Colleges.						
English ... for males ...	...	...	...	...	...	...
English ... for females ..	...	...	...	...	...	...
Oriental ... for males ...	...	...	...	...	...	...
Oriental ... for females	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law ... for males ...	...	...	...	...	...	...
Law ... for females	...	...	...	...	...	...
Medicine... for males ..	...	...	...	...	...	...
Medicine... for females	...	...	...	...	...	...
Engineering ... for males ...	...	...	...	...	...	...
Engineering ... for females	...	...	...	...	...	...
Teaching... for males ..	...	...	...	...	...	...
Teaching... for females	...	...	...	...	...	...
Agriculture ... for males ...	...	...	...	...	...	...
Agriculture ... for females	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
School Education—General.						
Secondary Schools.						
High Schools for males ...	13	4,684	4,431	4,060	18,230	71,494
Middle Schools for males. English ...	33	8,537	8,052	7,242	32,460	99,949
Middle Schools for males. Vernacular ...	13	2,162	2,098	1,947	19,769	14,737
High Schools for females ...	1	156	188	147	...	22,177
Middle Schools for females. English ...	...	...	...	...	...	...
Middle Schools for females. Vernacular ...	26	3,799	3,751	3,104	19,316	74,639
Total ...	86	19,338	18,520	16,500	89,765	2,82,996
Primary Schools.						
For males	180	17,411	16,035	13,728	98,364	1,68,564
For females	196	12,274	11,655	9,278	51,498	1,29,915
Total ...	376	29,685	27,690	23,006	1,49,862	2,98,479

TABLE VII—CONTINUED.

MUNICIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB YEAR 1921-22.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.										
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY					
Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instructions.	Total expenditure of Local and Municipal Boards on Public Instruction.	REMARKS.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	1,667	1,667	1,967	
...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	..	...			...	
...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	578	...	...	578	7,680	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...		...	
...	...	...	...	...	578	...	1,667	2,245	9,647	
7,492	87,821	17	218	1,85,272	11,441	1,645	34,759	1,19,339	2,04,508	
14,142	92,319	396	2,092	2,41,358	..	11,118	10,51)	1,21,577	2,48,322	
3,772	11,026	...	124	49,418	...	8,230	1,293	24,260	4,41,448	
...	...	...	..	22,177	...	...	10,087	32,264	32,264	
...	...	...	...	...	...	...	4,319	4,319	5,535	
...	3	150	367	94,475	...	...	20,221	94,860	1,00,814	
25,406	1,91,169	563	2,801	5,92,700	11,441	20,993	81,189	3,96,619	10,32,891	
...	13,146	...	177	2,80,251	...	2,012	21,293	1,91,869	8,66,216	
1,223	3	35	895	1,83,569	..	5,565	53,342	1,88,822	3,33,311	
1,223	13,149	35	1,072	4,63,820	...	7,577	74,635	3,80,691	11,99,527	

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND 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.	Municipal rates.
1	2	3	4	5	6	7
School Education—Special.					Rs.	Rs.
Training Schools { for males ...	...	...	...	...	....	...
Training Schools { for females ...	...	...	...	...	...	...
Schools of Arts ... { for males ...	...	...	...	...		...
Schools of Arts ... { for females	...	...	...	...	...	...
Law Schools ... { for males ...	...	...	...		...	...
Law Schools ... { for females		...	...	...	...	...
Medical Schools ... { for males ...	...		...	...	...	...
Medical Schools ... { for females ...	...	...	...	...	...	
Engineering and Surveying Schools. { for males ...	..	...	...	...	...	...
Engineering and Surveying Schools. { for females ...	...	..	...		...	...
Technical and Industrial Schools. { for males	9	719	678	562	8,650	24,838
Technical and Industrial Schools. { for females ...	...	...	...	...	...	...
Commercial Schools { for males ...	...	...	...	...	...	...
Commercial Schools { for females ...	...	...	...	...	...	...
Agricultural Schools { for males ...	...	...	...	...	...	...
Agricultural Schools { for females ...	...	...	...	..	...	...
Other Schools ... { for males ...	...	...	...	...	...	...
Other Schools ... { for females ...	...	...	...	...	...	...
Total ...	9	719	678	562	8,650	24,838
Total Direct Expenditure ...	471	49,742	46,888	40,068	2,48,277	6,06,813
Buildings, furniture and apparatus	...	...	...	...	9,000	69,717
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 ...	...	...	...	...	9,000	69,717
Total Expenditure on Public Instruction.	471	49,742	46,888	40,068	2,57,277	5,76,030

TABLE VII—CONCLUDED.

MUNICIPAL EXPENDITURE ON PUBLIC INSTUCTION IN THE PUNJAB YEAR 1921-22.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.										
MANAGED BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY					
Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.	REMARKS.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	..	...	...	...	...	...	7,367	
.	...	...	...	..	...	...	...	...	...	
...	...	.	...	...	...	...	...	...	...	
...	...	...	...	.	...	...	...		...	
...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	..	...	..	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	
...	1,182	1,082	245	35,997	...	6,614	1,800	33,252	59,347	
...	...	...	...	...	..			...	3,798	
..	...	...	...	..	...	..	...	...		
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
..	...	...	...		...	...	...		..	
...	...	...	...	...	...	...	...	...	...	
..	1,182	1,082	245	35,997	...	6,614	1,800	33,252	70,512	
26,623	2,05,500	1 680	4,118	10,92,517	12,019	35,184	1,59,291	8,12,807	23,12,577	
311	...	...	...	79,028	61	...	..	70,327	7,16,688	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	16,738	1,46,145	
...	...	...	...	...	...	...	.	2,190	4,495	
...	...	...	...	...	...	...	...	380	1,190	
...	:	...	...	...	...	...	..	2,013	16,246	
...	...	...	...	...	...	...	...	21,124	1,22,374	
...	...	...	...	...	...	...	..	604	652	
...	...	...	...	...	...	...	...	24	984	
..	...	...	...	...	...	...	...	2,947	10,999	
.	...	...	...	...	...	...	...	835	6,146	
...	...	...	...	...	...		...	28,640	87,077	
...	...	...	...	...	...	...	...	17,707	90,822	
311	...	...	...	79,028	610	...	...	1,63,529	12,03,818	
26,940	2,05,500	1,680	4,118	11,71,545	12,629	35,184	1,59,291	9,76,336	35,16,395	

GENERAL TABLE VIII.

ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING HOUSES FOR THE OFFICIAL YEAR 1921-22.

	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.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs	Rs.	
MANAGED BY GOVERNMENT—														
Males	73	6,145	366	834	3,074	...	1,871	67,752	...	...	...	...	67,752	
Females	8	356	...	...	146	15	195	...	...	..	...	..		
MANAGED BY LOCAL OR MUNICIPAL BOARDS —														
Males	317	8,255	...	...	8,056	135	64	4,997	40,554	...	5,000	...	50,551	
Females	.	...	...	...	..	...	...	...	...	...	...	...	...	
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—														
Males	125	8,227	233	10	7,893	85	1	30,497	40,554	62,380	22,117	15	1,55,563	
Females	32	2,093	24	34	1,780	224	31	9,036	...	4,411	316	...	13,763	
UNAIDED—														
Males	98	5,648	1,864	222	3,442	68	72	...	...	1,[illegible],434	1,00,952	332	2,38,718	
Females	11	1,038	...	...	615	362	61	..	...	200	...	...	200	
TOTAL { MALES ...	613	28,275	2,463	1,066	22,450	288	2,008	1,03,246	81,108	1,99,814	1,28,069	347	5,12,584	
TOTAL { FEMALES ...	51	3,487	24	34	2,541	601	287	9,036	...	4,611	316	...	13,963	
GRAND TOTAL ...	664	31,762	2,487	1,100	24,991	889	2,295	1,12,282	81,108	2,04,425	1,28,385	347	5,26,547	

TABLE IX.

FOR THE OFFICIAL YEAR 1921-22.

Schools.			(*a*) In High Schools						(*d*) In Colleges.						Grand Total.	Remarks.
Aided.	Unaidd.	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
391	88	3,729	258	52	100	689	75	1,174	...	...	...	...	...	..	10,484	
389	54	1,501	69	16	32	946	81	544	...	...	...	...	...	...	6,624	
760	142	5,230	327	68	132	1,035	156	1,718	...	...	..	...	...	...	17,108	
154	60	541	419	55	86	649	107	1,316	5	...	..	15	15	35	1,894	
144	62	396	117	31	37	493	98	776	40	...	...	111	43	194	1,366	
298	122	937	536	86	128	1,142	205	2,092	45	...	...	126	58	229	3,260	
89	32	227	231	42	59	507	93	932	43	...	..	109	51	208	1,863	
209	90	710	305	44	64	635	112	1,160	2	...	...	17	7	26	1,897	
298	122	937	536	86	128	1,142	205	2,092	45	...	..	126	58	229	3,260	
32	...	32	22	...	...	80	...	102	...	...	..	...	...	...	140	
19	...	19	1	...	...	29	...	30	...	...	...	...	...	...	55	
51	...	51	23	...	...	109	...	132	...	...	...	...		...	195	
4	...	4	2	...	...	14	...	16	...	...	...	...	...	...	20	
47	...	47	21	..	..	95	..	116	...	...	...	...	...	...	175	
51	...	51	23	...	...	109	...	132	...	...	...	...	...	...	195	
1,109	262	6,218	886	154	255	2,286	861	3,942	45	...	...	126	58	229	20,563	

GENERAL

CLASSIFICATIONS OF PUPILS BY

Ages.	School for							
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
1	2	3	4	5	6	7	8	9
Below 5	1,039	...	4	...	...	...	...	...
5 to 6	35,041	1,350	50	...	...	...	...	...
6 to 7	50,864	8,510	1,022	21	1	...	..	...
7 to 8	42,661	13,776	3,670	744	24	...	...	...
8 to 9	39,997	16,674	9,220	2,691	358	...	...	...
9 to 10	21,960	16,806	14,525	6,063	1,204	97	...	...
10 to 11	13,007	13,088	14,107	9,314	3,629	736	59	...
11 to 12	6,948	8,482	11,565	10,657	6,015	2,500	539	45
12 to 13	3,804	5,856	7,531	9,207	6,681	4,123	1,759	353
13 to 14	2,084	3,102	3,778	5,817	6,063	5,403	3,638	1,354
14 to 15	871	1,690	2,020	3,115	3,430	4,559	4,199	2,582
15 to 16	339	553	1,062	1,687	2,137	3,554	3,731	2,451
16 to 17	116	325	371	731	1,105	2,389	2,379	2,657
17 to 18	76	65	169	273	569	1,232	1,507	1,793
18 to 19	42	29	59	84	93	473	790	1,097
19 to 20	33	24	12	53	25	131	266	536
Over 20	123	55	55	39	23	56	130	199
Total ...	225,517	91,245	69,230	50,496	31,267	25,2 61	19,077	13,061

*Excludes 131 schools

TABLE X.

AGES IN THE PUNJAB FOR 1921-22.

General Education.			Arts Colleges.							Grand Total.	Remarks.
IX.	X.	Total.	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
...	...	1,043	...	...	...	...	...	...	...	1,043	
...	...	36,341	...	...	...	...	...	...	...	36,341	
...	...	57,918	...	...	...	...	...	...	...	57,918	
...	...	67,975	...	...	...	...	...	...	...	67,975	
...	...	71,910	...	...	...	...	...	...	...	71,910	
...	...	60,715	...	...	...	...	...	...	...	60,715	
...	...	53,889	...	...	...	...	...	...	...	53,889	
...	...	46,691	...	...	...	...	...	...	...	46,691	
10	...	39,324	...	...	...	...	...	...	...	39,324	
226	24	31,489	...	...	...	...	...	...	...	31,489	
959	189	23,564	...	...	...	...	...	...	...	23,564	
1,638	582	17,624	33	...	...	...	...	...	33	17,657	
1,789	1,125	12,889	311	20	...	...	...	...	331	13,220	
1,883	1,603	9,240	410	381	4	...	...	...	795	10,035	
1,351	1,552	5,469	254	288	159	35	...	...	736	6,204	
665	1,214	3,007	173	269	187	231	...	1	861	3,868	
314	661	1,651	161	368	332	562	94	94	1,621	3,272	
8,595	6,900	540,629	1,342	1,346	681	829	94	95	4,376*	545,005	

Oriental College, Lahore.

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1921-22.

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 ...	936	21	444	1,401
	For girls ...	94	3	224	321
2. Pupils	Boys ...	41,796	1,285	13,659	56,740
	Girls ...	4,388	56	4,384	8,828
3. Expenditure from provincial funds ...		113,399	...	...	113,399
4. Expenditure from district or local funds ...		68,847	...	...	68,847
5. Expenditure from municipal funds ...		30,492	...	...	30,492
6. Fees		7,315	...	...	7,315
7. Other sources		45,040	...	...	45,040
8. Total expenditure		265,093	...	...	265,093
MULLA SCHOOLS.					
1. Institutions	For boys ...	...	3	1,358	1,361
	For girls ...	...	1	1,026	1,027
2. Pupils ...	Boys ...	...	57	23,156	23,213
	Girls ...	...	18	18,117	18,135
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		...	...	...	...
PATHSHALAS.					
1. Institutions	For boys	59	1	295	355
	For girls ...	110	...	81	191
2. Pupils	Boys ...	2,424	11	9,441	11,876
	Girls ...	4,535	...	1,682	6,217
3. Expenditure from provincial funds ...		18,246	...	...	18,246
4. Expenditure from district or local funds ...		7,053	...	...	7,053
5. Expenditure from municipal funds ...		6,844	...	...	6,844
6. Fees		794		...	794
7. Other sources		29,721	...	...	29,721
8. Total expenditure		62,653	...	...	62,653
OTHER SCHOOLS.					
1. Institutions	For boys ...	...	12	6	18
	For girls ...	...	...	1	1
2. Pupils	Boys ...	...	1,626	213	1,839
	Girls ...	...	...	10	10
3. Expenditure from provincial funds ...		...	...	...	...
4. Expenditure from district or local funds ...		...	...	...	...
5. Expenditure from municipal funds ...		...	...	...	...
6. Fees		...	5,367	...	5,367
7. Other sources		...	7,162	...	7,162
8. Total expenditure		...	12,529	...	12,529

GENERAL TABLE XII.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES FOR THE YEAR ENDING 31st MARCH 1922.

GENERAL

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	Number of Schools.						
		Under Public Management.		Under Private Management.				
				Aided.		Unaided.		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.
1	2	3	4	5	6	7	8	9
1	Hissar	184	...	10	...	...	...	194
2	Rohtak	*224	...	12	...	...		236
3	Gurgaon	144	...	29	...	6	...	179
4	Karnal	117	...	22	...	..	...	139
5	Ambala	167	...	41	..	2	...	210
6	Simla	18	...	1	...	1	...	20
	Total ...	854	...	115	.	9	...	978
7	Kangra	96	...	86	...	10	...	192
8	Hoshiarpur	205	...	44	...	14	...	263
9	Jullundur	167	..	40	...	2	...	209
10	Ludhiana	120	...	15	...	...	...	135
11	Ferozepore	196	...	21	...	...	.	217
	Total ...	784	...	206	...	26	...	1,016
12	Lahore	212	...	64	...	12	...	288
13	Amritsar	170	...	58	...	8	...	236
14	Gurdaspur	229	...	55	...	10	...	294
15	Sialkot	176	...	54	...	6	...	236
16	Gujranwala	143	...	24	...	7	.	174
17	Sheikhupura	141	...	12	...	3	...	156
	Total ...	1,071	..	297	...	46	...	1,414
18	Gujrat	158	...	36	...	12	...	206
19	Shahpur	193	...	34	...	17	...	244
20	Jhelum	117	...	23	...	5	...	145
21	Rawalpindi	122	...	17	...	6	...	145
22	Attock	137	...	6	...	6	...	149
23	Mianwali...	88	...	34		7	...	124
	Total ...	810	...	150	...	53	...	1,013
24	Montgomery	127	...	7		...	...	134
25	Lyallpur	812	...	32	...	...	...	844
26	Jhang	110	...	22	...	...	...	132
27	Multan	280	...	10	...	...	...	290
28	Muzaffargarh	129	...	17	...	2	...	148
29	Dera Ghazi Khan	146	...	7	...	1	...	154
	Total ...	1,104	...	95	...	3	...	1,202
	Grand Total ...	4,623	...	863	...	187	...	5,623

*Note.—Includes Model School

TABLE XII.

FOR MALES FOR THE YEAR ENDING 31ST MARCH 1922.

NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		
UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.							
		Aided.		*Unaided.*					
Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under Public management.	Aided.	REMARKS.
10	11	12	13	14	15	16	17	18	19
							Rs.	Rs	
4,649	...	432	...	...	...	5,081	89,286	6,031	
7,913	...	499	...	...	...	8,412	1,02,787	5,508	
6,643	...	1,154	...	182	...	6,979	1,00,813	3,850	
3,852	...	1,857	...	...	...	5,209	57,265	9,352	
6,524	...	2,283	...	216	...	9,023	1,24,180	1,785	
557	...	21	...	15	...	593	40,593	1,092	
29,138	...	6,746	...	413	...	35,297	5,14,924	27,618	
4,398	...	2,851	...	292	...	7,541	62,826	17,525	
15,954	...	2,253	...	297	...	18,504	1,48,233	8,397	
11,847	...	1,935	...	173	...	13,955	1,08,428	8,398	
7,163	...	794	...	...	...	7,957	68,969	13,876	
7,491	...	1,174	...	...	...	8,635	1,06,302	13,693	
48,853	...	9,007	...	762	...	56,622	4,94,758	61,889	
9,665	...	3,698	...	378	...	13,741	1.79,931	5,610	
10,449	...	2,103	...	306	...	12,858	1.26,937	11,716	
11,208	...	1,747	...	852	...	13,307	1,42,372	2,398	
11,035	...	5,128	...	266	...	16,429	1,24,536	27,091	
6,334	...	1,105	..	279	...	7,718	1,10,543	9,343	
4,845	...	492	...	63	...	5,400	71,634	6,952	
53,531	...	14,273	...	1,644	...	69,453	7,55,953	63,110	
12,328	...	2,246	...	661	...	15,235	1,30,853	12,070	
7,700	...	1,579	..	528	...	9,807	72,073	6,596	
8,660	...	1,659	...	807	...	10,626	55,200	8,741	
9,357	...	1,464	...	234	...	11,055	11,614	9,917	
8,157	...	297	...	226	...	8,680	71,700	1,132	
3,466		1,727	...	236	...	5,429	40,875	5,641	
49,668	..	8,972	...	2,192	...	60,832	3,82,315	43,997	
5,164	...	298	...	...	...	5,462	65,206	1,633	
12,391	...	1,171	...	...	...	13,562	1,53,834	6,636	
4,182	...	947	...	...	...	5,129	51,860	4,723	
12,733		987	...	...	...	13,720	1,49,460	7,999	
4,050	...	582	...	69	...	5,001	68,148	5,331	
4,947	...	825	...	86	...	5,358	66,254	1,604	
43,467	...	4,610	...	155	...	48,232	5,54,262	29,326	
2,22,662	...	42,608	...	5,166	...	2,70,436	27,62,212	2,25,940	

attached to Normal School, Delhi.

GENERAL

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	Number of Schools.						
		Under Public Management.		Under Private Management.				
				Aided.		*Unaided.*		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.
1	2	3	4	5	6	7	8	9
1	Hissar	23	...	4	...	..	...	27
2	Rohtak	47	...	1	.	1	...	49
3	Gurgaon	19	...	5	...	3	...	27
4	Karnal	22	...	3	...	...	...	25
5	Ambala	13	...	14	...	1	...	28
6	Simla	1	...	4	...	..	...	5
	Total ...	125	...	31	...	5	...	161
7	Kangra	15	...	7	8	...	...	30
8	Hoshiarpur	20	...	14	...	3	...	37
9	Jullundur	42	...	11	...	..	...	53
10	Ludhiana	27	...	9		...	...	36
11	Ferozepore	35	...	16	...	2		53
	Total ...	139	.	57	8	5	...	209
12	Lahore	23	...	25	...	...	...	48
13	Amritsar	37	...	18	1	..	...	56
14	Gurdaspur	26	...	18	...	1	...	45
15	Sialkot	74	2	9	...	...	...	85
16	Gujranwala	22	6	8	...	1	..	37
17	Sheikhupura	10	...	8	...	...	...	18
	Total ...	192	8	86	1	2	...	289
18	Gujrat	18	.	17	...	1	...	36
19	Shahpur	21	...	8	..	...	1	30
20	Jhelum	17	...	22	...	5	...	44
21	Rawalpindi	30	...	13	...	3	...	46
22	Attock	13	.	13	...	12	...	38
23	Mianwali	8	...	4	...	7	...	19
	Total ...	107	...	77	...	28	1	213
24	Montgomery	12	...	3	...	4	...	19
25	Lyallpur	15	...	9	...	.	...	24
26	Jhang	17	...	9	...	...		26
27	Multan	33	...	7	...	...	...	40
28	Muzaffargarh	24	...	3	...	1	.	28
29	Dera Ghazi Khan	29	...	4	...	2	..	35
	Total ...	130	...	35	...	7	...	172
	Grand Total ...	693	8	286	9	47	1	1,044

TABLE XII-A.

FOR FEMALES FOR THE YEAR ENDING 31ST MARCH 1922.

NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		
UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.							
		Aided.		*Unaided.*					
Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under Public Management.	Aided.	REMARKS.
10	11	12	13	14	15	16	17	18	19
							Rs.	Rs.	
680	...	140	...	...	...	820	10,763	1,444	
1,255	...	67	...	33	...	1,355	30,105	867	
575	...	174	...	87	...	834	10,422	2,113	
743	...	85	...	...	...	828	12,887	698	
859	...	690	...	31	...	1,080	8,287	11,995	
23	...	104	...	...	...	127	686	4,470	
3,683	...	1,260	...	151	...	5,044	73,050	21,587	
712	...	189	178	...	...	1,079	13,474	4,360	
967	...	551	...	83	...	1,601	14,609	17,681	
2,119	...	628	...	...	...	2,747	37,709	6,700	
1,165	...	457	...	...	...	1,622	19,183	10,728	
1,643	...	639	...	72	...	2,354	26,859	10,750	
6,606	...	2,464	178	155	...	9,403	1,11,864	50,219	
1,252	...	1,464	...	...	...	2,716	28,735	51,085	
2,563	...	1,052	48	...	...	3,673	10,277	49,145	
1,144	...	683	...	119	...	1,946	17,613	6,450	
2,807	21	461	...	...	...	3,289	49,086	11,866	
1,239	472	494	...	32	...	2,237	27,812	5,852	
334	...	327	...	...	...	661	1,716	1,234	
9,359	493	4,481	48	151	...	14,527	1,35,239	1,25,132	
603	...	900	...	39	...	1,542	11,773	6,805	
1,183	...	775	...	...	14	1,972	12,584	6,541	
754	...	970	...	183	..	1,907	7,200	6,793	
1,852	...	552	...	61	...	1,965	22,375	8,073	
598	...	590	...	448	...	1,626	7,388	4,201	
299	...	166	...	172	...	637	4,371	1,006	
4,784	...	3,953	...	898	14	9,649	65,691	28,418	
629	...	302	...	176	...	1,107	8,909	2,854	
744	...	573	...	...	...	1,317	12,323	7,087	
1,260	...	476	...	...	...	1,736	14,058	4,736	
1,494	...	516	...	...	...	2,010	24,028	5,212	
998	...	131	...	14	...	1,143	11,259	335	
916	..	423	...	55	...	1,394	13,986	2,211	
6,041	...	2,421	...	245	...	8,707	84,563	22,385	
30,423	493	14,[illegible]	[illegible]	900	14	47,330	4,70,407	2,47,741	

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