

QUINQUENNIAL REPORT
ON
EDUCATION
IN THE
DELHI PROVINCE
1932-37

COMPILED BY

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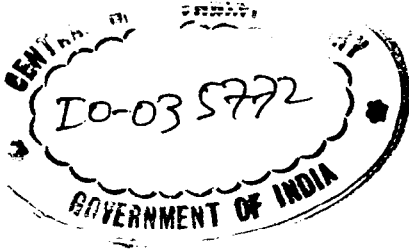
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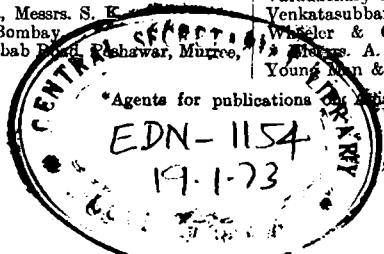
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PREFACE.

The Fifth Quinquennial Review on the Progress of Education in the Delhi Province covers a period which has seen an event of immeasurable importance in the history of India—the passing of the Government of India Act of 1935. Though strictly speaking, the introduction of Provincial Autonomy falls outside the period of this review yet the immense potentialities of this measure have had a remarkable effect on the life and thought of the country. Other economic and Political forces have combined to bring about vast changes in the general outlook on most problems affecting society as a whole. Public interest in the Nation-building departments of Administration has vastly increased. In particular the problem of educational reform has received close attention from various standpoints and much thought and labour has been expended on a review and scrutiny of the various aspects and stages of public instruction. The educated-unemployment question, the problem of co-ordinating technical and cultural education, the urgent need for a reorientation of Primary Education—these and many other important problems are being subjected to a thorough examination. The fact that these questions are of importance to the whole of India gives an added significance to the educational report of every province. Some important new developments have taken place in the Delhi Province. For example the scheme for the establishment of a Federal University has been completed and we hope will soon be accomplished. The Advisory Board of Education has been revived and considerable interest has been evinced in its deliberations.

It would be presumptuous to claim any special merit for this Review, but every effort has been made to make it readable and a little less dull than is customary with such reports. In some respects new ground has also been broken. The chapters on the Education of Special Classes and on Professional and Industrial Education to which only brief references could be made in the last Quinquennial Report have been amplified and made fuller. Several interesting heads have been added and a number of new statistical tables introduced throughout the Report to make it comprehensive. All this additional matter has necessarily added to the bulk of the Report.

It is hoped that some of the educational problems discussed in this Report might be of some value and interest even to readers outside the Province. For although the conclusions formed and opinions expressed have necessarily been based on statistical

data of the Delhi Province yet an effort has been made to face these problems from a broader point of view.

I am especially indebted to Sheikh Sirajuddin Azar, M.A., M.O.L., who was placed on special duty for the compilation of this Review. His long association with various stages of educational work combined with his ripe scholarship have been of the greatest help to me in the preparation of a report of this size and detail within a short time and with so small a staff.

My thanks are also due to the Assistant Superintendent of Female Education, the Assistant District Inspectors of Schools and the office staff and last but not the least to Heads of Institutions and Secretaries of Associations for statistics and information so willingly supplied by them.

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Delhi, Ajmer-Merwara and C. I.

Attested.

V. D. WZUR, D.I.C.

The 9th August 1938.

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QUINQUENNIAL REPORT ON EDUCATION IN THE DELHI PROVINCE.

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CHAPTER I.

INTRODUCTORY.

The quinquennium under review has been a period of steady improvement. Every effort has been made to take stock of existing work, to overhaul where necessary, and to prepare well-thought-out schemes for expansion in various directions.

The period under review opened in depressing circumstances. The previous quinquennium (1927—32) had begun in an atmosphere of unusual enthusiasm and hopefulness as large money grants had been sanctioned by the Government of India for the expansion of education in all its branches. But its closing years were marked by acute economic distress necessitating an intensified, all-round campaign of "National Economy". The pruning knife had to be applied to every part of the budget, culminating in the 10 per cent. cut put on the financial budget of every department in the year 1932-33. The situation improved towards the middle of the quinquennium under report inasmuch as the cut of 10 per cent. was restored although no funds were forthcoming for any scheme of expansion.

Unemployment and Reconstruction of Education.

The question of educational reconstruction assumed an overwhelming all-India importance during the quinquennium. Indeed it had long been felt in certain quarters that the educational system of India needed readjustment, and ever since the beginning of the present century some sporadic efforts at reform have been made. But during the past few years it has become the vogue to describe the entire system of education in India as rotten and in need of a complete overhaul. This frame of mind was no doubt chiefly brought about by unexpected economic and political developments, one of the most patent of these being the growing unemployment among the educated classes. The current of this educated unemployment had been slowly and steadily gathering momentum since 1922, when it first became the subject of a resolution in the Bengal Legislative Council but during the period under review it assumed an alarming magnitude and supplied the "compelling force" for reform. It is important to bear in mind the magnitude of this problem and the alarm that it has occasioned. H. E. Lord Willingdon, in his address in March, 1934, to the University Conference, described the situation as follows :—

"From the point of view of the students concerned, it is heart-rending, that many young men who have fought their way successfully up the educational ladder and have gained high degrees and distinction after, inspite of many obstacles and handicaps, are yet unable to find means either of maintaining themselves or of serving their fellowmen. From the point of view of the country it is disastrous that the labours and initiative of these young men should be running to waste."

And this is the soberest of observations. More generally the effect has been nerve-wrecking. The spectacle of hundreds of graduates and double-graduates applying in flocks for the pettiest of jobs has made many people take too pessimistic a view of the picture. In the words of the Hon'ble Mian Abdul Hayee, the Minister for Education, Punjab, it has produced "a state of myopia in the country". Even thoughtful persons find it difficult to study the problem dispassionately, with the result that instead of seeing it whole, there has been a marked tendency to over-emphasize certain aspects and neglect others. Higher education, for example, has received an undue share of vituperation—prophets have not been wanting who have advocated its total abolition. More important than that, the whole present system of education has been condemned in the same hysterical mood, although these onslaughts are not without flashes of useful constructive suggestions and have the merit at least of keeping the Government from falling into lethargy.

The present system of education has been ruthlessly criticised as being unilateral in aim and hyperliterary in character; turning out graduates of poor mental calibre, deficient both intellectually and emotionally. Undue importance, it is said, is given to the faculty of memory at the expense of understanding, selection, criticism, speculation and retrospection. Examinations have come to be the be-all and end-all of College life and are pathetically pursued by students and blindly depended upon by employers. The different stages of instruction are not self-sufficient with a definite distinctive objective and from the bottom to the top the climb in our Educational system is like climbing different rungs of the same ladder ultimately landing a large majority of students in the regions of disappointment. There are no periodic diversions into suitable channels. What is needed is a complete reorientation and rehabilitation of Primary Education, the sheet-anchor of the Educational structure of the country, the seed time of education itself. It requires to be made realistic, free from waste and stagnation. The often aimless rush to the University is to be checked and Secondary Education is to be so organised as to offer to the pupils choice between vocational and purely academic courses so that unemployment may be combated.

There is no doubt much food for thought in such criticism and constructive suggestions, but the other side of the picture cannot be overlooked. The present system of Education is really not half so bad as it is depicted in some quarters. Since its inception on the memorable minute of Macaulay, the system has continued with utility. It has produced men eminent in various walks of life who have raised India in the estimation of the world. It has given rise to a national consciousness and an understanding of true values and it would by no means be wise to cast it aside, unless and until a definitely better system has been evolved.

Moreover there are practical difficulties that confront educationists in carrying out a complete rehauling and rejuvenation of the present system of education. In the present social system of India, when hand-work is looked down upon as something inferior to brain work and when in the words of the Hartog Committee, "The present type of high and middle English school has established itself so strongly that other forms of education are opposed and mistrusted and there is a marked tendency to regard the passage from the lowest primary class to the highest class

of a high school as the normal procedure of every pupil", the process of Educational Reconstruction cannot be accomplished in a day. The principle of selection serving to restrict the numbers of those who take to higher education may not be justified. Limitations like the raising of fees and stiffening of Examinations are things that will hardly find favour. The scope for the development of technical education is also not very wide. The function of technical schools in Western countries is to supply trained workers for factories already in existence, so that to start such schools in India in the absence of factories would be nothing short of placing the cart before the horse. Without industrial development, technical schools will not be able to solve the problem of unemployment among the educated but will only shift it from secular to technical education.

All this by no means implies that our educational system needs no reform. Far from that. The present system was a working system so long as no questions were asked. Today it is weighed in the balance and is found wanting by a majority. It has failed to solve the numerous problems that confront us in the present age and therefore in spite of many difficulties something substantial must be done to mend matters. Moreover unemployment among University graduates which has become a world problem cries out for a speedy solution.

Under such circumstances the need for reform is obvious, but it must be brought about with great caution and thorough deliberation, as one false step may lead to a catastrophe. The two aspects of education, cultural and utilitarian should be carefully considered and a proper balance struck between them. There has been a general tendency to emphasize one of these aspects at the expense of the other, but the solution lies in a harmonious dovetailing of the claims of both. Mr. Maurette, Deputy Director of International Labour Office, Geneva, observed that the reform of secondary education, which instead of serving primarily, as it does today, as a means of access to higher education, should be directed towards a different objective, namely to give to all a general culture that will enable them to a better rounded life. Mr. Walter Kotshing submitting a report on behalf of the International Student Service concluded by calling attention to the need for adopting systems of secondary as well as higher education in each country to the real requirements and technical possibilities of these countries.

Enquiries and Reports concerning Educational Reconstruction.

The need for a Reconstruction of Education was stressed in recent years by the Hartog Committee and the Punjab University Enquiry Committee; and was taken up enthusiastically by the 3rd Inter-University Conference held in Delhi in March, 1934. The Conference resolved unanimately that "A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable Universities to improve their standard of admission."

In the second resolution, the Conference developed in greater detail their theme of school reconstruction and emphasized the necessity of

dividing the school system into certain definite stages, each of them self-contained and with a clearly defined objective, untrammelled by University requirements.

The Government of India circulated these resolutions to Provincial Governments and thus the attention of the whole of India was drawn to the question.

In October 1934 the Government of the United Provinces appointed the Sapru Committee to enquire into the conditions of unemployment among educated young men and suggest remedies thereof. Their report, submitted in 1935, surveys the whole field of unemployment and makes some very useful suggestions. One practical result of this enquiry was the revival of the Central Advisory Board of Education. It was said that the relation of the present system of education to fitness for available opportunities for employment, and a comprehensive examination of educational problems with a view to exploring methods for solving them were problems of such magnitude and importance that they should not be left to be tackled entirely by separate provincial units. The Government of India should themselves give careful thought to these problems and the most valuable contribution that they could make towards the right development of education in India would be the provision of a central clearing house of ideas and reservoir of information. The Advisory Board therefore began to function in 1935 with a twofold aim :—

- (i) To advise on educational questions which may be referred to it by the Government of India or by a Local Government.
- (ii) To call for information and advise regarding educational developments of special interest or value to India; to examine this information and circulate it with recommendations to the Government of India and Local Government.

In the Delhi Province a small committee of experts was appointed by the Government of India to draw up a scheme of reconstruction of the system of education in all its bearings.

This Committee met in September, 1936, and submitted a report recommending a reconstruction of the school system on the following lines :—

Primary stage—Infants and Classes I—IV.

Lower Secondary stage—Classes V to VIII.

Higher Secondary stage—Classes IX to XI followed by a higher Secondary Certificate Examination.

It recommended that students holding the Senior Cambridge or equivalent certificate should be eligible for admission to class XI and that the standard of the Higher Secondary Examination should not be lower than that required at the present Intermediate Examination. Estimates of expenditure and other details consequent on the proposed re-organisation of the educational system in this province were also worked out. The consideration of the report was deferred on account of the visit of two Educational experts—Messrs. A. A. Abbott, C.B.E., and S. H. Wood,

M.C.—to India in the year 1936, who were specially invited by the Government of India to advise on certain problems of educational re-organisation, and particularly on problems of vocational education. Their investigations so far as their visits were concerned were limited to three provinces—Delhi, the Punjab and the United Provinces. Their terms of reference as determined by the Central Advisory Board of Education were fairly wide so far as secondary education was concerned, but University education was wholly precluded from their purview. The report submitted by these two experts was published after April 1937 and therefore is outside the scope of the present review.

Statistical Progress.

The following extracts from the General Statistical Tables will indicate the progress made during the quinquennium under review :—

Institutions.

Type of Institutions.	1932.			1937.			Increase or decrease.
	For boys.	For girls.	Total.	For boys.	For girls.	Total.	
<i>A.—Recognised.</i>							
Arts Colleges ..	6	1	7	6	1	7	=
Professional College ..	..	1	1	..	1	1	=
Secondary Schools ..	75	14	89	75	19	94	+5
Primary Schools ..	166	56	222	158	59	217	-5
Special Schools ..	6	2	8	17	4	21	+13
Total ..	253	74	327	256	84	340	+13
<i>B.—Unrecognised.</i>							
Schools ..	42	6	48	72	10	82	+34
Grand Total ..	295	80	375	328	94	422	+47

The total number of schools of all types—recognised and unrecognised—has risen during the period under report by 47 to 422 or 12.5 per cent. Recognised institutions for boys increased by 3. The number of Arts Colleges and Secondary schools remained stationary. The number of Primary Schools decreased by 8 while that of Special Schools increased by 11. The fall in the number of Primary schools for boys is by no means a cause for anxiety. It is due, in the main, to the closing

down of ineffective and uneconomical private institutions which were practically individual concerns run primarily for the benefit of the proprietors. One aided Commercial School was also closed down.

The number of Arts Colleges for girls remained stationery. The number of Secondary and Primary schools for girls, however, increased by 5 and 3, respectively. There has also been a rise of 2 in the case of special schools for girls during the quinquennium under review.

The number of unrecognised institutions for boys increased by 30 and that of girls by 4 during the period. The rise and fall in the number of unrecognised institutions are of little importance. In a place like Delhi, which is a big centre of trade, such fluctuations are quite natural.

There is one recognised school for general education for boys for every 2.5 square miles and for girls for every 7.6 square miles in the Delhi Province. The corresponding figures for the Punjab are 10.8 and 50 square miles respectively. For British India the figures stand at 6 and 31 square miles for boys and girls, respectively. Figures for Delhi stand lowest for schools for both sexes. This is due to the fact that out of 233, 123 institutions for boys and out of 78, 66 for girls are located in Delhi city and New Delhi within a small area of about 60 square miles.

Similarly one recognised school for general education for boys stands for 1,586 males and one recognised school for girls stands for 3,420 females in the Delhi Province. In the case of the Punjab the corresponding figures are 1,393 and 5,361 for males and females, respectively. Figures for British India are 786 and 3,753, respectively.

Scholars.

Type of institutions.	1932.			1937.			Increase or decrease.
	Male Scholars.	Female Scholars.	Total.	Male Scholars.	Female Scholars.	Total.	
<i>A.—Recognised.</i>							
Arts Colleges ..	1,780	45	1,825	1,953	87	2,040	+215
Professional Colleges ..	104	126	230	132	138	270	+40
Secondary Schools ..	14,302	3,098	17,400	16,813	4,908	21,721	+4,321
Primary Schools ..	17,034	5,842	22,876	15,493	7,075	22,568	-308
Special Schools ..	663	118	781	712	281	993	+212
Total ..	33,883	9,229	43,112	35,103	12,489	47,592	+4,480
<i>Unrecognised.</i>							
Schools	896	351	1,247	3,701	456	4,157	+2,910
Grand Total ..	34,774	9,580	44,389	38,804	12,954	51,749	+7,390

There has been a steady increase in the number of scholars under instruction during the quinquennium. In recognised schools and colleges the total increase was of 4,480 to 47,592 or 10.5 per cent. in 1937 over the figures of 1932. In the case of recognised schools for boys the increase comes to 1,220. The number of girl scholars increased by 3,260. The rise in the number of scholars is shared by every type of institution except primary schools which record a fall of 308. This was due to the fact that some of these schools were closed down, as the result of closer scrutiny and consequent elimination of inefficient schools.

The rise and fall in the enrolment of all kinds of schools for boys as well as for girls during the last five years is indicated by the following table :—

Year.	No. of Scholars.	Increase or decrease.
1931-32	44,359	..
1932-33	45,559	+1,200
1933-34	45,418	-141
1934-35	47,114	+1,696
1935-36	49,224	+2,110
1936-37	51,749	+2,525

The rise in enrolment has been steady year by year except for a small and temporary fall in 1933-34, which was more than made up in the next year.

The percentage of pupils under instruction to the total population shows a rise of 1.1 to 8.1 in the case of all institutions during the period under report. In the case of recognised institutions, this rise was by 8 to 7.5 in 1936-37 over the figures of 1931-32. These percentages in the case of all institutions and in the case of recognised institutions for the Punjab and British India are as follows :—

Province.	Year.	Percentage of scholars to population.	
		Recognised institutions.	All institutions.
Delhi	1936-37	7.5	8.1
The Punjab	1935-36	4.8	5.4
British India	1934-35	4.72	4.97

The position of the Delhi Province with regard to literacy is decidedly better than that of British India and the Punjab. There is, however, no denying the fact that the percentage of illiteracy is still alarmingly high and one must look with concern at the immensity of the task lying ahead.

The respective percentages for boys and girls are given below :—

Percentages of scholars to population.

Sex.	Recognised institutions.		All institutions.	
	1936-37.	1931-32.	1936-37	1931-32.
Males	9·5	9·1	10·5	9·4
Females	4·7	3·6	4·8	3·6
Total ..	7·5	6·7	8·1	7·0

There has been a satisfactory increase in the percentage of girl scholars to population during the quinquennium under report. Progress in the case of girls is no doubt quicker than that of boys but the disparity between the education of males and females is still marked. Our position as regards girls' education in comparison with the Punjab and British India is as follows :—

Province.	Year.	Percentage of scholars to population.	
		Recognised institutions.	All institutions.
Delhi	1936-37	4·7	4·8
Punjab	1935-36	1·66	2·26
British India	1934-35	2·09	2·20

Average enrolment per school in each type of institution for general education in the case of boys and girls is given below :—

Average number of male scholars per school.

Year.	High schools.	A. V. Middle Schools.	Vernacular Middle schools.	Primary schools.
1931-32	294	227	98	103
1936-37	321	282	97	98

Average enrolment per high school and per Anglo-Vernacular middle school shows a definite rise. In the case of Vernacular middle schools average enrolment remains* practically stationary. It, however, shows a small decrease in the case of primary schools. But our position in this respect is not at all discouraging when we find that the average number of pupils per primary school in the case of the Punjab and British India is 65 and 52 respectively.

The average number of female scholars per school is indicated by the following table :—

Year.	High Schools.	A. V. Middle Schools.	Vernacular Mid. schools.	Primary schools.
1931-32	240	99	242	104
1936-37	315	247	219	120

The position in the case of girls' schools is also hopeful. With the exception of Vernacular middle schools there has been a rise in the average number of girl scholars per school in every type of institution. In the case of girls primary schools the position is all the more encouraging in comparison with the average number of scholars per school in the Punjab and British India. In the case of Delhi the average number of pupils per girl school comes to 120, while in the case of the Punjab and British India the average stands at 60 and 43, respectively.

Expenditure.

Expenditure on boys' and girls' education and the total expenditure from various sources are indicated by the following table :—

Heads.	1931-32.			1936-37.			Increase or decrease.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Govt. Fund ..	7,89,773	3,67,308	11,57,081	7,37,618	3,90,502	11,28,120	—28,961
Boards' Fund	1,84,675	85,311	2,69,986	2,54,073	1,55,129	4,09,202	+1,39,216
Fees ..	4,66,411	67,174	5,33,585	6,83,899	1,28,938	8,12,837	+2,79,252
Other sources.	3,65,903	1,08,120	4,74,023	3,50,048	1,41,599	4,91,647	+17,624
Total ..	18,06,762	5,27,913	24,34,675	20,25,638	8,16,168	28,41,806*	+4,07,131

*This includes expenditure on direction and inspection and other miscellaneous heads including buildings.

Total expenditure during the years under review has increased by Rs. 4,07,131 to Rs. 28,41,806 in 1936-37 over the figures of 1931-32. It will be observed that although Government expenditure decreased by Rs. 28,961 contribution from local funds increased by 1,39,216 and from Fees and Other Sources by Rs. 2,79,252 and Rs. 17,624 respectively. The large saving in Government expenditure is to some extent due to cuts imposed during the period of acute financial stringency, but it is no doubt to a large extent the result of the vigilance, scrutiny and constant care which could only be exercised after the appointment of a resident Superintendent of Education. The Punjab Education Code was enforced in the Delhi Province in its entirety during the quinquennium under review and grants-in-aid were calculated in strict accordance with the provisions of the Code. Government expenditure was thus cut down to the minimum and the strict scrutiny of the financial returns from institutions, has checked considerable waste and in a number of cases, a definite misdirection of Government funds.

The following table indicates the position in this respect in detail :—

Percentage of expenditure from different sources.

Province.	Year.	Govt. funds.	Local funds.	Fees.	Other Sources.
Delhi ..	1931-32	47·5	11·1	21·9	19·5
	1936-37	39·7	14·4	28·6	17·3
Punjab	1935-36	50·75	13·19	25·41	10·05
British India ..	1934-35	43·7	15·7	25·0	15·6

Respective percentages for boys and girls are indicated by the table given below :—

Province.	Year.	Govt. funds.	Local funds.	Fees.	Other Sources.
Delhi	1931-32.				
	Boys	41·8	11·0	28·8	18·4
	Girls	60·3	15·5	11·7	12·5
	1936-37.				
	Boys	31·8	14·1	38·9	15·2
	Girls	51·0	20·8	14·5	13·7
Punjab	1935-36.				
	Boys	50·99	13·28	27·20	27·43
	Girls	49·01	18·01	11·49	21·49
British India ..	1934-35.				
	Boys	43·2	17·2	27·9	11·7
	Girls	44·6	19·8	15·3	20·3

This shows that though Government contribution towards girls' education has gone down from 60.3 per cent. to 51.0 yet it is still higher than that of the Punjab and British India.

Average cost per school in the case of boys and girls is indicated by the following tables :—

Cost per boy school.

Province.	Year.	High school.	A. V. Middle school.	Vernacular Middle school.	Primary school.
Delhi	1931-32	21,216	7,170	1,903	1,650
	1936-37	20,729	6,892	2,166	1,850
Punjab .. ..	..	17,858	6,231	2,033	718
British India ..	..	15,386	2,887	2,026	402

Average cost per school in the Delhi Province is higher than that in the Punjab and British India. This is mainly due to the fact that most of the Delhi schools are located in the urban area where cost is naturally higher. Moreover in the case of a small province the number of schools is much smaller than that in the major provinces. However it is satisfactory to note that the tendency now is definitely towards a decrease in the average cost per scholar.

Cost per girl school.

Province.	Year.	High school.	A. V. Middle school.	Vernacular Middle school.	Primary school.
Delhi	1931-32	22,358	6,421	8,675	2,652
	1936-37	21,020	12,320	9,018	3,315
Punjab	1935-36	21,008	8,355	3,982	646
British India ..	1934-35	20,766	7,212	3,054	403

Most of the schools are located in the urban area where house rent and other expenses are higher than in the case of schools located in rural areas. Again Delhi has got 91 per cent. highly paid trained teachers and the number of scholars per teacher is much smaller than in the Punjab.

Cost per scholar in the case of boys' schools comes to Rs. 43-3-0 in 1936-37 as against Rs. 39-12-11 in 1931-32. In the case of girls' schools, these figures stand at Rs. 58-6-8 and Rs. 59-6-0, respectively.

Cost per scholar in the case of different types of institutions is given below :—

				High schools.	Middle schools.	Primary schools.	Special schools.
<i>Boys—</i>							
	1931-32	..	..	72 2 10	26 14 4	16 0 11	86 6 6
	1936-37	..	..	64 10 8	23 12 1	18 14 0	60 7 5
<i>Girls—</i>							
	1931-32	..	..	93 2 6	38 3 9	25 6 3	192 8 10
	1936-37	..	..	66 12 10	45 6, 1	27 10 4	81 3 6

In all kinds of institutions with the exception of primary and middle schools for girls a downward tendency is noticeable during the quinquennium under review.

Co-education.

The following table indicates conditions regarding co-education in the Delhi Province :—

Type of institutions.				1931-32.		1936-37.	
				Girls in boys schools.	Boys in girls school.	Girls in boys schools.	Boys in girls schools.
Arts Colleges	..	..	..	..	..	35	..
High schools	..	..	..	..	..	25	50
Middle schools	..	..	..	..	49	26	216
Primary schools...	..	..	..	60	40	225	189
Special schools	..	..	..	..	..	4	55
Total			..	60	89	315	509
Unrecognised schools	..	..	..	..	..	51	..
Grand Total			..	(N)	89	366	509

The position of co-education is sufficiently encouraging. Conservatism is gradually dying away and an awakening for education specially among girls is discernable in the province. The number of

girls in boys' schools has risen by 306 to 366 and that of boys in girls' schools by 420 to 509 during the period under report. It is a matter of great satisfaction that the education of girls is showing signs of marked progress inasmuch as 35 girls were attending colleges in the closing year of the quinquennium against nil in the corresponding year of the previous quinquennium.

The Progress of Literacy.

This aspect of primary education is fully dealt with in Chapter V of this review. Only a passing reference, therefore, need be made here in order to compare the figures of literacy of this province with those of other provinces.

The figures of enrolment in the primary classes for boys during the last five years are :—

Year.					I	II	III	IV
1931-32	..	..	..	..	11,523	4,500	3,849	3,005
1932-33	..	..	..	..	11,361	4,600	3,647	3,258
1933-34	..	..	..	..	10,590	4,611	3,774	2,949
1934-35	..	..	..	..	10,175	4,498	3,684	3,134
1935-36	..	..	..	..	10,023	4,318	3,588	3,202
1936-37	..	..	..	..	10,106	4,711	3,653	3,312

It is gratifying to note that classes II and IV show during the quinquennium under report, an increase in enrolment. There is a slight decrease in the case of class III. This points out clearly that efforts in the direction of making class to class promotion steady and regular are bearing fruit. The figures in the case of class I, however, indicate a steady decline from 11,523 in 1931-32 to 10,106 in 1936-37, a decline of 12 per cent. during the quinquennium. There is no cause for apprehension when we take into consideration the fact that during the period under report as many as 16 aided indigenous schools that had sprung up in connection with 5-year programme of expansion during the previous quinquennium but were uneconomical and unnecessary, had to be closed down. Some of these no doubt were taken over by the Municipal Committee, but the elimination of "bogus enrolment" naturally brought about a decrease in the 1st class year after year. It was, however, checked in the last year of the quinquennium which

records an increase of 83 over the figures of the preceding year and it is hoped that the increase has come to stay and to grow. The position becomes more hopeful when we consider that the percentage of promotions from I to II class in the year 1935-36 was 47 as against 39 in the year 1931-32. Wastage and stagnation have, therefore, definitely decreased during the period under report, and the progress of literacy shows an upward tendency.

The following statement shows the percentage of pupils in the four classes to total enrolment in the primary department during the past five years :—

Province.	Percentage of enrolment class-wise.				Wastage among boys in Primary Classes.						
	I	II	III	IV	Proportion of boys in classes.						
					I	IV	I	IV	I	IV	
					1928-29.	1931-32.	1933-34.	1936-37.	1931-32.	1934-35.	
Delhi—	1931-32 ..	50	20	17	13	100	26	100	31	100	27
	1936-37 ..	46.5	21.3	17	15.2						
Punjab—1935-36 ..	46.2	22.8	17.2	13.8	..	..	..	..	100	25
United Provinces ..	..	..	..	..	..	..	..	..	100	25
British India—1934-35	50.2	22.0	16	12	..	..	..	..	100	26

The above figures show that the primary department still continues to be disproportionately heavy at the bottom and it is depressing to see that a uniform distribution of scholars in the four classes is yet far from realisation. But our position in this respect is definitely encouraging if the figures of 1927-32 be compared with the corresponding figures of 1932-37, and the Department, alive as they are to their duties in this respect, have succeeded in checking wastage which is largely due to leakage. It will be seen moreover that as compared to the two neighbouring provinces and to British India the progress of literacy in this province is highly encouraging. In the whole of British India and the Punjab 74 and 75 per cent., respectively, of those who attended primary schools in 1931-32 failed to reach class IV in 1934-35 where they may be said to attain permanent literacy, while the corresponding percentages for this province come to 73 in 1934-35 and 69 in 1936-37. In other words 31 per cent. of the total number of boys enrolled in the Ist class of 1933-34 reached the 4th class in 1936-37. In the previous quinquennium this percentage stood at 26. We are steadily moving towards our goal and Wastage due to Leakage has definitely decreased in this province during the quinquennium under report.

The rush to the secondary classes continues unabated. The following table indicates the progress made in this respect :—

Year.	Enrolment in class IV in 1931-32.	Enrolment in 5th class in 1932-33.	Percentage of boys entering secondary schools.	Enrolment in classes.					
				V	VI	VII	VIII	IX	X
1931-32 ..	3,005	2,109	70%	2,096	1,673	1,426	1,083	981	1,229
			or	25	20	17	13	11	14
	In IV in 1935-36.	In V in 1936-37.							100
1936-37 ..	3,202	2,330	73%	2,330	2,138	1,928	1,639	1,397	1,270
			or	22	20	18	15	13	12
									100

It will thus be seen that there was an increase in enrolment in every class of the secondary department in 1936-37 compared with the corresponding figures of 1931-32. Moreover there is an increase of 3 per cent. in the number of boys entering secondary education in the last year of the quinquennium over the figures of the opening year of the quinquennium. The disparity which existed in the proportionate strength of boys from class to class during the last quinquennium specially in the case of 9th and 10th classes does not exist now. This is due to the fact that rules of admission were made stricter in order to discourage fraudulent admissions from other provinces to the 10th class which were much too common during the previous quinquennium. This question is dealt with at length in Chapter IV of this review.

Single teacher primary schools.

The presence of single teacher primary schools is no doubt a weak spot in our educational machinery. Out of 158 primary schools in the province, 62 or 39 per cent. are single teacher schools (48 District Board and 14 aided). The corresponding percentages for the Punjab and British India stand at 27.3 and 57.5, respectively, for the year 1935.

The percentage of single teacher primary schools to the total number of primary schools in the province for the year 1935 was 45. This percentage has gone down to 39 in the year 1936-37. This is mainly due to the fact that a good number of bad schools have been eliminated. The process of closing down schools cannot go on indefinitely. To remove this defect from our primary education either the process of amalgamation should be carried out or additional staff should be recruited. The former step cannot be taken with any appreciable advantage in these days of educational advancement and the latter requires more funds which the District Board is unable at present to provide though the enrolment in some of these schools justifies the provision of additional staff.

Scholars community wise.

Year.	Europeans and Anglo-Indians.	Indian. Christians.	Hindus.		Muhamadans.	Buddhists.	Parsis.	Sikhs.	Jains.	Total.
			Higher.	Dep.						
1936-37 ..	256	1,505	29,027	2,375	16,067	..	30	989	1,500	51,749
1931-32 ..	158	1,380	24,643	2,950	13,328	2	24	727	1,147	44,359
Increase or decrease	+98	+125	+4,384	-575	+2,739	-2	+6	+262	+353	+7,390
Percentage	+62	+9	+18	-24	+21	-200	+25	+36	+31	+17

Progress made during the quinquennium under review is very encouraging. The increase in the total number of scholars is shared by all communities except the depressed classes. The causes which are responsible for this decrease are given elsewhere in this report. From amongst the major communities Muslims and Hindus show an increase of 21 per cent. and 18 per cent., respectively. Of the minor communities Anglo-Indians and Europeans show a marked increase of 62 per cent. and the Sikhs who come next show an increase of 36 per cent.

School Teachers.

Year.	Total No. of trained teachers.	Total No. of untrained teachers.	Total No. of teachers.	Percentage of trained teachers.
1936-37	1,474	268	1,742	85%
1931-32	1,151	436	1,587	73%
Increase or decrease ..	+323	-168	+155	12%

The table shows that during the quinquennium under report the number of trained teachers has gone up by 323 to 1,474 or by 12 per cent. and that of untrained teachers has decreased by 168 to 268 or 39 per cent.

Conclusion.

Progress during the last five years in all branches of education has been distinctly satisfactory. Considerable amount of ground has been gained in spite of the acute financial distress which prevailed throughout the quinquennium under review. The pests that eat into the vitals of Primary Education in the Delhi Province and for the matter of that throughout India were fought with considerable success. The disparity between the education of men and women though still marked is gradually decreasing year by year. The percentage of literacy to population in the

case of boys rose from 9.4 to 10.5, *i.e.*, by 1.1 per cent. In the case of girls the corresponding figures rose from 3.6 to 4.8, *i.e.*, by 1.2 per cent.

Carefully thought out schemes for the expansion and improvement of primary education in the rural area specially for girls are now under the consideration of Government. It is hoped that within a very short time the entire city of Delhi will be under the provisions of the Compulsory Primary Education Act and that New Delhi where a survey has already been made will not lag behind. These and other schemes including one for compulsory physical training, await the provision of funds.

CHAPTER II.

ADMINISTRATION AND CONTROL.

Controlling agencies.

During the quinquennium under review the educational administration of the Delhi Province did not undergo any change. Even the epoch making Government of India Act, 1935 has left Delhi practically untouched and it is one of the three small provinces that now constitute the Centrally Administered Area. For Rules and Regulations the Punjab Education Code has been adopted in its entirety since the 1st of April, 1934, and amendments to its provisions can be made by the sanction of the Government of India. The education of Delhi, is, however, ultimately controlled by the Government of India through the Chief Commissioner, Delhi though money grants are made by the Government of India subject to the vote of the Legislative Assembly. In this respect Delhi differs materially from the major provinces where education is in charge of ministers who hold office with the support of the majority in the Assemblies. This position has its advantages as well as its drawbacks. If Delhi were a province with a Legislative Assembly of its own its educational policy would be laid down and executed by a minister responsible to the electorate, who would presumably have more influence in obtaining funds for education from his Government. Again the Rules and Regulations of the Punjab Government do not in some cases suit Delhi which has problems of its own and the members of the Central Legislature cannot possibly be expected to take so keen an interest in affairs concerning the province of Delhi as members of a Provincial Assembly would do. On the other hand the present position of the province has saved it from those defects that have from time to time arisen in the reformed provinces due to unsettled political conditions, uncertainty of the tenure of ministers themselves and similar disturbing causes. Also the marked urbanity of the province makes up to a certain extent for the want of popular interest that a minister can secure in the cause of education. For, as will be shown in the sequel, the local boards and other agencies for the management of education like the University of Delhi and the Board of Secondary Education are all fully representative bodies.

Education and Legislature.

Since money grants to the province are subject to the vote of the Legislative Assembly, its educational administration and policy are subject to discussion in the Central Legislature. During the previous quinquennium (1927-32) questions regarding (1) medical inspection of school children, (2) special educational facilities to the children of the depressed classes, and (3) the grievances of the children of Government of India employees on account of different text books prescribed in Delhi and Simla schools, were asked in the Central Legislature.

Medical inspection of school children was introduced in the previous quinquennium and has throughout the last five years been an important feature of the extra-curricular activities of schools.

In spite of the strenuous efforts that were made to give a push to their education the number of depressed class students went down during the quinquennium under review. This is due to two causes. First the struggle for existence has become so keen and the chances of finding

employment on the completion of the school course so uncertain that parents would far rather see a child earn something as soon as he is able to do so, than send him to school. Secondly a large majority of the members of the depressed classes do not like to be known as such, and get their children enrolled under other and more respectable social labels. The table indicating the number of children of depressed classes under education is given in Chapter VII.

The grievance of the children of the Government of India employees regarding the use of different text books in Simla and Delhi schools was taken up in the year 1933 when a meeting of the headmasters of the schools concerned was convened and a list of text books for use in these schools was drawn up with a view to bringing about the required uniformity of text books. To include recent books on different subjects in the approved list and to guard against misunderstandings, arrangements have been made to hold such meetings every third year.

Some resolutions were also discussed during the previous quinquennium. One was for the establishment of scholarships of adequate values for the children of the depressed classes studying in public institutions. Another was for throwing open without let or hindrance all educational institutions to the depressed class children and the third was for taking immediate steps for the furtherance of girls' education in Centrally Administered areas. As a result of these discussions a Committee was appointed to examine educational conditions in Delhi, Ajmer-Merwara and N.-W. F. P. in 1929. The report of this Committee is full of valuable suggestions for breaking down illiteracy in Centrally Administered areas. Some of the recommendations made by the Committee were carried out during the closing years of the previous quinquennium. A few more which did not require a heavy financial outlay were taken up during the quinquennium under review. For instance the process of replacing untrained teachers by trained hands was continued, the employment of fresh untrained teachers in Delhi province was prohibited under orders of the Local Administration, and the preliminaries for the introduction of compulsory primary education in New Delhi area were gone through. Some of the more important recommendations of the Committee, however, requiring provision of large funds could not be carried out because of the financial stringency which continued throughout the quinquennium under review.

During the quinquennium under review education in Delhi and other Centrally Administered Areas came up frequently before the Legislative Assembly. The majority of the questions asked were unfortunately of a purely personal and communal nature and were of little practical value. There were, however, some questions, though few in number, of a more constructive nature.

One question brought into prominence the need for an Intermediate College in New Delhi. Another question emphasized the need of the education of the Deaf and Dumb and Blind. A third asked by Mr. Mas'ood Ahmad suggested the teaching of all subjects except English, at the Secondary stage through the medium of the Vernaculars.

Popular control.

Popular control over education is exercised through the Delhi University constituted under the Government of India Act VIII of 1922. On

the Court of the University are represented besides the nominees of the Council of State and the Local Administration, nominees of registered graduates, the Delhi Municipality, the Delhi Bar Association, the Committee of the management of the Juma Masjid and Fatehpuri Mosque, the Khalsa Diwan and Indraprastha Sanatan Dharam Sabha. The University of which a detailed account will be found elsewhere is responsible for laying down the courses of studies for the Intermediate, Degree and Post-graduate classes and the inspection of affiliated colleges. The High School Examination is conducted by the Board of Secondary Education, Delhi, constituted in the year 1926 by an executive order of the Local Government. On this Board there are six representatives of the Delhi University and two of the Delhi Municipal Committee. The Chief Commissioner has powers to nominate four members to secure adequate representation of all interests. The Board prescribes courses of study for the High departments of schools and grants recognition to high schools which are open to inspection by its inspectors.

Education in Anglo-Vernacular schools upto the Middle stage is entirely controlled and supervised by the Superintendent of Education and his staff. Here again the Head Masters' Association comes in as a private representative body to conduct the VIII class promotion examination of A. V. Schools (*vide* Chapter X-Miscellaneous). Vernacular education subject to the usual departmental control, is chiefly the concern of the local bodies of which there are four in the Delhi province, *viz.*, the District Board, Delhi; the Municipal Committee, Delhi; the New Delhi Municipal Committee and the Notified Area Committee, Delhi. Under the Punjab District Board and Municipal Acts which are applicable to Delhi, these bodies are responsible for the establishment and management of all schools in the areas subject to their authority. The Delhi District Board also maintains Anglo-Vernacular secondary and Vernacular schools in the rural areas. At present the three committees have as many as 9 Anglo-Vernacular secondary schools of which two are for girls.

Government control.

In view of the growing demand for representative popular institutions, the complexity of control that the preceding paragraph depicts is perhaps unavoidable. It must, however, be remembered that inspite of this complexity uniformity of educational methods and standards is secured through adequate Government control over the activities of the various educational bodies. In the University of Delhi Government is represented by the Superintendent of Education and eight Government officials who are *ex-officio* members of the Court, while the Superintendent of Education is an *ex-officio* member of the Executive Council of the Delhi University. Government have in addition two other nominees on the Executive Council—one of whom is generally the Educational Commissioner with the Government of India. Besides, the Chancellor has power to nominate 15 members to secure proper control and representation of all interests.

The Board of Secondary Education, Delhi, which conducts the High School Examination is an official Board of which the Superintendent of Education is *ex-officio* Chairman and the Assistant Superintendent of Female Education and either the District Inspector of Schools or the Headmaster, Government High School, Delhi, are *ex-officio* members. High

Schools applying for recognition to the Board are inspected by a committee consisting of the Superintendent of Education, his nominee and one member elected by the Board. The Superintendent of Education is an *ex-officio* member of the Delhi and the New Delhi Municipal Committees. The District Inspector of Schools is an *ex-officio* member of the District Board, Co-opted member of the Education Sub-Committee of the Municipal Board, New Delhi and expert adviser to the Notified Area Committee.

The syllabus of courses for the middle and primary schools both Anglo-Vernacular and Vernacular is laid down by the Department, while the official Text Book Committee of which the Superintendent of Education is *ex-officio* Chairman and the District Inspector of Schools *ex-officio* Secretary, recommends suitable books for use in these schools.

It will thus be seen that inspite of the diversity of control for the educational administration in the province, a large measure of uniformity is secured in the actual educational work through the Government administrative machinery.

Government Administrative machinery.

This machinery remained practically the same throughout the quinquennium under review. Comparative figures are given in the table below :--

Inspecting staff (Men).

Year.	Superintendent of Education.	District Inspector of schools.	Assistant District Inspectors of schools.	Total.
1937	1	1	3	5
1932	1	1	3	5

Inspecting staff (Women).

Year.	Assistant Superintendent of Female Education.	Assistants.	Total.
1937	1	..	1
1932	1	..	1

The Superintendent of Education is the Head of the Education Department. He discharges the same duties as the Director of Public Instruction in a major province. Unlike some of the Directors of Public Instruction he has no secretarial duties to perform so far as Delhi Province is concerned. He inspects all high schools with the assistance of his

inspecting staff. He is assisted by the Assistant Superintendent of Female Education in the case of female education and the District Inspector of Schools with his three assistants in the case of male education. The post of the Superintendent of Education was held throughout the quinquennium by Mr. J. C. Chatterjee, M.A.

The Assistant Superintendent of Female Education inspects all girls' school in the province. At the request of the Local Administration of Ajmer-Merwara, she has carried out inspection of girls secondary schools in that province as well. The Primary Education Committee was definitely of the opinion that the province of Delhi where much pioneer and propaganda work had to be done in the field of girls' education, required the entire attention of the Assistant Superintendent of Female Education. They thought, therefore, that either the Assistant Superintendent of Female Education should be relieved of work relating to Ajmer-Merwara or else be given an Assistant. In accordance with the recommendations of the Committee steps have been taken to relieve the Assistant Superintendent of Female Education of the work relating to Ajmer-Merwara in the beginning of the next financial year. The post of the Assistant Superintendent of Female Education was held throughout the quinquennium by Miss I. Mitra, B.A., B.T., except from 20th May, 1935, to 19th January, 1936, when she proceeded on leave outside India. Miss T. J. Gandhi personal assistant to the Deputy Directress, Allahabad, officiated during her absence.

The District and the Assistant District Inspectors of Schools.

The District Inspector of Schools assists the Superintendent of Education in the whole field of Education for males. He inspects Anglo-Vernacular Middle schools and is incharge of Vernacular education besides assisting the Superintendent of Education in the inspection of high schools.

In between the Superintendent of Education and the District Inspector of Schools there is no other post. The District Inspector of Schools, Delhi, therefore, has also to discharge a number of duties of the Deputy and the Divisional Inspectors of Schools in the Panjab. It will decidedly be an improvement on the existing arrangement if the designation of the District Inspector of Schools, Delhi, were changed to that of Deputy Inspector of Schools, Delhi. The change will not involve any additional expenditure as District Inspectors of Schools as well as Deputy Inspectors of Schools in the Panjab belong to the same cadre. The District Inspector of Schools, Delhi, under the present arrangement is always on the look out to revert to the Panjab as Deputy Inspector of Schools as soon as there is a vacancy in that province, as this appointment betters his chances of promotion to the post of a Divisional Inspector. In most cases he leaves the province of Delhi at a time when he could be most useful to work here.

During the quinquennium under review the post of the District Inspector of Schools, Delhi, was held by :—

1. Khan Sahib Sh. Ghulam Mohyuddin—1st April 1932 to 24th September 1934.

2. Sh. Safdar Ali—25th September 1934 to 24th February 1937.
3. Sh. Sirajuddin Azar—25th February 1937 to 31st March 1937.

The Assistant District Inspectors of Schools assist the District Inspector of Schools in his office and inspection work, besides assisting the Superintendent of Education in the inspection of high schools. They are in charge of primary schools. Formerly they had no definite areas or "sub-divisions" allotted to them and had to work according to a chart prepared by the District Inspector of Schools from time to time. Responsibility was thus divided and enough impetus for independent work was not provided. During the quinquennium under review it was considered desirable to allot a separate sub-division to each Assistant District Inspector of Schools and to make him responsible for it. Much duplication of work has thus been avoided, quick disposal of correspondence has been secured, and a good deal of improvement has been made in direction and supervision. The posts of the three Assistant District Inspectors of Schools were held as below :—

Assistant District Inspector of Schools (i) :—

Ch. Qudratullah—1st April 1932 to 15th August 1934.

Ch. Abdul Majid—16th August 1934 to 18th December 1935.

Kr. Abbas Ali Khan—18th December 1935 to 31st March 1937.

Assistant District Inspector of Schools (ii) :—

Pt. Rajendra Dev, Sharma—1st April 1932 to 10th August 1934.

Pt. Suraj Bal, Sharma—11th August 1934 to 31st March 1937.

Assistant District Inspector of Schools (iii) :—

L. Devi Dayal held the post throughout the quinquennium under review.

Educational services.

The Superintendent of Education holds the post in Central Services class I and his salary is payable by the three Centrally Administered areas of Delhi, Ajmer-Merwara and Central India in the proportion of 3, 2, and 1, respectively. The Assistant Superintendent of Female Education is a Gazetted lady officer of the Delhi Government and the post is borne on the list of Central Services class II. Of the Provincial Educational Service Officers, the District Inspector of Schools and the Headmaster, Government High School, Delhi, belong as in 1932 to the Panjab Educational Service. Two of the three Assistant District Inspectors belong to the Panjab Subordinate Educational Service while the third belongs to the Delhi Administration. Similarly the staff in the Government High School, Delhi, belongs to the Panjab Cadre. In the remaining six schools under Government management the staff is recruited locally. The total strength of these services has increased by 4 during

the quinquennium. The following table indicates the strength of these services in detail :—

Year.	Central Services Class I, Delhi.	P. E. S. Panjab Class II.	Central Services Class II, Delhi.	Subordinate Educational Service, Panjab.	Subordinate Educational Service, Delhi.	Total.
<i>1932.</i>						
Inspecting staff ..	1	1	1	2	1	6
Teaching staff ..	..	1	..	21	43	65
<i>1937.</i>						
Inspecting staff ..	1	1	1	2	1	6
Teaching staff ..	..	1	..	22	46	49

Protests have from time to time been made, both in the Legislature and the Press, against the difficulties of the Delhi residents in finding Government appointment in their own province because of these posts being borne on the Panjab Cadre. The formation of a separate cadre for the Delhi province is a possible alternative but as will appear from the table above, the entire staff, administrative and teaching, men and women, paid by the Delhi Government consists of 75 posts of which only 4 posts are gazetted. The number is far too small to form a cadre in which those employed may have a fair chance of promotion. There will also be little scope for changes and transfers which at times become imperative in the interest of efficiency. Even the provincialisation of some schools to which reference is made elsewhere in this chapter will not materially increase the strength of the proposed cadre. Theoretically a suitable course would be to form a single cadre for the provincial and subordinate educational services, administrative and teaching for all Centrally Administered Areas under the Superintendent of Education. According to the present strength of the educational staff of the three areas such a cadre would consist of the following :—

Gazetted.

Central Services Class I	{ Delhi 1 }	} 2
			{ Ajmer-Merwara 1 }	
			{ Central India — }	
Central Services Class II	{ Delhi 3 }	} 17
			{ Ajmer-Merwara 14 }	
			{ Central India — }	

Non-Gazetted.

Subordinate Educational Service	{	Delhi	69	}	153
		Ajmer-Merwara	84		
		Central India	—		

This gives a total of 19 gazetted and 153 non-gazetted posts, a number large enough to justify the formation of a cadre, but the scheme is beset with practical difficulties and does not offer a solution of the problem for a number of reasons. Amalgamation of the two cadres is not possible till the Civil Administration of Ajmer-Merwara and Delhi come under one head. In Central India there are now no Government appointments. The post of the Inspector of Anglo-Vernacular and Middle Schools has been retrenched and all teaching posts are maintained by local bodies even though Government is responsible for the major portion of the cost. Provincial jealousies in the case of appointments will in all probability create serious administrative difficulties. Ajmer-Merwara has long associations with the United Provinces while Delhi is steeped in the traditions of the Panjab. Differences in outlook, customs, etc., will also stand in the way. Grades of scales of pay, syllabuses and standards in instruction differ considerably. Apart from all these drawbacks if the suggested amalgamation were to materialise stagnation in higher services, specially in those on the administrative side would still continue. Most of the posts carrying higher scales of pay are held by the college staff in Ajmer and to transfer college professors to a high school or to the district inspecting staff is not often practicable.

Insufficiency of the staff.

With the creation of the post of the whole-time Superintendent of Education, the post of the Assistant Superintendent of Education in Delhi was abolished but the experience of the last five years has shown that the revival of the post of Assistant Superintendent of Education is necessary, in the interest of efficiency. The Superintendent of Education has at present to control education in Delhi, Ajmer-Merwara and Central India and is seriously handicapped through the lack of an assistant who could relieve him of some of his duties on the side of inspection and routine. What the Primary Education Committee, therefore, said in respect of the Assistant Superintendent of Female Education is still more true in the case of the Superintendent of Education. The Assistant Superintendent of Education may be appointed for Delhi, Ajmer-Merwara and Central India either in Central Services Class I, or a person in class I, may be requisitioned from the Panjab. According to the present arrangement every member of the inspecting staff is overworked. Efficiency demands that in addition to their routine work the number of annual inspections and surprise visits in the case of the Superintendent of Education, the District Inspector of Schools and each of the three Assistant District Inspectors of Schools should be at least 225, 269 and 244, respectively.

Management.

The following table shows all institutions classified according to management as they stood at the beginning and at the end of the



quinquennium :—

Institutions.	1937.						1932.						
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Increase or decrease.
University	1	..	..	1	..	1	..	..	..	1	..	1	=
Board of Secondary Education ..	1	..	..	..	..	1	1	..	..	..	..	1	=
Arts Degree and Inter. colleges ..	..	..	..	7	..	7	..	..	..	7	..	7	=
Professional colleges .. .. .	..	..	..	1	..	1	..	..	..	1	..	1	=
High Schools	1	1	2	25	4	33	1	1	1	21	..	24	+9
A. V. Middle schools	2	3	8	12	..	25	1	3	5	15	..	24	+1
Ver. Middle schools .. .. .	..	..	29	4	3	36	1	32	3	5	..	41	-5
Pry. schools .. .. .	..	68	82	67	..	217	..	66	68	88	..	222	-5
Training schools	2	..	..	..	..	2	2	..	..	..	..	2	=
Tech. and Industrial schools	1	..	..	3	..	4	1	..	..	1	..	2	+2
Commercial schools	1	..	..	..	..	1	1	..	..	1	..	2	-1
Schools for defectives .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	1	10	3	..	..	14	..	..	2	..	..	2	+12
Unrecognised .. .. .	..	..	..	..	82	82	..	..	..	..	48	48	+34
Total	9	111	99	119	86	424	8	102	79	140	48	377	+47

Government is responsible for the management of 9 institutions or 2.6 per cent. of the total number of recognised institutions as against 2.4 at the close of the previous quinquennium. The increase is due to the opening of one adult school during the quinquennium.

Schools for general Anglo-Vernacular and Vernacular education under Government management are the Government High School, Delhi, the Government Model School for Girls, Delhi, the Government A. V. Middle School, Delhi Cantonment and the Government Adult School, Delhi. This last is attached to the Government Commercial Institute, Delhi and is in the nature of an experiment.

Other institutions under direct Government control are the Government Normal School, Najafgarh, the Government Industrial School, Delhi, the Government Commercial Institute, Delhi and the Government Training School for Women, Delhi. The Government Training classes for girls are attached to the Model Girls' School, Delhi. No institution was taken over by Government during the quinquennium.

The number of institutions under local bodies has increased from 181 in March, 1932 to 210 in March, 1937. This is due mainly to the opening of new schools and the taking over of uneconomical aided schools

by the Delhi Municipal Committee in pursuance of the compulsory primary education scheme. New Delhi Municipal Committee also opened a new school at Minto Road.

Considerable decrease is noticeable in the number of aided schools which has gone down from 140 in 1932 to 119 in 1937. This decrease is the result of a definite policy pursued by the Department in the closing down of uneconomical and unnecessary institutions which were mostly individual concerns and were run primarily on business lines. As a result of stricter supervision and control many of these schools were handed over by their managers to the Delhi Municipal Committee. It is proposed in the interest of efficient education to continue this policy and to make the Municipal Committee with its better supervising machinery, increasingly responsible for all primary education in the city. The Government inspecting staff have had to face a virulent press propaganda, engineered by those interested in the retention of these inefficient schools, but have continued undaunted in their efforts to reform and if necessary to get rid of these schools the majority of which were nothing short of a libel on the educational institutions of this province.

The number of unaided recognised institutions stood at 4 in March, 1937 against nil in March, 1932. There are indications of a growing desire in the part of the managements of private schools to secure recognition and aid from public revenues and submit to departmental control and discipline which leads to uniformity of work and educational standards. The local bodies appear to be quite alive to their responsibilities.

Managing bodies.

Institutions under private management both aided and recognised have their own committees of management. The system of getting these bodies registered, initiated and insisted upon by the present Superintendent of Education, went on throughout the quinquennium so that most of these bodies are now duly registered. Registration of school committees is necessary to guard against the misuse of grants made to schools out of public revenues. Where these bodies are unrecognised the managers alone are responsible to the Department for the proper use of public money. But the latter is an unsatisfactory arrangement and is definitely discouraged by the Department.

A very serious financial problem in relation to aided educational institutions is the failure of certain managers to pay their staff with regularity. Fictitious payments, one must admit with much regret, are not uncommon. Managers find it by no means difficult to secure the services of qualified teachers who would be prepared to accept salaries considerably lower than the figures for which they sign the acquittance roll. The present Superintendent of Education has waged an unceasing warfare against such mal-practices. As a safeguard every teacher in a secondary school must now be paid by cheques on a recognised bank. This method of payment is deservedly popular with the staff of every school.

In accordance with the rules of services for employees in recognised schools under private management given as Appendix VII in the Punjab Education Code, the bond system has been enforced in all recognised schools. In the majority of cases, provision has been made for a notice of three months on either side being given on termination of the services of

teachers. Regular bonds between the employers and the employees are executed and a copy of these bonds is kept in the office of the Superintendent of Education.

Efforts have been made with good results to persuade managing committees of schools to confine themselves to their legitimate work and refrain from unnecessary interference with headmasters in the educational work of the institution. Whenever and wherever such troubles have arisen the Department has always succeeded in settling the matter amicably. In one instance on the specific request of the management, the Department nominated the District Inspector of Schools as an *ex-officio* member on the managing committee of the institution.

In connection with the managing committees of girls' schools the Department has insisted on the appointment of at least one woman member on the managing committee. The number of suitable educated ladies for the purpose is unfortunately very small and much progress in this direction cannot be expected for some time to come. However, the need of entrusting the management of girls' schools to committees of women is fully realised.

Missionary and private enterprise.

The table given below indicates the number and expenditure of institutions managed by various missionary bodies :-
Missionary enterprise.

Missions.	1932.							1937.						
	Schools and scholars.		Govt.	Board.	Fees.	Other sources.	Total.	Schools and scholars.		Govt.	Board.	Fees.	Other sources.	Total.
	No. of institutions	No. of scholars.						No. of institutions	No. of scholars.					
<i>Christians.</i>														
Colleges	1	338	32,215	..	62,083	41,562	1,38,860	1	380	31,915	..	72213	42,753	1,46,881
High schools	2	401	21,797	5,194	13,934	23,648	64,573	4	928	26,747	8598	22242	48,402	1,05,989
Middle schools	6	778	18,526	12,079	9547	46,001	86,153	5	865	34138	5915	30,619	42,804	1,13,476
Primary schools	14	800	4854	3843	5,776	14,658	29,141	12	509	..	4401	..	10,673	15,074
Special schools	1	65	..	1359	372	6283	8,014	1	69	..	1687	496	1613	3,796
<i>Non-Christians.</i>														
<i>Hindus—</i>														
High schools	2	697	25,535	..	17,236	8911	51,682	2	1108	7556	1067	21850	7327	37,800
Middle schools	2	346	1,341	4849	2,132	3569	11,891	2	454	3798	2251	1404	8428	15,881
Primary schools	10	931	..	7944	30	6221	14,195	8	1177	..	5326	417	9095	14,838
<i>Muslims—</i>														
Middle schools	1	186	300	2298	673	1114	4,385	..	..	..	..	..	..	..
Primary schools	1	145	..	1988	..	421	2,409	1	158	..	752	..	686	1,438

As in other parts of India, Delhi owes a great deal of its educational advancement to Missionary enterprise. At the end of the quinquennium under review missions were managing 36 recognised institutions out of a total of 343.

The following table gives the total number and expenditure of institutions run by different communities :—

Private enterprise—Community-wise during 1936-37.

Kind of Institution.	No. of institutions.	No. on rolls.	Govt.	Board.	Fees.	Other Sources.	Total.
<i>Christians.</i>							
Colleges	1	380	33,005	..	67,384	26,026	1,23,415
High schools ..	4	928	30,184	798	14,616	37,869	83,467
Middle schools ..	5	865	28,840	..	27,270	18,254	74,364
Primary schools ..	12	513	1550	1410	..	11,038	13,998
Special schools ..	3	217	2687	765	496	3271	7,219
<i>Muslims.</i>							
Colleges	1	210	14,220	..	27,168	7947	49,335
High schools ..	4	1,632	32,792	..	53,579	14,856	1,01,227
Primary schools ..	16	1,619	6,773	4958	..	10,465	22,196
<i>Hindus including other minor communities.</i>							
Colleges	5	1450	42,079	..	1,72,712	54,389	2,69,180
High schools ..	21	6048	79,984	3597	2,06,223	99,640	3,98,444
Middle schools ..	10	2,839	14,601	6689	25039	24,874	71,203
Primary schools ..	39	4,837	22,226	40561	1761	17,576	82,124
Total	121	21,538	3,05,941	58,778	5,96,248	3,26,205	12,87,172

Education and local bodies.

Local bodies are responsible for the management of 210 schools for boys and girls which are classified as below :—

Year.	Local bodies.	High.	A.V. U. M.	Ver. Mid.	A.V. L. M.	Ver. L. M.	Pry.	Adult.	Total.
1932	District Board ..	1	3	5	..	27	66	..	102
	Municipal Committee, Delhi. ..	..	2	2	2	..	63	2	71
	New Delhi Municipal Committee ..	1	..	1	..	..	3	..	5
	Notified Area Committee	..	1	..	..	..	2	..	3
	Total ..	2	6	8	2	27	134	2	181
1937	District Board ..	1	3	6	..	23	68	10	111
	Municipal Committee, Delhi. ..	..	7	4	..	..	76	3	90
	New Delhi Municipal Committee ..	2	..	..	..	..	4	..	6
	Notified Area Committee	..	1	..	..	..	2	..	3
	Total ..	3	11	10	..	23	150	13	210

It must, however, be pointed out that while local bodies manage 14 schools for Anglo-Vernacular education, Government pays the entire net cost of the D. B. High School, Mahrauli and the Anglo-Vernacular section of the D. B. Middle School, Nangloi. Government also pays 75 per cent. of the cost on the maintenance of the D. B. Middle Schools at Najafgarh and Shahadra and of the Vernacular section of the D. B. Middle School, Nangloi. Besides, 66 per cent. of the cost on the maintenance of the M. B. High School, New Delhi and the Notified Area Committee Middle School at Timarpur is paid by Government so that except in the case of the Municipal Committee of Delhi which maintains 7 Anglo-Vernacular Middle departments as against 4 at the end of the last quinquennium, local bodies spend comparatively very little on Anglo-Vernacular education.

In the city of Delhi itself compulsory education has so far been introduced in six wards out of 9 and in New Delhi only the preliminaries of the introduction of compulsion have been gone through and the actual introduction of compulsion is expected shortly. This being the position it appears that the time has arrived when the local bodies should be relieved of all responsibilities in regard to Anglo-Vernacular education so that their funds may be made available for the much needed extension of primary education. This can be done only if Government takes over responsibility for Anglo-Vernacular Education by a liberal provincialisation of Anglo-

Vernacular Schools now under the charge of local bodies. As the major portion of the cost is already borne by Government no great financial difficulty is involved, while it is believed that provincialisation will result in uniformity of standards and much greater efficiency.

The following table shows the increase in expenditure likely to be incurred by Government if Anglo-Vernacular Schools were provincialised :—

Schools.	Total expenditure.	Government.	Fees.	Other sources.	Local bodies.
High schools	42,570	16,625	22,698	..	3,247
A. V. Middle schools	68,195	19,311	27,291	1,500	20,093

With an additional cost of about Rs. 23,000 per annum all Anglo-Vernacular educational institutions run by local bodies could be provincialised. The local bodies will then be able to concentrate their efforts and resources on the development of Vernacular education.

Local bodies and primary education.

As will appear from the statement given below local bodies had at the close of the quinquennium under review 150 schools for primary education as against 134 in March 1932, directly under their own management. They also paid grants-in-aid to 67 primary schools and 28 primary departments of aided schools :—

Primary schools and departments maintained and aided by local bodies during 1936-37.

Local body.	Maintained by the local body.		Aided by local body.		Total.
	Primary schools.	Primary Deptts.	Primary schools.	Primary Deptts.	
District Board	68	32	19	1	120
Municipal Committee, Delhi	76	9	39	21	145
New Delhi Municipal Committee	4	2	8	5	19
Notified Area Committee, Delhi	2	1	1	1	5

Education in Cantonment Area.

Under the Cantonment Act, the New Cantonment, Delhi, should be made responsible for the provision of adequate facilities for primary education in that area. During the quinquennium under review the Canton-

ment Board continued to contribute Rs. 2,250 a year towards the maintenance of the one boys' Anglo-Vernacular Middle School which is under direct Government management. The school had 298 pupils on roll on 31st March 1937. Of these 220 were the children of the residents of the Cantonment area and 78 came from the neighbouring villages. Only 44 pupils were sons of soldiers and other military employees. This is not a very satisfactory state of affairs. It seems desirable that the money which the New Cantonment contributes towards the maintenance of the A. V. Middle School should be utilised for making primary education compulsory within the Cantonment limits.

Educational administration and local bodies.

Except for attendance officers whose only duty is to enforce attendance of children in the compulsory areas, there are no officers for the management and supervision of schools run by the District Board and the New Delhi Municipal Committee. Work in connection with the institutions run by these bodies is, therefore, disposed of by the Chairman, District Board and the President of the New Delhi Municipal Committee, respectively, in consultation with the Education Department, while inspection is entirely in the hands of officers of the Education Department. The Delhi Municipal Committee, however, has its own Superintendent of Municipal Education for the management and supervision of their schools. The Superintendent of Municipal Education is assisted by 3 attendance officers and one assistant attendance officer in his work. With a view to keep a check on efficiency and to see that Government grants are properly utilised, the Government inspecting staff inspects Municipal schools and endorses the work of the teachers employed in them. There is also a lady Superintendent for M. B. Girls' Schools to supervise girls' education in Municipal schools.

The Municipal educational machinery was completely reorganised during the quinquennium under review. These changes were introduced on the recommendations of Mr. Wilson who was appointed Special Officer with the Municipal Committee to conduct an enquiry and report on Municipal Education in the city of Delhi. In 1930 one of the members of the Municipal Committee submitted a note to the Committee in which he reviewed the condition of Municipal Schools and made suggestions for their improvement. By resolution No. 71 of 18th July 1930, the Executive and Finance Sub-Committee appointed a special sub-committee to enquire into the condition of Municipal schools and make recommendations. This sub-committee was reconstituted in July 1931 "to examine the whole system of education". Only one member submitted a memorandum to the sub-committee which finally submitted its report to the Executive and Finance sub-committee in October 1931. The latter sub-committee at its meeting held in January 1932, resolved "that on the information available the sub-committee feels that a separate independent department for education like the Public Health and Engineering Departments be created and a request be made to Government for the assistance of an expert to examine the whole system of Municipal Education". This resolution was accepted by the Government and in September 1933, Mr. Wilson was appointed to conduct an enquiry into Municipal education. Before the present system of the management and supervision of Municipal schools was introduced, the Municipal educational administrative

machinery consisted of a senior and a junior Superintendent assisted by three attendance officers for enforcing regular attendance in Municipal schools. The Municipal Committee, Delhi, for very good reasons were dissatisfied with the arrangement. The whole position was described by Mr. Wilson in his report in the following words :—

“ At a time when there was less direction and supervision than there is now, the Committee determined to provide their own agency for the purpose. A Superintendent of Municipal Education was appointed to supervise the Municipal schools and later a second man was appointed to assist him. It is not clear what the Committee hoped to achieve by the appointment of these Superintendents. They are engaged neither as teachers nor as clerks, yet they are not Superintendents for they have no executive power whatever. The Secretary of the Municipal Committee who happens to be keenly interested in education has continued amidst his multifarious duties to be the sole executive authority in educational matters. The Superintendents have, therefore, attempted little and have achieved less. They have had no administrative experience of any kind and they appear to have limited their activities to the holding of annual promotion examinations and to periodic visits to schools where they have entered remarks in the log book very similar to those entered by the Assistant District Inspector of Schools. It is essential that the Secretary of the Committee should be relieved of all responsibilities for the educational activities of the Committee and that as an experiment an educational officer should be placed in charge of these duties. He should be of the status of a District Inspector of Schools in the Punjab Educational Service, be given executive powers similar to those at present exercised by the Secretary and should be *ex-officio* secretary of the education sub-committee. He should be responsible for the execution of the orders of the Committee in all matters connected with the Municipal schools, have control over the teachers and other school employees and generally act as adviser to the Committee on educational matters. Administrative experience is essential in the holder of this post and he must have a good knowledge of the Punjab Education Code, the Municipal Act and the Civil Account Code if he is to be a success. It will be extremely difficult to find outside Government service a person with these qualifications and I, therefore, suggest that an officer who has proved successful as a District Inspector of Schools be obtained on deputation from the Punjab Government. The cost too would be less than that on the present two Superintendents neither of whom is fit for such a post.”

About the school attendance officers Mr. Wilson says :—“ When compulsory education is applied on a large scale as in Delhi city it is but obvious that the teachers cannot act as attendance officers as they sometimes do in the villages. The Committee in recognition of this fact appointed three attendance officers, two of whom are graduates and one a matriculate, in the grade of Rs. 60—3—90. I have found no record of any specific duties having been assigned to them and my enquiries show that they have confined themselves to encouraging the teachers to increase enrolment, to visiting schools in order to find out if any pupils have been removed from school and to conducting prosecution. None of these attendance officers has the ability to understand either the purpose of the Act or the means by which it may be made effective. They are doing work most of which, apart from the conduct of prosecution, could be done by literate

peons such as have been engaged on Rs. 18—1—25 and they have been eminently unsuccessful in achieving the main object for which they were appointed. I, therefore, recommend that their posts be abolished.”

“The attendance officers there must be...and the Committee will have to employ at least two and probably 3 trained graduates preferably men from the Punjab with experience of inspection work. They would be expected to visit schools once a month, check the registers, report any case of withdrawal or prolonged absence and help in the preparation of census list. But above all they would have to inspect the first class each month, note where each boy has completed the previous month's work and report to the Superintendent, Municipal Education, of defects found in the school. In short their duty would be by regular and thorough inspection of the first class to ensure regular work by teachers and boys and reduce the possibilities of stagnation in that class to a minimum. They would also see that class and school organisation as previously determined by the Superintendent, Municipal Education, was being attended to. They would also have to note the requirements of each school in the matter of equipment and bring this to the notice of the Superintendent for immediate fulfilment. They should not be employed in the Municipal Office, but should be expected to spend most of their time in schools working under direction and the general supervision of the Superintendent.”

These recommendations regarding administration and control were accepted by the Municipal Committee. The Committee selected Khan Bahadur Raja Fazil Mohammad Khan, P.E.S., class I, retired Inspector of Schools in the Punjab and appointed him as Superintendent, Municipal Education in May, 1935. Three attendance officers, two of whom are trained graduates and one a trained undergraduate were appointed in the grade of Rs. 90—5—135 and the Committee has recently appointed a trained graduate as assistant attendance officer in the grade of Rs. 60—3—90 mainly for the compilation of statistics in connection with compulsory primary education.

It is not clear what executive powers or duties regarding administration and control have been vested in the present Superintendent of Municipal Education and how far the Secretary, Municipal Committee, has been relieved of his work in this direction, but it is true that although a separate Municipal Education Department has been created, the power and authority wielded by the present Superintendent, Municipal Education, are not fully analogous to those of the Municipal Health Officer and the Municipal Engineer. These two officers have been delegated powers for the complete control and supervision of their departments and are only answerable to the Municipal Committee so far as finances are concerned, while the Superintendent of Municipal Education has no such delegation of powers and the Secretary, Municipal Committee, still retains executive control. There is duality of control which generally means no control. It is essential, therefore, that the Secretary of the Committee should be relieved of all responsibilities for the educational activities of the Committee and the Superintendent of Municipal Education be given effective charge of his Department.

CHAPTER III.

University and Collegiate Education.

The University of Delhi continues to function mainly as an affiliating and examining body. The idea of decentralisation of university education and the establishment of a purely teaching and residential university sponsored so emphatically by the conference held in December 1919, had to be modified first because the university was constituted with resources entirely inadequate to its proper development and secondly, because the colleges were reluctant to sacrifice their long established corporate life and college traditions and were not able to incur the financial loss which the separation of Intermediate classes would naturally entail. The following resolutions passed unanimously at a meeting of the college representatives held in June 1921, embody their views on the subject :—

“ 1. The establishment in Delhi of an independent examining university, with inter-collegiate lectures as a general rule and university teaching in special subjects is early desired.

2. The primary condition asked for was that at least two-thirds of the controlling body of the university should be representatives of the existing colleges.

3. This body should be given statutory power to determine the date of the move to a new site and of separation of Intermediate classes from the university, the agreement of all three colleges being necessary on these two questions ”.

Subsequent negotiations with the college authorities resulted in a compromise, the terms of which are described in the Statement of Objects and Reasons attached to the Delhi University Bill. Paragraph 3 of the statement which indicates the nature of the compromise runs as follows :—

“ As the provision of sufficient funds for the complete realisation of this university and the erection of suitable buildings will be a matter of time, it is proposed, in the first instance, to commence work with the existing colleges in their present buildings and to permit them gradually to modify their organisation, especially with reference to the separation of Intermediate classes, in such a manner as to permit of the development of the University in its eventual form. In order that this may be done without undue dislocation in the colleges, the transitory provisions are particularly wide and permit of considerable divergence during the initial years from the form of the university as eventually contemplated.”

It is evident from this that although the Government of India and the colleges still clung to the original idea of a unitary university, they had not remained so enthusiastic about it and had gradually receded from the original position—the Government of India because of financial implications, and the colleges largely because of their anxiety to retain their individual existence intact. The Delhi University Enquiry Committee (1927) described the situation as follows :—

“ It is evident from the statements of the college representatives and other witnesses that there is at present very little enthusiasm for a university of the type contemplated in the Act and that the colleges would

very strongly object to their individuality being destroyed by any attempt completely to carry out the original plan, and in particular, to the proposed separation of the Intermediate classes from the University. The experience of the last few years has also clearly demonstrated that Delhi cannot, at any rate for another generation, supply either the academic material or the financial resources which are necessary for the development of a university of this type."

The Hartog Committee were also definite on this point. "We think", they say, "it would be a loss to India if the healthy traditions of the three colleges were sacrificed by too rigid adherence to the formula of the unitary university and that it would be preferable to retain the vigorous life and traditions of the colleges and to place on the university the duty of organising higher education by a combination of suitably qualified teachers at present carrying on higher work in the colleges with teachers appointed by the university itself. The university would thus aim at supplementing and not supplanting the staff of the colleges. It should be an essential function of the university to provide and maintain science laboratories on an adequate scale which would enable the teachers to keep themselves up-to-date."

The problem of a suitable site for the university was adequately solved by the University Enquiry Committee who recommended "that the Viceregal Lodge Estate, including all the buildings on it should be transferred to the University". The Government of India in their letter No. F. 73-189|32-E., dated the 4th January 1934, indicated the future educational policy of the Government with regard to the University and suggested its development on federal lines. The relevant portions of the letter are given below :—

"The original intention in constituting the University of Delhi was to create a university which would be freed from the inevitable defects of a purely affiliating institution but at the same time to give its constituent colleges ample scope to develop their resources in co-operation with each other and with the university itself. The ideal is, therefore, that the university should be transformed into one of the federal type as circumstances permit. The main conditions which are essential to the evolution of a university of this kind may be summarised briefly as follows :—

- (a) The university and its constituent colleges should be situated in close proximity of each other.
- (b) Each constituent college should be actively engaged in work of a university standard.
- (c) Each constituent college should be prepared to forego some measure of its autonomy in order to share in and contribute to the life and government of the university as a whole, and
- (d) the actual teaching should as far as possible be provided by constituent colleges under the guidance of the university."

The Government of India further added :—

"It is chiefly with a view to removing these difficulties that the Government of India have decided, subject to certain conditions, to make

available the valuable Viceregal Estate for university and collegiate purposes but on the understanding that the university on the one hand and constituent colleges on the other hand are in agreement with the scheme as generally defined above."

The scheme for the development of the Delhi University into a federal type gathered momentum during the quinquennium under review and was officially recognised both by the Government of India and by the University during the period under report.

Governance.—The mode of governance and the functions of the principal administrative bodies of the university to wit the Court, the Executive Council and the Academic Council remained practically unchanged during the quinquennium under report.

Organisation of teaching.—On the Arts side the university controls the teaching of Honours and Post-graduate courses and on the Science side the B.Sc. pass course. It has also its own Law Hall.

The university at present functions with three faculties and six degree colleges and one intermediate college. There has not been any addition on the faculty side during the period under review but the number of degree colleges has increased by 2. Of late the university has approved of the constitution of a diploma course in Domestic Science for the students of the Lady Irwin College, Delhi.

Colleges.—There were 4 Degree and 3 Intermediate colleges when the last quinquennium closed. The names are given below :—

Degree colleges—

1. St. Stephen's College, Delhi.
2. Hindu College, Delhi.
3. Ramjas College, Delhi.
4. Anglo-Arabic College, Delhi.

Intermediate colleges—

1. Ramjas Intermediate College, Daryaganj, Delhi.
2. Indraprastha Girls' Intermediate College, Delhi.
3. Commercial Inter. College, Delhi.

At the end of the quinquennium the university had 6 degree colleges and one Intermediate college and the Law classes as usual.

An interesting point relating to constitution was raised by the Governor-General in Council when the cases of the Commercial College and the Indraprastha Girls' College for recognition as degree colleges were submitted. It was pointed out that as required by the Act the conditions for the recognition of colleges and for the provision of instruction therein had not been laid down by statutes made by the university and that in the absence of such statutes the university would appear to be precluded from recognising these colleges. The required amendment to the statute was, however, made and was assented to by the Governor-General in Council in the year 1934-35.

The Commercial College was recognised as a college of the university teaching upto the B.A. pass standard in 1932. It was also permitted to teach Mathematics upto the Intermediate standard. In 1935-36 it was allowed to teach Mathematics upto the B.A. pass standard in combination with Commerce and Economics. The Indraprastha Girls' Intermediate College was recognised upto the B.A. pass standard in 1937.

Faculties.—The teaching work undertaken by the University, the improvements made in the tuitional standards and the academic progress achieved during the quinquennium under report may be summarised as follows :—

Arts Faculty.—The teaching under this head continues to be carried on by the colleges themselves through Readers and teachers recognised by the university. The staff is appointed and paid by the constituent colleges who fully retain their individuality, but it is recognised by the university under conditions laid down in the statutes. The wholetime paid Reader in Economics continued to supplement the college teaching upto January 1934, when the readership fell vacant due to the untimely demise of Mr. H. L. Chablani, a distinguished scholar of Economics. The post is still vacant and the teaching is carried on by the different colleges through their own staff. The university invites a distinguished scholar of Economics every year to deliver a course of lectures under the Sir Kika Bhai Prem Chand Readership. The college teaching in Philosophy, however, continues to be supplemented by a part time Reader in the subject. In the M.A. and B.A. Honours courses lectures on inter-collegiate basis have been arranged between the Hindu and St. Stephen's colleges. Other colleges cannot take advantage of this system as they are situated at considerable distance from one another. Improvements made in the tuitional standards during the period under report are detailed below :—

1. The system of co-adjudication in the M.A. examination under which the answer books of each candidate are examined by two examiners independently, was extended to the B.A. Honours examination in 1932.
2. Compartmental system of examination was introduced in the B.A. and B.Sc. pass courses.
3. The percentage of marks required in each case for the first and the second divisions in the Intermediate and Degree examinations was raised to a uniform standard of 60 and 45 respectively.
4. For the convenience of students whose Vernacular is different from the Vernaculars recognised by the University a special paper in English was prescribed in lieu of the paper in the Vernacular for the qualifying test in the Vernacular for the B.A. Honours course. Similarly an additional paper in English in lieu of the additional paper in the Vernacular was prescribed for the Intermediate (Arts).
5. The schedule for the M.A. History course was revised mainly for the preparation of a thesis on a subject approved by the committee of courses.

6. Schedules for the M.A. courses in Sanskrit, Persian and Arabic were also revised with a view to permit candidates to offer dissertations on subjects connected with these languages. The proposal to separate the Vernacular part from the subject of English with a Vernacular in the B.A. pass examination was approved.

One of the most noteworthy features of the quinquennium under review is the amendment made by the university to the Ordinances granting exemption to Harijan students from payment of examination fees till the examination of 1940. The result of this concession is discussed elsewhere in this chapter.

The Delhi University Historical Study Circle organised, as in previous years, a series of lectures and papers. Under the auspices of the University a series of lectures was delivered in the winter session of 1935 by Professor Macchioro of Italy.

The Science Faculty.—The teaching of science beyond the Intermediate standard is the exclusive concern of the university. The Departments comprised within this faculty are Physics, Chemistry, Biology and Mathematics. The teaching of Biology and Mathematics is carried on by the colleges through their own staff while the arrangements for the teaching of Physics and Chemistry are made by the University. During the quinquennium under review no additions were made to the departments comprising this faculty though improvements of far reaching importance were discussed. The University has appointed one additional assistant lecturer to work under the whole-time paid Reader in Chemistry and a long felt need of strengthening the staff has been satisfied in spite of financial difficulties. Facilities for laboratory work are still not wholly adequate.

One of the outstanding events of the years under report is that the Science Departments were shifted to the new university site—the Old Viceregal Estate—from the hired flats at Kashmere Gate. The Physics laboratories were removed to the new buildings in 1933-34 and the Chemistry laboratories in the following year. Several additions and alterations involving considerable expenditure were carried out in the new building and a gas plant costing Rs. 12,000 was installed at the new site for the purpose of supplying fuel energy to the laboratories.

Proposals for the instruction of post graduate as well as Honours courses in Science continued to occupy the attention of the university throughout the quinquennium, but the scheme could not materialise due to inadequacy of laboratory equipment and financial difficulties.

Faculty of Law.—This is another faculty which is under the direct control of the university. The Punjab High Court accorded permanent recognition to the LL.B. degree of this university in 1933-34 and thus the Law graduates of this university were placed in the same position as the Law graduates of the Punjab University had been with regard to their eligibility as legal practitioners under the Punjab High Court. There has been one addition to the number of university paid teachers during the years under report. The staff at present consists of three whole-time paid teachers and 2 honorary Readers.

In 1932-33 the work of the faculty was transferred from Alipur Road to the new premises on Imperial Avenue, Old Viceregal Estate. The Law Hall was also shifted from Alipur Road to the new site and thus arrangements for tutorial work were considerably improved.

In 1935 the proposal for the extension of the course of instruction in Law, leading to the LL.B. Degree, from 2 to 3 years was communicated to the University by the Registrar of the High Court of Judicature at Lahore and necessary amendments to the Ordinance were made.

The foregoing remarks on the organisation of university education show that no new ground has been broken by the university on the side of teaching, remodelling and reorganisation of its affiliated colleges during the quinquennium under review, though some improvements in existing departments have been made.

Enrolment.

The following table gives the progress made by the university as regards enrolment during the quinquennium under report :—

University.	Faculties.	No. of students.		No. of graduates in Arts and Sc.	
		1932	1937	1932	1937
Delhi ..	Arts and Science	1,825	2,040	194	327
	Law	104	132	..	..

There has been an increase of 215 to 2,040 or about 12 per cent. in the enrolment of scholars on the general side during the quinquennium under review. The previous quinquennium closed with an increase of 677 to 1,825 or 59 per cent. These figures show that although the number of scholars continued to increase during the quinquennium yet the degree of keenness towards university education was by no means so marked as in the years of the previous quinquennium. It has been stationary on the whole. The following statement shows comparative increase or decrease in the enrolment of the first year class as it stood on 31st March each year :—

(1926-27)—(1931-32).			(1932-33)—(1936-37).		
Year.	Enrolment in 1st Year class.	Comparative increase or decrease.	Year.	Enrolment in 1st Year class.	Comparative increase or decrease.
1927 ..	333	..	1932 ..	641	..
1928 ..	444	+111	1933 ..	594	-47
1929 ..	501	+ 57	1934 ..	583	-11
1930 ..	533	+ 32	1935 ..	582	- 1
1931 ..	661	+128	1936 ..	610	+28
			1937 ..	590	-20

The percentage of university scholars to the population of the province comes to .32 as against .29 at the close of the last quinquennium, while these percentages for male and female scholars come to .301 and .019 as against .28 and .007 respectively.

Enrolment in Arts Colleges.

The total enrolment given in the table above as shared by the different colleges is given below :—

Colleges.	1932.				1937.				Increase or decrease.
	F. A. & F.Sc.	B. A. & B.Sc.	M. A.	Total.	F. A. & F.Sc.	B. A. & B.Sc.	M.A.	Total.	
St. Stephen's ..	157	132	49	338	181	142	57	380	+ 42
Hindu	501	225	37	763	538	245	51	834	+ 71
Ramjas	260	116	14	390	135	96	17	248	-142
Anglo-Arabic ..	107	32	..	139	133	77	..	310	+ 71
Commercial ..	75	..	..	75	131	59	..	190	+ 115
Ramjas Inter. ..	75	..	..	75	91	..	..	91	+ 16
Indraprastha Girls' ..	45	..	..	45	87	..	..	87	+ 42
Total ..	1,220	505	100	1,825	1,296	619	125	2,040	+ 215

The Hindu College continues to attract a large number of students. This is probably due to the fact that the college also provides instruction in the medical and non-medical groups in the F.Sc. The increase in the number of students going up for the Honours course may be regarded as satisfactory but if the percentage of those taking up the Honours course to the total number studying for the Degree examination given in the table below be taken into consideration the position is reversed. The percentage in this respect for the years 1936-37 comes to 10.6 as against 14.6 in the year 1931-32.

The number of students appearing at the various examinations conducted by the University year by year during the quinquennium

with the number of passes in each examination is shown in the following table :—

Examinations.	1931-32.			1932-33.		1933-34.		1934-35.		1935-36.		1936-37.		
	Appeared.	Passed.	Percentage.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Percentage.
M. A.	48	34	79	49	29	49	23	68	36	64	39	49	36	73
B. A. Hons.	34	32	94	35	26	43	35	42	36	50	43	50	45	90
B. A. Pass	171	107	63	199	109	230	159	218	149	283	184	335	203	61
B. Sc. Pass	36	21	58	43	26	52	33	68	48	84	54	87	43	49
F. A.	371	205	55	451	240	535	305	520	346	469	257	548	235	43
F. Sc.	138	62	45	174	87	179	119	165	123	149	80	165	88	54
LL. B.	48	33	69	45	34	75	64	62	40	93	59	106	82	77

There has been a steady increase in the number of students going up for the Honours Course and it is satisfactory to note that the percentage of passes has all along been distinctly high.

University scholars community-wise.

The following table gives the number of scholars community-wise reading in the colleges of the Delhi University :—

Years.	Euro- peans & Anglo- In- dians.	Indian Chris- tians.	Hindus.		Mus- lims.	Budh- hists.	Par- sis.	Sikhs.	Jains.	Others.	Total.
			High.	Dep- ressed.							
1931-32 .. ..	..	22	1,399	1	291	..	2	43	67	..	1,825
1936-37	5	36	1,508	3	347	..	3	64	74	..	2,040
Increase or decrease.	+5	+14	+109	+2	+56	..	+1	+21	+7	..	+215
Percentage of increase	..	64%	8%	..	19%	..	..	49%	10%	..	12%

There were no Anglo-Indians or Europeans in colleges in 1931-32 while there were 5 in 1936-37. The increase in the number of Christian scholars is very high being 64 per cent. against a total rise of 12 per cent. The increase in the number of students of the depressed classes cannot

The table given above shows that out of 1,211 scholars who passed the High School examination in 1931 only 327 or 27 per cent. passed the Intermediate, 233 or 19 per cent. passed the B.A. examination and only 3 per cent. passed the Master of Arts Examination. The leakage, therefore, is enormous. It is 73 per cent. at the Intermediate, 81 per cent. at the B.A. and 97 per cent. at the M.A. stage or in other words 73 per cent. over and above the wastage prior to the university education between the ages of 14 and 20.

The annual cost per head on collegiate education is indicated by the following table :—

Delhi.				Government.	Board.	Fees.	Other sources.	Total.
Males	..	..	..	41 10 1	..	131 5 5	42 12 10	215 12 4
Females	..	..	..	57 6 10	..	123 11 0	54 4 4	236 0 2
All-India averages for 1933-34 are given below :—								
Males	..	..	..	73 14 4	0 9 9	93 5 1	27 2 5	194 15 7
Females	..	..	..	244 4 10	0 6 3	105 15 3	75 5 2	405 15 6

The total cost on university education is, however, much more than what is indicated by the table given above, as it does not take into reckoning the cost to parents which may amount to anything between six to eight hundred rupees a year or to a total average of Rs. 4,500 in five years. This sum the average graduate is not likely to earn with an average pay of Rs. 40 per month in 10 years. No wonder that this aspect of university education in India is fruitful of discontent and disillusion.

Finances.

The general financial condition of the university of Delhi has already been touched upon. Its financial difficulties continued throughout the quinquennium. Not only the hopes held out by the Government of India (contained in a memorandum, prepared by the Department of Education, Health and Lands in 1921) to give to the university an annual grant of Rs. 2,00,000 a year, rising gradually to 4 lakhs, still remain unfulfilled, but the university of Delhi has had to face with other Government departments, a cut of 10 per cent. on its already too meagre annual grant of Rs. one lakh a year, during the first four years of the quinquennium under report.

There has been no financial support from the general public who appear to be entirely indifferent to the needs of the university. Only one endowment of Rs. 1,000 for the creation of " Ravi Kant Devi Gold Medal " to be awarded annually to the lady candidate who passed the Intermediate Examination of the University with highest percentage of marks, was received from Mr. Padam Parshad of Delhi during the quinquennium under report.

Another endowment of the value of Rs. 1,500 was offered in December 1936, by Mr. Bishambar Das, Retired Government Auditor, Punjab, N.-W. F. P. and Delhi Province for a Gold Medal to be awarded to the best Hindu candidate in Mathematics by the University of Delhi every year in memory of his revered father, the late Rai Bahadur Nand Kishore, B.A., Inspector of Schools, Punjab.

Several members of the Executive Committee, however, thought that it was undesirable on principle to accept offers of endowments for the benefit of certain communities only, particularly in the case of medals and prizes which were hall-marks of academic distinction and not intended to help individuals in the prosecution of their studies as in the case of scholarships. The Council were of the view that the endowment should be non-denominational, and the medal should be open to competition by all students of the University.

It was, therefore, resolved that the donor be informed of the views of the Council and he be requested to alter the terms of his endowment to make it non-denominational and that the matter be considered finally on receipt of the donor's reply.

On account of its limited resources the Delhi University remained oscillating within its meagre budget during the period under review. The table given below indicates expenditure of the University year by year during the last five years :—

Year.					Govern- ment.	Fees.	Other sources.	Total.
1931-32	..	..	..	..	1,00,000	59,463	..	1,59,463
1932-33	..	..	..	..	90,000	81,280	..	1,71,280
1933-34	..	..	..	..	90,000	91,976	..	1,81,976
1934-35	..	..	..	..	90,000	27,912	1,21,932	2,39,844
1935-36	..	..	..	..	90,000	1,14,881	11,803	2,16,684
1936-37	..	..	..	..	1,00,000	76,385	26,068	2,02,453

It would be seen from the table given above that at the present time fees contribute 37.7 per cent. of the total expenditure of the University as against 49.4 per cent. from Government funds and 12.9 per cent. from "Other Sources". These percentages compare favourably with All-India figures which for the year 1933-34 were 40.4 from Government, 43.1 from fees and 16.5 from 'Other Sources'. But it should be remembered that the income under each head of every other University of India far exceeds that of the University of Delhi, and, therefore, the comparison is rather misleading.

The expenditure on University and Arts Colleges combined for the year 1936-37 is given below :—

Year.	Government funds.	Boards funds.	Fees.	Other sources.	Total.
Delhi, 1931-32	2,03,031	..	2,64,595	51,502	5,19,128
Delhi, 1936-37	1,86,304	..	3,43,649	1,14,430	6,44,383

The combined expenditure per scholar on the University and Arts Colleges for men and women in the province of Delhi was Rs. 86 from Government revenues, Rs. 158 from fees, Rs. 53 from ' Other Sources ' and Rs. 297 on the total in 1936-37 against 105, 137, 27 and 269, respectively, for the year 1931-32. These figures show that the grant from Government did not increase proportionately to the increase of scholars. Fees and ' Other Sources ', however, record a marked increase. The All-India average in 1933-34 in this respect for Arts colleges for men alone were 74 from Government funds, Re. 1 from local funds, Rs. 93 from fees and Rs. 27 from ' Other Sources ', the total cost per scholar being Rs. 195. In the case of women these figures come to Rs. 224, less than a rupee, Rs. 106 and Rs. 75, respectively, the total cost being Rs. 406. It is difficult to calculate the exact All-India average in case of universities and Arts colleges combined, but if such a calculation were possible it would show that in the province of Delhi, Government contribution towards the cost of university and collegiate education is by no means adequate. Besides, in provinces where Local Governments have sanctioned schemes for the foundation of unitary teaching and residential universities of the type which Delhi aims at, contribution to such universities from the Provincial revenues have always been very substantial. The University of Dacca is guaranteed a statutory recurring grant of five and half lacs of rupees a year which enables the university to launch on progressive schemes with safety. The Universities of Benares and Aligarh receive three lacs and 25 thousand a year each from the Central Revenues.

Expenditure on Arts Colleges.

Year.	Expenditure from				Total.
	Government.	Board.	Fees.	Other sources.	
1931-32	1,03,031	..	2,05,132	51,502	3,59,665
1936-37	86,304	..	2,67,264	88,362	4,41,930

There is a decrease of Rs. 16,727 in the grants from the Government. Fees and ' Other Sources ' show an increase of Rs. 62,132 and Rs. 36,860 respectively.

The percentages of expenditure from various sources during the years 1931-32 and 1936-37 are as follows :—

Year.				Government.	Board.	Fees.	Other sources.	Total.
1931-32	..	..	..	28·6 %	..	57%	14·4%	100
1936-37	19·5%	..	60·6%	19·9%	100

The All-Indian averages for 1933-34 were :—

1933-34	37.9	0.3	47.9	13.9	100
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The averages in the Delhi province as regards Government grants are lower than those in All-India figures. The situation needs a careful examination, specially when the question of removal of colleges to the new site is under contemplation.

Buildings.

As has already been pointed out, the long pending question of a permanent site for the location of the University and the constituent colleges was finally settled when the Government transferred to the university authorities the Old Viceregal Estate with its buildings, gardens and lawns as a free gift, on a permanent lease basis in 1933. The land comprises about 87 acres for which the University pays to the Government of India a nominal rent of Rs. 3,480 per annum. The free use of the Old Legislative Assembly Hall in the Old Secretariat was also allowed to the university for its Convocation. In August, 1936, the Government of India were pleased to transfer to the University of Delhi the entire property of 211 residential quarters on the Rajpur Road. The university with all its departments has finally settled in a house of its own, and the constituent colleges are also considering the need for removing to the new site.

Women's education.

In 1935 the University formulated its policy regarding the education of women. A women's college maintained by the University would have entailed considerable expense, therefore it was considered more economical to encourage the development of the only existing college for women the Indraprastha Girls' College. In pursuance of this policy, the required sanction for the recognition of B. A. classes of the said college was accorded in 1937. The number of women students in the university has increased from 45 at the close of the previous quinquennium to 122 at the close of the quinquennium under report, the increase being 171 per cent. Out of 122, 35 girls were reading in men's colleges in 1936-37 against nil, in

1931-32. The distribution of women students according to different colleges is given below :—

Colleges.							1932.	1937.	
Indraprastha Girls'	..	..	..	..	..	..	45	87
St. Stephen's	..	..	..	..	..	..	..	15
Hindu	..	..	..	..	..	..	..	20
Commercial	..	..	..	..	..	..	..	..
Total							..	45	122

There were no Post-Intermediate girl students in 1931-32, while there were 25 in 1936-37. Excepting the B.Sc. classes they are found in every department of instruction and have not lagged behind in taking up Honours courses during the years under report. The following table gives the examination results of girl scholars during the quinquennium under review :—

Examinations.	1931-32.		1932-33.		1933-34.		1934-35.		1935-36.		1936-37.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
M.A.	1	..	3	2	..	..	3	1	4	2	3	..
B.A. (Hons.)	..	..	..	..	2	2	..	..	6	5	7	6
B.A. (Pass)	1	1	7	3	6	4	12	9	12	7	17	12
B.Sc. (Pass)	..	..	..	..	..	..	1	1	..	..	..	..
F.A.	16	12	17	15	26	23	15	13	29	20	43	26
F.Sc.	..	..	1	1	..	..	2	2	2	2	1	..

It is very encouraging to note that the pass percentages of girls compare favourably with those of boys. The following table shows the pass

percentage of male and female candidates in the various examinations of 1936-37 :—

Examinations.	Males.			Females.		
	Appeared	Passed.	Per-centage of passes.	Appeared.	Passed.	Per-centage of passes.
M.A.	46	36	..	3	..	..
B.A. (Honours) ..	43	39	90%	7	6	86%
B.A. (Pass).. ..	318	191	60%	17	12	70%
B.Sc.	87	43	..	..	..	..
F.A.	505	209	41%	43	26	60%
F.Sc.	164	88	..	1	..	..

The passes obtained by women candidates in the Honours course compare very favourably with men candidates, while they actually beat men students in the pass percentages for the B.A. pass and Intermediate Examination results.

The following table gives the number of women students community-wise :—

Year.	Europeans or Anglo-Indians.	Christians.	Hindus.		Muslims.	Buddhists.	Parsis.	Sikhs.	Jains.	Others.	Total.
			High.	Depressed.							
1931-32	1	39	..	3	..	..	..	2	..	45
1936-37	5	101	..	9	..	..	7	..	..	122
Increase or decrease.	..	+4	+62	..	+6	..	..	+7	-2	..	+77

Out of a total of 122, there are altogether 8 girls in the Post-graduate classes. Two of these girls belong to the Mohammadan community, the remaining 6 come from the Hindu community. Not a single girl from the

depressed classes was receiving university education during the quinquennium under review.

Years.	Europeans and Anglo-Indians.	Christians.	Hindus.		Muslims.	Buddhists.	Parsis.	Sikhs.	Jains.	Others.	Total.
			High.	Depressed.							
1931-32	2	87	..	7	..	..	..	4	..	100
1936-37	4	83	..	7	..	..	6	..	..	100

We find from the table given above that so far as the percentage of women scholars is concerned, the Sikh community stands at the top. The Christians show progress and the Mohammadans are stationary. Only the Hindus show a decrease.

University library.

During the quinquennium under review the University Library continued to be replenished, by the University of Delhi. The number of volumes in the library increased by 7,749 to 21,754 at the end of 1936. The expenditure in round figures on the library year by year from 1931-32 to 1936-37 is given below :—

—	1931-32.	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Delhi University Library.	6,635	9,658	13,886	11,598	11,598	14,011

One hundred and sixty periodicals were regularly received. The report for the year 1935-36 shows that the library continued to grow in popularity and succeeded in attracting a large number of students and teachers. Nineteen thousand, three hundred and four volumes were lent out to borrowers and 4,156 persons used the reading room in 1935-36. The corresponding figures for the year 1931-32 were 7,197 and 3,669 respectively.

Military training.

The University Training Corps continued to work satisfactorily. The strength of the Battalion on 15th October, 1936 was 9 officers, 1 under-officer and 339 other ranks against 6 officers, 4 under-officers and 329 ranks on 30th September, 1932.

The strength of the Battalion on 15th October, 1936 as contributed by the different colleges was as follows :—

Colleges.	Officers.	Under-officers.	C. S. Ms.	C. G. M. Sgts.	Sgts.	L/Sgts. and Cpls.	L/Corpls.	Cadets.	Total.
Hindu	3	..	1	..	1	5	6	77	93
St. Stephen's	3	..	..	..	1	2	4	48	58
Ramjas	1	1	..	1	..	1	2	39	45
Anglo-Arabic .. .. .	..	..	1	1	..	1	5	34	42
Commercial	1	..	..	..	..	3	4	54	62
Ramjas Inter.	1	..	..	..	1	2	3	42	49
Total	9	1	2	2	3	14	24	294	349

The attendance at the yearly parade was not encouraging in the years of the quinquennium though the required number of recruits was forthcoming. Every year Officers proceeded on attachment duties during the hot weather. Annual Battalion sports were held regularly.

The Annual Report of the University for the year 1935-36 says :—

“ The Battalion is still handicapped by many difficulties and will not be able to take its place among the foremost of University Training Battalions, until these difficulties are overcome. The greatest difficulty is the lack of storing accommodation, and until this has been provided the efficiency of the Battalion will be greatly marred.”

Physical Education, games and sports.

Every year University Tournaments are held under the University Sports Tournament Committee. The Double League system under which the football and hockey tournaments were conducted during the preceding three years proving inconvenient, Single League system was introduced in the year 1935-36. Other games in which competitions are held are tennis, cricket, volley ball, the tug of war and athletic sports.

The university is greatly handicapped in this respect for want of adequate playing fields. In the scheme of Federation ample provision for playing fields has been made. The Committee appointed to consider the question suggested that provision of playing fields should be made on the area to the west of the university site. But the Government of India were of opinion that the playing fields for the colleges would not be required

until such time as the colleges had moved to their new sites on the Old Viceregal Lodge Estate and the consideration of the question was consequently postponed. It is hoped that this question will soon be taken up at any rate so far as playing facilities for the Law Hall students are concerned and for whom such provision is extremely inadequate.

It is a matter of great regret that all colleges excepting the St. Stephen's and the Anglo-Arabic seriously lack facilities for games and sports so necessary in the interest of health and corporate life. They have, however, made some efforts to overcome this difficulty by acquiring playing grounds on rent or on a lease basis. The grounds of the Arabic College are not spacious enough to meet the requirements of the college satisfactorily and their efforts with regard to the acquisition of fields maintained by the New Delhi Municipal Committee have not been successful.

Physical Training.

Physical Education has been allowed to drift and nothing practical has been done in this direction during the quinquennium under report. The Hindu College has, however, taken steps towards making games compulsory for students and has appointed a whole time Physical Director. The Principal, Hindu College, reports that the results are encouraging and the students are taking more and more keenly to games.

The University of Delhi is also considering the introduction of Physical Training for students and the appointment of a Physical Director is under contemplation. The recommendations made by the Residence, Health and Discipline Board to introduce compulsory games for junior students are also being considered by the University.

A swimming and boating club was started by the Commercial College in 1935-36 to afford facilities to the students in learning swimming and boating.

CHAPTER IV.
SECONDARY EDUCATION (BOYS).

Types of schools.

The classification of secondary schools in the Delhi province more or less conforms to that in the Panjab.

Secondary schools for general education fall into four categories—the Anglo-Vernacular High schools, the Anglo-Vernacular Middle schools, the Vernacular Middle schools and the Vernacular Lower Middle schools. The Anglo-Vernacular Lower Middle school is being discouraged as it is neither economical nor efficient when run as a separate institution. At the close of the quinquennium under review there was hardly a single A. V. Lower Middle school which was recognised as a separate unit. All such institutions were either raised to the upper Middle standard or reverted to that of the Primary. As in the Panjab there are no Vernacular Middle schools with optional English classes attached to them, but unlike the Panjab a few Middle schools have provision for Vernacular classes side by side with the Anglo-Vernacular classes. These were allowed to cater, in the backward areas, chiefly for those who could ill-afford the cost of Anglo-Vernacular education. But the experiment did not prove successful and the Vernacular classes came to be used as a convenient escape for teachers who were not very conscientious about their work. Boys requiring individual attention were side-tracked because their continuance on the Anglo-Vernacular side would have affected the results adversely. The system was consequently discouraged during the quinquennium under review and in the case of one Anglo-Vernacular Middle school the Vernacular classes were actually closed down. High Schools as a rule consist of two departments—the high and the middle. Only 8 out of 27 high schools have primary classes attached to them.

Almost all the middle schools, Anglo-Vernacular or Vernacular, have primary classes attached to them. The Vernacular Lower Middle school is really a primary school with a senior 'top' and was created mainly to provide facilities for villagers for an advanced course in literacy and to serve as an impetus to them to proceed on to higher vernacular education.

The following table shows how the different stages are at present divided in the province of Delhi :—

Types of schools for general education.	Length of course in years.		
	Primary stage.	Middle stage.	High stage.
High schools	4	4	2
Anglo-Vernacular or Vernacular Middle Schools ..	4	4	..
Vernacular Lower Middle schools	4	2	..

Medium of instruction and examination.

In the high classes the medium of instruction is English although candidates have the option of answering question papers in History, Geography, Economics and Domestic Science in their own Vernaculars. In the case of the Indian system of Accounts, however, the option is restricted to Hindi or Sarafi characters. The demand for Vernaculars as the medium of instruction in Mathematics is gaining strength specially as it has recently been allowed by the Panjab University. Questions, however, even in subjects wherein a Vernacular is allowed as the medium of examination, are set in English and candidates sometimes fail to understand them specially when they contain passages for comment or technical terms. The medium of instruction in the middle section of Anglo-Vernacular secondary schools is Vernacular.

Control.

The secondary school system has a duality of control. Recognition upto the middle standard is given by the Education Department but it is the Board of Secondary Education which recognises the high department of secondary schools on the recommendations of a Sub-Committee consisting of the Chairman who is the Superintendent of Education, his nominee and a nominee of the Board. The Board also conducts the Matriculation and the School Leaving Certificate Examination. The curricula of the high classes is laid down by the Board while that of the middle classes is prescribed by the Department. Vernacular Middle education in the province is controlled on the administrative side by the Education Department although pupils sit for the Panjab Vernacular Final Examination. The Department inspects all secondary schools. Besides, all educational grants from the Central Revenues are sanctioned by the Government. The High departments of secondary schools are open to inspection by panels appointed by the Board of Secondary Education.

The Board of Secondary Education.

The idea of constituting Boards to look after secondary education emanated from the recommendations of Calcutta University Commission with a view to relieve universities of the function of controlling the Intermediate and High School education so that they may concentrate their attention on purely university education. The Delhi Board was thus constituted on the assumption that as provided for in the Delhi University Act, the Intermediate stage would be removed from the jurisdiction of the University as soon as it developed into a unitary teaching University. But the change has not so far been brought about. The functions of the Board, therefore, generally are in theory to regulate, supervise and improve secondary education. But in practice it is little more than an examining body. In addition to conducting the High School Examination the Board is entrusted with the function of prescribing courses. The distribution of grants-in-aid is entirely in the hands of the Department. It is no doubt an anomalous position and speaks of duality of control for which secondary education in this country has suffered considerably. To quote from the Government of India Review on Education for the year 1927-32—"The machinery of control should be effective. Unfortunately secondary education has suffered for so many years from a duality of control by Government and the University (Board of Secondary Education) especially in

the award of recognition which implies provision to present pupils for the Matriculation." At another place it criticises the wisdom of entrusting to Boards the important function of according recognition to schools without giving them a say in the distribution of grants-in-aid, because such a system is liable to cause financial irresponsibility on the part of Boards.

"Boards should either be confined to the conduct of examinations or else be given wider powers than they exercised at present."

The question of granting wider powers to Boards with a large non-official majority is a difficult one and demands careful consideration. Even the powers of recognition enjoyed by the Board are not above criticism. The All-India Quinquennial Report on Education while commenting on this point says :—

"The comparatively large number of high schools suggests leniency in granting recognition."

Moreover, the relative position of the Board with a non-official majority is analogous to that of the local boards. Instances are not wanting in which local boards, when wider powers were granted to them under the Montague Reforms, misused these powers as a result of personal and communal prejudices. This naturally resulted in an all-round deterioration of efficiency in the spheres of their work, and the departments in some provinces, specially in the Panjab, began to complain of incomplete delegation of powers. The Panjab report for 1935-36 at one place says :—

"Personal and party motives often characterise the deliberations of the District Boards with the result that administrative efficiency is seriously impaired."

The United Provinces memorandum submitted to the Hartog Committee contains the following passage :—

".....factions and intrigues, lack of experience and occasionally even perversity and weakness of the Board's executive arising from the unsuitability of the whole Board to act as an administrative body.....all these conspire to bring about deterioration of discipline and of administration"

For representative bodies, it becomes very difficult to act as one body in the discharge of administrative and executive functions. Their duty mainly should be to govern the general policy and it should be left entirely to the executive to carry out such policies in practice. Education is a nation building service, and thus calls for careful and effective control. This naturally becomes very difficult when party interests come in, which are bound to intrude in the case of boards composed of heterogeneous elements.

The relevant passage in the report of the Indian Statutory Commission on the effectiveness of departmental control is of much importance.

"After all Provincial Governments and Education Departments are trustees of a service which is of vital importance for the youth of India and the future of India and which is now in a most critical position. The

trusteeship does not involve the reservation and exercise of the powers necessary for securing its due discharge." At another place we read :—

“ In India inspection is the Government administrative key to advance and that without an efficient system of inspection of this nation building service there is great risk that its relative sterility will be perpetuated.”

Much the most suitable course, therefore, would be to call the institution “ the Board of High School and School Leaving Certificate Examination ”, and to confine its duties to the conduct of these examinations only. Administrative work like recognition of schools, etc., should be left entirely to the Department.

It is a matter of great satisfaction that the Board and the Department worked in perfect agreement throughout the quinquennium under report. The fears, which were entertained in the report of the previous quinquennium happily did not come out true. The Board continues to make steady progress in all directions. It is particularly gratifying to record that the Board of Secondary Education, Delhi, loyally co-operated with the Chairman in making the provisions for the grant and retention of recognition more stringent and steadily raising the standard of its examinations. The result has been that the Board has succeeded fully in removing the stigma which had come to be attached to its examinations as being the easiest to get through in this part of the country. The growing influx of private candidates which one year almost equalled the number of candidates from recognised schools, has entirely ceased and the standards of its examinations are now second to none in India. It is significant that private candidates now seek admission to the examinations of a neighbouring university. Much has also been achieved by insisting on better qualifications of teachers in recognised schools. The laying down of adequate scales of salaries and the ensuring of regular payments by cheques has improved the lot of teachers.

Constitution of the Board.

The Board, as at present constituted, consists of 20 members including the three *ex-officio* officers of the Education Department. The Headmasters of recognised schools have only two seats allotted to them. Six seats go to the representatives of the University and two to the members of the Delhi Municipality who are elected by that body. Two seats are reserved for the Principals of Delhi colleges and one for the Rector of the University as the fourth *ex-officio* member. Four persons are nominated by the Chief Commissioner, Delhi, to secure adequate representation of all interests. The head masters of high schools complain, in no unmistakable terms that their representation is quite inadequate ; that the Board is primarily concerned with high schools and yet the majority of members who compose the Board cannot really come in touch with the problems affecting the education in the high schools of the province. They further argue that as the every day educational problems affecting such schools are unknown to the majority of the members the result is that several times decisions adversely affecting the needs and standards of high school boys are arrived at. The argument has a good deal of substance in it and in order to inspire confidence in those directly connected with the education of high schools, their representation

should be proportionately increased in the constitution of the Board. One of the headmasters remarks :—

“The constitution of the Board needs revision. The Headmasters' representation is quite inadequate. University and other interests not in touch with schools predominate. Wrong steps are taken to raise the standard of efficiency with the result that there is an all round deterioration. Unsuitable books are prescribed. The well-known educational maxim ‘It is better to make the student do a little than to make him cover more than his mind can really digest’ is entirely lost sight of.”

Mr. J. C. Chateerjee, Superintendent of Education, continued to be *ex-officio* Chairman of the Board. Dr. Azhar Ali was elected the Secretary of the Board in 1934 in succession to Mr. Chablani. He continued as such till the close of the quinquennium under report.

Regulations for recognition of high schools.

During the quinquennium under report many modifications were made in the Regulations of the Board aiming at clarifying several points relating to powers and duties which it was thought had been rather loosely defined at the time when the last quinquennium closed. One of the points to which so much exception was taken during the last quinquennium was that in some cases the Board recognised high schools although the middle sections of such schools were not recognised by the Department. This anomaly has now been removed by making the recognition of the middle section of a school by the Education Department, a condition prior to the recognition of the high department by the Board. With a view to improve the lot of teachers, the following regulations were added :—

1. That teachers are paid their salaries by cheques not later than the 15th of the next month.
2. That the minimum salary paid to teachers in the high department shall not be less than Rs. 50 per mensem in the case of graduates and Rs. 35 per mensem in the case of others.
3. That permanent recognition shall not be granted or retained unless the schools maintain provident fund accounts of the teachers in accordance with the rules approved by the Department.

(Other regulations which were added during the quinquennium under report, in order to secure an adequate supply of books to school libraries and an efficient standard in school equipment and sanitation are detailed below :—

1. That the school has no less than 300 books (excluding teachers books or the books recommended by the Board for the purpose of its examination) in its library selected from the list prepared by the Board, and undertakes to spend at least Rs. 100 a year on the purchase of library books.
2. That the school is provided with suitable equipment and furniture and shall provide science apparatus and equipment in accordance with the list prescribed by the Board.

3. That a certificate is obtained from the Health Officer on the form prescribed by the Local Government as to the health and sanitary condition of the school.

In order to still tighten the conditions of recognition of high schools it was decided that a high school seeking recognition must show a reserve fund of Rs. 15,000 and that the Managing Committee should be a registered body.

In spite of these restrictions, the number of high schools increased by 6 to 27 in an area which was considered as having already too many high schools. The increase in the number of high schools for so small a province comes to 29 per cent. while the All-India percentage for the year 1934-35 in this respect was 10 per cent. Over multiplication of schools, however, leads to scramble for pupils, which in its turn considerably lowers educational efficiency and standards all round and the time has already arrived to call a halt to this policy of expansion.

Curriculum.

During the quinquennium under review there have been many and varied changes in the curriculum for High School Examination, the more important of these are :—

1. The single paper in Arithmetic (for the School Leaving Certificate Examination students) carrying 100 marks has been replaced by two papers of 75 marks each, paper A in General Arithmetic and paper B in Commercial Arithmetic, and the School Leaving Certificate candidates have been debarred from taking up Mathematics. This is a decided improvement on the previous arrangement.
2. In 1932 a candidate for the School Leaving Certificate Examination had to pass in English, Mathematics or Arithmetic and one other subject, *i.e.*, in three subjects only, but now the number of subjects in which a candidate must pass has been raised to four.
3. In the case of candidates for the High School Examination, the number of subjects in which a candidate must pass has been raised from 4 to 5. Formerly each candidate could offer 5 subjects only, but now he may take up 5 or 6 subjects as he chooses. If he takes up 5 and fails in one, he fails. Candidates, therefore, as a rule, take up six.

The multiplicity of subjects has been the cause of much criticism from many quarters. The Government of India review of the previous quinquennium was very emphatic on the point. "Boards are sometimes inclined to increase unnecessarily the number of optional subjects and to add others which are unsuitable for candidates." Even the headmasters of high schools are unanimous on this point. They regard it as a hardship on the students appearing for the Matriculation Examination. One of the headmasters says "the multiplicity of subjects is doing incalculable harm to students. The time that they gave to five subjects previously is now given to six subjects. This has naturally resulted in deterioration of efficiency in individual subjects".

4. Every candidate is required to take up one of the five Indian Vernaculars—Hindi, Sindhi, Urdu, Bengali and Punjabi. But if none of the five Vernaculars happens to be his mother tongue, he may take up an additional elective subject. Great importance is given to the study of the Vernaculars.

5. The number of marks allotted to Translation has been increased from 15 to 25.

6. Those who have passed the Vernacular or Oriental Title Examination of the Punjab or other recognised universities are now eligible for admission to the High School Examination of the Board as private candidates in English only.

7. Elementary Civics has been added to the list of elective subjects that a candidate may take up along with History. But the subject is not as popular as it deserves to be. Economics dominates the field of choice because it is a mere apology for a subject at this stage. If a candidate can crain answers to half a dozen set questions, he need not bother about History, its allied subject.

A fair knowledge of History and Geography is essential to keep oneself abreast with the changing conditions of the world in the present age ; therefore it is desirable that changes be made in the curriculum, so that the choice of these subjects becomes fairly large in the modified scheme.

Another point which was the subject of criticism during the quinquennium under review was the multiplicity of courses in English. The number of English text-books for the Matriculation and School Leaving Certificate Examination has been increased from five to eight. Four prose books have been replaced by 7—one for intensive study and 6 for rapid reading. The selection of these books has unfortunately not been to the satisfaction of some of the headmasters and teachers due to the peculiar style followed in some of them. But it is very desirable that a general introduction to English literature should be given to candidates at this stage and inspite of the ' peculiar style ' great good can be got out of them provided proper use is made of the courses prescribed. What is needed today is the creation of the power of expression in English and this can be acquired only if students are made to read as much as they possibly can.

There has not been any appreciable change in the curriculum of the Anglo-Vernacular middle classes during the quinquennium under report. As regards Vernacular education the curriculum for the Vernacular Final Examination conducted by the Panjab Education Department has been modified in order to give it some Rural bias. A new subject " Rural Science " comprising Agriculture, Physical Science, Co-operation, Civics and Sanitation was added for the first time in 1937.

Text Books.

The courses of study for the Matriculation and School Leaving Certificate Examination are prescribed by the Board of Secondary Education, while the Text Book Committee recommends books for use in the middle and primary classes. Neither of the two bodies undertake the preparation of text books and, therefore, their choice is limited to those written and published from a commercial point of view.

Scholarships.

The Board of Secondary Education awards each year four scholarships of the value of Rs. 10 per mensem each, plus tuition fee, on the result of High School Examination. One such scholarship has been reserved for award to female candidates. These scholarships are tenable for two years in the Intermediate classes. Seventeen scholarships of Rs. 4 each tenable for four years upto the 8th class are awarded annually out of provincial and local funds on the result of the Middle School Scholarship Examination of the 4th primary class. The following table indicates the number and kind of such scholarships :—

Funds.	Open.	Close.	Zamindari.	Victoria.	Total.
Provincial Revenues	×	×	×	×	×
District Board	3	3	1	1	8
Delhi Municipality	6	×	×	1	7
New Delhi Municipality ..	1	×	×	×	1
Notified Area Committee ..	1	×	×	×	1

The Victoria scholarship is reserved for Mohammadans and the Zamindari scholarship is awarded only to Rajputs and Jat Zamindars. It is a matter of great regret that there is no provision for the award of any scholarship at the end of the middle school course in this province. The Vernacular Final Examination is conducted by the Punjab Education Department and the award of scholarships on the result of that examination is restricted to residents of the Punjab. The Delhi Administration should come forward to make up for this omission because scholarships serve as an extra inducement for education to deserving students, who are too poor to proceed to higher studies without some financial aid.

War scholarships are awarded to those students whose fathers or brothers served on active service out of India in the Great War. They are met out of the Provincial Revenues and District Soldiers' funds as below :—

Year.	No. of students awarded such scholarships.			Amount met from Provincial revenues.	Amount met from District Soldiers' funds.	Total.
	High Deptt.	Middle Deptt.	Total.			
1936-37	19	44	63	Rs. a. 4,290 7	Rs. a. 354 12	Rs. a. 4,645 3

Examination results.

The following table shows the number of candidates who appeared in and passed the High School and School Leaving Certificate Examination conducted by the Board of Secondary Education year by year during the quinquennium under review :—

Year.	Examination.	Appeared.		Passed.		Total No. appeared.	Total No. passed.	Pass per-centage.
		*Pub-lic.	Pri-vate.	*Pub-lic.	Pri-vate.			
1931-32 ..	High School S. L. C.	{ 1,060 194	{ 619 146	{ 685 121	{ 228 48	2,019	1,082	54%
1932-33 ..	High School S. L. C.	{ 930 174	{ 708 132	{ 582 96	{ 208 27	1,944	913	47%
1933-34 ..	High School S. L. C.	{ 904 150	{ 688 120	{ 578 90	{ 194 38	1,862	900	48%
1934-35 ..	High School S. L. C.	{ 940 126	{ 260 68	{ 600 83	{ 94 25	1,394	802	57.5%
1935-36 ..	High School S. L. C.	{ 1,003 17	{ 104 3	{ 569 14	{ 40 1	1,127	624	55.4%
1936-37 ..	High School S. L. C.	{ 1,218 18	{ 39 1	{ 720 5	{ 11	1,276	736	57.6%

*Public denotes pupils coming from recognised schools.

As compared with the figures for 1931-32 there is a fall of 37 per cent. in the number of candidates who sat for the examination. But if the number of private candidates which has been reduced from 765 in 1931-32 to 40 in 1936-37 be excluded the decrease would be of 18 to 1,236 in 1936-37.

Regulations relating to private candidates were considerably tightened during the quinquennium under report. The admission fee was raised from Rs. 25 to Rs. 50 and the number of applications to be verified by the headmaster of a school was restricted to 10. The following statement shows the decrease in the number of private candidates year by year during the quinquennium under report :—

Year.	No. of private candidates appeared.
1932	765
1933	840
1934	808
1935	328
1936	107
1937	40

The increase in the case of High School candidates is due to the corresponding increase of 17 per cent. in the number of scholars in all types of secondary schools.

The percentage of passes has risen from 54 per cent. to 57.6 per cent. in the last year of the quinquennium under review. The percentage for British India for the year 1934-35 comes to 62.4. The corresponding percentages of Ajmer-Merwara and Central India are 55.0 and 50.6 respectively. The two highest percentages in this respect are those of the Punjab and Baluchistan—75 and 87.4 respectively and the three lowest percentages 36.5, 38.7 and 39.2 are for Bombay, Burma and Central Provinces and Berar respectively for the year 1935. A comparison of these percentages shows that the standard of examination of the Board is just and equitable. It is neither too high nor too low. The question naturally arises why there should be so large a wastage (42.4 per cent.) in Delhi. Out of 1,276 who sat for the examination in 1937 only 736 passed. There is no reason why the pass percentage should not go up appreciably with better teaching in high schools without any deterioration in the examination standard.

Statement of promotions.

Year.	V.	VI.	Percent- age of promo- tion.	VIII.	IX.	Percent- age of promo- tion.
1931-32	1,737	..	..	1,073	..	..
1932-33	1,717	1,565	90%	1,175	1,003	93%
1933-34	1,805	1,638	95%	1,291	975	83%
1934-35	1,808	1,673	93%	1,472	1,085	84%
1935-36	1,914	1,689	93%	1,666	1,228	83%
1936-37	1,988	1,881	98%	1,621	1,397	84%

These figures, however, do not give an accurate idea of the actual situation. The influx of students in Delhi fluctuates because Government offices continue to come and go. None the less they give a fairly correct estimate of the existing state of affairs.

Promotions from the 5th to the 6th class range between 90 and 98 per cent. and those from the 8th to the 9th class between 83 and 93 per cent. If the usual Leakage during a year be taken into consideration these percentages go still higher. Promotions, therefore, in the middle classes are very lenient and affect adversely the pass percentage at the Matriculation stage. With the multiplication of schools the scramble for pupils increased which naturally resulted in the deterioration of standards.

The cause of disparity in the pass percentages at the Matriculation stage between the Punjab and Delhi is that the Punjab has a large number of schools which are directly under the control of the Government where deterioration of standards can be effectively prevented whereas Delhi has

only one such school. The number of private schools unfortunately predominates in the province. These schools mostly live on income from fees and, therefore, cannot afford the loss of even those students who are totally unfit for further study. The Department tightened the rules for promotion in 1935, with the result that the headmasters appealed for the softening of the restrictions. Even then in some cases, they are not prepared to draw any line of demarcation between the fit and the unfit. Moreover the rigid application of rules, in many cases, is evaded by unfair means. The Department cannot control each case. But wherever such instances come to notice strong action is at once taken.

The Vernacular side is decidedly better in this respect as the departmental control is more strict in that case. The promotion examination of the 4th class (which may be considered the entrance examination at the middle stage) is conducted by the inspecting officers. The 6th classes of lower middle schools take the promotion examination with the 6th classes of the neighbouring upper middle schools. The result has been that deterioration is checked at the right stage.

Statement of Promotions (Ver. Secondary schools).

Year.	V.	VI.	Percentage of promotions.	VI.	VII.	percentage of promotions.
1931-32	357	..	..	255	..	..
1932-33	388	277	77%	277	170	66%
1933-34	418	296	76%	296	201	73%
1934-35	386	323	77%	323	199	67%
1935-36	318	295	76%	295	187	58%
1936-37	334	254	79%	254	167	57%

Schools and scholars.

The following table gives the number of schools and scholars in the Delhi Province.

Year.	High Schools.		A. V. Middle Schools.		Ver. Middle Schools.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1932	21	6,173	22	4,986	32	3,143	75	14,302
1937	27	8,655	19	5,350	29	2,808	75	16,813
Increase or dec.	+6	+2,482	-3	+364	-3	-335	..	+2,511

N. B.—Enrolment in the primary departments of these schools was 6,123 in 1936-37 against 5,817 in 1931-32.

The number of all kinds of secondary schools remained stationary while there was an increase of 2,511 to 16,813 in the number of scholars, at the close of the quinquennium. The average number of scholars per school rose to 224 in 1936-37 against 190 in 1931-32. The average for British India in this respect stands at 166. The comparison with British India may not, however, be considered as very apt because of the compact nature of the urban population of Delhi served by most of these schools. But still this average increase is a step in the right direction, and augurs well for the future.

A further scrutiny of the table indicates that during the quinquennium under review the number of high schools increased by 6 and the number of English and Vernacular middle schools decreased by 3 each as compared with the figures of the previous quinquennium. In a compact area like Delhi, further rise in the number of high schools would be a matter for anxiety, because the multiplicity of schools leads to inter school rivalries, with the consequent decrease in efficiency. It also increases the financial responsibility of the Government without bringing proportionate return for the expenditure incurred. But it was unavoidable due to diverse interests, which play such an important part in a country of many religions, sects and subsects. Moreover this increase is followed by a corresponding increase of 40 per cent. in the number of scholars. This anxiety is further lessened by the fact that the average number of pupils per school has also increased from 294 to 321.

The decrease of 3 in the number of Anglo-Vernacular middle schools is by no means a cause for regret as it has resulted in an increase in the average number of pupils per school. Another redeeming factor is that there has been an addition of 364 scholars inspite of the decrease in the number of such schools. These 3 schools though uneconomical, were looking forward to getting their high departments recognised and it is fortunate that the Department was able to apply the axe at the proper time.

The marked disparity which existed in the proportionate strength of boys from class to class during the previous quinquennium does not exist now as is clear from the comparative table given below :—

Year.	V.	VI.	VII.	VIII.	IX.	X.	Total.
1931-32 ..	23	18	16	14	13	16	100
1936-37 ..	20	19	18	16	14	13	100

The table given above indicates that the proportionate strength of enrolment from class to class is remarkably uniform in the last year of the quinquennium under report.

In 1931-32 the average enrolment of the 10th class was disproportionately high. The rules of admission, being lenient, fraudulent

admissions from other provinces to the 10th class were not uncommon. Students from the Central and the United Provinces used to come to this province only to sit for the Matriculation Examination. Their standard of attainments was very poor and affected adversely the efficiency of the schools of this province. In order to discourage this influx the Department had to take strict measures and private admissions to the high classes were completely forbidden during the quinquennium under report.

Vernacular Middle schools.

The fall of 3 in the number of Vernacular middle schools accompanied by a fall of 335 scholars is a matter for regret. The five years' programme of expansion with a record increase of 24 schools and 2,146 scholars in 1931-32 for so small a province as Delhi had closed at the end of the previous quinquennium leaving no room for further expansion. There was, however, a steady consolidation of work during the period under report. Some of the schools had sprung up during the boom for expansion at unsuitable places. These schools could not justify their existence and had to be converted into primary schools. Thus 4 lower middle schools were reduced to primary schools and one primary school was raised to a full Vernacular Middle school during the quinquennium under report. The financial difficulties of the District Board too stood in the way of increase in the number of scholars. No additional staff could be given to those schools which were increasing in enrolment, and admissions in some cases had to be restricted.

Economic depression was also responsible to a large extent for the fall in the number of schools and scholars. Those belonging to the lower strata of society for whom these schools exist, could not afford even the low fees charged in schools. There has been a decrease of 5 per cent. in the number of scholars reading in Vernacular Middle schools in British India in the year 1934-35 when compared with the figures of 1932. In the case of the Punjab the corresponding percentage of decrease for 1935-36 stands at 7.

Besides, the rural population of Delhi forms only 31 per cent. of the total population of the province and is largely confined to a narrow circle round about the city of Delhi and is thus urbanised. The draft of rural boys, therefore, to Anglo-Vernacular schools, in the case of parents who can afford it, continues unabated. Only 45 per cent. of the total number of rural boys reading in secondary classes are in Vernacular Middle schools.

It will not be out of place to add here that there is no decrease in the number of Vernacular Middle schools and scholars in 1936-37 when compared with that of the previous year. The position is almost stationary. Consolidation, however, is complete and there is bound to be an advance, provided money for additional staff is forthcoming.

Attendance.

The following table gives the average attendance in schools for secondary education.

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Class of schools.	1931-32.			1936-37.		
	Enrolment.	Attendance.	Percentage.	Enrolment.	Attendance.	Percentage.
High schools ..	6,173	5,732	93%	8,655	7,810	90%
Anglo-Vernacular Middle schools.	4,986	4,508	90.5%	5,350	4,821	90.1%
Vernacular Middle schools	3,143	2,705	86%	2,808	2,392	85.2%

Average attendance in all the three types of secondary schools—High, Anglo-Vernacular Middle and Vernacular Middle schools—shows some decrease at the close of the quinquennium under review as compared with the figures for the year 1931-32.

No special cause can be attributed to this fall. Ordinary causes such as truancy, sickness and social engagements which usually create fluctuations in average attendance of Indian schools are chiefly responsible for such variations in average attendance. In addition to the number of social engagements with regard to marriage functions which was unusually high in the year 1936-37, the population of Delhi is subject to fluctuation in or out of season as the offices come and go and as trade conditions change now and again. Small variations in average attendance, therefore, in the case of Delhi should not cause any very great concern. Some, however, attribute the fall to the low percentage of attendances now required of a candidate to qualify him for taking the Matriculation examination. One of the Head Masters remarks :—

“ Adequate course of study means in the Board’s vocabulary 70 per cent. of attendances counted from the opening of the 9th class. It is unfair to schools which are obliged to send up for the examination pupils who have not attended the full course and detrimental to students since it legalises absenteeism and makes them stay-away from school on flimsy and lame excuses. Most of them exercise their legal right with a vengeance, with the result that their studies fall into arrears. . . . No school meets for more than 210 days in a year. Under this regulation a boy can lawfully absent himself on 63 days without risking his chance of taking the examination.” There may be some truth in it, but it is carrying things too far. A high class boy is old enough to be alive to his own interests except in very exceptional cases of truants by habit.

The fall of .4 per cent. in the average attendance of Anglo-Vernacular Middle schools is accounted for by the fact that three un-economical and unnecessary schools were closed down during the quinquennium under review. The fall of .8 per cent. in the average attendance of Vernacular Middle schools is not large when the fall in the number of schools and scholars is taken into account. This on the other hand shows that the average attendance in these schools

was better than it was before, and thus closing down of bad schools resulted in better attendance.

Races and creeds of scholars.

Comparative figures showing the percentage of scholars reading in secondary classes to the total population of the different communities is given below :—

Community.	1931-32.	1936-37.	Increase or decrease.
Europeans .. .. .	.1	.5	+ .4
Indian Christians	1.8	3.2	+1.4
Advanced Hindus	2.9	3.8	+ .9
Backward Hindus .. .. .	.3	.3	=
Muhammadans	1.8	2.2	+ .4
Sikhs	3.7	6.6	+2.9
Jains	10	14	+4

The increase of 2,214 recorded in the number of male scholars attending secondary classes of schools for general education during the quinquennium under report, over the figures of 1931-32, has been shared by all the communities except by the Depressed classes. Their percentage remains the same.

Distribution of schools by management.

The distribution of schools and scholars for secondary education by management is shown below :—

Management.	High.		A. V. Mid.		Ver. Mid.		Total for 1936-37.		Figures for 1931-32.		Increase or decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government	1	429	1	298	..	..	2	727	2	626	=	+101
Distt. Board	1	234	3	707	29	2,808	33	3,749	36	3,933	-3	-184
Municipal Board.	1	514	7	2,034	..	..	8	2,548	6	2,116	+2	+432
Aided ..	20	6,392	8	2,311	..	..	28	8,703	31	7,627	-3	+1,076
Unaided ..	4	1,086	..	..	..	..	4	1,086	..	..	+4	+1,086

Government maintains one high and one Anglo-Vernacular secondary school, while the District Board is mainly responsible for primary and secondary education in the rural area and maintains 33 secondary

schools in all, 1 high, 3 Anglo-Vernacular and 29 Vernacular Middle schools. The Municipal Boards mainly responsible for primary education in the urban area, maintain one high and seven Anglo-Vernacular secondary schools. In compact urban areas like Old and New Delhi with a large number of privately owned secondary schools it is not necessary for the local bodies to spend money on Anglo-Vernacular secondary education. This money would be better spent on primary education.

Private agencies maintain the largest number of Anglo-Vernacular schools in the province. Their number has increased by 1 to 32 at the close of the quinquennium under report. 28 of these schools are aided and 4 are unaided. Many of these schools are doing good work under efficient management but there are some in which conditions cannot be described as satisfactory. The existence of a large number of private schools over which effective control cannot be exercised by the Department is undoubtedly one of the main reasons for the low standard of the quality of secondary education already referred to in this chapter.

The members of the managing committees of some of these schools at times interfere with the management of the schools. "Efficient and capable teachers are sometimes victimised not through any fault of their own but because they have incurred the displeasure of the management by failing to cater to the whims of those who gained for the time an upper hand in the administration of the institution". These remarks occurring in the Punjab Quinquennial Report for the year 1927—32 very appropriately apply to some of the privately managed schools of this province also. Again sometimes persons without any social position or assured means are made members of managing committees. They do not see eye to eye with the educated members of the management. This state of affairs does not at all warrant a sympathetic attitude towards well educated teachers and instances are not wanting of self-respecting members of the staff who have left the schools in disgust.

The financial stability of some of the privately managed schools is often precarious. The economic depression of the present decade has of course made things worse. The public are unable to give much assistance, specially when the demand on their purse is on the increase with the number of institutions. Provincial funds are also meagre and the result is that most of the privately managed schools live from hand to mouth.

Efforts have been made to improve conditions by tightening the rules of recognition and getting the managing bodies registered. But some sort of provision in the Education Code giving full authority to the headmaster in the internal management of the school is needed to make things better.

Teaching staff and security of tenure.

The teaching staff employed under the local bodies is stable and secure just as the staff in Government schools is. In privately managed

schools tenure and stability of service are generally insecure. One of the headmasters reports :—

“ Tenure of the staff cannot be said to be very secure. Elections of the office bearers of the managing committee generally influence the security. Sometimes there have been complete overhauling of the staff.”

The Superintendent of Education has had occasion to remark in one of these schools at the time of his visit that he never met the same headmaster twice in the school.

In order to improve matters the scheme of an agreement between the management and every permanent teacher engaged, has been introduced during the quinquennium under report. The result of this improvement is being watched with interest.

Pay of the staff.

The staff of the Government High School, Delhi, is on the Punjab Cadre and scales of pay are governed by the rules of the Punjab Educational Service and the Punjab Subordinate Educational Service, though payments are made from the Delhi Educational budget. The staff employed by the local bodies are on scales of pay fixed by the local bodies concerned.

Privately managed schools generally have no scales of pay with yearly increments. Variations in the rates of pay of teachers in different institutions are marked, much depending upon the financial position of the institution concerned. Apart from the poor salaries of teachers serving in schools under private management, regular increment cannot be guaranteed in view of the inelastic resources of such institutions.

In Government institutions the rates of pay range as below :—

	Rs.
1. Trained teachers—Anglo-Vernacular, Assistant Teachers	80—250
Trained undergraduates	} 55—70
Trained matriculates	
2. Trained teachers (Ver.)—(a) S. V. (b) J. V.	35—50
3. Special trained teachers	110—135, 140—190
Drawing masters	110—135
Oriental teachers	80—100
Drill instructors	80—100
4. Untrained teachers, appointed to temporary appointments only ..	—

In the privately managed schools the rates of pay are as below :—

1. (a) Trained graduates	Between Rs. 75 and 350.
(b) Trained undergraduates	Between Rs. 40 and 200.
(c) Trained matriculates	Between 30 Rs. and 115.
2. Trained teachers (Ver.)—	
S. V.	Between Rs. 30 and 90.
J. V.	Between Rs. 20 and 60.
3. Special trained teachers—	
Drawing masters	Between Rs. 30 and 90.
Oriental teachers	Between Rs. 50 and 90.

4. Untrained teachers—

Graduates	Between Rs. 40 and 85.
Matriculates	Between Rs. 35 and 80.
Middle Examination passed	Between Rs. 20 and 30.
Drawing masters	Between Rs. 25 and 30.
Oriental teachers	Between Rs. 35 and 75.
Drill instructors	Between Rs. 30 and 40.

Qualifications of staff.

The number of trained and untrained teachers working in schools for secondary education is shown in the following table :—

Schools.	1931-32.				1936-37.			
	Train- ed.	Untrain- ed.	Total.	Percent- age of trained teachers.	Train- ed.	Untrain- ed.	Total.	Percent- age of trained teachers.
High schools	239	102	341	70%	341	96	437	78%
A.V. Middle schools.	159	73	232	69%	201	42	243	83%
Ver. Middle schools.	135	3	138	98%	127	1	128	99%
Total ..	533	178	711	75 %	669	139	808	83%

The position as it stood at the end of the period under report with regard to the qualifications of the staff employed in secondary schools is very encouraging. In the number of trained teachers the quinquennium records an increase of 8 per cent. over the corresponding figures of the previous quinquennium. The following table gives the comparative percentages :—

Year.	Trained.	Untrained.	Total.
1926-27	72	28	100
1931-32	75	25	100
1936-37	83	17	100

The corresponding percentages for British India for 1934-35 are 57 and 43 respectively.

The total number of teachers employed in secondary schools has gone up by 97 to 808 in 1936-37. The percentage of trained teachers has risen from 75 to 83. The corresponding percentages for British India are 56 and 57 for the years 1931-32 and 1934-35 respectively. The Department has all along been insisting on the employment of trained hands, and as the restrictions on the award of special certificates have been tightened during the period under report, the percentage of trained teachers is bound to be higher in the years to come. The unaided and private schools employ the major portion of this unqualified staff and continue to present many

distressing problems connected with the payment, tenure and conditions of work of their employees. But here also conditions are better at present than they were at the close of the previous quinquennium. The following table will give an idea of conditions as they exist with regard to trained staff in institutions under different managements :—

Management.	1931-32.		1936-37.	
	High.	Middle.	High.	Middle.
Government	86%	100%	87%	100%
Local bodies	76%	93%	89%	93%
Aided	68%	49%	78%	76%
Unaided .. .. .	..	..	63%	..

The position in aided schools has also improved during the period under review. The percentage of trained teachers in these institutions has gone up from 68 to 78 and from 49 to 76 in High and Middle schools respectively.

Provident Fund.

This is one of the main items in the checking of accounts on inspections. It is a matter for satisfaction that Provident funds have been instituted in the case of 15 out of 20 aided high schools on the lines laid down in the Punjab Education Code. But some of the older institutions still insist on following the scheme sanctioned by the Local Government in 1919. No school, however, which fails to satisfy this condition is placed on the recognition list. Individual Provident fund accounts are opened in the Postal Savings Bank and the money is thus made secure. Remissness in this direction is severely discouraged and the number of defaulters has gradually been reduced to the minimum.

Expenditure.

The following table gives the expenditure (direct) on secondary education in the Delhi Province :—

Year.	Expenditure from				
	Government funds.	Boards' funds.	Fees.	Other Sources.	Total.
1931-32	3,02,200	48,972	1,76,940	1,36,005	6,64,177
1936-37	2,55,505	40,498	3,29,791	1,27,875	7,53,469
Increase or decrease	—46,755	—8,474	+1,52,851	—8,330	+89,292

The total expenditure on secondary schools for boys has increased by 89,292 to 7,53,469 in 1936-37 as compared with that of 1931-32. There has been a decrease of 46,755, 8,474 and 8,330 from Government funds, Boards funds and 'Other Sources' respectively. Income from

fees shows an increase of Rs. 1,52,851 to Rs. 3,29,791. The rise in fees is due to the fact that there has been an appreciable increase in the number of scholars. The rates of fees in Anglo-Vernacular secondary schools have also been raised during the quinquennium under report. The decrease of expenditure from Government funds does not compare favourably with that of the previous quinquennium which recorded an increase of Rs. 1,18,873 under this head over the figures of 1926-27. This is due to two reasons. First the loosely defined grants-in-aid rules, which existed in the previous quinquennium were replaced by more equitable rules of the Punjab Education Code, and secondly the appointment of a whole time Superintendent of Education in 1931 resulted in more careful checking of accounts. The inflated salaries of the staff drawn mostly in private schools were fictitious in many cases, and were brought down to a more uniform standard.

The decrease of Rs. 8,474 in the Boards funds is mainly due to the decrease in expenditure on Anglo-Vernacular Education by the local bodies. This was a step in the right direction because the main function of the Boards is to look after Vernacular education, especially primary education, and on this their expenditure has gone up by Rs. 72,367 to Rs. 1,71,442 in 1936-37 over that of 1931-32.

The decrease of 8,330 under the head "Other Sources" is very regrettable, because this mainly hits the schools under private management. The financial position of these schools, therefore, is none too satisfactory. Almost all of them depend entirely on Government grant and fees and have very little in the way of reserve funds. If we take into account the 4 unaided high schools which depend only on fees and 'Other Sources', the private funds in the case of aided institutions further go down and with the decrease in Government grant their position becomes all the more precarious. A further rise in Government aid cannot be expected. The managements should do more in the way of financing their own institutions. The financial position of aided Anglo-Vernacular secondary schools as it stands at present in Delhi is indicated by the following table :—

Year.	Government funds.	Boards' funds.	Other Sources.	Fees.	Total.
1931-32	36.5	3	30.5	30	100
1936-37	26	1	24	49	100

The comparative figures with regard to aided secondary schools for the Punjab and British India are given below :—

Province.	Year.	Government funds.	Boards' funds.	Fees.	Other Sources.	Total.
Punjab	1935-36.	22	3	56	19	100
British India ..	1934-35.	23	7	52	18	100

Government contribution towards secondary education, when all types of secondary schools are taken into consideration comes to 34 per cent, while the comparative figures for the Punjab for 1955-36 and British India for the year 1934-35 are 50 per cent. and 33 per cent. respectively.

The percentage of the Punjab is higher than that of Delhi, because there is a large number of Government secondary schools in the Punjab, while there are only two such schools in Delhi. The comparative figures with regard to other funds are given below :—

Year.	Government funds.	Boards' funds.	Fees.	Other Sources.	Total.
<i>Delhi.</i>					
1936-37	34	5	44	17	100

It is satisfactory to note that the average cost of educating a boy in secondary schools has decreased from Rs. 46-7-0 to Rs. 44-13-1. The comparative figures for the Punjab and British India are Rs. 23-10-0 for 1935-36 and Rs. 34-12-0 for 1934-35 respectively. The cost per capita for different types of secondary schools is given below :—

Province.	1931-32.		1936-37.	
	High schools.	Middle schools.	High schools.	Middle schools.
Delhi	72 2 10	26 14 4	64 10 8	23 12 1

This shows that cost on education per scholar in a high school has decreased from Rs. 72-2-10 to Rs. 64-10-8 and in a middle school from Rs. 26-14-4 to Rs. 23-12-1. The comparative figures for British India for the year 1934-35 are Rs. 50-5-3 for a high school and Rs. 19-11-1 for a middle school.

The average annual cost per pupil in an Anglo-Vernacular middle school for boys comes to Rs. 24 and in a Vernacular middle school to Rs. 22-6-0 in the Delhi Province. The comparative figures for British India in 1934-35 were Rs. 27-0-0 and Rs. 15-6-0 respectively and for the Punjab in 1935-36 Rs. 29-0-0 and Rs. 15-12-0 respectively.

School fees.

The rates of fees obtaining in Anglo-Vernacular secondary schools in the Delhi Province are as follows :—

High classes	Rs. 4 p. w.
Middle classes	{ 7th and 8th classes	Rs. 3 ..
	{ 5th and 6th classes	Rs. 2 ..

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First grade fees are double of the ordinary rates and are chargeable from students the yearly income of whose parents or guardians exceeds Rs. 2,000.

There are 3 high schools in the rural area where the rates of fees are 75 per cent. of the ordinary rates quoted above. They are situated in rural areas where people can ill-afford the cost of Anglo-Vernacular education. This concession, however, is not extended to the Anglo-Vernacular Middle schools situated in the rural area.

The average annual fees per pupil in secondary schools for boys in Delhi are :—

Year.	Anglo-Vernacular schools.	Vernacular schools.
1931-32	15·5	1·2
1936-37	23·3	1·2

The comparative figures for the Punjab and British India are :—

Province.	Year.	Anglo-Vernacular schools.	Vernacular schools.
Punjab	1931-32	19·1	1·2
	1935-36	20·3	1·2
British India	1931-32	22·2	1·4
	1934-35	22·4	1·4

Instruction and teaching methods.

Instructional conditions in secondary schools are decidedly better and there is a genuine desire in some quarters for making experiments in the new methods of teaching and for improvement in general organisation. A modified form of the Dalton Plan in teaching Applied Grammar, Composition and Mathematics in the high department is in vogue in some schools and the scheme is said to be successful on the whole. One of the headmasters remarks :—

“ One of the members of the staff has adopted a modification of the Dalton Plan in his teaching, but from the principal’s point of view this has not been altogether satisfactory as boys of the type we have in this school need close supervision all the time.”

The analytic and synthetic methods are employed in teaching Geometry in the high Department. The inductive method is made use of upto the 8th class. One of the headmasters says :—

“ I, however, notice that there is more telling than educating. It is, therefore, not much of a success.”

In one or two high schools the Kindergarten and project methods based on the Montessori system are followed in the primary department with a fair amount of success. But many schools remain as usual "examination ridden" and obstinately cling to the old and conservative methods. Most of the teachers and some of the headmasters show no great desire for advance and devote little time to extra study to widen their outlook and add to their knowledge.

Many improvements have been effected in the day-to-day teaching work in schools during the period under review. Every teacher has to keep a Teachers' Diary in which he is required to put down the method of teaching, syllabus of work, weekly progress and detailed lesson notes along with a forecast, the home task and the results of the terminal and other tests. The usefulness of such a diary is too evident to require any comment. The average teacher, however, does not come upto the standard expected of him in the proper use of such a diary and the average headmaster does not take sufficient pains to guide the teacher with his constructive criticism and superior knowledge.

Every school has to maintain a progress record in a booklet form for each individual boy. This is sent to the guardian of the boy at the end of each term. Headmasters report that the scheme has worked well and has been instrumental in bringing parents and guardians into closer touch with the school authorities.

During the quinquennium under report the teaching of Science has been much improved. It has been brought in line with the pupils' every day needs and in close relation to his conditions of development. The teacher is instructed to make the presentation of the subject vivid and striking and to enlarge upon the reasons and explanations of observed phenomena and their practical applications. The Science room in most of the schools is either fitted with galleries or on the model of the Central Training College, Lahore, is supplied with tables and chairs for the boys to sit in.

The conditions of Science laboratories have specially been improved during the period under review. Some of the schools have got fully equipped laboratories to allow the boys to do practicals, individually or in groups of two. Practical tables fitted with reagent bottles, with water pipes and with cup-boards are seen in most of the schools and in some of them arrangements for gas plants also exist. The tendency now is to extend to the boys of the middle classes the privilege of freely handling science apparatus in order to engender in them true love for the subject.

Written work shows a good deal of improvement. Special attention is paid by the Inspectorate at the time of the inspection to this important branch of school work. Teachers are required to correct the exercises carefully and the headmasters are expected to check the work of each class at least once a week.

The teaching of English.

The condition of the teaching of English is sufficiently encouraging in most of the schools. It begins generally in the 5th class, though some schools begin it earlier. The chief aim of teaching English throughout the school course is undoubtedly linguistic, but its value is both cultural

and utilitarian. In India, however, the utilitarian point of view predominates and, therefore, the subject has come to be "Examination ridden".

English is taught mainly by the translation method in the middle classes, but at the introductory stage a certain amount is done also by the direct method. The direct method is becoming unpopular and is being gradually replaced by a compromise of the direct and the translation methods. The general standard of English in secondary schools, however, remains painfully low. Cramming is resorted to in order to pass the examination. Expression is on the whole poor, spellings are atrociously bad and punctuation is altogether unknown. The reason is not far to seek. Teachers in the middle department are, as a rule poor in their qualifications and their own knowledge of English is in particular very meagre.

The teaching of Mathematics is done through the medium of English in the high classes and through the Vernacular in the middle classes. The combination of Geometry with Arithmetic and Algebra for passing the examination has reduced the subject to a mere farce. Boys cram up geometrical propositions and manage to get through the examination without attending to Arithmetic or Algebra. The only way to improve matters is to separate the two as is the case on the Vernacular side.

The teaching of the Vernaculars and the classics is still carried on by old and conservative methods. Efforts are being made to bring the teaching of these subjects on scientific lines.

Physiology and Hygiene is becoming popular day by day and the laboratory equipment in this respect is being improved every year.

The instructional condition of the Vernacular schools has also improved. Every endeavour is made to give a rural bias to Vernacular education. The newly introduced subject of Rural Science is sure to prove of great help to rural education, though absence of suitable equipment due to financial stringency prevents the wholesale introduction of the subject in upper middle schools.

Hand and eye training in education.

Hand and eye training is generally imparted through Drawing which is compulsory for all boys in the upper middle department and elective in the high classes. The time given to the subject, however, is too inadequate to produce any appreciable result.

Vocational bias in schools.

Some schools have begun to feel the necessity of such a training for boys in secondary schools, though no such subjects are prescribed for the High School Examination of the Board.

Paper cutting, carpentry, etc., have been introduced in some schools as side subjects and the results are reported to have been satisfactory.

Gardening as a hobby is also found in one or two schools. One of the schools is running a Technical Institution for City and Guilds Examination. Detailed information on this subject is given in Chapter X.

Red Cross, Scouting and Thrift Societies.

These important activities are dealt with in Chapter X.

Delhi Province Inter-School Tournaments.

To encourage a healthy spirit of sportsmanship and competition in games the Senior Provincial Tournament was revived in the closing year of the last Quinquennium and has ever since been a regular feature of the physical activities of the high schools of the Province. It is run on the league system which argues a very large number of matches and involves a considerable amount of work for the controlling authorities. The Superintendent of Education is *ex-officio* Chairman of the Tournament Committee and the Headmasters of all the high schools are members. The District Inspector of Schools acts as Honorary Secretary.

The Junior Provincial Tournament was started during the Quinquennium under review for the upper middle schools. Unlike the Senior Tournament it is run on the knockout system. Both the tournaments have been very popular as is evidenced by the considerable increase in the number of entrants. The following table indicates the progress made in the direction during the last five years :—

Tournaments.	Years.	No. of schools which participated in					
		Hockey.	Foot-ball.	Cricket.	Volley Ball.	Athletics.	Tug of War.
Senior ..	1931-32	14	15	7	8	10	5
	1936-37	17	15	16	12	8	7
Junior ..	1931-32	2	4	4	9	13	8
	1936-37	7	6	8	12	15	8

The expenditure on the tournaments is met out of the tournament fund. The details of income and expenditure are shown in the table given below :—

Years.	Income from				Expenditure.	Closing Balance.
	Govt. funds.	Local funds.	School contributions.	Other sources.		
1931-32	150	550	750	5	1,427	686
1936-37	150	550	951	..	1,683	831

CHAPTER V.

Primary Education for Boys.

In the words of the Hartog Committee " Education and particularly primary education is of fundamental importance as a nation building service, and is, through the creation of literacy, the chief agency for creating that intelligent electorate on which political progress must depend ".

In view of its importance great stress was laid on the growth of primary education in the province during the last five years. The previous quinquennium was a period of rapid expansion and the one under report that of consolidation. Every scheme works well in expansion but is beset with great difficulties in consolidation.

Of the many deterrents the paucity of funds of the District Board, the unemployment of the educated villagers and the extreme poverty and apathy of those who live in villages stood in the way of the spread of primary education in the rural area. In spite of these handicaps there is a Vernacular school within every two miles in the rural area and the number of schools in the city is on the increase.

The statement of progress made in the field of primary education during the quinquennium under review is given below :—

Schools and scholars (Boys).

Year.	No. of primary schools.	No. of primary departments attached to secondary schools.	Pupils in pry. classes.			Average No. of pupils per school.	Average area served by one school.	Average No. of children of school-going age served by one school.
			In primary schools.	In secondary schools.	Total.			
1936-37 ..	158	55	15,493	6,123	21,616	101	2·8 Sq. m.	185
1931-32 ..	166	56	17,034	5,817	22,851	103	2·7 Sq. m.	178
Increase or decrease ..	—8	—1	—1,541	+306	—1,235	—2	—·1	+7

The table is misleading in so far that schools in the urban area are crowded together, while those in the rural area are scattered over a

large field. The following table depicts the conditions which prevailed in the rural area in 1936-37 :—

Primary schools and departments.	Total number of children of school-going age.	Average number of children of school-going age served by one school.	Average area served by one school.
108	12,222	113	4·8 sq. miles.

Schools and scholars according to Managements.

Management,	Schools.		Scholars.	
	1937	1932	1937	1932
Government .. .. .	..	..	..	..
Municipal	50	43	8,337	8,899
District Board	56	55	2,072	2,186
Private agencies	52	68	5,084	5,949
Total ..	158	166	15,493	17,034

The number of schools under the District Board and the Municipal Committee, Delhi, increased by 1 and 7 respectively. The number of private schools went down by 16 as compared with the figures of 1932. This fall is the result of a considered policy pursued by the Department in the direction of the elimination of inefficient and uneconomical schools in which the figures of enrolment and attendance as given by the managers were far from reliable. Out of 52 private schools 33 are located in the city and 19 in the rural area.

The District Board being short of funds, could neither take up any programme of expansion nor afford to give additional teachers to schools where the roll swelled. The Municipal Committee, however, opened 3 new schools, took over as many as 12 schools from private agencies and amalgamated some small schools with bigger ones.

The lukewarm interest of private managements in the cause of mass education is due to the revision of the rules of grants-in-aid. So long as liberal grants were forthcoming such schools were in existence but as soon as the Punjab Education Code was enforced in its entirety in 1934 and the grants were paid in strict accordance with the rules laid down therein, private agencies found them no longer a paying concern and naturally became indifferent.

The decrease in enrolment in the Municipal schools inspite of the introduction of compulsion is mainly due to Leakage. Admissions, no

doubt, were emphasized but little work was done towards retaining boys in schools. Figures show that a number of boys left school during a year and out of this large number very few were re-admitted. Again during the first three years of the quinquennium under review the management of Municipal schools was not very satisfactory. The Superintendent of Municipal Education in his report for the year 1935-36 says :—“The foremost point aimed at during the year was to improve sound ‘retaining power’ of the Municipal schools. Thus bogus enrolment and swelled attendance were weeded out and irregularities like the following were checked with a strong hand :—

1. In almost all the schools names of sick boys were continued on the attendance registers for months and months together against Code rules. For instance a boy's name who became sick on 22nd December 1933 was allowed to continue on the attendance register upto 31st August 1934.
2. The names of boys absent from the school were continued on the attendance registers after issuing summons against their guardians till their cases were decided by the court.
3. Fictitious enrolment was not checked and stopped.
4. To keep boys in schools transfer certificates were not issued even when applied for by the guardians.
5. Admissions were allowed even while there was no accommodation available in the building.
6. Admissions were in most cases not restricted to the time fixed by the Committee.”

Attendance.

The following table gives the average attendance of scholars in primary schools :—

Schools.	1932.			1937.		
	No. of scholars.	Average attendance.	Percentage of average attendance.	No. of scholars.	Average attendance.	Percentage of average attendance.
Government .. .. .	..	..	..	..	..	..
Municipal Committee and M. C. Aided Delhi.	13,158	11,487	87·3	11,469	9,959	86·8
District Board and aided by District Board	2,956	2,550	86·2	2,767	2,386	86·2
New Delhi Municipal Committee and Notified Area Committee ..	920	824	89·5	1,257	1,156	91·1
Total ..	17,034	14,861	87·1	15,493	13,501	87·1

The percentage of average attendance to the total number of scholars on the rolls of primary schools for boys was stationary. It may, however, be pointed out that owing to the inefficient management of Private and Municipal schools during the previous quinquennium figures for 1931-32 were not very reliable. In order to earn larger grants the practice of marking fictitious attendance prevailed in these years. This was, however, put a stop to during the latter part of the quinquennium under review.

Average attendance in the rural area remained stationary. It is, however, not discouraging particularly when we take into consideration the growing apathy and indifference of the parents, the economic value of the child to the household, and the type of the teacher entrusted with the work of primary education.

Distribution of pupils by ages.

General Education Table X (quinquennial) for the Delhi province shows that out of 3,312 pupils reading in class IV, 1,596 were above the age of 11 years—the maximum age for compulsory education.

It is satisfactory to note that the number of pupils beyond the age of 16 reading in class IV was only 15 in 1937 against 52 in 1932.

Expenditure on primary schools (Boys).

The total increase in expenditure in the year 1936-37 as compared with that of 1932-33 was Rs. 18,595. The increase in the expenditure from the Boards' fund is a clear indication of the genuine desire on the part of the Boards for mass education. Income from fees rose from Rs. 323 to Rs. 1,700. This is due to the fact that some schools for special communities charge fees in the primary classes for teaching English. It is regrettable to note that expenditure from 'Other Sources' has gone down from Rs. 54,431 to Rs. 17,668. In other words private management spent only $\frac{1}{3}$ of what they spent in 1932 on primary schools. This unwillingness on the part of private agencies to share the cost of mass education, is very probably due to the fact that they have begun to consider that primary education is the concern of local bodies only.

Expenditure on primary schools for boys is indicated in the following table :—

Year.	Expenditure from				Total.
	Government funds.	Boards funds.	Fees.	Other sources.	
1931-32	1,20,028	99,075	323	54,431	2,73,857
1936-37	1,01,642	1,71,442	1,700	17,668	2,92,452
Increase + .. ..	..	..	..	..	..
Decrease—	—18,386	+72,367	+1,377	—36,763	+18,595

The average annual cost of teaching a boy in a primary school was Rs. 18|14|0 in 1936-37 as against Rs. 16 in 1932-33. The increase is due to the introduction of compulsion by the Municipal Committee, Delhi, where a large number of teachers had to be employed to make teaching efficient thus reducing the number of boys in class I under the charge of a teacher.

The following table shows the proportion of expenditure incurred by local bodies on education to the total expenditure of each local body :—

Local bodies.	1936-37.		
	Total expenditure.	Expenditure on education.	Govt. grant (education).
District Board	2,76,726	1,72,372	1,23,730
Municipal Committee, Delhi	36,62,866	4,47,212	1,23,134
New Delhi Municipal Committee	31,64,786	85,063	33,859
Notified Area Committee	3,82,196	33,523	25,182

The pay of a primary school teacher.

The rates of pay of primary school teachers during the quinquennium under review were as follows :—

Delhi Municipal Committee .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	25-1-30,
					30-2-40,
					40-2-50.
New Delhi Municipal Committee .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	25-1-30,
					25-3-35 (revised),
					30-2-40,
					40-2-50.
District Board, Delhi .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	20-1-25,
					25-1-30,
					30-2-40,
Notified Area Committee, Delhi .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	40-2-50.
					30-2-40,
					40-2-50.

Considering the importance and nature of work in which a primary school teacher is engaged, these rates of pay are not at all inviting for the right type of teachers.

The rates of pay in the District Board Schools apparently show steady gradation but it is discouraging to find that the only 2 posts in the grade of 40-2-50 are to be brought under reduction on the retirement of the present incumbents. In the grade of Rs. 30-2-40 there

are only 80 posts. The majority of teachers are in the two lower grades and have been marking time since their appointments. There is thus not much impetus for work to an average teacher and no prospect of encouragement to the good worker. This is a highly unsatisfactory state of affairs and tells badly on the efficiency of work and consequently on the spread of literacy.

The system of grade promotion naturally damps the enthusiasm of the teacher for work and makes him feel dissatisfied with his lot. His pay does not increase in proportion to the increasing expenditure of his family. Through financial worries he comes to bear a gloomy face in and out of season and hopelessly fails to infuse cheerfulness among his pupils.

Under the circumstances the scale of salaries should be such as to provide a teacher with an increment every year though it may be very small. The very idea of earning an increment will make him work harder. Hope will enliven his outlook on life. The Hartog Committee rightly points out, "It seems clear that good progress cannot be anticipated from a system in which the remuneration of teachers is so painfully inadequate." The following scales of salaries if adopted will to a great extent improve the state of affairs :—

Delhi city schools :—J. V. scale—30—1—40|1—60.

District Board :—J. V. scale—25—1—35|1—55.

Primary school teacher and his work.

The table given below shows the number of teachers trained and untrained employed in primary schools of all descriptions :—

Kind of school.	1931-32.				1936-37.			
	Trained.	Un-trained.	Total.	Percentage of trained teachers.	Trained.	Un-trained.	Total.	Percentage of trained teachers.
Primary ..	383	135	518	74%	385	91	476	81%

It is satisfactory to note that the percentage of trained teachers rose from 74 in 1931-32 to 81 in 1936-37. The rise is partly due to the elimination of unnecessary, uneconomical and inefficient aided primary schools wherein untrained teachers were generally employed and partly, as was pointed out in an earlier chapter of this report, to the fact that the Department prohibited the appointment of untrained teachers laying down that a breach of this rule would result in the removal of the school from the list of recognised institutions.

Of the 91 untrained teachers 70 possess either departmental special J. V. certificates for teaching in primary classes or special certificates for teaching "Mahajani". Only 2 of the 21 untrained and uncertificated teachers are in the District Board service. They were employed

in recognition of their military services. They are permanent teachers and have been asked to pass some higher examination in order to qualify themselves for the award of special certificates. Their grade promotions have also been withheld until they obtain Departmental special certificates. The remaining 19 teachers are employed in private schools. They are now too old to either join a training institution or take to any other profession.

The present Superintendent of Education has since his appointment awarded only a limited number of special certificates for the teaching of primary classes to teachers who were too old to earn their living elsewhere. Very few certificates for teaching Mahajani were issued during his time. This has improved the efficiency of teachers and teaching in schools.

Refresher Courses for teachers.

A primary school teacher once fixed up permanently soon forgets the method of work learnt in a training school and his teaching becomes dull and lifeless. To guard against this and to improve the condition of teaching Refresher courses are indispensable. The Municipal Committee, Delhi, held a Refresher course in 1935 for 82 teachers with very satisfactory results.

The Department is contemplating arrangements for a series of Refresher courses of 3 months' duration each at Najafgarh Training School for teachers. This arrangement will keep the staff of the Normal School occupied and provide for the unemployed trained teachers whose number is by no means small. The output of the Normal School exceeds the demand of the institutions in the Delhi province. The scheme would involve extra expenditure to the local bodies on whom the desirability of these courses has more than once been impressed. If they consent to meet the extra expenditure the scheme would be submitted through the local Government, to the Government of India for sanction.

In these days of unemployment a large majority of teachers take to the teaching profession without any "flair", and only because nothing better is forthcoming. The knowledge and academic qualifications of Vernacular teachers are as a rule very poor. It would improve matters if the candidates for admission to the Junior Vernacular class in addition to the present minimum academic qualifications had passed the "Adeeb Alim" examination of the Punjab University or its equivalent of another university.

Single teacher schools for boys.

Management.	1936-37.	
	No. of schools.	Enrolment.
District Board	48	1,534
Aided	14	414

The average number of boys per teacher in District Board schools was 32 while in Aided schools it was 29.

In spite of the fact that most of these schools are showing fairly satisfactory work it cannot be denied that a single teacher school is a very inefficient educational unit. Whenever a teacher is ill or on leave the school is practically closed. Sometimes teachers from the neighbouring lower middle or upper middle schools are sent to work during the period of leave but the substitute does not put his best into the work. Almost the sole benefit from the arrangement is that the school remains open and boys do not find opportunities of playing the truant. Except for periodical inspections there is very little check on the work of a junior teacher who is generally in charge of such institutions. As a rule he lacks initiative and the skill needed to carry on the work of all the four classes. Not to speak of individual attention to scholars the teacher cannot give his whole attention to any one class at a time and this fact is perhaps largely responsible for stagnation in primary schools. The defect can to some extent be remedied by giving training in the methods of plural class teaching in training schools.

The dearth of children of school-going age in a village, the poverty of the people and the economic value of a child as a labourer or a cowherd owing to the scattered holdings of the agriculturist are mainly responsible for the continuance of these "less than useless" single teacher schools.

The only means of reducing the number of such schools is to make these schools lower primary schools. But this experiment is also beset with difficulties. The Panjab tried it and failed. During the quinquennium under review one inefficient single teacher primary school was closed down and one was amalgamated with another. Some other schools could not be closed down or converted into double teacher schools because they were either housed in District Board buildings which it was not easy to dispose of or had such poor enrolment as did not justify the addition of a teacher. Efforts were made to increase the roll and improve the average attendance of some of these schools so much so that additional teachers were needed but the District Board could not find funds to provide for this.

Primary school course—Duration.

Many witnesses before the Primary Education Committee of 1929 and Mr. Leitch Wilson, Officer on Special Duty with the Delhi Municipal Committee advocated very emphatically the extension of primary school course by one year in order to make the boys "permanently literate". By lengthening the course we may give a pupil a firmer grasp of certain subjects but cannot guarantee that knowledge will be permanently retained. Moreover the age of a pupil is an important factor in this problem as was pointed out by Mr. Leitch Wilson. As a child grows his economic value to the family increases. It is neither advisable to start at the age of five nor practicable to raise the maximum age limit to 12 in Delhi where there is so much demand for child labour.

Again the proposed change would argue a corresponding change in higher education. Still another difficulty would be the fixing of the stage at which English teaching should start. It should either begin from the 4th or the 6th. In the former case the aim of mass education will fail and boys will begin to drop off from the third class without being literate. In the latter case both the Vernacular and Anglo-Vernacular schools would be affected.

If the Government of India were to carry out the recommendation of the Punjab University Enquiry Committee Report in reorganising secondary education, a corresponding change in primary education rural primary school. The main object of the primary school course cannot be taken up till Government have made a decision in regard to the reorganisation of secondary and higher education.

Curriculum.

Laymen as well as educationists criticise the curriculum of the rural primary school. The main object of the primary school course is to make a boy literate that is to say he should be able to read, write and cipher. In addition to this he should acquire a preliminary knowledge of the environments he lives in and of the simple laws of health. No more than this can be done or attempted with profit at the present stage. The Hartog Committee while discussing the curriculum and teaching in primary schools in rural areas expressed their views as follows :—

“ A curriculum unrelated to the conditions of the village life results in divorce between the interests of the school and the interest of the home and in the stiffening of the belief among the rural population that little benefit is to be obtained from the sacrifice involved in sending their children to school. Modifications in curriculum are doubtless required so that the pupils shall read about things which are familiar to them and shall calculate the value of those articles which are in common use in the life of the village ”.

Consequently the Department during the last year of the quinquennium drew up a scheme of studies for the primary classes and circulated it among the schools. Besides the 3 R.'s the scheme provides for “ oral teaching, conversation, general information about the village and its surroundings, administration of the village, products of the village, village handicraft in the form of claymodelling, paper folding, making toys of stalks of wheat plant, feathers of peacock, etc., personal hygiene, and observation of natural phenomena.”. Boys take great interest in maintaining gardens in the school compound. They sometimes put up a boundary wall under the guidance of the teacher. The value and importance of hand labour has thus been emphasized. Physical drill has been introduced in right earnest and the results are being watched with interest. The change has been made and compliance with it is strictly supervised and insisted upon but mere changes in the curricula produce little results unless a corresponding change takes place in the attitude of the teacher. It is not easy for a teacher to change his method of teaching and it is equally difficult to breathe a lively spirit into the dry bones of routine. The solution, therefore, lies in wise

selection and effective training of village teachers rather than in changes in the curricula. Only a year has passed since the introduction of the scheme but the response from most of the school teachers in the city and the rural areas is hopeful and encouraging. Whenever the villagers happen to visit the school they are greatly impressed by seeing their children busy with physical drill, that will make their limbs strong, and engaged in work that has a close relation to and bearing on rural life.

Introduction of English as an additional subject in the primary school curriculum has, time and again, been advocated by educated parents specially in the city. This step though beneficial in the long run for a selected few who would continue higher education, cannot be useful to the generality of pupils. The main object of the primary school course is the spread of literacy among the masses. The system if adopted would defeat this object. Boys will neither know the 3 R.'s nor learn much English in the 3rd primary class. It has been observed that the majority of boys whose parents cannot afford to arrange for private coaching fail to become literate, even in the vernaculars. It would be obviously wrong to sacrifice the good of the many to the interest of the chosen few.

Teaching of Mahajani in primary schools.

Businessmen of the old school demand that their children be taught Mahajani. Their demand is a legitimate one but the method adopted by the Municipal Committee, Delhi, to satisfy it is against the provisions of the Punjab Education Code. They have introduced it as an additional subject in many primary schools. The scheme of studies for Mahajani schools is given in the Punjab Education Code 9th edition. A Mahajani school is quite different from a primary school as regards curriculum. The Municipal Committee could with profit start Mahajani schools in different parts of the city. This irregularity has been pointed out to the Municipal Committee.

Primary school buildings.

The following table shows the number of schools housed in suitable buildings :—

Kind of institutions.	No. of schools.	In suitable buildings.	In rented houses and chaupals.
Government .. ..	..	..	..
District Board	56	40	16
Municipal Board	50	6*	44
Aided	52	19	33
Total	158	65	93

* Four of the Municipal Committee, Delhi and 2 of the Municipal Committee, New Delhi.

This depicts a very unsatisfactory state of affairs.

Every primary school in the Municipal Committee, New Delhi, has a building of its own, though congestion is fast increasing and is threatening the efficiency of these schools. The Delhi Municipal Committee owns 47 primary schools of which 44 are housed in rented buildings, which were never designed for school purposes and are inadequate and unsuitable and in some cases insanitary. During the quinquennium under review the Municipal Committee constructed 4 school buildings. Similar is the case with the majority of schools maintained by private agencies. Only the Christian Mission schools have their own buildings. It must, however, be admitted that the acquisition of suitable sites in or near the old city presents the greatest difficulties, for good sites cannot be obtained in an overcrowded and congested town.

The condition under the District Board is not so bad. Forty schools out of 56 have their own buildings. The rest are held in rented buildings or *chaupals*. The latter in most cases are quite unsuitable but these schools have been started on an experimental basis and permanent buildings cannot be put up for them at this stage. There are villages where buildings were put up by the District Board but the number of children did not justify the continuance of the school in that locality and yet the school could not be shifted to any other village because of the expenses incurred on the building. The condition of school buildings on the whole is far from satisfactory. Many of them stand in need of urgent repairs and extensions but the District Board has no money to undertake any building programme.

Playgrounds.

Very few schools in the old city have playgrounds. In many of them there is no space even for the conduct of physical drill and boys have no opportunity of a change during the school hours.

In rural areas, however, children usually play in the open space outside the school.

Stagnation and wastage.

The number of pupils by classes reading in primary schools and primary departments of secondary schools year by year during the quinquennium is given below :—

Class.	1931-32.	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
I	11,523	11,361	10,590	10,175	10,023	10,106
II	4,500	4,600	4,611	4,498	4,318	4,711
III	3,849	3,647	3,774	3,684	3,588	3,653
IV	3,005	3,258	2,949	3,134	3,202	3,312

The above statement shows a marked drop between the number of scholars reading in class I in any year and those reading in class II in the succeeding year. But on further examination of the figures it will be noticed that the percentage of boys promoted from I to II class year by year from 1932 has been increasing. Promotions from I to II class in 1932-33 were 39 per cent. and in 1936-37 47 per cent. The percentage of promotions from III to IV class has risen from 84 to 92. In 1931-32 there were 3,005 boys in class IV against 11,649 in class I in 1928-29, *i.e.*, 25.9 per cent. reached the IV class. In 1936-37 there were 3,312 boys in class IV against 10,590 in class I in 1933-34, *i.e.*, 31.3 per cent. reached the fourth class. This shows a steady though slow increase.

The last quinquennium report points out that a very large number of pupils stay in class I, because the teacher is not able to prepare them for the next higher class within a year. Admissions to class I were allowed throughout the year but promotions were restricted to the 1st of April and the 1st of October only. Many boys were, therefore, handicapped and had to wait for a year. It swelled the number of cases of stagnation. During the last year of the quinquennium there was an amendment in the Code to the effect that promotion from I to II class could be given at any time during the year. The effect was that 47 per cent. boys in 1936-37 against 42 per cent. in 1935-36 were promoted. Another factor as pointed out in the same report was that the one year course for class I had to be treated as a two years' course in general practice, by splitting the class into senior and junior sections. During the last two years of the quinquennium this 'split' was stopped and group system of teaching was introduced which greatly improved the state of affairs.

It is satisfactory to note that wastage is on the decrease in class I. Wastage from class II upwards was already not very marked. There was a further decrease during the quinquennium in wastage in these classes in spite of the fact that in the compulsory areas pupils have a tendency to leave the school as soon as they reach the maximum age of compulsion.

Compulsory Education.

In view of its importance the growth of Compulsory Primary Education in the city of Delhi during the quinquennium should have received a detailed treatment in this chapter. But the subject has been thoroughly discussed in the Report of Enquiry into Municipal Education in Delhi city by Mr. Wilson issued hardly two and half years ago and as the nature of the problem relating to Compulsory Education in Delhi City has not much changed since 1934 a discussion of these problems would mean unnecessary repetition. Consequently it would be sufficient to give only a simple narrative of the progress made in this direction during the quinquennium, with an account of the extent to which the recommendations of the report have been given effect to. The following table indicates the number of compulsory areas in the Delhi Province.

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No. of compulsory areas at the close of the quinquennium.

Province.	Act.	No. of areas under compulsion.		
		Urban area.	Rural area.	No. of villages in rural area under compulsion.
Delhi	Punjab Act 1919 extended to Delhi in 1925.	1	9	16

Compulsory primary education (Delhi).

Compulsion was first applied to four administrative wards of Delhi Municipality in the year 1926-27. During the year 1927-28 two more wards were brought under the operation of the Act and the sanction of Government has been applied for, to bring the remaining 3 wards within the provisions of the Compulsory Education Act.

Census lists.

Of the total admissions to the schools about 50 per cent. are from outside the census lists. Mr. Wilson did not approve of the then existing system of the preparation of these lists. "In the past", he says, "these lists have been prepared by school teachers and have been subject to no kind of check". Growth of years has not brought about much improvement in this direction. The Superintendent of Municipal Education writes in his report for 1935-36, "Census lists of school-going age boys are often incorrect as there is no means of enforcing parents to give correct information. There is no arrangement to check migration of parents from one area to another and evade the service of summons".

Wastage in admissions and withdrawals.

	1931-32.					1936-37.				
	I	II	III	IV	Total.	I	II	III	IV	Total.
Admissions ..	2,297	758	283	231	3,569	2,118	332	223	175	3,048
Withdrawals ..	1,460	515	365	246	2,586	1,080	540	277	297	2,104
Readmissions ..	155	58	55	37	311	161	88	49	44	342

The table given above shows that every year fresh admissions were numerous and withdrawals were by no means less numerous. In 1936-37

the withdrawals were almost double the number of admissions in the II and IV classes. In the III class the withdrawals were more than the admissions. The number of readmissions is very small. Only 14.9, 16.2, 17.6 and 14.8 per cent. of the withdrawals were readmitted to classes I, II, III and IV respectively. This shows that all the efforts were directed towards conscripting new boys. The total number of boys on roll on the 31st of March, 1937 was 7,693 of which 3,048 were new admissions.

Scholars by age.

Mr. Wilson held that Leakage was mainly due to overage boys. To safeguard this he suggested that only boys upto the age of 8 might be conscripted so that by the end of the school course they might not be overage.

Enrolment agewise in different classes of primary schools of Delhi Municipal Committee.

Age.	I	II	III	IV.
5-6	284	6	6	..
6-7	1,052	96	18	..
7-8	923	309	81	12
8-9	715	451	236	77
9-10	384	400	268	164
10-11	175	259	293	237
11-12	63	164	215	312
Over 12	22	73	136	262
Average	1,359	896	634	574
Total	3,618	1,758	1,253	1,064

Total enrolment 7,693.

Overage pupils 3,463, i.e., 45 per cent.

The table shows that 37.5, 50.9, 50.6 and 54 per cent. of boys in classes I, II, III and IV respectively were overage. Wastage was inevitable under the circumstances.

Stagnation in Municipal Board primary schools and departments in compulsory areas.

Stagnation.	from		Percent- age of wastage.	from		Percent- age of wastage.	Increase or decrease in percent- age.
	1931-32 to 1932-33.			1935-36 to 1936-37.			
	I	II		I	II		
I	3,635	1,531	57.9	2,044	1,045	48.8	-9.1
II	1,480	1,234	16.6	1,022	764	25.2	+8.6
III	1,322	922	30.2	889	736	17.2	-13.0

Decrease in the percentage of stagnation in class III is fairly satisfactory. In spite of the strenuous efforts of the supervising staff of the Municipal Committee, stagnation in class I was 48.8 per cent. in 1937. In class II stagnation was 25.2 per cent. in 1936 as against 16.6 per cent. in 1933. To push up boys from the 1st to the 2nd class in order to minimize stagnation in class I is only to push forward the stage of stagnation. The withdrawals too were numerous in class II.

Year.	I	II	III	IV	Total.	Percentage of wast- age.
1931-32 ..	3,635	1,480	1,322	909	7,346	
1932-33 ..	3,471	1,531	1,234	922	7,158	
1933-34 ..	33,73	1,446	1,149	766	6,734	....
1934-35 ..	2,474	1,308	1,054	761	5,597	79%
1935-36 ..	2,044	1,022	889	698	4,653	80%
1936-37 ..	1,705	1,045	764	736	4,250	78.8%

The decrease of 3,096, *i.e.*, about 42 per cent. in enrolment is enormous and ought to have decreased Leakage considerably but Leakage is stationary since 1934-35. Only 21.2 per cent. of the pupils from class I reached class IV.

Average attendance.

Separate figures for the Municipal Board primary schools and departments in the compulsory area could not be procured. The following table gives figures of all Municipal Board primary schools :—

Municipal Board Primary Schools.	1931-32.		1936-37.		Increase or decrease.	
	Roll.	Average.	Roll.	Average.	Roll.	Average.
	8,309	7,123	7,693	6,796	-616	-327
Percentage ..	85.7		88.3		+2.6	

The table shows that average attendance in Municipal Board schools increased from 85.7 per cent. in 1931-32 to 88.3 per cent. in 1936-37. Partially the decrease in roll by 616 is responsible for this rise in average attendance.

Difficulties.

The Superintendent of Municipal Education in his report for 1935-36 writes, "I have noticed that the provisions of the Compulsory Primary Education Act are of very little help in making primary education compulsory in the real sense of the word. The following difficulties have so far proved a stumbling block in the way of complete success of the scheme :—

- (i) Census taking of the boys of school-going age is a problem. As the work has to be done by teachers and school attendance officers the parents very frequently do not give correct information about the name, age and whereabouts of their wards. Thus the list printed in February each year cannot be relied upon as regards the number of boys of school-going-age.
- (ii) There are so many unrecognised *maktabs* and *pathshalas* that it is very easy for truculent parents to send their boys in these farcical institutions to escape compulsion.
- (iii) Magistracy take compulsion cases very light heartedly. Last year, *i.e.*, 1936-37 our expenditure on prosecuting the defaulters was Rs. 307 while the total of fines imposed was Rs. 275.
- (iv) There is nothing in the Act to proceed against boys working in factories and work-houses if their parents give incorrect information about them."

Prosecutions.

"Action against refractory parents", says the Report on the Municipal Education, Delhi, for the year 1935-36, "is often times very dilatory Summons issued by the trying courts are served through the

educational agency which not infrequently the parents avoid with impunity. There are no arrangements to check migration of parents from one area to another to evade the service of summons. In a number of instances, *paiashalas* and *maktabs* enroll children of school-going age and there is nothing to check them. Lastly the Educational authorities have no power under section 14 to find out which boys of school-going age are employed in a factory or a shop and are evading attendance in a school."

As for the dilatory procedure in the service of summons and the prosecution of refractory parents the Municipal Committee have applied to the Government for the modification of Sections 17, 18 and 19 of the Compulsory Act.

Expenditure on Delhi M. B. primary schools.

Year.	No. of schools.	No. on rolls.	Average No. of boys per school.	Total expenditure.	Cost per capita.
1931-32	41	8,309	203	1,38,170	16 10 0
1936-37	47	7,693	164	1,71,473	22 0 0
Increase or decrease.	+6	-616	-39	+33,303	+5 6 0

The total expenditure of the Municipal Committee on primary schools during the year 1936-37 increased by Rs. 33,303 or 24.1 per cent. The cost of education per pupil comes to about Rs. 22 in 1936-37 as against Rs. 16-10-0 in 1931-32.

(ii) Compulsory education in New Delhi.

The Municipal Committee, New Delhi, on the advice of the Superintendent of Education decided in 1936 that a preliminary survey of the conditions prevailing in New Delhi for the introduction of compulsion be made in order to collect data for such a scheme. An Assistant District Inspector of Schools was appointed as Special Officer to work out the details and his services were placed with the Municipal Committee, New Delhi, for a period of 3 months.

The survey revealed that 1,425 boys of school-going age were still unprovided for due to lack of educational facilities and propaganda. It also brought to light the fact that the Municipal Committee, New Delhi, was spending only a petty sum of Rs. 2,792, i.e., .16 per cent. of its total income on primary education against an obligation of 10 per cent. The percentage is very low and should be enhanced considerably so that educational facilities may be provided for the New City of Delhi and instruction may be run on reformed up-to-date and scientific systems of education.

No. of boys of school-going age.

(6—11 years).

	Under educa- tion.	Not under education.	Total.
Migratory	600	330	930
Non-migratory.. .. .	754	1,095	1,849
Total ..	1,354	1,425	2,779

The table shows that the number of boys of school-going-age not attending any recognised school represents 51 per cent. of the total which is far from satisfactory. The sons of educated classes in a good many cases receive education under the tutorial system. This, however, in addition to being uneconomical cannot offer chances of a harmonious development of moral, physical and intellectual faculties of the boys. Their resort to this method is probably due to lack of satisfactory educational facilities nearer home.

The statement also shows that on the total the ratio of the migratory to the non-migratory boys is 1 : 2. In the case of boys not under education the ratio is 1 : 3.

Scholars community-wise.

Communities.	Under education.	Not under education.	Total.	Percentage of boys not under edu- cation.
Jains	4	..	4	..
Muslims	300	340	640	53%
Sikhs	70	30	100	30%
Christians	33	44	77	65%
Hindus and others ..	947	1,011	1,958	52%
Total ..	1,354	1,425	2,779	51%

The major communities severally show nearly the same percentage of illiteracy as the total number.

Institutions and scholars.

Schools.	Aided.		Municipal Board.		Total.	
	No. of institutions.	Enrolment of boys (6-11 yrs.)	No. of institutions.	Enrolment of boys (6-11 yrs.)	No. of institutions.	Enrolment of boys (6-11 yrs.)
High	7	673	1	..	8	673
Middle .. ..	..	..	..	..	..	..
Primary	2	271	2	307	4	578
Co-education ..	4	103	..	..	4	103
Total ..	13	1,047	3	307	16	1,354

The above table shows the work of private enterprise in the field of education in New Delhi. Thirteen private schools provide for 1,047 boys as against 307 provided for by the three Municipal Board Schools. It brings great credit to private agencies but there is no denying the fact that schools maintained by local bodies are better staffed, better housed and better equipped. Only six schools have proper school buildings.

The need and urgency of introducing compulsion was brought out in the report referred to above and it is a matter of great satisfaction that the Municipal Committee, New Delhi, have agreed to the proposal in principle though they have resolved to bring the scheme into operation partially. The scheme will, it is hoped, materialise in the year 1937.

Compulsory Primary Education.**Rural Area.**

The following village areas were under compulsion during the quinquennium :—

1. Kanjhawla.
2. Chiragh Delhi.
3. Barwala.
4. Chhatarpur.
5. Tihar.
6. Mahpalpur.
7. Panjab Khor,
8. Bakhtawarpur.
9. Khuraiji.

Owing to the apathy of the people and their private factions compulsion was called off from two areas, Bijwasan and Khuraiji. Preliminary steps have already been taken to introduce compulsion in Nangloi area in

place of Bijwasan. Each compulsory area continued to be under an attendance officer whose chief duty is to see that all boys of compulsory age attend school. He should improve daily attendance rather than run after the last truant unwilling to join the school. It is satisfactory to note that the efforts of attendance officers have met with a large measure of success in improving daily attendance. As an extra inducement for work the attendance officers are given an allowance. The District Board on the suggestion of the Department laid down certain conditions for earning this allowance. It is based on two things—admission of boys and average attendance. Allowance for admission is calculated on the proportion of the number of boys admitted during the month to the total number of boys of school-going age who were out of school on the last date of the last quarter. Allowance for average attendance has been fixed on certain percentage, below which no allowance is given. This arrangement has naturally given great impetus to attendance officers. They work hard to earn the allowance. In 1936-37, the District Inspector of Schools held a meeting of attendance officers and headmasters of schools in compulsory areas. The meeting served as a refresher course for the attendance officers and headmasters. Means and ways of making compulsion a success were also discussed in the meeting.

Cases of prosecution are few and far between. Persuasion in many cases succeeds. This is due to the fact that attendance officers are appointed from amongst the influential people of the village. As an experiment a J. V. unemployed candidate was appointed attendance officer in one area but he was by no means successful. Difficulties are being experienced in roping in boys of the depressed classes to whose parents their children are of great economic value. In some places village factions and dissensions constitute serious handicaps in the way of successful work of the attendance officer.

Improved methods of teaching.

Efforts have been made to make schools healthier and brighter specially in the rural areas where games and physical drill have been recently introduced. Personal hygiene of the boys is also being improved by the introduction of health parade as a matter of daily routine in several schools. The method of teaching especially in the infant class, has received special attention. Individual progress charts have been invariably maintained and instead of lessons on the printed primer, group lessons on the black board have been demonstrated by the inspecting staff. The bold words on the black board are more impressive and both the teacher and the taught show greater interest in their work. Teaching in class I has also been based on the previous vocabulary of boys gained at home. Teachers prepare charts of alphabets and words. Charts have been maintained for giving drill and practice in pronunciation and recognition of different forms of a letter in words. The personal cleanliness of children and the creation of interest in school work need much more attention on the part of the primary school teacher, who himself is not above instruction and guidance in these matters.

Efficiency of primary education.

Since the last quinquennium the number of boys in class IV has been on the increase although the number of those in class I has been comparatively on the decrease. There were 10,590 boys on roll in class I in

1933-34. Of these 3,312, i.e., 31.3 per cent. reached class IV in 1936-37, as against 25.8 per cent. in 1932. The increase is satisfactory and encouraging.

To guard against a relapse into illiteracy which is not uncommon among village homes where parents are usually illiterate and too poor to buy books, the village school libraries have been thrown open to literate villagers. The Village Welfare Board of the province has started libraries in some villages for the use of the literate people as an experiment. Newspapers and periodicals are more useful for the village than books. He has no time to read books. He can, however, read out news to his friends, relations and family while reposing after his evening meal. The literature he requires should be of a reereative nature.

Co-education.

This is practically non-existent in the Delhi schools. In March, 1937 there were 225 girls reading in boys' primary schools. In the city there are separate schools for girls and the question of co-education does not arise. In the rural area people have great prejudice against co-education. However, there are 45 girls reading in rural boys' schools.

The only successful experiment of co-education among Indian schools is the Dhakka Rural School, where the number of boys and girls is about equal and where the staff consists of women teachers with one male instructor to look after the industrial teaching and games for boys.

Adult Education.—During the quinquennium under review fourteen adult schools were started—10 by the District Board, 3 by the Municipal Committee, Delhi and one by Government. In the rural areas these schools are still unpopular because “the adult does not look upon literacy with any great interest. He accepts it as he accepts a feeling of fatigue; his father and ancestors were illiterate and in his opinion, none the worse for it. To expect such a person to spend his leisure in acquiring literacy is to ask for sacrifice that he is usually not prepared to make.”

Economic causes greatly intensify this feeling. A villager works hard during the day in the fields. Physical strain leaves in him little inclination for studies and at night he naturally wants complete rest. The whole blame for the failure of the scheme cannot be placed at the door of the teacher. An enthusiastic teacher can run such a school during the period when there is no work for the farmer to do or he should get hold of such people as are idle in their own sphere. But a set of idlers cannot constitute a school for adult education.

CHAPTER VI.

EDUCATION OF INDIAN WOMEN AND GIRLS.

Schools and scholars.

Institutions.	No. of schools.		Increase or decrease.	No. of scholars.		Increase or decrease.
	1936-37.	1931-32.		1936-37.	1931-32.	
Arts Colleges ..	1	1	=	87	45	+42
Professional Colleges	1	1	=	138	126	+12
High Schools ..	6	3	+3	1,888	720	+1,168
Middle schools ..	13	11	+2	3,020	2,378	+642
Primary schools ..	59	56	+3	7,075	5,842	+1,233
Special schools ..	4	2	+2	281	118	+163
Total No. of recognised institutions and scholars.	84	74	+10	12,489	9,229	+3,260
Unrecognised institutions.	10	6	+4	456	351	+105
Grand Total	94	80	+14	12,945*	9,580	+3,365

* This includes 509 boys reading in schools for girls in 1936-37.

During the quinquennium under review the number of recognised institutions for girls has increased by 10 and the number of scholars by 3,260—a rise of 14 and 36 per cent. respectively. The number of scholars per school rose to 148 in 1936-37 as against 124 in 1931-32. The increase though not marked is encouraging. Had funds been forthcoming more schools could be started and existing institutions developed. The percentage of girls under instruction in recognised schools to the total female population of the province was 3.5 in 1931-32 and 4.7 in 1936-37, a rise of 1.2 per cent. Corresponding percentages for British India for the year 1934-35 and for the Panjab for the year 1935-36 are 2.09 and 1.66 respectively. Thus the position of girls' education in this province is decidedly better. But girls are still far backward in education when compared to boys. The percentage of boys under instruction to the total male population of the province is 9.5.

The following table gives the percentages of girls and boys in primary schools to the total number of girls and boys of school-going age in the urban and rural areas.

1934-35.

Province.	Percentage of girls at school (in primary classes) to those who should be at school.	Percentage of boys at schools (in primary classes) to those who should be at school.
Delhi	29.6	53.4
British India	16.5	50.3
The Punjab	12.5	51.0

It will be seen that the percentage of girls in schools to the total number of girls of school-going age in the case of the Delhi province is much higher than that of British India and the Panjab. It is in fact higher than the corresponding percentage of 12 out of 16 provinces of India, figures for which are available in the All-India Review on Education for 1934-35.

In the rural area of the Delhi province which is far backward with regard to female education this percentage comes to 7 in the case of girls and 44 in the case of boys in 1936-37.

The distribution of girls according to the stages of recognised institutions is shown below :—

Institutions.	1931-32.	1936-37.	Increase or Decrease.
Arts College stage	45	122	77
Special college stage	126	138	12
High school stage	115	287	172
Middle school stage	648	1,244	596
Primary school stage	8,148	10,274	2,126
Special school stage	118	230	112

NOTE.—This table excludes 509 boys reading in schools for girls and includes 315 girls reading in institutions for boys.

The progress of the education of girls in this Province as indicated by the table given above, is encouraging. The increase in the number of girl scholars has occurred at all stages and in every type of institution, but as usual it is much the most pronounced at the primary stage.

Special colleges record an increase of 12 scholars. In special schools the number of scholars went up by 112 to 230 or by 95 per cent. over the figures of 1931-32. A detailed account of these institutions will be found elsewhere in this report.

The increase shared by different stages of instruction in the case of institutions for general education for females shows that the drift of girl scholars to the higher stages of instruction is much more rapid at present than it was in the previous quinquennium. The great disparity, however, between the number of girl scholars at the primary stage and at higher stages is still marked as is indicated by the table of percentages given below :—

Year.	Primary stage.	Secondary stage.	Intermediate stage.	University stage.
1931-32	91	8.5	.5	..
1936-37	86.3	12.8	.8	.2

It will be seen that 86.3 per cent. of scholars are in the primary classes. This percentage has decreased by 4.8 but percentages at higher stages of instruction have increased since 1931-32 which augurs well for the future. The corresponding percentages of scholars reading at the primary stage to the total number of girl scholars under instruction for British India in 1934-35 and for the Panjab in 1935-36 come to 94.4 and 93.4 respectively. In Delhi, therefore, the position is much better than in the Panjab or for the matter of that in British India.

Progress by communities.

The figures given below show an increase of scholars in all the major communities. The decrease in the number of depressed class children is due to the closing down of two schools in Pahari Dhiraj as the poorer basties had to shift to Qarol Bagh.

Year.	Europeans and Anglo-Indians.	Indian Christian.	Hindus.		Muslims.	Buddhists.	Parsis.	Sikhs.	Jains.	Total.
			Higher.	Depressed.						
1931-32 ..	80	654	5,343	492	2,231	2	16	174	208	9,200
1936-37 ..	143	785	7,415	352	2,912	..	14	285	389	12,295
Increase or decrease.	+63	+131	+2,072	-140	+681	-2	-2	+111	+181	+3,095

Special handicaps in girls' education in the way of early marriage and orthodox traditions have to a large extent disappeared. Parents

have begun to appreciate the work of schools and are now anxious that their daughters should appear in and pass public examinations. Poverty, however, is still a serious hinderance and will always be so.

Colleges for girls.

The Indarprastha Girls' College has been recently recognised as a degree college. It has 87 girls on roll in the Intermediate classes which is a distinct rise of 93 per cent. on the figures of 1931-32. The college has an adequate staff of women lecturers. 35 girls still attend men's colleges. The total number of girls attending colleges of all sorts was 122 in 1936-37. During the quinquennium under report the Delhi University conferred degrees on 54 women students.

Class-wise progress of girls in the field of University Education during the quinquennium under review is indicated in the following table :—

Year.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	6th Year.
1931-32	29	16	..	..	..	..
1936-37	44	53	9	8	2	6
Increase or Decrease.	+15	+37	+9	+8	+2	+6

There was no girl beyond the Intermediate stage reading in colleges, in the Delhi province in 1931-32, but during the period under report, girls have gone upto the post-graduate classes. Moreover they are not lagging behind their brother students in any branch of study at the University stage. The following table shows the position of girls in the different University examinations :—

Examinations.	1931-32.		1936-37.	
	Appeared.	Passed.	Appeared.	Passed.
M. A.	1	..	3	..
B.A. (Hons). .. ..	..	..	7	6
B.A. Pass	1	1	17	12
B.Sc. .. ..	..	..	..	..
F. A. Arts	16	12	43	26
F. A. Science .. ..	..	..	1	..

A detailed account of University education for women has already been given in Chapter III.

High Schools.

The number of high schools increased by 3 and that of girls attending these schools by 1,168. The total number of girls attending such schools was 1,888 in 1936-37 as against 720 in 1931-32, which means 314 girls per school as against 240 in 1931-32. The number of girls reading in high classes is as below :—

Year.	IX	X
1931-32	57	58
1936-37	162	125
Increase or decrease	+105	+67

Increase in the IX and X classes is 184 and 115 per cent. respectively. The rise is highly gratifying and is likely to be progressive in the years to come. With the exception of the M. B. Girls High School, New Delhi, all high schools are under private management. Each has its own point of view and aims at meeting the educational demand of a particular type of home. One school definitely aims at providing for girls who belong to respectable families and whose parents can afford to pay for the education of their daughters. Its aim is to train young ladies who will be the wives of prominent officials and leaders of society. Another aims exclusively at the ideals of mother craft, while a third wants to produce women who will ultimately settle down as wives in humble walks of life with some professional training as that of nursing, health visiting or teaching as sources of economic help to supplement the home income.

Pass percentage in the Matriculation Examination has not been encouraging in the last year of the quinquennium under report. It was 46 in 1936-37 against 64 in 1931-32.

All the high schools have their own buildings, but some of them are unsuitable with regard to play grounds and class room accommodation and the teaching of Domestic Science.

During the quinquennium under review every effort was made to improve the condition of libraries and teaching apparatus. Much expenditure has been incurred by all the managements concerned. As a rule high schools have efficient staffs of trained graduates. Guiding, Games and Red Cross activities and Music are regular features of the life in these schools.

Anglo-Vernacular and Vernacular Middle School.

The number of schools and scholars by management is indicated by the table given below :—

Managements.	Schools.							Scholars.							Increase or decrease.
	1931-32.			1936-37.			Increase or decrease.	1931-32.			1936-37.			Increase or decrease.	
	A. V. Mid.	Ver. Mid.	To-tal.	A. V. Mid.	Ver. Mid.	To-tal.		A. V. Mid.	Ver. Mid.	To-tal.	A. V. Mid.	Ver. Mid.	To-tal.		
Government ..	..	1	1	1	..	1	..	..	210	210	184	..	184	-26
District Board	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board	..	3	3	1	4	5	+2	..	987	987	544	899	1,443	+456	
Private agencies	2	5	7	4	3	7	..	198	983	1181	757	636	1,393	+212	
Total ..	2	9	11	6	7	13	+2	198	2,180	2,378	1,485	1,535	3,020	+642	

The number of A. V. middle schools increased by 4 to 6 and that of Vernacular middle schools decreased by 2 to 7 during the quinquennium under report. The Municipal Board, Delhi opened 2 middle schools, one Anglo-Vernacular and the other a Vernacular middle school, while Government continued to maintain one middle school, which was converted into an Anglo-Vernacular from a Vernacular middle school, during the period under report. Anglo-Vernacular schools record an increase of 1,287 to 1,485 while Vernacular middle schools show a decrease of 645 to 1,535 scholars in 1936-37 as compared with the figures of 1931-32, the net increase being of 642 scholars. The District Board does not maintain any middle school with the result that girls who belong to rural areas are deprived of facilities for secondary education in the province. The demand for more middle schools continued to be persistent. There are no less than 6 primary schools which have started middle departments and are awaiting recognition.

All the girls middle schools teach English and nearly 80 per cent. of the girls appearing for the Middle Examination take English as an optional subject which is a satisfactory feature of progress.

With the exception of the Government Model School for girls, and the schools run by Christian Missions, the buildings of most of the middle schools situated in the congested areas of the city of Delhi are unsuitable. Class rooms are as a rule, small and unventilated and in some cases unfit for teaching purposes. Sanitary arrangements in many of them are dreadful. Children attending such schools have no open space to play games in and this acts as a very serious handicap.

Arrangements for the teaching of Domestic Science which is a compulsory subject for girls and for the teaching of which open and outdoor space is necessary, are unsatisfactory in most of the city schools. This will continue to be so until the problem of housing girls' schools in better buildings is taken up by the managements concerned.

The instructional progress of girls inspite of unsuitable accommodation and inadequate equipment has been satisfactory. Pass percentage in the various public examinations has been on an average 74.

The increase as shared by the different classes of the secondary departments is shown by the table below :—

Year.	VI	VII	VIII	IX	X
1931-32	233	168	247	57	58
1936-37	465	343	436	162	125
Increase or decrease ..	+232	+175	+189	+105	+67

Primary schools.

The following table shows the increase or decrease in the number of girls primary schools of all types during the quinquennium under review :—

Year.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
1931-32	11	25	20	..	56
1936-37	12	32	15	..	59
Increase or decrease	+1	+7	-5	..	+3

It will be observed that the District Board schools have increased by 1. In the prevailing financial distress the District Board could ill afford to open more schools and the education of rural girls remained practically where it was in the year 1931-32. The increase in the number of Municipal Board schools is an indication of the growing desire in the town to provide facilities for primary education for girls. With a large number of schools opened by the Municipal Board in the city the old indigenous institutions are gradually losing ground. It is satisfactory to note that there is no single teacher primary school for girls in the province.

Enrolment and attendance.

The following table indicates the enrolment and attendance in primary schools for the years 1931-32 and 1936-37 :—

Year.	Government.		Dist. Board.		Municipal. Bd.		Aided.		Total.		Percentage of attendance to enrolment.
	Enrolment.	Attendance.	Enrolment.	Attendance.	Enrolment.	Attendance.	Enrolment.	Attendance.	Enrolment.	Attendance.	
1931-32	512	423	3,243	2,685	2,087	1,869	5,842	4,977	85%
1936-37	695	557	4,495	3,631	1,885	1,567	7,075	5,755	81%
Increase or decrease.	+183	+134	+1,252	+946	-202	-302	+1,233	+778	-4

Enrolment in primary schools for girls increased by 1,233 to 7,075 and the average attendance by 778 to 5,755. But the percentage of attendance on enrolment decreased from 85 to 81. This is rather depressing. The percentage of attendance in the case of boys' primary

schools stands at 87. The percentage of attendance for girls' primary schools in the Panjab for the year 1935-36 was 84. The increase of girl scholars in the case of primary departments of secondary schools comes to 893. The net increase in the numbers at the primary stage amounts to 2,126.

The aided primary schools show a decrease of 202 scholars because their number went down from 20 to 15. All other types of institutions show an increase of 1,435 in scholars. The table given below will indicate the flow of promotion in percentage from class to class during the years 1931-32 and 1936-37.

Years.	I	II	III	IV	V	Total.
1931-32	59	14	11	9	7	100
1936-37	53	16	13	10	8	100

The situation is a little better in the quinquennium under report as compared with the previous quinquennium. But the disparity between the number of scholars in the 1st class and the number of scholars in other classes is perplexing. More than 50 per cent. of scholars reading in all the primary classes, still remain in the first class. 16 per cent. go to the 2nd class and only 8 per cent. reach the 5th class. This state of affairs naturally causes concern. Stagnation and wastage continue to be alarming features of girls' education.

The general output of literacy in the field of girls' primary education is indicated by the following table :—

Years.	I	II	III	IV	V	Total.
1931-32	4,794	1,160	922	734	538	8,148
1932-33	5,005	1,248	1,012	810	603	8,678
1933-34	5,091	1,349	1,187	832	690	9,149
1934-35	5,055	1,418	1,168	1,015	808	9,464
1935-36	5,577	1,528	1,267	903	773	10,048
1936-37	5,474	1,665	1,312	1,034	789	10,274

The following table shows the output in literacy from class to class during the quinquennium under review :—

Province.	Class I. 1932-33.	Class II 1933-34.	Class III 1934-35.	Class IV 1935-36.	Class V 1936-37.	Proportion of girls in	
						Class I 1932-33.	Class V 1936-37.
Delhi ..	5,005	1,349	1,168	903	789	100	15.7

It will be noted that only 26.9 per cent. of the pupils in class I, in 1931-32 joined the II class in 1933-34, and only 15.7 reached the V class in 1936-37. These percentages were 26 and 17 respectively in the previous quinquennium.

Comparative figures for the I and IV classes for the year 1935 are given below :—

Province.	Proportion of girls in	
	Class I—1931-32.	Class IV—1934-35.
Delhi	100	21
Punjab	100	19
British India	100	13

The position of Delhi with regard to wastage is no doubt a little better when compared with the Panjab and British India but it must still be described as appalling and calls for the utmost care.

Wastage is partly due to poor attendance, but mostly to uninteresting methods of teaching in the Kindergarten classes where children are dealt with in masses and individual attention is not paid to them. At present the only remedy lies in improving the methods of teaching the Kindergarten and lower primary classes. The present type of women teachers in elementary schools do not possess much knowledge of infant school life, and are painfully ignorant of methods employed in advanced countries.

Expenditure.*

The following table shows the rise in expenditure on girls' education during the quinquennium :—

Year.	Government funds.	Boards' funds.	Fees.	Other Sources.	Total
1931-32	3,30,225	85,311	64,028	68,572	5,48,136
1936-37	3,72,335	1,52,010	1,06,007	99,171	7,29,523

*NOTE.—Excluding expenditure on Inspection, Buildings and Miscellaneous.

Expenditure on girls' education has increased by 1,81,387. This is due to the increased number of high and middle schools, where less fee is charged and more salary paid to women teachers as compared with the fees and salary of staff in boys' schools.

Expenditure on different classes of institutions.

Year.	Arts colleges.	Secondary schools.	Primary Schools.	Special Schools and colleges.	Total.
1931-32	10,065	1,57,995	1,48,495	2,31,581	5,48,136
1936-37	20,533	2,63,170	1,95,587	2,50,233	7,29,523
Increase or decrease	+10,468	+1,05,175	+47,092	+18,652	+1,81,387

The percentage of direct expenditure on girls' education to the total expenditure on education in the Delhi province comes to 25.6. The percentage of Government contribution to the total expenditure on girls' education stood at 51.0 in 1936-37 against 60.3 in the year 1931-32. The corresponding figures for British India and the Panjab are 44.6 and 49.01 respectively. Although Government contribution has decreased by 9.3 per cent. in the year 1936-37 against that of 1931-32, yet it is higher than that of the Panjab or British India. The percentages of Government contribution to the total expenditure in the case of different types of schools are given below :—

Year.	Arts colleges.	Profes- sional colleges.	High schools.	Middle schools.	Primary Schools.	Special schools.
1931-32	48.7	85.7	42.7	50.6	36.3	80.0
1936-37	24.3	84.5	35.5	38.2	30.6	80.1

Government contribution in the case of schools for general education has considerably decreased but in the case of professional colleges and special schools it remained stationary during the period under review. The decrease is specially marked in the case of Arts colleges and middle schools where the percentages have gone down by 24.4 and 12.4 respectively.

Cost per capita.

Average cost *per capita* in the case of girls' education stands at Rs. 58-6-8 in the Delhi province ; while in the case of the Panjab and British India it comes to Rs. 24-9-1 and Rs. 17-2-10 respectively. The disparity between the figures for Delhi and the Panjab is very alarming and it is difficult to account for it. Why should education in Delhi be so costly ? It may be due to the fact that in Delhi girls' schools the staff is 90.8 per cent. trained, while in the Punjab the percentage of these teachers is 61. But still the disparity is great and is a legitimate cause for concern.

Cost *per capita* for girls in different types of schools in Delhi is given below :—

Year.	University stage.	High school stage.	Middle school stage.	Primary school Stage.
1931-32	223 10 8	93 2 6	38 3 9	25 6 3
1936-37	236 0 2	66 12 10	45 6 1	27 10 4

The figures for British India and the Panjab are as follows :—

British India, 1934-35 ..	398 8 8	78 14 2	30 8 6	9 6 2
The Punjab 1935-36 ..	298 0 8	72 0 1	20 8 4	10 12 9

University education and education in high schools for girls is cheaper in the Delhi province while education in the middle and primary schools is far more costly than in British India and the Punjab. Primary education for girls in the Delhi province is three times as expensive as it is in the Punjab.

Cost per secondary school in the Delhi province comes to Rs. 13,851 in 1936-37 while it is Rs. 9,560.8 and Rs. 7,769.5 in the case of British India and the Punjab in 1934-35. In the case of a primary school the disparity is still more marked. Cost of a primary school in the Delhi province comes to Rs. 3,315 while the corresponding figures for British India in 1935 and the Punjab in 1936 were 402 and 646.2 respectively. Cost per primary school in the urban area in the Delhi province is Rs. 3,880 while in the Panjab it is Rs. 1,119.

Method of work, curriculum and text-books.

There has been marked progress in the standard of work in all the girls' schools. This is due to the efforts of trained women teachers to whom much credit and honour is due. In fact their work would show off much better if schools were housed in more suitable buildings and were properly equipped. Efforts have been made during the past few years to map out a detailed syllabus to ensure steady and regular progress. Written work has been given due attention.

In all the primary schools efforts were made to put in more hand work for which special talks were arranged. Teachers have taken great pains to prepare models and charts to make class work attractive.

The syllabus prescribed by the Board of Secondary Education in Domestic Science is also carefully worked out. This helps teachers to read more widely and prepare their daily lessons more thoroughly and give thought provoking exercises to children. Two Refresher Courses were organised during the last two years of the quinquennium under review and occasional afternoon lectures were arranged for Vernacular women teachers on method, handwork and kindergarten teaching. Lectures on child psychology and the "difficult child" were also delivered.

Special efforts have been made to improve the teaching of English by the Direct Method for which more qualified teachers are needed in middle schools.

Owing to the scarcity of qualified teachers in Domestic Science as well as of properly equipped Domestic Science rooms, the teaching of this subject has not been satisfactory. But this problem is not in any way peculiar to Delhi. It is the same all over India because Domestic Science is still in an experimental stage in this country. The existence of Lady Irwin College in Delhi should serve as a stimulus to providing facilities for the teaching of this subject scientifically so that it could be adapted to the needs of each locality and home.

The text books used in girls schools in this province are those approved by the Delhi Text Book Committee. Lists for class and reference libraries have also been drawn up and circulated in schools. Managements are becoming more and more alive to the need of stocking their schools with books and magazines to encourage wider reading.

Music.

During the quinquennium under review much interest has been taken by both parents and schools to encourage Indian music, singing and dancing. The old apathy and prejudice towards singing and dancing is gradually wearing away and if enthusiasm is not general, there is very little opposition. The importance of music in the scheme of studies and the arrangements that exist for its teaching in some of the girls' schools of the Delhi province are discussed in Chapter X of this review.

Teachers and their Training.

The table below indicates the number of teachers working in the Delhi province on 31st March :—

Year.	Trained.	Untrained.	Total.	Percentage of trained teachers.
<i>1931-32.</i>				
High	38	12	50	76 %
Middle	85	32	117	72.5%
Primary	112	79	191	59 %
Total ..	235	123	358	65.7%
<i>1936-37.</i>				
High	96	6	102	94.1%
Middle	119	12	131	90.8%
Primary	201	24	225	89.3%
Total ..	416	42	458	90.8%

The rise in the percentage of trained teachers is satisfactory. Corresponding percentages for British India and the Panjab are 58 and 61.7 respectively. The average number of scholars per teacher in Delhi was 26 in 1936-37 against 25 in 1931-32, while the corresponding average for British India in 1934-35 and the Panjab in 1935-36 came to 34 and 29 respectively.

The work of the Government Training School for Women, Delhi, will be reviewed in the Chapter on Professional Education.

The education of girls in rural areas has remained almost stationary during the period under review. The following table indicates the condition of girls' education in the rural area of the Delhi province with regard to number of schools and scholars :—

Year.	No. of Primary schools.	No. of scholars.
1931-32	13	556
1936-37	12	695
Increase or decrease	—1	+139

There are only 12 District Board primary schools with 695 scholars on roll. No new schools could be opened by the District Board due to acute financial stringency. The rural area receives a step-motherly treatment with regard to female education. It forms 31 per cent. of the total population of the province but it gets only 1.6 per cent. of the total amount of money spent on girls' education in the province. Government contribution amounts to 51 per cent. of the total direct expenditure on girls' education, but the percentage of Government contribution to girls' education, in rural areas hardly comes to 3 per cent.

Without money no progress is possible. Some of the existing schools need to be better housed with residential quarters for staff and with space for games and other outdoor rural school activities. Libraries and equipment also need extension. Government, therefore, should come forward with ample funds to remove the disparity which exists in the condition of female education in urban and rural areas. The District Board needs help badly in this direction.

It is to schools and schools alone that villagers must look for healthy minded citizens with a sane outlook on rural life and its problems. Rural education as well as rural teachers' training needs reorientation. If people could be made to realise that rural education does not mean the mere passing of an examination, but the widening of outlook and the cultivation of a sense of responsibility in boys and girls, some thing of real value could be achieved.

Physical Training.*

Schools that have their own grounds or courtyards encourage sports and drill as a regular feature of daily school life. The purdah bagh is used by a few city schools who have no space for physical education.

Progress in the sphere of girls' education has on the whole been satisfactory. The outlook of both parents and teachers has improved with the stiffening of the standard of examination in all schools. The general public is beginning to understand that the fundamental principles underlying the education of the young are the same here as elsewhere and that in the observance of these alone can the happiness and well being of children be assured.

*For details on Physical Training and other extramural activities like Girlguiding and Junior Red Cross groups, see Chapter X.

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES AND COMMUNITIES.

European Education.

Special institutions are maintained for the education of "any person of European descent, pure or mixed who retains European habits and modes of life". There has been no change in this definition since it was first enunciated in the Code of Regulations for European and Anglo-Indian schools. It was, however, decided by the Inter-Provincial Board for European and Anglo-Indian Education in February, 1936, that the present percentage (25) of Indian children who could be admitted to schools for Europeans and Anglo-Indians "should be applied, separately to the primary section in each school, if such section be included in the school".

European and Anglo-Indian population of the Delhi Province, according to the Census Report of 1931 is 5,316—3,463 males and 1,853 females. This is 1.9 per cent. of the total population of European and Anglo-Indians in British India. New Delhi, Delhi Cantonment and Delhi Civil Lines are the three main centres of residence for Europeans and Anglo-Indians. The population of New Delhi is of a migratory character and, therefore, the one New Delhi European School—the Convent Day School—has a much smaller number of children in the summer. In Delhi Cantonment only British Officers and a few individuals of other ranks have any children. The ordinary formula of 15 per cent. as representing the population which should be at school, does not hold good in the case of this area for two reasons—(a) The number of children is naturally small in an exclusively military population than in a civil population. (b) A considerable number of European Civil and Military officers send away their children for education in England.

The marked increase in the percentage of scholars in all types of institutions to the total European and Anglo-Indian population is indicated in the following table :—

Year.	Males.	Females.	Total.
1931-32	2.2	4.3	2.9
1936-37	3.3	7.7	4.7

Enrolment and number of European schools.

Year.	No. of schools.	No. of scholars in European schools.		
		Boys.	Girls.	Total.
1931-32	2	87	76	163
1936-37	2	148	117	265
Increase or decrease ..	=	+61	+41	+102

Educational facilities for Europeans and Anglo-Indians in the Delhi Province were improved during the quinquennium under review. Both these institutions have excellent buildings sufficient to meet the needs of European and Anglo-Indian scholars. They are gaining in popularity as is evidenced by an appreciable increase of 102 scholars in the enrolment, *i.e.*, an increase of 63 per cent. on the figures of the previous quinquennium. Boys and girls contributed to this increase in the ratio of 3 to 2.

The increase is due partly to the centralization of Government offices in Delhi and partly to the growing desire on the part of Indian parents to send their children to these schools, particularly at the primary stage.

Enrolment by communities.

Schools.	Euro- peans and Anglo- Indians.	Indians.						Total.
		Hindus.	Muslims.	Indian Chris- tians.	Sikhs.	Parsis.	Others.	
1. Convent Day School ..	106	13	2	4	7	6	..	138
2. St. Theresa's School ..	117	2	4	2	2	..	..	127
Total ..	223	15	6	6	9	6	..	265

The statement shows that at the close of the quinquennium under review 42 Indian children, *i.e.*, 16 per cent. of the total enrolment were receiving education in European schools against the maximum limit of 25 per cent.* prescribed in the Code for European schools. Hindus and Sikhs represent 37 and 21 per cent. respectively of the total strength of Indian students and the rest 14 per cent. each.

Expenditure.

Year.	Government grant.	Fees.	Other Sources.	Total.
1931-32	7,311	6,140	2,890	16,341
1936-37	17,994	17,152	6,887	42,033
Increase or decrease ..	+10,683	11,012	+3,997	+25,692

Total expenditure on institutions for European and Anglo-Indian education has increased by 157 per cent. as against an increase of 154 per cent. in the previous quinquennium. Of the total increase Government funds, fees and other sources represent 42, 43 and 15 per cent. respectively.

Average cost per scholar in European schools was Rs. 158-9-0 in 1937 as against 100-4-0 in 1932, showing an increase of Rs. 58-5-0 or 58 per cent. This is due to the small number of scholars in the Middle classes. Annual tuition fee for a pupil in a European institution aver-

* 15% for those whose language is the local Vernacular and 10% for the others.

ages Rs. 64-11-0 whereas in the case of a pupil in an institution for Indians it comes to Rs. 10-2-5.

Expenditure on building, furniture and conveyance.

Items of expenditure.	Government Funds.	1931-32.		Total.	Government Funds.	1936-37.		Total.	Increase or decrease.
		Fees.	Other sources.			Fees.	Other sources.		
Building ..	737	..	1,777	2,514	6,100	..	13,760	19,860	+17,346
Miscellaneous ..	2,170	1,149	4,564	7,883	4,421	2,713	5,627	12,761	+4,878
Total ..	2,907	1,149	6,341	10,397	10,521	2,713	19,387	32,621	+22,224

The statement given above indicates that Government have made a generous contribution towards expenditure on building, furniture and conveyance. This shows a rise of 262 per cent. on the grants-in-aid allowed on these items in the previous quinquennium. That the school authorities spent Rs. 13,760 on buildings alone is indeed highly creditable.

Muslim Education.

Mohammadans represent 32 per cent. or nearly one-third of the total population of the Delhi Province. This proportion is maintained by 13,408 Muslim children who attend recognised educational institutions as against 34,184 children of all other communities. The number of scholars in primary schools is three times the number of scholars in secondary schools. This is but natural particularly when 6 out of 9 wards of the Delhi Municipality have been brought under the provision of Compulsory Education. The following table shows the total strength of Muslim scholars in all public and private (unrecognised) institutions :—

Institutions.	Scholars in public institutions.		Scholars in private (unrecog.) institutions.		Total.	Percentage of scholars in various departments to total No. of Muslim scholars.
	Boys.	Girls.	Boys.	Girls.		
Colleges	338	9	..	..	347	2.1%
High Department ..	662	57	..	..	719	4.4%
Middle Department ..	1,983	217	..	..	2,200	13.6%
Primary Department ..	7,187	2,574	2,306	353	12,420*	77%
Special schools	326	55	..	..	381	2.9%
Total (1936-37) ..	10,496	2,912	2,306	353	16,067	
	13,408		2,659		16,067	
1931-32	12,769		559		13,328	
Increase or decrease ..	639		2,100		2,739	

* Scholars in unrecognised institutions mostly read in *maktabs* which are more or less equivalent primary departments in the scheme of secular education.

Special schools are of vocational, industrial or commercial type and they attract only a small number of scholars because of the absence of proper equipment and facilities for such education. The table shows that in the quinquennium under review there has been an increase of 2,739 scholars or 20 per cent. on the figures of the previous quinquennium. Seventy-six per cent. of the increase is contributed by scholars in private (unrecognised) schools. This, however, appears to be a temporary phase in the advance of Muslim education and does not in any way argue a relapse into the old Mulla school which is frequently held in the vicinity of a place of worship and in which instruction mainly consists of elementary Arabic.

Institutions maintained by Muslims.

Kind of institutions.	No. of institutions.					
	Boys.			Girls.		
	1932.	1937.	Increase or decrease.	1932.	1937.	Increase or decrease.
Colleges	1	1	=	..	..	..
High schools	5	4	-1	..	..	..
Middle schools	3	1	-2	..	..	..
Primary schools	22	12	-10	4	2	-2
Total	31	18	-13	4	2	-2

There has been a decrease in Muslim institutions which is very marked at the primary stage. The publication of the Wilson Report on Municipal Education in Delhi City synchronised with the close of the programme of educational expansion. The work of consolidation which followed required that uneconomical and inefficient schools should be weeded out. Two middle schools out of three in the previous quinquennium were closed down for paucity of funds and meagre enrolment. Ten primary and elementary schools were also either discontinued or passed on to the Municipal Committee, Delhi. As was pointed out in an earlier chapter of this report, some of these schools were run on commercial lines. As soon as grants were reduced and calculations made in strict accordance with grant-in-aid rules the managers had no interest left in the continuance of these institutions. This has, however, been a change for the better. The scholars of these defunct institutions are now better looked after in every respect. The rise in the enrolment of Muslim boys is very creditable in the circumstances mentioned above so that the decrease in the number of institutions has had no adverse effect on the progress made by the Muslim community in education.

Enrolment in institutions maintained by the Muslim Community.

Institutions.	No. of Muslim institutions.	Muslim scholars in Muslim institutions.			Other scholars in Muslim institutions.			Total.	Percentage of scholars to total No. of scholars in Muslim institutions.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Colleges ..	1	201	..	201	9	..	9	210	5.5
High schools ..	4	1,492	..	1,492	140	..	140	1,632	43.1
Middle schools	1	413	..	413	..	..	..	413	10.9
Primary Schools—									
Boys ..	12	1,392	..	1,392	19	..	19	1,411	37.4
Girls ..	2	..	117	117	..	..	..	117	3.1
Total ..	20	3,498	117	3,615	168	..	168	3,783	100

The total number of Muslim scholars in Muslim schools for boys and girls on the 31st of March, 1937, was 3,615 or 27.7 per cent. of the total number of Muslim scholars receiving secular education in various types of institutions. Out of 3,783, 3,615 or 95.4 per cent. are Muslims and 168 or 4.6 per cent. belong to other communities. The non-Muslim scholars are mostly confined to St. Stephen's High School which was formerly maintained by the S. P. G. Mission and was one of the foremost institutions in the Delhi Province. It was brought under Muslim management in 1928-29. The name of the institution, however, was retained because of past associations and traditions.

The statement further shows that Mohammadan institutions provide ample facilities for Secondary education which represent 54 per cent. of the total enrolment of Muslim schools. The responsibility of primary education mostly devolves on the local bodies. Facilities for girls are comparatively limited and the Muslim girls' schools represent only 3.1 of the total number of scholars in Muslim schools.

Teachers employed in institutions maintained by Muslims.

Institutions.	Trained teachers.	Untrained teachers.	Total.
High Schools	68	5	73
Middle Schools	15	2	17
Primary Schools—			
Boys	33	12	45
Girls	3	2	5
Total	119	21	140

The number of teachers employed in Muslim schools is 140 of which 119 or 85 per cent. are trained and 21 or 15 per cent. are untrained. Of the latter seven are working in secondary schools but they are Pandits or Moulvis for whom no training arrangements exist and who are considered as approved teachers by the Department. This brings down the percentage of untrained teachers to 10 most of whom are in primary schools.

Percentage of Muslim scholars at different stages of instruction.

Scholars in	1931-32.		1936-37.	
	Muslims	All other communities.	Muslims.	All other communities.
College stage	16	84	17	83
High stage	22·3	77·7	24	76
Middle stage	26·1	73·9	24	76
Primary stage	31·8	68·2	30	70
Special schools	29	71	30	70
Unrecognised schools ..	48	52	64	36
Total	30	70	32	68

The table shows the relative position of Muslim scholars in all institutions, to the scholars of all other communities taken together. In spite of the handicaps incumbent upon a period of consolidation the percentage of the quinquennium under review shows an increase of 2 on the percentage of the previous quinquennium. It indicates that the Muslim community is becoming more and more alive to the need and advantages of secular education.

Other percentages.

Percentage of Muslim scholars in Muslim institutions to the total No. of Muslim scholars in all institutions.	Percentage of Muslim scholars to Muslim population.	Percentage of scholars of all communities to total population.	Percentage of Muslim increase to total increase in enrolment.
27·7	7·7	8·1	37

The table shows that institutions other than Muslim are responsible for the education of 72·3 of Mohammadan scholars. The percentage of Muslim scholars to the Mohammadan population of the province is 7·7

while the percentage of scholars of all other communities to their total population comes to 8.3.

Expenditure on institutions maintained by Muslims.

Institutions.	Government funds.			Local body funds.			Fees.			Other sources.			Total		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Colleges	14,220	0	0	..	..	..	27,168	0	0	7,946	14	6	49,334	14	6
High schools ..	32,791	15	9	..	..	..	53,578	9	0	14,856	5	6	1,01,226	14	3
Middle schools*	762	0	0	1,570	13	0	3,377	13	6	2,037	15	3	7,748	0	9
Primary schools—															
Boys .. ..	..	..	..	10,834	10	3	..	..	..	8,010	13	6	18,845	7	9
Girls .. ..	..	..	..	897	0	0	..	..	..	2,454	0	0	3,351	0	0
Total for 1936-37 ..	47,773	15	9	13,302	7	3	84,124	6	6	35,306	0	9	1,80,596	14	3
1931-32	66,303	0	3	17,719	0	0	58,003	0	0	53,066	0	0	1,95,091	0	0
Increase or decrease	-18,529	0	3	-4,416	8	9	+26,121	6	6	-17,579	15	3	-14,534	1	9

* Includes expenditure on primary department attached to it.

There has been a decrease of Rs. 14,584-1-9 or 8 per cent. as compared with the total expenditure during the previous quinquennium. This is due to the closing down of such Muslim institutions as had sprung up in the days of educational expansion but later on were found uneconomical and unnecessary. The remarkable increase of Rs. 26,121-6-6 in fees is most satisfactory as it argues a corresponding increase in the number of scholars in the secondary department. Government contribution has also been decreased by Rs. 18,529-0-3 which is due first to the closing down of one high school and two middle schools and secondly to the cut of 10 per cent. applied to grant payable to secondary schools because of financial stringency.

The decrease of Rs. 4,416-8-9 in the amount payable as grants to primary schools by the local bodies and of Rs. 17,579-15-3 in other sources is due to the weeding out of uneconomical and inefficient primary and elementary schools.

Muslim education in rural area.

i.—*Teachers and scholars in institutions maintained by Muslims in rural area.*

Institutions.	Scholars.		Total.	Teachers.		Total.
	Muslims.	Others.		Muslims.	Others.	
primary schools ..	183	7	190	5	3	8

II.—Expenditure.

Institutions.	Government funds.	District Board funds.	Fees.	Other sources.	Total.
3 primary schools	1,749-3-0	.. ..	1,169-4-0	2,918-7-0

Muslim institutions do not provide facilities for secondary education in the rural area as they do in the city. Absence of necessary environment for Anglo-Vernacular education, unattractiveness and apparent uselessness of such education, unemployment of the educated and extreme poverty and scattered population in the rural area are some of the causes that are responsible for the absence of Muslim enterprise in the field of secondary education. There are, however, several schools, maintained by local bodies or by other communities for the education of scholars whose parents are keen on the education of their children.

Education of Jains.

The percentage of Jain population (5,345) to the total population of the Delhi province is .83. A commercial community as the Jains are by tradition, they are fully conscious of the advantages of education. The percentage of Jain scholars to Jain population is 28 per cent. which is by far the highest percentage among all the communities in the province of Delhi.

Jain institutions and scholars reading in them.

Kind of institutions.	1931-32.		1936-37.		Others.	Increase or decrease.		Percentage of Jain scholars to total scholars in Jain schools.
	No. of institutions.	No. of Jain scholars.	No. of institutions.	No. of Jain scholars.		Institutions.	Jain scholars.	
High	2	..	2	116	382	..	..	5%
Middle	2	..	3	277	525	1	..	12%
Primary	5	..	5	413	590	..	..	17%
Total	9	546	10	806	1,497	1	260	34%

Out of the 5 primary schools maintained by the Jains 3 are for boys and 2 for girls. One lower middle school was raised to an upper middle school and one primary school was raised to the middle standard during the quinquennium under review.

The ten Jain institutions provide facilities for 2,303 scholars of which 806 or 34 per cent. are Jains. 66 per cent. of scholars on roll belong to other communities. The number of Jains in their own institu-

tions has increased by 260 students. Fifty-three per cent. of the Jain scholars receiving education in all kinds of institutions are enrolled in their own institutions which though primarily intended for the Jain community, provide educational facilities to 1,494 scholars belonging to other communities.

Jain scholars in all kinds of institutions.

Department of institution.	1931-32.		1936-37.		Increase or decrease.		Total increase or decrease.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Colleges	65	2	74	..	+9	-2	+7
High Department ..	93	2	108	2	+15	..	+15
Middle Department..	216	7	296	5	+80	-22	+78
Primary Department	431	197	464	380	+33	+183	+216
Special schools ..	14	120*	54*	115*	40*	-5	+35
Total ..	819	328	996	502	+177	+174	+351

* 120 scholars in unrecognised schools.

41 scholars in unrecognised schools.

115 scholars in unrecognised schools.

The number of Jain students under education is 1,498. Girls represent only 33 per cent. of the total number of scholars although the population of females is approximately equal to that of males. Female education, therefore, is not in line with that of males. It is not, however, backward in any way in comparison with other communities. The number of Jain scholars has increased by 351 as compared with the figures of the previous quinquennium. The rise is equally shared by boys and girls which implies that during the quinquennium under review more stress was laid on the education of girls by the community.

There are 156 Jain students receiving instruction in unrecognised schools. The education of these children is in all likelihood of a commercial type.

Teachers employed in Jain institutions.

Institutions.					Teachers.		
					Trained.	Untrained.	Total.
High	..	..	..	..	21	5	26
Middle	..	..	..	..	23	10	33
Primary	..	..	..	..	20	7	27
Total				..	64	22	86

The number of untrained teachers represents 25 per cent. of the total number of teachers employed in Jain schools. This is not very creditable to the managing bodies of the community. But this is common to all denominational concerns.

Expenditure on Jain institutions.

Institutions.	Government funds.		Local body funds.		Fees.		Other Sources.		Total.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
High Schools ..	7,864	0 0	..		14,958	12 0	4,167	1 0	26,989	13 0
Middle Schools ..	3,903	0 0	2,412	9 0	6,890	9 6	3,844	0 3	17,050	2 9
Primary Schools—*										
Boys ..	..		1,561	7 0	..		6,010	2 6	7,571	9 6
Girls ..	..		3,166	0 0	..		6,762	0 0	9,928	0 0
1936-37 total ..	11,767	0 0	7,140	0 0	21,849	5 6	20,783	3 9	61,539	9 3
1931-32 total ..	11,722	8 0	7,502	4 0	11,722	8 0	15,942	12 0	46,890	0 0
Increase or decrease	+44	8 0	—362	4 0	+10,126	13 6	+4,840	7 9	+ 14,649	9 3

* Middle schools have primary departments attached to them.

Total expenditure on institutions maintained by the Jain community shows an increase of Rs. 14,649-9-3 in 1936-37 on the figures of 1931-32—the last year of the previous quinquennium. The increase in expenditure is mainly borne by Fees and partly by "Other Sources". This testifies to a considerable amount of private effort.

Education of Indian Christians.

Year.	No. of Indian Christian scholars in all institutions.	Percentage of Indian Christian population to total population.	Percentage of Indian Christian scholars to total scholars.	Percentage of Indian Christian scholars to Christian population.	Percentage of total scholars to total population.
1936-37 ..	1,505	1.8	2.9	12.8	8.1

The number of Indian Christian scholars in all kinds of institutions is 1,505 and it is 1.8 per cent. of the Indian Christian population which according to the Census of 1931 was 11,673. The percentage of Indian Christian scholars to the total number of scholars is 2.9 which is greater by 1.1 per cent. than the percentage of Christian population to the total population of the province of Delhi. The statement also shows that 12.8 per cent. of the children of Indian Christian community are under

instruction. This exceeds by 1.8 the percentage of children of school going age which comes to 11 per cent. according to the formula laid down by Mr. Littlehailes.

Total number of Indian Christian scholars in all kinds of institutions and in Christian institutions.

Departments of institution.	Christian scholars in institutions of all kinds.			Christian scholars in Christian institutions.			Other students in Xian institutions.	Indian Christian in other institutions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
College	31	5	36	28	2	30	350	6
High	55	41	96	35	38	73	76	23
Middle	141	176	317	127	90	317	269	100
Primary	482	452	934	305	201	506	668	428
*Special	11	111	122	..	..	..	..	122
Total	720	785	1,505	495	331	826	1,363	679

* Includes vocational, industrial, commercial and unrecognised institutions.

There are 19 institutions maintained by European and American Missions that provide educational facilities for Indian Christians. With the solitary exception of one high school, these institutions are run on co-educational lines. The total number of Indian Christians receiving education in these institutions represents nearly 50 per cent. of the total number of Indian Christians under instruction in all kinds of institutions in the province of Delhi. Six hundred and seventy-nine Indian Christian scholars receive education in public schools and denominational institutions maintained by other communities. Girls' education is running side by side with that of boys. There were 720 boys and 785 girls under instruction on the 31st of March, 1937.

Excluding the college staff who are all highly qualified, the school staff consists of 87 trained and 15 untrained teachers. The following statement gives the details :—

Indian Christian Institutions.

Kind of institutions.	No. of institutions.	Teachers.		Total.
		Trained.	Untrained.	
College	1	..	..	..
High	4	58	2	60
Middle	2	18	6	24
Primary	12	14	11	25
Total	19	90	19	109

Expenditure on Christian Institutions.

Institutions.	Government funds.		Local body funds.		Fees.		Other Sources.		Total.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
Colleges	30,005	0 0	..	..	67,384	0 0	26,026	0 0	1,23,415	0 0
High schools ..	30,883	4 0	798	0 0	14,616	4 6	42,998	5 11	89,295	14 5
Middle schools ..	7,550	0 0	..	..	9,348	0 0	6,321	1 3	23,210	1 3
Primary schools ..	..	..	4,448	6 11	..	..	9,551	7 9	13,999	14 8
Total ..	68,438	4 0	5,246	6 11	91,348	4 6	84,887	14 11	2,49,920	14 4

Government contributes 27 per cent. and the local body 2 per cent. of the total expenditure on Christian institutions which amounts to 2,49,920-14-4. Fees are responsible for 37 per cent. and Missions fund for 34 per cent.

Mission schools are doing useful work particularly in the rural areas. They are seven in number and provide facilities for 86 Christians and 114 others who mostly belong to the depressed classes. The money expended on these institutions amounts to 5,202-12-0. Of this 1,991-8-0 is met by the local body and 3,211-4-0 by "Other Sources".

The Depressed Classes.

Formerly the children of the depressed classes were either not permitted to attend the common schools or were allowed to sit in the verandah or outside and received little or no attention from the teacher. The caste prejudices are, however, rapidly weakening and the depressed class children are now finding a place in all institutions. Consequently no schools are now designated as 'Depressed class schools' in the Delhi Province.

Scholars of the depressed classes in all kinds of institutions.

Institutions.	1931-32.			1936-37.			Increase or decrease.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Colleges	1	..	1	3	..	3	+2
High schools ..	20	..	20	8	..	8	-12
Middle schools ..	135	1	136	131	..	131	-4
Primary schools ..	2,206	491	2,697	1,785	315	2,100	-597
Special schools ..	3	..	3	52	36	88	+85
Unrecognised schools	53	40	93	44	..	44	-49
Total ..	2,418	532	2,950	2,023	352	2,375	-575

The number of depressed class children has declined. In 1937 it was 2,375 as against 2,905 in 1932. The decrease is explained by the growing unwillingness on the part of parents as well as school teachers to return children as belonging to castes coming under the unhappy designation of the 'Depressed classes'. Economic depression is also responsible to some extent for the decrease which is 19 per cent. on the figures of the previous quinquennium.

Another difficulty is the provision of teachers belonging to the depressed classes. The reduction in number may also be attributed to some extent to want of sympathy on the part of teachers with the backward classes. The facilities afforded by the Department and by different Missions have been chiefly instrumental in creating a desire for education among the depressed classes. Scholars who pass the Vernacular Final Examination are taken into Government Training School, Najafgarh, and Training School for Women, Delhi, if they apply for admission. Five scholars from the depressed classes have been trained during the quinquennium under review.

Towards the close of the quinquennium under review there were three depressed class scholars who were receiving collegiate education as against one in the previous quinquennium. Girls are found in the primary classes only and are 352 in number, *i.e.*, 14 per cent. of the total depressed class scholars.

In the city the Municipal Committee, Delhi, have several schools located in depressed class areas. They have made an attempt at removing the disabilities of depressed class children by supplying to most of them reading and writing material. Compulsion otherwise in their case would have caused much hardship.

In the rural areas Missions are running 8 schools which provide special facilities for the children of the depressed classes. They offer free education to them and supply reading and writing material and in some cases, even clothes.

Education of the Sikhs.

The total number of Sikh scholars receiving education in all types of institutions is 989 which is 15 per cent. of the total Sikh population (6,437) in the Delhi province. Of the total number of scholars 288 or 29 per cent. are girls distributed over all stages of education.

The Sikhs maintain 2 Khalsa Primary schools (of which one was started during the quinquennium) for the depressed classes. The Khalsa Primary School, New Delhi, is being run as a co-education school. It has 59 boys and as many girls. The enrolment of the other school at Pahari Dhiraj is only 45. Both the schools have a total enrolment of 163 of whom 125 or 76 per cent. are Sikhs—59 girls and 66 boys. Both the schools are managed by Gurdwara Committees. Total expenditure on both these institutions is Rs. 3,405-8-0. Municipal grant amounts to Rs. 1,234-8-0 and the remaining Rs. 2,171 is met by 'Other Sources'.

Education of the Bengalis, the Madrasis and the Mahrattas.

Bengalis are maintaining three high schools—two in New Delhi and one in Delhi proper. These were necessitated by the linguistic difficulty of Bengali boys. The total number of scholars (exclusively Bengalis) in these schools on the 31st March, 1937, was 603. The Union Academy is a migratory school which moves up to Simla for the summer months. All the three institutions prepare students for the examination of the Board of Secondary Education, Delhi. Total expenditure on these schools in 1936-37 was Rs. 45,795-1-9. Government contributed to this Rs. 3,067 and the Municipal Board Rs. 824-10-0—this last was earned on account of the primary departments attached to either of these schools. Fees are responsible for Rs. 33,035-5-9. The remaining expenditure of Rs. 8,868-2-0 is met from 'Other Sources'. The Harcourt Butler High School with 467 scholars has a fair proportion of Bengali boys. Like the Union Academy this school is of a migratory character and prepares students for the Matriculation and School Leaving Certificate Examination of the Punjab University.

There is only one school maintained by the Madrasi Association in New Delhi for the education of the people of the South. The school is well staffed and well equipped and is accommodated in a wing of the elegant building erected by Government on the ridge, to form a centre of education, for New Delhi. It has an enrolment of 67 comprising 34 girls and 33 boys. The whole staff with the exception of the Hindi teacher naturally consists of Madrasis. They have also instituted a few scholarships for the encouragement of Madrasi boys. Total expenditure on this institution amounts to Rs. 3,193-9-6; Government contributes Rs. 650 and the local body Rs. 1,200. The remaining expenditure is met by fees.

The Mahrattas have a primary school of their own. The medium of instruction is of course Mahratti. The school provides facilities for the education of Mahratti children who otherwise would have been greatly handicapped because of different Vernaculars in ordinary schools. This school conforms to the standards required of primary schools in the Presidency of Bombay as these children generally return there. The school has an enrolment of 82 of which 42 are girls.

The school is well looked after by the Mahratti Association. Total expenditure on the institution is Rs. 1,096-8-0. To this Municipal funds contribute Rs. 590-6-0 and 'Other Sources' Rs. 506-2-0.

Education of the Defectives.

A school for the deaf and dumb, was started by a Committee formed under the auspices of the Delhi Provincial Council of Women on the 23rd of November, 1931. The school is called the "The Lady Noyce School for the Deaf and Dumb", after the name of its illustrious first President whose sympathy and keen interest above everything else brought the school into existence. The Delhi Association for the Deaf and Dumb was recently constituted and registered. It took over the management of the school on the 1st of December, 1936.

The progress of the school with regard to enrolment is indicated by the statement given below :—

Year.	Hindus.		Muslims.		Christians.		Sikhs.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1931-32	4	2	..	..	..	..	..	..	4	2
1932-33	4	2	1	..	..	..	..	..	5	2
1933-34	7	3	3	..	2	1	..	..	12	4
1934-35	8	3	3	..	3	1	..	..	14	4
1935-36	18	9	7	..	2	..	..	..	27	10
1936-37	24	8	9	..	1	1	2	1	36	10

The school began with only half a dozen scholars in 1931 and it is highly gratifying to note that it had as many as 46 deaf mutes (36 boys and 10 girls) on roll on the 31st of March, 1937. The representation of the four communities is rather disproportionate.

The teaching staff consists of a Principal and three assistants. The Principal and the second-master received special training for their work in the United States of America and Calcutta respectively. The school has been able to provide a well planned building of its own with accommodation for 60 pupils. The Government of India contributed Rs. 20,000 towards the erection of the new school building. It has extensive playgrounds, residential quarters for teachers and a boarding house with provision for 30 pupils. Only 18 pupils live in the hostel at present. Twenty-eight are day scholars.

The school is a co-education institution and is open to all communities. In addition to catering for the general education of the defectives it provides facilities for many useful remunerative vocations by introducing carpentry, tailoring, basket making, envelope making, drawing and painting. Sign and auricular methods are being tried.

The financial position of the school is assured. During the period from 1st December, 1936 to 31st March 1937 the total expenditure on the school and the boarding house was Rs. 5,016-12-0. The school has received Rs. 2,000 from Government and Rs. 1,200 from the Municipal Committee, New Delhi, as maintenance grants. Fees contributed Rs. 507.

Education of the Criminal tribes.

Under the Criminal Tribes Act, the Reclamation Colony at Qarol Bagh, Delhi, was established in April, 1935 to convert the settlers into

honest citizens and by the provision of education to reclaim the children of these unfortunate people from their hereditary occupation. The education and training to be imparted was to be such as would fit them for earning an honest living.

There are 46 scholars who are receiving the usual instruction in the Municipal Board school started in the colony towards the end of 1936. Not only should Compulsory education be introduced before long for their children but it is essential that suitable education in hand work be provided to help them to earn an honest livelihood after the termination of the school course.

There should also be some provision of a similar nature for the adults of these tribes. A Bureau of employment may be set up with a view to create facilities for work. Factories and mill-owners can, to a great extent, come to their rescue.

Reformatory School.

The Punjab Government has attached the Reformatory School to the Central Jail, Delhi. It is under a Superintendent and is inspected by the Punjab Inspecting Officers.

In addition to imparting genral education upto the Vernacular Final Test the school provides facilities for such useful occupations as carpentry, shoe-making, leather work, smith's work and agriculture. The school garden enclosed in the jail compound grows vegetables at a considerable profit and provides fodder for the cattle which are kept for milking and gardening purposes.

The school has a good scout troop recognised by the Boy Scouts Association, Delhi. The scouts generally win one or more trophies every year at the Scouts Competitions. A school band is also maintained.

The following statement shows, with other useful information, the number of juvenile offenders under instruction during the quinquennium :—

Year.	No. of students on roll.	No. of students traced.			Untraced.
		No. of students employed.	Reconvicted.	Dead.	
1932-33	131	21	1	} 5	34
1933-34	135	25	4		
1934-35	135	19	4		
1935-36	115	18	4		
1936-37	110	16	4		
Total ..	626	99	17	5	34

The fact that only 17 were reconviected out of a total of 626 is very gratifying. The number of those who have remained untraced is 34 only. This argues effective surveillance. The number of scholars who have secured employment is also satisfactory.

Expenditure.

Year.					No. of students on roll.	Total expenditure.	Cost per capita.
						Rs. A. P.	Rs. A. P.
1932	..	..	..	..	131	43,069 13 0	325 12 5
1933	..	..	..	..	135	46,103 7 0	341 9 3
1934	..	..	..	..	135	40,904 0 11	302 15 9
1935	..	..	..	..	115	43,888 12 1	381 10 3
1936	..	..	..	..	110	45,835 10 9	416 11 0
Total				..	626	219,801 11 9	1,771 10 8

Average expenditure per year during the quinquennium under review amounts to Rs. 43,960 and average cost per scholar to Rs. 354-5-4.

CHAPTER VIII.**PROFESSIONAL EDUCATION.****The Training of Teachers (Men and Women).****Training of Anglo-Vernacular Teachers.**

No local provision for the training of Anglo-Vernacular teachers exists in this province. Special arrangements have, however, been made by the local administration with the Punjab Government to get Delhi candidates trained at the training institutions of the Punjab. The arrangements are as follows:—

Two seats for Delhi candidates are reserved annually for admission to the B. T. or S. A. V. class at the Central Training College, Lahore.

One seat for a Delhi woman candidate is reserved annually for admission to the B. T. class at the Lady MacLagan Training College, Lahore, which was affiliated to the University of the Punjab in 1934-35. Formerly no separate arrangement for the training of female graduates existed in the Punjab. Such candidates as were desirous to get themselves trained had to join the Central Training College, Lahore. The result was that purdah girls could not avail themselves of the opportunity for training thus offered. This difficulty has now been removed by the institution of separate training classes for women at the Lady MacLagan Training College, Lahore.

Junior Anglo-Vernacular Training classes for male teachers were abolished in the Punjab in 1933 and the arrangement for the reservation of two seats for Delhi candidates for admission to that class naturally fell through. Similarly the reservation of two seats for Oriental Teachers' training class in the Central Training College, Lahore, came to an end with the abolition of these classes in that college.

The Education Department, Delhi, has also arranged with the Kinnaird Training Centre, Lahore for the admission of one woman candidate annually to the Junior Anglo-Vernacular class at that centre.

Three male candidates are sent every year to the C. T. class attached to the Ajmer Normal School.

In making selection for admission to the training classes due regard has always been paid to the interests of various communities and the agricultural classes. In this way the Department obtained training facilities for 12 male graduates, 8 undergraduates, 1 female graduate and 4 female undergraduates during the quinquennium under report. The following tables indicate the number of candidates com-

munity-wise, sent to different training institutions during the period under review :—

Candidates sent to the Central Training College, Lahore, for B. T. and S. A. V. classes.

Year.	Hindus.	Muslims.	Others.	Total.
1932-33	2		..	2
1933-34	1	1	..	2
1934-35	2	1	..	3
1935-36	1	1	1	3
1936-37	1	..	1	2

Female teachers sent to the Kinnaird Training Centre, Lahore.

Year.	Hindus.	Muslims.	Others.	Total.
1932-33	1	..	..	1
1933-34	1	1	2
1934-35
1935-36	1	1
1936-37

Candidates sent to the C. T. class, Normal School, Ajmer.

Year.	Hindus.	Muslims.	Others.	Total.
1932-33	2	..	..	2
1933-34	3	..	..	3
1934-35	3	..	..	3
1935-36	1	1	..	2
1936-37				

The C. T. class is analogous to the J. A. V. class which existed in the previous quinquennium in the Punjab and is ordinarily meant for undergraduates. Owing to extremely distressing conditions of unemployment even graduates have begun to seek admission to this class in recent years. Two out of 10 sent for training during the period under review were graduates.

The Delhi Administration pays the *per capita* cost for the training of graduates sent to the Central and the Lady MacLagan Training Colleges at Lahore. No provincial contribution is, however, made towards the training of female candidates at the Kinnaird Training Centre, Lahore. Similarly no cost for training is paid to the Ajmer-Merwara Administration for Delhi candidates sent to the C. T. class. The arrangement is that the Delhi Women Training School in return trains two to three girls from Ajmer every year. The total cost of training borne by the Delhi Administration amounted to Rs. 8,493-0-0 during the last five years.

The result of all this has been that the percentage of trained teachers in the Anglo-Vernacular schools of this province is steadily on the increase. In the case of high schools it has risen from 70 to 79 during the period under report. This percentage would be still higher if we exclude oriental teachers, facilities for whose training do not exist either in this province or in the Punjab. Special certificates are awarded to these teachers on the basis of two years' approved service provided they pass the Honours' Examination of the Oriental Faculty of the Punjab or an equivalent examination of some other university. In the case of Anglo-Vernacular middle schools the percentage of trained teachers has risen from 75 to 83.

In order to make an opening in the Delhi schools for trained teachers who have returned after the completion of their course in the Punjab or at Ajmer, the award of special certificates was carefully controlled during the quinquennium under report. But, the present state of affairs must continue for a long time. The number of teachers holding special certificates is as high as 70 and retirement is a very slow process of elimination.

TRAINING OF VERNACULAR TEACHERS.

The Government Normal School, Najafgarh.

The Normal School at Najafgarh was opened during the previous quinquennium and the two years' S. V. course was introduced in 1934. The S. V. pupil teachers sat for the examination for the first time in 1936 and 9 out of 10 were declared successful. Candidates are prepared for the Senior Vernacular and the Junior Vernacular Examinations of the Punjab Education Department and the institution turns out every year 30 J. V. teachers and every other year 10 S. V. teachers.

The staff consists of two whole time B. A., B. T.'s and one B. Sc. (Agr.), B. T. A drawing master, a drill master and Shastri for teaching Hindi, serve as part time teachers on an allowance of Rs. 10 p.m. each,

There has been no change in the procedure followed in selecting candidates for admission to the training school at Najafgarh except that the admission test has been made more stiff so that only suitable candidates may be selected for training. Selection is made according to merit with such reservations as have been placed on recruitment on the basis of communal representation and the needs of the urban and rural population. The claims of the agriculturists and the depressed classes receive due consideration. From the communal standpoint the principle observed is to allot seats to the Hindus, the Muslims and the Christians and others in the ratio 5 : 4 and 1. Vacancies are distributed proportionately among the other communities if the required number of candidates from one particular community is not forthcoming. The minimum academic qualification for admission to the school is the Vernacular or Anglo-Vernacular Middle, although in recent years a fairly large proportion of matriculates ranging between 50 and 60 per cent. have applied for and succeeded in securing admission to the school. This is all the more welcome because candidates possessing higher qualifications and a wider outlook, not only take greater interest in village life, but also tackle recent methods of instruction more successfully than teachers who have passed only the Vernacular Final Examination and are consequently much too narrow in their outlook. This has also served as a means of partially obviating the long standing criticism of Delhi people levelled against teachers trained at Najafgarh on the score of language. More often than not, it is argued, these teachers come from rural areas with a peculiar admixture of rural dialect in their speech and pollute the chastity of the language of their children of which they are traditionally very proud. A matriculate trained teacher is decidedly more urban in his intonation and vocabulary of the Vernacular than one who is brought up in purely rural surroundings.

To the general curriculum followed in Normal Schools the following additions were made in the syllabus during the quinquennium under review :—

Rural Science comprising Agriculture, Science and Rural Economy including Civics was introduced in the J. V. class in place of Nature Study.

The scheme of Science teaching in the S. V. class was re-organised so as to include something of cottage industries, like poultry keeping, farming, sericulture and lac production.

As regards teaching methods what is called the "Conglomerate Method"—a combination of the story, the look and say and the alphabetic methods is employed for teaching Reading. But it has been observed that the teacher when he has obtained employment in a school after the completion of his training, manages to forget all these methods and clings to the old conservative alphabetic method.

The Assignment system has been introduced in the teaching of various subjects. The success of this system depends considerably on good subject libraries which the institution does not possess. Still whatever books there are, were used to encourage a taste for reading. Special attention is paid to Caligraphy. Charts of Caligraphy, grades

of Caligraphy by classes and wall *takhtis* are chiefly used for improving the hand-writing of pupil teachers.

An agricultural farm was added to the school with the introduction of the two years' S. V. course in 1934. The object was two-fold—to teach practical agriculture and to create and foster a rural bias in the minds of teachers under training.

For purposes of 'practice of teaching' the classes of the local Anglo-Vernacular Middle School are made use of as there is no model school attached to the training institution. In addition, to this practice in term time the pupil teachers work in their own village schools during the summer vacation under the supervision of the headmasters of those schools.

The number of pupil teachers trained during the period under review is given below :—

—	1932-33.		1933-34.		1934-35.		1935-36.		1936-37.	
	S.V.	J.V.	S.V.	J.V.	S.V.	J.V.	S.V.	J.V.	S.V.	J.V.
No. appeared	10	29	9	29	..	31	10	31	..	31+4
No. passed ..	9	27	9	26	..	30	9	29	..	28+4

On an average the school has been turning out annually 35 trained pupil teachers. The result has been that the question of unemployment is becoming more and more acute every year. Although all the S. V. trained teachers have been provided for in or outside the province but there are many J. V. trained teachers who are out of employment and there does not appear to be much chance of their absorption in schools in the Delhi province for at least 5 or 6 years more. It would, therefore, be advisable to close down the training school as such for a number of years. To utilise the permanent staff of the school for useful work it is proposed to start Refresher courses for teachers who are already employed in schools but a good number of whom need such a course to brush up their knowledge and to keep in touch with modern methods of teaching. Three batches of 40 teachers each can undergo training within a year. But the scheme is dependent on the co-operation of local bodies concerned as they are the largest employers of Vernacular teachers.

Expenditure on the school year by year during the quinquennium was as follows :—

	Rs.
1932-33	.. .. 5,061.
1933-34	.. .. 8,166.
1934-35	.. .. 8,650.
1935-36	.. .. 9,020.
1936-37	.. .. 9,173.

Cost *per capita* in the year 1936-37 comes to Rs. 223-12-0 for the Delhi province while for British India it was Rs. 150-8-0 for the year 1934-35 and Rs. 141-2-0 in the Punjab for the year 1935-36.

Extra-mural activities carried on in the school during the period under review were many and varied. Physical training and games claimed a good deal of the attention of the staff. Pupil teachers made full use of the Refresher courses in Physical Training which were arranged for teachers in District Board schools in the years 1935-36 and 1936-37. The daily routine of games and morning and evening drill and exercises were carried on regularly. But experience goes to prove that when these pupil teachers get into service they make little use of what they are taught while under training and painfully disappoint their employers in this respect. Very few of them are able to manage a class in physical drill with success.

A series of lectures was delivered at Najafgarh by a Doctor on First Aid and the members of the staff as well as the pupil teachers took the examination in Hygiene, Sanitation and First Aid conducted by the St. John's Ambulance Association, Delhi Branch. The pupil teachers carried on rural uplift propaganda with the Delhi Health Week Committee and the Delhi Rural Uplift Board in Rural Health Exhibitions and Rural Industrial Exhibitions organised by those bodies at different centres in the province. The dramatic club of the school staged plays connected with Rural Reconstruction at two centres. Scouting continued to flourish as usual.

The school and hostel buildings are not only insufficient but unsuitable.

TRAINING OF WOMEN VERNACULAR TEACHERS.

The Government Training School for Women, Delhi.

This institution continues to do good work. It trains pupil teachers for the S. V. and the J. V. examinations of the Punjab Education Department. Its progress year by year during the period under review is indicated by the following table :—

Year.	Enrolment on 31st March.			No. sent up for the examinations.			No. passed.		
	S.V.	J.V.	Total.	S.V.	J.V.	Total.	S.V.	J.V.	Total.
1933-34 ..	42	41	83	20	17	37	17	12	29
1934-35 ..	38	40	78	22	14	36	18	9	27
1935-36 ..	38	28	66	22	25	47	17	17	34
1936-37 ..	23	41	64	22	13	35	17	11	28

The enrolment community-wise as it stood on the 31st of March each year is given in the table below :—

Year.	Europeans or Anglo-Indians.	Indian Christians.	Hindus.		Mus- lims.	Sikhs.	Jains.	Others	Total.	No. from rura area.
			High- caste.	Dep- ressed.						
1932-33	11	27	2	20	2	..	..	62	7
1933-34	14	36	2	28	2	1	..	83	9
1934-35	11	36	..	27	1	3	..	78	..
1935-36	10	28	..	24	1	3	..	66	..
1936-37	8	30	..	25	..	1	..	64	..

The rise in the enrolment of Muslim girls is gratifying and points to a distinct awakening in the community for girls' education. The absence of girls belonging to rural areas since the year 1934-35 is very discouraging as it must adversely affect the advance of girls education in rural areas where conditions even with regard to the general education of girls have already been shown to be deplorable. No girl from the depressed classes has been enrolled for training since 1934-35.

Expenditure on the school year by year during the quinquennium under report is indicated by the following table :—

				Rs.
1932-33	..	..	..	17,104
1933-34	..	..	..	16,113
1934-35	..	..	..	16,169
1935-36	..	..	..	16,170
1936-37	..	..	..	15,603

Cost *per capita* in the year 1936-37 comes to Rs. 243-13-0 as against 317-2-0 in the year 1931-32.

The minimum qualification for admission to the J. V. class was raised from the primary to the middle standard during the quinquennium under review and admission to the S. V. class was restricted to those who possessed permanent J. V. certificates. The number of stipends for the J. V. and the S. V. classes is 25 and 15 respectively. The value of such stipends is Rs. 10 p.m. each for the S. V. and Rs. 8 p.m. each for the J. V. class. The Assistant Superintendent of Female Education reports that as the demand for trained women teachers is still great pupils who pass from the training school find no difficulty in securing suitable employments.

EDUCATION IN LAW.

Education in Law has already been discussed in the Chapter on Collegiate Education. Only a passing reference, therefore, need be made to it here. The statement of enrolment and passes in the final years of Law during the quinquennium is given in the following table :—

Year.							No. appeared.	No. passed.
1931-32	..	..	..	..	..	..	48	33
1932-33	..	..	..	..	..	..	45	34
1933-34	..	..	..	..	..	..	75	64
1934-35	..	..	..	..	..	..	62	40
1935-36	..	..	..	..	..	..	93	59
1936-37	..	..	..	..	..	..	106	82

The percentage of passes in the final examination was 77 in 1936-37 against 69 in 1931-32. The enrolment community-wise as it stood on 31st March each year in both the classes of Law is given below :—

Year.	Europeans or Anglo- Indians.	Indian Chris- tians.	Hindus.		Mus- lims.	Sikhs.	Jains.	Others.	Total.
			High caste.	Depress- ed.					
1932-33	..	1	88	..	23	15	14	..	141
1933-34	..	1	98	..	31	16	15	..	161
1934-35	..	2	136	..	33	4	..	..	175
1935-36	..	2	141	..	31	10	..	..	184
1936-37	102	..	10	10	10	..	132

Not a single student from the depressed classes has ever availed himself of the opportunity of getting education in Law in the Delhi province.

The provision of a Law Hall in a small province like Delhi is of doubtful utility. True that Law graduates from Delhi have been allowed to practise in the Punjab, but the Bar in both provinces is already overcrowded and there is hardly any demand for more lawyers. The legal profession has come to be "the last refuge of a

graduate" because of unemployment. The injudicious rush, however, only makes the condition of those already in the profession worse without helping the new entrants.

MEDICAL EDUCATION.

There is no Medical College or school for males in the Delhi province but two seats are reserved annually for Delhi candidates in the Medical College, Lahore. Nominations are made by the Chief Commissioner on the recommendation of the University.

Lady Hardinge Medical College for Women.

This college is intended exclusively for women and prepares students for the M.B., B. S. Examination of the Punjab University. It is an aided institution and is controlled by a governing body of its own with which the Department is not concerned directly or indirectly though Government contribution towards its funds stands at 84 per cent. of the total expenditure. The college being the only institution in the country for the training of women for a university degree in Medicine, the enrolment represents almost every province of India. The number of students on roll community-wise is given below :—

Community.	1931-32.			1936-37.			Increase+ or decrease —
	F.Sc.	Medical.	Total.	F.Sc.	Medical.	Total.	
Europeans	5	12	17	1	18	19	+2
Hindus	14	34	48	23	50	73	+25
Muslims	7	9	16	8	15	23	+7
Sikhs	4	7	11	4	10	14	+3
Christians	6	20	26	7	23	30	+4
Parsis	1	2	3	..	3	3	=
Others	3	2	5	..	1	1	-4
Total	40	86	126	43	120	163	+37

It is satisfactory to note that the number of Muslim girls has risen from 16 in 1931-32 to 23 in 1936-37. No girl from the depressed classes has yet joined the college.

The following table indicates the representation of different provinces and states in the various classes of the college :—

Enrolment in the Lady Hardinge Medical College, New Delhi, province-wise in April 1937.

Year.	Assam.	Bengal	Bihar and Orissa.	Bombay & Sind.	S. Canara.	C. P.	U. P.	Delhi.	Madras.	N.-W. F. P.	Punjab.	Rajputana.	Kotah-Rajputana.	Hyderabad-Deccan.	Faridkot.	Patiala.	Gwalior.	Indore.	Dhar.	Jind.	Tonk.	Kashmere.	Mysore.	Travancore.	Total.
Ist Year Science ..	..	..	1	1	..	2	4	4	..	1	9	..	..	1	..	..	..	..	1	..	..	..	..	1	25
IInd Year Science ..	..	..	2	4	..	1	3	..	1	..	5	..	..	1	..	..	..	..	..	..	..	..	..	1	18
Ist Year Medical ..	..	..	1	4	..	2	3	5	..	2	5	..	..	..	..	..	..	..	..	..	..	1	..	..	24
IInd Year Medical ..	1	1	1	4	..	1	5	2	2	1	6	1	..	..	..	..	..	..	..	..	1	..	..	2	28
IIIrd Year Medical ..	..	..	4	2	..	2	4	1	..	2	9	..	1	..	..	2	..	..	..	..	..	..	..	..	27
IVth Year Medical ..	..	..	1	..	..	1	2	..	..	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	6
Vth Year Medical ..	..	..	..	2	..	..	1	2	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	1	9
Final Year ..	..	..	1	5	1	..	3	3	..	..	2	..	..	..	..	..	..	..	..	..	..	1	..	16	
Total ..	1	1	11	22	1	9	25	17	3	7	39	1	1	2	..	2	1	..	1	1	1	1	1	5	153

Examination results have all along been very encouraging. In the Final Examination for the M.B., B.S. degree one of the students of this college topped the list of successful candidates in 1936. In the Intermediate Science Examination (Medical Group) also one of the students secured the first place in the University in 1935. The following statement shows examination results for the year 1936-37 :—

Year.	F. Sc. Examination.		M.B., B.S. Final.	
	No. appeared.	No. passed.	No. appeared.	No. passed.
1931-32	19	12	17	8
1932-33	21	16	28	14
1933-34	22	19	24	10
1934-35	27	18	20	11
1935-36	23	21	22	14
1936-37	16	16	22	12

Excepting the interest on a small endowment fund, donations from a few Indian States and fees realised from students and patients, the college and hospital depend entirely upon a grant from the Government of India. Expenditure incurred year by year during the quinquennium under review is given in the following table :—

Year.	Government fund.	Local fund.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32	1,78,950	..	28,411	1,499	2,08,860
1932-33	1,53,528	..	30,949	1,149	1,85,626
1933-34	1,83,822	..	31,450	..	2,15,272
1934-35	1,70,334	..	33,485	..	2,03,819
1935-36	1,86,647	..	32,721	..	2,19,368
1936-37	1,92,095	..	35,316	..	2,27,411

Total expenditure on the academic side during the year 1936-37 was 2,27,411 as against 2,08,860 in 1931-32 towards which Government contributed 1,92,095 and 1,78,950 or 84 per cent. and 86 per cent. respectively. The cost of education in the college has decreased from Rs. 1,660 to Rs. 1,648 per scholar per annum.

In view of the all-India character of the institution, the governing body of the college appealed to Provincial Governments and Indian States in 1930 to pay on behalf of their students the average expenditure per student estimated at Rs. 1,954 per annum. While they have in most cases accepted the proposal in principle, they have expressed their inability to ask for reservation of seats on the ground of financial stringency. The Government of the Panjab and Bihar and Orissa have, however, asked for the reservation of 7 and 3 seats respectively for their students on payment of an annual contribution of Rs. 10,500 and Rs. 4,500 respectively.

Although the Enquiry Committee appointed by Government declared that no increase of income could be expected from the hospital and tuition fees, yet the governing body in their anxiety to explore all possibilities of income decided to recover charges for servants from occupants of the junior staff bungalows and to charge Rs. 5 p. m. as hostel fee from all new students of the college. These measures brought in eventually an annual revenue of Rs. 6,882. The Government also agreed to remit audit charges in the case of this institution and the Accountant-General, Central Revenues took up the audit of the accounts from the year 1932-33. The decision of the governing body to abolish the pre-medical Science course from the year 1932-33 was reversed when the Government of India on the recommendation of the Standing Finance Committee sanctioned an additional grant of Rs. 3,000 for the year 1932-33 and agreed to increase the grant-in-aid upto a maximum of Rs. 3,40,000. But the hopes held out by the Government of India with regard to the enhancement of grant-in-aid not having materialised the governing body have again reluctantly decided to abolish the F. Sc. class from the year 1937-38. This will be real hardship for Delhi girl students in general and for purdah girls in particular.

A seven years' course of instruction is provided—2 years for the Intermediate Science Examination (Medical Group) and 5 years for the M.B., B.S. degree of the Punjab University. The decision of the governing body to abolish the 2 years Intermediate Science Course from the year 1937-38 will cut down the course to 5 years. The college prepares candidates for the 1st, 2nd and 3rd Professional Examinations (the last began for the first time during the session 1932-33) and for the Final M.B., B.S. Examination in Medicine, Surgery, Midwifery, Gynæcology and Diseases of Eye, Ear, Nose and Throat. With the addition of the Bio-Chemistry Department during the quinquennium under review a long felt need has been supplied but the opening of a Pharmacology Department is yet a "consummation devoutly to be wished".

The college is cramped for quarters for senior and assistant members of the staff and for office and store accommodation. Class rooms and museum space could well be added to the present building if funds permitted.

It is gratifying to note that the governing body was able to sanction in January, 1935, a sum of Rs. 84,100 from the accumulated funds of the institution for the extension of the hostel. The work was completed in September, 1935 and the hostel can now accommodate without any overcrowding 148 students—the total strength of the college.

In the field of athletics the closing year of the quinquennium was a successful one. The college entered two hockey teams for the Dhupia

Challenge Cup. Many students took part in events connected with the olympic games held in Delhi last winter and one entered the open tennis tournament. The Rangers Company continues to do good work. The fund for the proposed swimming tank is increasing steadily and the college museum is becoming slowly and steadily a place of special interest.

The Lady Reading Training School for Health Visitors, Delhi.

The Lady Reading Health School, Delhi, founded in 1918, is a training institution for health visitors. It is not directly connected with the Education Department but the school is of all India fame in the branch of work for which it stands and, therefore, a few lines about the useful work done by it will not be out of place in this chapter.

The school is affiliated to the Maternity and Child Welfare Bureau of the Indian Red Cross Society with which is incorporated the Lady Chelmsford League. There is no denying the fact that the two most important needs of India in the field of Child Welfare are—"the properly trained and supervised midwives and the removal of ignorance on the part of mothers of the laws of hygiene and mistaken ideas of the care needed for young babies". The school "seeks to train workers who will meet both these needs by providing health visitors who will be able to train and supervise indigenous *dais* and who will be able to instruct mothers in hygiene and in the care of infants and children either by visiting in the homes or by the conduct of welfare clinics".

The course is intended for women who have a previous education to the Matriculation standard and a fluent knowledge of English. A candidate must not be less than 21 years of age at the time of admission. The course extends over 18 months commencing each year on the first of October. There are five terms as follows :—

1st term	..	..	October 1st to December 23rd.
2nd term	..	..	January 2nd to March 31st.
3rd term	..	..	April 15th to July 15th.
4th term	..	..	As first term.
5th term	..	..	As second term.

The courses are as follows :—

First term—

1. Anatomy and Physiology.
2. First Aid.
3. Home Nursing.

Second term—

4. Domestic Science.
 - (a) Household management.
 - (b) Cookery.
 - (c) Dietetics.
5. Mental Hygiene.
6. Economics of Social problems.
7. Antenatal work.

Third term—

8. Communicable Diseases.

4th & 5th terms—

9. Hygiene.

(a) Personal Hygiene.

(b) General Hygiene.

(c) Public Health Administration

(d) School Hygiene.

(e) Industrial Hygiene.

10. (a) Infant and Child Care.

(b) Organisation of Maternity and Child Welfare work.

11. Book keeping and record writing.

Tuition fee for the course is Rs. 100. Students are given free quarters light and water. They pay in advance a sum of about Rs. 22 for living expenses per mensem and have to reckon on a sum of about Rs. 10 p. m. to meet the expenses of washing, books, stationery and pocket money. A fee of Rs. 10 is payable by successful students for the Diploma.

Six stipends of the value of Rs. 20 p. m. each are granted each year to suitable candidates who are not able to meet the full cost of training.

Two practising centres are connected with the school the Ram Chand Lohia Centre and the Shidipura centre. A Maternity and Child Welfare centre bears the same relation to a health visitors' training school as a hospital does to a medical college. In each case the field for practical work is absolutely essential to the education of the students and the work must be carried on with the maximum efficiency. At the same time there is the practical dilemma of training students to work in an environment which is perfected beyond what they can expect to find elsewhere. The provision of two centres of different types, one located among those who are fortunate to be above poverty and the other among very poor people, has been a partial solution of this difficulty.

The school has a building of its own. It was erected in 1926, the cost being met chiefly from the funds placed at the disposal of the late Lady Reading after whom the school was named. It is a double storeyed building with a central hall which can be used for lectures for the general public.

Generally 12 students coming from different parts of India are enrolled when the session begins in October every year.

The Tibbia College, Delhi.

It is a residential institution run by a registered Board of Trustees and is neither recognised nor aided by the Education Department, Delhi. The college primarily provides for the teaching of indigenous Unani and Ayurvedic systems of medicine, supplemented by studies in surgery on the allopathic system of treatment. The unique feature of the college is that the treatment by indigenous system of medicine has been brought

on scientific lines with attempts to carry on scientific research, thus freeing these systems from the slough of theory or proposition in which they had been stuck from times immemorial. In a city like Delhi noted for its traditional conservatism, the presence of such an institution is no doubt a great boon as most of its inhabitants still have faith in these systems and prefer going to Hakims and Vaidis to visiting the exponents of the allopathic system.

A hospital consisting of three separate wards for patients under Unani, Ayurvedic and Allopathic treatment is attached to the college for practical training for the students. A dissection hall, a pathological laboratory and an operation theatre, all equipped with modern scientific apparatus, together with three charitable dispensaries, each allotted to a particular system of treatment, have also been provided for.

In addition to this a college for women students desirous of receiving education in these systems of medicine has lately been started as a part of the bigger institution. Arrangements for the training of midwives also exist in the college.

Roughly the full course of training for these systems of medicine in this college is analogous to an M.B., B.S. degree in allopathy.

The land on which the magnificent building of the college stands was acquired in 1916. The foundation stone of the main building which was constructed at a cost of Rs. 900,000 was laid by His Excellency Lord Hardinge.

The minimum age for admission to the college is 16 years for male candidates and 14 years for female candidates. The minimum educational qualification for admission to the college in the case of male candidates is either Proficiency Examination in Arabic or Sanskrit of the Panjab University or an equivalent examination of some other university, or the Matriculation examination of the Panjab or any other recognised university in India. In the case of females the minimum educational qualification required is that they should be able to read and write well.

An admission fee of Rs. 2 is charged at the time of admission. Tuition fee is charged at the rate of Rs. 2 per month.

The whole course is spread over four years with a special course for two years for qualified Vaidis or Hakims, who desire to get training on scientific lines.

The popularity of the college can very well be gauged by the study of the table of enrolment given below :—

Male scholars under instruction class-wise.

Year.	I	II	III	IV	Total.
1931-32 ..	101	42	52	61	256
1932-33 ..	123	71	49	31	274
1933-34 ..	165	99	69	43	376
1934-35 ..	178	110	91	68	447
1935-36 ..	169	129	98	71	467
1936-37 ..	140	135	121	85	481

The total increase of scholars by 225 to 481 in 1936-37 over the figures of 1931-32 is highly creditable.

The table below indicates the number of scholars on the Unani and Ayurvedic sides separately :—

Male scholars.

Year.	Unani.		Vedic.		Total.
	Arabic.	Urdu.	Sanskrit.	Hindi.	
1931-32 ..	51	125	23	57	256
1932-33 ..	44	137	26	67	274
1933-34 ..	48	183	40	105	376
1934-35 ..	62	208	37	140	447
1935-36 ..	60	210	33	164	467
1936-37 ..	64	219	42	156	481

The table below indicates the number of female scholars who received instruction year by year during the quinquennium under report.

Unani Side.

Year.	I	II	III	IV	Total.
1931-32 ..	13	9	10	4	36
1932-33 ..	9	13	11	10	43
1933-34 ..	12	6	10	9	37
1934-35 ..	18	8	5	10	41
1935-36 ..	10	11	17	4	42
1936-37 ..	10	8	12	14	44

Ayurvedic Side.

Year.	I	II	III	IV	Total.
1931-32 ..	4	..	1	1	6
1932-33 ..	3	4	..	..	7
1933-34 ..	3	2	3	..	8
1934-35 ..	3	2	2	2	9
1935-36 ..	2	3	3	3	11
1936-37 ..	11	1	3	..	15

No grants-in-aid from public funds are paid to this institution so far as Delhi is concerned. A sum of Rs. 3,000 per annum is, however, awarded to the Research Institute attached to the college by the Panjab Government. A grant of Rs. 6,000 sanctioned by the Delhi Municipality was stopped in 1933-34. The mainstay of the institution is the Hindustani Dawakhana, the sale proceeds of which Rs. 1,50,000 per annum—were dedicated to the institution by the Late Masihul Mulk Hakim Mohammad Ajmal Khan, the founder of the institution.

CHAPTER IX.

INDUSTRIAL AND COMMERCIAL EDUCATION.

INDUSTRIAL EDUCATION.

Government Industrial School, Delhi.

There is only one Industrial Middle school run by Government in the province. It was formerly under the management of the Municipal Committee, Delhi, and was provincialised in 1927. During the quinquennium under review the Municipal Committee made no contribution towards the maintenance of this school. The demand for education of a type suitable for the children of artizans is as great as ever. This institution, therefore, combining secular with vocational training provides for a widely felt need.

With its provincialisation the administrative control of the school was vested in the Superintendent of Education while on the Industrial side it continued to be inspected at regular intervals throughout the quinquennium by the Inspector of Industrial Schools, Punjab.

In 1933 the Government of India suggested the application of the Punjab Industrial Education Code *mutatis mutandis* to the Delhi province. While this was under consideration the scheme of Industrial schools was re-organised in the Punjab and the matter was postponed till the revised code could be published.

Under the re-organised scheme it is proposed to close down the primary departments attached to industrial schools. The question of abolishing the primary department of the Government Industrial School, Delhi, and raising the standard of the present institution to a high school is under the consideration of the department.

The Inspector of Industrial Schools, Panjab, at the time of his annual visit to the school on 5th June 1934, recommended that the primary department should be closed down. "Industrial Schools", he said, "were first opened with a view to spreading literacy amongst the artizan classes without divorcing them from their hereditary callings. Strictly the line of activity ceased to have any justification in fact from the moment when compulsory primary education came into force".

On the secular side, instruction upto a standard not far below that of the Vernacular Middle is imparted along with an elementary knowledge of English. In the primary department besides the 3 R.'s, object lessons, kindergarten and mass drawing are taught. With the fourth class begins elementary work in wood and metal. In the middle department side by side with secular instruction, carpentry and smithy form subjects of vocational training. Training in these subjects enables the boys to set up their own workshops or enter the service of contractors, furniture makers and others. The course leads to the Panjab Industrial Middle Examination for which pupils sit after eight years' study in the school.

Now-a-days tailoring has become very popular. It is a paying job and demand for expert cutters and tailors is likely to increase. Carpenters and smiths may not find much work to do but a tailor is never unemployed.

It would be a great help to artisans if tailoring classes were started in the school. These would be expensive no doubt but the assurance of remunerative employment for those so trained, would fully justify the expense. At present there is provision in only one school in Delhi for the teaching of this trade. Boys of tender age who are bound apprentices in tailors' shops take years to learn anything because of the selfishness of the employers who are reluctant to teach them very much lest they should leave their shop.

The number of scholars in this institution has gone down from 271 in 1931-32 to 259 in 1936-37 inspite of the fact that the school is situated in the Compulsory Primary Education area.

Wastage in the primary and middle departments.

Year.	1926-27.	1927-28.	1928-29.	1929-30.	1930-31.	1931-32.	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
I	91	80	98	118	98	74	79	77	79	77	80
II	38	37	32	35	41	50	28	36	36	29	36
III	35	29	29	35	36	38	34	26	30	31	35
IV	34	27	24	29	36	38	37	29	27	26	22
Wastage per cent ..	..	..	..	68·1%	55%	61·1%	68·6%	70%	63·5%	67·0%	71·4%
V	14	21	21	21	35	28	31	34	..	..	..
VI	13	13	14	20	12	26	17	23	..	..	..
VII	13	7	11	12	13	8	15	13	..	..	..
VIII	8	10	1	2	..	9	11	6	7	6	9
Wastage per cent. from I to VIII.	..	..	..	..	..	..	..	93	91·25	93·8	90·7
Wastage per cent. from V to VIII.	..	..	..	85·7	..	57·1	47·6	82·8	75	80·6	73·5

The table shows that wastage from the 1st to the 4th class during the quinquennium under review ranged between 55 per cent. and 70 per cent. The figures are alarmingly high.

Wastage from the 1st to VIII class has always been above 90 per cent. The figures though high represent the usual wastage so far as industrial education and social development work are concerned. In 1934 the Inspector of Industrial Education, Panjab, remarked in the log book :—

“ Of 91 boys recruited in 1927, apparently none have in fact attained VIII class in eight years and the 11 boys actually present have either remained as the result of failure of promotion from previous years or been recruited from primary or middle schools through the V class or the Special classes. The figures destroy *in toto* the theory that the primary classes of Industrial schools are valuable as recruiting grounds for the Industrial Department proper, and very seriously call in doubt the social value of an Industrial Middle School.”

The expenditure on the school year by year and the cost per scholar are indicated in the tables below :—

Year.	Scholars.	Expenditure.	Cost per capita.
			Rs. a. p.
1931-32	271	Rs. 16,324	60 4 0
1932-33	271	16,559	61 2 0
1933-34	266	18,116	68 2 0
1934-35	268	19,514	72 13 0
1935-36	255	21,141	82 14 0
1936-37	259	19,966	77 1 0

Average cost per scholar.

Years.	Total No. of scholars from 1932-33 to 1936-37.	Total expenditure during the quinquennium.	Sale proceeds during the quinquennium.	Net expenditure.	Cost per scholar.
		Rs.	Rs.	Rs.	Rs. a. p.
1932-33 to 1936-37 ..	1,319	95,296	4,446	90,850	68 14 0

Expenditure in 1936-37 increased by Rs. 3,642 as compared with the figures for 1931-32. The average cost per scholar has gone up from Rs. 60-4-0 in 1931-32 to Rs. 77-1-0 in 1936-37. Cost *per capita* is high because no tuition fee is charged from pupils in this institution. The entire cost of the school is met from Government funds.

Income from the sale of manufactured articles has not been regular and it is difficult to calculate the net cost per scholar year by year. Taking the sale proceeds during the quinquennium into account the annual cost per scholar on the average amounts to Rs. 68-14-0 during the quinquennium under report. The average cost per scholar in an ordinary Anglo-Vernacular Middle school was Rs. 24-8-0 in 1936-37.

Scholars community-wise.

Year.	Hindus.	Depressed classes.	Muslims.	Christians.	Others.	Total.
1931-32	77	3	184	4	3	271
1936-37	70	2	186	1	..	259
Increase or decrease ..	-7	-1	+2	-3	-3	-12

The representation of the communities is disproportionate. Muslim scholars naturally continue to predominate because the school is situated in the heart of the Muslim population. All communities except the Muslim show a decrease in enrolment on the figures of 1931-32.

Enquiries go to show that practically all boys who passed out of the school were able to earn wages ranging from one to three rupees a day and in some cases distinctly more. Thus a boy with vocational training earns a higher wage than an average matriculate who although trained at almost the same cost to Government finds it difficult to settle in life.

The school is housed in a rented building—an unsatisfactory arrangement on more than one account. The building is unsuitable for school purposes and the rent of Rs. 275 per mensem exclusive of all taxes (house-tax, water-tax, etc.), is very high. The Inspector of Industrial Schools, Punjab, remarked in 1934, “ If it is not possible to cut holes in the exterior walls exhaust fans should be provided ”.

The disposal of the articles prepared in Industrial schools has always been a problem. Most of the articles turned out by the pupils in the earlier stages are not saleable.

Articles prepared by the pupils of this institution were disposed of either by sale to casual visitors to the school or at exhibitions which were

held from time to time in and outside the province. Total sale proceeds during the quinquennium under review were as below :—

Years.	Amount of sale proceeds.		
	Rs.	A.	P.
1932-33	931	5	3
1933-34	1,952	7	6
1934-35	820	2	3
1935-36	301	7	9
1936-37	440	11	0
Total ..	4,446	1	9

The staff and the students do not get into touch with the dealers for the disposal of the better type of goods turned out by senior pupils and the tendency always is to allow such articles to accumulate. The stock takes a good deal of room in the buildings and rapidly deteriorates in value. It appears necessary, therefore, that pupils in industrial schools should be encouraged to get into touch with the market so that they may be able to dispose of the goods prepared by them and be also trained in the selling side of the business.

The Dhaka Rural School.

In connection with Industrial education mention should be made of some very interesting and useful experiments that have been made by Mrs. J. C. Chatterjee for giving to the rural children and the children of depressed classes an education with a distinctly vocational bias. The origin of one of these schools—the Dhaka Rural School—is interesting and gives useful food for reflection to those engaged in rural uplift work. In 1926 the Delhi Health and Baby Week Committee focussed attention on health work in villages, and a paid worker was engaged for the purpose. It was soon found out that the ills of the rural population formed a vicious circle of poverty and ignorance, one leading to the other ; one perpetuating the other. A fight against these ills, therefore, demanded a simultaneous attack on all fronts, and no scheme of rural uplift work, educational or otherwise could prove successful unless it took into account all the sides and needs of village life industrial, agricultural, physical and educational. A school with a curriculum designed to meet these requirements was, therefore, started in April 1928, under the shade of a tree in the village of Dhaka, about five miles beyond the new Imperial city. From the small beginnings the school has grown into a well established institution. There were 55 pupils on roll on the 31st of March, 1937. The chief aim of the institution is to develop Cottage Industries. As an incentive to good work and with a view to make provision for a small capital, industrial work turned out by pupils is valued at market rates and the price is credited to the account of individual pupils. The money so earned accumulates till a child leaves the school, and is paid over to the pupil as a help towards settling in life. Besides Cottage Industries, there exist in the school arrangements for training in agriculture,

poultry keeping and dairy work. There is also an adult department attached to the school in which village women are taught industries and are paid for the work done.

Sarswati Bhawan School at Daryaganj, Delhi, is another institution run almost on the same lines by Mrs. J. C. Chatterjee. It is meant for the children of depressed classes and besides the 3 R.'s children are given training in *Panna* work.

The St. Elizabeth Girls Industrial School, Delhi, is run by the S. P. G. Mission and imparts training in industrial subjects like needle work and embroidery. The number of pupils in these schools along with the expenditure is indicated in the following table :—

School.	No. on roll.	Total expenditure.	Ordinary grant from Government.	Industrial grant from local body.	Cost per head.
		Rs.	Rs.	Rs.	Rs. a. p.
St. Elizabeth Girls' School	69	3,796	1,687	..	55 0 0
Saraswati Bhawan, Daryaganj	39	1,477	..	765	37 14 0
Dhaka School	109	1,946	1,000	..	17 13 8

PRIVATE INDUSTRIAL INSTITUTES.

The Jain Industrial School, Daryaganj, Delhi.

This school was started on the 1st of June, 1936. It is run on industrial and technical lines by the Jain Orphanage Association. It is still unaided and unrecognised. The main subjects of study are :—

1. Electric wireman with carpentry and smithy.
2. Tailoring.

Students are prepared for the examinations of the Delhi Board of Competency. There are 16 scholars in the institution, 14 attend the Electric Wireman and Carpentry class and 2 the Tailoring class. The enrolment is represented by 12 Jains, 1 Indian Christian and 3 Hindus of high caste. Two of these belong to the rural area.

Total expenditure on the institution for the year 1936-37 amounted to Rs. 1,359-9-0. To this fees contributed Rs. 151-1-0 at the rate of Rs. 2 per boy p. m. and Other Sources Rs. 1,208-8-0. The institution spent Rs. 164-1-3 on the purchase of raw material. The sale proceeds of the manufactured articles brought only Rs. 121-3-0.

The institution arranged visits to Electric houses and power stations in the city to give practical and first hand knowledge of the subjects to the boys.

The average cost per scholar is indicated by the following table :—

Total expenditure.	Sale proceeds.	Net expenditure.	Total No. of scholars.	Average cost per scholar.
Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
1,359 9 0	121 3 0	1,238 6 0	16	77 6 0

The Narela Hailey Rifah-i-Am High School in the rural area provides training in Carpentry and Smithy. "Carpentry, gardening and handwork are taught to the children" in the Modern High School, New Delhi, "in order to train their hands together with their minds and emotions," and "in order to secure balance and comprehensiveness in the curriculum". Arrangements have been made in the United Christian High School, Delhi, for the teaching of "carpentry and hand work throughout the school, thus affording opportunities of stressing the dignity of labour and of discovering if a boy's bent lies in this direction rather than in that of purely mental study".

The Indian Technical Institute, New Delhi.

The Institute provides training in Civil, Mechanical, Electrical and Radio Engineering. Most of the courses cover examinations of the City and Guilds of London Institute, held under the supervision of the Secretary, Board of Secondary Education, Delhi. The staff of the Institute also under the guidance of the members of the Governing Body holds examinations and issues diplomas on the completion of each course to successful candidates.

Candidates who have passed the Matriculation and School Leaving Certificate or the High School Leaving Certificate or an equivalent examination, are eligible for admission. Preference is given to students with previous knowledge of Science and Drawing. Enrolment Fee is Rs. 20 which is charged at the time of admission. Rs. 15 per month for all courses are charged as tuition fee.

The number of scholars under training in the institution is given below :—

Year.	Civil Engineering classes.	Mechanical Technical and Radio classes.	Total.	Average attendance.
1931-32 ..	32	..	32	30
1936-37 ..	38	44	72	64

The representation of different communities is indicated by the following table :—

Year.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muslims.	Sikhs.	Jains.	Total.
			High caste.	Depressed.				
1931-32 .. ..	..	..	25	1	4	2	..	32
1936-37	1	4	44	2	16	3	2	72

Expenditure.

Year.	Tuition Fees.	Sale proceeds of publications.	Total.
1931-32	5,175	329	5,504
1936-37	13,160	860	14,020

In 1934, the institute was recommended for Government recognition and grant-in-aid by the Inspector of Industrial Schools, Punjab, but this question has been held over till the publication of an Industrial Educational Code for the Delhi province.

The success of the institution in the field of employment is depicted by the following statistical figures for the last 6 years.

Year.	No. of students turned out.	No. of students accommodated.
1931-32	28	22
1932-33	26	21
1933-34	33	27
1934-35	41	32
1935-36	52	42
1936-37	62	48

The Anglo-Arabic Technical Institute, Delhi.

The institute was founded in May 1933. It is being run by the Old Boys' Association of the school which is a registered body.

The institute imparts theoretical and practical education in Electrical Engineering. The course extends over two years—one year in the Junior class and one in the Senior class.

Scholars and average attendance.

Year.	Senior Electrical Engineering class.		Junior Electrical Engineering class.	
	On roll.	Average attendance.	On roll.	Average attendance.
1936-37 ..	4	4	15	15

Scholars community wise.

Classes.	Hindus.	Muslims.	Christians.	Others.	Total.
Senior and Junior ..	4	15	..	..	19

Expenditure.

Total expenditure for 1936.	Total No. of scholars.	Average cost per scholar.
Rs. 3,470	19	Rs. a. p. 182 10 0

Commercial Education.

Delhi is a great commercial centre. The demand of young men trained in type-writing and business methods is so great in offices and local firms that Matriculates, undergraduates and not a few graduates take to learning the above mentioned subjects. They do not attend regular schools or colleges but get their training in privately managed establishments and evening classes opened on the Egerton Road. There is a number of such establishment crowded together in the locality indicated above. This unorganised inefficient multiplicity of private enterprise is enough to impress on one's mind that there is a wide scope for educated unemployed young men in this sphere.

Classes in Commercial subjects preparing for the School Leaving Certificate Examination were attached to only one school—the local Government High School—in 1936-37 as against 8 high schools in 1931-32. The total number of pupils who appeared in the School Leaving Certificate Examination in 1936-37 was 19 against 340 in 1931-32. The closing down of the School Leaving Certificate classes in different schools was due partly to financial stringency and partly to the inefficiency of these classes, but it was mainly due to the change in the curriculum introduced by the Board of Secondary Education. Students were reluctant to prepare for and pass in 5 subjects instead of 3 as in the previous quinquennium and yet be debarred from University education.

In 1926 the Panjab Government appointed a Committee to consider the question of clerical and commercial education in the Punjab. Mr. A. Yusuf Ali a member of the Committee remarked :—

“ The numbers have been gradually falling off, because (i) the course leads to nothing, (ii) most students at this stage have not made up their mind as to the calling they will adopt in life and (iii) only the dullest students join, as they think there is less work in it and to secure a pass in the examination is easier.” These remarks are as true today as they were 11 years ago. Moreover, the students at the pre-Matric stage do not know enough English to do justice either to Shorthand or Type-writing. The text books are in English and are such as were written with reference to English and not Indian conditions.

Some high schools have made arrangements to give a commercial bias to the scheme of studies. The Commercial High School, Charkhewalan, Delhi and the Jain Commercial Anglo-Vernacular Middle School, Kucha Seth, have included Sarafi and Mahajani as alternative optional subjects. They train their pupils to carry on their business in accordance with the methods of Indian accountancy.

The Government Commercial Institute.

The institute came into existence in 1927 as an experimental measure in connection with the five year programme of educational expansion. It was previously known as the Government Commercial and Advanced Clerical classes, Delhi and was attached to the Government High School, Delhi. It was under the direct supervision of the Headmaster, Government High School. But since 1929-30 these classes have formed a separate unit.

The object of the institute is two-fold—to provide training for commercial careers and to train clerks for Government and Mercantile offices. It is an institution for higher commercial and clerical training in which the vocational element predominates.

In addition to teaching business English Précis writing and Applied Arithmetic, the institute imparts training in Shorthand, Type-writing and Accountancy.

Besides the Headmaster there are three assistant teachers. All of them are B. Com's.

Scholars community wise.

Year.	Hindus.	Muslims.	Depressed classes.	Christians.	Others.	Total.
1931-32	27	9	..	..	4	40
1932-33	43	3	..	..	4	50
1933-34	46	3	..	..	3	52
1934-35	48	4	..	..	2	54
1935-36	56	4	..	..	3	63
1936-37	58	3	..	..	4	65

Expenditure.

Year.	Total expenditure.	No. of boys on roll.	Cost per capita.
	Rs.		Rs. a. p.
1931-32	9,932	40	248 4 9
1936-37	10,700	65	164 10 0
Increase or decrease	+768	+25	-83 10 9

An advisory Committee of Employers has been constituted to inspect the institute from time to time and to advise the Government in the matter of fixing the curricula of these classes. The Superintendent of Education is the *ex-officio* Chairman of the Committee.

The Commercial College, Delhi.

This is the only college in the Delhi Province which imparts instruction in Commerce upto the degree standard. The college was recognised as a constituent Intermediate college of the Delhi University in 1926 authorised to teach English, Economics and Commerce as compulsory subjects. In 1932 it was recognised as a Degree college authorised to teach English and Commerce (Higher Accountancy or Banking group) with Economics, Mathematics or History as

the third subject. The college has been catering to the growing demand for commercial education.

Year.	Scholars.		Results per cent.	
	Intermediate.	B. Commerce.	Intermediate.	B. Commerce.
1931-32	80	..	44·4	..
1932-33	91	20	58·3	..
1933-34	90	51	75·0	81·5
1934-35	85	68	58·0	68·7
1935-36	109	63	52·4	69·4

The table shows that the number of scholars in both the classes has been on the increase year by year. The percentage of results in both the classes deteriorated during the last two years of the quinquennium.

Expenditure.

Year.	Scholars.	Total expenditure.	Cost per scholar.	Government grant.
		Rs.	Rs. a. p.	Rs.
1931-32	80	16,524	206 10 0	4,612
1932-33	111	21,400	192 12 7	..
1933-34	141	26,700	189 5 9	6,782
1934-35	153	30,046	196 6 0	4,195
1935-36	172	33,103	192 7 0	4,058
1936-37	190	30,886	162 9 0	4,034

The college maintains a separate platoon of the University Training Corps with 45 students as cadets. Swimming and boating clubs were started during the year 1936-37. The College Rovers' crew is composed of 20 students, two of whom have qualified themselves as Scout Master.

Agricultural Education.

There are no special agricultural schools or colleges in the province but agriculture has been a compulsory subject in the Vernacular Middle School, Palam and the Government Normal School, Najafgarh, ever since the Education Department of the Punjab introduced rural science as

a compulsory subject in the Vernacular Final Examination. It has also been introduced as an optional subject in the following high schools :--

1. Ramjas High School, Anand Parbat.
2. Jat High School, Kheragarhi.
3. Hailey Rifah-i-Am High School, Narela.

There is a farm of 7 acres attached to the Ramjas High School, Anand Parbat and 79 boys have taken up Agriculture as an optional subject. The school is situated on a hillock near Sarai Rohilla Khan. The majority of the boys attending this school belong to the rural area.

Jat High School, Kheragarhi and Hailey Rifah-i-Am High School, Narela also maintain small agricultural farms. In the former agriculture though an optional subject has been taken up by all boys of the Secondary Department. In the Narela School, however, conditions are different. The farm at Narela is a very small one. The management wished to acquire a big piece of land but the owner did not consent to part with it.

Government Normal School, Najafgarh.

There is a small farm of 4 acres attached to the Normal School, Najafgarh. Agriculture is a compulsory subject in both the Junior and the Senior Vernacular classes and a trained graduate in Agriculture is on the staff of the school. He has been given an assistant to look after the farm. The cost of maintaining the farm is given below :—

Year.	Total expenditure.	Sale proceeds.	Net expenditure.	No. of boys.	Cost per capita.
1931-32 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..
1932-33 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..
1933-34 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..
1934-35	441 13 6	40 0 9	401 12 9	41	9 12 9
1935-36	406 15 3	67 10 9	339 4 6	41	8 4 4
1936-37	417 4 3	79 9 0	337 11 3	39	8 10 6

District Board Vernacular Middle School, Palam.

Rural Science comprising Agriculture and Elementary Science was introduced as a compulsory subject in the Vernacular Final Examination by the Punjab Education Department in 1935. Option has, however, been given to take up two other subjects in place of Agriculture if suitable arrangements do not exist in a school for the teaching of the subject. For paucity of funds the District Board has been able to maintain only one farm at Palam, the only school in the province where agriculture is being taught efficiently, in theory as well as in practice.

The school is under a trained Senior Vernacular teacher who is also the Agriculture Teacher. The farm has justified its existence by the fact that the crops of the farm have served as demonstrations for farmers who have begun to sow tobacco, pepper, green fodder and other lucrative things in the fields. The farm comprises 6 acres with a well on it.

The cost of maintaining the farm, excluding the allowance of the Agricultural Teacher and the pay of the menials employed, is indicated by the table given below :—

Year.	Total expenditure.	Income from sale proceeds.	Profit or loss.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
1932-33	307 5 0	253 5 3	—53 15 9
1933-34	160 3 9	245 11 6	+85 7 9
1934-35	186 4 0	330 5 3	+144 1 3
1935-36	160 1 0	136 11 9	+26 10 3
1936-37	113 13 0	182 10 0	+68 13 0

Although the farm is maintained chiefly for the purpose of demonstration it has shown fairly satisfactory savings. The apathy of the non-agricultural communities was not so marked during the quinquennium, as it was in the previous quinquennium. The non-agriculturists being comparatively well off send their children for Anglo-Vernacular education. The school has been attracting zamindar boys from the farthest corner of the province.

Besides the direct teaching of agriculture in Palam school, almost every District Board school, where the compound permits and water is available, carried on agriculture in the form of gardening. Specimens of good seeds of wheat, barley, gram, etc., were sown in many schools. It is gratifying to note that school boys and villagers have shown great keenness in taking away flower seeds and seedlings and planting them in their own houses

The Aeronautical Training Centre of India.

The Aeronautical Training Centre of India—an unaided and unrecognised institution—provides in India facilities for a complete and comprehensive training for those who aspire to careers in aeronautical as well as in other branches of engineering.

The object of the centre is two-fold—to bring an aeronautical career within the grasp of many who were previously unable to attain their ambition and to impart to the students a complete and uninterrupted training in familiar environments and under conditions with which they will have to contend in their future careers.

The instruction given at the Centre is based upon the present day demand for practical efficiency coupled with the necessary practical

knowledge, instead of a system of mere academic attainment which has little commercial value. Cadets at the Centre receive practical and technical training concurrently so that they are enabled to master both sides of the subject at one and the same time. The Centre has an up-to-date and properly equipped workshop and provides facilities for efficient overhaul, repair and maintenance of aircraft and aero-engines. These facilities are offered to aircraft users throughout India.

Only a limited number of cadets are enrolled. Applicants for admission must satisfy the management that "they have had a good standard of education". Those who have previous experience in aeronautics or who hold a degree in Engineering or Science are given preference. The A. T. C. I. reserve the right to submit any applicant to an entrance examination if considered necessary. There is no maximum age limit. The applicant should be at least 19 years of age. Applicants may be admitted at any time according to vacancies. Time for admission to short courses depends on the training required.

The full course of the A. T. C. I. extends over four years. Shorter courses are arranged to suit individual requirements. Training has been provided for in the following subjects :—

General Engineering, Drawing and Design, Aircraft and Aero Engine Engineering, Air Pilotage, Practical Flying Instruction, Ground Instruction, Wireless, Navigation and Meteorology.

At present there are 80 cadets under training at the Centre. Very recently five cadets qualified themselves for Pilot Licence, 3 for that of the Engineers' and four for Wireless Operators'. All of them have found employment.

The cost of training per cadet for the various licences is as follows :—

	Rs.
1. Ground Engineers' Licence in all categories ..	10,250
2. Commercial Pilots' licence	12,125
3. Wireless Operator's licence	2,626

The Centre is managed by a Board of 20 governors including the Chairman—the Right Hon'ble the Earl of Ronaldshay.

CHAPTER X.

MISCELLANEOUS.

Population of school-going age.

According to the census of 1931 the school-going age population in the province of Delhi comes to 10.67 in the case of males, 12.8 in the case of females and 11.34 on the total. The following formulæ for the calculation of the population of school-going age were laid down by the Educational Commissioner with the Govt. of India in the All-India Quinquennial Review on Education for the years 1922-27 and the Primary Education Committee Report of 1929 :—

Delhi Province.	Total population.	Population between 10—15 years of age.	Population between 10—15 years of age.	4/5th of the population between 5—10 years.	1/5th of the population between 10—15 years.	Approximate population between 6—11 years.	percentage.
Males ..	369,497	39,366	39,683	31,492	7,936	39,428	10.67
Females .	266,749	33,063	31,374	26,450	6,275	32,725	12.28
Total ..	636,246	72,429	71,057	57,943	14,211	72,154	11.34

Age of admission to schools.

A comparison of table X of the General Educational Tables 1936-37 with that of 1931-32 reveals certain interesting features. The tendency to send children to school before they attain the age of 5 is noticeable in both the quinquenniums. The number of such pupils was 77 in the year 1936-37 as against 78 in 1931-32. Besides, the number of scholars below ten years of age in the middle department (which may be considered an early age for that department) stands at 463 in 1936-37 against 246 in 1931-32. Similarly the number of pupils in the high classes below the age of 14 and at the college stage below the age of 16 was 293 and 139 respectively in the years 1936-37 against 137 and 160 in 1931-32. It shows that since most of the competitive tests for public services prescribe an age limit for admission to these examinations, the anxiety on the part of parents to get their children through University education as early as possible is growing every year. The number of overage boys in the primary classes stood at 4,895 in 1936-37 against 5,814 in 1931-32. In the secondary department these figures come to 3,305 and 4,097 respectively. This tendency of sending overage boys to school leads to wastage and affects adversely the unemployment problem. It was, however, on the decline in the quinquennium under review.

The following table indicates the number of overage and under-age scholars in such department in recognised institutions :—

Delhi Province.	Primary stage I to IV.			Middle stage V to VIII.			High Stage IX to X.			College Stage.	
	Under-age below 5 years.	Scholars of proper age.	Over-age between 11—20.	Under-age below 10 years.	Proper age between 10—14.	Over-age beyond 14 years.	Under-age below 14 years.	Proper age between 14—16.	Over age beyond 16 years.	Under-age below 16 years.	Proper age.
1936-37 ..	77	26,295	4,895	463	6,298	3,307	293	1,057	1,604	139	1,901
1931-32 ..	78	24,595	5,814	246	4,367	2,851	137	639	1,549	160	1,665
Increase or decrease	—1	+1,700	—919	+217	+1931	+456	+156	+418	+55	—21	+236

The most interesting feature of the table in the closing year of either quinquennium is, that a marked rise in the number of scholars continues from the age of 5 to 9 while a steady decrease is noticeable onwards. This is largely due to the operation of compulsion in the urban and rural areas. The cause of literacy can best be served if in the 1st class the largest number of boys stand between the ages of 6 and 7 years. In this respect the position in the quinquennium under review is much more encouraging than it was at the close of the previous quinquennium. The largest number of pupils in the 1st class in 1936-37 falls between the ages of 6 and 7, while in the previous quinquennium it ranged between the ages of 7 and 8. But still the total number of boys beyond the age of 7 to even 19 years is fairly large and the real aim of literacy cannot be considered as fully achieved so long as this number of overage scholars is not reduced to the minimum.

Year.	Class.	Below 5 yrs. of age.	between.								Over 20.
			5-6.	6-7	7-8	8-9	9-10	10-11	11-18	18-20	
1936-37 ..	1st.	77	1,694	4,151	3,873	2,729	1,698	816	540	2	..
1931-32 ..	1st.	78	1,775	3,672	3,991	2,937	1,865	1,052	938	2	7

There is a marked decline in the number of pupils admitted to the 1st class in 1936-37 from the age of 7 and upwards when compared with the figures of 1931-32. This is a very hopeful sign and argues that compulsion has been fairly successful in the quinquennium under report.

Medical Inspection of school children.

The work of Medical Inspectors of Schools until the end of the year 1936 was confined to medical examination of school children twice a year. The treatment of defects was left largely to parents or school masters and, where provided, to First Aid boxes. In the urban areas one woman Sub-Assistant Surgeon and two men Sub-Assistant Surgeons with a few part-time workers undertook amongst them the impossible task of making detailed physical examination of 29,982 boys and girls, twice a year, involving 59,974 inspections or about 20,000 per doctor per annum. The scheme looked upon merely as a survey of school children and of the physical defects to be found amongst them, was no doubt of some use, but as a school Medical Organisation on accepted lines, designed to prevent the development of disease by early treatment, it could not be described as efficient. The Assistant Director of Public Health sums up the result in the following words :—

“ As the practical value was negligible this prodigious expenditure of energy furnishes a notable example of wasted human effort.”

In October 1936, a representation was made by the Health Department to the various local authorities pointing out that the existing system of School Medical Service served no useful purpose and that school clinics should be established and a larger staff employed. Of these clinics, two were recommended for New Delhi—one in each Municipal school—one for Timarpur and 5 for Delhi City.

The cost of School Medical Inspection, with the exception of the pay of the lady doctor was borne by the Government. In the comprehensive scheme put forward it was suggested that the local authorities should themselves contribute substantially towards the cost and that senior scholars at least should be charged a small fee of annas 2 per head per month.

The New Delhi Municipal Committee readily accepted full responsibility and agreed to open two clinics in the first instance—one in Boys' school on Reading Road and the other in the Girls' school—thus releasing the two Sub-Assistant Surgeons provided by Government. The Notified Area Committee have also agreed to establish two clinics at Timarpur, one for boys and one for girls. It is hoped that the New Delhi clinics will be in commission early next year.

In Delhi city the problem presents greater difficulties as there is a large number of small schools scattered all over the city. In New Delhi the compact municipal schools are most conveniently situated for the establishment of clinics which the scholars can easily attend.

Included in the scheme suggested for New Delhi is the part-time employment of Ophthalmic and Dental specialists. They will have to be visited in their own consulting rooms at first and this will probably involve a certain amount of difficulty in transport, but in time it is hoped that suitably equipped rooms will be provided in the schools themselves or for groups of schools.

In the rural area the inspection of male school children is carried out by the Sub-Assistant Surgeon incharge of rural dispensaries. Treatment of defects found is carried out either by school masters who

are provided with First Aid boxes or by the Sub-Assistant Surgeons in rural dispensaries, should these be easily accessible. The system is not very satisfactory as there is little "following up" of cases.

The inspections carried out and the defects discovered in the urban and rural areas during the year under review are shown in the following table :—

Diseases and defects.	Urban.				Rural.	
	Boys.		Girls.		Boys.	
	No. of defects found.	Percentage of No. examined. 21,802	No. of defects found.	Percentage of No. examined. 6,320	No. of defects found.	Percentage of No. examined.
Malnutrition ..	1,645	7.54	93	1.47	64	3.69
Skin diseases ..	197	.09	25	0.4	134	1.44
Defects of vision ..	2,559	11.73	12	0.2	257	2.77
External eye diseases	88	0.4	111	1.7	154	1.65
Enlarged tonsils and adenoids.	6,795	31.1	465	7.3	331	3.56
Ear diseases ..	188	0.86	5	0.07	113	1.21
Other throat and Nose Conditions. ..	1,753	8.04	11	0.17	116	1.25
Dental carrier ..	1,594	7.31	507	8.02	642	6.02
Enlarged conical glands. ..	3,649	16.73	47	0.74	59	0.63
Malaria	417	1.91	..	..	15	0.16
Enlarged spleen ..	816	3.74	219	3.46	1,040	11.21
Total ..	19,701	90.31	1,495	23.65	2,925	31.54

It is hoped that with improved organisation it will be possible to obtain more accurate data of malnutrition based not only on a weight, height and age basis but also on general appearance, condition of the hair and skin, complexion, posture, carriage and the amount of subcutaneous fat, and to classify these in the manner adopted in England, namely, excellent, normal, slightly subnormal and bad. The figures obtained in London after careful clinical assessment show that 17.4 per cent. and 76.9 per cent. fall into the first two classes, 5.6 per cent. in class 3 (slightly subnormal) and the remainder—only 0.08 per cent. in class IV. It will be interesting to compare the results obtained here with those obtained in England.

It must be emphasised that nutrition as used in this sense means the general well being of the child, or the "process of normal growth and the healthy maintenance of the child's body in function as well as in substance, conditions which depend on many factors other than food,

as for instance, adequate sleep, proper housing, sunlight, fresh air, exercise, cleanliness and happiness."

As soon as the necessary information becomes available in regard to the state of nutrition of school children and the scheme is working in such a manner as to make it possible to supervise the issue of additional nourishment it is proposed to institute a scheme of milk "meals" for school children to take the place of the purchase of indifferent and dangerous sweetmeats from itinerant vendors during the school recess. For those who can afford it an issue of bottled pasteurised full milk will be arranged.

In Delhi city experiments in the feeding of school children have been proceeding in certain selected poor class schools (*e.g.*, Anguri Khirki). In this case milk, chapatis and fruit are provided at Municipal expense.

In the rural area medicines supplied with First Aid boxes were utilised for emergent cases amongst the students in 19 District Board Middle schools under the jurisdiction of the Sub-Assistant Surgeons of Najafgarh, Jungpura, Nangloi and Narela and 12,034 boys were treated in this manner as per list below :—

278 boys at Bijwasan	} By the Sub-Assistant Surgeon, Najafgarh.
71 boys at Chawla	
165 boys at Jhatikra	
81 boys at Palam	
106 boys at Naraina	
433 boys at Dhandasa	
290 boys at Chiragh, Delhi	} By the Sub-Assistant Surgeon, Jungpura.
1,003 boys at Chhatarpur	
716 boys at Ranikhera	} By the Sub-Assistant Surgeon, Nangloi.
1,386 boys at Karala	
1,388 boys at Kanjhawla	
231 boys at Panjab Khor	
1,337 boys at Badli	
166 boys at Madipur	
352 boys at Tihar	
193 boys at Bakhtawarpur	} By the Sub-Assistant Surgeon, Narela.
1,975 boys at Barwala	
1,500 boys at Alipur	
363 boys at Ochandi	

The following lectures on health subjects were delivered during the last year of the quinquennium by the Assistant and the Sub-Assistant Surgeons incharge of School Medical Inspection :—

12 Health lectures with 3 practical demonstrations in the Government Normal School at Najafgarh.	} By the Assistant Surgeon.
20 Magic lantern shows	} By the Sub-Assistant Surgeon, Najafgarh Area.
50 Health lectures	
20 Magic lantern shows	} By the Sub-Assistant Surgeon, Nangloi area.
40 Health lectures.	
40 Magic lantern shows	} By the Sub-Assistant Surgeon Shahdra area.
13 Health lectures	
42 Health Lectures	} By the Sub-Assistant Surgeon, Mahrauli area
27 Magic lantern shows	} By the Sub-Assistant Surgeon, Narela area.
37 Health lectures.	

Expenditure in urban and rural area is indicated by the following table :—

Head of expenditure.	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37
Pay of Officers ..	681	681	681	684	717	720
Pay of the staff ..	4,420	3,595	3,766	3,878	4,211	4,299
Travelling allowance..	1,403	1,335	1,275	1,335	1,995	2,008
Miscellaneous contingencies including cost of medicines ..	2,650	1,435	2,060	2,125	1,403	1,068

The question of food for all has not found a place in school activities so far because of financial difficulties. Ground has, however, been prepared for launching the scheme at least in schools in which it is likely to flourish. New Delhi and Timarpur have been selected for these experiments in the first instance and it is hoped that the next quinquennium will find a marked advance in this direction.

The following table shows the number of schools and scholars inspected in the urban and rural areas during the quinquennium under review :—

Year.	Urban.		Rural.	
	No. of institutions visited.	No. of children inspected.	No. of institutions visited.	No. of children inspected.
1931-32	73	15,401	104	11,822
1932-33	107	25,548	109	12,038
1933-34	86	33,812	111	10,168
1934-35	109	32,732	105	9,609
1935-36	108	25,029	124	9,754
1936-37	107	28,122	108	9,272

Fine arts and recreation.

Music in schools.

The teaching of music forms an extra curricular activity in some schools. But such teaching has been found expensive, and even if finances

were forthcoming lack of suitably qualified teachers is a handicap. Educational bodies all over the country have recognised the importance of music in the modern scheme of studies. In fact, the Delhi University Act lays down that the teaching of Fine Arts including music would be one of its chief aims. No determined attempt has, however, been made to create facilities for such teaching. It would appear that since music has been "Taboo" in respectable society in the past it will be some time before the popular mind gets reconciled to the new order of things and a bold attempt is made definitely to include its teaching in the educational curricula. Lack of teachers, text-books and system, also religious susceptibilities of certain sects and creeds are no doubt difficulties, but these are by no means unsurmountable.

At present the teaching of this subject is an exclusive privilege of girls schools and even there it does not command the universal approbation of the public. The result has been that provision for it exists in two European schools and two other girls schools only. Each of the European schools charges Rs. 10 p. m. per pupil towards the cost of the maintenance of musical classes.

In the European schools piano and violin are the two instruments in which lessons and practice is provided. The Indraprastha Girls' School is the only institution which provides facilities for the teaching of Indian classical music. The system followed is the one expounded in the 'Lakshya Sangitam' of Brahma Sri Bhat Khande of Bombay, which has come at a time all too significant in the era of music. He has recapitulated all the most important points of the historical survey of Hindustani music and reconstructed a workable system on a sound Shastric foundation, embracing the music of the north and south.

Dancing.

Provisions for teaching dancing exist in three of the many girls' schools in the province. It forms a part of the music class and no extra fee is charged for lessons.

Arrangements for the teaching of Indian classical dancing according to the Kathak school exist only in the Indraprastha Girls High School but generally a Kamlesh Kumari is denied the privilege of developing her natural talents in that field in the most elastic period of her life—'school days'. Orthodox opinion is still very strong on this point and there is no likelihood of Indian classical dancing becoming popular for some years to come.

Broadcasting.

Broadcasting in addition to being a source of entertainment is subservient to the aims and ideals of education and has greatly helped in their realisation. It is an effective weapon of propaganda and recreation. In the West it has been made to serve the cause of education by the installation of receivers in schools. Broadcasting in schools and in the Children's Hour which in Great Britain is an important daily feature in the programme, has revealed among the young, to many people's astonishment, an aptitude for and interest in contemporary issues—in

simple explanation of correct economic, social and international events. The existence of a reliable and impartial means of exposition of this sort is having a profound educational effect upon the outlook and pre-occupations of the younger generation and represents one important aspect of the integrating influence of broadcasting.

Delhi has an All-India Broadcasting station which follows a varied programme of general interest representative of the varied tastes of the people. Generally the talk are of educative value but no definite plan for educational propaganda has so far been evolved.

Recently four receivers were installed at Silampur, Alipore, Khanpur and Najafgarh for rural uplift work. But this provision is inadequate and should receive the early attention of the organisers. Some schools have their own microphones prepared by science teachers but they are rarely used and are meant for science classes only as objects of curiosity.

In addition to its educative value Broadcasting should also be a source of attraction to talented boys and girls and should offer some relief to unemployment.

Cinema.

The screen has come to occupy a permanent place in the economic life of India and is not a mere item of change in the scheme of recreation. It has produced stir and movement even in the most conservative section of Indian Society—the women. Cultured and educated young ladies from respectable and aristocratic families have entered the new field with a zest and naturalness that is remarkable. This has diminished the odium attached to the careers of singing, dancing and acting. But the atmosphere behind the screen though much improved is yet far from what it ought to be. Conscious effort must be made to eliminate vulgarity and coarseness.

The screen properly used can be educative. Educational authorities in the West are progressively utilising this new medium of instruction which combines with itself the joys of life. But as in Russian plays there should be no feminine or erotic problems, no tension and conflict between the sexes. The cinema should not merely be a house for amusement but a centre for art, education and culture. If we are to be amused the producer must not lower the taste of the educated but should endeavour to improve and develop the taste of the rustic.

The potentialities of the screen in the economic amelioration of the country are many and varied. It releases some of the artistic skill which might have remained dormant for want of a suitable field of expression. It provides dramatists and scenario writers with a new scope for their ability in the film industry. It incidentally helps in the growth of other industries as gramophone recording, etc., and with the radio and the gramophone it has taken out music from its lowly and often disreputable surroundings.

The present state of the Indian cinema, however, is open to grave objections from the point of view of an educationist. Highly voluptuous and insinuating gestures accompany what might be called a mockery of music and these are devoured breathlessly by gaping children in the

auditorium. Newspapers write of the imperative necessity of educational films but the Indian producer has not so far paid much attention to it.

Religious Instruction in Schools.

Institutions run by individual sects and creeds are at liberty to teach the precepts of their faith in schools and colleges provided that religious instruction does not interfere with secular work and no part of the cost of such education is paid by Government. Inspecting officers of the Department do not usually examine the work of teachers of religion and cannot, therefore, comment on the success or otherwise of the measure adopted by educational institutions for the imparting of such instruction. To a casual observer it appears that at the tender age at which pupils attend schools, a study by rote of religious texts and abstract philosophy is of little practical use. It would perhaps be more useful if moral lessons with a religious background were given to boys. Such lessons could be imparted on a non-communal basis and be of advantage to all pupils irrespective of caste and creed.

Education of Prisoners.

There is a Prisoners' Aid Society in the Delhi Province of which the Chief Commissioner is the President. A school has been started to spread literacy among prisoners. Most prisoners being above 17 years of age, the school is more or less a school for adults.

To encourage the spread of literacy among prisoners the jail authorities contemplate giving some concessions to those who qualify for literacy certificates. The standard of education aimed at is literacy. Instruction is imparted in the 3 R's. Only those prisoners are permitted to attend who can finish the task allotted to them by 4 P.M. The school hours are from 4-30 P.M. to 6 P.M. The teacher in charge is qualified and holds the Junior Vernacular Certificate of the Department.

At present there are 29 pupils and are represented by 4 depressed class, Hindus, 12 Hindus, 10 Muslims, 2 Sikhs and one Christian. They belong to Delhi, the Punjab, the United Provinces and the Indian States. The ages of the pupils range between 22 and 50 years. The periods of sentence vary from 6 months to 7 years. Total expenditure and cost *per capita* is indicated by the table given below :—

Total expenditure.	Average No. of boys during the year.	Cost per scholar.
Rs. 356 14 3	40	Rs. 8 14 9

Scouting.

In Delhi the Scout movement began as early as 1916, the year of its inception in India for Indian children. The Young Men Christian Association gave the lead and considerably helped the high schools and

colleges of Delhi in physical training. Mr. A. Perry Park of Toronto, Canada, representing the International Committee of the Y. M. C. A. through the Indian National Council came to Delhi in 1915 as a Secretary for British Army work. He, in addition to his own duties, carried on the work of physical training and introduced the Scout movement, in Delhi schools. Mr. J. C. Chatterjee the Principal of the St. Stephen's High School, Delhi—at that time maintained by the Cambridge Mission—was greatly impressed with the keenness and enthusiasm of Mr. Park and with the interest evinced by the boys in the movement. He invited him to his school to speak on the new movement. As a result of this speech the 1st Delhi Troop of Boy Scouts was started at St. Stephen's High School with Mr. Gonaverdhana as Scoutmaster who unfortunately contracted small-pox in 1919 and died soon after. His place was taken by Mr. G. Y. Martin who in June 1919 by a circular letter offered his services for the formation of scout troops in all other high schools. A typed bulletin on Scouting first appeared on the 15th of July 1919. With the arrival of Rev. A. H. Thomas, a very keen and fully qualified scout master, the movement received a great impetus and the charge of each troop was taken over by the headmasters of the respective schools. The visit of Sir Robert Baden Powell, the Chief Scout of the World, to Delhi early in 1921 when a very successful Rally was held, acted as a great stimulus and created genuine interest in and enthusiasm for the movement.

A local association was formed mainly through the efforts and energy of Mr. L. T. Watkins, the then Superintendent of Education, Delhi, but owing to certain difficulties it did not obtain formal recognition of and affiliation to the Central Organisation. Later on the Association had the benefit of affiliation to the Punjab as well as to the United Provinces Association till 24th April, 1923, when His Excellency the Chief Scout decided that the Delhi Province should constitute a separate unit for the boy scout work. The Hon'ble Mr. C. A. Barron, the then Chief Commissioner, Delhi, was appointed the first Provincial Chief Scout for Delhi Boy Scout Association, and Mr. J. C. Chatterjee the first Honorary Provincial Secretary.

Administration and organisation of the Delhi Boy Scouts Association.

During the quinquennium under review the following held offices under the Provincial Council and Boy Scout Association in succession :—

Provincial Chief Scout.—

The Hon'ble Mr. J. N. G. Johnson, C.S.I., C.I.E., I.C.S.

President of the Executive Committee :—

Brigadier J. H. F. Lakin, C.S.I.

W. G. L. Gilbert, Esq.

J. C. Chatterjee, Esq., M.A.

Provincial Scout Commissioner.

Dr. K. S. Sethna, M.B.E.

Honorary Secretary.

C. W. Erskin, Esq.

C. G. Bateman, Esq.

F. B. Blomfield, Esq.

Honorary Treasurer.

Rai Sahib K. R. Bedi.

Dr. P. L. Narula.

Provincial Organising Secretary.

A. R. Sardar Husain, Esq.

S. M. Desai, Esq.

Hem Chandra Seni, Esq.

The Association owns a well arranged building which is used as Scout Headquarters. A small library has also been provided.

Progress.

Ranks.	1931-32.	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
District Scout Master	4	2	4	4	2	2
District Cub Master ..	1	2	2	2	2	2
Group Scout Master ..	..	4	6	9	9	7
Scout Master ..	34	46	56	65	62	63
Cub Master ..	14	19	28	39	50	49
Rover Leaders ..	3	1	4	3	7	5
Scouts	477	698	875	1,030	987	1,008
Cubs	236	302	461	560	799	799
Rovers	12	14	27	32	82	96
Total ..	781	1,088	1,463	1,744	2,000	2,031

The total number of scouts and scouters of all ranks was 781 in 1931-32. It has risen to 2,031 showing a marked increase of 1,250.

During the quinquennium under review 19 scouts obtained the highest badge of scouting and were enlisted as King's Scouts. Eight of the scouts completed the Wood Badgers Course and 6 finished the 1st part thereof. The number of Proficiency badges obtained by the scouts of Delhi during the years under report was as high as 1,500.

Institutions.	1931-32.				1936-37.				Increase or Decrease.
	Troops.	Packs.	Crews.	Total.	Troops.	Packs.	Crews.	Total.	
Colleges .. ..	..	..	1	1	..	..	2	2	+1
High Schools	13	..	..	13	23	..	..	23	+10
Middle schools	17	..	..	17	26	..	..	26	+9
Primary schools .. ..	..	2	..	2	..	20	..	20	+18
Rovers .. ..	..	..	..	..	..	..	4	4	+4
Total	30	2	1	33	49	20	6	75	+42

There has been an appreciable increase in the number of troops, packs and crews during the quinquennium under review. The statement indicates that 37 more schools have joined the movement by opening Scout troops or Cub packs.

Training Camps.

To meet the increased need for leadership and control, two training camps—one for scoutmasters and the other for cub masters—were regularly held in November or December each year and the scoutmasters and cub masters as detailed below, were trained and declared successful:—

Year.	Scout Masters.		Cub Masters.		Total.	
	Trained.	Passed.	Trained.	Passed.	Trained.	Passed.
1932-33	31	20	22	11	53	31
1933-34	17	17	21	20	38	37
1934-35	24	21	19	17	43	38
1935-36	63	55	22	19	85	74
1936-37	32	28	25	24	57	52
Total	167	141	109	91	276	232

In addition to these training camps, St. John Ambulance groups of 30 to 40 were trained each year. Training was also imparted in Pioneering, Fire Brigade work and Sea scouting to acquaint the scout with certain items of advanced training.

Competitions.

Scouts are invited to participate in the following competitions.—

- (a) Chief Commissioner's flag competition.
- (b) Rai Bahadur Madho Pershad's flag competition.
- (c) Swimming competition.
- (d) Life saving competition.
- (e) Open race competition.

Flags and trophies are awarded each year to the winners in a Rally organised for the purpose.

Rallies.

In addition to the Grand Annual Rally which is a great occasion for scouts to meet, witness and participate in the events and demonstrations displayed before the general public, other rallies are also held to celebrate the King's Birthday and Empire Day. The Jubilee Celebrations in 1936 provided an occasion for several rallies.

Each year a Provincial Summer Camp is organised to foster friendship, co-operation and a spirit of enterprise. A troop of scouts formed of the members of various troops is taken to hills. During the quinquennium the places visited were Mussoorie, Dharampur and Junga State hills. Individual schools also take their troops to places of interest within and outside the province. The Government High School scouts, for example, visited Nainital and the Sanskrit High School scouts had a bike trip to Agra. The troops of the Commercial College and the Government Industrial School went to Simla.

Social service.

The scouts of the Delhi Province rendered useful service in the Kurakshetra Fair which attracts millions of pilgrims from far and near. They also organised a relief camp for the sufferers of Quetta Earthquake.

Expenditure.

Year.	Government funds.	Municipal funds.	District Board funds.	Other Sources.	Total.
1931-32	2,700	700	399	327	4,117
1936-37	3,200	450	225	425	4,300
Increase or Decrease	+500	—250	—165	+98	+183

All-India Jamboree.

The All-India Jamboree, Delhi, was a unique congregation of scouts from all parts of India—one of its own kind in the history of Scouting in India. The visit of Lord Baden-Powell of Gilwell, the Chief Scout of the World, to India, was a source of great inspiration to all scouts. Nearly 4,000 scouts of all ranks assembled to greet the Chief Scout. An interesting programme (extending over two weeks) of multifarious scout activities was carried out. The Jamboree was a great success.

Girl Guiding.

This movement is on a line with scouting and offers the same opportunities for beneficial training for girls as scouting offers in the case of boys. The movement is all the more welcome because it brightens the scheme of education for girls.

In co-operation with the Junior Red Cross Society the Girls Guides learn how to keep their homes healthy, to look after children, to care for the sick and to deal with accidents. All sorts of new interests are opened out for them and they learn the valuable lesson of self-discipline and organisation. They also learn to play games. Few people realise what guides' games have done for many girls schools. Boys, if their play ground is too small, can play anywhere but girls have so often to be content with the tiniest walled-in-enclosure with no hope of basket ball, hockey, tennis or any of the ordinary school games. But even in a small space hosts of Guide games can be played and listlessness and apathy disappear before healthy fun and lively friendly competition.

In the Delhi Province the movement is flourishing. The Delhi Provincial Girl Guides' Council is constituted of the following members :—

President.

Lady Grigg.

Provincial Commissioner.

Mrs. Pinhorn.

Provincial Secretary.

Miss Hezlet.

Provincial Treasurer.

Mrs. J. C. Chatterjee.

Equipment Secretary.

Miss Eddis.

Distt. Commissioners.

Mrs. Hall.

Miss C. C. Burt.

Mrs. Conran Smith.

The report of the Provincial Commissioner for the year 1935-36 indicates a great advance made in the direction of elevating the standard of Guiding. Ten schools have Girl Guides and the total number of Guides of all ranks is 448. Formation of large companies has been discouraged.

The activities of the Guides are, like those of scouts, many and varied. A few of the more important are mentioned below to indicate the scope of the work which was undertaken and the keenness which was evinced by the Girl Guides of the Delhi province during the quinquennium under review :—

(1) The guiders and the guides actively participated in the camps arranged by the U. P. and the Panjab Organisations for advanced training in Scouting and Blue Bird work. They also took part in the All-India Camps.

(2) They received elementary Blue Bird training locally under the All-India Training Organisers.

(3) Many rallies were organised and several competitions were arranged to keep up the interest in the movement.

(4) Meetings were convened and lectures were delivered by eminent guiders.

(5) Acts of social service were performed by older guides and rangers.

On the occasion of the All-India Jamboree the guides of the Delhi province arranged a grand rally of the guides in honour of Lady Baden Powell, the Chief Guide of the World, who in a letter to the Provincial Commissioner, Delhi, said, " I would like to reiterate what I then said with regard to the fine courage and energy that has been shown by the Guiders in carrying on the guiding all this time and bringing it up on to such a satisfactory footing."

One of the most hopeful features is the lively interest displayed by the Vernacular teachers and their keenness in the work and in games. The activities of the Girl Guides show encouraging progress in spite of the difficulties incumbent on the purdah system. The number of guides has not remained static.

The Delhi Olympic Association.

The Delhi Olympic Association came into being as an offshoot of an Athletic Meet, organised by the Raisina Sporting Union, New Delhi, which was held in November, 1935, under the patronage of H. E. Sir Phillip Chetwood, lately Commander-in-Chief in India. At first it was felt that in the small province of Delhi it would not be possible to organise a Meet on a large scale but the actual meet allayed these fears. There were about 500 athletes, out of whom more than 50 per cent. were girl competitors—an unprecedented record for any province in India. This tremendous success of the Meet emboldened the organisers to start an Olympic Association for the province. Fortunately for the organisers they were able to secure the patronage and support of a very large number of prominent men and women in Delhi, and a representative committee was formed for the control and management of the Association.

The main object of the Association is to organise and encourage sports specially athletics in the province. It also aspires to co-ordinate the activities of the various affiliating sports organisations in Delhi and entertains the big idea of laying down a permanent centre track where all India athletes may be given regular training under a coach, so that India may not lag behind other countries in the Olympiad at Tokió and subsequent Olympiads. Another great ambition of the Association is to give a stimulus to women athletics, not only of Delhi but of the whole of India.

Sports were organised in November 1936. Five hundred and six girls of all communities from various girls schools, 62 boys of 9—12 years and 72 of 13—16 years took part in sports. Records, for 1936 show that in Javelin Throw, Delhi record was 154-10-inch. Records in other events though below that of the All-India and the world records were sufficiently encouraging.

PLAY-FOR-ALL AND PHYSICAL TRAINING IN VERNACULAR AND ANGLO-VERNACULAR SCHOOLS.

General.

Games are now definitely recognised as one of the most important means of the teaching and training of children. During the previous quinquennium it was often observed that in the school period for games boys moved out listlessly and had to be pushed into some sort of formation. Many of the groups were unable to carry on at all without constant exhortations from the teacher-in-charge. There was not much variety in games. Many of them were often dull and uninteresting. As a rule the play-for-all period was more or less a farce. Many boys did not even participate in games and played the role of spectators only. The defect lay partially with the teacher who lacked initiative and enthusiasm. The old teachers looked upon drill and games as an insult to their profession and there were no separate drill instructors in schools. Physical drill and games formed a subject in the curriculum of the J. V. class in Normal Schools. So long as teachers remained under training they did very well in games but once they entered a school as teachers they forgot all about them.

Since the beginning of the quinquennium under review the importance of games and physical drill has been emphasized but it must be confessed that even now a large majority of teachers in schools have little interest in games and physical training work. Primary schools are usually the worst organised in physical training and games and the middle schools are not much better.

There was urgent need of a refresher course for J. V. and S. V. teachers in Physical Training work. The District Inspector of Schools, Delhi, conducted two courses in Physical Training and games for forty teachers at Najafgarh. An Assistant District Inspector of Schools for Physical Training from the Punjab took charge of the training course. The first course was held in 1935 and the second in 1936. In the second course the Municipal Committee, Delhi, sent 6 teachers and 2 Attendance Officers to undergo training. Intensive training was

imparted both in theory and practice. The Normal School pupil teachers were also given training along with the "refreshers".

The selection of teachers from the rural area was made in such a way as to bring in almost every centre. These teachers not only train boys of their own school but in centre meetings of the Teachers' Association give demonstrations in physical drill and games for the benefit of those who could not be selected for the training course.

A large number of teachers who underwent training have made a good beginning. Games are being made interesting so that boys are attracted to them without the exhortation of teachers. Definite programme and syllabus for the whole year suited to the ages and sizes of boys is chalked out by teachers and boys take part in games under the supervision of the teacher-in-charge. The progress of the scheme is being watched with interest.

In summer the first period is allotted to physical training and games, *i.e.*, play-for-all. In winter the period for physical training is pushed forward because boys come to school after their morning meals.

Besides Physical Training, drill and games are being popularised. Minor games are played in the 'play-for-all' period and major games after the school time in the evening. Of the major games volley ball is very popular in Vernacular schools. Tug-of-war comes next.

In the urban area of the Delhi province very few schools have their own playgrounds. Many schools are housed in buildings situated in very congested areas. In these circumstances adequate arrangements for games cannot possibly be made. But a number of schools are able to obtain on rent the use of public playgrounds maintained by the various local bodies. Schools which cannot obtain the use of adequate playgrounds have to provide a whole time instructor in Physical Training.

The Municipal Committee, Delhi, controls the largest number of primary schools in the urban area. The Committee appointed a physical instructor trained at Madras to look after physical instruction in schools. Schools have been arranged in groups and each group has been allotted play-grounds outside the city. Boys play games in the evening under the supervision of teachers and the Physical Training Instructor goes round. Of all the physical training instructors working in secondary schools only two are trained on modern lines. Among villagers idleness is the root of much of the trouble and games are by far the best antidote against lethargy. An interest in games will reduce cattle stealing and crime and mischief and improve the health and spirits of those who live in rural areas. They will also make people happy and keep them out of harm's way and extravagance. In some places, therefore, as an experiment, teachers have organised village games for the youth of the village. Some of these teams took part in the Rural Exhibitions which were held in the province during the last five years and won prizes. The great difficulty in village schools in the province is that the average teacher does not live in the village in which he works but runs away to his home every day. However, the Department is considering the desirability of making it

compulsory for teachers to reside in the villages they work in so that they may devote their afternoons to popularising village games among village people.

Gardening in Vernacular and Anglo-Vernacular Schools.

The utility of a school garden is different in urban and rural areas. It has been noticed in city schools that very few of them have space enough to introduce gardening. In schools that can afford it, the work is entrusted to a mali paid for the work. Their main object is to make the school compound look beautiful. But in village schools it serves many purposes. (a) It helps to make the compound clean and remove dirt which is used as manure for the garden, (b) it serves as a demonstration for the boys who take away seeds and seedlings to grow in their own homes, (c) it teaches boys that there are varieties of flowers, vegetables and crops which are more valuable than those sown at present by the farmer, (d) it provides practical training for boys to prepare soil, sow seeds and grow flowers and plants, (e) it teaches them the utility of tree growing and the schools tend to revive the old practice of planting shady trees which are even to-day regarded as sacred in India.

In almost all rural schools where the courtyard permits and water is available small gardens have been maintained in the form of flower beds and vegetable plots. Shady trees were grown along the boundary line and at suitable places within the compound. A garden is divided into different plots and each plot is allotted to a particular class.

The Imperial Agricultural Research Institute, New Delhi.

The Imperial Agricultural Research Institute which was formerly at Pusa was shifted to New Delhi in November, 1936.

The main building of the Institute at Pusa known as the Phipps Laboratory was totally destroyed along with many other buildings at the Institute by the great earthquake in January, 1934. In consequence, the Government of India decided to rebuild it on a site near Delhi. The foundation stone of the Institute was laid on the 19th of February, 1935 by His Excellency Lord Willingdon, the then Viceroy and Governor-General of India. The opening ceremony was performed by His Excellency the Marquess of Linlithgow on the 7th of November 1936.

The total area of the Institute at present is 800 acres of which about 275 acres are under buildings and pasture and the rest is agricultural land for field experiment and research.

Rural Reconstruction and Education.

Rural Reconstruction is of great importance and has engaged the attention of all who are anxious for the uplift of the ignorant masses residing in the rural area. The Punjab has a separate Department for this work. In the Delhi province this work has been entrusted to a body called "The Village Welfare Board". All the beneficial Departments, *viz.*, Education, Agriculture, Co-operation, Veterinary, Industry,

Revenues, etc., are represented on the Board. The Chief Commissioner of Delhi is President and the Superintendent of Industries, Honorary Secretary of the Board.

The social, intellectual and occupational sides of the life of a farmer need great improvement. "In this country" says Mr. Brayne, "the influence of the official is still strong and his attitude all important, and the public is quick to take its cue from what they see officials doing. There is no better agency for the actual execution of the programme of rural reconstruction than the district revenue staff from the Collector down to the Patwari. They are in and out of the villagers, they are intimate with the people and their needs, and the people still have confidence in them and are ready to listen to and act on their advice.....and the welfare of the villagers is still the main concern of the revenue staff."

But one Department with its multifarious engagements cannot efficiently attend to this work. It is practically impossible for the Government to formulate any policy or make any plans for the improvement of the conditions of village life without the closest co-operation of all Departments and it is this co-operation which the village welfare Board is expected to organise.

It may seem that the attempt to turn the village teacher into an "Admirable Crichton" is too ambitious and there is a definite danger that his real work of producing literacy may suffer, but still it is true that the village teacher is the best agency for civilising the village and spreading light and improvement. The only question is whether it is not more his duty to devote himself to instructing and enlightening the future villagers than to try to turn himself into a teacher of youth and an instructor of adults at one and the same time.

The All-India Report on the progress of Education for 1934-35 contains the following interesting and instructive paragraph from the Punjab Report :—

"It is greatly to be feared, however, that owing to the wrong angle from which the most desirable campaign of village reconstruction has been and is being viewed by the great majority of subordinate education officers, the instructional condition of almost all our Vernacular schools, and of several of our high schools, too, unfortunately has deteriorated considerably during the past twelve months. Solid instructional work has given way to the preparation of rather childish dramas, to the parading of streets, singing songs to the apathetic or amused villagers, any possible device to get the boys out of their proper school environments and to spare the teachers the normal modicum of effort required of them." "This is indeed a danger to be guarded against", said the Educational Commissioner.

When this warning was sounded from different quarters Mr. Brayne advised the teacher in these words "stop all propaganda, live the new life in your own home and in your own school and nothing more is wanted."

The first thing in rural reconstruction is to change the mentality of the people. "The village school, if properly conducted is a very important dynamo." "I am sure", says Mr. Brayne, "that the best

and most permanent agency for removing the ignorance of the villagers in the resident village school master living his life among the villagers and bringing up their children. The school and school master are the only hope for the regeneration of the village life."

It has already been stated in the Chapter on Primary Education (Boys) that most of the village teachers belong to the province with a radius of say 12 miles at the outside. Their homes are not very far from their schools and 90 per cent. of the village teachers run to and from their schools every day. They have consequently no chance of mixing with the villagers. But it would be unfair to tie them down to the villages where they work with no adequate housing arrangements.

The Village Welfare Board has selected a few villages and made them the centre of their activities. Some of these villages have schools and the village teacher has a two-fold responsibility—to organise his school in accordance with the programme of rural reconstruction and to help villagers in uplift work without interfering with his real work of spreading literacy.

For hundreds of years villagers have lived lives without any fixed aim or definite purpose to regulate them. Life for them is just a listless existence, no wonder, therefore, that the average villager is inert and his mind inactive and unable to react the suggestions made to him. By inculcating new ideas in the minds of children at the most plastic period of their life and through them making their parents alive to rural uplift work the school master can provide the village with mental stimulus for development in the domain of health and sanitation. But the teacher should be a leader because of his character, training and education. If he leads well, the village is bound to be happy, healthy and prosperous.

Great stress was laid on the following during the last year of the quinquennium under report when the Village Welfare Board sought the assistance of the Department for the first time :—

1. Practical elementary personal hygiene was introduced as a subject in all primary schools.

2. It was impressed on the teacher that teaching dirty and, therefore, unhealthy children was waste of time and energy for two reasons—first because they were less likely to reach manhood and secondly because in their dirty state they could not benefit by the education they were receiving.

Dirt is generally compared to darkness and education to light and evidently the two cannot go together. Energetic young teachers frequently make boys wash their hands and face in the school. Some schools use soap supplied by the Junior Red Cross Society of the school. A teacher can make a boy clean his body and clothes if soap is supplied. Poverty is so distressing that infant class boys have been found with no clothes except a "langoti." Health parades are held in schools every week to examine their nails, teeth, hands, etc. Teachers pare the nails of boys. Some conscientious teachers were found supplying "Kikar" tooth brushes to their children and making them clean their teeth.

The programme of work within the four walls of the school consists of the following :—

- (a) Cleanliness of the body, clothes and books of the children,
- (b) Cleanliness of the school rooms and compound,
- (c) A rubbish pit in school is to serve as a demonstration for manure pits to the villagers,
- (d) Sowing of seeds where soil and water permitted, to serve as a demonstration,
- (e) Gardening and tree planting,
- (f) Discouraging the use of ornaments among school children,
- (g) Giving practical lessons on Hygiene, *e.g.*, catching the young larvæ or a caterpillar to keep them till the former hatch and the latter turn into a moth or butterfly,
- (h) Developing the curiosity of boys by making them watch the birds that are helpful or harmful to the farmer.
- (i) Teaching of civic responsibilities and leadership in schools by introducing civics as a subject in primary schools. This tends to make the boys feel the necessity and value of "self-help" and "self-control".
- (j) Revising the primary school curriculum during the last year of the quinquennium so as to adapt it to village needs. Sums in Arithmetic were made to have a bearing on village life and business,
- (k) Introducing handicraft as a subject for recreation,
- (l) Organising suitable physical drill exercises and games,
- (m) Introducing cubbing and scouting in schools,
- (n) Providing medicine chests in some schools for the benefit of school children and villagers.

The programme outside the school consisted of :—

- (1) Filling in stagnant pools of water near school building,
- (2) Organising village games as an antidote against the idleness of villagers,
- (3) Organising exhibitions and fairs for school children and arranging propaganda parties for singing songs on rural uplift.
- (4) Arranging Pohli campaign.

Progress was naturally slow for breaking of age-long habits is no easy matter.

If every child serves as a walking advertisement of a clean body and neat habits and if the school is kept clean the villagers cannot but take notice thereof. Dirty children from a school without sanitary arrangements singing songs about cleanliness defeat the purpose for which they move out. If the teacher lives the new life in his own home, he will need little else by way of propaganda.

Co-operative Societies.

In theory 'Co-operation' is included in the syllabus of the J. V. and S. V. classes at Najafgarh. It has also been introduced in the Vernacular Middle schools of the province as a branch of Rural Science.

Very little work has, however, been done on the practical side. A few co-operative supply societies have lingered on in the province. Of these one is run in the rural area and is attached to the Normal School, Najafgarh. The co-operative supply societies were not popular with the staff and students of rural schools for two obvious reasons—first the teachers have very little experience, if at all, of running these societies and secondly studies and extra mural activities seem to monopolise the time of students leaving them no leisure to supervise the working of these societies. There were no Thrift Societies started during the previous quinquennium. At present there are 5 registered thrift societies for teachers of different schools of the province.

The Junior Red Cross Society.

General.

By a resolution (passed in March, 1931), of the Delhi Provincial Branch of the Indian Red Cross Society a Junior Red Cross Sub-Committee was formed on the advice of Mr. R. D. Mehra, Director of Junior Red Cross Central Indian Red Cross Society. Since its inception, it has endeavoured to form groups of juniors in all types of schools, both in rural and urban areas, to train boys in the habit of looking after their own health and the health of those who come into contact with them and to help the sick and suffering and create a spirit of brotherhood in the Juniors of all countries and nations.

This is the sixth year of the working of the Committee. At the close of the quinquennium there were 89 school groups with 9,154 members.

Public Health Inspectors have been appointed for every 10 juniors. The Inspector looks to Health games charts prepared by the juniors and guides them in their work. He also sees that health rules are properly observed. Periodical meetings are arranged at which health essays written by juniors are read and health dialogues and health plays are acted. School health clubs are formed and members are allotted the duties of looking after the sanitation of school rooms, kitchens (in the case of boarding houses) drinking places, laboratories and playgrounds.

The post of an Inspector to supervise and guide these groups was created and sanctioned during the quinquennium under review.

A few of the social activities performed by juniors are mentioned below to give an idea of the wide field of work to which juniors can turn their hands. These also show the keenness with which they have come to regard this special branch of their organisation. The activities include :—

1. The plantation of trees by various rural schools and the erection of kachcha compound walls.

2. Timely help in putting down fires which otherwise would have done severe damage in some villages.

3. Donations towards relief measures or Health competitions are arranged and cups awarded each year.

In 1936 the Society donated Rs. 650 to hospitals for charitable purposes. A sum of Rs. 150 was given to headquarters towards relief operations necessitated by the Civil War in Spain.

In addition to 19 cinema shows which were successfully arranged by the society during the closing year of the quinquennium the programme included 78 general demonstrations and 4 demonstrations at the cinema halls for ladies only.

The following table indicates Junior Red Cross groups maintained in different schools in the urban and rural areas of the Delhi province :—

Year.	Urban.		Rural.		Total.	
	Schools.	Juniors.	Schools.	Juniors.	Schools.	Juniors.
1932	21	1,831	20	1,349	41	3,180
1933	46	5,117	26	1,976	72	7,093
1934	54	5,956	31	2,204	85	8,160
1935	57	6,281	31	2,179	88	8,460
1936	58	6,910	31	2,244	89	9,154

St. John Ambulance Association.

The Delhi province has a branch of St. John Ambulance Association under the Chairmanship of the Hon'ble the Chief Commissioner, Delhi. The Association aims at providing facilities for the training of boys and adults in First Aid. Certificates testifying that the holders are qualified to render First Aid to the injured are granted to those who undergo training at the centres organised for this purpose annually. The certificates are classified as below :—

- (a) First Aid.
- (b) Voucher.
- (c) Medallion.
- (d) Label.
- (e) House Nursing.
- (f) Hygiene and Sanitation.

In 1936 fourteen classes in First Aid, three in Home Nursing, one in Domestic Hygiene and Mother Craft and one in Mackenzie School course were held in educational institutions for boys and girls and in the Police Lines. Two hundred and ninety-five persons received instruction in First Aid, 25 in Home Nursing, 24 in Domestic Hygiene and Mother Craft and 17 in Mackenzie School course, of whom 118, 8, 24 and 17 respectively qualified themselves for certificates. Four received vouchers and three medallions. Four classes for the Junior First Aid certificates were in progress in the New Delhi schools, under the supervision of the Ward Welfare Committee at the end of the year 1936. Classes for the Senior course were not ready for the examination before the year closed.

The centre has on its roll 3 life members, 52 annual members and 7 associates. During the quinquennium under review it received a grant of Rs. 10,000 from the Silver Jubilee Fund and a donation of Rs. 250 from the Burmah Shell Oil Storage Company.

Libraries.

School libraries have already been referred to in the chapter on secondary education. As a rule, they are not what they ought to be. It is not unusual to find a library an "old curiosity shop" in which a few antiquated books on different subjects are placed in strange juxtaposition on the shelves of almirahs. In most cases no attempt is made at classification. There is great need for a complete overhauling of most of the school libraries and their equipment with modern and up-to-date books on a wide range of subjects so that boys may be attracted to the library.

There are no libraries attached to primary schools, and the knowledge of the teacher and the taught remains exclusively confined to school text books. Monotony reigns supreme in the class room from year's end to year's end and the interest of the scholar is permanently damped. This is why he is so prone to relapse into illiteracy and defeats the aims and objects of the free and compulsory primary education. Local bodies, therefore, should turn their attention to this need and should consider the question of school libraries seriously.

The absence of village libraries is certainly deplorable. Some effort has been made by the Central Village Welfare Board to institute village libraries and a few books have also been supplied to one or two schools with that object in view. But this is far from satisfactory and no improvement can be expected until a definite plan is chalked out and the provision of well selected village libraries is included in the programme of rural uplift work.

In addition to the University library which has already been referred to, each college maintains a library for its own students.

There are ten public libraries in Delhi aided by the Municipal Committee, Delhi. The number is much too small for the capital city of India particularly as there does not exist any co-ordination among the existing libraries.

Consolidated statement giving particulars of aided public libraries in Delhi.

Name of the library.	New books added during the quinquennium.	Total No. of books in 1936-37.	No. of subscribers in 1936-37.	No. of books issued in 1936-37.	No. of visitors in 1936-37.	No. of papers & periodicals in 1936-37.	Expenditure.							
							Municipal Funds.		Subscriptions.		Other sources.		Total.	
							Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
The Hardinge ..	4627	27,816	93	16,363	74,448	72	4,750	8 0	570	0 0	1,000	0 0	6,320	8 0
The Marwari ..	4,486(q)	10,280	308	28,585	84,860	96	2,690		1,060	15 0	3,321	9 0	7,072	8 0
The Naziria ..	576	5,552	47	..	75	62	936	11 6	1,523	11 9	130	0 0	2,590	7 3
The Mahabir Jain ..	779	5,639	287	26,139	66,985	65	1,580	0 0	342	0 0	2,357	5 0	2,699	5 0
The National Public ..	328	1,004	105	2,526	59,792	47	*		883	0 0	440	0 0	1,323	0 0
The Indraprastha Vedic	2,614(q)	9,605	152	6,085	83,098	70	1,508	5 0	212	0 0	1,294	14 4	3,015	3 4
The Fatehpuri Muslim	250	2,460	1	81	62,600	216	556	11 0	5	0 0	1,108	4 9	1,669	15 9
The Furqania ..	*	..	..	..	..	..	..	..	*	..	..	..	..	..
The Birla Lines ..	2425	2,425	290	933	*	23	168	14 0	*		300	13 3	469	11 3
The Jamia Millia ..	2116	19,346 (Including MSS).	245	9,500	22,850	131	952	2 0	..		3,169	2 6	4,121	4 6

*Figures not available.

EDUCATIONAL ASSOCIATIONS AND SOCIETIES.

The educational work of a few associations and societies in the Delhi province deserves a passing mention in the report of progress of education in the province.

The Delhi Muslim Education Society.

It is an unregistered body of the Muslims of Delhi. The aims and objects of the society are twofold—first to make the Urdu language popular with the Delhi University and secondly to guard the educational interest of Muslims and supervise Muslim education in the Delhi Province.

The Fatehpuri Mosque Committee.

One educational institution is maintained by the managing committee of the Fatehpuri Mosque—a registered body. The aims and objects of the institution are to impart religious education in Arabic and to prepare students for the Punjab University Examinations in Persian and Arabic.

One of the Departments with over a hundred students is devoted to what is called the Nizamia course and has been in existence for forty years. The course extends over 8 classes. The main subjects of study are the Quran, the Traditions, Philosophy, Euclid, History and Arabic Grammar.

The department of Oriental languages has also been in existence for more than two decades. The number of scholars is 35, the majority of whom are from the U. P. and Delhi.

HINDU EDUCATIONAL SOCIETIES.

There is a large number of unrecognised *pathshalas*, run by different Hindu Educational societies or individuals. Most of these institutions aim at promoting Sanskrit learning. They have their own courses of study. The annual class promotion system is not generally followed. Every individual makes progress according to his capacity and capability. Students join these institutions with different objects in view. Some come to study Astrology while others aim at Shastric learning. A few learn the indigenous system of Hindu Medicine. In recent years a large number of scholars joined these *pathshalas* to prepare for degree and diploma examinations in Sanskrit of different Indian Universities. There being no faculty of classical learning in the Delhi University students have to take the examinations of either the Panjab University or the Universities of the United Provinces. These *pathshalas* are generally residential institutions with provisions for free board and lodging made by philanthropic Hindu societies or individuals.

THE SIKH BOARD OF EDUCATION.

The Board was inaugurated to promote the cause of Sikh Education and to safeguard the educational interests of the community. So far the Board has confined its activities to primary education which they

rightly consider to be the most important stage in the scheme of studies.

For purposes of finance the Board is incorporated with the Provincial Gurdwara Committee and is responsible for the management of two primary schools.

THE JAMIA MILLIA ISLAMIA, DELHI.

The Jamia was founded at Aligarh in 1920. In 1925 the late Hakim Ajmal Khan and Dr. Ansari brought the institution over to Qarol Bagh, Delhi. A building of its own was thereby constructed to accommodate the primary department in the first instance. It grew in popularity and the numbers multiplied year after year till at last in 1934 a piece of land comprising about 400 acres was purchased at Okhla and in 1935 construction work was taken in hand. The school building was designed by a German architect, Herr Carl Hines. The main building consists of four blocks for residential purposes with one block in the centre for use as a school building. Only one block has been completed so far at a cost of about one lac of rupees. The college buildings and the offices are still at the old site in Qarol Bagh.

Aims.—“ The highest aspiration of the Jamia is to evolve a pattern of life for India Muslims which will have Islam as its focussing point and will be so designed as to harmonise their natural culture with the universal culture of mankind.” It aims at building character and health by providing adequately for the intellectual and emotional needs of the growing mind and affording ample opportunities for active self-expression. Further it aims at replacing the orthodox discipline of fear by the development of initiative and responsibility. Teaching is so imparted as to inculcate in the minds of the pupils the spirit of service, of tolerance, of self-control and self-respect.

Institutions managed by the Jamia.—The Jamia now consists of two primary schools, a high school and a university. All with the exception of one primary school which was shifted to Okhla last year are situated at Qarol Bagh.

The primary schools at Qarol Bagh and Okhla have 200 and 150 students on roll respectively.

It is interesting to note that more than four hundred students from various parts of India and other Asiatic lands are studying in the Jamia and are residing in the various hostels under its supervision.

In the primary schools the system of education is based on the project method, which has been found to be one of the most efficient and successful systems so far devised.

In the high school experiments are being made to teach according to the Assignment method, and both here and in the primary schools the boys are taught to take an active interest in all kinds of arts and crafts and to enjoy and respect manual labour. Special emphasis is laid on Individual work.

University.—The University college attached to the Jamia is entirely residential and imparts higher instruction in arts and social sciences up to the B. A. degree.

There is a library for reference and research work consisting of over 20,000 volumes. There is also a laboratory for Natural Science.

THE HEADMASTERS' ASSOCIATION, DELHI.

Headmasters' Associations were formed in the Punjab under orders of the Director of Public Instruction, Punjab, Lahore, issued sometimes between 1906 and 1907. Membership originally included :—

- (i) Headmasters and managers of recognised schools.
- (ii) Inspecting officers (who however ceased to be members since 1913), and
- (iii) Other persons interested in educational matters.

Each Division had one or more Associations according to its requirements. The Delhi Division, as it was then called, was divided into two centres—the Delhi centre and the Ambala centre. The Delhi centre consisted of Delhi, Rohtak, Gurgaon, Hissar and Karnal Districts and the Ambala centre of Ambala, Simla and Ferozepur Districts. Each of these centres had an Association of its own. This arrangement continued up to the end of 1922, the last meeting under it having been held at Karnal on October 28th, 1922.

At the beginning of 1923 the present Association came into being under the name of Headmasters' Association, Delhi Province. Its constitution received the approval of the Superintendent of Education in February, 1923.

During the period under review the Association considered a large number of questions of interest to schools represented on it as well as those affecting education in the province generally. The Association conducts the 8th class promotion examination each year in the month of February or March, since 1928, to improve and standardise the system of promotion of boys at the end of the middle stage.

THE TEXT BOOK COMMITTEE, DELHI.

The Text Book Committee was established as part of the five-year programme of educational expansion in 1927. The constitution of the Committee is as below :—

- (a) Superintendent of Education, Delhi—*Ex-officio* Chairman.
- (b) Headmaster, Government Normal School, Najafgarh, *Ex-officio* member.
- (c) Assistant Superintendent of Female Education, Delhi, *Ex-officio* member.
- (d) District Inspector of Schools, Delhi, *Ex-officio* member and Secretary.
- (e) The Headmaster of the Government High School, Delhi, and six other permanent heads of recognised high schools elected by the heads of recognised high schools in the province (of these six, at least one shall be the Headmistress of a girls' high school). Arrangements for the election will be made by the Chairman of the Committee.

- (f) Five members nominated by the Academic Council of the University of Delhi from among its own members.
- (g) Five members nominated by the Chief Commissioner, Delhi, after considering the advice of the Superintendent of Education.

Members, other than *ex-officio*, hold office for three years and are eligible for re-appointment.

There is also a Vice-Chairman who is elected by the members of the Text Book Committee and holds office for a period of three years.

The main function of the Committee is to advise the Superintendent of Education on the suitability of books—

- (i) for the use of scholars,
- (ii) for the use of teachers, and
- (iii) for libraries.

The general committee has delegated most of its powers in regard to selection of books to small sub-committees which did useful work during the quinquennium. The general committee held 17 meetings and the sub-committees 119. The total number of publications of all kinds considered by the Committee was 2,318 of which 1,223 were approved as text books and 784 for libraries, and 1,095 were rejected. The total annual expenditure on the Text Book Committee is approximately Rs. 1,300 which includes the allowance paid to the Secretary and his clerk and other incidental charges.

DELHI PROVINCE.

GENERAL EDUCATIONAL TABLES, 1932—37.

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Institutions and Scholars.

Percentage of Scholars to population.			
Recognized Institutions.		All Institutions.	
1937.	1932.	1937.	1932.
9·5	9·1	10·5	9·4
4·7	3·5	4·8	3·6
7·5	6·7	8·1	7

Scholars.			Stages of Instruction of Scholars entered in column 4. 7	
1937.	1932.	Increase or decrease.		
4	5	6	7	
132	104	+28	{ (a) 744 (b) 1,209 (c) .. (a) .. (b) .. (c) 7,758 (d) 897 (c) 2,932 (d) 5,226 (d) 15,493	
..		
1,953	1,780	+173		
..		
8,655	6,173	+2,482		
8,158	8,129	+29		
15,493	17,034	-1,541		
712	663	+49		
35,103	33,883	+1,220		
87	45	+42		{ (a) .. (b) 87 (c) .. (a) 98 (b) 40 (c) 854 (d) 1,034 (c) 681 (d) 2,339 (d) 7,075
138	126	+12		
1,888	720	+1,168		
3,020	2,378	+642		
7,075	5,842	+1,233		
281	118	+163		
12,489	9,229	+3,260		
3,701	896	+2,805		
456	351	+105		
4,147	1,247	+2,910		
51,749	44,359	+7,390		

(c) In Secondary stage.

(d) In Primary stage.

General Summary of

	Total expenditure.		
	1937.	1932.	Increase or decrease.
	1	2	3
Direction and Inspections	42,741	50,004	-7,263
Universities	2,02,453	1,59,463	+42,990
Boards of Secondary Education	29,739	27,161	+2,478
†Miscellaneous	3,26,982	3,04,990	+21,992
Totals	6,01,915	5,41,618	+60,297
<i>Institutions for Males.</i>			
Arts Colleges	4,21,397	3,49,600	+71,797
Professional Colleges .. .. .	..	..	..
High Schools	5,59,689	4,45,537	+1,14,152
Middle Schools	1,93,780	2,18,640	-24,860
Primary Schools	2,92,452	2,73,857	+18,595
Special Schools	43,050	57,287	-14,237
Totals	15,10,368	13,44,921	+1,65,447
<i>Institutions for Females.</i>			
Arts Colleges	20,533	10,065	+10,468
Professional Colleges	2,27,411	2,08,860	+18,551
High Schools	1,26,123	67,073	+59,050
Middle Schools	1,37,047	90,922	+46,125
Primary Schools	1,95,587	1,48,495	+47,092
Special Schools	22,822	22,721	+101
Totals	7,29,523	5,48,136	+1,81,387
GRAND TOTALS	28,41,806	24,34,675	+4,07,131

N.B.—For explanation of

* Includes both District

† Includes expenditure on

Expenditure on Education.

Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
Govt. funds.	Local* funds.	Fees.	Other sources.	Govt. funds.	Local* funds.	Fees.	Other sources.	
4	5	6	7	8	9	10	11	12
100	..	..	..	..	..	..	..	..
49.4	..	37.7	12.9	..	..	..	..	..
100	..	..	..	..	..	..	..	..
31.3	13.7	13	42	..	..	..	..	..
45.7	7.4	19.7	27.2	..	..	..	..	..
19.3	..	60.9	19.8	41 10 1	..	131 5 5	42 12 10	215 12 4
..
29.9	1.2	49.1	19.8	19 5 1	0 12 1	31 12 5	12 13 1	64 10 8
45.6	17.5	28.3	8.6	10 13 3	4 2 8	6 11 4	2 0 10	23 12 1
34.8	58.6	0.6	6.0	6 9 0	11 1 0	0 1 9	1 2 3	18 14 0
98.6	1.4	..	..	59 9 10	0 13 7	..	..	60 7 5
31.8	14.1	38.9	15.2	13 12 0	6 1 3	16 13 0	6 8 9	43 3 0
24.3	..	52.4	23.3	57 6 10	..	123 11 0	54 4 4	236 0 4
84.5	..	15.5	..	1,391 15 11	..	255 14 7	..	1,647 14 6
35.5	9.1	22.5	32.9	23 11 6	6 1 2	15 1 1	21 15 1	66 12 10
38.2	18.8	22.4	20.6	17 5 1	8 8 9	10 2 5	9 5 10	45 6 1
30.6	58.3	0.2	10.9	8 7 5	16 1 9	0 0 9	3 0 5	27 10 4
80.1	3.4	2.2	14.3	65 1 5	2 11 7	1 12 3	11 10 3	81 3 6
51.0	20.8	14.5	13.7	29 13 0	12 2 9	8 7 10	7 15 1	58 6 8
39.7	14.4	28.6	17.3	23 11 3	8 9 7	17 1 3	10 5 4	59 11 5

certain terms used in the tables please see overleaf.

Board and Municipal Funds.

buildings.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class, should be shown against Classes XI, X or IX according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under "school education", but should be entered against 1st year and 2nd year intermediate classes under "university and intermediate education". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations*.—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *Anglo-Indian and European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on Anglo-Indian and European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in Anglo-Indian and European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Recognised Institutions—												
Universities .. .. .	..	..	..	1	..	1	..	..	..	..	..	..
Boards of Secondary Education.	1	..	..	..	..	1	..	..	..	..	..	..
Colleges—												
Arts and Science* .. .. .	..	..	..	5	..	5	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	1	..	1
Education .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	..	..	..	1	..	1	..	..	..	1	..	1
Totals	1	..	..	7	..	8	..	..	..	2	..	2
High Schools	1	1	1	20	4	27	..	..	1	5	..	6
Middle Schools { English	1	3	7	8	..	19	1	..	1	4	..	6
{ Vernacular .. .. .	..	29	..	..	..	29	..	..	4	3	..	7
Primary Schools .. .. .	..	56	50	52	..	158	..	12	32	15	..	59
Totals	2	89	58	80	4	233	1	12	38	27	..	78
Special Schools—												
Art .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training	1	..	..	..	..	1	1	..	..	..	..	1
Engineering† .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial	1	..	..	..	..	1	..	..	..	3	..	3
Commercial	1	..	..	..	..	1	..	..	..	..	..	..
Agricultural .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	1	10	3	..	..	14	..	..	..	..	..	..
Other Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Totals	4	10	3	..	..	17	1	..	..	3	..	4
Totals for Recognised Institutions.	7	99	61	87	4	258	2	12	38	32	..	84
Unrecognised Institutions .. .. .	..	..	..	..	72	72	..	..	..	..	10	10
Grand Totals, all Institutions	7	99	61	87	76	330	2	12	38	32	10	94

* Includes Oriental Colleges.

† Includes Survey Schools.

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
Reading—									
In Recognised Institutions.									
Universities and Intermediate Education (a).									
Arts and Science (b) & (c)									
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..
Totals .. .. .	..	..	..	..	..	..	..	..	..
School and Special Education.									
In High Schools	429	418	9	234	227	45	514	428	..
In Middle Schools { English	298	255	..	707	620	30	2,034	1,833	..
{ Vernacular .. .. .	..	..	..	2,808	2,392	28	..	..	..
In Primary Schools .. .. .	..	..	..	2,072	1,784	..	8,337	7,383	..
Totals	727	673	9	5,821	5,023	103	10,885	9,644	..
In Art Schools .. .. .	..	..	..	..	..	..	..	..	..
In Law Schools .. .. .	..	..	..	..	..	..	..	..	..
In Medical Schools .. .. .	..	..	..	..	..	..	..	..	..
In Normal and Training Schools	39	37	39	..	..	..	..	..	..
In Engineering School* .. .. .	..	..	..	..	..	..	..	..	..
In Technical and Industrial Schools	259	208	..	..	..	..	..	..	..
In Commercial Schools	65	59	14	..	..	..	..	..	..
In Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..
In Reformatory Schools .. .. .	..	..	..	..	..	..	..	..	..
In Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..
In Schools for Adults	25	23	..	228	174	..	98	86	..
In Other Schools .. .. .	..	..	..	..	..	..	..	..	..
Totals	388	327	53	226	174	..	98	86	..
Totals for Recognised Institutions	1,115	1,000	62	6,047	5,197	103	10,983	9,730	..
In Unrecognised Institutions .. .. .	..	..	..	..	..	..	..	..	..
Grand Totals, all Institutions for Males.	1,115	1,000	62	6,047	5,197	103	10,983	9,730	..

(a) Scholars reading more

(b) Includes scholars also

(c) Includes scholars in

*Includes survey

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.			
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	
	1	2	3	4	5	6	7	8	9	
Reading—										
In Recognised Institutions.										
University and Intermediate Education (a).										
Arts and Science (b) .. ..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
School and Special Education.										
In High Schools .. ..	..	..	..	..	..	..	758	680	..
In Middle Schools {	..	English ..	184	160	544	489	..
		Vernacular	899	713	..
In Primary Schools .. ..	..	..	..	695	557	..	4,495	3,631	..
Totals ..	184	160	..	695	557	..	6,696	5,513	..	
In Medical Schools .. ..	..	..	..	..	..	..	..	..	..
In Normal and Training Schools ..	64	59	28	..	..	..	..	..	..
In Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..
In Commercial Schools .. ..	..	..	..	..	..	..	..	..	..
In Agricultural Schools .. ..	..	..	..	..	..	..	..	..	..
In Schools for Adults .. ..	..	..	..	..	..	..	..	..	..
In Other Schools .. ..	..	..	..	..	..	..	..	..	..
Totals ..	64	59	28	..	..	..	..	..	..
Totals for Recognised Institutions ..	248	219	28	695	557	..	6,696	5,513	..	
In Unrecognised Institutions ..										
Grand Totals, all institutions for Females.	248	219	28	695	557	..	6,696	5,513	..	
Grand Totals, all institutions—Males and Females	1,363	1,219	90	6,742	5,754	103	17,679	15,243	..	

(a) Scholars reading more than one of the following

(b) Includes scholars in Oriental

Educational Institutions for Females.

Aided.			Unaided.			Grand total of Scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males, included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
87	77	10	..	..	..	87	77	10	..
138	125	136	..	..	..	138	125	136	..
..
225	202	146	..	..	..	225	202	146	..
1,130	1,028	220	..	..	..	1,888	1,708	220	50
757	691	105	..	..	..	1,485	1,340	105	210
636	604	78	..	..	..	1,535	1,317	78	5
1,885	1,567	..	..	..	..	7,075	5,755	..	189
4,468	3,890	403	..	..	..	11,983	10,120	403	454
..
..	..	..	..	..	..	64	59	28	..
217	184	69	..	..	..	217	184	69	55
..
..
..
..
217	184	69	..	..	..	281	243	97	55
4,850	4,276	618	..	..	..	12,489	10,565	646	509
..	..	..	456	342	..	456	342	..	..
4,850	4,276	618	456	342	..	12,945	10,907	646	509
20,722	18,294	1,651	5,243	4,269	..	51,749	44,779	1,844	876

ing subjects should be entered under only one head.

Delays.

III-B.—Expenditure on Education for Females.

nil. spent by
Buildings.
ing main items :-

Total expenditure from					
Government funds. 22	Board funds. 23	Municipal funds. 24	Fees. 25	Other sources. 26	Grand Totals. 27
..
6,100	..	..	..	13,760	19,860
12,067	..	3,119	22,931	28,668	66,785
Totals ..	18,167	..	3,119	22,931	42,428
					86,645

Inspection* ..
Buildings, etc. ..
Miscellaneous ..
Totals ..

Government Institutions.					District Board and Municipal Institutions.						Aided Institutions.						Recognised unaided Institutions.			Total expenditure from						
Board funds. 2	Municipal funds. 3	Fees. 4	Other sources. 5	Totals. 6	Government funds. 7	Board funds. 8	Municipal funds. 9	Fees. 10	Other sources. 11	Totals. 12	Government funds. 13	Board funds. 14	Municipal funds. 15	Fees. 16	Other sources. 17	Totals. 18	Fees. 19	Other sources. 20	Totals. 21	Government funds. 22	Board funds. 23	Municipal funds. 24	Fees. 25	Other sources. 26	Grand Totals. 27	
..
..	1,92,095	..	..	35,316	..	2,27,411	..	..	..	..	1,92,095	..	..	35,316	..	2,27,411
..	4,996	..	..	10,761	4,776	20,533	..	..	..	..	4,996	..	..	10,761	4,776	20,533
..	1,97,091	..	..	46,077	4,776	2,47,944	..	..	..	..	1,97,091	..	..	46,077	4,776	2,47,944
..	12,338	..	10,337	6,383	..	29,058	32,449	..	1,125	22,066	41,425	97,065	..	..	..	..	44,787	..	11,462	28,449	41,425	1,26,123
..	7,647	13,513	..	22,326	2,366	..	38,205	23,910	..	..	27,249	15,116	66,275	..	..	..	..	31,557	..	..	27,249	15,116	73,922
..	7,230	..	3,484	1,034	13,172	24,920	..	..	..	..	20,743	..	25,810	3,400	13,172	63,125
..	51,707	2,082	99,922	..	..	1,53,711	8,160	..	11,969	336	21,411	41,876	..	..	..	..	59,867	2,082	1,11,891	336	21,411	1,95,587
..	7,647	77,558	2,082	1,32,585	8,749	..	2,20,974	71,749	..	16,578	50,685	91,124	2,30,136	..	..	..	..	1,56,954	2,082	1,49,163	59,434	91,124	4,58,757
..
..	15,603	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15,603	..	..	..	..	15,603
..	2,687	..	765	496	3,271	7,219	..	..	..	..	..	..	..	..	..	..
..
..	15,603	..	..	..	..	..	..	2,687	..	765	496	3,271	7,219	..	..	..	..	18,290	..	765	496	3,271	22,822
..	23,250	77,558	2,082	1,32,585	8,749	..	2,20,974	2,71,527	..	17,343	97,258	99,171	4,85,299	..	..	..	..	3,90,502	2,082	1,53,047	1,28,938	1,41,599	8,16,168
..	1,19,712	1,64,417	20,176	1,50,935	53,688	1,895	3,91,111	3,26,509	1,680	39,755	5,68,541	2,39,692	11,76,177	42,150	13,410	55,560	7,37,618	27,489	2,26,584	6,83,899	3,50,048	20,25,638	
..	1,42,962	2,41,975	22,258	2,83,520	62,437	1,895	6,12,085	5,98,036	1,680	57,098	6,65,799	3,38,863	16,61,476	42,150	13,410	55,560	11,28,120	29,571	3,79,631	8,12,837	4,91,647	28,41,806	

* Included in the expenditure for Males on Page 206.

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians	Hindus.		Muhammadians.	Jains.	Parsis.	Sikhs.	Others.	Jews.	Total.	No. of pupils from Rural Areas.	Total No. of married pupils.	No. of married pupils of and above the age of 18 years.
			Higher.	Depressed.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Total Population	3,463	6,037	1,85,625	45,834	1,20,926	Budhists 59 Jains. 2,949	81	4,269	254	3,69,497	..	..	..
School Education.														
Classes.														
Primary														
I	45	236	5,046	1,079	3,375	160	4	161	..	10,106	2,778	53	..	
II	17	94	2,459	359	1,606	115	2	59	..	4,711	1,112	67	..	
III	13	84	2,012	215	1,178	90	..	61	..	3,653	788	101	..	
IV	14	68	1,917	132	1,028	99	..	54	..	3,312	697	114	..	
V	7	40	1,458	47	622	97	..	59	..	2,330	548	92	..	
*Middle														
VI	3	34	1,413	43	503	78	..	64	..	2,138	519	122	9	
VII	3	40	1,264	24	485	85	..	47	..	1,928	440	89	7	
VIII	3	27	1,115	17	373	56	5	43	..	1,639	230	95	22	
*High														
IX	1	28	908	3	353	58	2	44	..	1,397	168	64	36	
X	1	27	852	5	309	50	..	26	..	1,270	157	101	72	
XI	..	..	..	..	..	..	..	..	..	..	..	..	..
XII	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	107	678	18,444	1,924	9,832	868	13	618	..	32,484	7,437	898	146	
University and Inter- mediate Education.														
Interme- diate classes.														
{ 1st year	..	4	414	..	85	21	..	22	..	546	78	108	103	
{ 2nd year	..	15	483	1	112	23	..	19	..	653	99	120	120	
Degree classes.														
{ 1st year	3	5	195	..	59	15	1	7	..	285	55	78	78	
{ 2nd year	2	5	230	2	56	14	2	6	..	317	59	88	88	
Post-gra- duate classes.														
{ 1st year	..	..	44	..	16	..	..	1	..	61	6	7	7
{ 2nd year	..	2	41	..	10	1	..	2	..	56	2	6	6	
Research students—	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	5	31	1,407	3	338	74	3	57	..	1,918	299	407	402	
No. of scholars in re- cognised institu- tions.	112	709	19,851	1,927	10,170	942	16	675	..	34,402	736	1,305	548	
No. of scholars in unrecognised insti- tutions.	..	..	1,250	44	2,306	41	..	9	..	3,650	242	..	..
Grand Total	112	709	21,101	1,971	12,476	983	16	684	..	38,052	978	1,305	548	

* Please draw two bold lines across the above table.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mubammadans.	Jais.	Parsis.	Sikhs.	Others.	Jews.	Total.	No. of pupils from Rural Areas.	Total No. of married pupils.	No. of married pupils of and above the age of 14 years
			Higher.	Depressed.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Total Population	1,853	5,636	1,31,215	37,189	86,034	Budhists 17 Jains. 2,396	45	2,168	196	2,66,749	..	..	..
School Education. Classes.														
Primary														
I	50	221	3,179	179	1,526	208	3	108	..	5,474	437	..	..
II	30	55	976	101	420	54	2	27	..	1,665	115	1	..	
III	13	61	847	19	286	55	..	31	..	1,312	65	1	..	
IV	8	59	719	8	183	40	1	16	..	1,034	45	..	3	
V	..	56	529	8	159	23	1	13	..	789	45	10	6	
Middle														
VI	7	48	295	1	80	2	2	30	..	465	3	..	..
VII	5	44	208	..	72	1	2	11	..	343	2	2	2	
VIII	8	84	257	..	65	2	1	19	..	436	..	2	2	
High														
IX	..	26	99	..	31	2	..	4	..	162	..	1	1	
X	..	15	79	..	26	..	..	5	..	125	..	1	1
XI	..	..	..	..	..	..	..	..	..	..	..	..	..
XII	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	121	669	7,188	316	2,848	387	12	264	..	11,805	72	22	15	
University and In- termediate Edu- cation.														
Interme- diate														
classes. 1st year	..	1	37	..	3	..	..	3	..	44	..	2	2
2nd year	..	2	43	..	4	..	..	4	..	53	..	..	..
Degree classes.														
1st year	..	2	7	..	..	..	..	..	..	9	..	..	..
2nd year	..	..	8	..	..	..	..	..	..	8	..	..	..
Post-gra- duate														
classes. 1st year	..	..	1	..	1	..	..	..	..	2	..	..	..
2nd year	..	..	5	..	1	..	..	..	..	6	..	..	..
Research students—	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	..	5	101	..	9	..	..	7	..	122	..	2	2
No. of scholars in re- cognised institu- tions.	121	674	7,289	316	2,857	387	12	271	..	11,927	72	24	17	
No. of scholars in unrecognised insti- tutions.	..	..	36	..	353	115	..	3	..	507	..	..	..
Grand Totals ..	121	674	7,325	316	3,210	502	12	274	..	12,434	32	24	17	

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

	1	2	Hindus.		5	6	7	8	9	10	11	12	13
			3	4									
School Education.													
Art Schools
Law Schools
Medical Schools
Normal and Training Schools.	..	2	21	..	15	..	..	1	..	39	30	24	24
Engineering and Surveying Schools.
Technical and Industrial Schools.	..	7	104	2	199	..	..	2	..	314	55	4	..
Commercial Schools	58	..	3	3	..	1	..	65	17	18	17
Agricultural Schools
Reformatory Schools
Schools for Defectives
Schools for Adults ..	1	2	190	50	99	..	..	3	..	345	276	144	125
Other Schools
Totals ..	1	11	373	52	316	3	..	7	..	763	378	190	166
University and Intermediate Education.													
Law	102	..	10	10	..	10	..	132	..	..	..
Medicine
Education
Engineering
Agriculture
Commerce
Forestry
Veterinary Science
Totals	102	..	10	10	..	10	..	132	..	..	..
	1	11	475	52	326	13	..	17	..	895	378	190	166

V-B.--Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians. 1	Indian Christians. 2	Hindus.		Mubammadans. 5	Jains. 6	Parsis. 7	Sikhs. 8	Others. 9	Total. 10	No. of pupils from Rural Areas. 11	Total No. of married pupils. 12	No. of married pupils of and above the age of 14 years. 13
			Higher. 3	Depressed. 4									
School Education.													
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools.	..	8	30	..	25	1	..	..	..	64	..	24	24
Technical and Industrial Schools.	..	86	30	36	8	..	..	2	..	162	..	12	12
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	3	1	..	..	..	..	..	..	..	4	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	3	95	60	36	33	1	..	2	..	230	..	36	36
University and Intermediate Education.													
Medicine ..	19	16	66	..	22	1	2	12	..	138	..	4	4
Education ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	19	16	66	..	22	1	2	12	..	138	..	4	4
Grand Totals ..	22	111	126	36	55	2	2	14	..	368	..	40	40

VI-A.—Men Teachers.

Class of Institutions.	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A degree.	Passed Matric or School Final.	Passed middle schools.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
Primary Schools.												
Government .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Municipal	2	46	212	1	..	..	..	60	1	261	61	322
Aided	1	22	88	9	4	..	..	10	20	124	30	154
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	3	68	300	10	4	..	..	70	21	385	91	476
Middle Schools.												
Government	1	2	7	1	1	..	..	..	..	12	..	112
Local Board and Municipal	13	22	206	2	2	..	1	13	6	245	20	265
Aided	14	20	36	..	1	3	2	7	11	71	23	94
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	28	44	249	3	4	3	3	20	17	328	43	371
High Schools.												
Government	11	2	7	..	..	..	..	3	..	20	3	23
Local Board and Municipal	11	7	12	2	1	..	1	3	..	33	4	37
Aided	129	64	69	1	..	8	17	33	16	263	74	337
Unaided	15	6	4	..	..	..	6	3	6	25	15	40
Totals ..	166	79	92	3	1	8	24	42	22	341	96	437
Grand Totals ..	197	191	641	16	9	11	27	132	60	1,054	230	2,284

VI-B.—Women Teachers.

	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
Class of Institutions.												
Primary Schools.												
Government .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Municipal	..	5	90	59	2	..	..	5	1	156	6	162
Aided .. ..	..	3	25	16	1	..	..	2	16	45	18	63
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals .. ..	..	8	115	75	3	..	..	7	17	201	24	225
Middle Schools.												
Government .. ..	..	2	6	..	..	..	..	..	..	8	..	8
Local Board and Municipal	3	14	23	8	..	1	..	..	..	48	1	49
Aided	4	35	20	4	..	..	2	2	7	63	11	74
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	7	51	49	12	..	1	2	2	7	119	12	131
High Schools.												
Government .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Municipal	5	5	14	3	..	..	..	1	..	27	1	28
Aided	19	26	20	3	1	..	1	..	4	69	5	74
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	24	31	34	6	1	..	1	1	4	96	6	102
Grand Totals	31	90	198	93	4	1	3	10	28	416	42	458

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population.	Male	.. 3,463	Percentage to European and Anglo-Indian population of those at school.									
	Female	.. 1,853	Males.	Females.	Total							
	Total	.. 5,316	3.4	5.7	4.2							
	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	*Number of Non-Europeans on roll.	Teachers.		Expenditure from					
					Trained.	Untrained.	Government funds.	Local funds.†	Fees.	Other sources.	Total expenditure.	
	1	2	3	4	5	6	7	8	9	10	11	
Institutions for Males.												
Arts Colleges	
Training Colleges	
High Schools	
Middle Schools	
Primary Schools	
Training Schools	
Technical and Industrial Schools.	
Commercial Schools	
Other Schools	
Totals	
Institutions for Females.												
Arts Colleges	
Training Colleges	
High Schools	
Middle Schools	2	265	117	42	20	2	17,994	..	17,152	6,887	42,033
Primary Schools	
Training Schools	
Technical and Industrial Schools.	
Commercial Schools	
Other Schools	
Totals	2	265	117	42	20	2	17,994	..	17,152	6,887	42,033
Grand Totals for institutions	..	2	265	117	42	20	2	17,994	..	17,152	6,887	42,033
					Inspection
					Buildings, etc.	6,100	3,760	19,860
					Miscellaneous	4,421	..	2,713	5,627	12,761
Expenditure on Buildings includes nil spent by the Public Works Department.												
* 'Miscellaneous' includes the following main items :—												
1. Scholarships.												
2. Furniture.												
3. Conveyances.												
					Total	10,521	..	2,713	9,387	32,621
					Grand Totals	28,515	..	19,865	26,274	74,654

* Include both District Board and Municipal Funds.

† The term "Non-European" does not include domiciled Europeans and Anglo-Indians.

VIII.—*Examination Results.*

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
Degree Examinations.												
Arts and Science.												
D. Litt. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. A.	44	2	46	36	..	36	3	..	3	..	..	..
M. Sc. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Honours)	43	..	43	39	..	39	7	..	7	6	..	6
B. Sc. (Honours) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Pass)	305	13	318	184	7	191	7	10	17	5	7	12
B. Sc. (Pass)	87	..	87	43	..	43	..	..	..	..	..	..
Law.												
Master of Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Laws	106	..	106	82	..	82	..	..	..	..	..	..
Medicine.												
M. D. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. B. B. S. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
I. M. S. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. S. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. Hyg. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. O. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
B. So. (Sanitary) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
S. T. M. (Calcutta) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..

* *I.e.*, appearing from a recognised institution.

VIII.--*Examination Results*--contd.

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
Engineering.†												
Master of E. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of C. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	..	..	..	..	..	..	..	..	..	..	..	..
Education.												
B. E. B. T. & L. T. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce.												
Bachelor of Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Master of Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technology.												
Bachelor of Technology .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Master of Technology .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture.												
Master of Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examinations.												
Intermediate of Arts	493	12	505	202	7	209	34	9	43	20	6	26
Intermediate in Science	164	..	164	88	..	88	1	..	1	..	..	..
Licentiate of Civil Engineering .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate or Diploma in Commerce.	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Examinations .. ..	..	..	..	..	..	..	..	..	..	..	..	..
School Examinations .. ..	..	..	..	..	..	..	..	..	..	..	..	..

* *I.e.*, appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—*Examination Results—contd.*

Examinations.	Males.						Females.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
(a) On completion of High School courses.												
Matriculation	1,218	39	1,257	720	11	731	140	28	168	78	..	78
School Final, etc.	18	1	19	5	..	5	..	..	..	..	..	..
Anglo-Indian and European High School.	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge School Certificate ..	..	..	..	..	..	..	..	..	..	..	..	..
(b) On completion of Middle School course.	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Junior .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Indian and European Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle .. ..	..	..	..	..	..	..	241	..	241	196	..	196
(c) On completion of Primary course.												
Upper Primary .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary .. ..	..	..	..	..	..	..	..	..	..	..	..	..
(d) On completion of Vocational course.												
For teacher's certificates—												
Vernacular Higher .. ..	..	..	..	..	..	..	22	..	22	17	..	17
Vernacular, Lower	31	4	35	28	4	32	13	..	13	11	..	11
At Arts Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Engineering Schools† .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	9	..	9	6	..	6	..	..	..	..	..	..
At Commercial Schools	26	..	26	20	..	20	..	..	..	..	..	..
At Agricultural Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..

* *I.e.*, appearing from a recognised institution.

† Includes Survey School.

IX.—Statistics of educational

Types of Institutions. 1	No. of Institutions and Scholars.					
	Government.		District Board.		Private.	
	Institu- tions. 2	Scholars. 3	Institu- tions. 4	Scholars. 5	Institu- tions. 6	Scholars. 7
I.—Recognised Institutions.						
For Males.						
Arts Colleges
Professional Colleges
High Schools	1	234	2	473
Middle Schools	32	3,515	..	..
Primary Schools	56	2,072	19	695
Training Schools	1	39	..	..	..	..
Agricultural Schools
Schools for Adults	10	226	..	..
Other Schools
Totals	1	39	99	6,047	21	1,168
For Females.						
Arts Colleges
Professional Colleges
High Schools
Middle Schools
Primary Schools	12	695	..	..
Training Schools
Agricultural Schools
Schools for Adults
Other Schools
Totals	12	695	..	..
Grand Totals for all Recognised Institutions.	1	39	111	6,742	21	1,168
II.—Unrecognised Institutions.						
For Males
For Females
Totals
Grand Totals of all Institutions

Explanatory notes:—

(1) Figures for *urban* areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

institutions in rural areas.

Total.		Expenditure on Institutions.				No. of Teachers.			
Institutions.	Scholars.	From Government funds.	From District Board funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
8	9	10	11	12	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.				
..
..
3	707	24,219	..	17,112	41,331	..	14	24	38
32	3,515	59,372	14,366	13,994	87,732	..	165	..	165
75	2,767	37,497	12,849	5,905	56,251	..	67	28	95
1	39	9,173	..	..	9,173	3	..	..	3
..
10	226	607	274	..	881	..	..	..	..
..
121	7,254	1,30,868	27,489	37,011	1,95,368	3	246	52	301
..
..
..
..
12	695	11,146	2,082	..	13,228	..	23	..	23
..
..
..
..
12	695	11,146	2,082	..	13,228	..	23	..	23
133	7,949	1,42,014	20,571	37,011	2,08,596	3	269	52	324
10	242								
..	..								
10	242								
143	8,191								

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural areas*. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban areas*.


X.—Scholars by classes and ages in institutions for General Education (Quinquennial).

Class.	Primary.*				Middle.*				High.*		Totals.	Intermediate.*		Degree.*		Post Graduate.*		Total.	Grand Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X		1st year.	2nd year.	1st year.	2nd year.	1st year.	2nd year.		
Ages—																			
Below 5 ..	77	..	..	..	..	..	..	..	..	..	77	..	..	..	..	..	..	..	..
5 to 6 ..	1,694	53	14	..	..	..	..	..	..	..	1,761	..	..	..	..	..	..	..	..
6 to 7 ..	4,151	386	104	9	..	..	..	..	..	..	4,650	..	..	..	..	..	..	..	..
7 to 8 ..	3,873	1,056	364	109	12	..	..	..	..	..	5,414	..	..	..	..	..	..	..	..
8 to 9 ..	2,729	1,639	965	381	66	13	..	..	..	..	5,793	..	..	..	..	..	..	..	..
9 to 10 ..	1,698	1,434	1,015	795	280	79	13	..	..	..	5,314	..	..	..	..	..	..	..	..
10 to 11 ..	816	929	1,123	958	564	252	62	4	1	..	4,709	..	..	..	..	..	..	..	..
11 to 12 ..	335	527	722	1,029	765	538	192	73	15	..	4,196	..	..	..	..	..	..	..	..
12 to 13 ..	139	229	404	617	608	641	476	240	67	11	3,432	..	..	..	..	..	..	..	..
13 to 14 ..	48	71	180	283	409	496	544	434	164	35	2,664	2	1	..	..	..	..	3	2,667
14 to 15 ..	10	26	49	104	238	308	393	493	335	125	2,081	11	7	..	..	..	..	18	2,099
15 to 16 ..	5	14	15	46	107	159	290	395	342	255	1,628	70	45	3	..	..	..	118	1,746
16 to 17 ..	1	8	7	10	35	75	168	210	270	286	1,070	146	104	13	4	1	..	268	1,338
17 to 18 ..	2	3	3	4	22	26	81	116	172	266	695	165	140	65	17	1	..	388	1,083
18 to 19 ..	2	..	..	..	4	8	36	74	115	193	432	101	172	76	62	8	1	420	852
19 to 20 ..	..	1	..	..	6	6	11	30	52	140	246	50	117	58	75	17	3	320	566
over 20 ..	..	..	..	1	3	2	5	6	26	84	127	45	120	79	167	36	58	505	632
Total ..	15,580	6,376	4,965	4,346	3,119	2,603	2,271	2,075	1,559	1,395	44,289	590	706	294	325	63	62	2,040	46,329

* Please draw lines indicating the number of classes or years comprising the different stages of instructions.

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