

# QUINQUENNIAL REPORT

ON

## EDUCATION

IN THE

## DELHI PROVINCE

(1927-32)

COMPILED BY

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ASSISTED BY

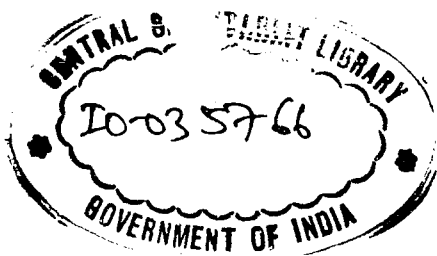
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## PREFACE.

This is the fourth Quinquennial report on Education in the Delhi Province.

During the first four years of the quinquennium Mr. R. Littlehailes, M.A., C.I.E. (and during his absence on leave Mr. A. H. Mackenzie, M.A., C.I.E.) Educational Commissioner with the Government of India held collateral charge of the post of the Superintendent of Education, Delhi and Ajmer-Merwara. The progress reviewed in these pages therefore mainly represents the work of these two officers, and mostly that of the former.

The report has been written on the lines of the Government of India Review, and in the light of instructions issued on the subject by the Educational Commissioner with the Government of India.

Referring to the volume of the last Quinquennial Review of the province Mr. Littlehailes wrote that "although small in area, Delhi Province has all kinds of educational institutions from first-grade colleges to small indigeneous schools, and its educational problems are no less important than those of a major province". To this plea it may be added that the appointment during the quinquennium of the Auxiliary Committee of the Indian Statutory Commission, the Delhi University Enquiry Committee, and the Primary Education Committee and the publication of the reports of these bodies have brought to the fore educational problems of outstanding importance which need discussion with reference to the educational conditions and progress in the Province of Delhi. Besides, the working of the Board of Secondary Education which had completed just one year of its existence when the last quinquennium closed, has for the first time been reviewed in these pages. The same is true of Compulsory Primary Education. Then again, the five year programme of educational expansion was sanctioned in the opening year of the present quinquennium, and its effect on the general educational progress of the province naturally finds a place here. All this accounts for the large size of the Review.

The work of compiling the Review has been carried out under somewhat difficult circumstances. A Special Officer was deputed to write the draft of the Quinquennial Reviews of the three provinces *viz.*, Delhi, Ajmer-Merwara and Central India, and he was allowed only three months for the work. When the Officer joined the duty, educational institutions in Delhi Province were closed for the vacation, and this naturally delayed the collection of information from individual institutions. This report cannot therefore be expected to be as thorough as the compilers would have wished to make it. But it is hoped that the following pages contain some readable matter, and that the various educational topics discussed on the basis of statistical data, will be of some use to those engaged or interested in educational work.

Thanks are due to the Assistant Superintendent of Female Education, Delhi, the District Inspector of Schools, Delhi, and the office staff of the Delhi Education Office, for the help they have given.

MISofEdnD

To Rai Sahib P. B. Joshi, who was placed on special duty for the compilation of this review my thanks are specially due. His grasp of educational problems, knowledge of detail and long experience have been of great value to me in the preparation of a report of this size and detail within a short time and with so small a staff.

DELHI,  
28th October, 1932.

J. C. CHATTERJEE,  
*Superintendent of Education, Delhi,*  
*Ajmer-Merwara and Central India.*

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# Quinquennial Report on Education in the Delhi Province (1927-32).

## CHAPTER I.

### Introductory.

The period of five years which these pages attempt to review, has been one of absorbing interest and considerable progress in the educational annals of the country.

The appointment of the Auxiliary Committee of the Indian Statutory Commission to review the growth of education in India during the last decade, was announced a year after the quinquennium opened. The Committee was at work for about a year. A large number of witnesses from Delhi, both educationists and laymen, sent written answers to the questionnaire issued by the Committee. Two official and three non-official witnesses were also examined orally by the Committee in Delhi. The report of the Committee was issued in 1929, and has brought into prominence the outstanding features of Indian education. It has drawn attention to the defects of the present system, and has suggested measures for a rapid advance for the future.

Nearer home, in June, 1927, the Government of India appointed a Committee to make recommendations regarding the allocation of a permanent site for the University of Delhi, and the nature and extent of the assistance which the Governor-General in Council might give to the University. The Committee, popularly known as the Delhi University Enquiry Committee, went carefully into all the problems relating to the University, its location, finance, and the relation of the degree classes with Intermediate Colleges, and made suitable recommendations. It was only after the close of the quinquennium that the recommendation of the Committee regarding the transfer of the Viceregal Estate to the University could be partially carried out. Other suggestions of the Committee still await consideration.

Of much greater importance was the appointment of the Primary Education Committee in 1929, to enquire into the existing facilities for primary education in Centrally Administered Areas (Delhi, Ajmer-Merwara and the North West Frontier Province), the possibilities of expansion under a voluntary or compulsory basis, and the necessity of providing special facilities for the education of the so-called "untouchables". This Committee commenced work in June, 1929, and its report was signed and issued in April, 1930. The report forms one of the most useful contributions to the educational literature of the Province. It reviews in detail the past progress in the field of mass education, the causes of its backwardness, and offers most helpful suggestions for future improvement and expansion.

Some of the recommendations made by the Committee were carried out during the closing years of the quinquennium. For example, Government have appointed a whole-time Superintendent of Education. The Municipality of Delhi has now a fully qualified lady Superintendent for girls' schools. The equipment of school libraries is receiving attention. Untrained teachers are being replaced by trained teachers, and school buildings are being regularly inspected in order to ensure, as far as possible, the provision of proper sanitary environments for educational work.

As regards the education of the depressed classes to which the Committee gave special attention, the Municipality decided to supply free books and stationery to the children of such classes, and has insisted on the compulsory education act being applied to all classes of children. Steps have also been taken to form advisory committees for certain institutions. A syllabus for encouraging hand-work, needle work, and practical domestic science in girls' schools has also been prepared. Some of the more important recommendations of the Committee require the provision of larger funds. Owing to the acute financial stringency with which the entire country was faced during the closing years of the quinquennium, these recommendations could not be carried into effect. Necessary schemes relating to them were, however, prepared during the period under review, and await the return of better times.

In the opening year of the quinquennium, the Government of India sanctioned large money grants, both recurring and non-recurring, spread over a period of five years for the expansion of education in all its branches. The details of the grants sanctioned in the programme for various purposes, and the amounts ultimately utilised under various heads are given in the statement which forms Appendix 'A' to this report.

The net result of the programme was as follows :—

**Rural.**—The District Board vernacular middle school, Nangloi, was raised to the anglo-vernacular middle standard; one agricultural farm was established in connection with the vernacular middle school at Palam; three vernacular lower middle schools were raised to the upper middle standard; 25 primary schools were raised to the lower middle standard; and 15 new primary schools were opened. Also, 30 additional teachers were appointed for primary schools, and compulsory primary education was introduced in ten villages.

**Urban.**—The Delhi Municipality extended compulsory primary education to certain wards for which Government made a recurring grant of Rs. 90,000 a year. Recurring grants were also sanctioned for the primary education of girls. Grants-in-aid to aided schools were increased and a training school was opened at Najafgarh for male teachers. Provision was made for some additional staff and equipment in connection with inspection. A scheme for the medical inspection of school children was inaugurated, and a text book committee was established for the Delhi Province.

It must be admitted with regret that while some of the items in the sanctioned five-year programme, like the raising of the Government High School to the standard of an Intermediate College, had to be abandoned, sufficient provision was not made in the programme for the furtherance of primary education and the education of girls. The total recurring cost sanctioned for the programme was Rs. 99,563 in 1927-28, rising to Rs. 2,73,440 in 1931-32. A non-recurring grant of Rs. 3,09,851 was also sanctioned, spread over the total period of five years, for buildings and equipment, but the provision was not fully utilized. In the case of non-Government secondary schools the managements could not find their own share of the cost of buildings and equipment to take full advantage of Government grants. The grant of Rs. 15,000 to the District Board was not sanctioned in the last year of the quinquennium.

Unfortunately this 'short spell of creative activity' was followed by a period of extreme financial stringency, and towards the close of the quinquennium the education department was faced with the depressing task of making retrenchments in the educational budget of the province. Orders on the subject were not always quite clear. To begin with, instructions were issued for the surrender of a full 10% of the entire provision in the educational budget of the Delhi Province. Strong representations were made for the exemption from the 10% cut of expenditure on primary education, and annual recurring grants-in-aid to aided institutions. The local Government very generously accorded their support, and the Government of India were pleased largely to accept these recommendations. Substantial surrenders had, however, to be made under other heads. This necessitated a careful and minute review of all educational activities in the province, in order to save from crippling the essential activities of a nation-building department. This entailed very heavy work on all the officers and the staff of the Education Department. Although the necessary curtailment of expenditure could not but check the work of expansion, and in some cases involved the closing down and curtailment of existing educational activities, yet it is hoped that the care that was given to this work, and the sympathy shown by Government has saved the really essential part of educational work from any serious harm. The total amount surrendered to Government from the sanctioned budget of the last year of the quinquennium amounted to Rs. 43,474, *i.e.*, 4.9 per cent. of the total amount. The set-back which new and partially developed schemes received as the result of the economy campaign, must considerably put back the hands of the clock so far as educational progress is concerned.

**Political Agitation and Educational Institutions.**—During the closing years of the quinquennium the civil disobedience movement was very active. It is unfortunate that schools and colleges were made a special object of attention by the promoters of the movement. Hartals were forced on educational institutions, and in most cases students were coerced by picketers into keeping away from schools and colleges. A general weakening of discipline and loss of educational efficiency were the inevitable results. Very few teachers took any part in the political activities, and on the whole the vast majority of students did not associate with the movement. A small number of students, who left schools and colleges or were expelled, soon realised their folly, and sought re-admission. It must, however, be admitted with regret that some ex-students earned notoriety owing to their participation in certain very undesirable activities; nor can it be denied that the propaganda carried on by the supporters of the civil disobedience movement did evoke some sympathy in the immature minds of a considerable section of the student community, particularly in the local colleges. Experience shows that the worst sufferers were institutions under private management. Although very few people, as a rule, come forward to help these institutions financially, there is a curious feeling in the mind of the general public that schools under private management are their property, and that they can do whatever they like with them. Such a tendency, when it merely results in a demand on the staff and scholars of these institutions to take part in political movements, can only be considered deplorable, for activities of this kind must affect discipline and retard the legitimate work of the institutions.



The recrudescence of the civil disobedience movement during the quinquennium has brought into prominence some problems of outstanding importance relating to educational institutions. It is recognised on all hands that young men have a super-abundance of energy which for the good of all concerned must be directed into useful channels. The problem before the educationists is to discover such channels. Games, social activities, rural and community uplift work, are the directions in which the energy of youths could be directed after school hours. Unless this is done, the inexperienced young mind is always likely to be swayed by any undesirable movements that happen to catch their imagination, and deflect them from their proper work. It is hoped that the civil disobedience movement, which was practically a spent force when the quinquennium closed, is the last of its kind, and that in years to come more profitable outlet will be discovered to occupy the spare hours and the surplus energy of our students by those who direct their education, and that leaders of political thought would realise the danger of drawing in immature youths into the whirlpool of political unrest, which must unsettle and unfit them for the pursuit of knowledge and science.

*Statistical Progress—Institutions and Scholars.*

Type of institution.	Institutions.			Scholars.		
	1927.	1932.	Increase or decrease.	1927.	1932.	Increase or decrease.
Arts Colleges .. ..	6	7	+1	1,148	1,825	+ 677
Professional Colleges ..	1	1	..	171	230	+ 59
Secondary Schools .. ..	47	89	+42	11,037	17,400	+ 6,363
Primary Schools .. ..	181	222	+41	11,308	22,876	+ 11,568
Special Schools .. ..	23	8	-15	902	781	- 121
Unrecognised institutions	59	48	-11	2,259	1,247	- 1,012
Total .. ..	317	375	58	26,825	44,359	17,534

It will appear that there is an increase of 58 in the total number of institutions, and of 17,534 in the number of scholars reading in these institutions. Unfortunately, there is a decrease of 15 in the number of special schools, which is due to the closing of adult schools during the quinquennium. A satisfactory feature of the table is the decrease in the number of unrecognised institutions.

*Percentage of Scholars to Population.*

					1927.	1932.
Male .. ..	..	..	..	..	7.7	9.4
Female .. ..	..	..	..	..	2.4	3.6
			Total	..	5.5	7.0

**Literacy percentage.**—According to the census figures for 1931, the percentage of literacy among males in the Province of Delhi was 19·9 of the male population, and among females of 6·03 of the female population. The total literacy percentage was 14·06.

**Expenditure.**—Expenditure on boys and girls' education and the total expenditure from various sources are indicated in the following tables :—

Heads.	Boys.	Girls.	Total.
	Rs.	Rs.	Rs.
Government . . . .	7,89,773	3,67,308	11,57,081
Boards . . . . .	1,84,675	85,311	2,69,986
Fees . . . . .	4,66,411	67,174	5,33,585
Other sources . . . .	3,65,903	1,08,120	4,74,023
Total . . . . .	18,06,762	6,27,913	24,34,675*

\* This includes the expenditure on direction and inspection and other miscellaneous heads including building, etc.

TABLE II.

Heads.	Government.	Boards.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges . . . .	1,03,031	..	2,05,132	51,502	3,59,665
Professional Colleges . . . .	1,78,950	..	28,411	1,499	2,08,860
Secondary Schools . . . .	3,76,504	63,006	2,04,678	1,77,984	8,22,172
Primary Schools . . . .	1,73,986	1,70,352	5,043	72,971	4,22,352
Special Schools . . . .	60,132	224	7,498	12,154	80,008
Direction and Inspection . . . .	37,029	12,975	..	..	50,004
University and Board of Secondary Education . . . .	1,27,161	..	59,463	..	1,86,624
Miscellaneous including buildings	1,00,288	23,429	23,360	1,57,913	3,04,990
Total . . . . .	11,57,081	2,69,986	5,33,585	4,74,023	24,34,675

There is a total increase of Rs. 7,28,612 in the expenditure during the quinquennium which increase is distributed as follows:—

	Rs.	Percentage of total increase during the quinquennium.
Arts Colleges .. .. .	1,01,975	14%
Professional Colleges .. .. .	53,657	7·3
High Schools .. .. .	1,85,691	25·5
Middle Schools .. .. .	1,07,734	14·8
Primary Schools .. .. .	1,96,782	26·9
Special Schools .. .. .	25,418	3·7
Direction and Inspection .. .. .	31,458	4·3
Universities .. .. .	—8,640	—1·2
Board of Secondary Education .. .. .	2,7161	3·7
Miscellaneous including building .. .. .	7,890	1·1
Total .. .. .	7,29,126	..

It will be noticed that Government was responsible for about 50% of the total expenditure on education during the last year of the quinquennium. One unsatisfactory feature of the tables is that expenditure on primary education is about half of that on secondary education. Similarly, the expenditure on the education of girls is about a third of that on the education of boys. In the fitness of things the position should be reversed, at any rate, much more money should be spent on the education of girls and primary education.

**Conclusion.**—Judged by statistics the progress during the quinquennium in all branches of education has been distinctly satisfactory. Considerable amount of ground has been gained. But one must look with concern at the immensity of the task ahead, for taking into account the tremendous amount of energy and expenditure put in, progress has been distinctly discouraging. The pests that are eating into the vitals of primary education—*viz.*, stagnation and wastage—are still as active as ever, and no effective remedy has been found for the eradication of the disease. The disparity between the education of men and women is becoming more marked every year, the general standard of attainment of young men is still poor, and there is little change in the popular outlook on educational aims and ideals.

As the net result of the labour and expenditure of the past decade, Delhi has added only 1·7% to the population of male literates and 1·2% to that of the female literates; and the total literacy percentage of the Province is still as low as 14. Education seems to be widening the gulf between the educated classes and the masses, thereby endangering the harmonious working of future political constitutions, that between men and women, thereby endangering the

social harmony of our homes. The great need is for the creation of an equilibrium. It is impossible to cry halt to those who have had a considerably better start and are advancing at a fairly rapid pace. The only means of preventing the gulf from widening to dangerous extents is to push forward rapidly those who lag behind *viz.*, women and the illiterate masses. Every ounce of energy and every pie of the funds that become available in years to come should therefore be spent on these objects, if we are to be saved from the political and social chaos which appears to threaten us at the present moment.

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## CHAPTER II.

## Administration and Control.

Of the four small provinces that now constitute "the Centrally Administered Areas", Delhi is one. All education in the province is therefore ultimately controlled by the Government of India, through the Chief Commissioner, Delhi, although money grants are made by the Central Government 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 Councils, and have a dual responsibility. This position has its advantages as well as its drawbacks. If Delhi were a province with a Legislative Council of its own, its educational policy would be guided and executed by a Minister responsible to the electorate "who", to quote the Primary Education Committee's Report, "is presumed to have more influence in obtaining funds for education from his Government than a Chief Commissioner". Besides, as the report fitly points out, educational demands in the reformed provinces are subject to a single sieve, while those in the Delhi Province are subject to a double sieve, that of the Local Government and the Government of India, each of which may cut down expenditure on education proposed by the Department. On the other hand, the present position of the province has saved it from those defects that have arisen in the reformed provinces due to disturbed political conditions, uncertainty of tenure of the 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.**—Moreover, since money grants of the province are subject to a vote of the Legislative Assembly, its educational administration and policy are subject to discussion in the Central Legislature. In fact, during the quinquennium under review, education in Delhi and other administered areas came up frequently before the Legislative Assembly both in the form of questions and resolutions; although few of these emanated from the only representative of this Province. The majority of the questions asked were unfortunately of a purely personal and communal nature, and beyond keeping alive communal bickerings and adding to the work of the Government of India, the Local Government and the Superintendent of Education, those questions were of little practical value. There were, however, some other questions, though few in number, of a more constructive nature. For instance, a question brought into prominence the need for the medical inspection of school children, now an important feature of the extra-curricular activities of the Department. Another question brought home the need for special educational facilities to the children of the depressed classes. Still another pointed out a genuine grievance of the children of the Government of India employees, who migrate every summer to Simla and read there books sometimes entirely different from those prescribed by the Delhi

Education Department. Questions of this type have been of help to the Department, and have drawn attention to the directions where changes were desirable.

Three resolutions that came up for discussion in the Legislative Assembly during the quinquennium were of much greater importance than the questions. The first moved by Mr. N. M. Joshi recommended the establishment of a sufficient number of scholarships of adequate value for the children of the depressed classes studying in the primary and secondary schools and colleges, so that no child belonging to these classes may be compelled to give up education for want of financial means. The resolution further asked the Government to take necessary steps to throw open without let and hindrance all educational institutions to the depressed class children. A still more important resolution was moved by Rev. J. C. Chatterjee, which asked that immediate steps should be taken for the furtherance of girls' education in Centrally Administered Areas. In the course of the discussion on this resolution the Government of India announced that they proposed to appoint a committee to examine educational conditions in Delhi, Ajmer-Merwara and the North West Frontier Province, to report on the existing facilities for primary education for boys and girls, the possibilities of expansion on a voluntary or compulsory basis, and the necessity of providing special educational facilities for children of the depressed classes. This committee commenced work in June, 1929, and its report to which references are made elsewhere, is full of valuable suggestions for breaking down illiteracy in the Centrally Administered Areas.

Another resolution affecting Delhi was moved by Dr. Moonje asking for the introduction of compulsory physical training, military drill, and miniature rifle practice for boys in all schools in India. In closing the long debate on the subject, Mr. G. S. Bajpai on behalf of the Government said, "As regards the directly administered areas, as I have said, we accept the principle of compulsory games. As our resources permit and schemes are worked out, as far as our finances go, we hope to be able to introduce them in schools in the areas for which we are responsible. As regards the miniature rifle ranges again, our attitude is that in consultation with the heads of minor administrations we shall do what we can—again as I have said subject to our financial resources—to give effect to this proposal". During the quinquennium the Government of India addressed the Local Government on the subject of the introduction of compulsory games and physical drill in schools in the Delhi Province, and schemes for the same were drawn up and submitted to Government. Unfortunately, however, they have been held up owing to the present financial strigency, but as soon as the situation improves, compulsory physical training and games will, it is hoped, be introduced in all schools in the Province.

**Popular control over Education.**—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 Legislative Assembly, nominees of registered graduates, the Delhi Municipal Committee, the Delhi Bar Association, the Committee of Management of the Jama Masjid and

Fatehpuri Mosque, the Khalsa Dewan and the Indraprastha Sanatan Dharma Sabha. The University, of which a detailed account will be found elsewhere, is responsible for laying down the courses of study for the intermediate, degree, and post graduate classes and for inspecting and affiliating colleges. The High School examination is controlled by the Board of Secondary Education, Delhi, constituted in 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 Municipality. 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 up to the middle stage is controlled and supervised by the Superintendent of Education and his staff. Subject to the usual departmental control, vernacular education is chiefly the concern of the local bodies of which there are four in the Delhi Province, *viz.*, the Delhi District Board, the Delhi Municipal Committee, the New Delhi Municipal Committee, and the Notified Area Committee. Under the Punjab District Boards and Municipal Acts which are applicable to Delhi, these bodies are responsible for the establishment, management and visiting of all schools in the areas subject to their authority. The Delhi District Board also manages secondary anglo-vernacular and vernacular education in rural areas.

**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 in spite 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, government is represented by the Superintendent of Education and six Government Officials who are all *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 the *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 of three Inspectors 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 Municipalities. The District Inspector of Schools is an *ex-officio* member of the District Board, member of the Education Sub-Committee of the Delhi Municipality, 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 an official

Text Book Committee, of which the Superintendent of Education is the *ex-officio* Chairman, and the District Inspector of Schools, *ex-officio* Secretary, recommends suitable books for use in these schools. The function of the Text Book Committee is purely advisory.

It will thus appear that in spite of the diversity of control over the educational administration in the province, a large measure of uniformity is secured in the actual educational work by the Government administrative machinery.

**Government Administrative Machinery.**—This machinery, as it stood in March, 1932, was as below. Comparative figures for March, 1927, are also indicated in the table.

*Inspecting Staff (Men).*

Province.	Year.	Superintendent of Education.	Assistant Supdt. of Education.	District Inspector of Schools.	Assistant District Inspector of Schools.	Total.
Delhi ..	1932..	1	<i>Nil.</i>	1	3	5
	1927..	1	1	1	1	4

*Inspecting Staff (Women).*

Province.	Year.	Assistant Supdt. of Female Education.	Assistants.	Total.
Delhi ..	1932 ..	1	<i>Nil.</i>	1
	1927 ..	1	<i>Nil.</i>	1

During the quinquennium there have been important changes both in the nature and personnel of the administrative staff. At the close of the last quinquennium the Educational Commissioner with the Government of India also held collateral charge of the office of the Superintendent of Education, Delhi and Ajmer-Merwara. He was assisted for the purpose of routine inspection and other work by a part-time Assistant Superintendent of Education—the Headmaster, Government High School, Delhi. This arrangement, although it lasted throughout the quinquennium, had never worked well, “not because”, as Mr. Littlehailes points out in the last Quinquennial Review on education for Ajmer-Merwara, “of any lack of effort on the part of the officers concerned to work the system devised, but because of the inherent defects in it.” The system resulted in very great delay in the disposal of office work as well as lack of supervision of educational institutions, and came up for a good deal of public criticism. The need for a separate Superintendent of Education for Delhi was pressed by the majority of witnesses that appeared before the Primary Education Committee, and the Hartog Committee criticised the arrangement of a part-time Superintendent as of advantage “neither to the Government of India, Education Department, nor to the Directly Administered Areas.” In spite of this, however, the Educational Commissioner continued to hold collateral charge till April, 1931, when a whole-time Superintendent of Education was appointed for Delhi, Ajmer-Merwara and Central India. It may here be pointed out that till 1921, the



then whole-time Superintendent of Education was not in charge of Education in Central India.

With the creation of the post of the Superintendent of Education, that of the Assistant Superintendent of Education was abolished. Since the new arrangement was made in the closing year of the quinquennium, it is yet too early to say how it will work. It may, however, safely be asserted that it is a distinct improvement over the old arrangement, and is already proving a success.

During the quinquennium the post of the Superintendent of Education was held by the following officers—

1. J. A. Richey, Esq., M.A., C.I.E., Educational Commissioner, from the 1st April, 1927, to the 4th April, 1927.
2. R. Littlehailes, Esq., M.A., C.I.E., Educational Commissioner, from the 15th April, 1927, to the 17th April, 1930.
3. A. H. Mackenzie, Esq., M.A., C.I.E., Educational Commissioner, from the 22nd April, 1930, to the 30th November, 1930.
4. R. Littlehailes, Esq., M.A., C.I.E., Educational Commissioner, from the 1st December, 1930, to the 6th April, 1931.
5. J. C. Chatterjee, Esq., M.A., Superintendent of Education, from the 7th April, 1931, to the 31st March, 1932.

The post of the Assistant Superintendent of Education was held by Rai Sahib L. Ratan Lal, from the 1st April, 1927, to the 25th April, 1929, and by Pundit Hari Kishan Kaul, from the 27th April, 1929, to the 6th April, 1931. The post of the District Inspector of Schools was held by L. Rang Behari Lal from the 1st April, 1927, to the 18th October, 1927, and by Shaikh Gullam Mohyuddin from the 19th October, 1927, to the 31st March, 1932. The post of Assistant Superintendent for Female Education was held throughout the quinquennium by Miss I. Mitra.

**The new Superintendent of Education.**—The new Superintendent of Education is the head of the department, and discharges the same duties as the Director of Public Instruction in a major province; although, unlike some of the Directors of Public Instruction, he has no secretariat duties to perform. He has, however, to inspect all educational institutions in the province. Whether the Superintendent of Education should or should not be entrusted with secretariat work is a question on which an honest difference of opinion is possible. It is, however, clear that such an arrangement would have the great advantage of avoiding duplication of work, and as the Hartog Committee report points out, the provinces in which the Director of Public Instruction is also the Secretary to the Government in the Education Department, have not suffered in any way.

**Sufficiency of Staff.**—In order to cope with the additional work in connection with the five year programme, two new posts of Assistant District Inspectors were created—thereby making a total of three Assistant District Inspectors instead of one at the close of the last quinquennium. Considering the number of schools that the District Inspector and the Assistant District Inspector have to inspect, and also in view of the fact that the Delhi Municipality has its own inspecting staff, the Government staff is sufficient for the present requirements of the province. But the Assistant Superintendent

of Female Education, who is the Chief Inspectress for girls' schools in the province, has to devote a part of her time to the inspecting of schools in Ajmer-Merwara and advising the Superintendent of Education on the educational policy of that province. The Primary Education Committee was definitely of the opinion that the province of Delhi, where much pioneer and propaganda work has to be done in the field of girls education, required the whole attention of the Assistant Superintendent of Female Education. The Committee thought that if the Assistant Superintendent of Female Education, Delhi, was to be burdened with any work relating to Ajmer-Merwara, she should be helped in her work by an assistant. The situation has not improved since the Committee expressed its opinion, and it appears that time has come when the Assistant Superintendent of Female Education should either be relieved of the work relating to Ajmer-Merwara, or else be given an assistant.

While the Educational Commissioner with the Government of India was also the Superintendent of Education, the province had a part-time officer in the I. E. S. Since April, 1931, however, the new Superintendent of Education holds a 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. Of the P. E. S. Officers, the District Inspector of Schools and the Headmaster, Government High School belong, as in 1927, to the Punjab Provincial Educational Service; while the Assistant Superintendent of Female Education is a gazetted officer of the Delhi Government and belongs to Central Services Class II. Two of the three Assistant District Inspectors belong to the Punjab S. E. S. cadre, while the third is appointed by the Delhi Government. Similarly, the staff of the Government High School, Delhi, belongs to the Punjab cadre, while in the remaining six schools under Government management, the staff is recruited locally. The total strength of these services as it stood in March, 1927 and 1932 is indicated in the following table.—

Year.	I. E. S.	Central Service Class I Delhi.	P. E. S. Punjab or C. S. II Delhi.	Central Service Class II Delhi.	S. E. S. Punjab.	S. E. S. Delhi.	Total.
<i>1927.</i>							
Inspecting Staff ..	1	<i>Nil.</i>	2*	1	1	<i>Nil.</i>	5
Teaching Staff ..	..	..	1*	..	20	18	39
<i>1932.</i>							
Inspecting Staff ..	..	1	1	1	2	1	6
Teaching Staff ..	..	..	1	..	21	43	65

\* Part-time A. S. E. (Headmaster, Government High School).

This depicts a very highly unsatisfactory state of affairs. Over the officers borne on the Punjab cadre, the local administration has very little control. True that officers on the Punjab cadre serving in Delhi may be transferred back to the Punjab, if they prove unsatisfactory; but the Director of Public Instruction, Punjab, has always the ultimate control over them. Although no instances are on record of any Punjab men proving recalcitrant, the very idea that a certain individual in the Delhi service has the option of going back

to the Punjab, may create administrative difficulties at any time. Moreover, men borne on the Punjab cadre have to be paid by the Delhi Administration at the Punjab rates thereby leaving no option to the Local Government to economise on salaries, should such a course appear desirable. Also, in order to avoid undue contrast, the men recruited locally have to be paid at almost the same rates as obtaining in the Punjab. If all the posts in the Delhi Education Department, both executive and teaching, were borne on the Punjab cadre, the arrangement would at least have the advantage of opening out for the Delhi men a field for employment and promotions. But this is not so, except in case of those men who are borne on the Punjab list. Even these men are as a rule not satisfied with their lot, as there is a growing feeling that by coming to Delhi they are side-tracked, and are deprived of all opportunities of coming to the notice of the Punjab educational officers in whose hands lies their advancement. This is eventually detrimental to their interests particularly because, in the Punjab, promotions are not always made on the length of service, but on merit and good work as reported by the Inspectors year after year. The result is that the best men in the Punjab service generally refuse to come to Delhi, and this province has to be satisfied with people whom the Director of Public Instruction, Punjab can conveniently spare. From the point of view of the residents of Delhi too, this arrangement appears inequitable; as it has been alleged, that the claims of the Delhi candidates for the posts borne on the Punjab cadre do not receive sufficient consideration. Repeated protests have been made, both in the Legislature and the Press, against the difficulties of the Delhi residents in finding Government appointments in this province, because the posts are held in the Punjab cadre. The arrangement, therefore, is unsatisfactory for all concerned, is uneconomical, and administratively unsound, and calls for a very speedy change. 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 only 71 posts of which only four posts are gazetted. This number is too small to form a cadre in which the men employed may have a fair chance of promotion. Possibly the provincialization of some schools to which a reference is made elsewhere in this chapter, may increase the strength of the proposed cadre. But the most 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, *viz.*, Delhi, Ajmer-Merwara and Central India. According to the present strength of the educational staff of the three areas, such a cadre would consist of the following:—

		<i>Gazetted.</i>					
Central Services—							
C. S. Class I	..	Delhi	..	..	..	1	} 2
		Ajmer-Merwara	..	..	..	1	
		Central India	..	..	..	..	
C. S. Class II	..	Delhi	..	..	..	3	} 17
		Ajmer-Merwara	..	..	..	14	
		Central India	..	..	..	..	
		<i>Non-Gazetted.</i>					
S. E. S.	..	Delhi	..	..	..	67	} 151
		Ajmer-Merwara	..	..	..	84	
		Central India	..	..	..	..	

This gives a total of 19 gazetted and 151 non-gazetted posts, a number large enough to justify the formation of a suitable cadre. The combined cadre will also be advantageous in so far that the Superintendent of Education will have a wide choice in making appointments to various posts, administrative and teaching to meet the requirements of the individual institutions and individual areas.\*

**Management.**—The following table shows the institutions classified according to management as they stood at the beginning and at the end of the quinquennium.

Institutions.	1932.						1927.						Increase or Decrease.
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	
University ..	..	..	..	1	..	1	..	..	..	1	..	1	..
Board of Secondary Education.	1	..	..	..	..	1	1	..	..	..	..	1	..
Arts and Intermediate Colleges.	..	..	..	7	..	7	..	..	..	6	..	6	+1
Professional Colleges	..	..	..	1	..	1	..	..	..	1	..	1	..
High Schools ..	1	1	1	21	..	24	1	1	1	11	..	14	+10
Middle Schools (Anglo-Vernacular).	1	3	5	15	..	24	1	2	5	8	1	17	+7
Middle Schools (Vernacular).	1	32	3	5	..	41	1	8	1	6	..	16	+25
Primary Schools ..	..	66	68	88	..	222	..	72	53	56	..	181	+41
Training Schools ..	2	..	..	..	..	2	1	..	..	..	..	1	+1
Special Schools ..	2	..	2	2	..	6	..	..	21	..	1	22	-16
Unrecognized institutions.	..	..	..	..	48	48	..	..	..	..	59	59	-11
Total ..	8	102	79	140	48	377	5	83	81	89	61	319	..
Percentage ..	2.1	27.1	20.9	37.2	12.7	..	1.6	26.	25.4	27.9	19.1	..	..

\* NOTE.—There is no Government staff in Central India except the Superintendent of Education who inspects all the schools in the administered areas in Central India.

The table shows that Government is responsible for the management of 2.1 per cent. of the total number of institutions as against 1.6 at the end of the last quinquennium. The increase is due to the provincialization in 1927-28 of the Municipal Industrial school and to the opening of two schools during the quinquennium, *viz.*, the Government Commercial Institute, Delhi, and the Government Normal School for males at Najafgarh. These two institutions were opened in connection with the five year programme of educational expansion to which detailed references are made elsewhere in this report. Schools for ordinary anglo-vernacular or vernacular education under direct Government management were (1) the Government High School, Delhi, (2) the Model Girls School, Delhi, and (3) the Government Middle School New Cantonment. There was, besides, as during the last quinquennium, a training school for women under direct Government management.

The number of institutions under local bodies has increased from 164 in March, 1927 to 181 in March, 1932. This is due mainly to the opening of new schools in connection with the five year programme, and the extension of the area to which compulsory primary education was made applicable during the period under review. Considerable rise is noticeable in the number of aided schools—from 89 in 1927 to 140 in 1932. A very noteworthy feature is the disappearance of the unaided recognized institutions during the quinquennium. Equally significant is the decrease in the number of unrecognised institutions by 11. These are indications of a growing desire on the part of the managements of private schools to secure recognition and aid from public funds, and submit to departmental control and discipline which leads to uniformity in work and educational standards.

**School Committees.**—Institutions under private management, both aided and recognised, have their own committees of management. The suggestion made in the last quinquennial Review, that these committees should all be registered bodies, does not, however, appear to have been carried out till the appointment of the present Superintendent of Education, who has insisted on the registration of Managing Committees of institutions seeking recognition or Government aid. The registration of the school committees is necessary in order to ensure a legitimate disposal of the funds paid to schools out of public revenue. At the present moment, in most of the schools with unregistered committees, the manager alone is responsible to the department for a proper use of public money.

The managing committees of schools confine themselves to their work and instances of unnecessary interference on their part in the educational work of the institutions have fortunately not been frequent during the quinquennium. In connection with the managing committees of girls schools the Primary Education Committee has pointed out that these are entirely in the hands of men. While recognising the difficulties of obtaining educated women to serve on the school committees, the Primary Education Committee was definitely of the opinion that “ a rule should be included in the code to the effect that the management of no school for girls will be considered satisfactory, and consequently that it will not be recognized and will not receive grant-in-aid unless at least one member of its committee of management is a lady ”. The need of entrusting the management of girls’ schools to committees of women is recognized.

**Missionary enterprise.**—The table below shows the number of institutions managed by the various missions, Christian and non-Christian, along with the expenditure on these institutions.

Missions.	Schools and Scholars.		Expenditure from				
	No. of Institutions.	No. of Scholars.	Government.	Board.	Fees.	Other Sources.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
<i>Christian</i>							
Colleges ..	1	338	35,215	..	62,083	41,562	1,38,860
High Schools ..	2	401	21,797	5,194	13,934	23,648	64,573
Middle Schools	6	778	18,526	12,079	9,547	46,001	86,153
Primary Schools	14	800	4,864	3,843	5,776	14,658	29,141
Special Schools..	1	65	..	1,359	372	6,283	8,014
<i>Non-Christian</i>							
<i>Hindu.</i>							
High Schools ..	2	697	25,535	..	17,236	8,911	51,682
Middle Schools	2	346	1,341	4,849	2,132	3,569	11,891
Primary Schools	10	931	..	7,944	30	6,221	14,195
<i>Muslim.</i>							
Middle Schools	1	286	300	2,298	673	1,114	4,385
Primary Schools	1	145	..	1,988	..	421	2,409
Total ..	40	4,787	1,07,578	39,554	1,11,783	1,52,388	4,11,303

As in the other parts of India, Delhi owes a great deal of educational advance to missionary enterprise. At the end of the quinquennium the missions were managing 40 recognized institutions out of a total of 329. In a country like India, where public apathy and conservatism are but slowly giving way, the advancement of education receives most valuable help and impetus by the devoted work and example of missionary institutions.

**Education and Local Bodies.**—Local bodies are responsible for the management of 181 schools for boys and girls which are classified as below :—

Local Bodies.	High.	A. V. Upper Middle.	Vernacular Middle.	A. V. Lower Middle.	Vernacular L. Middle.	Primary.	Adult Schools.	Total.
District Board ..	1	3	5	..	27	66	..	102
Municipal Committee, Delhi.	..	2	2	2	..	63	2	71
Municipal Committee, New Delhi.	1	..	1	..	..	3	..	5
Notified Area Committee, Delhi.	..	1	..	..	..	2	..	3
Total ..	2	6	8	2	27	134	2	181

The above table is slightly misleading in so far that, while the local bodies manage ten schools for a. v. education, Government pays the entire cost of the District Board High School, Mahrauli and the a. v. section of the District Board Middle School, Nangloi minus income from fees. Government also pays 75% of the cost on the maintenance of the District Board Middle schools at Najafgarh

and Shahdra and the vernacular section of the District Board Middle school, Nangloi. Besides, 66 per cent. of the cost on the maintenance of the Municipal Board High School, New Delhi and the Notified Area A. V. Middle school, Timarpur, is paid by Government. So that, it will appear, that except the Municipal Committee of Delhi which has two English Upper Middle Schools at Naisarak and Subzi Mundi, and two lower middle schools at Paharrganj and Kabligate road, the local bodies are spending very little on anglo vernacular education. Still the fact remains that they are spending something on English education while they have not yet fully met their obligations in regard to primary education. As regards the District Board, the Primary Education Committee report fitly points out that since private bodies engaged in educational work concentrate their attention on the city of Delhi, the only agency which can be relied upon for the development of facilities for primary education in rural areas is the District Board. "Unless", says the report "the District Board draws up and carries out a programme of expansion on a large and comprehensive scale for the extension of primary education, for both boys and girls, and provides a large number of additional schools, it will not play the part that it should in the spread of elementary education among the masses in rural areas; and the provision made for primary education, boys as well as girls, will continue to be unsatisfactory". In the city of Delhi itself, compulsory education has so far been introduced in only six of the nine areas, and there is no compulsion in New Delhi. This being the position, it appears that the time has arrived when the local boards should be relieved of all responsibility in regard to English education, so that their funds be made available for the much needed extension of primary education. As has just been pointed out above, Government pays a major portion of the cost on the anglo vernacular schools, high and middle, maintained by the local bodies except the Municipal Committee of Delhi, and the institutions are managed through the agency of the Education Department. And yet the final management is vested in the local bodies concerned. This dual control does not make for efficiency, and it would simplify matters, if the schools were taken over by Government. This appears particularly desirable in the case of the District Board High School at Mahrauli which has not shown any marked degree of efficiency. If the income from fees is taken into reckoning, Government need not incur any additional cost because of the provincialisation of the school.

**Local Bodies and Primary Education.**—As will appear from the statement below, local bodies had, at the end of the quinquennium, 134 schools for primary education directly under their management. They also gave grants-in-aid to 88 primary schools excluding primary departments of secondary schools.

*Primary schools for Boys and Girls.*

Local Bodies.	Maintained by the Local bodies.	Aided by the Local bodies.	Total.
District Board ..	66	21	87
M. C., Delhi ..	63	58	121
M. C., New Delhi ..	3	6	9
N. A. C., Delhi ..	2	3	5
Total ..	134	88	222

**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, however, the Cantonment continued as before to contribute Rs. 2,500 a year towards the maintenance of one boy's a. v. middle school which is under direct Government management. The school had 237 pupils on roll on March, 31st, 1932. Of these, 195 were residents of the Cantonment Area, and 42 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, and although the area under the Delhi Cantonment is small, it seems desirable that the money which the Cantonment is now contributing towards the maintenance of the English Middle School should be utilised for making primary education compulsory within the Cantonment limits.

**Educational Administration and Local Bodies.**—Except for the attendance officers employed by the District Board, whose only duty is to enforce attendance of children in the compulsory area, 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 institutions run by these bodies is therefore disposed of by the chairman in consultation with the Education Department, while inspection and supervision are entirely in the hands of the inspecting officers of the Education Department. The Delhi Municipal Committee, however, has three whole-time officers of its own for the inspection and supervision of their schools, *viz.*, the Senior Superintendent of Municipal Schools, the Junior Superintendent of Municipal Schools and the Lady Superintendent of Municipal Schools.

The appointment of a separate inspecting and supervising agency by the Municipal Committee is a measure of doubtful wisdom. Witnesses who appeared before the Primary Education Committee drew attention to a serious lack of co-operation between the municipal and educational officers. It was alleged, that communal and personal prejudices of the Municipal Commissioners who controlled the appointments, leave, transfers, promotions, and dismissal of the entire educational staff, seriously handicapped the efficiency of the Municipal Education Department. The Government Education Department is naturally not anxious to add to its responsibilities, so far as Municipal education is concerned. But, educationally, it would be an improvement, if much of the technical work relating to education could be entrusted to experienced officers of the department who are expected to be free from local pressure than members who have to look to their electors for continuance in office. The Primary Education Committee were of opinion that there was no necessity for the appointment of officers serving directly under the Municipality as Superintendents of Municipal Schools, and that if they were appointed, they should confine themselves to the general supervision and organization of schools and propaganda work. In practice, however, separation of supervision from inspection is an impossibility. So that at the present moment the Superintendents of Municipal Schools supervise as well as inspect the schools, thus merely duplicating the functions of the Government inspecting staff. The Delhi Municipal Committee does not really need a separate inspecting staff. Frequent inspections of schools are educationally unsound, and considering the number of schools for



primary education in the province of Delhi, it appears that the District Inspector of Schools and his three assistants and the Assistant Superintendent for Female Education should, between themselves, be able to supervise and inspect all the Municipal and District Board schools twice a year, which is all that is necessary. It is likely that in course of time a fourth Assistant District Inspector and an Assistant Inspectress of Schools may be necessary, but even the additional staff will be less expensive, and numerically smaller, than the present combined staff of Government and the Municipal Committee. In this connection the Assistant Superintendent for Female Education stresses the need for a closer co-operation between her and the Lady Superintendent of Municipal Schools. Miss Mitra is of opinion that the Delhi Municipality should consult her in matters relating to appointments, transfers, dismissals, etc., of women teachers.

Among the remedies suggested by the Primary Education Committee for the improvement of the management of schools in the city of Delhi, the following deserves consideration :

“ Regarding the Municipal Committee itself, it is understood that no lady may be elected a member, that it is a fact that there is at the present time no lady nominated as member of the Municipal Committee. We consider that it would be to the interest of education in general, and of girls education in particular, if it were possible to have one or more non-official lady members in the Municipal Committee. We suggest that the rules be altered or nomination may be made so as to secure this object ”.

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## CHAPTER III.

## University and Collegiate Education.

Founded in 1922, the University of Delhi completed its tenth year with the close of the quinquennium. The position of the University *vis-a-vis* the Government of India is the same as that of the Provincial Universities to the local Governments. His Excellency the Viceroy and Governor-General of India, is the Chancellor. He appoints the principal officers, nominates a fixed number of members to the various University bodies; while the statutes and ordinances of the University can become operative only with his approval. The Pro-Chancellor is appointed by the Chancellor, and the Vice-Chancellor and Treasurer are appointed by His Excellency on the recommendation made by the Executive Council of the University.

The principal administrative bodies of the University are all fairly representative; the representation of the affiliated colleges is by far the largest.

**Officers of the University.**—During the period under review, the chief officers of the University were as follows:—

*Chancellors.*

- 1929.—His Excellency the Right Hon'ble Edward Frederick Lindley Wood, P.C., G.M.S.I., G.M.I.E., D.C.L., Baron Irwin of Kirby Underdale in the County of York.
- 1931.—His Excellency the Right Hon'ble Freeman Freeman Thomas, Earl of Willingdon, P.C., G.M.S.I., G.C.M.G., G.M.I.E., G.B.E., Viceroy and Governor General of India.

*Pro-Chancellors.*

- 1927.—The Hon'ble Khan Bahadur Dr. Sir Muhammad Habibullah, K.C.S.I., K.C.I.E., Kt., LL.B., Education Member of His Excellency the Viceroy's Executive Council.
- 1931.—The Hon'ble Khan Bahadur Mian Sir Fazl-i-Husain, K.C.I.E., Kt., Education Member of His Excellency the Viceroy's Executive Council.

*Vice-Chancellors.*

- 1927.—Rai Bahadur Dr. Moti Sagar, LL.D., Advocate, High Court, Lahore.
- 1931.—Khan Bahadur Mohd. Abdul Rahman, B.A., LL.B., Advocate, High Court, Delhi.

*Registrar.*

- 1927.—N. K. Sen, Esq., M.A.

**Statistical Progress.**—The statistical progress made by the University during the quinquennium is indicated in the following table.

University.	Date of foundation.	Faculties.	No. of teaching staff.	No. of Students.		No. of graduates in Arts and Science.	
				1927.	1932.	1927.	1932.
Delhi (affiliating and teaching.)	1-5-1922	Arts, Science & Law.	108*	1,148	1,825	130	194
			3	104	104		

\*Indicates the staff in the constituent colleges approved and recognised by the University.

This progress, as judged from the standpoint of increasing numbers is satisfactory. It must, however, be admitted, that even after ten years of existence, very little progress has been made by the University to work up to the purpose for which it was founded, *viz.*, a unitary teaching and residential University. Lack of financial support is the chief reason for this very slow progress.

According to calculation, the initial cost on a unitary teaching and residential University would be Rs. 40 lakhs, and the recurring annual cost at least 5 lakhs—which would require a capital of at least a crore of rupees. How to raise such a large sum, has been, and will for long be, the problem before the University, and without it the development of the University into a unitary teaching and residential institution is impracticable. Local philanthropy has contributed practically nothing to University funds.. The multiplication of Universities all over the country makes hopes of benefactors from more wealthy cities very remote. The authorities of the Universities have, therefore, come to realise, that the plans and hopes of earlier years must be modified and contracted. A brief resume of the Delhi University schemes, as it was first launched might be of some interest at this stage.

The question of a university for New Delhi was first mooted in 1912. It was, however, not taken up seriously till the report of the Sadler Commission recommended the establishment of unitary universities. It was then apprehended, that should the Punjab University accept this recommendation, the Delhi colleges would be threatened with total extinction or be reduced to intermediate institutions. To avoid such a situation, the representatives of the three colleges pressed for a unitary teaching and residential university for Delhi. After further consideration, they asked for the establishment of an examining university with inter-college lectures as a general rule and university teaching in specified subjects. They also urged, that the separation of the intermediate classes from the degree colleges should not be insisted on till the neighbouring universities had affected the change.

The Government of India, in addressing the Standing Finance Committee for money grants for the University, however, stated that their ultimate goal was the establishment of a unitary teaching University in Delhi. But since the provision of funds for the establishment of such a University with necessary buildings, etc., must be a matter of time, they proposed to commence work with the existing colleges, and to allow them gradually to modify their organi-

saation specially with regard to the separation of the intermediate classes in such a way as to permit the development of the University into an ideal unitary teaching and residential institution in course of time. The following extract from the convocation speech of H. E. Lord Hardinge in 1926, gives a picture of the future envisaged for the University by the Government of India. "What I hope, and what I believe you will all hope, is to see in Delhi a University of which not only Delhi but India as a whole may be justly proud. And how, it may be asked, may this hope be attained? What characteristics would distinguish this university to mark its special position? What particular aim should it hold before it? In view of its associations, the answer would seem to be, that the Delhi University in the first place should give expression to the close concern of the Viceroy and Governor General for the moral and intellectual progress of India. It should further be a practical sign of the ultimate responsibility of his Government for the most complete realisation of the best educational ideals in India. It should likewise be a mirror to reflect the ardent desire of the representatives of India in the Central Legislature for the development of her people and the advancement of their capacity and culture to the highest plains. It should diffuse the most powerful influence for the improvement of mental qualities, and the strengthening of character. It should be a field of ambition, in which all classes, parties, and creeds may labour together in a labour of love, working in harmony in a great public cause".

Although started with such high aims, the opening years of the University did not give much promise of their speedy realisation. It began work in a rented house without any funds of its own, changed its habitation from place to place, and has not yet emerged out of this transitory stage.

At the end of the quinquennium, the University had not assumed anything like an effective control over the teaching in the constituent colleges. The intermediate classes still form part of the degree colleges, although the Act definitely prohibits this after a certain period. As to finance, the University has just managed to exist, being almost entirely dependent on the annual grant made by the Government of India. Government have been all along aware of this state of affairs, and when the statement of financial requirements of the University for 1927-28 was submitted to the Governor General in Council, the Government of India considered it desirable that the financial position of the University should be subjected to a careful examination, so that it may be possible finally to clarify that position, and thus enable those responsible for the development of the University to arrange their future programme of work, with full knowledge of the limitations imposed by financial considerations. The Governor General also considered that it was a matter of importance to the University that the uncertainty as to its future location should be removed as soon and as far as possible. His Excellency therefore directed that these two questions should be investigated by a Committee with the Chief Commissioner of Delhi as chairman.

The Committee was asked to make recommendations regarding the allocation of a permanent site for the University buildings and the extent and nature of financial assistance which the Governor General in Council might give to the University.

The report of the Enquiry Committee was submitted to the Government of India in December, 1927. It made recommendations on various problems, both financial and academic, affecting the University. But the two most important recommendations were those relating to the location of the University and the Intermediate classes. As regards the first question, the Committee suggested that the Viceregal Estate should be transferred to the University. As regards the Intermediate classes, they were definitely of opinion that these should not be separated from the degree colleges, and should remain under the control of the University. In pursuance of the recommendation of the Enquiry Committee, the Government of India allotted to the University in May, 1932, a portion of the old Viceregal Estate as a temporary measure for the use of the faculty of Law and Law Halls and residence of the Warden and Law Lecturers. "The allotted property", reports the Registrar, "covers an area of about 20 acres, and includes a central building which will provide accommodation for several lecture rooms, assembly hall, and a section of the Law Library. There are also nine residential buildings which will be utilised for the Law Hostel and the residence of the teaching staff. There will be sufficient room in the area for recreation grounds. The University took possession of the property on the 10th May, 1932, and the Law Hall was subsequently removed from the hired bungalow (6, Alipore Road) to the new site. It is understood that the 'Central Area' comprising the main buildings of the old Viceregal Lodge, cannot immediately be assigned to the University. The question of the disposal of this area, as well as the two bungalows in the old Cavalry lines, which are required by the University, will be considered later. Meanwhile, the University will continue to occupy, free of rent, the accommodation allotted to it in the old Secretariat building".

**University Finances.**—But while the allocation of a part of the old Viceregal Estate to the University even as a temporary measure is a welcome step, and is calculated to lead to a certain amount of centralization of work and increased activity; the equally important question of finance still remains undecided. Unless the University finances are placed on a sound basis, even the maintenance of the *status quo* would be difficult, let alone the development of the institution into a unitary residential and teaching University.

**Income and Expenditure.**—The statement of the income and\* expenditure of the University year by year during the quinquennium is summarised below—

Year.	Income from				Total Expenditure.	Closing Balance.
	Govt.	Fees.	Other Sources.	Total.		
1927-28 .. ..	85,000	57,166	..	142,166	153,316	Rs. 11,150 spent out of previous year's savings.
1928-29 .. ..	120,000	55,612	1,700	177,312	151,675	Rs. 25,627
1929-30 .. ..	100,000	59,972	..	159,972	154,239	Rs. 5,733
1930-31 .. ..	100,000	64,174	162	164,336	156,407	Rs. 7,929
1931-32 .. ..	100,000	59,463	..	159,463	159,463	

\* The income and expenditure from endowments is not included in these figures.

The position revealed by the above statement is extremely unsatisfactory, and the University has managed to float only by raising examination fees and reducing rates of remuneration to examiners. The Registrar reports that the ten per cent. cut imposed on the recurring grant from Government funds in the last year of the quinquennium is likely to affect seriously the financial position of the University.

**Endowments.**—The income of the University from endowments is very limited. There is little hope of increased financial support from local or outside benefactors. In fact, during the five years under review, the University received only Rs. 40,100 in donations or endowments.

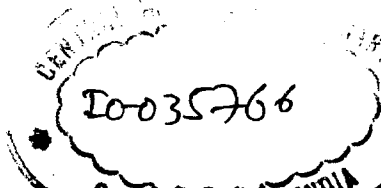
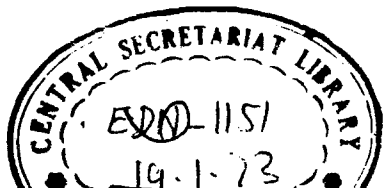
In 1927, Mr. Inder Narain Brij Mohan Lal, Judge Small Causes Court and his brother Mr. Mool Narain Brij Mohan Lal, District Traffic Superintendent, B. B. and C. I. Railway made an endowment of Rs. 4,200 in G. P. notes for one scholarship for the practical teaching of a Science graduate of the University in higher grade electrical engineering. The scholarship was instituted by means of a statute; its value being Rs. 15 per mensem tenable for two years for the practical training of a science graduate at the Delhi Electric Supply and Traction Company, Limited.

In 1930, the University received an endowment of Rs. 900 for a prize called the "Hira Lal Bhargava Prize" to be awarded annually to the best Bhargava student in the University and another sum of Rs. 1,000 for a gold medal in memory of the late Pt. Raghubar Dayal, Principal, Sanatan Dharma College, Lahore to be awarded annually in Sanskrit in the M.A. or B.A. honours examinations.

A more important endowment, however, was of Rs. 34,000 in  $3\frac{1}{2}\%$  G. Ps Notes received through His Excellency the Viceroy from Mr. (now Sir) Kika Bhai Prem Chand of Bombay representing the allowance he had received as a member of the Legislative Assembly and the Indian Central Committee to be utilised for the institution of a part time readership in Economics. The income from this endowment is Rs. 1,200 per annum.

The addition of Rupees Forty thousand to the University coffers in five years, and that too ear-marked by the donors for specific purposes, is discouraging, and does not give a very bright outlook on the future. Yet the University must have funds from some source.

The local Boards have large demands on their purses, and cannot contribute towards University education, while their own obligations in the field of primary education still remain unfulfilled. The only two remaining sources of income would therefore appear to be fees and Government grant. As regards fees, they cannot safely be raised beyond a certain limit. For, it must not be forgotten, that the majority of the students who join the University can ill afford the cost of higher education, and take a degree only because of its market value. They therefore naturally flock to a University or a college where they can get this degree at a cheap cost. As a result of the recommendations of the Sadler Commission, Universities have in recent years multiplied; some with very insufficient financial resources. Several of them have to resort to the raising of tuition fees in order to balance their budget. Signs of a spirit of competition in this respect have been already noticed. It is a tendency which



may in course of time perpetuate the very evils which the Sadler Commission proposed to eradicate by suggesting a multiplication of residential and teaching Universities. If therefore the Delhi University continues to raise its rate of fees without simultaneously raising its tuitional standards, it stands in danger of losing its students, with two universities near by at Agra and Aligarh, and a third in the Punjab. Then again, it would be seen from the table given above, that at the present time, fees contribute 37% of the total expenditure on the University as against 63% from Government funds. This is not an unsatisfactory percentage, and does not compare unfavourably with similar percentages elsewhere in India. The margin therefore for increasing the University revenues from fees is very narrow, and the University must consequently look for financial support to Government, both for its present needs and its future development.

Ridiculous though it may appear, the annual cost of education per head in what the Hartog Committee report calls the "semi-unitary" University of Delhi, was only Rs. 84-10-0 in 1931-32, of which Government paid only Rs. 53. It may possibly be argued that these figures are misleading, as they do not include the expenditure on colleges where a greater part of tuitional work is done. The following table of the combined cost of University and Arts colleges in the province of Delhi will, however, indicate that here too the position is not very satisfactory.

*Expenditure during 1931-32 on University and Arts Colleges combined from.—*

			Government.	Board.	Fees.	Other.	Total.
Delhi	1931-32	..	2,03,031	..	2,64,595	51,502	5,19,128
	1926-27	..	1,72,010	13,742	1,17,432	1,15,740	4,18,924

According to the foregoing table, the combined expenditure per head on the University and Arts Colleges for men and women in the province of Delhi was Rs. 105 from Government revenues, Rs. 137 from fees, and Rs. 269 on the total. The all India averages in 1926-27 on Arts Colleges for men alone were 81, 87, and 198 respectively, and for women 270, 71, and 466 respectively. It is difficult to calculate the exact all India averages in case of universities and Arts colleges combined, but if such a calculation were possible, it would appear that in the province of Delhi Government contribution towards the cost of University and collegiate education is by no means disproportionately high. 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 unitary University of Dacca, for instance, is guaranteed a statutory recurring grant of five and a half lacs a year which enables the University to launch on progressive schemes with safety. The University of Benares and Aligarh receive three lacs and a quarter a year each from the Central Revenues. There appears to be no reason therefore why the

Central Government should not help the Delhi University substantially, particularly when its aim is "to give expression to the close concern of the Viceroy and Governor-General for the moral and intellectual progress of India", and the University is to be "the practical sign of the ultimate responsibility of the Government of India for the most complete realisation of the best educational ideals in India".

A close study of the history of the Delhi University during the last decade leads one to the conclusion that there has been a certain amount of confusion of aims and ideals in the past, and that it is necessary to lay down afresh, in the light of experience gained, certain definite ideals with a well-thought-out scheme of work, and to make provision for the necessary funds for this purpose. What that ideal should be is a matter on which the constituent colleges must naturally have the largest voice. It is however clear, that the establishment of a purely unitary teaching University will depend upon two equally important factors, *viz.*, the willingness of the constituent colleges to be converted into second grade intermediate institutions; and the grant of large funds from Central Revenues both to the University and to these colleges. The evidence given before the Hartog Committee and the Delhi University Enquiry Committee, however goes to show that the constituent colleges are very reluctant to relegate themselves to the position of intermediate institutions, and both the reports mentioned above advocate a compromise. "We think", says the Hartog Committee report, "it would be a loss to India if the healthy traditions of the three colleges were sacrificed by a too rigid adherence to the formula of a 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 the higher work 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 staffs of the colleges. "What is needed at the present moment is a definite acceptance with necessary modifications of the recommendations of either the Delhi University Enquiry Committee or the Hartog Committee, the incorporation of these recommendations in the Acts and Statutes of the University, and a guaranteed income to enable the University to carry out these recommendations. Whether the semi-unitary University when fully developed will be able to turn out at moderate cost graduates of the calibre envisaged by the Sadler Commission or help in the "most complete realization of the best educational ideals in India", time alone will show. The present is the moment for a move forward on definite lines.

**Tuitional standards and Academic Progress.**—From the rather depressing account of the vicissitudes of the University during the first decade of its existance, it is pleasanter to refer to the satisfactory progress that has been made in tuitional standards during the quinquennium under review, in spite of financial and other handicaps. An Honours course in philosophy was instituted in 1929, and thus the University had, at the end of the quinquennium, Honours courses in all subjects in the Arts faculty. With a view to raising the tuitional standard, important changes were made in the curricula for the Honours course, a separate qualifying test in the vernacular was instituted



instead of vernacular being included as a main subject for each honours course ; while for the examination itself an extra paper was added to the main subject. The University controlled the teaching of honours and post graduate courses, and also of science for the B. Sc. pass course. It had also its own Law Hall. There were eight readers appointed and twelve recognised by the University. A part-time readership in economics was recently instituted, the reader being expected to deliver a single course of ten lectures on the subject selected by the University. This reader receives a remuneration of Rs. 1,200 which represents the interest on the endowment by Sir Keka Bhai Prem Chand of Bombay to which a reference has already been made in the earlier part of the report. Physiology and Hygiene were introduced as additional elective subjects for women candidates for the intermediate examination. Ordinances were also modified with a view to enable women candidates to offer mental hygiene or child psychology as an alternative to logic for the same examination.

The number of students appearing at the various examinations conducted by the University year by year during the quinquennium, and the number of passes are shown in the following table :—

	1927-28.		1928-29.		1929-30.		1930-31.		1931-32.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
M. A. .. ..	28	13	31	16	31	19	37	29	43	34
B.A. (Hons.) ..	51	20	41	30	39	32	41	36	34	32
B.Sc. .. ..	7	1	3	1	3	1	10	4	..	..
B.A. (Pass) ..	151	64	151	75	184	110	186	133	171	107
B.Sc. .. ..	36	14	49	27	36	21	42	28	36	21
F.A. .. ..	283	115	259	158	261	117	325	150	371	205
F.Sc. .. ..	140	40	160	87	115	48	138	67	138	62

The decrease in the number of students going up for the Honours course must be regarded an unsatisfactory feature. Only 14.6 per cent. of the total number of candidates sitting for the degree examination offered such courses, although it is satisfactory to note that the percentage of passes in the Honours course is distinctly high.

**The University Library.**—One of the recommendations of the Hartog Committee with regard to the Delhi University was that it should maintain a central library on an adequate scale, which should enable the teachers to keep

themselves up-to-date. The need for a library for advanced work, honours and post graduate, is amply recognised. But for want of funds the University was not able during the quinquennium to make any substantial additions to its library. The number of books at the beginning of the quinquennium was 8,350, to which 3,655 were added during the period under review, thus making a total of 12,005.

**Corporate Life.**—The development of corporate life in a University is a matter of paramount importance. Much in this direction cannot be achieved unless all students are in residence. The work of colleges in this side is referred to elsewhere. So far as the University is concerned, it conducts a popular tournament every year.

**The University Training Corps.**—With the sanction of the Government of India a Company was formed for the Delhi University in 1924. It is called the 9th (Delhi) Company of the University Training Corps of the Indian Territorial Force. The total strength of the corps in 1932 was 312.

**Miscellaneous.**—During the period under review the University conferred honorary Doctorates on the following :—

The Degree of D. C. L. on—

H. E. the Rt. Hon'ble Edward Frederick Lindley Wood, P.C., G.C.S.I., G.C.I.E., Baron Irwin of Kirby Underdale in the County of York, Chancellor of the University of Delhi.

The Degree of LL.D. on—

The Hon'ble Khan Bahadur Sir Muhammad Habibullah, K.C.S.I., K.C.I.E., Educational Member of H. E. the Viceroy's Executive Council, Pro-Chancellor, University of Delhi.

Rai Bahadur Lala Moti Sagar, B.A., LL.B., Advocate, High Court, Vice-Chancellor, University of Delhi.

In 1929 the University had the privilege of receiving the second conference of Indian Universities held in Delhi on 30th and 31st September and 1st October. The Conference was opened by H. E. the Viceroy, and was attended by the representatives of 17 out of the 19 Indian Universities, the Government of India and the Public Service Commission.

The University also organised some lectures which proved useful.

**Students Advisory Committee.**—The Students Advisory Committee continued to function during the whole quinquennium. There was no change in the personnel, except that when during the cold weather in 1930, Mr. S. N. Mukerji, the permanent secretary was appointed to the Lindsay Commission on Higher Education in India, Mr. F. F. Monk, Acting Principal, St. Stephen's College held the office of the secretary. The secretary is supplied by the

High Commissioner for India with up-to-date prospectuses of various universities in the British Isles, and he was able to give useful information and advice to the students, and considerable number of candidates consulted the secretary every year with regard to study abroad. The secretary reports, that, as far as possible, enquirers who are not qualified to claim exemption from the matriculation examination at the British Universities, were discouraged from going abroad. During the quinquennium about 30 students from the province proceeded to British Universities mostly to improve their academic qualifications. Very few went for technical education. It is satisfactory to note that almost every year one or two professors engaged in educational work in the province proceeded to the British Isles for higher study. In the closing years of the quinquennium the country was passing through a period of economic depression and this coupled with the reduced market value of degrees of British Universities has had some effect on the number of enquiries for study abroad. Experience of the quinquennium goes to show that students wishing to join British Universities, particularly Oxford and Cambridge, feel considerable difficulty in securing admission. This difficulty came to the notice of the High Commissioner for India who advised intending students to make sure of their admission before they left the Indian shores. Unfortunately several cases were brought to the notice of the secretary of students in distress who, while in England, took loan from the High Commissioner but did not repay the same. Fruitless attempts were made year by year to get into touch with such students and persuade them to repay the loan.

**University and unemployment.**—Some Universities in India have started unemployment bureaux to help their alumni to secure work. The Delhi University has no such bureau. Year by year the problem of unemployment is growing more acute. The Province of Delhi is too small to absorb all the graduates in the few services in which recruitment is made locally; while local graduates have slender chances of finding employment outside Delhi. The aimless drifting of young men from an arts or science degree to the study of law, and then the long and often fruitless search for the picking up of any job, down to that of a petty clerk, is a very depressing spectacle, and a university run on right lines ought to be able to do something to ameliorate these conditions. An increase in the facilities for education necessarily means an increase in the output of educated men with a wider outlook on life, discontent with the present state of affairs, and a desire for better standards of comfort. The commercialisation of degrees, combined with the belief that a salaried post is the only way to a safe income, drives the university graduates into the rush for jobs. Even if it be admitted that the average Indian graduate is lacking in a spirit of enterprise, and seldom has the knack to go beyond the beaten track, it should be the business of the universities to stimulate and foster initiative and enterprise. Only with the growth of this spirit can we hope to deal to a certain extent with the problem of unemployment among the graduates of the universities. It has been suggested that as a remedy for unemployment the university should impart vocational and technical training to the students; but, as the Hartog Committee report fitly points out, the extension of technical training which is far more expensive than literary training, will only create more unemployment, unless there are industries to absorb the qualified students. Unemployment

among graduates with technical training obtained both in India and abroad, is getting just as acute. The solution of the problem of unemployment may therefore seem to lie in the rapid industrialisation of the country.

### Arts Colleges.

#### *Institutions and Scholars.*

Year.	Government.	Board.	Aided.	Unaided.	Total.
<i>1927.</i>					
Institutions .. ..	..	..	6	..	6
Scholars .. ..	..	..	1,148	..	1,148
<i>1932.</i>					
Institutions .. ..	..	..	7	..	7
Scholars .. ..	..	..	1,825	..	1,852

#### *Increase + decrease—*

Institutions	+ 1	+ 1
Scholars	+677	+677

The table indicates satisfactory progress during the quinquennium. The number of colleges has increased by one. This is due to the opening of the Commercial Intermediate college in 1928-29. The Anglo-Arabic Intermediate College was allowed to open degree classes and was recognised permanently as a degree college for the pass course after the close of the quinquennium. Applications for the opening of B. A. classes in certain subjects from the Commercial Intermediate College, and for raising the Kharagarhi Jat High School to the Intermediate stage were under the consideration of the University when the period under review closed. Thus in March, 1932, Delhi had four degree colleges and three intermediate colleges. The rise in the total enrolment of the colleges is very marked—58 per cent. This rise is partly due to the fact that the Delhi Colleges have attracted a considerable number of students from the adjoining provinces, sometimes, even from areas as far afield as the Central Provinces. In fact, an investigation into the question by the Superintendent of Education showed that in one single year, 801 out of 1,737 students reading in the Delhi colleges came from outside the province. Why outsiders should flock to Delhi in such large numbers, it is not easy to explain. It is likely that Delhi being the Headquarters of the Government of India, with a very cosmopolitan secretariat population, students who are related to the Government of India employees join local colleges. Moreover, Delhi, as the capital city offers more chances or at least hopes of employment, thus providing an additional attraction for students. Unfortunately the rise cannot be ascribed

to any decrease in the wastage at the end of the high school stage. The following table will show that this wastage is still high, although the position is decidedly satisfactory at the end of the Intermediate stage.

—	1926.	1927.	1928.	1929.	1930.	1931.	1932.
<b>High School Examination passed—</b>							
Boys .. ..	417	454	539	767	1,068	1,157	1,082
Girls .. ..	14	13	10	25	42	54	47
<b>Intermediate Passed—</b>							
Boys .. ..	..	..	143	220	163	189	255
Girls .. ..	..	..	12	25	2	28	12
<b>B. A. Passed—</b>							
Boys .. ..	..	..	..	..	163	196	159
Girls .. ..	..	..	..	..	1	5	1
<b>M. A. Passed—</b>							
Boys .. ..	..	..	..	..	..	..	34
Girls .. ..	..	..	..	..	..	..	..
<b>Law—</b>							
Boys .. ..	..	49	51	51	42	38	33

The above figures are not however quite accurate, as the table does not take into account the fact that students migrate to Delhi after passing the High School or Matriculation or S. L. C. examination. Also it is possible that a considerable number of matriculates migrate to other provinces for higher education.

**Race and Creed of Scholars.**—The following table gives the race and creed of scholars reading in the Delhi colleges.

Community.	1926-27.	1931-32.	Increase or decrease.
European and Anglo-Indian	5	..	-5
Indian Christian .. ..	22	22	..
Hindus Higher class .. ..	916	1,399	+493
Hindus Depressed .. ..	..	1	+1
Muhammadans .. ..	167	291	+124
Buddhists .. ..	..	..	..
Parsis .. ..	2	2	..
Sikhs .. ..	36	43	+7
Jains .. ..	..	67	+67
Others .. ..	..	..	..
<b>Total ..</b>	<b>1,148</b>	<b>1,825</b>	<b>+677</b>

Certain facts in this table deserve notice. In the first place there were no Anglo-Indians, in any college in 1931-32, as against five in 1926-27. It is discouraging to note that only one depressed class student was receiving collegiate education. Much the most satisfactory feature of the table, however, is the 78 per cent. rise in the number of Muslim scholars under instruction against a total rise of 59 per cent.

**Expenditure on Arts Colleges.**—The following table gives the expenditure on Arts colleges :—

	Expenditure from				Total.
	Government.	Board.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 .. ..	1,03,031	..	2,05,132	51,502	3,59,665
1926-27 .. ..	87,010	13,742	99,946	56,992	2,57,690

Expenditure has increased during the quinquennium by over 39 per cent. It is satisfactory to note the rise in expenditure from fees by over 100 per cent Government share of the cost too, has increased appreciably, while the contribution of local boards has decreased. This is due to the fact that the grants made by the Delhi Municipality to the colleges were stopped during the quinquennium.

The percentage of expenditure from various sources in 1931-32 was as follows :—

<i>Government.</i>	<i>Board.</i>	<i>Fees.</i>	<i>Others sources.</i>
28·6%	....	57%	14·4%

The all-India averages, for 1927-28 were—

<i>Government.</i>	<i>Board.</i>	<i>Fees.</i>	<i>Other sources.</i>
41·4%	·5%	42·6%	15%

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

	Government.	Board.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Delhi.</i>					
Males .. ..	55	..	113	28	196
Females .. ..	109	..	70	44	223

The all-India averages in 1926-27 were—

	Government.	Board.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Males .. .. .	81	1	87	29	198
Females .. .. .	270	2	71	123	466

It will thus be seen that on the whole the average cost on collegiate education in Delhi province is less than in most parts of the country.

The total cost on University education is, however, much more than what is given in the above table, as it does not take into reckoning the cost to the parents which may amount to anything between six to eight hundred rupees a year, excluding tuition and other fees. So that the actual cost to the State and the parent in preparing a student for a degree amounts to about nine 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. 50 per month in ten years. No wonder that this aspect of University education in India is fruitful of discontent and disillusion.

As elsewhere in India, the cost on the education of women in Delhi is almost double at every point except from fees. This is due to the fact that owing to the comparative apathy towards the education of women, enrolment in women colleges is small, and fee rates have to be very low in such institutions.

**General knowledge.**—A great deal has been and is still being said about the lack of general knowledge in the average graduate of the Indian Universities. Delhi colleges have tried to fight this by encouraging the boys to take the honours courses, by insisting on a certain amount of extra reading, and by including a general knowledge paper for the various examinations. Making a luxury of literature, however, is purely an economic question, and so long as the degrees continue to be sought after mainly as a commercial asset, and students do not come to the University primarily for the acquisition of learning and culture, it must be difficult, if not impossible, to wipe out the stigma.

**Extra Curricular activities.**—As far as possible, games have been systematically organised, and colleges that have playing grounds of their own are doing well in the field of sport and athletics. Lack of playgrounds, however, makes proper organisation of games a difficult matter. In a large town like Delhi, play grounds at a reasonable distance from the colleges are difficult to procure. Efforts were made during 1931-32 to get from the P. W. D. grounds outside Delhi Gate for the use of colleges. These are, however, not in a very good condition, and no attempts were made by the P. W. D. to improve them. Besides, a heavy rental of Rs. 25 per ground per month was charged from the colleges which they found difficult to pay out of their recreation funds. The

position therefore at the end of the quinquennium was still unsatisfactory. The Principal of the Hindu College, Delhi, for instance, reports, "Our intention is to make outdoor games compulsory for all students, but this is impossible at present for lack of play grounds. In spite of persistent efforts, we have not been able to secure better facilities in this direction". The Principal of the Ramjas College also reports that they are handicapped by the lack of play grounds and the Principal of the Anglo Arabic College says, "The college has suffered and still suffers from the lack of play grounds. Grounds recently prepared by the P. W. D. at the Delhi Gate have been rented at an exorbitant rental which we find difficult to pay. The grounds are in a very bad condition, and the P. W. D. is doing nothing to improve them. As compared with the Mori Gate, the Delhi Gate playing fields are very inferior." The Principal of the Commercial College says, "The college has suffered very greatly for want of suitable play grounds of its own for hockey and football."

The importance of games in any educational system cannot be over estimated. They are not only essential for the development of physique, but they go a long way to promote esprit de corps, create self-confidence and change the entire outlook of the students. The provision of playing fields for the colleges in Delhi is therefore a matter of imperative necessity and great importance.

In spite of the disability pointed out above, colleges have done very well in games and sports, and have stood their ground against some of the best outside teams visiting Delhi. The U. T. C. is growing increasingly popular, and students are taking advantage of the training provided in fairly large numbers. All the degree colleges have platoons with members of the staff as U. T. C. officers, both commissioned and non-commissioned.

**Self-Government.**—In matters of self-government all colleges report satisfactory progress. Students are managing their own affairs in the hostels, on the play grounds, and in the various clubs permitted by the colleges. The experiment is proving successful. The measure of success, however, has varied inversely with the numbers. The Principal of the St. Stephen's College points out that if the experiment of self-government has been a success, it is due to the close personal touch between the students and the staff rendered possible by a limitation of numbers.

Co-operative societies run under the auspices of the various colleges and hostels have not proved generally successful. In some colleges they had to be closed as, for lack of proper management, they were running at a loss.

**External activities.**—The Royal Commission on Agriculture has drawn attention to the part that college students should and could take in the general and rapid uplift of the illiterate masses. Some universities have undertaken extra-mural educational work. In Delhi, however, work in this direction is extremely limited. The Principal, Commercial College, reports that they have not been able to do anything in this direction beyond advising teachers and students to employ their spare time in rural uplift work. The Principal, St. Stephen's College, however, reports that under the auspices of the social service league of the College, students are running two night schools, one for boys of all classes and the other for the depressed class children with the object of removing illiteracy among the masses.



The employment of students on useful and healthy activities both within the college walls and outside, must be recognised as an essential part of the work of a college. It is only by these means that students can be fully occupied in healthy and useful activities to the exclusion of all dangerous and injurious movements which at the present moment beset the path of young men in this country.

**Intermediate Education.**—The following table gives the statistics for intermediate colleges.

Year.				Institutions.	Scholars.
Delhi 1931-32	{	Males	.. .. .	2 Males	150
		Females	.. .. .	1 Female	45

The number of students reading in the three intermediate colleges, one of which is for girls, was 195, although the total number of students reading at the intermediate stage was 1,220.

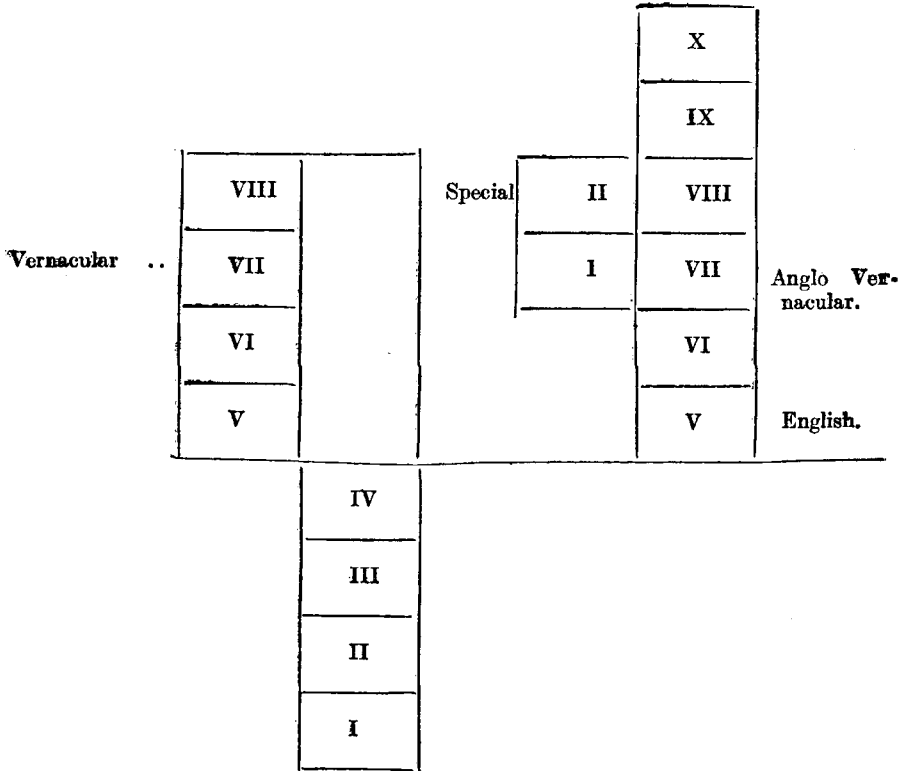
Intermediate colleges are not new to India. But prior to the publication of the Sadler Commission Report, their existence was justified on financial rather than academic grounds. The Sadler Commission Report, however, assigned to these colleges a definite status, and a definite place in the scheme of higher education, their establishment being a necessary corollary to the founding of unitary teaching and residential universities. In some parts of the country such colleges were welcomed as a decided step in advance, and a large number of intermediate institutions has grown up in recent years. As has already been pointed out, in Delhi one of the obstacles to the establishment of a purely unitary teaching university has been the lukewarm attitude of the authorities of colleges towards the separation of intermediate classes, the proposition being financially unsound, as the greater bulk of the college students read in the intermediate classes, and contribute substantially towards the income of the colleges. When the Delhi University Enquiry Committee, to which a reference has been made elsewhere, looked into this question, they were plainly of the opinion that the separation of the intermediate classes from the University was not desirable either from the academic or the financial point of view. The opinions recently called for from the heads of the colleges is equally definite. The Principal of the Anglo-Arabic College for instance reports that the amalgamation of the high school and intermediate classes in 1924, was found to be unsatisfactory in many ways. "The high school boy", says he "is better apart from the intermediate student". He further states that the separation of the high school and intermediate classes has been for the benefit of both. "Intermediate colleges", says the Principal of the Commercial College, "unless they specialise in some technical subject, such as commerce or engineering or medicine, have been more or less unsuccessful. Intermediate colleges teach-

ing the ordinary Arts and Science subjects occupy a lower place in the estimation of the public, and this undoubtedly lowers their prestige, and indirectly affects their efficiency as well. The association of junior students with senior students, which is only possible in degree colleges, produces a salutary inspiring effect on the junior students. Moreover, they get the benefit of more highly qualified professors and teachers whom the intermediate colleges cannot afford to employ". The Principal of Ramjas Intermediate College is of opinion that the new Intermediate colleges cannot produce that atmosphere which the first grade colleges offer, and that the institutions are running at a very great disadvantage.

Intermediate colleges appear to have failed in their mission. Both in point of status and work, they are a compromise, which does not seem to benefit the student in any way. He finds it a drag to continue for two years in an atmosphere already rendered dull and common-place through familiarity, and lacking in that exhilarating sense of novelty which a separate full-fledged college provides. Human nature being what it is, the teacher in the intermediate college cannot resist the temptation of feeling and acting the "professor", with a well marked tendency to lecturing rather than teaching. The matriculation student, whose low standard of attainment rendered him unfit to follow the college lectures, is relegated into the back-ground, and suffers from worse disabilities in being called upon to follow the 'lectures' from the middle stage instead of after passing the High School Examination. As for the intermediate student, he is deprived of the necessary preparatory grounding that the old type of high school gives him, and has proved no better than the product of the old system. These, however, are casual impressions, and Delhi can hardly claim to dogmatise on the subject as the experiment of intermediate colleges as a purely academic proposition has not been tried here on a large scale. The intermediate colleges that do exist at the present moment are possibly merely stepping stones to degree colleges, and the tendency during the quinquennium has been for the managements to raise the institutions to the degree standard as soon as funds become available. So that, as far as Delhi goes, the days of the "glorified high school" appear to be numbered, unless of course the establishment of a unitary university makes their existence a necessity.

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**CHAPTER IV.**  
**Secondary Education (Boys).**  
**Scheme of School Classes.**



Arrangement of school classes is almost the same as in the Punjab. The four years' primary course is purely vernacular, after which a student may proceed for secondary education either to the vernacular or anglo-vernacular side. On the vernacular side there are two stages from which the migration to the anglo-vernacular side is kept open; one is at the vernacular lower middle stage, and the other at the end of the full vernacular course (the vernacular final examination). A scholar can complete his matriculation course in ten years which is the minimum, or in eleven years if he migrates after the vernacular lower middle stage, or twelve years in case he migrates after the vernacular final examination.

Migration is generally determined by the following factors :—

- (1) The economic condition of the parents, *i.e.*, their ability to bear the cost of anglo-vernacular education which is about four times that of the vernacular.
- (2) Distance of the anglo-vernacular school from the home of the pupil.
- (3) The age of the pupil or the lack of residential facilities in the nearest anglo-vernacular school.

At each of the two migration stages the gulf between the vernacular and the anglo-vernacular is bridged over by means of the special classes which are instituted in the anglo-vernacular schools for the purpose.

The medium of instruction in the middle sections of anglo-vernacular schools is vernacular. In the high school classes the medium is English although candidates have the option of answering question papers in History Geography and Domestic Science in their own vernaculars.

**Control.**—As has been pointed out elsewhere, vernacular middle education in the province is controlled on the administrative side by the local boards and on the academic side by the education department, although pupils sit for the Punjab vernacular final examination. The department prescribes courses of studies for, and recognises middle anglo-vernacular schools, and middle sections of high schools. It also inspects the high schools. Besides, all educational grants from the Central Revenues are sanctioned by the department. The Board of Secondary Education prescribes courses of studies for the High School and S. L. C. examinations, and recognises high sections of schools. It has powers to get these sections inspected by its nominees.

**Delhi Board of Secondary Education.**—In the preamble to the Government Resolution, the Board was originally established to supervise and regulate secondary education. The question whether it should also take upon itself the responsibility to promote and improve secondary education came up for discussion before the Board in the earlier years of the quinquennium; and after a long debate it was agreed that the Board should do so. Consequently, the Government resolution was suitably amended, with a view to add to the powers and responsibilities of the Board. Thus, while in theory, the functions of the Board are not very different from those of the department, in practice it is little more than a mere examining body with the additional power of granting recognition to the high sections of schools. Experience of the last five years goes to show that the powers and duties of the Board are somewhat loosely defined, and do not eliminate the possibility, however remote, of a clash of interests and principles with the department. It, therefore, seems desirable in the interest of educational administration that the position should be clarified. Much the most suitable course would be to call the institution the Board of High School and S. L. C. Examinations, and to confine its duties to the conducting of these examinations only; administrative work like recognition of schools, etc., being left entirely to the department. It is true that according to the Board's regulations, recognition may not be accorded to High Schools without the recommendation of a committee consisting of the chairman (the Superintendent of Education), his nominee, and a nominee of the Board, and this gives the department the opportunity to safeguard desirable interests. But experience of the actual working of the Board during the five years would lead one to the conclusion, that in spite of the safeguards, the Board can have its own way. In fact, concrete instances are unfortunately not wanting in which the Board recognised high schools, although the middle sections of such schools were not recognised by the department, and the report of the Board's recognition sub-committee was none too favourable. This is an undesirable state of affairs, and apart from the administrative complications that this leads to, the Board cannot, for lack of

suitable machinery, be expected to exercise the necessary supervision over recognition standards. Besides, in such matters, it is difficult, if not always impossible, for a Board with an overwhelming non-official majority to ignore altogether party and vested interests thereby jeopardising the efficiency of administration and the maintenance of educational standards.

**Constitution of the Board.**—The sanctioned strength of the Board as at present constituted is 20, with only three official seats. This is good so far as it goes, but indications are not wanting of a dis-satisfaction among the headmasters of high schools at the undue preponderance on the Board of interests other than those of such institutions. At present headmasters have only 10 per cent. of the total seats reserved for them, and general opinion seems to be that in a Board which is meant exclusively for prescribing courses of studies and conducting the High School and S. L. C. examinations, headmasters should have better representation, as they are expected to know more about the needs and standards of high school boys than those not directly connected with high school education. This argument seems to be cogent and it is hoped that if and when the constitution of the Board is amended, the headmasters will be given better representation.

During the first four years of the quinquennium Mr. R. Littlehales was the *ex-officio* chairman of the Board. He was succeeded in April, 1931, by Mr. J. C. Chatterjee, the present Superintendent of Education. Mr. Chablani continued to be secretary throughout the quinquennium.

**Progress during the Quinquennium.**—When the last quinquennium closed, the Board had just completed the first year of its existence. During the period under review, it made steady progress in all directions. Its internal organisation was placed on a satisfactory footing, the courses of studies were revised, women candidates were allowed to offer Domestic Science and Arithmetic as an alternative for Mathematics. The Board's regulations relating to private candidates were also modified. The Board organised a teachers' library, purchased educational equipment, such as an epidiascope, film slides, gramophone and linguaphone records for demonstration, and arranged for a series of lectures by eminent educationalists on topics of interest to the teachers. These lectures were well attended and proved very useful. Unfortunately, they had to be abandoned during the last year of the quinquennium owing to financial stringency. The Board also instituted four scholarships of the value of Rs. 10 per mensem each *plus* tuition fees to be awarded annually on the results of the High School Examination. One such scholarship has been reserved for award to female candidates.

**Examination Results.**—The following table shows the number of candidates who appeared for the High School and S. L. C. examinations conducted by the Board year by year during the quinquennium, and the number of passes:—

Year.						Appeared.	Passed.
1927-28	..	..	..	..	..	1,410	793
1928-29	..	..	..	..	..	1,416	782
1929-30	..	..	..	..	..	1,672	1,103
1930-31	..	..	..	..	..	1,746	1,089
1931-32	..	..	..	..	..	2,093	1,128

The table indicates a rise of 48 per cent. within the quinquennium in the number of candidates who sat for the examination. The percentage of passes fell from 56 in 1927-28 to 54 in the last year of the quinquennium. This percentage cannot be considered by any means too high. With better teaching in the high schools, there is no reason why it should not go up appreciably without a deterioration in examination standards.

A very disturbing feature is the almost steady rise year by year in the number of private candidates sitting for the Boards examinations. In view of the rapid growth in the number of high schools in the province, it is impossible to attribute this rise to an appreciable increase in the number of *bona fide* private candidates from the Delhi Province. It has been alleged in the past that there is a difference in the standards of attainments in different subjects demanded by the various Boards and Universities, and for some reason the impression has gained ground that the standards demanded for the Delhi High School Examination are easier than those in the neighbouring provinces. It was partly to prevent this that the regulation of the Board relating to private candidates was amended. But a study of the amended regulation goes to show that while it now limits private candidates to the residents of Delhi, the term "resident" has been so loosely defined as to include those whose parents or guardians happen to be in the province either in service or in connection with business at the time of making the application. The result has been, that private candidates have easily secured certificates to the effect that their parents and guardians were in Delhi on the date of actual application, and cases of fraudulent applications and even of false personification among private candidates have been detected. This is a serious matter, and calls for an immediate and considerable tightening of the regulations relating to private candidates. In the Capital city with a large migratory population, the influx of private candidates from outside cannot perhaps be altogether avoided. Still it should be possible to stop an abnormal rise among such candidates possibly by laying down a minimum period of residence as a necessary qualification for entry to the examinations of the Board. This seems to be particularly desirable in case of business men whose wards should not be considered eligible for the Board's examinations as private candidates, unless in the opinion of the Board such business men have sufficient interests in Delhi to necessitate their stay in the province for at least six months at a time. Be that as it may, encouraging private candidates to sit for the Board's examinations leads to wastage and a distinct lowering of efficiency standard. This will be evident from the fact that in 1931-32, the last year of the period under review, 65 per cent. of the school candidates passed the High School and S. L. C. Examinations, while the percentage of passes among private candidates was only 36.

**Income and Expenditure.**—With the increase in the number of candidates going up for its examinations, the income of the Board has increased rapidly. It amounted to Rs. 42,520-3-3 in 1931-32, as against Rs. 27,455-8-0 in 1926-27. In the five years under review, the total earnings of the Board amounted to Rs. 1,96,481-5-9 and its expenditure was only Rs. 1,38,773-7-6, thus leaving a net surplus of Rs. 57,707-14-3.

Examining Boards are usually self-paying, but they are not intended to be a source of revenue. In case of a surplus of income over expenditure, the normal practice would be to spend the saving on the Board itself or on the improvement of institutions under its control. The question of utilising the actual savings of the Board on improving the efficiency of the high schools, and other similar objects deserves careful consideration. The first need is a suitable building for the Board.

#### Schools and Scholars.

Years.	High Schools.		English Middle Schools.		Vernacular Middle Schools.		All Secondary Schools.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1927 ..	12	4,225	17	3,837	8	997	37	9,059
1932 ..	21	6,173	22	4,986	32	3,143	75	14,302
Increase+or Decrease--.	+9	+1,948	+5	+1,149	+24	+2,146	+38	+5,243

Figures in the above table include 5,817 pupils reading in the primary sections of high and middle schools in 1931-32, against 5,567 in 1926-27. Since their number has remained almost stationary during the quinquennium, general conclusions regarding the progress of secondary education in the province can safely be drawn from the above table without taking into reckoning scholars reading in primary sections of schools.

It will appear from the table that the number of high schools has increased by 9, middle anglo-vernacular schools by 5 including one vernacular middle school raised to the anglo-vernacular middle standard, and middle vernacular schools by 24. During the quinquennium 25 primary schools were raised to the lower middle standard, and three lower middle schools to the upper middle standard, in connection with the five-year programme of educational expansion. The rise of over 100 per cent. in the number of institutions now gives the Delhi province one school for secondary education per 7.9 square miles of area. In the urban areas schools are located at no great distance from one another, but in rural areas the distance between school and school is still marked. The rise in the number of pupils is also satisfactory—over 57 per cent.

But a mere numerical rise in the number of institutions and scholars is not in itself a safe indication of educational progress in the right direction; unless the rise in both cases is reasonably proportionate. This unfortunately is not the case, and it appears that the average number of scholars per school for secondary education in the province of Delhi has decreased from 245 in 1926-27 to 190 in 1931-32. This figure is no doubt still higher than the

all India average in 1926-27, but it must not be forgotten that in Delhi most of the schools are situated in the urban area where the demand for secondary education is always great. Further, the introduction and extension of compulsory primary education has necessarily increased the number of pupils going up for secondary education. If these facts are taken into consideration, the decrease in the average number of scholars per school should cause concern. Taking it for granted that all the schools in the statistics above are one section schools with 35 pupils in a class, the total enrolment in these schools should be 20,500 instead of 14,300, the actual figure for March 31, 1932. In practice, however almost all the high schools and a large number of the urban middle schools have at least two sections each, and consequently the position is all the more deplorable. It is clear that in the province of Delhi, particularly in the urban area, educational effort is being wasted by a multiplication of schools beyond the economic limit. In a country of many religions, sects and sub-sects desirous of teaching, along with the prescribed secular curriculum, the precepts of their faith, overlapping of educational efforts cannot perhaps be altogether avoided. But there is very little justification for adding to the number of existing institutions run by a single sect or creed. In 1932, the Sanatan Dharam Hindus of Delhi were running seven schools for secondary education, the Arya Samajist 8, Jains 4, and Muslims, 8. This is certainly a waste. Apart from the question of wastage, such multiplication of schools leads to a scramble for pupils, which in its turn considerably lowers educational efficiency and standards all round. It also increases the financial responsibility of Government without bringing a full and proper return for the expenditure incurred.

Yet another aspect of the statistical tables of schools for secondary education calls for a comment. A detailed study of these tables shows a most unsatisfactory distribution of scholars in the various classes. In one single school 50 per cent. of the pupils on roll were in Class X, 25 per cent. in Class IX and only 20 per cent. in the middle sections, the enrolment in the lowest class (Class V) being only 5 per cent. of the total. This is exactly opposite of what should be the case. That the managements can secure such large enrolment in the top classes while the feeder classes below have a nominal enrolment, calls for some explanation. Enquiries go to show that the tendency in some of the Delhi schools is to admit pupils from the outside provinces mostly from the Central Provinces in the two top classes, thereby swelling the number unnecessarily. This tendency is deplorable for more reasons than one. In the first place, the large influx of outside pupils to the Delhi schools is bound to lead to administrative complications, as in spite of the rules for the migration of scholars from one area to another, the chances of fraudulent admissions going undetected are not few, and nothing can be more detrimental to the discipline of the schools than the admission into various classes of ineligible pupils about whose antecedents the management must know little or nothing. Besides, a large influx of outsiders makes it impossible to ascertain correctly the progress that the residents of the province itself have made in the field of secondary education. Indeed, it is at the present moment impossible to take all the credit for the rise in the number of scholars in the Delhi schools, part of which is most probably due to the migration to Delhi of outside

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students. Also; the Delhi Government is spending a part of its educational resources in educating outsiders to the detriment of the interests of the residents of the province itself.

Experience of the past five years therefore goes to show that an indiscriminate multiplication of schools, coupled with a wholesale migration of scholars from outside is proving detrimental to the educational progress of the province and should be put a stop to.

Educational charity in the province needs to be diverted into more useful channels, and people engaged in educational work would be better advised if they pooled their resources for running a smaller number of more efficient institutions for local pupils only. The first desideratum is that the altruistic mind should rise above any desire for party and personal glorification.

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

Class of School.	1926-27.			1931-32.		
	Enrolment.	Attendance.	Percentage.	Enrolment.	Attendance.	Percentage.
High Schools ..	4,225	3,845	91%	6,173	5,732	93%
A. V. Middle Schools..	3,837	3,274	86%	4,986	508	90.5%
Middle Vernacular Schools.	997	888	90%	3,143	2,705	86%

Except in the case of vernacular middle schools, average attendance is satisfactory. It is gratifying to report that all schools in the province have shown keenness in securing a high average attendance of the scholars. Various means have been adopted for the purpose by different institutions. Class committees to check habitual late comers or absentees exist in many schools; attendance flags and prizes are common features in others. Some institutions send peons to the homes of the absentee pupils to try to bring them to the school. It has been reported by one of the head masters that three factors usually keep boys away from the school, *viz.*, truancy, sickness, and social engagements. Cases of the first two types are dealt with according to the code rules; also on the lines indicated above. Besides, where there is a school dispensary, cases of sick leave show a tendency towards decline. The third factor *viz.*, social engagements is the most pernicious. Guardians are very apathetic, and do not seem to understand the interests of their own children. Applications for leave extending to over a month are not infrequent, and sometimes the flimsiest reasons like the father or the mother proceeding on a pilgrimage, or the marriage of a distant relative, which have little or nothing to do with school children, are advanced for securing leave for pupils for long periods. Among the suggestions offered for improving attendance one that deserves consideration is that fines for absence should form a separate fund and be utilised for the benefit of those who are regular in attendance.

**Progress by Communities.**—Comparative figures showing the percentage of scholars of various communities reading in secondary schools to the total population of the communities is given below :—

Community.	1926-27.	1931-32.
Indian Christian .. .. .	.06	.06
Advanced Hindus .. .. .	2.4	2.5
Backward Hindus .. .. .	Included in the advanced Hindus.	.1
Muhammadans .. .. .	.7	1.

The progress made by the various communities in the field of secondary education has been appreciable; the percentage of Hindus under instruction has increased by .1 and that of the Muslims by .3. It should however be noted that the rise in the percentage of scholars has not kept pace with the rise in the population of various communities.

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

Management.	High.		English Middle.		Vernacular Middle.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government ..	1	389	1	237	..	..	2	626
District Board	1	124	3	666	32	3,143	36	3,933
Municipal Board	1	470	5	1,646	..	..	6	2,116
Aided ..	18	5,190	13	2,437	..	..	31	7,627

A very satisfactory feature of secondary education in the Delhi province is that Government is responsible for the direct management of only one high and one middle school with 626 scholars. The largest number of scholars read in aided institutions.

**Expenditure.**—Expenditure on secondary education from various sources in 1926-27 and 1931-32 is shown in the following table :—

Year.	Expenditure from				
	Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1926-27 .. .. .	1,87,733	60,690	1,11,346	75,385	4,35,154
1931-32 .. .. .	3,39,785	57,900	1,81,278	1,77,805	7,56,778
increase + ; decrease —	+1,52,062	—2,790	+69,932	+1,02,420	+3,21,624

The total expenditure on secondary education has risen by over three lakhs during the quinquennium of which over a third represents the rise in Government expenditure.

The increase in expenditure from fees and private sources is also considerable. It is satisfactory to note that in spite of such appreciable increase in expenditure on secondary education, the average cost of educating a boy in secondary schools has decreased from Rs. 60-12-0 in 1926-27 to Rs. 52-15-0 in 1931-32, a drop of 13 per cent. Similarly, the cost on education per scholar in a high school has decreased from Rs. 74-12-0 to Rs. 72-2-0 and in middle schools from Rs. 36-6-0 to Rs. 26-14-0.

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

Kind of schools.	1926-27.				1931-32.			
	Trained.	Un-trained.	Total.	Percentage of trained teachers.	Trained.	Un-trained.	Total.	Percentage of trained teachers.
High Schools ..	142	78	220	65%	239	102	341	70%
Middle Schools (A.-V.).	143	49	192	74%	159	73	232	69%
Middle Schools (Vernacular).	40	1	41	97.5%	135	3	138	98%
Total ..	325	128	453	72%	533	178	711	75%

It may be noted that 75 per cent. of the teachers engaged in secondary education are now trained, although as compared with the figures of 1926-27, there is a fall in the number of trained teachers in anglo-vernacular middle schools. The reason for this fall and for the paucity of trained teachers, where it exists, are given in the chapter on professional education. The most satisfactory feature of the table is that 98 per cent. of the teachers in vernacular schools are now trained.

**Pay of the Staff and Security of Tenure.**—In Government institutions the rates of pay are as below :—

- |   |                     |
|---|---------------------|
| (1) <i>Trained Teachers A. V.</i>             | <i>Rate of pay.</i> |
| (a) Trained graduate (Assistant Teachers)     | .. Rs. 80—250       |
| (b) Trained under-graduates                   | } .. .. Rs. 55—70   |
| (c) Trained Matriculates                      |                     |
| (2) <i>Trained Teachers (Vernacular).</i>     |                     |
| (a) S. V. (b) J. V. .. ..                     | .. .. Rs. 35—50     |
| (3) <i>Special Trained Teachers.</i>          |                     |
| (a) Drawing Masters .. ..                     | .. .. Rs. 110—135   |
| (b) Oriental Teachers .. ..                   | .. .. Rs. 110—135   |
| (c) Drill Instructors .. ..                   | .. .. Rs. 80—100    |
| (4) <i>Untrained Teachers.</i>                |                     |
| (a) Appointed to temporary appointments only. |                     |

These rates do not seem to compare favourably with those obtaining in the U. P. or even in Ajmer-Merwara. The need for a combined cadre and a graded scale of pay for all teachers in Government institutions in the areas under the Superintendent of Education has been brought out clearly in a previous chapter. As regards institutions under private management, the variations in the rates of pay of teachers in different institutions are marked, much depending upon the financial position of the institution concerned. It is therefore difficult to give an exact average rate of pay, but usually rates vary between the following figures :—

(1) <i>Trained Teachers A. V.</i>	<i>Rate of pay.</i>
(a) Trained Graduates (including Head Masters) .. ..	Between Rs. 75 and 350.
(b) Trained Under-graduates .. ..	Between Rs. 40 and 200.
(c) Trained Matriculates .. ..	Between Rs. 90 and 115.
(2) <i>Trained Teachers (Vernacular).</i>	
(a) S. V. .. ..	Between Rs. 30 and 90.
(b) J. V. .. ..	Between Rs. 20 and 60.
(3) <i>Special Trained Teachers.</i>	
(a) Drawing Masters .. ..	Between Rs. 25 and 90.
(b) Oriental Teachers .. ..	Between Rs. 50 and 90.
(4) <i>Untrained Teachers.</i>	
(a) Graduates .. ..	Between Rs. 40 and 85.
(b) Matriculates .. ..	Between Rs. 35 and 80.
(c) Middle examination passed .. ..	Between Rs. 20 and 30.
(d) Drawing Masters .. ..	Between Rs. 25 and 30.
(e) Oriental Teachers .. ..	Between Rs. 35 and 75.
(f) Drill Instructors .. ..	Between Rs. 30 and 40.

Apart from the low start teachers get in schools under private management, regular increments cannot be guaranteed in view of the inelastic resources of such institutions.

A dissatisfied teacher is a danger to educational efficiency. Low salary does not give him the status and the means of maintaining the status that is so necessary in a person engaged in the training of what the Hartog Committee calls the "directing classes". It appears that a proper gradation of the salaries of teachers engaged in private institutions, with a maximum sufficiently high to ensure permanency of tenure is now overdue, and its absence must be responsible for the low standard of efficiency shown by many schools.

The tenure of the staff employed in Government and local Board institutions is generally secure. In the case of private institutions, rules regarding recruitment and retention of staff have in some cases been laid down, but their tenure is not at all secure, and there is nothing to prevent managements from turning out teachers who may have displeased them for one reason or the other.

**Provident Fund.**—17 out of 19 aided high schools for boys have Provident Fund schemes on the lines laid down in the Punjab Educational Code or the scheme sanctioned by the local Government in 1919. The local Board schools have their own provident fund schemes. One of the conditions of recognition now imposed on all schools by the department is that they must have a provident fund scheme, and since 1926 the department has not recognised any school without such a scheme; although a few of the older schools which were recognised before 1926, have not adopted any scheme and the fact of their long existence makes their position secure. A school without a Provident Fund is lacking in the main incentive to stability of staff. Consequently, while the recognition of high schools rests with the Board, that body should insist on a provident fund scheme for teachers before the school is recognised.

**Distribution of Scholars per Teacher.**—The number of scholars per teacher in the high schools in the province was 18 in 1931-32, against 19 in 1926-27. The figures for middle anglo-vernacular and vernacular schools were 22 and 23 against 19 and 24 respectively in 1926-27.

**Financial position of Aided Schools and Grants-in-Aid.**—The financial position of schools under private management is none too satisfactory; as almost all of them depend entirely on Government grant and fees with very little in the shape of reserve funds. The total Government Grant-in-aid paid to secondary education increased from Rs. 1,17,620 in 1926-27 to Rs. 1,62,927 in 1931-32—an average of Rs. 2,172 per secondary school. Schools in Delhi are getting between 60 and 75 per cent. of their total expenditure in the shape of Government grants. This is very satisfactory, and a further rise in Government aid should not be expected. The managements should do more in the way of financing their own institutions.

**The High Schools.**—The average high school still continues to be a factory for the wholesale manufacture of matriculates rather than an institution for educating boys and making them men. There is no doubt that the extra curricular activities in schools like games, scouting, debating societies, and social clubs have done something to foster habits of independent work and have engendered *esprit de corps* and ideals of service; but as one of the headmasters fitly points out “it is to be painfully acknowledged that all concerned with the high school, the pupil, the teacher, the guardian and the officer seem to be obsessed with the importance of examinations”, and to these examinations all other considerations of general efficiency are usually subordinated. Schools which have tried to make any experiments outside the beaten rut had to give them up because, in the words of another headmaster, “progress was slow, and the candidates for the high school examination could not finish the prescribed course in the appointed time.” So that, while high schools pin their faith in the pernicious maxim that the efficiency of the school varies directly in proportion to the percentage of passes in the high school examination, irrespective of the method used to achieve that end, and while the work of the teacher himself continues to be judged almost entirely by the number of pupils passing in “his subject”, it is almost futile to expect any great improvement in the standard of the high school and in the quality of the material turned out by it.

The only exception to the average high school is perhaps the Modern High School, Delhi. This is an institution of a special type, and offers an all-round education from infant classes taught on the Montessori system to the close of the school course. Up to the middle stage the school has its own syllabus and teaches its own text books. In Classes IX and X the curriculum of the Board of Secondary Education is taught. Along with the usual subjects, the school has aimed at teaching Art, Music, Hand-work, Carpentry, and Gardening. The experiments made at the Modern High School are extremely interesting, and all those who have had an opportunity of visiting the school have been impressed with the keenness of the staff and the scholars in their work. "The school" says the report of a committee of experts, "is based on ideals of education wider than those which can be embodied in any formal curriculum of instruction; and attempts to carry them out by free and more diversified methods than can be found in most existing schools. It aims at an all round development of body, mind, and character, and by refusing normally students at any stage above the primary, aims at giving a continuous education to its scholars from infancy to the conclusion of the school stage."

This high school is in many ways almost a model, but perhaps slightly expensive for the average middle class man.

**A. V. Middle School.**—This type of institution has no place in the educational scheme of the province as it does not mark the close of any definite curriculum or scheme of studies. Its existence so far as Delhi goes, appears to be purely a matter of finance, and the tendency has been for such a school to be raised to the high school standard as soon as money was available. In fact, during the years under review, five anglo-vernacular middle schools were converted into high schools. It has been pointed out elsewhere that the number of trained teachers in the anglo-vernacular middle schools has decreased appreciably during the quinquennium. This has naturally resulted in a lowering of tuitional efficiency. The institutions turned out, without let or hinderance, a large number of pupils legally but not educationally fit for high school education, and were consequently a danger to the efficiency of standards in high schools. It was therefore felt that a public examination at this stage was necessary in order to prevent the whole-sale transfer of incompetent boys into high school classes. Such an examination—the anglo-vernacular middle examination—was started during the quinquennium under the auspices of the Headmasters' Association to which a reference has been made in another chapter. According to the report of the headmasters, the examination has helped in weeding out unqualified pupils at the middle stage, and the consequential improvement of standard in the high school classes.

**The Vernacular Middle School.**—The full vernacular middle school represents the final stage in the scheme of rural vernacular education. The courses of studies in these schools are yet mainly academic, and the tendency is to consider the school as a mere stepping stone to lower grades of services. A complete over-hauling and ruralisation of the curriculum of studies in these schools is now a matter which demands urgent attention.

Besides the full vernacular middle school, the province has also a large number of vernacular lower middle schools. The existence of this type of

school is necessary because the child at the end of the primary stage is not old enough to walk long distances between his home and the full middle school. The lower middle vernacular school nearer home therefore enables him to continue his studies till he is grown up.

**Teaching' methods and Curriculum.**—Designed to meet the requirements of schools turning out matriculates or vernacular finals, the curriculum still tends to be rigid. Opinion among the headmasters seems to be that the school curriculum expects the boys to prepare too many subjects and to read too many books in each subject. This, it is said, is doubly harmful, as it leads to mental indigestion among students, and leaves the teacher no alternative but to hurry up with his work on the old and stereotyped lines in order to finish the courses in the prescribed time. "Teachers", reports one headmaster, "have too much to teach and very little time to teach it in." It is therefore unfortunate that no instances of any experiments in modern teaching methods can be reported in this review. "Modern methods of teaching," reports one headmaster, "however beneficial they may be, cannot be successful unless the Boards and the Universities change or modify their methods of examination."

**The position and teaching of English in secondary schools.**—The scheme of studies at the beginning of the chapter will show that the teaching of English commences at the end of the primary course—in class V of an anglo-vernacular school. For pupils coming from the vernacular middle or lower middle schools there is provision for special classes; although only one high school has such a class. English is also an optional subject prescribed for the Vernacular Final Examination of the Punjab, and is offered by pupils in one rural school only.

The direct method of teaching English has been tried in some schools but the result has not been very successful, possibly due to the lack of teachers properly trained for the purpose. One headmaster reports that the method was successfully tried in the beginning. "As we go higher, and as the number of subjects and books to be taught increases, the teacher is forced to resort to the translation method." No experiments on the Michael West method appear to have been tried during the quinquennium.

**The Vernacular Medium.**—The medium of instruction up to the middle sections of the high school is the vernaculars. The controversy between the Anglicist and the Orientalist is an old one, and the patriot seems to be carrying the day against the utilitarian. People engaged in educational work, however, have begun to feel alarmed at the rapid hybridization of language that the craze for vernacular medium is leading to. The repercussion of political conditions on the language and literature of people is an ordinary event of history. The optimist may possibly hope for the evolution in course of time, of a new language—an anglicized Hindustani—but that is still a far cry. At the present moment it is humanly impossible to reconcile the utilitarian and national ideals, and the vernacular medium appears to lead the teacher and the taught into difficulties. The opinion of those who have had occasion to examine answer books of candidates offering a vernacular medium go to show that the facility of expression leads to an introduction of a very great deal of redundant matter in

the candidates' answers to questions, and the clarity and brevity of expression which are expected from an educated youth are more lacking in the answers rendered in vernacular than in English.

**Vocational Bias in Schools.**—*Manual Training.*—Manual training is not one of the prescribed subjects for the High School Examination of the Board. This is unfortunate, as the importance of the hand and eye training in modern educational schemes is fully recognised. The work of the department in this connection is reported in the last chapter of this review.

**Agriculture.**—Agriculture is an optional subject both for the high school and vernacular middle examinations. Unlike some other provinces, there is no course with an agricultural bias prescribed as an alternative to the ordinary course for the Vernacular Final Examination. The introduction of such a course would be desirable. On the anglo-vernacular side, schools situated outside the town have facilities for the teaching of agriculture. In the Rifai Am High School, Narela, the V. S. Jat High School, Kheraghari and the Ramjas High School No. 2 the subject is popular. One headmaster reports that the introduction of agriculture as a subject in the urban schools is impracticable due to lack of suitable land in the vicinity of the school. The headmaster of the Ramjas High School reports that students take interest in the practical work ; this being true even of those who have not taken the agricultural course. Only one rural vernacular school offers agriculture as an optional subject for the Vernacular Final Examination. It is therefore impossible to say whether the subject would be popular in all the vernacular schools in rural areas. From his impression of the school offering the agricultural course, the District Inspector of Schools is of the opinion that the subject is popular with the agriculturist classes only, and not with non-agriculturists.

**Accommodation in Schools.**—Accommodation in secondary schools of all descriptions is still insufficient. During the quinquennium very few new schools have been built, and there has been no marked improvement in the position in this respect over that described in the last review. The only exception is that of the New Delhi High Schools which have been given a large and commodious building at a cost of over four lakhs paid by Government.

**Extra Curricular Activities.**—*Games.*—A reference has already been made in a preceding chapter to the resolution moved in the Central Legislature on the subject of compulsory physical training, drill and miniature rifle practice for students in schools. It has also been pointed out that the scheme for the introduction of compulsory physical training for boys in schools was submitted to Government but had to be held up for lack of funds. No scheme of compulsory games has a chance of success unless adequate play-grounds are available, and during the quinquennium very few schools had play-grounds of their own. In a congested city like Delhi, the acquisition of suitable play-grounds in the vicinity of the school is a very serious problem, and the reports of the headmasters go to show that want of play-grounds has been a great handicap to the development of games. Play-grounds at a great distance from the school may be made available at a reasonable price, but they are quite useless for they entail double loss of energy in walking three or four miles from the pupils' home and



then playing for an hour or so. Besides, one of the important objects of compulsory physical games is to keep students away from harmful activities after school hours, and this it may be impossible to achieve if the boys are thrown in the way of temptation in the long walk to the play ground and back. One of the headmasters fitly reports that "lack of sufficient number of play grounds and the fact that they are at a great distance of the school, combined with the conservatism on the part of some of the parents to send their children long distances every evening are serious difficulties in the way of developing compulsory games." Another headmaster is of the opinion that "gymnastic and physical drill in the school compound itself would be more useful and could be made compulsory rather than games played at long distances from the school." The position in this respect is so deplorable that boys in some schools like the Raisina Bengali High School have, for want of play grounds, to practise games in the squares attached to the clerical quarters.

It has already been pointed out in the chapter on collegiate education that during 1931 the department, after extended enquiries and negotiations, arranged with the Public Works Department for the lease of four Hockey and Football grounds outside Delhi Gate. These were allotted to various schools and colleges on a monthly rental. This rental is, however, heavy, and institutions find it difficult to pay it from their sports funds. Besides, four grounds among twenty odd schools do not allow more than one or two hours twice a week to each school. This is by no means sufficient. It seems necessary that efforts should be made to provide more play grounds and give them to schools free of rent.

**Inter-School Tournament.**—When the last quinquennium closed, a provincial inter-school tournament was a regular feature of the physical activities of secondary schools. Owing to certain unpleasant incidents, this tournament remained in abeyance for the first four years of the quinquennium under review with the result that a marked deterioration in the standard of school games becomes noticeable. A meeting of all the heads of schools was therefore called by the Superintendent of Education in the last year of the quinquennium at which it was unanimously decided to revive the senior school tournament and to run it on the league instead of the knock-out system followed in the past years which entailed a very large number of matches, and meant considerable work for the headmasters and the District Inspector of Schools who is the honorary secretary of the tournament. In this revived tournament, 16 high and 17 middle schools participated. The tournament was highly successful, and at the suggestion of the headmasters six trophies were provided instead of individual prizes for the winners of various events. During the last year of the quinquennium attempts were made in some schools to introduce the 'play for all' system. It is too early to attempt any general conclusions regarding the success of the measure.

**Scouting.**—Scouting has grown in popularity year by year during the quinquennium. In addition to the course of training for scouters, cub masters and patrol leaders, a special refresher course for scouters was held in the last year of the quinquennium. Scouts rendered useful assistance at the Baby Week and at the various tournaments and public festivals.

The following table shows the increase in the number of scouts during the quinquennium.

Year.	No. of Troops.			No. of scouts.
	Scouts.	Cubs.	Rovers.	
1926-27 .. ..	20	..	..	329
1931-32 .. ..	23	14	2	589
Increase+ or Decrease—	+ 3	+ 14	+ 2	+ 260

Funds at the disposal of the Provincial Boy Scout Association are meagre, and its expenses continue to be met largely out of Government grants. Unfortunately, response to the various appeals for public subscriptions has been very poor.

**Red Cross Work.**—Many of the schools now have senior Red Cross Societies and take an active interest in them. During the last year of the quinquennium a junior Red Cross Society was founded with the Superintendent of Education as chairman and L. Kashi Nath as Honorary Secretary. The department has done its best to encourage schools to start junior Red Cross Societies, with the result that on the 31st March, 1932, nine school groups with 718 members had been formed, and interest in the movement was growing. It is interesting to record the excellent work which has been started in this direction by the Government High School, Delhi, where the students have formed "poor boys fund" and are spending Rs. 60 to Rs. 70 per month on the education of such boys.

In connection with scouting and Red Cross work it is to be noted with regret that much progress has not been made in the field by the Muslim pupils, perhaps because, as the headmaster of a Muslim school points out, guardians have stood in the way of starting scouting and Red Cross Societies. With the general awakening among the Muslims such prejudice will, it is hoped, soon die out.

**Self-Government in Schools.**—Many schools report that monitorial and prefect systems have proved successful. In most cases the duties of prefects and monitors are to look after the cleanliness of the school rooms, buildings and compound, and to check petty offences. "The experiment," reports one headmaster, "has proved to be of immense value. It has not only helped us to solve the problem of discipline to a large extent, but has also successfully engendered a spirit of responsibility among the school boys".

**Supervised silent study.**—During the quinquennium schools adopted various devices for fostering habits of independent work. In the Government High School for instance, a period a week was provided during the winter for supervised silent study for every class. During summer, when classes meet in the morning, no time was left for such study. It appears that in general, extra reading periods can only be provided after sufficient time has been allotted to

the subjects of the school curriculum, and on account of the variety for such subjects and the time at the disposal of the staff and students, it is difficult to allot a sufficient number of periods to silent study to make it of real value. The desirability of revising the curriculum with a view to allow sufficient time for such study is being increasingly felt. Another draw-back is the lack of a variety of suitable books in general reading for Indian students. One head-master fitly remarks that, "The supervised silent study period can be of great help to the progress of the boys only if every book placed in the library is so interesting and easy, and also if there is such large variety of books that an average boy can read it with eagerness and without putting any extra strain on his already over-worked brain".

**Co-operative Societies.**—The experiment in co-operative societies has not been made on any large scale. Where such societies were started during the quinquennium, they did not prove successful, and had to be closed. Studies and other activities relating to the schools seem to occupy all the time of the students, leaving them no leisure to supervise the working of these societies, which may account for their failure.

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## CHAPTER V.

## Primary Education (Boys).

In view of its importance, the growth of primary education in the Province of Delhi during the quinquennium should have received a detailed treatment in this Chapter. But the subject has been discussed at considerable length in the Primary Education Committee Report issued hardly two years ago, and as the nature of the problems relating to mass education in the province has hardly changed since 1928-29, a discussion of these problems would mean unnecessary repetition; particularly when it is almost impossible to add to the data so laboriously collected, and the conclusions so ably drawn from them by a Committee appointed expressly for the purpose.

Besides, owing to financial stringency and lack of a whole-time supervising agency, it has not been found possible to give effect to the suggestions of the Primary Education Committee involving provision of Funds.

This Chapter consequently confines itself to a simple statement of the progress made in the field of Primary Education during the quinquennium with such comments as appear to be called for in view of the progress made since 1929 and the new census figures.

## Statistics.

*Schools and Scholars.*

Year.	Primary Schools (boys).	Pupils in Primary classes.		Total.
		In Primary Schools (boys).	In Secondary Schools (boys).	
1926-27 .. ..	148	8,940	3,974	12,914
1931-32 .. ..	166	17,034	5,817	22,851
Increase+ or Decrease—	+18	+8,094	+1,843	+9,937

The number of institutions for primary education increased by 18 during the quinquennium. With this increase the province had, in March, 1932, one institution per 3.6 square miles of area against 4 square miles in 1926-1927. The number of pupils reading in primary schools and primary sections of secondary schools has increased by 9,937, a rise of 77 per cent.

In primary schools alone, the rise in the total number of scholars on rolls is almost cent. per cent. The number of scholars per school has increased from 60 in 1926-27 to 103 in 1931-32. This progress is undoubtedly satisfactory.

It must, all the same, be pointed out that 69 per cent. of the total population of the province of Delhi lives in urban areas where the demand for education is great, and the majority of the children attend schools as a matter of course. Then again, compulsion has been introduced in 6 out of the 9 wards of the city of Delhi. In spite of all this, only 58 per cent. pupils of the school-going age male population were under instruction in 1931-32. Statistical calculations would go to show that in March, 1932, in the city of Delhi alone, about 9,000 boys of the school-going age were not attending any schools.

New schools in areas where they are needed, and the extension of properly supervised compulsion to the whole province seem to be necessary.

**Attendance.**—During the last year of the quinquennium, the percentage of average attendance to the total number of scholars enrolled in primary schools for boys was 87. Attendance is fairly satisfactory in urban schools. In rural areas, it is not so good, due mainly, as elsewhere, to the apathy and indifference of the parents, and the economic value of the child to the household. Besides, the average teacher has not yet succeeded in making his school attractive enough to draw the child to it, instead of keeping away from it on the smallest pretext.

**Distribution of Pupils by Ages.**—In the last Quinquennial Review of the Government of India, it was pointed out that a considerable number of pupils reading in primary schools were over the normal age for primary education.

Educational General Table IX (quinquennial) for the Delhi Province shows that out of 3,739 pupils reading in Class IV, 2,075 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 52.

*Schools and Scholars by management.*

	Management.	Schools.	Scholars.
Government .. .. .	.. .. .	..	..
Municipal .. .. .	.. .. .	43	8,899
District Board .. .. .	.. .. .	55	2,186
Private Agencies .. .. .	.. .. .	68	5,949
	Total ..	166	17,034

Out of 166 Schools for primary education for boys, 55 were under the management of the District Board, 43 under the Municipality, and 68 were managed by private individuals and associations.

Again, out of the total number of pupils reading in primary schools and primary departments of secondary schools, 40·2 per cent. were reading in Municipal schools and 24·9 in the District Board schools. These figures show a satisfactory state of affairs, and are an indication of a growing desire on the part of local bodies and private associations to share the responsibility for mass education.

**Expenditure on Primary Schools (Boys).**—The expenditure on primary schools for boys according to sources is indicated in the following table :—

Year.	Expenditure from				Total.
	Government Funds.	Board Funds.	Fees.	Other Sources.	
1926-27 .. .. .	Rs. 85,446	Rs. 50,235	Rs. 4,132	Rs. 34,681	Rs. 1,74,494
1931-32 .. .. .	1,20,028	99,075	323	54,431	2,73,857
Increase+ or Decrease - ..	+24,582	+48,840	-3,809	+19,750	+99,363

The increase of expenditure from Government funds and Local Board funds is marked, while there is a decrease in expenditure from fees. The increase is due to the extension of compulsion to certain areas, and the opening of new schools during the quinquennium. The decrease in fees is explainable by the fact that where compulsion has been applied, education is given free. This is true even of schools under private management which are compensated by the Local Boards for the loss in fee income.

The average annual cost on teaching a boy in a primary school was Rs. 16 in 1931-32, against Rs. 20 in 1926-27. But the cost per school has risen considerably from Rs. 1,179 in 1926-27, to Rs. 1,648 in 1931-32.

**The Pay of a Primary School Teacher.**—The rates of pay of the primary school teachers were as follows :—

	Rs.	Rs.	Rs.
Delhi Municipal Committee ..	25—1—30	30—2—40	40—2—50
New Delhi Municipal Committee	25—1—30	25—2—35	30—2—40
			40—2—50
Notified Area Committee, Delhi	30—2—40	40—2—50	..
District Board, Delhi ..	20—1—25	25—1—30	30—2—40
			40—2—50

Considering the importance and the nature of the work in which a primary school teacher is engaged, these rates of pay can hardly be considered adequate to attract the right type of teacher.

**The Primary Teacher and his work.**—The following table shows the number of teachers trained and untrained employed in primary schools of all descriptions :—

Kind of school.	1926-27.			Percent- age of trained teachers.	1931-32.			Percent- age of trained teachers.
	Trained.	Un- trained	Total.		Trained.	Un- trained.	Total	
Primary Schools	242	54	296	82	383	135	518	74

It is unfortunate that the percentage of trained teachers has decreased from 82 in 1926-27 to 74 in 1931-32. The number of untrained teachers employed by some of the urban schools under private management is still large.

There is little change in the work of the average teacher. The majority of them take to the teaching profession without any "flair", and only because nothing better is forthcoming. Barring honourable exceptions, the primary teacher is a disappointment. He takes training not for its own sake but because it is essential for permanent employment. Once permanently fixed up, he soon forgets the methods of work learnt in the training school, and his teaching becomes dull and lifeless. The headquarters may supply him with interesting teaching devices, but they are safely locked up in the shelf "for fear of being spoiled".

A judicial selection of candidates for teachership, and a thorough training in the normal school for the kind of work they have to do in life can alone remedy this defect.

The number of matriculates taking vernacular training with a view to work as primary school teachers is on the increase, and in the last year of the quinquennium a fair proportion of the students on rolls in the normal training school Najafgarh was of matriculates. This is an interesting development in the field of primary education in the Delhi Province.

It is no use denying the fact that at the present moment the matriculate becomes a primary school teacher, not because of any inherent love for the profession, but because of the growing struggle for existence among the educated youths. He considers the post of a primary school teacher a mere stepping stone to something better in some other line. Such a teacher cannot be expected to put his heart into the work. In course of time, and with the increase in the number of matriculates coming from rural areas, the matriculate teacher is bound to get reconciled to his position, and when that happens, he is likely to prove a better teacher than a lad who has only passed the vernacular final examination. It is true that the standard of attainment

of a matriculate is not very high, but the fact that he has been in touch with the comparatively better educational atmosphere provided by a high school slightly widens his outlook, and imbibes in him some spirit of service and a sense of appreciation of "work for work's sake."

**The One Teacher School.**—A large number of schools in rural areas in Delhi Province has only one teacher for the four classes; the maximum average attendance usually permissible in such a school being 40. In a country where the apathy and indifference of people towards education is marked, a one teacher school appears to be a necessary evil in the present system of primary education. It is none-the-less undesirable, and educationally unsound. It is almost impossible for a man to teach different subjects to the four classes at the same time with any degree of efficiency. Leave alone individual attention to a scholar, the teacher cannot give his whole attention to any one class at a time, and this fact is perhaps the most potent cause of stagnation in primary schools.

The ideal arrangement would be to give two teachers to each school irrespective of numbers, but such a course must tremendously increase the cost of primary education which is already high in Delhi. Perhaps a possible alternative may be to reduce schools which prove inefficient to the lower primary stage with two classes in charge of a teacher. These schools could easily act as feeders to full primary schools, within the walking distance of the child, where one may have a teacher for each class of 40 pupils.

**Primary School Course and Curriculum.**—The primary school course in the Province of Delhi has been of four years' duration during the quinquennium. The desirability for its extension to five years was pressed by many witnesses before the Primary Education Committee, and is also advocated by that body. Between the publication of the Primary Education Committee's Report and the close of the quinquennium, the department had not had time enough to look into this question.

The arguments in favour of the five year course have been discussed in the Primary Education Committee's Report, but actual experiment alone would show whether such a change would lead to efficiency and lighten the burden of the teacher or add to it.

The curriculum of studies in the primary schools, particularly in rural primary schools, has been criticised by laymen as well as educationists. No really complete and efficient alternative has, however, been suggested, and the critic seems to forget that the aim of primary education is to teach the child the three 'R's and make him literate. This is more than can possibly be done in a school in four years' time so long as present conditions last. A school curriculum which, besides imparting knowledge of three 'R's to the pupils, aims at bridging the gulf between school and home interests is bound to prove expensive, and may make primary education uneconomical. Besides, as the Hartog Committee Report so aptly points out, a formal change in the curricula of primary schools is not likely to carry one far, unless the teacher can "breathe a lively spirit in the dry bones of routine." The problem of an efficient primary school curriculum is therefore as much a problem of formal changes as of providing efficient teachers.



The suggestion of the Primary Education Committee's report that English should be taught in Class IV of primary schools deserves consideration, but this means that every school should have at least one matriculate on the staff; so that such teaching is bound to prove expensive.

**Primary School Buildings and Playgrounds.**—In connection with the five year programme of educational expansion, the District Board was able to provide 28 new school houses in rural areas. The Delhi Municipality owned five buildings of its own at the close of the quinquennium. The position in this respect is, however, still far from satisfactory as is evident from the following table :—

Kind of Institution.	Number of schools.	In suitable Buildings.	In rented houses and chaupals.
Government .. .. .	..	..	..
District Board .. .. .	55	33	22
Municipalities .. .. .	43	5	38
Aided .. .. .	68	22	46
Total .. .. .	166	60	106

In the city proper, it is extremely difficult to secure suitable buildings for school purposes. The houses in which most of the schools are located are very insanitary and entirely unsuited for educational work.

Very few schools in urban areas had playgrounds. In rural areas children usually play on 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 quinquennium is given below :—

No. of pupils in Primary Schools and Departments for Boys.	1927-28.	1928-29.	1929-30.	1930-31.	1931-32.
In Class I .. .. .	9,842	11,649	12,580	10,312	11,509
In Class II .. .. .	3,052	3,977	4,434	4,315	4,487
In Class III .. .. .	2,221	2,927	3,083	3,485	3,842
In Class IV .. .. .	1,864	2,247	2,313	2,582	3,013

The above statement shows a very marked drop between the number of scholars reading in Class I in any year and those reading in Class II in the next succeeding year. This is true of all the years of the quinquennium. It

is said that this drop is mainly due to the fact that pupils continue coming into the school throughout the year, and most of them are not able to complete the year's course in March, when annual statistics are collected. But this argument does not carry one far. It will be seen from the table that on an average out of every 100 pupils in Class I in a year, only 40 go to Class II in the next succeeding year. At a fairly liberal reckoning the number of pupils who join late could not be more than 25 in a 100. That still leaves 35 pupils per 100 to account for. It is evident 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. In fact, the opinion of the District Inspector of Schools is, that due to the indifference of the teachers and lack of adequate supervision, the one year course for Class I has come to be treated as a two year course owing to the general practice of splitting the class into a senior and a junior section. Stagnation is, therefore, a very alarming feature of primary education in the Province of Delhi.

In the absence of teachers who can grasp the significance of the problem, and are prepared to fight the evil whole-heartedly, the only possible remedy would be for the inspecting staff to exercise a very thorough check over the progress of individual pupils from the date of their admission and constantly to urge the teacher to keep up to the mark. It is, however, impossible for four inspecting officers to keep an eye on the progress of 10,000 to 12,000 pupils. The appointment of special inspecting officers solely for the purpose of detecting and checking stagnation and wastage might therefore offer some solution. It is very likely that the expenditure on the engagement of such staff will be more than repaid by a considerably larger output of literates at the end of the primary stage.

It is satisfactory to note that the wastage from Class II upwards is not very marked, 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 (Urban).**—The compulsory primary education scheme was introduced in the city of Delhi in the middle of 1926. The city was divided into 9 areas, and areas Nos. 1 and 9 were taken up in the first year. The scheme was extended to areas 2 and 3 in the year 1927, to areas 4 and 7 in October 1928. The remaining three areas consisting of the Western Extensions, Paharganj, Sabzimandi and the area round about Phatak Habashkhan, were outside the operation of the scheme till March 1932.

The Secretary of the Municipality reports that during the first three years, more attention was paid to consolidation than to expansion. He hopes that before long the whole of the city would be under the compulsory scheme.

Compulsion has naturally been responsible for a very considerable rise in the enrolment of primary schools in the city of Delhi, and according to the report of the Secretary, the average attendance in schools has also been satisfactory—between 81 and 87 per cent. This is encouraging, but it appears that compulsion has not succeeded in even partly solving the outstanding

problems of primary education, namely, stagnation and wastage, although the Secretary reports that "serious efforts were made during the quinquennium to remove the element of stagnation in the infant classes and teachers were called to account for any pupils who remained for more than one year in the infant class."

The following statistics are significant :—

Year.	Pupils in Class				Total.
	I.	II.	III.	IV.	
1927-28 .. .. .	7,680	1,969	1,368	1,078	12,095
1928-29 .. .. .	8,658	2,816	1,973	1,491	14,938
1929-30 .. .. .	9,196	3,124	2,064	1,466	15,850
1930-31 .. .. .	7,681	2,826	2,289	1,579	14,375
1931-32 .. .. .	8,063	2,933	2,566	1,909	15,471

The figures in the table are for the whole of the Delhi city, and have been culled from the annual statistical tables available in the office of the Superintendent of Education. Separate figures for the compulsory area alone are not available, but they would not materially affect the conclusions drawn from the statistics.

The stagnation in Class I is appalling, and wastage from class to class is marked, so much so that hardly 21 per cent. of the pupils joining the lowest class every year reach Class IV. In the compulsory area itself the position is not very much better. It is impossible to say how many pass out of Class IV and thus have some hope of being permanently literate. But even if 65 per cent. pass, and this is a very liberal reckoning, the wastage is tremendous.

The annual cost on the education of the pupil in the compulsory areas is not available separately, but the expenditure of the Municipality alone in 1931-32 on the compulsory area was 1,63,111. This is evidently less than the total cost on all schools for primary education and primary departments of secondary schools, which may at a very moderate estimate, amount to about 2 lacs a year. For this outlay primary education in the city turns out hardly 1,900 quasi-literates a year.

According to the latest census figures, about 20 per cent. of the male population of the city of Delhi is literate, the total population being 2,03,870 in round figures; which means that compulsion has still to make 1,63,095 males literate, and if the present rate of progress continues, it will be several decades before the whole male population of the city acquires literacy. The position will be unimaginably worse, if the female population, which is educationally much more backward, is taken into reckoning.

It, therefore, appears, that compulsory education in the city of Delhi has not given a really adequate return for the energy and money expended on it, and there is something radically wrong with the working of the entire scheme. A careful survey of the work done in the past, the defects in the system in use with possible remedies, appear to be necessary, if public funds are to be applied to the best advantage.

**Rural Areas.**—In rural areas compulsion has been applied to the following ten villages :—

- (1) Kanjhawala ;
- (2) Chiragh Delhi.
- (3) Bijwasan.
- (4) Barwala.
- (5) Chhatarpur.
- (6) Tihar.
- (7) Punjab Khor.
- (8) Mahpalpur.
- (9) Bakhtawarpur.
- (10) Khursiji.

Chiragh Delhi is the only village in which the application of compulsory education has been extended beyond the limits of the village so as to include five other villages within the radius of two miles. Each compulsory area is under the control of an attendance officer whose chief duty is to see that all boys of the compulsory age attend school. He is assisted in his work by an attendance committee consisting of five members, and is empowered to conduct prosecutions against parents who refuse to send their children to schools within the prescribed limits. Fortunately cases of prosecution have been exceedingly rare, and the reports of the district inspecting staff go to show that parents show great keenness for education and willingly send their children to schools.

**New Delhi and Civil Lines.**—New Delhi and Civil Lines are still outside the scope of compulsory education. An advanced and modern city like that of New Delhi could and should enforce compulsion on proper lines, and thus promote the cause of literacy. The main difficulty appears to be lack of funds.

**Primary Education and Literacy.**—According to the 1932 Census figures, the number of literates has increased by 37,000 which means an average of 3,700 a year. In March 1932 there were a little over 3,000 pupils in Class IV of primary schools, and primary departments. The numbers in previous years were slightly fluctuating, but on the whole it appears that there is no great disparity between the average annual addition to the literacy percentage and the number of pupils at the end of the primary stage, thus leading one to the conclusion that lapses into illiteracy in the Province of Delhi have not been very huge during the quinquennium.

**Co-Education.**—This is practically non-existent in the Delhi schools. In March, 1932 there were 60 girls reading in boys' schools, and these too mostly in schools for European children. This is unfortunate as, if co-education were encouraged, it would solve to a certain extent the problem of girls education in rural areas, and make the existing schools more useful and cheaper.

The only successful experiment in co-education among Indian Schools is the Dakka 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 of the boys.

**Adult Education.**—In March, 1927, there were 20 adult schools in the Delhi Province with an enrolment of 562 scholars. In connection with the five year programme of educational expansion, 25 adult schools were to be opened. For the first three years of the quinquennium considerable interest was shown in the work, so much so, that in 1929-30, the number of adult schools rose to 33. It was soon found out that these schools were not very successful, and attendance in them was sporadic. Therefore, when retrenchment was demanded in the educational budget, the adult schools were closed as the least successful. This is unfortunate, as the education of the illiterate adult is calculated to help indirectly but none-the-less materially, the cause of primary education and the advance of literacy.

Experience shows that the difficulties in maintaining the enrolment and attendance in ordinary schools in educationally backward areas are considerably intensified in the case of adult schools. "The adult does not look upon literacy with any great concern. He accepts it as he accepts a feeling of fatigue; his father and grand-father 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 a sacrifice that he is usually not prepared to make."

This feeling of ingrained apathy is further intensified by economic causes. The hard work of the day leaves no inclination for studies at night, and if the inclination is there, suitable and attractive environments may be lacking to stimulate the desire for study.

It is difficult to allocate properly the blame for the failure of the scheme of adult education in the Province of Delhi. It must, however, be admitted that in the hands of better teachers, keen on their work and willing to make their time table, scheme of work and place of teaching, suit the taste and convenience of the adult, much better results could have been possible.

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## CHAPTER VI.

## Education of Indian Women and Girls.

**Statistics.**—The statistical progress made in the field of women's education during the quinquennium is indicated in the following table :—

Year.	Institutions.					Total.
	Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools and Colleges.	
1926-27 ..	1	2	8	33	1	45
1931-32 ..	1	3	11	56	3	74
Increase + or Decrease—.	..	+1	+3	+23	+2	+29
	Scholars.					
1926-27 ..	44	522	1,456	2,368	28	4,418
1931-32 ..	45	720	2,378	5,842	244	9,229
Increase + or Decrease—.	+1	+198	+922	+3,474	+216	+4,811

It will appear that the number of institutions of all types for females has increased by 29—a rise of 66%, and the number of scholars reading in them by 4,811, which means a rise of over 100%. Also, the number of pupils per school has increased from 98 in 1926-27 to 124 in 1931-32. This progress may be considered encouraging. But it must be noted with regret that in spite of the progress made during the period under review, the percentage of girls under instruction to the total female population shows a rise of only 1.2, from 2.4 in 1926-27 to 3.6 in 1931-32, as against 1.7 in the case of boys (from 7.7 in 1926-27 to 9.4 in 1931-32), so that the great disparity between the education of men and women still seems to persist in the Province of Delhi, the position being comparatively worse in rural areas.

The following table shows the distribution of female school stages of instruction :—

					1926-27.	1931-32.
Arts College Stage	..	..	..	..	44	45
Special College Stage	..	..	..	..	67	126
High Stage	..	..	..	..	66	115
Middle Stage	..	..	..	..	319	649
Primary Stage	..	..	..	..	3,961	8,176
In Special Schools	..	..	..	..	28	118
In Unrecognised Schools	..	..	..	..	544	351
Total				..	5,029	9,580

It will appear that the percentage of girls in the college and high school stages to the total number of girls under instruction is lower in 1931-32, than it was in 1926-27. Unless the number of girls in the higher stages of instruction increases considerably, the supply of properly qualified women to help in the uplift of Indian womanhood must remain limited, and a rapid progress in the field of female education cannot be hoped for.

**Progress by Communities.**—This is indicated in the following statement :—

Year.	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.		Moham- madans.	Bud- hists.	Parsis.	Sikhs.	Jains.	Others.	Total.
			Higher.	Dep- ressed.							
1927-28	64	348	4,098	4	1,321	..	8	112	..	..	5,955
1928-29	67	497	4,717	133	1,784	..	9	123	..	..	7,330
1929-30	76	565	5,107	311	1,997	..	11	173	190	..	8,430
1930-31	94	627	5,202	418	2,151	..	13	130	167	..	8,802
1931-32	156	620	5,530	529	2,232	2	16	174	321	..	9,880

It is satisfactory to note that all communities have made progress in the field of women's education ; the increase in the number of girls belonging to the so called depressed classes being particularly marked.

**Obstacles to the progress of Female Education.**—As elsewhere, purdah, early marriages, social customs, and the ingrained conservatism among certain classes of people are mainly responsible for the slow progress made in the field of women's education.

**Colleges for Girls.**—The only Arts College for women is the Indraprastha College. The institution teaches up to the Intermediate standard, and the enrolment in the Intermediate classes on 31st March, 1932 was 45. The College has now been separated from the High School, and is located in a more suitable building. It is doing useful work in its own way, but as it does not provide any facility for Purdah Nashin women, it cannot meet the requirements of all communities. Further, at the present moment, there seems to be very little likelihood of a full staff of women professors becoming available in the near future to enable the management to raise the institution to the degree standard. Girls wanting degree education in Delhi have at present to attend the local colleges for men. Those who want a fuller college life have to go to Lahore or Lucknow. The need for a first-rate women's college in Delhi is being felt more keenly every year. The necessity for opening such an institution was pressed more than once during the quinquennium in the Legislative Assembly, and there are possibilities that a good women's college in Delhi may in course of time develop into an inter-provincial institution.

**High Schools.**—The number of high schools has increased by one. This is due to the separation of the high school from the intermediate classes of the Indraprastha College. There is, however, a rise of 200 in the number of pupils attending such schools. This gives 240 pupils to a school for high school education for girls. The number is likely to increase in years to come as there is considerable change in the popular outlook on higher education of Indian girls.

**The Middle Schools.**—The number of middle schools for girls has increased by three, and the number of scholars by 992. The demand for facilities for the teaching of English in middle schools is on the increase.

**Primary Schools.**—There is a satisfactory rise in the number of primary schools for girls—from 33 in 1926-27 to 56 in 1931-32. Equally satisfactory is the rise in the number of pupils reading in such institutions from 2,368 in 1926-27 to 5,842 in 1931-32.

**Wastage in Girls Schools.**—The most alarming feature of girls education in the Province are stagnation and wastage as indicated in the following table :—

*Girls' Primary Education.*

—	I.	II.	III.	IV.	V.	Total.
1927-28 ..	3,010	614	479	432	263	4,798
1928-29 ..	3,637	886	573	537	438	6,071
1929-30 ..	4,402	1,042	704	466	428	7,062
1930-31 ..	4,735	1,065	893	621	486	7,800
1931-32 ..	4,808	1,173	929	726	540	8,176



*Wastage.*

	1928-29.	1929-30.	1930-31.	1931-32.
Between Classes I & II .. ..	2,124	2,595	3,337	3,562
Do. II & III .. ..	41	182	149	136
Do. III & IV .. ..	..	87	83	167
Do. IV & V .. ..	..	109	..	81

It will be noted that only 26% of the pupils in Class I in 1927-28 joined Class II in 1928-29 and only 17% reached Class V in 1931-32. And yet only 6·03% of the total female population of the Delhi Province was literate in 1931 as against 19·9 in the case of males.

**Method of work, Curriculum and Text Books.**—The standard of work in schools for Indian girls is fairly satisfactory. Lack of class room accommodation and funds for the purchase of appliances etc., and for the employment of qualified female staff, which is expensive; generally make work on modern lines difficult.

The direct method of teaching English has been used in several schools with success. One or two schools report that they are teaching the Michael West Series of Primers, but, as the Headmistress of one school reports, “unfortunately the work on this method with its prescribed books is interfered with by the Punjab Educational Department who prescribe a different set of books for middle school classes”. This points to the need of a departmental curriculum, and possibly an examination at the end of the middle stage conducted locally. Such a step would have the very desirable effect of leading to a greater uniformity of work.

The study of domestic science now forms a special feature of girls' schools in the Province of Delhi. It is, however, to be noted with regret that the conditions of teaching the subject have not as yet shown much improvement except in one school, where an efficient nurse, a properly qualified domestic science teacher, and a suitably equipped class room are available. The other schools find it difficult to obtain the services of qualified teachers. Possibly the inclusion of the teaching of Domestic Science among the subjects for the B. T. Diploma may improve the supply of qualified teachers.

**Eurythmics and Music.**—Eurythmics was being taught in some schools when the quinquennium closed. It is yet too early to say how far it will be popular with the more conservative class of parents.

As regards the teaching of music, vocal and instrumental, a reference is invited to the last chapter of this report.

The adoption of the curriculum of studies of girls schools to the requirements of Indian homes is now a matter of extreme urgency. Pointed attention

has been drawn towards this by the All India Women's Conference. So far as Delhi is concerned, the Board of Secondary Education has allowed girls going up for the High School Examination to offer Domestic Science and Arithmetic as alternative subjects in place of Mathematics.

**Text Books.**—The Assistant Superintendent of Female Education points out that the text books prescribed for girls schools are not always suitable. The need for proper text books can hardly be over stressed.

**Teachers and their Training.**—The table below indicates the number of teachers working in girls schools in the Delhi Province on March 31st, 1932.

Year.				Trained.	Un-trained.	Total.	Percentage of trained teachers.
1931-32	..	High	.. ..	38	12	50	76%
		Middle	.. ..	85	32	117	72.5%
		Primary	.. ..	112	79	191	59%
		Total	.. ..	235	123	358	65.7%
1926-27	..	High	.. ..	21	21	42	50%
		Middle	.. ..	46	9	55	84%
		Primary	.. ..	46	39	85	54%
		Total	.. ..	113	69	182	62%

The rise in the number of trained teachers is satisfactory, although the percentage could have been much higher.

The work of the normal school for women has been reviewed in the chapter on Professional Education.

**The Rural Girls' Schools.**—The attendance in the rural schools is casual, and the progress slow. This is likely to continue until the problem of rural education and its bearing on community life is given some recognition in normal schools, where rural teachers need special teaching in vocational and practical health work. At the present moment the teaching of the 3'R's is given a very prominent place in the village school time-table to the entire exclusion of village industries and domestic science.

It is also difficult to find suitably qualified women to work in the villages. The life in the village is very dull, and opposition to the education of girls is still very great. It is difficult to expect a young girl fresh from a training school to face this opposition which tends to discourage her and make her feel out of place in her environments.

The Assistant Superintendent of Female Education suggests that a possible remedy for this would be to give for girls' schools in rural areas, irrespective of numbers, two teachers who will be companions to each other, and will encourage each other in the difficult work of educating the girls of apathetic parents.

**Physical Training.**—In a congested city like Delhi, where playgrounds are not available even for colleges and schools for boys, girls' schools cannot be expected to have adequate facilities for out-door games. Schools that have their own grounds or purdah compounds attached, encourage calisthenics.

It will be an excellent arrangement if portions of all the parks and gardens in Delhi were provided with suitable enclosures reserved as play grounds for the use of girls' schools.

**Girl Guides.**—Most of the secondary schools have Girl Guides, who have rendered useful service in all public functions for women. The development of the movement has been slow for want of funds and the lack of guidance.

**School Buildings.**—Building grants were given to aided schools in connection with the five year programme of educational expansion. The position in regard to buildings is all the same still very unsatisfactory. The Municipal primary schools are located in houses which are least suited for educational work, and the sanitary arrangements are very unsatisfactory. In fact, most of these schools are housed in what are really residential quarters for small families. The need for a comprehensive building programme for girls' schools is now a matter of great urgency. All buildings should be of a standard type with sufficient purdah arrangements and playgrounds.

**Supervised Silent Study.**—It is satisfactory to note that girls' schools, including primary schools, devote a period a day to supervised silent study. This is reported to have resulted in some improvement in the standard of work obtaining in these schools.

**Expenditure.**—The following table indicates the rise in expenditure on girls' education during the quinquennium :—

*Expenditure.*

Year.	Government Funds.	Board Funds.	Fees.	Other Sources.	Total.	—
	Rs.	Rs.	Rs.	Rs.	Rs.	
1926-27 ..	59,898	55,024	10,191	58,774	1,83,887	The expenditure of Rs. 2,08,860 on the Lady Hardinge College is included in Rs. 5,47,971. This was not so during the year 1926-27.
1931-32 ..	3,30,225	85,311	64,028	68,572	5,48,136	
Increase + or Decrease—	+2,70,327	+30,287	+53,837	+9,798	+3,64,249	

The following table gives the direct expenditure on different classes of institutions for women.

*Expenditure.*

Year.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools and Colleges.	Total.	—
	Rs.	Rs.	Rs.	Rs.	Rs.	
1926-27 ..	27,034	93,897	51,076	11,880	1,83,887	*Expenditure on Lady Hardinge College is included which was not included in the year 1926-27.
1931-32 ..	10,065	1,57,995	1,48,495	2,31,581*	5,48,136	
Increase + or Decrease.—	—16,969	+64,098	+97,419	+2,19,701	+3,64,249	

The expenditure has increased by Rs. 3,64,084, including a sum of Rs. 2,08,860 which represents the cost on the Lady Hardinge Medical College. This sum was not included in the expenditure on girls' education in the year 1926-27. In 1931-32 Government paid 60·3 per cent. of the total cost on girls' education, Local Boards 15·5, and private individuals 12·5. The cost on girls' education is necessarily higher than that on boys education. This is because numbers in girls schools are smaller, and most of the schools charge no fees.

**Conclusion.**—The demand for the education of girls is on the increase and parents are quite willing, and often anxious to send their girls to schools. Lack of funds makes the provision of suitable staff, buildings and appliances a difficult matter. Unfortunately, parents are not willing to pay for the education of their daughters anything like what they are willing to spend on the education of their sons. The general public as well as the managers of schools are too inclined to accept a much lower standard of efficiency in girls schools. The eradication of this inferiority complex is essential before any real improvement can be expected in the efficiency of girls schools, and a rapid advance in the field of women's education.

## CHAPTER VII.

## Education of Special Classes and Communities.

*European Education.*

Year.	No. of schools.	Number of Scholars in European Schools.		
		Boys.	Girls.	Total.
1926-27 .. .. .	3	41	36	77
1931-32 .. .. .	2	76	87	163
Increase+ or Decrease— .. .. .	—1	+35	+41	+86

From the above table it will appear that the number of institutions for European children in Delhi has gone down by one during the quinquennium. The decrease is due to the closing of the Church of England School at New Delhi. In spite of this decrease, the number of scholars has increased from 77 in 1926-27 to 163 in 1931-32, a rise of 112%. This is very satisfactory. Both the schools are run by the Roman Catholic Church, and provide education for the children of the domiciled European and Anglo-Indian communities. For some years during the quinquennium, one of these schools, *viz.*, the Convent Day School, opened in New Delhi only during the winter months. In the last year of the quinquennium the management decided to keep the school in Delhi for seven months in the year.

Both schools have excellent buildings and grounds extended during the quinquennium at considerable cost towards which Government contributed a substantial amount.

For many years the accepted policy of Government for European Education has been to concentrate schools for secondary education in the hills. Altered economic conditions made it impossible for many parents to afford the expense in hill schools. The need for a middle school for the community was therefore felt during the quinquennium, and in the last year of the period under review, the St. Therese primary school was raised to the middle standard.

Expenditure on European education is given in the following table :—

Year.	Government grant.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1926-27 .. .. .	1,606	3,606	1,211	6,423
1931-32 .. .. .	7,311	6,140	2,890	16,341
Increase+ or Decrease— .. .. .	+5,705	+2,534	+1,679	+9,918

The cost on European education per head has increased from Rs. 83-7-0 in 1926-27 to Rs. 100-4-0 in 1931-32, and the Government contribution from Rs. 1,606 to Rs. 7,311. The rise from fees and other sources is also appreciable.

**Education of Jains.**—According to the census figures of 1931, the percentage of the Jain population to the total population of the Delhi Province was .85. The Jains maintained two high schools, one middle school, one lower middle school and three primary schools for boys and one primary school for girls. The total number of Jain scholars reading in these institutions was 546, which is 47.2% of the total number of Jain students, boys and girls reading in schools of all descriptions in the Delhi Province.

In all institutions the number of Jain students was 835 boys and 321 girls. The total expenditure on institutions maintained by Jains during 1931-32 was Rs. 46,890 towards which Government contributed about 25%, fees 25%, local boards 16%, and other sources (mainly contributions from the Jain community) 34%.

*Muslim Education.*

Muslim Scholars in Public and Private Institutions.

Year.	In Public institutions.	In Private institutions.	Total.
1926-27 .. .. .	6,906	726	7,631
1931-32 .. .. .	12,769	559	13,328
Increase+ or decrease— .. .. .	+8,963	—167	+5,697

The rise in the number of Muslim scholars reading in public institutions is very marked—over 73%. As the Hartog Committee Report has pointed out, Muslim pupils suffer most from the relative inefficiency of private institutions which they usually attend. The decrease in the number of pupils reading in such institutions is therefore a happy feature of the quinquennium and should give satisfaction.

The following table gives the percentage of Muslim scholars in different stages of instruction :—

Scholars in	1926-27.		1931-32.	
	Muslim.	All other communities.	Muslim.	All other communities.
College stage .. .. .	14.5	85.5	16	84
High stage .. .. .	18.2	81.8	22.3	77.7
Middle stage .. .. .	22.4	77.6	26.1	73.9
Primary stage .. .. .	29.1	70.9	31.8	68.2
Special Schools .. .. .	67.6	32.4	29	71
Unrecognised Schools .. .. .	32	68	48	52
Total .. .. .	29.6	71.4	30	70

It will be noticed that while the percentage under instruction of the other communities has decreased slightly at all stages, that of the Muslims shows an increase all through. The progress made in the primary stage in the last quinquennium has been maintained, while progress in the middle, high and collegiate stages has been satisfactory.

The number of institutions maintained by Muslims is shown in the following table :—

Kind of institutions.	Number of institutions.	
	Boys.	Girls.
1. Colleges .. .. .	1	..
2. High Schools .. .. .	5	..
3. Middle Schools .. .. .	3	..
4. Primary Schools .. .. .	22	4
Total .. .. .	31	4

The total expenditure on the above institutions was Rs. 1,95,091 towards which Government contributed Rs. 66,303 or 34%, the local boards Rs. 17,719, fees Rs. 58,003 and other sources Rs. 53,066.

There was no secondary school for Muslims in rural areas. There were, however, three primary schools for boys and one for girls under private management which received aid from the District Board. The total number of scholars attending these schools in 1931-32 was 221 boys and 70 girls. Towards these institutions the District Board contributed Rs. 766 as grant-in-aid in 1931-32. Considering the fact that the Muslim population of the city of Delhi is 1,77,673, and in rural areas 29,287, the percentage of Muslim children under instruction in rural areas is comparatively still very small.

**Education of Muslim Girls.**—The total number of Muslim girls under instruction was 861 in 1926-27 and 2,232 in 1931-32. This rise is very satisfactory, and shows a growing desire in the community for its educational advance. It has been stated in another chapter that the number of Muslim teachers under training has increased considerably during the quinquennium, and as many as 17 girls were attending the training school for women in 1931-32. If this increase is maintained, the chief drawback to the rapid advance of the education of Muslim girls, *viz.*, lack of Muslim women teachers, will be removed, and the progress of education among the girls of the community will become more marked.

**Education of Depressed Classes.**—The so-called depressed classes form 13% of the total population of the Province of Delhi both urban and rural, their numbers being 51,055 in the urban, and 31,968 in the rural areas. The

community is not sufficiently advanced to maintain any schools of its own, and is dependent for education in the urban area on the Delhi Municipality, the Dalit Uddhar Sabha and Christian Missions who maintained three, two and eight schools respectively for the education of these classes. In the rural areas the Christian Missions maintained five schools and the Dalit Uddhar Sabha two schools for the education of the children of the depressed classes. The District Board made a grant of Rs. 460 to these rural schools. It is satisfactory to report that the prejudice against the admission of the children of depressed classes into ordinary schools is steadily decreasing, and an increasing number of depressed class boys and girls is now attending ordinary schools with the other classes. A reference has already been made in another chapter to the attempt made in the Legislative Assembly to create special facilities for the education of the depressed class children. The various Governments scholarships founded in 1923 to which a reference has been made in the last quinquennial review, were a great encouragement to the advance of the education of depressed classes. It is a pity that on account of financial stringency these concessions are now being gradually withdrawn.

When the last quinquennial review was written, no separate figures for depressed class children were called for, and they were included with the caste Hindus in the statistical tables. It is therefore impossible to compare the figures of progress made in the field of education by the depressed class children during the quinquennium. In 1931-32, only 32% of the pupils of school going age among the depressed classes were attending schools, as against 59% in case of all communities. This cannot by any means be considered very satisfactory, but any marked educational progress in a community which consists mainly of labourers, both in urban and rural areas, is purely an economic question. With better financial assistance both from Government and local Boards and charitably disposed persons, there is no reason why the depressed classes should not advance more rapidly in the field of education. The recent social awakening in the country should in course of time considerably improve the position of these classes.

A reference has been made elsewhere to the work done for the amelioration of the depressed classes at the Dhaka and Saraswati Bhawan schools which impart industrial training along with ordinary secular education.



## CHAPTER VIII.

## Professional Education.

*The training of teachers (men and women).*

**Training of A. V. Teachers.**—No local facilities exist for the training of anglo-vernacular teachers, but the local administration have made special arrangements with the Punjab Government whereby the following seats are reserved annually for Delhi candidates in the anglo-vernacular training institutions of the Punjab:—

1. Two seats for graduates in the Central Training College, Lahore, for training in the B. T. or S. A. V. class.

2. (a) Two seats for under-graduates in the Government Intermediate Colleges, Lyallpur and Multan, for training in the J. A. V. class for male teachers, or

(b) Two seats for oriental teachers' training in the C. T. College, Lahore. (This class was abolished by the Punjab Government in 1931-32 as a result of the economy campaign.)

The Delhi Administration pays *per-capita* cost of training of these candidates.

The Department has also arranged with the Kinnaird Training Centre, Lahore (an aided institution) to admit one female candidate annually into the J. A. V. training class of the centre, and for this training no provincial contribution is paid. Besides, on an average, two candidates are sent every year for admission to the C. T. class attached to the Ajmer Normal School. In this case also, no cost of training is paid to the Ajmer-Merwara Administration as the Delhi Women Training School in return trains two to three girls from Ajmer every year.

In this way the Department trained about 29 teachers during the quinquennium.

In spite of this, the number of trained teachers in the a. v. schools in the Province is low. In fact, as has been pointed out in a foregoing chapter, the percentage of trained teachers in the a. v. middle schools has gone down from 74 in 1926-27, to 69 in 1931-32, while the rise in the case of high schools is not particularly marked.

At the same time teachers who returned to Delhi during the quinquennium after having been trained in the Punjab or at Ajmer, found it difficult to secure suitable appointments in any of the schools of the Province. The reason for this seems to be that in accordance with the orders of the Punjab Government (Ministry of Education) which have been applied to the Delhi Province, untrained teachers, senior and junior, and teachers of special subjects can after a certain period of regular service in recognised schools, be awarded special certificates by departmental officers. This makes them eligible for permanent appointment in aided schools, and the institutions employing them become automatically entitled to staff grants on the salaries paid to such teachers. Such

certificated teachers are generally prepared to accept lower rates of pay than teachers who have received proper training. The number of such certificated teachers is still large. With an increase in the supply of trained teachers, and a careful control over the issue of certificates which appear to have been awarded somewhat too liberally in the earlier years of the quinquennium, the position should improve in years to come.

**Training of Vernacular Teachers.**—*The Government Training School, Najafgarh.*—Prior to the separation of the Province from the Punjab, there was a Normal School for the training of vernacular teachers in Delhi. When Delhi became a separate province, the school was transferred to the Punjab. The need for a school in the province for the training of teachers for primary education was felt all these years. It became more urgent when the local boards decided to introduce compulsory primary education. This long-felt need was met by opening in the second year of the quinquennium a Government Normal School at Najafgarh for the training of S. V. and J. V. teachers in connection with the five-year programme of educational expansion. In the closing year of the quinquennium the staff of the school consisted of one M. A., B. T., one B.A., S. A. V. and one F. A., J. A. V. Training was imparted to 10 senior vernacular and 30 junior vernacular pupil teachers.

Selection of candidates was made year by year with due regard to the needs of the urban and rural population, the agriculturist classes and various communities. From the communal standpoint, the principle observed is to allot 50% seats to the Hindus, 40% to Muslims and 10% to Christians and others, seats being distributed *pro rata* among the other communities if sufficient candidates from one particular community are not forthcoming in any year.

Candidates are prepared for the S. V. and J. V. examinations conducted by the Punjab Education Department. The minimum qualifications necessary for admission to the school is the vernacular middle; although in recent years a fairly large proportion of matriculates ranging between 40 to 50% has been admitted. The number of pupil teachers trained during the period under review is given below :—

	1928-29.		1929-30.		1930-31.		1931-32.	
	S. V.	J. V.	S. V.	J. V.	S. V.	J. V.	S. V.	J. V.
No. on roll ..	10	30	10	29	9	29	10	30
No. sent up for Examination.	..	..	10	30	10	29	9	29
No. passed ..	..	..	10	29	10	29	9	2

**Expenditure.**—The expenditure on the school year by year during the quinquennium was as follows :—

							Rs.
1928-29	..	..	..	..	..	..	8,796
1929-30	..	..	..	..	..	..	4,814
1930-31	..	..	..	..	..	..	5,304
1931-32	..	..	..	..	..	..	5,067

Unfortunately, the school and the hostel are housed in insufficient and more or less unsuitable buildings. This has proved a great handicap to progress during the quinquennium, although considerable improvement has been made in equipment and furniture. Special stress is laid on physical training, including scouting, while useful literature is supplied to the teachers who are encouraged to take active interest in the school club and the debating society. Teachers under training are also encouraged to do rural uplift work. The teachers turned out by the school find no difficulty whatever in obtaining suitable employment, and their work is reported satisfactory by the employers. A special feature of the school is its situation in the rural area where teachers are trained in the environments in which they have to work when qualified. Most of the practical teaching is done in the District Board rural schools. There is no model practising school attached to the training school. Opinion seems to differ on the utility of such practising schools in areas where District Board primary schools already exist. On the whole, they add to the cost of training and tend to give the pupil teacher an erroneous idea of, and a wrong training for, the kind of work he has to do in a four classes one teacher school.

**Training of Women Teachers.**—The Government Training School for Women teachers existed at the close of the last quinquennium. Its progress year by year during the period under review will be evident from the following table of enrolment and passes :—

Year.					Enrolment of all classes.	No. passed finally
1927-28	..	..	..	..	41	7
1928-29	..	..	..	..	41	12
1929-30	..	..	..	..	51	14
1930-31	..	..	..	..	53	29
1931-32	..	..	..	..	53	23

The pupils appeared for the Punjab S. V. and J. V. certificate examinations. The school has a suitable building of its own and there is a good model practising middle school for girls attached.

The expenditure on the school rose from Rs. 11,880 in 1926-27 to Rs. 16,808 in 1931-32, while the annual cost on training per head decreased from Rs. 424-4-0 to Rs. 317-2-0.

Of the total number (53) of girls under training in the last year of the quinquennium, 32 were Hindus, 17 Mohammedans and 4 Christians. The rise in the enrolment of Muslim girls is gratifying, and points to a distinct awakening in the community towards the needs of girls education. The majority of girls belonged to the Delhi Province.

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.

During the quinquennium the hostel and the school building were improved. Additional staff was sanctioned for the practising school, and quarters were provided for women teachers. The number of stipends was also increased by 10. All these contributed towards improved efficiency.

For reasons given elsewhere, it is difficult to persuade the trained women teachers to accept work in rural areas. A rapid advance in the field of secondary vernacular education in rural areas should, in course of time, ensure a sufficient supply of vernacular final passed girls from such areas as could get training under suitable conditions and work in villages when qualified.

**Education in Law.**—As in the previous quinquennium, the University controlled and managed its own Law Hall. The popularity of the Hall can be gauged from the following statement of enrolment and passes year by year during the quinquennium:—

Year.	No. Appeared.	No. Passed.
1927-28 .. .. .	50	28
1928-29 .. .. .	69	51
1929-30 .. .. .	50	42
1930-31 .. .. .	47	38
1931-32 .. .. .	48	33

The bar in Delhi is already over-crowded. Besides, law graduates from the Punjab can practise in the Delhi Courts, while the Delhi graduates must obtain permission of the Punjab High Court before they can start practice in the Delhi Courts, a permission which it may be difficult to secure because of the over crowding in the Punjab itself. In view of all these disabilities, the Law Hall may appear to be an institution of doubtful utility. Possibly the money now spent on the Hall may be utilized on providing facilities in other branches of technical and industrial education. It may be recalled that the University has accepted the promotion of such education as a definite aim.

**Medical Education.**—There is no college for males in the Province of Delhi, but two seats are reserved annually for the Delhi candidates in the Lahore Medical College. Nominations are made by the Hon'ble the Chief Commissioner on the recommendation of the University. Considering the number of medical practitioners for whom the city provides a living, and the facilities for practical work that exist in the large number of local hospitals, a local medical college for men is likely to be a success.

**Lady Hardinge Medical College for Women.**—This college is controlled by a governing body of its own with which the department is not concerned either directly or indirectly. The college issues an annual report on its working which gives an account of its development year by year. A short resume of the progress made by the college during the quinquennium may profitably be included in this review.

The college is affiliated to the University of the Punjab both for the F. Sc. and M. B., B. S. examination. Enrolment of the college during the five years by castes and creeds is given below :—

Caste or creed.	1926-27.			1931-32.			
	F. Sc.	Medical.	Total.	F. Sc.	Medical.	Total	Increase or Decrease.
Europeans ..	5	15	20	5	12	17	—3
Hindus .. ..	19	26	45	14	34	48	+3
Mohammedans ..	4	7	11	7	9	16	+5
Sikhs .. ..	4	4	8	4	7	11	+3
Christians ..	4	13	17	6	20	26	+9
Parsis .. ..	1	2	3	1	2	3	..
Others .. ..	..	..	..	3	2	5	+5
Total .. ..	37	67	107	40	86	126	+22

It is satisfactory to note that the number of Muslim women has risen from 11 in 1926-27 to 16 in 1931-32. The college is an institution of all India character, and attracts pupils from almost all the provinces. In 1930-31, the 137 students in residence were drawn from the Punjab, Bombay including Sindh, United Provinces, Central Provinces, Madras, Delhi, Hyderabad (Deccan), Bengal, Bihar and Orissa, North-West Frontier Province, Assam and Baluchistan.

The results of the Punjab M. B., B. S. and F. Sc. examinations year by year are given in the following table :—

Year.	F. Sc.		M. B., B. S.	
	Appeared.	Passed.	Appeared.	Passed.
1927-28 .. ..	19	9	10	6
1928-29 .. ..	22	22	10	4
1929-30 .. ..	15	15	11	8
1930-31 .. ..	19	17	20	16
1931-32 .. ..	17	16	30	24

The total expenditure on the college (academic side) during 1931-32 was Rs. 2,08,860, as against Rs. 1,55,203 in 1926-27 towards which Government funds contributed Rs. 1,78,950 and Rs. 1,17,132 respectively. The cost of education in the college has thus increased from Rs. 1,490 to Rs. 1,660 per scholar per annum.

In view of the all India character of the institution, the governing body of the college appealed to the provincial Governments and Indian States in 1929 for a *per capita* contribution on behalf of the girls who come from the Provinces and States. But the response to this appeal was, unfortunately, very poor. Consequently, the Government of India were approached to continue their annual grant of Rs. 3,14,500 (this includes cost on the hospital). They accepted this request, but since in their opinion the Provinces and Indian States were chiefly benefited by the college, they suggested that another attempt should be made to enlist their sympathy. At the same time, a Committee was appointed to enquire into the financial position of the college, and to advise what alterations were necessary in the governing body. This Committee, which was composed of Major-General J. D. Graham, Public Health Commissioner with the Government of India, Mr. B. L. Nehru, of the Indian Audit and Accounts Service, the Rev. J. C. Chatterjee, M.L.A., and the Hon'ble Raja Nawab Ali Khan, again laid stress on the need for applying to the Provinces and States for contributions. They recommended the construction of an additional hostel and quarters for the menial staff. As regards an annual grant from Central Revenues, the Committee recommended that in addition to the sum already contributed by the Government, a further grant may be made to cover the cost of the annual increments granted to the staff. Unfortunately, the Government were not able to give effect to the recommendations of the Committee on account of the financial stringency. On the other hand, they were compelled to decide on a reduction of 10 per cent. on the total grant paid to the college. This step obliged the governing body to reduce the salaries of the staff by 10 per cent. in addition to a reduction in the personnel and contingency. It was also decided that the F. Sc. class should be abolished after 1932-33. Fortunately, this decision has not been brought into effect. It will be a misfortune if the class is abolished, as the provision of local facilities for passing the F. Sc. for women students desirous of entering the medical college immediately after the Matriculation or equivalent examination is very necessary.

Among matters of educational interest during the quinquennium, the deputation of Dr. Rekhi to England in 1930 by the Rockefeller Foundation to read for a diploma in Radiology may be mentioned. The Doctor made the best use of her time, and secured the diploma of D. M. R. E. She is the first Indian lady to undertake the study of Medical Electricity and Radiology. She returned to the college as professor of Radiology.

The establishment on a firm basis and the future development of this extremely useful college which is one of the few of its kind in India, is largely a matter of finance. The governing body of the college and the Government of India are right in expecting contributions from provincial Governments and States from which the majority of the pupils hail, and who benefit by the facilities for medical education of women provided by the college. The

Principal justly hopes that the appeal for funds will "find an echo in the hearts of all interested in the welfare of Indian Womenhood and the steady advance of Indian women in the field of medical service to Indian women by the women of India."

**The Tibbia College.**—Although neither recognised nor aided by the education department or the University, the Tibbia College of the Unani and Ayurvedic systems of medicine and surgery has assumed a peculiar importance in view of the growing interest now being evinced in the composition and use of indigenous drugs. The college which was meant solely for males when the last quinquennium closed, also opened during the years under review a separate training department for women. It has its own building, and is maintained on endowments and subscriptions. The only contribution from public revenues is a grant of Rs. 6,000 per annum from the Delhi Municipal Committee to the hospital attached to the College. The number of students at the end of the quinquennium was 251 as against 300 in 1926-27. The Tibbia College is an experiment on special lines, and if the enthusiasm of the workers is kept up, it is expected to develop into a very useful institution.

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## CHAPTER IX.

## Industrial and Commercial Education.

**Industrial Education.**—A proposal to provincialise the industrial school then maintained by the Municipality of Delhi was mooted when the last quinquennium closed. It was possible to take over the management of the school in the opening year of the present quinquennium. According to the conditions of transfer, the Committee handed over to Government free of charge the entire equipment of the school, and agreed to contribute during the first year the actual amount spent by it on the institution, and to continue to contribute 80, 60, 40 and 20 per cent. of the amount during the succeeding four years on the understanding that at the end of the fifth year from the date of provincialisation, Government would bear the whole cost of the school. 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. The demand for an education of a type suitable for the children of artisans has long been felt. This school which combines ordinary secular with vocational training therefore provides for a widely felt need, and the progress that it has made during the quinquennium augurs well for its future.

On the secular side, instruction up to a standard not far below that of the vernacular middle is imparted along with an elementary knowledge of English. On the vocational side pupils get sufficient training in carpentry and smithy to enable them to set up on their own or enter the service of some contractors, furniture makers and others. The course leads to the Punjab industrial middle examination for which pupils sit after eight years' study in the school.

The enrolment in the school year by year during the quinquennium is given below, along with the number of pupils who passed the final test.

Year.	Enrolment.	Sent up.	Passed.
1927-28	244	7	7
1928-29	248	10	6
1929-30	294	7	3
1930-31	284	9	8
1931-32	271	9	8

The expenditure on the school year by year is indicated in the table below :— \*

Year.	Rs.
1927-28	17,966
1928-29	17,576
1929-30	15,365
1930-31	17,130
1931-32	17,975

Boys have been exempted by the Local Government from the payment of fees as a temporary measure. The entire cost on the school is met from Government funds, although, as has been stated above, the contribution of the Municipality has been paid to Government as income. A study of the above



statistics goes to show that there has been a rapid rise in the number of pupils taking industrial training, and the cost on such training is not very much higher than in a school for ordinary anglo-vernacular education—Rs. 66-5-0 against Rs. 61-14-0 per head per annum. 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 a 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 majority of scholars in the school is of Mohammadans, although an attempt has been made during the quinquennium to encourage depressed class children also to join.

The school is housed in a rented building—an unsatisfactory arrangement.

The disposal of the articles prepared in industrial schools always forms a difficult problem. Articles turned out by the pupils in the earlier stages are not saleable. 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. In the Delhi Industrial school the accumulated stock was very large. Arrangements were therefore made during the last year of the quinquennium for a stall for the school at the Baby Show, also for a sale of work in the Hardinge Public Library. Articles of the value of over Rs. 1,800 were sold on these two occasions, and a good deal of the old stock was cleared. It appears necessary 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.

In connection with industrial education mention should be made of some interesting and useful experiments that have been made during the quinquennium 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 up-lift 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 up-lift 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 where instruction was being imparted in 1931-32 to 59 pupils without distinction of caste or creed. On the industrial side the school teaches industries suitable to village conditions. As an incentive

to good work, and with a view to make provision for a small capital, industrial work turned out is valued at market rates, and the price is credited to the account of the pupils. The intention is that the money so earned will accumulate till the child leaves the school, when it could be paid over to her in order to help her towards settling in life. Besides cottage industries, agriculture, poultry farming, and dairy work are taught. "The result of the industrial training", reports the secretary "has been successful beyond expectation. We were able to send a large number of exhibits to the industrial exhibition organised by the industrial department of the Punjab at Lahore. The authorities of the exhibition very highly commended the quality of the exhibits which consisted of gold embroidered sandles, ladies' handbags, embroideries on tea cloth, etc., etc." There is an adult department in which village women are taught industries and are paid for the work done.

Another school run almost on the same lines by Mrs. Chatterjee is the Saraswati Bhawan at Daryaganj which is meant for depressed class children, and where besides the three R's children are taught 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. It is doing useful work.

The number of pupils in these three schools along with the expenditure is indicated in the following table:—

—	Number on roll.	Total expenditure.	Ordinary grant from local bodies.	Industrial grant from local bodies.	Total.	Cost per head to local bodies.
		Rs.	Rs.	Rs.	Rs.	Rs.
St. Elizabeth Girls School.	65	8,013	1,335	24	1,359	20
Saraswati Bhawan School.	40	1,363	556	14	570	12
Dhaka School ..	59	2,247	671	14	685	12

It will appear that experimental work of the highest importance is being done in Delhi at a nominal cost of Rs. 14 per pupil per annum to public revenues. Work of this type needs definite encouragement, larger grants from Government, and the liberal financial support of wealthy citizens.

**Commercial Education.**—Classes in commercial subjects preparing students for the S. L. C. examination were attached to eight high schools and 194 pupils appeared in the examination with such subjects in 1931-32, as against 146 in 1926-27. The Commercial College was affiliated to the University of Delhi up to intermediate standard. Enrolment in the college on 31st March 1932 was 75. The creation of a faculty of commerce was under contemplation when the quinquennium closed.

**Government Commercial Institute, Delhi.**—This institution, previously known as Government Commercial and Advanced Clerical Classes, Delhi,

was started in 1927 as an experimental measure in connection with the five-year programme of educational expansion. The school affords two years' training in advanced clerical and commercial subjects to boys who have at least passed the Matriculation or S. L. C. examination. Delhi being a commercial centre and the capital of the Government of India, with a large number of Government, Mercantile and Railway offices, needed an institution of this type, particularly when experience has gone to show that the average matriculates or sometimes even those who have had college education have a poor knowledge of English and do not prove efficient clerks. Besides teaching business English, précis writing, and applied arithmetic, the school imparts training in shorthand, typewriting and accountancy. Ever since it was started, the institution has attracted a large number of students. In 1927, there were only 6 students reading in the school, while in 1932 the number had risen to 58. The headmaster reports that the students who passed out have secured jobs or have started their own business. The opinions of the employers of *ex-students* speak very highly of the training imparted. During 1929 an evening class was started in conjunction with the day classes to afford training to those who were otherwise occupied during the day. The class was a complete success, and attracted a very large number of students, but it had unfortunately to be discontinued on account of financial stringency.

With a view to enlist the co-operation of the employers, an Advisory Committee was constituted during the quinquennium to help the department in drawing up a curriculum and in inspecting the school. This Committee consisted of high officials of the Government of India, railway officers and officers of the audit department, also representatives of the various mercantile bodies. Reports of the inspection committees year by year have been very encouraging.

Schools for industrial and commercial training have proved successful beyond all expectations, and help materially in solving the problem of unemployment. Whether the inevitable law of supply and demand will in course of time affect the utility of these institutions, it is impossible to predict. At the present moment they appear to be indispensable to the requirements of modern trade and commerce, and in the words of Mr. Tennon, Principal, Sydenham College, "they meet one of the most vital needs of modern education."

**Agricultural Education.**—There are no special agricultural schools or colleges in the province, but agriculture is one of the optional subjects both for the High School and Vernacular Final Examinations. Reference to this has consequently been made in the chapter on secondary education for boys.

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## CHAPTER X.

## Miscellaneous.

**Population of School-going Age.**—In the last Quinquennial Review of the Government of India, as well as in the Primary Education Committee report, the Educational Commissioner has laid down a formula for the calculation of the population of school-going age. The population as calculated in these reports is based on the census figures for 1921. Census figures for 1931 are now available. The school-going age population in the Province of Delhi has, therefore, been calculated on the basis of the new figures (*vide* Appendix B) and comes to 10·67 in the case of males, 12·28 in the case of females, and 11·34 on the total.

**Age of admission to Schools.**—Table IX of the General Educational tables (quinquennial) leads to some interesting conclusions. In the first place, it is noteworthy that while in 1926-27 there was no scholar below the age of five reading in any school, in 1931-32 the number of such pupils was 78. Secondly, there is a marked rise in the number of scholars between the ages of five and eleven reading in schools. This may be attributed mainly to the introduction of compulsory primary education in the urban and some of the rural areas. Rise in the number of scholars between the ages of 12 and 16 is also noticeable at the high school and intermediate stages. The most interesting feature of the table is the number of scholars reading in the intermediate and degree classes between the ages of 15 and 16, which may be considered an early age for university education. It seems that since most of the competitive tests for public services lay down the maximum age of admission to the examinations, the desire on the part of the parents to get their children through university education at the earliest age possible is growing every year.

**The Delhi Province Headmasters' Association.**—The Headmasters' Association was first formed in the year 1923, with the consent and approval of the Superintendent of Education. The main function of the Association is to consider questions of interest common to schools represented on it, as well as questions affecting education in the province generally. The Association meets once every quarter. At the beginning of the quinquennium the Association felt that something should be done to improve the system of promotion of boys at the end of the middle stage, with a view to ensure greater uniformity of standards in pupils joining Class IX. After a great deal of consideration the Association undertook the conduct of a common examination for boys of all schools in the province in English and Mathematics; examination in other subjects being left to the headmasters themselves. This examination was first conducted by the Association in 1927. The improvement which the inauguration of this examination led to in the instructional standards of the schools and in the attainments of pupils, encouraged the Association to widen its scope, and in 1929 pupils were examined in five subjects, *viz.*, English, Mathematics, Vernacular, Science, Geography and Second language. So far this examination has been a purely unofficial institution, it being left to the option of the various schools to participate or to keep out of it. Such being the case, the maintenance of a really efficient standard has been a task of great difficulty. Matters were further complicated owing to the assertion by individual head-

masters of their right to promote boys to Class IX in spite of their failure at the examination. The admission of private candidates to the examination resulted in yet another complication.

The whole question has engaged the careful attention of the Department, who have communicated to the Association certain conditions and safeguards on which they are prepared to recognise the examination.

The Headmasters' Association is proving increasingly useful as a consultative body, whose advice and co-operation is valued by the Department.

**Text Book Committee.**—The Text Book Committee was established as part of the five-year programme of educational expansion in 1927 with the approval of the Hon'ble the Chief Commissioner.

The Constitution of the Committee is as below :—

- (a) Superintendent of Education, Delhi, Ex-officio Chairman.
- (b) Assistant Superintendent of Education, Delhi, Ex-officio Vice-Chairman (now abolished).
- (c) Assistant Superintendent for Female Education, Ex-officio Member.
- (d) District Inspector of Schools, Delhi, Ex-officio Member and Secretary.
- (e) The Headmaster of the Government High School 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' School).
- (f) Five members nominated by the Academic Council of the University of Delhi from amongst its own members.
- (g) Five members nominated by the Chief Commissioner, on the advice of the Superintendent of Education.

The main function of the Committee is to advise the Superintendent of Education on the suitability of books for use of schools in the province. The first Committee consisted of 24 members with the Superintendent of Education as Chairman, the Assistant Superintendent of Education as Vice-Chairman, and the District Inspector of Schools as Secretary. The tenure of membership of the first Committee expired on 30th September 1931, when the new Committee was constituted. The general committee has delegated most of its powers regarding selection of books to small sub-committees in various subjects. There were nine such sub-committees which did useful work during the quinquennium. The general committee held six meetings, and the sub-committees 86. The total number of publications of all kinds considered by the Committee was 1,212, out of which 852 were approved and 360 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. This Committee is of valuable help to the Superintendent of Education, and the work of the Secretary, Shaikh Ghulam Mohi-ud-din, District Inspector of Schools, is specially commended.

**Delhi Manual Training Centre.**—Recognising the importance of hand and eye training in the modern scheme of education, the department provided for a manual training centre in connection with the five-year programme of educational expansion. This centre was opened in the hostel of the Anglo-Sanskrit V. J. High School in 1927-28. Two instructors trained at the Mayo School of Arts were appointed in the grade of Rs. 80—4—100. Boys reading in the middle sections of seven local schools including the Government High School, Delhi, took training at the centre. The expenditure on the centre year by year was as follows :—

Year.						Expenditure.
						Rs.
1927-28	..	..	..	..	..	5,365
1928-29	..	..	..	..	..	4,100
1929-30	..	..	..	..	..	2,530
1930-31	..	..	..	..	..	2,771
1931-32	..	..	..	..	..	1,385

It is unfortunate that owing to financial stringency this useful class had to be abolished in the last year of the quinquennium. It is hoped that as soon as the financial position improves, the centre will be re-opened.

**Music in Schools.**—The teaching of music forms a side activity in some schools. But such teaching has been found expensive, and even if finances were forthcoming, lack of suitably qualified teachers was 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 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. It should be understood that teachers, text books, and systems are bound to become available to meet an existing demand.

**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 religious teachers, and cannot therefore comment on the success or otherwise of the measures 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 note of religious texts and abstract philosophy is of little practical use. It would perhaps be most suitable, if moral lessons with a religious background were given to boys. Such lessons would possibly be imparted on a non-communal basis, and be of advantage to all pupils irrespective of caste and creed.

In one school an experiment is being tried to impart religious education to pupils in their own faith by masters professing those religions. In this manner Hindus, Mohammadans and Christians receive religious instruction according to the tenets of their own religion, in a school managed and owned by the Mohammadan Community.

**Reformatory School.**—The Delhi Reformatory School is under the Punjab Government, A report of the work of the school may therefore be found in the Quinquennial Review of that Province.

**Examinations.**—Examinations loom large in the scheme of work of educational institutions of all descriptions. These are of two types, *viz.*, the annual public tests held by the University, Board of Secondary Education or the Headmaster's Association, and the ordinary school examinations. As regards the former, opinion seems to be that the multiplicity of subjects of study leads to cram and the examinations themselves show a tendency to degenerate into a test of cram work rather than that of ability. 'The standard and style of question papers vary from year to year, putting the teacher and the student at a great disadvantage. The results declared by the examining bodies sometimes spring great surprises on the educational institutions, boys who are expected to pass high fail, and some who were never expected to pass are declared successful.' It is said that public examinations stand in need of radical reform. The possible remedies suggested are a decrease in the endless permutations and combinations of subjects, supply of model papers to the examiners as well as to the teachers, and the formation of a board of moderators consisting of those who are actually engaged in teaching in schools and colleges. The number of private examinations conducted by the schools themselves varies from institution to institution, the maximum being three and the minimum two. Besides, class tests are held in various subjects. It is doubtful whether too many examinations in a year are of any educational value. Apart from giving the student an impression that he is in the school to prepare for an examination rather than to get educated, they entail a considerable loss of time and interruption in the normal work of the school. Possibly students could be taught the correct way of answering questions as a part of the teachers daily work, and the number of school examinations and class tests could be reduced to the very minimum.

**Medical Inspection of School Children.**—Arrangements for the medical inspection of school children were made in 1927 out of funds allotted for the purpose in the five year programme grants. Work was started by Major Webb who had had experience of medical inspection of school children in Simla. The scheme introduced in Delhi was almost the same as that in Simla, although owing to the difference in area and the number of boys attending schools, there were certain variations in details. Two whole time sub-assistant surgeons worked in the city and four part time sub-assistant surgeons worked in rural areas. Each boy was medically inspected twice in the year. Parents of children needing treatment were advised to seek medical aid in the nearest hospital dispensary or from the family doctor. During the latter part of 1928-29 the Municipality of Delhi engaged a lady doctor for the medical inspection and

treatment of girls attending schools in the city. Girls in New Delhi and Notified Area Schools were examined by the sub-assistant surgeon lady doctors employed for maternity and child-welfare work. In rural schools girls were examined by rural male doctors, where no opposition was offered to such examination. Besides medical inspection, doctors delivered health lectures in various schools in rural areas.

Observations made by the Superintendent of Education supported by the almost unanimous opinion of Headmasters of schools, confirm the impression that there is something radically wrong with the present system of medical inspection. It has resulted in very little, if any, improvement in the general health of the scholars. It is true that these inspections have brought to notice a large number of cases of school children suffering from various diseases, but the apathy and ignorance of parents, as well as the lack of medical facilities in the rural areas, make it impossible for the children to receive the necessary treatment. In the city of Delhi arrangements were made to reserve certain afternoons in some dispensaries for the treatment of school children, but hardly any scholars have taken advantage of this arrangement.

On the other hand, two schools, *viz.*, the Anglo-Sanskrit High School and the Jat High School, Khera Garhi, have started dispensaries of their own with a whole time sub-assistant surgeon in attendance through out school hours. Whereas the actual result of the scheme for Medical Inspection has so far been only the multiplication of school records in the shape of health and weight cards, these two school dispensaries have done very successful work. The Sanskrit High School Dispensary has treated a number of boys from the neighbouring schools, while that of the Khera Garhi School has attracted a number of patients from the surrounding village areas.

So long as special clinics for the treatment of school children are not established, or the general intelligence of parents does not markedly improve, schemes for medical inspection are not likely to amount to much more than a formality. Public money would, therefore, be better spent in the shape of grants-in-aid to schools or groups of schools engaging the services of a medical man to look after the health of their scholars. Under the present rules of grant-in-aid the managements of schools have to pay the entire cost of school dispensaries, thus making it impossible for most of them to try this experiment.





**APPENDIX A.**

*Statement showing the ultimate recurring grants sanctioned in the five-year programme for the expansion of education in the Delhi Province (1927-32), and the items which were abandoned.*

Subject.	Total ultimate grant sanctioned by Government.	Ultimate average recurring expenditure involved.	Increase or decrease in the ultimate average recurring expenditure as compared with sanctioned grant.	Brief explanation for variations between sanctioned grant and ultimate recurring expenditure.
1	2	3	4	5
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
1. Raising of the Government High School, Delhi, to the standard of Intermediate College.	12,180 0 0	..	—12,180 0 0	The scheme has been postponed.
2. Raising of the D. B. Vernacular Middle Schools at Nangloi and Chiragh Delhi to the Anglo-Vernacular standard.	4,680 0 0	2,488 4 0	—2,191 12 0	The decrease is due to the fact that only 1 school has been raised to Anglo-Vernacular Middle School standard instead of 2 as sanctioned in the programme.
3. Imparting of Agricultural education in the Middle Schools at Nangloi and Shahdra.	3,042 0 0	1,521 0 0	—1,521 0 0	The decrease is due to the fact that only one farm has been established instead of 2 as sanctioned in the programme.

APPENDIX A—contd.

Subject.	Total ultimate grant sanctioned by Government.	Ultimate average recurring expenditure involved.	Increase or decrease in the ultimate average recurring expenditure as compared with sanctioned grant.	Brief explanation for variations between sanctioned grant and ultimate recurring expenditure.
1	2	3	4	5
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
4. Raising of 3 Lower Vernacular Middle Schools to the standard of Upper Vernacular Middle Schools.	6,228 0 0	5,819 0 0	—409 0 0	....
5. Raising of 25 Primary Schools to the standard of Lower Vernacular Middle Schools.	10,950 0 0	13,272 2 2	+2,322 2 2	....
6. Opening of 15 Primary Schools ..	4,410 0 0	5,181 10 3	+771 10 3	The increase is due to a higher grade of pay being fixed for the teachers.
7. Appointment of 30 additional teachers in primary schools.	8,172 0 0	11,413 4 6	+324 4 6	....
8. Introduction of Compulsory primary education in Delhi Municipal areas.	90,000 0 0	90,000 0 0	..	....
9. Additional recurring grant for primary education for girls.	4,050 0 0	4,050 0 0	..	....
10. Opening of a training school for male teachers.	9,596 0 0	8,650 0 0	—346 0 0	....

11. Additional grant-in-aid to aided schools	83,240 0 0	83,200 0 0	—40 0 0	The variation is due to rounding.
12. Provision of additional staff and equipment in connection with ?	3,252 0 0	4,976 12 0	+1,724 12 0	The estimate of ultimate recurring expenditure of Rs. 4,400 was based on 2 posts of A. D. I. S. being in the grade of Rs. 80—4—100 each which in the ultimate average recurring expenditure one post in the Rs. 110—5—135 grade as originally sanctioned in the prog: has been taken into account.
13. Opening of 25 night schools in the D. B. Areas of Delhi for Adult Education.	3,900 0 0	2,500 0 0	—1,400 0 0	The decrease is due to the fact that it is proposed to maintain 15 Night schools only instead of 25 as sanctioned in the programme.
14. Introduction of Compulsory education in 10 Compulsory educational areas of the District Board.	2,900 0 0	2,900 0 0	..	....
15. Starting of a Government Centre at a suitable place for the manual training of the boys of the middle classes.	3,884 0 0	..	—3,884 0 0	The institution has been closed.
16. Opening of a Post-Matric Clerical class with a two years course.	10,692 0 0	9,332 4 10	—1,359 11 2	The decrease is due to reduction in the contingencies of this institution on account of financial stringency.
17. Schemes for the Medical Inspection of schools.	10,964 0 0	7,973 1 10	—2,990 14 2	The decrease is due to the introduction of a revised scheme.
18. Establishment of a Text Book Committee for the Delhi Province.	1,300 0 0	1,300 0 0	..	....
Total ..	2,73,440 0 0	2,54,577 7 7	—18,862 8 5	

## APPENDIX B.

*Population of school going age.*

Province.	Total Population.	Population between 5-10 years of age.	Population between 10-15 years of age.	4/5th of the population between 5-10.	1/5th of the population between 10-15.	Approximate population between 6-11.	Percentage.
Delhi ..	636,246	72,429	71,057	57,943	14,211	72,154	11.34
Male ..	369,497	39,366	39,683	31,492	7,936	39,428	10.67
Female ..	266,449	33,063	31,374	26,450	6,275	32,725	12.28

## DELHI.

## GENERAL EDUCATIONAL TABLES

1927—32.

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## General Summary of Educational

<p>Area in square miles 593.</p> <p>Population—</p> <p>Males .. .. . 3,69,497</p> <p>Females .. .. . 2,66,749</p> <p style="text-align: right;">Total .. . 6,36,246</p>	<p>Males .. .. .</p> <p>Females .. .. .</p> <p style="text-align: right;">Total .. .</p>
---	--

Recognized Institutions.	Institutions.		
	1932.	1927.	Increase or decrease.
	1	2	3
Universities .. .. .	1	1	..
Board of Secondary Education ..	1	1	..
<i>For Males.</i>			
Arts Colleges .. .. .	6	5	+1
Professional Colleges .. .. .	..	..	..
High Schools .. .. .	21	12	+9

(a) In Graduate and Post-graduate classes.

(b) In Intermediate classes.

## Institutions and Scholars.

## Percentage of Scholars to population.

Recognized Institutions.		All Institutions.	
1932.	1927.	1932.	1927.
9.1	7.1	9.4	7.7
3.5	2.1	3.6	2.4
6.7	5	7	5.5
Scholars.			Stages of Instruction of Scholars entered in column 4.
1932.	1927.	Increase or decrease.	
4	5	6	7
104	104	..	
..	..	..	(a) 605 (b) 1,175 (c)
1,780	1,104	+676	(a)
..	..	..	(b)
6,173	4,225	+1,948	(c) 5,827 (d) 3,6

(c) In Summary stage.

(d) In Primary stage.



## General Summary of Expenditure

Recognized Institutions.	Institutions.		
	1932.	1927.	Increase or decrease.
	1	2	3
Middle Schools .. .. .	54	25	+29
Primary Schools .. .. .	166	148	+18
Special Schools -- -- ..	6	22	-16
Total ..	255	214	-41
<i>For Females.</i>			
Arts Colleges .. -- ..	1	1	..
Professional Colleges .. ..	1	1	..
High Schools .. .. .	3	2	+1
Middle Schools -- -- ..	11	8	+3
Primary Schools .. .. .	56	33	+23
Special Schools -- -- ..	2	1	+1
Total ..	74	46	+28
<i>Unrecognized Institution.</i>			
For Males .. .. .	42	52	-10
For Females .. .. .	6	7	-1
Total ..	48	59	-11
GRAND TOTAL ..	377	319	+58

on Education.

Scholars.			Stages of Instruction of Scholars entered in column 4.
1932.	1927.	Increase or decrease.	
4	5	6	7
8,129	4,834	+3,295	(c) 2,658 (d) 5,471
17,034	8,940	+8,094	(d) 17,034
663	874	-211	
33,883	20,081	+13,802	
45	44	+1	(a) (b) 45 (c)
126	67	+59	(a) 86 (b) 40
720	522	+198	(c) 397 (d) 323 (c) 367
2,378	1,456	+922	(d) 2,011
5,842	2,368	+3,474	(d) 5,842
118	28	+90	
9,229	4,485	+4,744	
896	1,715	-819	
351	544	-193	
1,247	2,259	-1,012	
44,359	26,825	+17,534	

	Total expenditure.		
	1932.	1927.	Increase or decrease
	1	2	3
Direction and Inspection ..	50,004	18,546	+31,458
Universities .. .. .	1,59,463	1,68,103*	-8,340
Board of Secondary Education ..	27,161	..	+27,161
Miscellaneous .. .. .	3,04,990	2,97,100	+7,390
<b>Total</b> ..	<b>5,41,618</b>	<b>4,83,749</b>	<b>+57,369</b>
<b>Institutions for Males : —</b>			
Arts Colleges .. .. .	3,49,600	2,30,656	+1,18,944
Professional Colleges .. .. .	..	..	..
High Schools .. .. .	4,45,537	2,87,476	+1,58,061
Middle Schools .. .. .	2,18,640	1,47,374	+71,266
Primary Schools .. .. .	2,73,857	1,74,494	+99,363
Special Schools .. .. .	57,287	42,710	+14,577
<b>Total</b> ..	<b>13,44,921</b>	<b>8,82,710</b>	<b>+4,62,211</b>
<b>Institutions for Females : —</b>			
Arts Colleges .. .. .	10,065	27,034	-16,969
Professional Colleges .. .. .	2,08,860	1,55,203	+53,657
High Schools .. .. .	67,073	39,443	+27,630
Middle Schools .. .. .	90,922	54,454	+36,468
Primary Schools .. .. .	1,48,495	51,076	+97,419
Special Schools .. .. .	22,721	11,880	+10,841
<b>Total</b> ..	<b>5,48,136</b>	<b>3,39,090</b>	<b>+2,09,046</b>
<b>GRAND TOTAL</b> ..	<b>24,34,675</b>	<b>17,05,549</b>	<b>+7,29,120</b>

N. B.—For explanation of certain

† Includes expenditure on build

\* Includes both District Board and

\* Included Rs. 6,869 as expendi

Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
Govt. funds. 4	Local funds. 5	Fees. 6	Other sources. 7	Govt. funds. 8	Local funds.* 9	Fees. 10	Other sources. 11	
74.11	25.9	..	..	..	..	..	..	..
62.88	..	37.2	..	..	..	..	..	..
1000	..	..	..	..	..	..	..	..
32.99	7.7	7.7	51.7	..	..	..	..	..
48.88	6.7	15.3	29.2	..	..	..	..	..
228	..	57.8	14.2	55 2 0	..	113 7 5	27 13 0	196 6 5
...	..	..	..	..	..	..	..	..
47.11	1.2	31.2	20.5	34 0 0	0 13 4	22 9 0	14 12 6	72 2 10
42.22	20.1	17.2	20.5	11 5 10	5 6 4	4 10 1	5 8 1	26 14 4
43.99	36.1	.1	19.9	7 0 9	5 12 9	0 0 4	3 3 1	16 0 11
73.23	.4	13.1	13.2	63 4 9	0 5 5	11.4 11	11 7 5	86 6 6
41.88	11	28.8	18.4	16 10 5	4 6 1	11 7 2	7 5 3	39 12 11
48.77	..	31.4	19.9	109 0 4	..	70 3 3	44 7 1	223 10 8
85.77	..	13.6	.7	1,420 3 9	..	225 7 10	11 14 4	1,657 9 11
42.11	.9	30.2	26.8	39 2 9	0 13 3	28 2 6	25 0 0	93 2 6
50.66	14.8	8.2	26.4	19 5 9	5 10 5	3 2 3	10 1 4	38 3 9
36.33	48	3.2	12.5	9 3 10	12 2 9	0 12 11	3 2 9	25 6 3
800	..	..	20	153 15 4	..	..	38 9 6	192 8 10
60.33	15.5	11.7	12.5	35 12 6	9 3 7	6 15 0	7 6 11	59 6 0
47.55	11.1	21.9	19.5	26 13 5	6 4 0	12 6 0	10 15 11	56 7 4

terms used in the tables please see overleaf.  
dings..

Municipal Funds.  
ture on Board of Secondary Education.

## 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 other *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 Instructions 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, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

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. *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 European Schools is included in the General Summary and General Tables III-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

## I.—Classification of Educational Institutions.

	For Males.						For Females.					
	Government. 1	District Board. 2	Municipal Board. 3	Aided. 4	Unaided. 5	Total. 6	Government. 7	District Board. 8	Municipal Board. 9	Aided. 10	Unaided 11	Total. 12
<b>Recognised Institutions.</b>												
Universities .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Colles Board of Secondary Education.	1	..	..	..	..	1	..	..	..	..	..	..
Arts and Science* .. ..	..	..	..	4	..	4	..	..	..	..	..	..
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..	1	..	1
Education .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	..	..	..	2	..	2	..	..	..	1	..	1
<b>Total</b> .. ..	1	..	..	7	..	8	..	..	..	2	..	2
<b>High Schools</b> .. ..	1	1	1	18	..	21	..	..	..	3	..	3
<b>Middle Schools</b> { English .. ..	1	3	5	13	..	22	..	..	..	2	..	2
{ Vernacular .. ..	..	32	..	..	..	32	1	..	3	5	..	9
<b>Primary Schools</b> .. ..	..	55	43	68	..	166	..	11	25	20	..	56
<b>Total</b> .. ..	2	91	49	99	..	241	1	11	28	30	..	70
<b>Special Schools:—</b>												
Art .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Engineering† .. ..	1	..	..	..	..	1	1	..	..	..	..	1
Technical and Industrial .. ..	1	..	..	..	..	1	..	..	..	1	..	1
Commercial .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Agricultural .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	2	..	..	2	..	..	..	..	..	..
Other Schools .. ..	1	..	..	..	..	1	..	..	..	..	..	..
<b>Total</b> .. ..	3	..	2	1	..	6	1	..	..	1	..	2
<b>Total for Recognised Institutions</b>	6	91	51	107	..	255	2	11	28	33	..	74
<b>Unrecognised Institutions</b>	..	..	..	..	42	42	..	..	..	..	6	6
<b>Grand Total all Institutions</b>	6	91	51	107	42	297	2	11	28	33	6	80

\* 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.									
University and Intermediate Education (a)	..	..	..	..	..	..	..	..	..
Arts and Science (b) & (c)	..	..	..	..	..	..	..	..	..
Law	..	..	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	..	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	..	..	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..
School and Special Education.									
In High Schools	389	360	14	124	114	2	470	420	..
In Middle Schools	237	212	..	666	613	22	1,646	1,476	..
In Primary Schools	..	..	..	3,143	2,705	31	..	..	..
	..	..	..	2,186	1,859	..	8,899	7,648	..
Total	626	572	14	6,119	5,291	55	11,015	9,544	..
In Art Schools	..	..	..	..	..	..	..	..	..
In Law Schools	..	..	..	..	..	..	..	..	..
In Medical Schools	..	..	..	..	..	..	..	..	..
In Normal and Training Schools	40	40	40	..	..	..	..	..	..
In Engineering Schools*	..	..	..	..	..	..	..	..	..
In Technical and Industrial Schools	271	224	..	..	..	..	..	..	..
In Commercial Schools	..	..	..	..	..	..	..	..	..
In Agricultural Schools	..	..	..	..	..	..	..	..	..
In Reformatory Schools	..	..	..	..	..	..	..	..	..
In Schools for Defectives	..	..	..	..	..	..	..	..	..
In Schools for Adults	..	..	..	..	..	..	75	70	..
In Other Schools	40	37	3	..	..	..	..	..	..
Total	351	301	43	..	..	..	75	70	..
Total for recognised institutions	977	873	57	6,119	5,291	55	11,090	9,614	..
In unrecognised institutions	..	..	..	..	..	..	..	..	..
Grand Total all institutions for Males.	977	873	57	6,119	5,291	55	11,090	9,614	..

(a) Scholars reading more than one of the

(b) Includes ————— scholars also

(c) Includes ————— scholars in

\* Includes Survey schools.

## Educational Institutions for Malca.

Aided.			Unaided			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
..	..	..	..	..	..	..	..	..	..
1,780	1,468	553	..	..	..	1,780	1,468	553	..
104	99	..	..	..	..	104	99	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
1,884	1,567	553	..	..	..	1,884	1,567	553	..
5,190	4,838	730	..	..	..	6,173	5,732	746	..
2,437	2,207	227	..	..	..	4,986	4,508	249	..
5,949	5,354	..	..	..	..	3,143	2,705	31	..
..	..	..	..	..	..	17,034	14,861	..	60
13,576	12,399	957	..	..	..	31,338	27,806	1,026	60
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	40	40	40	..
..	..	..	..	..	..	271	224	..	..
237	234	..	..	..	..	237	234	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	75	70	..	..
..	..	..	..	..	..	40	37	3	..
237	234	..	..	..	..	663	605	43	..
15,697	14,200	1,510	..	..	..	33,883	29,978	1,622	60
..	..	..	896	855	..	896	855	..	..
15,697	14,200	1,510	896	855	..	34,779	30,833	1,622	60

following subjects should be entered under only one head  
 reading *Law*,  
*Oriental Colleges*,  
 MISofEdnD



## 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
<b>Reading—</b>									
<b>In Recognised Institutions.</b>									
University and Intermediate Education. (a)	..	..	..	..	..	..	..	..	..
Arts and Science (b)	..	..	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	..	..	..	..	..	..	..	..	..
<b>Total</b>	..	..	..	..	..	..	..	..	..
<b>School and Special Education</b>									
In High Schools	..	..	..	..	..	..	..	..	..
In Middle Schools	..	..	..	..	..	..	..	..	..
{ English	..	..	..	..	..	..	..	..	..
{ Vernacular	210	123	..	..	..	..	987	872	..
In Primary Schools	..	..	..	512	423	..	3,243	2,685	..
<b>Total</b>	210	123	..	512	423	..	4,230	3,557	..
In Medical Schools	..	..	..	..	..	..	..	..	..
In Normal and Training Schools	53	52	34	..	..	..	..	..	..
In Technical and Industrial Schools	..	..	..	..	..	..	..	..	..
In Commercial Schools	..	..	..	..	..	..	..	..	..
In Agricultural Schools	..	..	..	..	..	..	..	..	..
In Schools for Adults	..	..	..	..	..	..	..	..	..
In Other Schools	..	..	..	..	..	..	..	..	..
<b>Total</b>	53	52	34	..	..	..	..	..	..
<b>Total for recognised institutions</b>	263	175	34	512	423	..	4,230	3,557	..
<b>In Unrecognised Institutions</b>	..	..	..	..	..	..	..	..	..
<b>Grand Total, all institutions for Females.</b>	263	175	34	512	423	..	4,230	3,557	..
<b>Grand Total, all institutions—Males and Females.</b>	1,240	1,048	91	6,631	5,714	55	15,320	13,171	..

(a) Scholars reading more than one of the follow

(b) Includes ..... scholars in *Oriental*

## Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st. 10	Average daily attendance. 11	No. of residents in approved hostels. 12	Scholars on roll on March 31st. 13	Average daily attendance. 14	No. of residents in approved hostels. 15				
..	..	..	..	..	..	..	..	..	..
45	44	5	..	..	..	45	44	5	..
126	115	124	..	..	..	126	115	124	..
..	..	..	..	..	..	..	..	..	..
171	159	129	..	..	..	171	159	129	..
720	677	198	..	..	..	720	677	198	..
198	176	..	..	..	..	198	176	..	49
983	831	157	..	..	..	2,180	1,826	157	..
2,087	1,869	..	..	..	..	5,842	4,977	..	40
3,988	3,553	355	..	..	..	8,940	7,656	355	89
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	53	52	34	..
65	58	..	..	..	..	65	58	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
65	58	..	..	..	..	118	110	34	..
4,224	3,770	484	..	..	..	9,229	7,925	518	89
..	..	..	351	303	..	351	303	..	..
4,224	3,770	484	351	303	..	9,580	8,228	518	89
19,921	17,970	1,994	1,247	1,158	..	44,359	39,061	2,140	149

ing subjects should be entered under only one head.  
College.

Expenditure on Buildings includes Rs. 3,710-0-0  
the Public Works Department on educational buildings.  
"Miscellaneous" includes the following main items:—

1. Scholarships,
2. Boarding House
3. Furniture
4. Text Book Committee
5. Medical Inspection of School Children
6. Miscellaneous

	Government Institutions.					District Board and Municipal Institutions.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education	..	..	..	..	..	..	..	..	..	..	..	..
Universities ..	..	..	..	..	..	..	..	..	..	..	..	..
Board of Secondary Education.	27,161	..	..	..	..	27,161	..	..	..	..	..	..
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate College ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total</b> ..	<b>27,161</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>27,161</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
School Education.												
<i>General</i>												
High Schools ..	54,765	..	..	..	..	54,765	11,336	2,646	1,288	17,481	..	32,751
Middle Schools—												
English ..	75,888	..	..	..	..	75,888	19,033	2,738	20,278	19,472	..	61,521
Vernacular ..	..	..	..	..	..	..	46,611	10,072	3,862	335	..	60,880
Primary Schools ..	..	..	..	..	..	..	1,15,271	..	66,713	323	..	1,82,307
<b>Total</b> ..	<b>62,353</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>62,353</b>	<b>1,92,251</b>	<b>15,456</b>	<b>88,279</b>	<b>41,138</b>	<b>335</b>	<b>3,37,459</b>
<i>Special.</i>												
Art Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools.	5,067	..	..	..	..	5,067	..	..	..	..	..	..
Engineering Schools*	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools.	16,324	..	..	..	..	16,324	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defective ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	9,932	..	..	..	..	9,932	354	..	224	..	..	578
<b>Total</b> ..	<b>31,323</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>31,323</b>	<b>354</b>	<b>..</b>	<b>224</b>	<b>..</b>	<b>..</b>	<b>578</b>
<b>Grand Total</b> ..	<b>1,20,837</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>1,20,837</b>	<b>1,92,605</b>	<b>15,456</b>	<b>88,503</b>	<b>41,138</b>	<b>335</b>	<b>3,38,037</b>

\* Include Survey Schools.

Education for Males.

						Total expenditure from								
						Government funds.	Board funds.	Municipal found.	Fees.	Other sources.	Grand Totals.			
						22	23	24	25	26	27			
Direction ..						30,541	..	12,975	..	..	43,516			
Inspection ..						6,758	13,269	..	..	34,644	54,671			
Buildings, etc. ..						62,935	440	9,720	20,214	83,721	1,77,030			
Miscellaneous ..						..	..	..	..	..	..			
Totals ..						1,00,234	13,709	22,695	20,214	1,18,365	2,75,217			
Aided Institutions.						Recognised Unaided Institution								
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals	Fees.	Other sources.	Totals.						
13	14	15	16	17	18	19	20	21						
1,00,000	..	..	59,463	..	1,59,463	..	..	..	1,00,000	..	..	59,436	..	1,59,463
..	..	..	..	..	..	..	..	..	27,161	..	..	..	..	27,161
90,109	..	..	1,89,239	43,080	3,22,428	..	..	..	90,106	..	..	1,89,239	43,080	3,22,428
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8,016	..	..	12,734	6,422	27,172	..	..	..	8,016	..	..	12,734	6,422	27,172
1,98,125	..	..	2,61,436	49,502	5,09,063	..	..	..	2,25,286	..	..	2,61,436	49,502	5,36,224
1,43,783	663	518	1,21,798	91,259	3,58,021	..	..	..	2,09,884	3,309	1,806	1,39,279	91,259	4,45,537
19,144	..	10,769	14,327	44,411	88,651	..	..	..	45,765	2,738	31,047	33,799	44,411	1,57,760
4,757	1,466	30,896	..	54,431	91,550	..	..	..	46,611	0.07	..	3,862	335	60,880
1,67,684	2,129	42,183	1,36,125	1,90,101	5,38,222	..	..	..	1,20,628	1,466	97,609	323	54,431	2,73,857
..	..	..	..	..	..	..	..	..	1,22,258	1,58	30,462	1,77,263	1,90,436	9,38,034
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	5,067	..	..	..	..	5,067
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10,288	..	..	7,498	7,600	25,386	..	..	..	16,324	..	..	..	7,600	16,324
..	..	..	..	..	..	..	..	..	10,288	..	..	7,498	..	25,386
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	354	..	224	..	..	578
..	..	..	..	..	..	..	..	..	9,932	..	..	..	..	9,932
10,288	..	..	7,498	7,600	25,386	..	..	..	41,965	..	224	7,498	7,600	57,287
3,76,097	2,129	421,83	4,05,059	2,47,203	1,072,671	..	..	..	7,89,773	31,294	1,53,381	4,66,411	3,65,903	18,06,762

Expenditure on buildings includes Rs. 639  
the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

1. Scholarships
2. Furniture
3. Boarding House
4. Miscellaneous

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges.	..	..	..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate Colleges.	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..	..	..	..
School Education.												
General.												
High Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools—												
English ..	7,184	..	..	..	..	7,184	15,443	..	7,722	..	..	23,165
Vernacular ..	..	..	..	..	..	..	37,828	..	64,708	..	..	1,02,536
Primary School ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	7,184	..	..	..	..	7,184	53,271	..	72,430	..	..	1,25,701
Special												
Medical School ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools.	16,808	..	..	..	..	16,808	..	..	..	..	..	..
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	16,808	..	..	..	..	16,808	..	..	..	..	..	..
Grand Total for Females.	23,992	..	..	..	..	23,992	53,271	..	72,430	..	..	1,25,701
Grand Total for Males.	1,20,837	..	..	..	..	1,20,837	1,02,605	15,456	88,503	41,138	315	3,38,037
Grand Total for all.	1,44,829	..	..	..	..	1,44,829	2,45,876	15,456	1,60,933	41,138	315	4,63,738

Education for Females.

						Total expenditure from.							
						Government funds.	Board funds	Municipal funds.	Fees.	Other sources.	Grand Totals.		
						22	23	24	25	26	27		
Inspection .. ..						6,488	..	..	..	..	6,488		
Buildings, etc. .. ..						7,592	..	..	..	13,062	20,654		
Miscellaneous .. ..						23,003	..	..	3,146	26,486	52,635		
Totals .. ..						37,083	..	..	3,146	39,548	79,777		
Aided Institutions						recognised un-aided Institutions.							
Government funds.	Board funds.	Municipal funds.	Fee.	Other sources.	Totals.	Fees.	Other sources.						
13	14	15	16	17	18	19	20						
..	..	..	..	..	..	..	..	..	..	..	..		
178,950	..	..	28,411	1,499	208,860	..	..	178,950	..	..	28,411	1,499	208,860
4,006	..	..	3,159	2000	10,065	..	..	4,906	..	..	3,159	2,000	10,065
183,856	..	..	31,570	3,499	218,925	..	..	183,856	..	..	31,570	3,499	218,925
28,203	..	597	20,271	18,002	67,073	..	..	28,203	..	597	20,271	18,002	67,073
4,545	..	..	5,152	3,145	12,842	..	..	4,545	..	..	5,152	3,145	12,842
18,869	..	5,715	2,315	20,832	4,631	..	..	41,496	..	13,137	2,315	20,832	78,080
16,130	166	6,403	4,720	18,540	45,959	..	..	53,958	166	71,111	4,720	18,540	1,48,495
67,747	166	12,715	32,458	60,519	173,605	..	..	128,202	166	85,145	32,458	60,519	3,06,490
..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	16,808	..	..	..	..	16,808
1,359	..	..	..	4,554	5,913	..	..	1,359	..	..	..	4,554	5,913
..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
1,359	..	..	..	4,554	5,913	..	..	18,167	..	..	..	4,554	22,721
2,52,962	166	12,715	84,028	68,572	3,98,443	..	..	367,308	166	85,145	67,174	1,08,120	6,27,913
3,76,097	2,129	42,183	4,05,059	2,47,203	10,72,671	..	..	7,89,773	31,294	1,59,381	466,411	3,65,903	18,06,762
6,29,059	2,295	54,898	4,69,087	3,15,775	1,471,114	..	..	1,157,081	31,480	2,38,526	533,585	474,023	24,34,675

## IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

		1	2	Hindus.		5	6	7	8	9	10	11	12
				3	4								
Total Population		3,465	6,037	185,625	45,834	120,926	59	81	4,269	2,949	254	369,497	..
School Education.													
	Classes												
Primary ..	I	48	330	5,477	1,332	3,988	..	..	172	176	..	11,523	2,866
	II	14	107	2,318	448	1,483	..	..	45	85	..	4,500	1,237
	III	8	79	2,006	252	1,341	..	..	61	102	..	3,849	998
	IV	3	58	1,680	174	962	..	1	59	68	..	3,005	860
	V	4	23	1,310	47	615	..	1	40	56	..	2,096	587
†Middle ..	VI	..	30	1,081	34	446	..	..	30	52	..	1,673	492
	VII	1	25	905	30	381	..	1	21	62	..	1,426	391
	VIII	..	13	708	24	270	..	..	22	46	..	1,083	239
†High ..	IX	..	5	662	10	242	..	3	25	34	..	961	169
	X	..	15	861	10	262	..	..	22	59	..	1,229	176
Total ..		78	685	17,008	2,361	9,990	..	6	497	740	..	31,365	8,015
University and Intermediate Education.													
Intermediate classes.	1st year	..	5	456	..	111	..	..	17	23	..	612	56
	2nd year	..	8	428	1	87	..	..	15	24	..	563	52
Degree classes	3rd year	..	3	193	..	40	..	1	5	9	..	251	14
	4th year	..	3	202	..	39	..	1	3	6	..	254	12
	5th year	..	1	44	..	2	..	..	2	1	..	50	1
Post-graduate classes.	6th year	..	1	37	..	9	..	..	1	2	..	50	3
	7th year	..	..	..	..	..	..	..	..	..	..	..	..
Research students—	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..		..	21	18,360	1	288	..	2	43	65	..	1,780	138
No. of scholars in recognised institutions.		78	706	18,368	2,362	10,278	..	8	540	805	..	33,145	8,153
No. of scholars in unrecognised institutions.		..	15	269	53	559	..	..	..	..	..	396	353
Grand Total ..		78	721	18,637	2,415	10,837	..	8	540	805	..	34,941	8,506

\*See footnote on page 117.

†Please draw two broad lines across the table indicating the stage where the High and Middle Departments begin.

## IV.B. - Race or Creed of Scholars in Institutions for the General Education of Females.

	1	2	Hindus.		5	6	7	8	9	10	11	12
			3	4								
	Europeans and Anglo-Indians.	Indian Christians.	Higher castes.	*Depressed classes.	Muhammedans.	Buddhists.	Parsis.	Sikhs.	Jains.	Others.	Total.	Number of students belonging to rural areas.
Total Population ..	1,853	5,636	131,215	37,189	86,034	17	45	2,168	2,396	196	286,749	..
School Education.												
Classes												
Primary .. I	32	186	2,650	397	1,362	1	7	75	84	..	4,794	34 <sup>9</sup>
.. II	7	57	726	51	271	..	1	19	28	..	1,160	8 <sup>5</sup>
.. III	5	47	609	26	186	..	..	8	41	..	922	6 <sup>5</sup>
.. IV	8	62	450	13	153	1	2	15	30	..	734	5 <sup>3</sup>
.. V	3	58	327	4	111	..	..	21	14	..	538	4 <sup>5</sup>
†Middle .. VI	..	27	152	1	43	..	..	6	4	..	233	7
.. VII	3	26	104	..	28	..	..	5	2	..	168	..
.. VIII	..	53	156	..	27	..	1	9	1	..	247	11
†High .. IX	..	17	31	..	8	..	..	1	..	..	57	3
.. X	..	25	19	..	6	..	2	4	2	..	68	8
Total ..	58	558	5,224	492	2,195	2	13	163	206	..	8,911	62 <sup>6</sup>
University and Intermediate Education.												
Intermediate classes.												
1st year	..	1	25	..	3	..	..	..	..	..	29	..
2nd year	..	..	14	..	..	..	..	..	2	..	16	..
Degree classes												
3rd year	..	..	..	..	..	..	..	..	..	..	..	..
4th year	..	..	..	..	..	..	..	..	..	..	..	..
5th year	..	..	..	..	..	..	..	..	..	..	..	..
Post graduate classes.												
6th year	..	..	..	..	..	..	..	..	..	..	..	..
7th year	..	..	..	..	..	..	..	..	..	..	..	..
Research students—												
Total ..	..	1	39	..	3	..	..	..	2	..	42	..
No. of scholars in recognised institutions.	58	559	5,263	492	2,198	2	13	163	208	..	8,956	62 <sup>6</sup>
No. of scholars in unrecognised institutions.	..	..	191	40	..	..	..	..	120	..	351	..
Grand Total ..	58	559	5,454	532	2,198	2	13	163	328	..	9,307	62 <sup>6</sup>

\*See footnote on page 117.

†Vide footnote on previous page.



V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	1	2	Hindus.		5	6	7	8	9	10	11	12
			3	4								
	Europeans and Anglo-Indians.	Indian Christians.	Higher castes.	*Depressed classes	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Jains.	Others.	Total.	Number of students belonging to rural areas.
<b>Schools.</b>												
Art Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools.	..	1	21	..	18	..	..	..	..	..	40	36
Engineering and Surveying Schools.	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools.	..	4	77	3	184	..	..	..	3	..	271	51
Commercial Schools ..	..	..	237	..	..	..	..	..	..	..	237	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	45	..	30	..	..	..	..	..	75	..
Other Schools .. ..	..	..	27	..	9	..	..	..	4	..	40	5
<b>Total</b> .. ..	..	5	407	3	241	..	..	..	7	..	663	92
<b>Colleges.</b>												
Law .. ..	..	..	65	..	19	..	..	13	7	..	104	..
Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total</b> .. ..	..	..	65	..	19	..	..	13	7	..	104	..
<b>Grand Total</b> ..		5	472	3	260	..	..	13	14	..	767	92

\*See footnote page 117.

## V. B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	1	2	Hindus.		5	6	7	8	9	10	11	12
			3	4								
	Europeans and Anglo-Indians.	Indian Christians,	Higher classes.	*Depressed classes.	Muhammadans,	Buddhists,	Parsis.	Sikhs,	Jains,	Others,	Total,	Number of students belonging to rural areas.
<b>Schools.</b>												
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools.	..	4	32	..	17	..	..	..	..	..	53	3
Technical and Industrial Schools.	..	65	..	..	..	..	..	..	..	..	65	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total</b> ..	..	69	32	..	17	..	..	..	..	..	118	3
<b>Colleges.</b>												
Medicine ..	..	22	26	48	..	17	..	3	11	..	126	..
Education ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total</b> ..	..	22	26	48	..	16	..	3	11	..	126	..
<b>Grand Total</b> ..	..	22	95	80	..	33	..	3	11	..	244	3

N. B. The following are included under the heading "Depressed classes".

## VI.A.—Men Teachers.

	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand total of Teachers.
	A degree.	Passed 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	
<b>Class of Institutions.</b>												
<b>Primary Schools.</b>												
Government .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Munl. ..	..	19	259	19	..	..	..	12	14	297	26	323
Aided .. ..	..	13	69	4	..	..	..	21	88	86	109	195
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. ..</b>	..	32	328	23	..	..	..	33	102	383	135	518
<b>Middle Schools.</b>												
Government .. ..	1	1	7	1	1	..	..	..	..	11	..	11
Local Board and Munl. ..	6	17	196	1	4	..	..	9	7	224	16	240
Aided .. ..	12	21	26	..	..	7	2	36	15	69	60	119
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. ..</b>	19	39	229	2	5	7	2	45	22	294	76	370
<b>High Schools.</b>												
Government .. ..	10	5	1	..	3	..	1	2	..	19	3	22
Local Board and Munl. ..	8	7	10	..	1	..	1	4	3	26	8	34
Aided .. ..	96	48	49	1	..	13	21	27	30	194	91	285
Unaided .. ..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. ..</b>	114	60	60	1	4	13	23	33	33	239	102	341
<b>Grand Total .. ..</b>	133	131	617	26	9	20	25	111	157	916	313	1,229

## VI B.—Women Teachers.

	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand total of Teachers.
	A degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
Class of Institutions ..	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools.												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Munl. ..	..	1	51	33	..	..	..	..	31	85	31	116
Aided ..	..	4	17	6	..	..	..	5	43	27	48	76
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	5	68	39	..	..	..	5	74	112	79	191
Middle Schools.												
Government ..	..	1	5	1	..	..	..	..	..	7	..	7
Local Board and Munl. ..	1	3	18	5	1	1	1	1	3	28	6	34
Aided ..	1	15	30	4	..	1	1	1	23	50	26	76
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	2	19	53	10	1	2	2	2	26	85	32	117
High Schools.												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board and Munl. ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	7	20	11	..	..	4	2	6	38	12	50	50
Unaided ..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	7	20	11	..	..	4	2	6	38	12	50	50
Grand Total ..	9	44	132	49	1	2	6	9	106	235	123	358

## VII.—European Education.

Total European population	Male	.. 3,463	Percentage to European Population of those at school.								
	Female	.. 1,853	Males.	Females.	Total.						
Total	.. 5,316	2.2	4.7	2.5							
	Institutions.	Schools on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.	Teachers.		Expenditure from.				Total expenditure.
	1	2	3	4	Trained.	Untrained.	Government funds.	Local funds,*	Fees.	Other sources.	
<b>Institutions for Males.</b>											
Arts Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
High Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Training Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Total .. ..	..	..	..	..	..	..	..	..	..	..	..
<b>Institutions for Females.</b>											
Arts Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
High Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools .. ..	1	86	49	13	4	1	4,032	..	2,448	2,890	9,370
Primary Schools .. ..	1	77	27	16	4	4	3,279	..	3,692	..	6,971
Training Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Total .. ..	2	163	76	29	8	5	7,311	..	6,140	2,890	16,341
Grand Total for institutions	2	163	76	29	8	5					
							Inspection .. ..	..	..	..	..
							Buildings, etc. .. ..	..	..	737	2,514
							Expenditure on Buildings includes Miscellaneous nil spent by the Public Works Department. .. ..	..	..	2,170	7,883
							Total .. ..	..	..	2,907	10,397
							Grand Total .. ..	..	..	10,213	26,738

\* Miscellaneous\* includes the following main items:—  
1. Furniture.  
2. Conveyance.

\* Include both District Board and Municipal Funds.

## 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. So. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. A. .. ..	40	2	42	32	2	34	1	..	1	..	..	..
M. So. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Honours) .. ..	34	..	34	32	..	32	..	..	..	..	..	..
B. So. (Honours) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Pass) .. ..	159	11	170	96	10	106	..	1	1	..	1	1
B. So. (Pass) .. ..	36	..	36	21	..	21	..	..	..	..	..	..
Law.												
Master of Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law L. L. B. .. ..	48	..	48	33	..	33	..	..	..	..	..	..
Medicine.												
M. D. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. B. B. S. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
L. M. S. (Bombay) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering.†												
Bachelor of C. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education.												
B. E., B. T., & L. T. .. ..	..	..	..	..	..	..	..	..	..	..	..	..

\* 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	
Commerce.													
Bachelor of Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	
Agriculture.													
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..	
Bachelor of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..	
Intermediate Examinations.													
Intermediate in Art ..	..	348	7	355	189	4	193	12	4	16	9	3	12
Intermediate in Science ..	..	138	..	138	62	..	62	..	..	..	..	..	..
Licentiate of Civil Engineering	..	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate	..	..	..	..	..	..	..	..	..	..	..	..	..
Teaching.	..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate or Diploma in Com-	..	..	..	..	..	..	..	..	..	..	..	..	..
merce.	..	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Examinations	..	..	..	..	..	..	..	..	..	..	..	..	..
School Examinations	..	..	..	..	..	..	..	..	..	..	..	..	..
(a) On completion of High													
School course.													
Matriculation ..	..	1,060	619	1,679	685	228	913	36	30	66	29	12	41
School, Final, etc. ..	..	194	146	340	121	48	169	5	3	8	4	2	6
European High School	..	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) On completion of Middle													
School course.													
Cambridge Junior ..	..	..	..	..	..	..	..	..	..	..	..	..	..
European Middle ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle	..	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	..	233	7	240	187	3	190	164	39	203	134	16	150
(c) On completion of primary													
course.													
Upper Primary ..	..	..	..	..	..	..	..	452	7	459	280	2	282
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..	..
(d) On completion of Vocational													
course.													
For teacher's certificates—													
{ Vernacular, Higher	..	..	..	..	..	..	..	..	..	..	..	..	..
{ Vernacular Lower,	..	..	..	..	..	..	..	..	..	..	..	..	..

\* *i.e.*, appearing from a recognised institution.

VII.—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
Intermediate Examinations— <i>contd.</i>												
At Art Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Engineering Schools†	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools ..	9	..	9	8	..	8	..	..	..	..	..	..
At Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..

\* *i.e.*, appearing from a recognised institution.Include *Survey* School.



Types of Institutions.	No. of Institution and Scholars.					
	Government.		District Board.		Pri	
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars
1	2	3	4	5	6	7
<b>I. Recognised Institutions.</b>						
<b>For Males.</b>						
Arts Colleges .. ..	..	..	..	..	..	..
Professional Colleges .. ..	..	..	..	..	..	..
High Schools .. ..	..	..	1	124	2	535
Middle Schools .. ..	..	..	35	3,809	..	..
Primary Schools .. ..	..	..	55	2,186	19	770
Training Schools .. ..	1	40	..	..	..	..
Agricultural Schools .. ..	..	..	..	..	..	..
Schools for adults .. ..	..	..	..	..	..	..
Other Schools .. ..	..	..	..	..	..	..
<b>Total .. ..</b>	1	40	91	6,119	21	1,315
<b>For Females.</b>						
Arts Colleges .. ..	..	..	..	..	..	..
Professional Colleges .. ..	..	..	..	..	..	..
High Schools .. ..	..	..	..	..	..	..
Middle Schools .. ..	..	..	..	..	..	..
Primary Schools .. ..	..	..	11	512	2	44
Training Schools .. ..	..	..	..	..	..	..
Agricultural Schools .. ..	..	..	..	..	..	..
Schools for adults .. ..	..	..	..	..	..	..
Other Schools .. ..	..	..	..	..	..	..
<b>Total .. ..</b>	..	..	11	512	2	44
<b>Grand Total for all Recognised Insti- tutions,</b>	1	40	102	6,631	23	1,349
<b>II. Unrecognised Institutions</b>						
For Males .. ..	..	..	..	..	11	53
For Females .. ..	..	..	..	..	..	..
<b>Total .. ..</b>	..	..	..	..	11	53
<b>Grand Total for all Institutions</b>	1	40	102	6,631	34	1,402

explanatory notes:—

- (1) Figures for urban areas, i.e., municipal, cantonment, notified and small town committee areas
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last
- (4) This table includes statistics relating to training schools whether situated in urban or in rural areas. It does not include the returns of training institutions located in rural areas,

Institution in rural areas.

Expenditure on Institutions.						No. of Teachers.			
Institutions.		From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In Districts Board Institutions.	In Private Institutions.	Total.
8	9	10	11	12	13	14	15	16	17
Rs.		Rs.	Rs.	Rs.	Rs.				
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
3	659	23,624	5,340	23,306	52,270	..	13	27	40
35	3,809	56,043	12,810	12,211	81,064	..	169	..	169
74	2,956	35,250	1,117	6,345	42,712	..	74	25	99
1	40	9,238	..	..	9,238	3	..	..	3
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
113	7,464	1,24,155	19,267	41,862	18,52,84	3	256	52	311
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
13	556	9,991	1	307	10,299	..	18	3	21
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
13	556	9,991	1	307	10,299	..	18	3	21
126	8,020	1,34,146	19,268	42,169	1,95,583	3	274	55	332
..	..	..	..	..	..	..	..	..	..
11	353	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
11	353	..	..	..	..	..	..	..	..
137	8,373	..	..	..	..	..	..	..	..

are excluded from this table,  
 incurred on the schools.  
 column of Tables IV—A and B and V—A and B.  
 rural areas, in which the majority of the students are being trained for employment in  
 the majority of the students in which are trained for schools in urban areas,

Class.	Primary.			Middle.				High.			Totals.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	
Ages—											
Below 5 ..	78	..	..	..	..	..	..	..	..	..	78
5 to 6 ..	1,775	30	3	..	..	..	..	..	..	..	1,808
6 to 7 ..	3,672	264	76	2	1	..	..	..	..	..	4,015
7 to 8 ..	3,991	813	267	34	1	1	..	..	..	..	5,107
8 to 9 ..	2,937	1,227	724	252	33	2	1	..	..	..	5,176
9 to 10 ..	1,865	1,223	1,030	556	177	25	4	1	..	..	4,881
10 to 11 ..	1,052	996	986	820	439	131	29	1	..	..	4,454
11 to 12 ..	545	624	837	835	585	298	117	29	3	..	3,873
12 to 13 ..	252	266	465	610	603	416	244	131	19	6	3,012
13 to 14 ..	88	144	244	342	366	400	335	243	82	27	2,271
14 to 15 ..	39	53	90	163	231	292	364	278	156	68	1,734
15 to 16 ..	5	14	38	73	98	181	239	257	234	181	1,320
16 to 17 ..	7	3	8	35	68	95	138	190	226	266	1,036
17 to 18 ..	2	3	2	6	20	34	71	116	143	222	619
18 to 19 ..	1	..	..	7	4	14	33	42	95	194	390
19 to 20 ..	1	..	..	..	5	10	11	23	47	197	294
over 20 ..	7	..	1	4	3	7	8	19	33	126	208
Total ..	16,317	5,660	4,771	3,739	2,634	1,906	1,594	1,330	1,033	1,287	40,276
Withdrawals ..	4,519	1,136	648	685	749	492	394	384	335	287	9,629
Admissions ..	7,809	1,409	909	889	1,805	729	671	468	823	535	16,047

and ages (Quinquennial).

Intermediate.		Degree.		Post Graduate.			Total.	Grand Total.
1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.		
..	..	..	..	..	..	..	..	78
..	..	..	..	..	..	..	..	1,808
..	..	..	..	..	..	..	..	4,015
..	..	..	..	..	..	..	..	5,107
..	..	..	..	..	..	..	..	5,176
..	..	..	..	..	..	..	..	4,881
..	..	..	..	..	..	..	..	4,454
..	..	..	..	..	..	..	..	3,873
1	..	..	..	..	..	..	1	3,013
13	..	..	..	..	..	..	13	2,284
31	7	..	..	..	..	..	38	1,772
74	29	4	1	..	..	..	108	1,428
136	60	14	3	..	..	..	213	1,249
143	135	36	8	3	..	..	325	944
106	133	55	30	2	3	..	329	719
85	105	47	46	11	7	..	301	595
52	110	95	166	34	40	..	497	705
641	579	251	254	50	50	..	1,825	42,101
95	88	15	21	7	8	..	234	9,863
621	240	194	200	29	25	..	1,309	17,356

