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

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REPORT
ON THE PROGRESS OF
EDUCATION

IN THE

PUNJAB

For the year 1920-21.



Lahore:

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

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

READ—

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

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

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

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

There were in all 7,559 public educational institutions attended by 500,837 scholars, representing an increase in the year of 377 institutions, and of 36,565 scholars. These figures include 1,136 institutions for girls and 61,840 girl pupils. If figures for private institutions be added the grand totals are 9,959 educational institutions and 556,989 pupils.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. LATIFI,

Offg. Secretary to Government, Punjab,

Transferred Departments.

Report

ON THE PROGRESS OF

Education in the Punjab

For the year 1920-21.

CHAPTER I.

Introductory.

THE custom has arisen to preface each annual report by a summary of the important statistics and of the main activities during the year under review. The tables given below show an increase under every heading, institutions, pupils and expenditure. Public institutions of all kinds have increased by 377 to 7,559. The number of pupils in them is 500,837, with an increase of 36,565. Included in these figures are 1,136 institutions for girls with 61,840 pupils, the increase in the number of institutions being 22, and that in the number of scholars being 1,168. Private institutions, on the other hand, have decreased from 2,479 to 2,386, though the number of pupils in them has increased by 2,435 to a total of 56,152. The statistics for this type of institution, however, are less reliable than those for the former. The combined totals show 9,939 educational institutions with an increase of 275; and 556,989 pupils with an increase of 39,000.

2. Expenditure shows a total figure of Rs. 1,84,06,424, an increase of Rs. 42,12,472 (about 33 per cent.) over last year's totals. It is noteworthy that expenditure on scholarships rose from Rs. 4,16,226 to Rs. 4,73,571. Provincial and Imperial revenues contributed Rs. 85,01,614 as against Rs. 64,12,703 last year. District and municipal boards provided Rs. 32,93,920, an increase of Rs. 8,71,665 over 1919-20. Fees were Rs. 34,88,545 as against Rs. 31,19,445. Government made grants of Rs. 24,20,016 to district boards and of Rs. 2,38,401 to municipalities.

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

	NUMBER OF INSTITUTIONS.				NUMBER OF SCHOLARS.				EXPENDITURE.			
	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.
PUBLIC INSTITUTIONS.												
FOR MALES.									Rs.	Rs.	Rs.	Rs.
Arts Colleges (English ...)	15	11	4	...	4,166	4,481	...	315	8,85,071	7,32,466	1,52,605	...
" (Oriental ...)	1	1	...	...	100	15	...	...	36,330	31,053	5,277	...
Professional Colleges. { Law College ...	1	1	...	...	503	472	99	...	94,142	80,289	3,853	...
" { Medical " ...	1	1	...	...	377	342	35	...	2,43,142	1,67,885	75,257	...
" { Agricultural " ...	1	1	...	...	137	197	...	62	1,01,248	84,152	17,096	...
" { Commercial " ...	1	1	...	...	82	37	45	...	8,881	4,262	4,619	...
" { Veterinary " ...	1	1	...	...	219	218	1	...	1,41,049	1,34,527	7,522	...
" { Teaching " ...	4	3	1	...	360	301	59	...	1,72,315	1,31,052	41,263	...
High Schools ...	187	172	15	...	71,728	65,337	6,391	...	31,76,241	26,40,376	5,35,865	...
Middle Schools ...	789	663	126	...	117,651	99,533	18,118	...	21,67,560	16,33,311	5,33,249	...
Total Secondary Schools ...	976	835	141	...	189,379	164,870	24,509	...	53,42,801	42,73,637	10,69,114	...
Primary Schools ...	5,369	5,102	267	...	2,93,52	228,404	10,948	...	24,05,237	19,97,940	4,07,297	...
Total Schools for General Education.	6,345	5,997	348	...	428,731	393,274	35,457	...	77,48,038	62,71,527	14,76,411	...
Institutions for Special Instruction.	53	51	2	...	4,322	4,259	63	...	6,41,076	5,10,327	1,30,749	...
Total Institutions for General Education and for Special Instruction.	6,423	6,068	355	...	438,997	408,600	35,397	...	1,00,11,292	80,98,640	19,14,652	...

FOR FEMALES.

Arts Colleges	1	1	...	...	33	38	...	5	14,667	18,460	1,207	...
Professional Colleges	1	1	...	...	33	27	...	6	18,418	16,153	...	2,735
High Schools	18	20	...	2	2,821	3,315	...	694	2,86,124	3,12,086	...	25,982
Middle Schools	81	78	8	...	11,691	10,446	1,145	...	3,54,888	2,73,087	81,801	...
Total Secondary Schools	99	93	6	...	14,212	13,761	451	...	6,41,012	5,95,173	55,839	...
Primary Schools	1,017	1,001	16	...	46,534	45,865	879	...	5,78,795	4,90,989	88,858	...
Total Schools for General Education.	1,116	1,094	22	...	60,746	59,618	1,130	...	12,20,807	10,76,112	1,44,695	...
Institutions for Special Instruction	18	18	...	...	1,028	991	37	...	1,60,594	1,55,557	5,037	...
Total Institutions for General Education and for Special Instruction.	1,136	1,114	22	...	61,840	60,672	1,168	...	14,09,486	12,61,282	1,49,204	...
Total Public Institutions for males and females	7,559	7,182	378	...	500,837	464,272	36,535	...	1,14,20,778	93,57,922	20,62,856	...
PRIVATE INSTITUTIONS.												
For males	1,698	1,755	...	57	43,015	41,817	1,198	...	...	...	...	...
For females	652	724	...	42	13,137	11,00	1,237	...	...	...	...	...
Total males and females	2,360	2,479	...	99	56,152	53,717	2,435	...	...	...	...	...
Grand Total of Institutions, Public and Private.	9,939	9,661	278	...	556,989	517,989	39,000	...	...	...	...	...
Scholarships ... ..	...	...	...	...	...	...	...	...	4,73,571	4,16,226	57,345	...
Other Charges ... ..	...	...	...	...	...	...	...	...	65,12,075	44,19,804	20,92,271	...
GRAND TOTAL OF EXPENDITURE.	...	...	...	...	...	...	...	...	1,84,06,424	1,41,93,952	42,12,472	...

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

(a) *Primary Education.*

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

(b) *Secondary Education.*

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

(c) *Collegiate Education.*

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

(d) Training and Inspection.

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

(e) Technical and Professional Education.

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

(f) Education of Girls.

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

(g) Education of Europeans.

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

(h) General.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER II

Controlling Agencies.

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

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

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

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

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

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

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

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

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

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

19. The revision of the Punjab Educational Service mentioned in the last report took effect from April 1st, 1920. The strength of the cadre is now six posts in the selection grade (Rs. 650-30-800); and 63 posts on the ordinary time-scale (Rs. 250-25-500-25-600).

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

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

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

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

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

District Inspectors of Schools—

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

5. Lala Devi Ditta Mal, B.A., Lahore.
 6. Chaudhri Fateh-ud-din, B.A., Gujranwala.
 7. Hatiz Ahmad Din, B.A., Attock.
 8. Raja Ahmad Khan, B.A., Gujrat.
 9. Lala Khazan Chand, B.A., Lyallpur.
 10. Sheikh Aliah Rakkha, B.A., B.T., Dera Ghazi Khan-
- Assistant District Inspectors of Schools —
1. M. Ghulam Hussain, B.A., B.T., Rupar.
 2. Lala Pitambar Lal, B.A., Rohtak.
 3. Sodhi Jagat Singh, now on foreign service.
 4. S. Asghar Ali, B.A., B.T., Hoshiarpur.
 5. Bawa Barkat Singh, B.A., Amritsar.
 6. Lala Vishnu Das, B.A., B.T., Gurdaspur.
 7. Muhammad Nawaz Khan, Gurdaspur.
 8. Mufti Ahmad Said, B.A., Mianwali.
 9. Lala Ram Lal Kunwar, B.A., B.T., Rawalpindi (assistant to divisional inspector).
 10. M. Ata-ullah, B.A., Jhang.
 11. Sheikh Fazl Ila hi, B.A., B.T., Multan.
 12. Lala Sundar Lal, B.A., Lyallpur.
 13. Pandit Murli Dhar, B.A., B.T., Lyallpur.

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

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

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

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

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

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

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

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

Municipal-
ities.

28. The expenditure of municipal boards from their own resources was Rs. 9,31,257, an increase of Rs. 2,37,147 over last year's figures. Progress is astonishingly variable, but it is satisfactory that very few boards show absolute stagnation. In Ambala the outlook is stated to be not very hopeful, but Karnal is progressive and Hissar contemplates compulsory education. In Jullundur division the Ludhiana municipality alone is preparing the way for free compulsory education. Others (Kartarpur and Nakodar) are unable to maintain satisfactory relations with their teachers and are reaping the natural result. No municipal committee has spent an anna on the improvement of school buildings during the year. In the Lahore division, the city of Lahore is introducing the Compulsory Education Act. Twenty-nine new primary schools have been opened, 21 at Lahore, seven at Amritsar, and Chuhar Kana Mandi in Sheikhpura district opening the last. In Rawalpindi, there is a proposal for the establishment of compulsory education in Rawalpindi itself, but this is rather discounted by the fact that this municipality has decreased its already small expenditure on education. There is, however, a great development in building activity. The sum spent by the municipalities of the division was double the amount budgetted and more than five times the actual amount spent last year. In Multan division Montgomery spent only 5 per cent. of its net income on education, though it spent Rs. 3,154 on new buildings. On the whole, very little money was devoted to buildings; and salaries need considerable improvement. The inspector comments on the wastefulness of the anglo-vernacular schools maintained by certain bodies and thinks that the sooner they devote their funds to vernacular education the better for its efficiency and expansion.

Private, Agen-
cies.

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

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

CHAPTER III.

Collegiate Education.

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

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

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

32. The university library added 1,249 books to its stock at a cost of Rs. 8,054. A training class for librarians was begun in 1919 and continued until the end of April, 1920. The regulations received further attention ; and minor improvements were made in various sections. The alteration of the scale of fees was mentioned in last year's report.

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

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

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

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

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

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

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

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

Government
College.

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

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

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

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

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

Multan and
Ludhiana
Colleges.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER IV.

Secondary Education (Boys).

Numbers.

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

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

Expenditure

63. There is again a 25 per cent. increase to record. Expenditure from all sources was Rs. 51,69,078 as against Rs. 40,91,882 last year. Receipts from fees increased from Rs. 16,76,518 to Rs. 18,71,766, or by about 12 per cent. The income from subscriptions and other private sources went up from

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

64. The number of teachers in secondary schools for Indians increased from 7,659 to 9,120. There were 6,074 who were trained or certificated, and 999 who possessed a university degree. Untrained teachers were 3,045. The proportion of trained teachers thus shows no increase over last year, when out of 7,659 there were 5,177 with professional qualifications. The fact that of every three men engaged in teaching one is untrained, shows that there is still a wide field for the expansion of training colleges and classes. The number of boys to each teacher was 20.6. This is more favourable than last year's figure of 21.5. Teachers of special subjects are in great demand as are senior vernacular men, of whom there is not a sufficient supply. The question of the expansion of facilities for training is examined in the chapter on the training of teachers (VI) and needs no further treatment here.

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

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

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

Instruction.

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

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

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

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

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

Medical In-
spection.

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

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

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

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

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

Physical
Training.

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

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

Moral Training
and
Discipline

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

Co-operative
Societies.

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

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

School Libraries.

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

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

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

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

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

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

School
buildings and
equipment.

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

year to the Jat Heroes' Memorial High School, a new institution which is very popular among the soldiers. Additions have been made to the Anglo-Sanskrit High School and to the Benarsi Das High School, Ambala. Three wings of a new hostel have been erected by the managing committee of the C. A. V. High School, Hissar. A distinguished *raja* of Sirsa paid Rs. 17,000 to meet the cost of a new block in connection with the Municipal Board High School. The Mussulmans of Pundri have erected a good middle school; and projects for the extension of other sectarian schools are under consideration. The condition of high school buildings and equipment in this division is satisfactory. Lower vernacular middle schools, however, are badly housed and their equipment is inferior. Financial reasons have prevented much activity in Jullundur. The Tanda High School has been nearly finished by the Hoshiarpur district board, but practically all boards failed to use the government grants for buildings. Ludhiana refused to spend any of its own money on school buildings. Ferozepore, with funds to the amount of $1\frac{1}{4}$ lakhs, "did not lay a single brick on secondary or primary schools." On the other hand, private bodies were busy. The Mathra Das Anglo-Sanskrit High School, Moga, was finished at a cost of Rs. 70,000. The Sikhs built a high school at Mukhtsar (Ferozepore) and a middle school at Jaspalon (Ludhiana). The D. A.-V. Society at Hariana added a new block to their high school costing Rs. 15,000. The Muhammadans at Jullundur and Fazilka extended their buildings. The condition of many school buildings was poor. Inadequate accommodation and unsuitable structures were common. On the other hand, there was steady improvement in furniture and appliances, thanks to the liberal grants from the department. The Lahore division has shewn a certain amount of building activity in all except the Sheikhpura and Gujranwala districts in which no new secondary school building has been erected or even begun. Considerably more than half the high schools and a large number of middle schools have good and well-designed school houses standing in their own play grounds. The remainder suffer from one defect or another. Lahore is probably the most backward city in the division as regards its high school buildings. Not very much actual construction has been attempted in the Rawalpindi division though numerous plans are under contemplation. Private bodies have shewn more activity than public authorities. The general condition of buildings is not favourable. Many are inadequate, ill-planned and ill situated. The worst are the new lower middle schools, many of which are in the old primary school buildings. Equipment is generally fair, except in the matter of desks and matting. "Local bodies

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

Schools in
States.

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

Non-co-
operation;

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

The Cen-
tral Model
School,
Lahore.

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

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

{The Sub-
ordinate Edu-
cational }
Service. }

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

Conclusion

CHAPTER V.

Primary Education (Boys).

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

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

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

Punjab Pri-
mary Edu-
cation Act,
1919.

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

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

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

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

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

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

Expenditure

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

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

Buildings.

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

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

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

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

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

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

Teachers' salaries.

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

Conclusion.

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

CHAPTER VI.

Training of Teachers.

Numbers.

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

Normal Schools.

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

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

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

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

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

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

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

Staff.

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

Curriculum.

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

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

Normal
Schools for
Women.

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

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

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

The Central
Training
College.

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

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

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

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

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

Training
College,
Jhallpur.

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

Training
College,
Hoshiarpur.

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

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

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

Temporary
Training
Classes.

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

Training of
European
teachers.

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

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

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

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

Special
Classes.

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

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

CHAPTER VII.

Professional, Technical and Special Education.

The
University
Law College.

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

Medical
College and
Schools.

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

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

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

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

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

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

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

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

Veterinary
College,
Lahore.

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

Government
School of
Engineering,
Rasul.

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

Mayo School
of Arts.

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

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

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

Punjab
Agricultural
College,
Lyallpur.

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

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

Government
Institute of
Commerce,
Lahore.

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

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

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

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

The Reformatory School,
Delhi.

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

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

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

Victoria
Diamond
Jubilee
Technical
Institute.

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

Industrial
Education.

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

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

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

CHAPTER VIII.

Female Education.

144. It is gratifying to record that, on the whole, the year Numbers, showed a steady expansion in the education of girls. Last year, there were 1,074 schools containing 57,732 scholars. This year, there are 1,099 schools with 53,205 scholars. Middle and primary schools have increased, as has also the number of their pupils. The main blot on the record is that high schools are the same in number as before while—a still more unfavourable portent—the number of pupils in them has decreased by 318. Thus the whole of the gain of 191-20 in this respect has been lost.

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

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

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

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

147. There is little or no change in the number of girls Collegiate Education. who are pursuing university courses. The Kinnaird College reports only 38 students on its rolls, but announces most gratifying examination results, ten girls passing the intermediate examination out of an entry of the same number, and five out of seven candidates passing the B. A. A student of this college, Miss L. Fazl, stood first in English in the university and was awarded

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

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

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

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

Training
Teachers

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

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

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

Secondary
Education.

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

Primary
Education.

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

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

**Technical
Education.**

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

Buildings.

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

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

Equipment.

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

Sanitation.

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

Physical Training.

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

Domestic Science.

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

General.

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

Salaries.

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

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

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

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

CHAPTER IX.

Education of Europeans.

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

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

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

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

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

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

(iv) Expenditure.

170. The direct expenditure on European schools in the Punjab amounted to Rs. 4,27,923. Of this sum provincial revenues contributed Rs. 2,33,114, tuition fees Rs. 1,54,840, and other sources Rs. 39,969. The total, both of direct and indirect expenditure, was Rs. 11,73,792. In this case provincial revenues supplied Rs. 4,22,956, fees, tuition Rs. 4,06,445 and other sources Rs. 3,44,391. Of the total cost therefore Government contributes about 36 per cent. About 30 per cent.—a very large proportion—comes from endowments and subscriptions, while 34 per cent. approximately is provided by the pupils. Fees in European schools are distinctly high; and they have been and are still rising. The following typical rates of tuition fees in hill schools are given :—

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

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

Buildings and Equipment.

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

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

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

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

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

Examination.

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

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

Scholarships.

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

Curricula and Instruction.

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

Physical Training and Games.

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

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

Health.

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

Collection Education.

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

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

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

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

Training
Classes.

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

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

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

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

Notes on
individual
schools.

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

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

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

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

General.

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

CHAPTER X.

Education of Special Classes.

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

The figures apply to boys only.

Institutions,	MUHAMMADANS.				HINDUS.				SIKHS.			
	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.	1920-21.	1919-20.	Increase.	Decrease.
Arts Colleges { English	870	660	...	19	2,663	2,773	...	110	558	668	...	128
Arts Colleges { Oriental	38	35	3	...	57	45	12	...	4	5	...	1
Professional Colleges. { Law ...	107	81	23	...	350	281	69	...	45	38	7	...
Professional Colleges. { Medicine	80	50	21	...	216	213	3	...	77	67	10	...
Professional Colleges. { Commercial.	3	2	1	...	71	31	40	...	7	4	3	...
Professional Colleges. { Teaching	112	99	13	...	169	135	34	...	58	44	14	...
Professional Colleges. { Agriculture.	62	92	...	30	24	56	...	32	50	48	2	...
Professional Colleges. { Veterinary.	138	135	3	...	29	36	...	7	51	47	4	...
Total ...	1,410	1,305	15	...	3,579	3,570	9	...	650	939	...	69
Secondary Schools. { Anglo-vernacular.	33,607	32,275	1,232	...	54,691	51,212	3,440	...	17,829	16,171	1,657	...
Secondary Schools. { Vernacular.	34,898	25,867	9,021	...	35,043	23,439	6,604	...	10,140	8,218	2,222	...
Total ...	68,395	58,142	10,253	...	89,734	79,681	10,053	...	28,268	24,389	3,879	...
Primary Schools ...	108,478	103,356	5,122	...	89,698	88,268	1,430	...	34,791	31,389	3,405	...
Training Schools ...	598	472	126	...	590	495	95	...	164	92	12	...
Medical Schools ...	136	123	8	...	193	175	23	...	134	127	7	...
Mayo School of Arts	120	120	...	...	45	49	...	3	15	17	...	2
Engineering ...	39	32	7	...	43	46	...	3	25	20	5	...
Industrial ..	1,163	1,221	...	68	409	451	...	42	172	198	...	26
Commercial ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory ...	49	48	1	...	54	56	...	2	2	2	...	...
Other Special ..	77	68	9	...	124	132	...	8	45	53	...	8
Total Public Institutions.	180,455	164,982	15,473	...	164,474	172,922	11,552	...	64,409	57,228	7,183	...
Private Schools ...	25,677	23,888	1,791	...	12,660	12,724	...	41	4,369	3,798	631	...
Total of scholars at institutions of all kinds.	206,132	188,869	17,264	...	107,164	185,646	11,508	...	68,778	60,964	7,814	...

(i)—MUHAMMADANS.

193. There is an increase of 17,264 Muhammadan pupils in institutions of all kinds, and one of 15,473 in public institutions; the totals being 206,132 as against 188,868 last year in the former and 180,455 instead of 164,982 in the latter case. Of this increase vernacular middle schools account for 9,021 and primary schools for 5,122. On the other hand, there is a decrease of nineteen in arts colleges, of thirty in the Agricultural College, and of 68 in industrial schools. It is interesting to note that Hindus show decreases of 1,0, 32 and 42 under the same heads; and Sikhs of 128 in arts colleges and 26 in industrial schools. Whatever be the cause of this decrease, it is obviously common to all three communities.

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

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

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

(ii).—JAINS.

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

(iii)—EDUCATION OF THE UPPER CLASSES.

197. The Principal of the Aitchison College, Lahore, reports an increase in the average number of boys on the rolls of 6.6 and in the average attendance of 7.12. The number on the rolls at the end of the year was 101. Mr. Kelly, the principal, went on leave in February last, Mr. R. G. Wright officiating for him. The English staff was strengthened by the transfer of Mr. M. G. Salter from the Daly College, Indore, in July 1920. The college mourns the loss by death of Bhai Partap Singh, for eighteen years Sikh religious and Gurmukhi teacher. "His kindness and gentleness commanded the admiration and respect of every one with whom he came in contact."

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

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

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

(iv)—EDUCATION OF LOW CASTES.

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

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

CHAPTER XI.

Text Book Committee.

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

201. During the year 274 publications were submitted for consideration as against 257 in the previous year. But the number approved (152) was considerably in excess of last year's figures.

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

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

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

205. In 1919-20 the committee resolved that of the expenditure on books and magazines for schools two-thirds should be on books and only one-third on magazines ; but it does not appear that this resolution has been carried into effect, for of an expenditure of Rs. 7,190 in 1920-21, Rs. 4,330 was spent on magazines. The list of magazines, however, is satisfactory.

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

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

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

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

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

G. ANDERSON, 34

Director of Public Instruction, Punjab.

APPENDIX A.

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

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

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

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

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

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

(a) A list of books recommended for study be prepared. Headmasters may make their own selection from amongst them.

(b) A definite short book be prescribed and the examination paper should contain questions out of this book as well as general questions.

(c) A definite book be prescribed, and examination should be based on that merely.

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

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

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

(a) The present system of examination by sample be continued.

(b) Individual examination by one examiner be adopted.

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

The first proposal was carried by a majority.

7. The following resolution was carried unanimously :—

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

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

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

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

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

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

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

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

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

15. The following resolution was passed :—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

28. The following resolution was unanimously passed :—

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

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

GENERAL TABLE I.

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

GENERAL

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

(For details see

AREA AND POPULATION.			Particulars.	PUBLIC					
Total area in square miles.	Number of Towns and Villages.	Population.		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	
1	2	3	4	5	6	7	8	9	
89,210	Towns 146	Males 11,306,265 Females 9,378,769 Total 20,685,024	Institutions { For Males For Females	16	9	976	5,369	6,345	
	Villages 34,118			1	1	99	1,017	1,116	
	Total 34,264		Total	...	17	10	1,075	6,386	7,461
			Scholars {	Males ...	4,266	1,676	169,655	236,674	428,329
	Females ..	53		35	13,036	47,212	61,148		
		Total	...	4,299	1,711	203,591	285,886	489,477	

TABLE I.

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

General Table III.)

INSTITUTIONS.							AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY	PERCENTAGE TO POPULATION OF SCHOLARS IN		
SCHOOL EDUCATION, SPECIAL.			PRIVATE- INSTITUTIONS.			Grand Total.		Public Institutions.	Public and Private Institutions.	
Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.		Public Institutions.	Public and Private Institutions.	Public Institutions.	Public and Private Institutions.
10	11	12	13	14	15	16	17	18	19	20
18	35	6,423	147	1,551	1,698	8,121	5.3	4.2	...	...
12	6	1,136	2	680	682	1,818	30.1	18.8	...	...
30	41	7,559	149	2,231	2,380	9,939	4.5	3.4	...	...
1,305	3,017	438,593	2,901	40,363	43,264	481,857	...	...	3.68	4.28
859	669	62,244	168	12,700	12,868	75,132	...	...	.66	.60
1,864	3,686	500,837	3,069	53,063	56,132	556,969	...	...	2.42	2.21

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
1	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
2	3	4	5	6	7	8		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. INSTITUTIONS	For males ...	9,21,431	7,00,777	53,42,801	24,05,737	2,45,330	3,95,746	1,00,11,292
	For Females ...	14,667	13,413	6,41,012	5,79,795	65,063	95,531	14,09,486
	Total ...	9,36,098	7,14,190	59,83,813	29,85,532	3,10,393	4,91,277	1,14,20,778
2. (a)—Percentages of Provincial Expenditure included in columns 2-16 to Total Provincial Expenditure on Public Instruction ...	4.25	7.13	23.62	17.51	3.32	3.74	59.56	
(b)—Percentages of Local Fund Expenditure included in columns 2-16 to Total Local Fund Expenditure on Public Instruction ...	.01	.09	24.69	36.43	.67	1.20	63.09
(c)—Percentages of Municipal Expenditure included in columns 2-16 to Total Municipal Expenditure on Public Instruction ...	.16	...	37.02	35.06	.04	4.21	76.42
(d)—Percentages of Total Expenditure in columns 2-16 to Total Expenditure on Public Instruction ...	5.09	3.88	32.51	16.23	1.63	2.67	62.05	
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Government Institutions.	307 14 7	491 9 6	46 3 10	17 11 7	181 5 4	223 1 2	111 13 7	
Cost to Provincial Revenues.	...	1 10 3	...	...	3 6 9	...	0 4 10
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	407 14 8	550 15 0	74 9 4	19 13 6	194 10 4	236 12 9	140 8 10	
Local Fund and Municipal Board Schools.	...	...	6 9 8	6 9 9	40 8 10	18 7 6	6 1 8
Cost to Provincial Revenues.	...	...	7 7 2	5 4 3	244 11 4	42 7 9	6 3 7
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	19 12 7	12 4 3	283 6 0	63 14 9	15 2 7
Aided Institutions.	60 4 6	400 3 11	12 7 7	2 6 8	159 0 3	69 9 0	9 8 4	
Cost to Provincial Revenues.	0 14 0	...	1 14 0	2 3 4	...	9 11 6	2 0 1	
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	232 8 9	498 15 4	4 5 9	8 6 0	258 9 10	143 11 5	3 7 11	
Unaided Institutions.—Total cost ...	118 12 5	103 7 4	32 0 5	4 5 5	131 7 10	71 6 7	32 11 6	
All Institutions.	81 14 7	383 7 10	10 6 11	6 10 8	170 10 4	89 12 9	10 13 4	
Cost to Provincial Revenues.	0 6 9	1 4 3	4 12 8	4 8 3	9 12 4	19 1 6	4 11 5	
Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	219 12 7	455 12 4	32 10 8	11 6 10	187 14 2	138 14 4	25 7 1	

TABLE II.
IN THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.
General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total Expenditure on Public In- struction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Building, furniture and apparatus.	Miscellaneous.	Total.			
9	10	11	12	13	14	15	16	17	
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. T.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
4,75,625	1,29,031	5,60,742	4,73,571	39,82,569	13,61,109	69,85,646	1,84,06,424		
4,75,625	1,29,031	5,60,742	4,73,571	39,82,569	13,64,10	69,85,646	1,84,06,424		
1'05	1'52	5'12	2'01	25'53	4'31	40'44	100		
...	...	4'77	4'70	22'22	5'22	36'01	100		
...	...	1'37	2'95	14'82	4'37	23'61	100		
2'58	7'0	3'05	2'57	21'84	7'41	37'95	100		

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS IN

Class of Institution.		PUBLIC							
		UNDER PUBLIC-MANAGEMENT.							
		Managed by Government.				Managed by Local Funds and Municipal Boards.			
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	
<i>Arts Colleges.</i>									
English ...	for males ...	3	849	671	560	...	...	...
	for females ...	...	...	...	...	...	...	...
Oriental ...	for males ...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>									
Law ...	for males ...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...
Medicine ...	for males ...	1	377	300	370	...	...	...
	for females ...	...	...	...	...	...	...	...
Engineering ...	for males ...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...
Teaching ...	for males ...	4	380	375	355	...	...	...
	for females ...	...	...	...	...	...	...	...
Agriculture ...	for males ...	1	137	137	...	...	...	...
	for females ...	...	...	...	...	...	...	...
Veterinary ...	for males ...	1	219	229	215	...	...	...
	for females ...	...	...	...	...	...	...	...
Commercial ...	for males ...	1	82	80	60	...	...	...
	for females ...	...	...	...	...	...	...	...
Forestry ...	for males ...	...	...	...	...	...	...	...
	for females ...	...	...	...	...	...	...	...
Total ...		11	1,824	1,981	1,599	...	...	...
<i>Secondary Schools.</i>									
High Schools for males	29	11,160	10,171	10,147	28	10,003	10,144	8,791
Middle Schools for males ...	English	76	19,015	18,518	16,283
	Vernacular	610	8,290	76,519	68,601
High Schools for females ...	...	8	383	322	291	...	...	...
Middle Schools for females ...	English ...	2	539	530	406	2	468	436	329
	Vernacular	26	3,347	3,208	2,572
Total ...		34	12,073	11,023	10,824	742	113,113	108,925	98,576
<i>Primary Schools.</i>									
For males	10	1,029	938	806	4,302	192,060	1,74,571	155,216
For females	3	66	62	44	676	30,315	28,516	23,733
Total ...		13	1,095	1,000	850	5,038	222,375	2,03,087	178,949

UNIVERSITY EDUCATION.

SCHOOL EDUCATION—GENERAL.

TABLE III.
THE PUN JAB FOR THE OFFICIAL YEAR 1920-21.

INSTITUTIONS.														Grand Total of Institutions.	Grand Total of Scholars on 31st March.	NUMBER OF SCHOLARS ON 31st MARCH LEARNING			Number of Girls in Boys' schools.	Number of Boys in Girls' schools.	REMARKS.			
UNDER PRIVATE MANAGEMENT.								English.	A Classical Language.	A Vernacular Language.														
Aided by Government, by Local Funds or Municipal Boards.				Unaided.																				
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
5	1,883	1,946	1,479	7	1,634	1,514	1,063	15	4,166	3,745	1,670	296	...	...	...	...	...	...	...	...	...	...	...	...
1	33	34	80	...	...	...	...	1	33	33	...	17	...	...	...	...	...	...	...	...	...	...	...	...
1	100	94	76	...	...	...	...	1	100	29	87	4	...	...	...	...	...	...	...	...	...	...	...	...
...
...	...	...	...	1	503	330	257	1	503	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	377	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
...
1	33	27	26	...	...	...	...	4	360	163	110	199	2	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	33	83	21	12	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	137	137	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	219	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	82	82	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...
8	2,049	2,101	1,611	8	2,137	1,944	1,320	27	6,010	4,323	1,883	528	2	...	...	...	...	...	...	...	...	...	...	...
110	43,533	39,913	36,304	20	7,032	6,991	6,006	187	71,728	52,475	23,363	67,057	1	...	...	...	...	...	...	...	...	...	...	...
67	13,507	13,129	11,989	31	4,151	4,125	3,741	(b)174	36,873	18,654	6,593	36,136	76	...	...	...	...	...	...	...	...	...	...	...
5	698	703	652	...	...	...	...	(c)616	80,978	3,073	15,933	80,787	24	...	...	...	...	...	...	...	...	...	...	...
(a) 14	2,055	2,129	1,928	1	183	183	173	19	2,621	1,725	807	1,809	...	...	...	...	...	...	...	...	...	...	...	...
18	2,029	1,751	1,466	...	...	...	...	22	3,023	1,346	214	2,336	...	...	...	...	...	...	...	...	...	...	...	...
33	5,218	4,839	3,871	...	...	...	...	59	8,565	161	802	8,565	...	...	...	...	...	...	...	...	...	...	...	...
247	67,039	62,463	56,119	52	11,366	11,299	9,820	1,075	203,591	77,634	52,812	196,690	101	377	...	...	...	...	...	...	...	...	...	...
676	40,924	38,627	34,032	121	5,339	4,748	4,533	(d) 5,369	239,352	190	1,077	239,141	839	...	...	...	...	...	...	...	...	...	...	...
316	15,334	14,432	12,014	23	619	762	684	(e) 1,017	46,534	69	745	46,469	...	...	...	...	...	...	...	...	...	...	...	...
1,191	56,268	52,950	46,046	144	6,168	5,510	5,217	6,886	285,636	279	1,622	235,610	839	161	...	...	...	...	...	...	...	...	...	...

(a) Includes, 1 Vernacular High School with 296 pupils.
 (b) Includes 137 Upper and 34 Lower Middle Schools and one Night School attended by 89 Scholars.
 (c) " " 482 Lower Middle Schools.
 (d) " 7 Night Schools attended by 293 Scholars.
 (e) " 1 " School attended by 31 Scholars.

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS IN

Class of Institution.	PUBLIC							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government:				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION, SPECIAL.								
Training Schools { for males	14	(f) 1,193	1,182	1,142	2	46	45	44
... .. { for females	7	319	318	287	...	...	...	...
Schools of Art { for males	1	183	180	163	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Law Schools { for males ... ..	...	...	...	...	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Medical Schools { for males	1	366	337	330	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Engineering and Surveying Schools { for males	1	107	105	104	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Technical and Industrial Schools... { for males	1	276	265	244	19	1,439	1,377	1,123
... .. { for females ... ..	...	...	...	...	...	...	...	...
Commercial Schools... .. { for males ... ..	...	...	...	...	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Agricultural Schools { for males ... ..	...	...	...	...	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Reformatory Schools { for males	1	106	105	90	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Other Schools { for males	4	114	107	95	...	...	...	...
... .. { for females ... ..	...	...	...	...	...	...	...	...
Total	30	2,664	2,609	2,464	21	1,485	1,423	1,167
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	88	17,666	16,503	15,827	5,801	336,973	313,334	276,691

PRIVATE INSTITUTIONS.

1. Advanced teaching—

(a) Arabic or Persian

(b) Sanskrit

(c) Any other Oriental Classic

2. Elementary teaching—

(a) A vernacular only or mainly

(b) The Koran only

3. Other School not conforming to Departmental Standards

TABLE III—CONCLUDED.

THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

INSTITUTIONS.																
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON 31st MARCH LEARNING						
Aided by Government by Local Funds or Municipal Boards.				Unaided.												
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A Classical Language.	A Vernacular Language.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	25	24	23	1	41	42	32	18	1,305	66	552	1,204	...	...
4	26	26	25	1	14	13	13	12	259	11	92	348	...	...
...	...	...	...	...	...	...	...	1	183	...	...	...	...	...
...		
1	131	128	128	2	104	115	114	3	470	...	...	...	...	...
...	...	...	...	...	...	...	...	1	131	...	...	...	...	...
...	...	...	...	...	...	...	...	1	107	...	...	...	...	...
3	154	128	96	1	16	16	14	24	1,685	130	...	1,654	...	...
4	486	467	437	...	...	...	...	4	486	...	...	486	...	...
...		
...		
...	...	...	...	...	...	...	...	1	106	...	...	106	...	...
1	152	168	106	...	...	...	...	(g)5	266	32	...	...	...	...
1	52	45	45	...	...	...	...	(h)1	52	9	...	...	...	...
15	1,028	982	860	5	175	196	178	71	5,850	248	644	3,856	...	...
1,461	128,872	118,504	104,636	109	18,838	18,839	18,630	7,559	500,837	82,383	57,166	486,657	942	539		
...	...	...	...	...	...	...	...	58	1,312	...	1,216	90	96	...	
...	...	...	...	...	...	...	...	1	31	...	31	81	...	...
...	...	...	...	...	...	...	...	50	1,685	...	1,533	657	...	...
...	...	...	...	...	...	...	...	1	61	...	61	61	...	...
...		
...		
...	...	...	...	...	...	...	...	459	14,052	280	439	13,621	233	...	
...	...	...	...	...	...	...	...	117	2,686	...	...	2,686	...	234	
...	...	...	...	...	...	...	...	961	18,813	...	17,872	87	2,126	...	
...	...	...	...	...	...	...	...	568	10,340	...	9,893	...	...	2,451	
...	...	...	...	...	...	...	...	131	7,153	3,242	1,516	6,671	7	...	
...	...	...	...	...	...	...	...	...	119	42	...	77	...	26	
TOTAL OF PRIVATE INSTITUTIONS								(i)	2,380	56,162	3,260	32,551	24,041	2,462	2,711	
GRAND TOTAL OF ALL INSTITUTIONS.								...	3,121	482,012	82,514	76,061	447,830	3,404	...	
								...	1,818	74,977	3,449	12,756	62,997	...	3,249	
Total								...	9,030	556,989	85,063	89,717	510,727	3,404	3,249	

(f) Includes 104 pupils reading for Senior Vernacular Certificate Examination.

(g) Includes one Night School attended by 152 Scholars.

(h) Night School.

(i) Includes 8 Night Schools attended by 159 Scholars.

GENERAL TABLE III (A).

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

1	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Sikhs.	Mubam-madaus.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.						
2	3	4	5	6	7	8	9	10	11	
UNIVERSITY EDUCATION.										
<i>Arts Colleges.</i>										
English	{ Males ... 12	54	432	2,231	553	870	1	5	3	4,166
	{ Females ...	21	4	7		1				33
Oriental	{ Males ...	1	55	2	4	38				100
	{ Females ...									
<i>Colleges for Professional Training.</i>										
Law	{ Males ...	1	63	287	45	107				503
	{ Females ...									
Medicine	{ Males ... 1	3	24	192	77	80				377
	{ Females ...									
Engineering	{ Males ...									
	{ Females ...									
Teaching	{ Males ... 12	7	60	109	58	112				353
	{ Females ... 33	2								35
Agriculture	{ Males ...	1	5	19	50	62				137
	{ Females ...									
Veterinary	{ Males ...	1		29	51	138				219
	{ Females ...									
Commercial	{ Males ...	1	3	68	7	3				82
	{ Females ...									

2

Forestry	{ Male
	{ Female
	Total ...	58	92	646	2,914	850	1,411	1	5	3	6,010	
SCHOOL EDUCATION, GENERAL.												
<i>Secondary Schools.</i>												
For Males—												
High Schools	{ Males ...	614	675	6,497	29,915	11,740	22,149	...	30	83	71,727	
	{ Females ...	1	...	...	...	...	...	...	...	...	1
Middle Schools—												
English	{ Males ...	134	703	4,057	14,188	6,080	11,353	...	4	78	36,597	
	{ Females ...	63	13	...	...	...	...	...	...	...	76
Vernacular	{ Males ...	...	289	7,441	27,602	10,440	34,878	...	...	294	80,954
	{ Females ...	...	...	11	12	...	1	...	...	...	24
For Females—												
High Schools	{ Males ...	142	16	1	3	8	11	...	...	...	191
	{ Females ...	661	328	183	878	256	124	...	8	2	2,440	
Middle Schools—												
English	{ Males ...	150	4	...	...	...	...	...	7	...	161
	{ Females ...	517	525	111	892	304	504	...	12	...	2,865	
Vernacular	{ Males ...	...	35	...	...	...	...	...	...	...	95
	{ Females ...	...	670	587	4,705	1,276	1,992	...	...	...	8,530
	Total ...	2,282	3,250	18,888	78,225	30,104	70,316	...	61	457	238,591	
<i>Primary Schools.</i>												
For Males	{ Males ...	120	3,178	18,960	70,666	34,794	108,451	38	2	2,304	238,513	
	{ Females ...	48	43	29	222	47	450	...	...	...	89
For females	{ Males ...	11	51	8	64	...	27	...	...	...	161
	{ Females ...	19	774	4,329	20,700	7,660	12,704	...	2	185	46,373	
	Total ...	198	4,046	23,326	91,652	42,501	121,632	38	4	2,489	285,886	

GENERAL TABLE III (A)—CONCLUDED.

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

1	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Sikhs.	Muham-madans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.						
2	3	4	5	6	7	8	9	10	11	
SCHOOL EDUCATION, SPECIAL.										
Training Schools ...	Males ...	13	256	334	104	595	...	...	...	1,305
	Females ...	5	51	21	75	53	154	...	...	359
Schools of Art ...	Males ...	3	10	35	15	120	...	...	...	183
	Females ...	...	...	...	...	...	...	...	...	...
Law Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Males ...	2	96	102	184	136	...	...	...	470
	Females ...	5	96	19	5	6	...	...	...	131
Engineering and Surveying Schools ...	Males ...	...	9	34	25	39	...	...	...	107
	Females ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	Males ...	2	87	49	360	172	1,153	...	62	1,895
	Females ...	...	486	...	...	...	...	...	...	486
Commercial Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	Males ...	1	6	48	2	49	...	...	...	106
	Females ...	...	...	...	...	...	...	...	...	...
Other Schools ...	Males ...	20	30	94	45	77	...	...	...	266
	Females ...	45	7	...	...	...	...	...	...	52
Total	57	766	477	1,101	555	2,332	...	...	62	5,950
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	2,595	8,162	43,387	173,922	74,010	195,691	89	70	3,011	500,837

PRIVATE INSTITUTIONS											
ADVANCED TEACHING.											
(a) Arabic or Persian	...	{ Males ...	...	...	1	4	12	1,199	...	...	1,216
		{ Females ...	...	...	...	...	...	127	...	...	127
(b) Sanskrit	...	{ Males ...	...	16	809	661	199	...	...	1	1,685
		{ Females ...	...	...	61	...	...	...	...	...	61
(c) Any other Oriental Classic	...	{ Male ...	...	...	...	...	...	...	...	...	...
		{ Female ...	...	...	...	...	...	...	...	...	...
ELEMENTARY TEACHING.											
(a) <i>A vernacular only or mainly—</i>											
For males	...	{ Males ...	...	173	1,490	6,653	2,309	3,009	...	185	13,819
		{ Females ...	...	9	4	77	97	46	...	...	233
For females	...	{ Males ...	...	...	...	7	212	15	...	...	234
		{ Females ...	...	18	258	1,493	323	346	...	9	2,452
(b) <i>The Koran only—</i>											
For males	...	{ Males ...	...	...	8	28	...	16,651	...	...	16,687
		{ Females ...	...	...	...	...	...	2,126	...	...	2,126
For females	...	{ Males ...	...	...	...	...	...	2,451	...	...	2,451
		{ Females ...	...	...	13	22	...	7,754	...	...	7,789
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.											
For males	...	{ Males ...	...	9	110	809	2,210	1,638	2,352	18	7,146
		{ Females ...	...	7	...	...	...	...	...	...	7
For females	...	{ Males ...	...	26	...	...	...	...	...	...	26
		{ Females ...	...	16	3	...	18	56	...	...	93
TOTAL OF PRIVATE INSTITUTIONS		...	58	329	3,453	11,173	4,794	36,132	...	213	56,152
GRAND TOTAL OF ALL INSTITUTIONS...		2,653	8,491	46,790	185,095	78,804	231,823	39	70	3,224	556,989

GENERAL

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS

Class of Institutions.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
<i>Arts Colleges.</i>												
English	...	...	...	...	...	...	...	...	...	...	...	...

<i>Colleges for Professional Training.</i>												
Teaching	...	...	...	...	...	...	...	...	...	...	...	...

Total	1	12	12	13	1	33	27	28	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
<i>Secondary Schools.</i>												
High Schools for males	1	193	230	228	3	458	443	366	...	...	...	...
Middle Schools—English—for males	...	...	...	...	3	199	143	116	...	...	...	...
High Schools for females	1	158	113	116	7	656	798	780	...	...	...	...
Middle Schools—English—for females	...	...	...	...	8	699	597	499	...	...	...	...
Total	2	351	348	344	21	2,012	1,979	1,741	...	...	...	...
<i>Primary Schools.</i>												
For males	...	...	...	...	4	165	224	207	...	...	...	...
For females	...	...	...	...	1	28	23	21	...	...	...	...
Total	...	...	...	...	5	193	247	228	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Training Schools	...	...	...	...	1	5	3	3	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	1	6	3	3	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3	363	360	357	28	2,243	2,256	1,998	...	...	...	...
PRIVATE INSTITUTIONS.												
Other Schools not conforming to Departmental Standards—	...	...	...	...	...	...	...	...	1	16	...	...
For males	...	...	...	...	...	...	...	...	1	42	...	...
For females	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS	...	...	...	...	...	...	...	...	2	58	...	...
GRAND TOTAL OF ALL INSTITUTIONS	3	363	360	357	28	2,243	2,256	1,998	2	58	...	...

**GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION**

OBJECTS OF EXPENDITURE.	PUBLIC									
	UNDER PUBLIC									
	<i>Managed by Government</i>							<i>Managed</i>		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	
1	2	3	4	5	6	7	8	9	10	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY EDUCATION.										
<i>Arts Colleges.</i>										
English	2,06,811	...	...	67,103	...	...	2,73,714	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Law	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Medicine	2,14,232	...	...	28,860	...	...	2,43,142	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Teaching	1,61,368	1,988	...	—	...	8,961	1,72,315	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Agriculture	86,804	...	...	14,644	...	...	1,01,248	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Veterinary	1,29,632	...	...	11,417	...	...	1,41,049	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Commercial	2,948	...	...	5,935	...	...	8,881	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
{ for males	...	...	...	...	...	...	...	...	...
{ for females	...	...	...	...	...	...	...	...	...
Total	8,01,441	1,988	...	1,27,959	...	8,061	9,40,349	...	...
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools.</i>										
High Schools for male.	4,23,070	...	...	2,93,016	1,565	244	7,17,905	28,363	68,258
Middle Schools for males.	...	...	...	...	...	...	...	30,022	1,23,439
{ English	...	...	...	...	...	...	...	6,20,274	3,64,330
{ Vernacular	...	...	...	...	...	...	...	...	...
High Schools for females	62,318	...	...	14,805	931	...	78,054	...	...
Middle Schools for females.	24,333	...	...	1,879	...	...	26,212	2,916	7,423
{ English	...	...	...	...	...	...	...	28,420	2,740
{ Vernacular	...	...	...	...	...	...	...	...	...
Total	5,09,721	...	...	3,02,700	2,496	244	8,22,161	7,19,015	5,66,190

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

INSTITUTIONS.

MANAGEMENT.					UNDER PRIVATE MANAGEMENT.						
by Local Funds and Municipal Boards.					Aided by Government or by Local or Municipal Boards.						
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1,25,879	300	1,517	1,83,307	33,676	68,669	4,31,368
...	4,660	...	...	3,600	...	6,517	14,687
...	21,600	...	...	395	13,613	822	36,330
...
...
...
...
...
...	10,805	...	...	2,613	...	...	13,418
...
...
...
...
...
...
...
...
...	1,65,834	300	1,517	1,89,815	47,289	91,028	4,95,793
90,389	1,90,969	1,321	293	3,79,413	5,39,945	10,258	39,478	7,40,737	2,07,760	3,20,471	19,68,678
83,721	2,10,507	4,616	8,554	4,68,859	74,456	9,240	12,209	1,40,768	65,842	63,306	3,65,821
20,112	1,78,084	3,391	26,107	12,02,288	1,901	2,699	900	871	4,630	...	10,801
...	90,693	...	7,681	53,943	17,394	15,285	1,85,236
2,683	13,962	57,205	1,217	9,283	24,538	15,010	24,227	1,31,480
69,085	3	...	...	90,248	14,720	3,883	20,377	1,738	33,441	19,826	93,886
3,64,830	5,79,663	9,313	34,954	21,63,770	7,79,210	27,297	89,928	9,62,596	3,43,946	4,43,115	26,46,102

**GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION**

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL		
	UNDER PRIVATE MANAGEMENT.				Provincial Revenues.	Local Funds.	
	<i>Unaided.</i>						
	Fees.	Endowments.	Subscriptions and other sources.	Total.			
1	23	24	25	26	27	28	
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	{ for males ...	1,15,232	18,759	45,998	1,78,989	3,35,490	300
	{ for females ...	...	...	...	...	4,950	...
Oriental	{ for males ...	...	...	...	...	21,500	...
	{ for females ...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law	{ for males ...	34,142	...	...	34,142	...	...
	{ for females ...	...	...	...	...	...	...
Medicine	{ for males ...	...	...	...	...	2,14,282	...
	{ for females ...	...	...	...	...	...	...
Engineering	{ for males ...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...
Teaching	{ for males ...	...	...	...	...	1,61,366	1,988
	{ for females ...	...	...	...	...	10,905	...
Agriculture	{ for males ...	...	...	...	...	86,604	...
	{ for females ...	...	...	...	...	...	...
Veterinary	{ for males ...	...	...	...	...	1,29,032	...
	{ for females ...	...	...	...	...	...	...
Commercial	{ for males ...	...	...	...	...	2,946	...
	{ for females ...	...	...	...	...	...	...
Forestry	{ for males ...	...	...	...	...	...	...
	{ for females ...	...	...	...	...	...	...
Total ... ..	...	1,49,374	18,759	45,998	2,14,131	9,67,275	2,288
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males ... ..	...	1,36,129	38,757	47,369	2,20,255	9,91,398	78,516
Middle Schools for males	{ English ...	56,352	19,322	42,417	1,18,691	1,12,478	1,33,679
	{ Vernacular ...	...	...	...	...	6,22,175	3,57,929
High Schools for females ... ..	...	...	...	22,634	22,634	1,53,311	...
Middle Schools for females	{ English ...	...	...	...	...	84,454	8,640
	{ Vernacular ...	...	...	...	...	43,140	6,623
Total ... ..	...	1,92,481	56,679	1,12,620	3,61,780	20,07,968	5,63,497

TABLE IV—CONTINUED.

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

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,517	3,65,642	52,435	1,29,987	8,86,071	
...	3,500	...	6,517	14,627	
...	395	13,613	522	36,390	
...	
...	34,142	...	...	34,142	
...	
...	28,660	...	...	2,43,142	
...	
...	
...	2,613	...	8,961	1,72,315	
...	...	...	...	13,418	
...	14,644	...	...	1,01,248	
...	
...	11,417	...	...	1,41,049	
...	
...	5,935	...	...	8,881	
...	
...	
1,517	4,67,148	66,048	1,45,987	16,50,268	
1,39,767	13,60,851	2,47,332	3,68,377	31,76,241	
94,930	4,07,627	1,90,380	1,14,272	8,53,371	
21,072	1,78,955	7,911	26,107	12,13,169	
7,681	68,748	18,265	38,110	2,68,124	
11,908	28,417	15,010	24,227	1,70,654	
79,462	1,743	33,441	19,826	1,64,284	
3,44,768	20,44,840	4,12,339	5,90,933	59,63,513	

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.						Managed		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.
1	2	3	4	5	6	7	8	9	10
<i>Primary Schools.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For males	17,280	...	...	1,844	124	134	19,382	11,80,853	6,89,121
For females	446	...	...	...	20	...	465	1,61,610	1,10,574
Total	17,725	...	...	1,844	144	134	19,847	13,42,463	7,99,695
SCHOOL EDUCATION, SPECIAL.									
Training Schools ... { for males ...	2,21,246	3,880	66	...	...	...	2,25,172	1,650	11,012
... { for females ...	50,674	688	338	...	23	...	51,803	175	...
Schools of Art ... { for males ...	57,575	...	...	1,145	...	...	58,720	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Law Schools ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Medical Schools ... { for males ...	49,302	...	...	3,602	...	...	52,904	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools { for males ...	52,391	...	...	7,637	...	1,800	61,828	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. { for males ...	25,790	...	...	369	...	469	26,628	25,434	21,141
... { for females ...	...	...	...	...	...	...	...	...	...
Commercial Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Agricultural Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Reformatory Schools { for males ...	36,160	...	...	...	...	...	36,160	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Other Schools ... { for males ...	23,944	...	...	36	...	25	24,005	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Total	5,16,982	4,728	404	12,789	23	2,294	5,37,220	27,259	32,153
<i>Total Direct Expenditure.</i>	18,45,569	6,716	404	4,62,292	2,663	11,633	23,19,577	20,88,737	13,88,039
<i>Buildings, furniture and apparatus...</i>	16,43,466	...	...	15,986	...	...	16,59,454	3,83,534	5,25,071
University ... ..	...	...	...	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...	...	...
Scholarships held in—	...	...	...	...	...	...	...	...	...
Arts Colleges ... ..	...	...	...	...	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...	...	...
<i>Total Indirect Expenditure</i>	16,43,466	...	...	15,988	...	...	16,59,454	3,83,534	5,25,071
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	34,89,335	6,716	404	4,68,280	2,663	11,633	39,79,031	24,72,271	19,13,109

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL	
	UNDER PRIVATE MANAGEMENT,				Provincial Revenues.	Local Funds.
	Unaided.					
	Pees.	Endowments.	Subscriptions and other sources.	Total.		
1	2	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Primary Schools.</i>						
For males	1,145	3,382	14,784	19,311	12,85,999	7,34,583
For females	90	932	3,597	4,619	2,02,519	1,28,107
Total	1,235	4,314	18,381	23,930	14,88,428	8,60,690
<i>SCHOOL EDUCATION, SPECIAL.</i>						
Training Schools	408	1,665	973	3,046	2,26,071	14,872
{ for males	4,188	4,188	55,843	868
{ for females	57,575	...
Schools of Art
{ for males
{ for females
Law Schools
{ for males
{ for females
Medical Schools	1,043	600	7,232	8,875	49,502	...
{ for males	30,608	...
{ for females	52,381	...
Engineering and Surveying...
{ for males
{ for females
Technical and Industrial Schools...	480	...	480	54,964	22,263
{ for males	80	6,112
{ for females
Commercial Schools
{ for males
{ for females
Agricultural Schools
{ for males
{ for females
Reformatory Schools	36,160	...
{ for males
{ for females
Other Schools	32,104	...
{ for males	4,253	...
{ for females
Total	1,451	2,745	12,391	16,587	5,99,536	44,120
<i>Total Direct Expenditure</i>	3,44,541	83,497	1,89,390	6,18,428	50,63,165	14,90,585
<i>Buildings, furniture and apparatus</i>	7,604	1,42,863	3,74,699	5,25,166	21,70,304	5,25,071
University	89,450	...
Direction	1,29,081	...
Inspection	4,35,426	1,12,630
Scholarships held in—
Arts Colleges	25,223	1,553
Medical Colleges	5,839	214
Other Professional Colleges	5,599	7,556
Secondary Schools	1,13,466	91,995
Primary Schools	19,462	975
Medical Schools	68,528	1,170
Technical and Industrial Schools	8,743	5,000
Other Special Schools	432	2,140
Miscellaneous	1,04,597	57,896
Boarding Houses	2,82,030	66,579
<i>Total Indirect Expenditure...</i>	7,604	1,42,863	3,74,699	5,25,166	34,38,419	8,72,078
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,52,145	2,25,360	5,64,089	11,41,594	85,01,614	23,62,663

* Revised figures received after compilation has been completed shown

TABLE IV—CONCLUDED.

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

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,71,661	96,277	34,537	82,870	24,05,237	The amount shown in columns 2, 9, 16 and 27 includes Rs. 31,26,853 from the Imperial Funds which was utilized as follows:—
1,55,431	2,918	42,171	50,649	5,79,795	
3,27,092	99,195	76,708	1,33,519	29,85,032	1. Rs. 51,772 for the Veterinary College, Lahore.
66	1,138	1,665	1,518	2,45,330	2. Rs. 12,440 for the appointment of Additional District Inspectors of Schools.
338	1,102	1,684	5,228	66,083	3. Rs. 5,880 for the Female Inspecting Staff.
...	1,145	...	...	68,720	4. Rs. 11,472 for the revision of pay of Superintendents of Boarding Houses.
...	...	...	...	...	5. Rs. 5,000 for the Queen Mary's College, Lahore.
...	4,645	600	7,232	61,779	6. Rs. 16,500 for the Normal School, Karnal.
...	5,593	6,204	37,937	80,427	7. Rs. 38,000 for the Salary grants to European Schools.
...	7,837	...	1,800	61,828	8. Rs. 42,879 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College, Amritsar.
39,164	4,877	11,603	3,025	1,36,044	9. Rs. 19,258 for the Victoria Girls' School, Lahore.
...	205	897	888	8,282	10. Rs. 60,000 for the maintenance of the Aided Secondary Schools.
...	...	...	...	...	11. Rs. 10,000 for the Government Training Class, Sana- war.
...	6,186	...	2,925	41,215	12. Rs. 30,000 for the improvement of the Islamia College, Lahore.
...	1,677	...	892	6,822	13. Rs. 22,400 for the Lawrence School, Ghora Gali.
39,568	34,145	22,853	61,448	8,01,670	14. Rs. 1,03,300 for the Punjab University.
7,12,335	26,44,828	5,77,648	9,31,887	1,14,20,778	15. Rs. 2,64,396 for the training of teachers.
1,38,032	26,335	2,92,587	8,30,285	39,62,569	16. Rs. 20,35,415 to District Boards for the extension of Vernacular Education.
...	3,75,495	8,480	2,200	4,75,625	17. Rs. 2,26,840 to Municipal Committees for the exten- sion of Vernacular Education.
...	...	...	...	1,29,081	18. Rs. 34,651 for Agricultural Education.
12,686	...	...	...	5,60,742	19. Rs. 65,000 for the Government College, Multan.
2,242	...	32,647	11,270	73,243	20. Rs. 2,500 for the revision of supervising and teaching staff of the Reformatory School, Delhi.
336	...	...	2,772	9,197	21. Rs. 62,150 for the Medical School, Amritsar.
830	60	7,363	16,215	36,323	
19,408	...	5,677	2,034	2,35,676	
501	...	160	25	21,123	
...	...	4,273	1,329	76,500	
3,068	...	909	1,448	19,165	
1,073	...	...	...	3,645	
23,425	38,436	288	87,750	3,12,393	
17,296	4,03,391	67,290	2,38,189	10,51,715	
2,18,922	8,43,717	4,32,655	11,89,855	69,65,646	
9,31,357	34,89,545	10,00,603	21,21,742	1,64,06,424	

ditional expenditure of Rs. 46,812 from Provincial Revenues.

EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS IN THE

OBJECTS OF EXPENDITURE.	PUBLIC									
	UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
	Managed by Government.					Aided Government or by Local or				
	Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Arts Colleges.</i>										
English ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Teaching ... { For males	14,289	...	...	6,726	21,015	...	...	...	...	...
... { For females	...	...	...	...	...	10,805	...	...	2,613	...
Total ...	14,289	...	...	6,726	21,015	10,805	...	...	2,613	...
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools</i>										
High Schools for males ...	14,908	17,363	184	...	32,450	56,907	...	...	51,137	...
Middle Schools—English—for males	...	...	...	...	...	13,571	...	...	7,142	3,173
High Schools for females ...	18,169	8,694	931	...	28,694	64,739	...	...	42,397	...
Middle Schools—English—for female,	...	...	...	...	...	50,514	...	100	21,334	1,074
Total ...	33,377	26,082	1,115	...	60,574	1,85,821	...	100	1,32,010	4,217
<i>Primary Schools.</i>										
For males ...	...	...	...	...	...	12,297	...	...	5,822	...
For females ...	...	...	...	...	...	1,619	...	...	926	...
Total ...	...	...	...	...	...	3,916	...	...	6,748	...
SCHOOL EDUCATION, SPECIAL.										
Training Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	1,680	...	...	750	...
Engineering and Sur- { For males	...	...	...	...	...	...	...	...	...	...
vveying Schools. { For females	...	...	...	...	...	...	...	...	...	...
Technical and Indus- { For males	...	...	...	...	...	...	...	...	...	...
trial Schools. { For females	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Other Schools ... { For males	...	...	...	...	...	...	...	...	...	...
... { For females	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	1,680	...	...	750	...
TOTAL DIRECT EXPENDITURE.	47,686	26,082	1,115	6,726	81,589	2,12,223	...	100	1,32,111	4,247
<i>Buildings, furniture and apparatus.</i>	28,834	...	...	...	28,834	59,562	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...	...
Scholarship held in—	...	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...
Boarding Houses ...	...	...	...	...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE	28,834	...	...	...	28,834	59,562	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	76,500	26,082	1,115	6,726	1,10,423	2,71,785	...	100	1,32,121	4,247

TABLE IV-A.

PUNJAB FOR THE OFFICIAL YEAR 1920-21.

INSTITUTIONS.							TOTAL EXPENDITURE FROM								REMARKS.
MANAGEMENT.															
Municipal Board.		Unaided.													
Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Disttjet Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.			
12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.			
...		
...	13,418	...	...	...	...	14,289	...	...	2,613	...	6,726	21,015	...
...	13,418	...	...	...	...	10,805	...	...	...	...	...	13,418	...
...	13,418	...	...	...	...	25,094	...	...	2,613	...	6,726	34,423	...
4,951	1,13,065	...	...	...	...	71,905	...	...	68,525	184	4,951	1,45,565	...
4,273	28,158	...	...	...	...	13,571	...	...	7,142	3,173	4,273	28,158	...
6,168	1,13,294	...	...	...	...	83,203	...	...	51,061	931	6,158	1,41,368	...
11,667	84,579	...	...	...	...	50,514	...	100	21,334	1,074	11,557	84,579	...
26,938	3,39,116	...	...	...	...	2,19,198	...	100	1,48,082	5,362	28,938	3,99,690	...
6,735	24,854	...	...	...	...	12,297	...	...	5,921	...	6,735	24,854	...
834	3,379	...	...	...	...	1,619	...	...	928	...	834	3,379	...
7,569	28,233	...	...	...	...	13,916	...	...	6,748	...	7,569	28,233	...
94	2,524	...	...	...	...	1,680	...	...	750	...	94	2,524	...
94	2,524	...	...	...	...	1,680	...	...	750	...	94	2,524	...
34,601	3,83,361	...	...	...	...	2,50,886	...	100	1,58,203	5,362	41,327	4,64,880	...
72,598	1,32,160	...	...	...	...	88,306	...	...	...	...	72,598	1,60,994	...
...	...	...	...	...	...	6,337	...	...	...	...	...	6,337	...
...	...	...	...	...	...	9,086	...	...	...	...	...	9,086	...
...	...	...	...	...	...	7,243	...	...	38,436	...	84,813	1,30,492	...
...	...	...	...	...	...	91,016	...	...	2,13,766	...	1,58,361	4,63,133	...
72,598	1,32,160	...	...	...	...	2,02,078	...	...	2,52,292	...	3,15,782	7,70,042	...
1,07,199	5,15,451	...	...	...	...	4,61,966	...	100	4,10,405	5,362	3,57,080	12,34,923	...

The amount shown in columns 2, 7 and 18 includes Rs. 70,400 from Imperial Funds, which were utilized as follows:—
 1. Rs. 38,000 for salary grants to European Schools.
 2. Rs. 10,000 for the Government Training Class, Sansa war.
 3. Rs. 22,400 for the Lawrence School, Ghora Gali.

GENERAL

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF SCHOOL.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.		
			<i>Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.</i>		
			Males.	Females.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS.					
<i>For Males.</i>					
Government	{ English ... 29	11,160	2,802	...	2,802
	{ Vernacular... ..		...	...	...
Local Fund	{ English ... 2	13,887	538	...	538
	{ Vernacular... 695	77,647	...	...	...
Municipal Fund	{ English ... 52	15,131	869	...	869
	{ Vernacular... 15	2,633	...	...	...
Aided	{ English ... 177	57,040	7,590	...	7,590
	{ Vernacular... 5	698	...	...	...
Unaided	{ English ... 51	11,183	1,631	...	1,631
	{ Vernacular... ..	...	...	...	...
Total	976	1,89,379	13,430	..	13,430
<i>For Females.</i>					
Government	{ English ... 5	913	...	26	26
	{ Vernacular... ..	...	...	...	...
Local Fund	{ English ... 1	393	...	...	...
	{ Vernacular... 3	198	...	...	...
Municipal Fund	{ English ... 1	75	...	...	...
	{ Vernacular... 23	3,149	...	...	...
Aided	{ English ... 31	3,787	...	198	198
	{ Vernacular... 34	5,514	...	2	2
Unaided	{ English ... 1	183	...	13	13
	{ Vernacular... ..	...	...	...	...
Total	99	14,212	..	239	239
TOTAL SECONDARY SCHOOLS	1,75	2,35,91	13,430	239	13,669
PRIMARY SCHOOLS.					
<i>For Males.</i>					
Government	... 10	1,029	...	...	...
Local Fund	... 4,205	178,400	...	...	...
Municipal Fund	... 157	13,570	...	...	...
Aided	... 876	40,924	...	...	...
Unaided	... 121	5,339	...	...	...
Total	5,369	2,39,352	...	...	...
<i>For Females.</i>					
Government	... 3	66	...	...	...
Local Fund	... 483	18,183	...	...	...
Municipal Fund	... 193	12,132	...	...	...
Aided	... 315	15,334	...	...	...
Unaided	... 23	819	...	...	...
Total	1,017	46,534	...	...	...
TOTAL PRIMARY SCHOOLS	6,386	265,886	...	...	...
GRAND TOTAL	7,461	4,89,477	13,430	239	13,669

TABLE V.

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

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			UPPER PRIMARY STAGE.		
<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.</i>						<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
6,564	...	6,564	9,366	...	9,366	495	...	495
...
7,550	...	7,550	8,088	...	8,088	951	...	951
19,978	2	19,980	19,978	2	19,980	7,904	3	7,907
7,525	...	7,525	8,394	...	8,394	1,187	...	1,187
933	...	933	933	...	933	4	1	401
27,829	17	27,846	35,419	17	35,436	4,269	12	4,281
173	...	173	173	...	173	51	...	51
6,557	...	6,557	8,188	...	8,188	653	...	653
...
77,109	19	77,128	90,539	19	90,558	15,911	15	15,926
...	169	169	...	195	195	...	199	199
...
...	30	30	...	30	30	...	58	58
...	20	20	...	20	20	...	38	38
...	14	14	...	14	14	...	12	12
...	45	45	...	45	45	...	714	714
4	702	706	4	900	904	29	669	693
...	516	516	...	518	518	5	816	821
...	61	61	...	74	74	...	65	65
...
4	1,962	1,966	4	2,201	2,205	34	2,571	2,605
77,113	1,961	79,094	90,543	2,220	92,763	15,945	2,586	18,531
...
...	...	...	...	...	...	169	...	169
...	...	...	...	...	...	19,025	3	19,028
...	...	...	...	...	...	1,521	...	1,621
...	...	...	...	...	...	4,598	10	4,618
...	...	...	...	...	...	190	...	190
...	...	...	...	...	...	25,503	23	25,526
...
...	...	...	...	...	...	...	1,977	1,977
...	...	...	...	...	...	...	1,173	1,173
...	...	...	...	...	...	1	1,601	1,602
...	...	...	...	...	...	...	25	25
...	...	...	...	...	...	1	4,776	4,777
...	...	...	...	...	...	25,504	4,739	30,303
77,113	1,981	79,094	90,543	2,220	92,763	41,449	7,385	48,834

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of Schools.	LOWER PRI					
	COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE					
	Reading printed Books.			Not Reading printed Books.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	16	17	18	19	20	21
SECONDARY SCHOOLS.						
<i>For Males.</i>						
Government ... { English ...	1,299	...	1,299	...	...	...
Government ... { Vernacular ...	...	...	...	...	...	...
Local Fund ... { English ...	4,848	...	4,848	...	...	...
Local Fund ... { Vernacular ...	49,741	19	49,760	...	...	...
Municipal Fund... { English ...	5,550	...	5,550	...	...	...
Municipal Fund... { Vernacular ...	1,299	...	1,299	...	...	...
Aided ... { English ...	17,275	48	17,323	...	...	...
Aided ... { Vernacular ...	474	...	474	...	...	...
Unaided ... { English ...	2,342	...	2,342	...	...	...
Unaided ... { Vernacular ...	...	...	...	...	...	...
Total ...	82,828	67	82,895	...	...	...
<i>For Females.</i>						
Government ... { English ...	61	458	519	...	...	...
Government ... { Vernacular ...	...	...	...	...	...	...
Local Fund ... { English ...	...	305	305	...	...	...
Local Fund ... { Vernacular ...	...	140	140	...	...	...
Municipal Fund... { English ...	...	49	49	...	...	...
Municipal Fund... { Vernacular ...	...	1,985	1,85	...	...	...
Aided ... { English ...	248	1,937	2,185	...	...	...
Aided ... { Vernacular ...	30	4,145	4,175	...	...	...
Unaided ... { English ...	...	44	44	...	...	...
Unaided ... { Vernacular ...	...	...	...	...	...	...
Total ...	339	9,063	9,402	...	...	...
TOTAL SECONDARY SCHOOLS ...	83,167	9,730	92,297	...	...	...
PRIMARY SCHOOLS.						
<i>For Males.</i>						
Government ...	860	...	860	...	...	...
Local Fund ...	159,333	109	159,462	...	...	...
Municipal Fund ...	12,049	...	12,049	...	...	...
Aided ...	35,589	617	36,306	...	...	...
Unaided ...	5,059	90	5,149	...	...	...
Total ...	213,010	816	213,826	...	...	...
<i>For Females.</i>						
Government ...	...	66	66	...	...	...
Local Fund ...	7	16,199	16,206	...	...	...
Municipal Fund ...	...	10,959	10,959	...	...	...
Aided ...	148	13,584	13,732	...	...	...
Unaided ...	5	789	794	...	...	...
Total ...	160	41,597	41,757	...	...	...
TOTAL PRIMARY SCHOOLS ...	213,170	42,413	255,583	...	...	...
GRAND TOTAL ...	296,337	51,543	347,880	...	...	...

TABLE V—CONCLUDED.

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

MARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
LOWER PRIMARY STAGE.									
<i>Total.</i>									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
1,299	...	1,299	1,794	...	1,794	11,160	...	11,160	
...	
4,848	...	4,848	5,799	...	5,799	13,887	...	13,887	
49,741	19	49,760	57,545	22	57,667	77,623	24	77,647	
5,550	...	5,550	6,737	...	6,737	15,131	...	15,131	
1,299	...	1,299	1,700	...	1,700	2,633	...	2,633	
17,275	48	17,323	21,544	60	21,604	56,963	77	57,040	
474	...	474	525	...	525	698	...	698	
2,342	...	2,342	2,995	...	2,995	11,183	...	11,183	
...	
82,228	67	82,295	98,739	82	98,821	189,278	101	189,379	
61	458	519	61	657	718	61	852	913	
...	
...	305	305	...	363	363	...	393	393	
...	140	140	...	178	178	...	198	198	
...	49	49	...	61	61	...	75	75	
...	1,985	1,985	...	2,699	2,699	...	3,149	3,149	
248	1,937	2,185	277	2,606	2,883	281	3,506	3,787	
30	4,145	4,175	35	4,961	4,996	35	5,479	5,514	
...	44	44	...	109	109	...	183	183	
...	
339	9,063	9,402	373	11,634	12,007	377	13,835	14,212	
83,167	9,180	92,297	99,112	11,716	110,828	189,655	13,936	203,591	
860	...	860	1,029	...	1,029	1,029	...	1,029	
159,353	109	159,462	178,378	112	178,490	178,378	112	178,490	
12,049	...	12,049	13,570	...	13,570	13,570	...	13,570	
35,689	617	36,306	40,287	687	40,924	40,287	687	40,924	
5,959	90	6,049	5,249	90	5,339	5,249	90	5,339	
213,010	816	213,826	238,513	839	239,352	238,513	839	239,352	
...	66	66	...	68	68	...	66	66	
7	16,199	16,206	7	18,176	18,183	7	18,176	18,183	
...	10,959	10,959	...	12,132	12,132	...	12,132	12,132	
148	13,584	13,732	149	15,185	15,334	149	15,185	15,334	
5	784	789	5	814	819	5	814	819	
160	41,597	41,757	161	46,373	46,534	161	46,373	46,534	
213,170	42,413	255,583	238,674	47,212	285,886	338,674	47,212	285,886	
296,337	51,543	347,880	337,786	58,928	396,714	428,329	61,143	489,477	

GENERAL

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE OF

		1	2	3	HINDUS.		
					4	5	
			Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	
College stage	Males	...	25	69	642	2,937	
	Females	...	33	23	4	7	
High stage	Males	...	143	125	1,511	6,017	
	Females	...	121	41	11	38	
Middle stage	Males	Upper	...	315	232	3,044	9,995
		Lower	470	5,320	18,665
	Females		...	386	329	85	684
	Upper Primary stage		...	212	539	4,081	14,587
Lower Primary stage	Males	...	296	343	645	3,208	
	Females	...	531	3,586	23,008	91,765	
Special schools	Males	...	506	1,647	4,509	23,449	
	Females	...	2	126	456	990	
Private institutions	Males	...	55	640	21	94	
	Females	...	35	299	3,117	9,516	
GRAND TOTAL	Males	...	23	30	336	1,610	
	Females	...	1,283	5,445	41,179	154,422	
TOTAL		...	1,420	3,046	5,611	29,090	
			2,653	8,491	46,790	183,512	

TABLE V-A

INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1 to 10.	Depressed classes.	Total of columns 11-12.	REMARKS
6	7	8	9	10	11	12	13	14
850	1,410	1	5	3	5,943	...	5,942	
...	1	...	...	...	68	...	68	
2,811	3,320	...	4	12	13,413	17	13,430	
19	7	...	2	...	239	...	239	
4,894	8,109	...	9	15	26,203	21	26,224	
8,835	17,466	...	16	46	50,818	71	50,889	
234	255	...	6	...	1,979	2	1,981	
6,388	15,340	5	1	147	41,249	300	41,449	
1,220	1,649	...	3	19	7,388	2	7,385	
41,134	132,548	38	13	1,977	294,595	1,742	296,337	
8,070	13,164	...	11	126	51,475	68	51,543	
497	2,172	...	...	6	4,249	73	4,322	
58	160	...	...	...	1,028	...	1,028	
4,339	25,677	...	...	99	43,112	152	43,264	
425	10,455	...	...	9	12,888	...	12,888	
68,778	206,132	39	48	2,305	479,581	2,276	481,857	
10,026	25,691	...	22	154	75,060	72	75,132	
78,804	231,823	39	72	2,459	554,641	3,348	556,989	

GENERAL

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

OBJECTS OF EXPENDITURE.	EXPENDITURE OF				
	IN INSTITUTIONS				
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	2	3	4	5	6
UNIVERSITY EDUCATION.					Rs.
<i>Arts Colleges.</i>					
English ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Oriental ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>					
Law ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Medicine ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Engineering ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Teaching ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Agriculture ... { for males ...	...	...	...	...	...
... { for females ...	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males ...	10	3,412	3,497	3,186	4,360
Middle Schools for { English ...	42	10,475	10,184	8,967	16,504
males, { Vernacular ...	595	77,647	73,880	66,800	5,99,579
High Schools for females ...	...	...	...	...	...
Middle Schools for { English ...	1	893	862	278	2,916
females, { Vernacular ...	3	198	199	176	2,075
Total ...	651	92,125	88,072	78,907	6,25,434
<i>Primary Schools.</i>					
For males ...	4,205	178,490	162,224	144,581	11,32,228
For females ...	488	18,183	17,650	14,640	1,18,866
Total ...	4,688	196,673	179,274	159,171	12,51,094

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL OFFICIAL

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

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNI
FOR THE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL					
	IN INSTITUTIONS MANAGED					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
<i>Arts Colleges.</i>						
English	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Oriental	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>						
Law	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Medicine	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Engineering	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Teaching	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Agriculture	{ for males ...	...	...	...	...	...
	{ for females ...	...	...	...	...	...
Total	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools.</i>						
High Schools for males	...	18	6,591	6,647	5,605	7,788
Middle Schools for	{ English	34	8,540	8,884	7,316	79,256
males.	{ Vernacular	15	2,633	2,639	2,301	15,071
High Schools for females	...	...	...	...	...	...
Middle Schools for	{ English	1	75	74	51	2,623
females.	{ Vernacular	23	3,149	3,009	2,396	69,085
Total	...	91	20,088	20,753	17,669	93,581
<i>Primary Schools.</i>						
For males	...	157	13,570	13,847	10,684	1,44,194
For females	...	193	12,182	11,466	9,493	1,23,813
Total	...	350	25,752	23,313	19,777	2,67,507

TABLE VII—CONTINUED.

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

BOARDS ON PUBLIC INSTRUCTION.					IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public In- struction.	REMARKS.
BY MUNICIPAL BOARDS.					Government.	Local Boards.	Private persons or Associations.			
Local Boards' Grants.	Fees.	Endowment.	Subscriptions and other sources.	Total.						
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	1,517	1,517	1,817	
...	
...	
...	
...	
...	
...	
...	...	...	...	...	...	...	...	...	1,988	
...	
...	...	...	...	...	...	...	1,517	1,517	3,805	
9,441	1,21,086	...	298	2,42,581	...	2,501	39,478	1,29,767	2,08,283	
13,651	91,326	302	1,626	2,11,679	...	3,465	12,209	94,930	2,27,609	
3,715	18,104	16	3	52,604	...	5,041	900	21,012	3,75,041	
...	...	...	...	...	...	...	7,681	7,681	7,681	
...	...	...	...	2,623	...	...	9,288	11,906	20,546	
...	3	...	...	85,433	...	...	20,377	79,462	86,085	
29,807	2,25,469	318	1,922	5,94,920	...	11,007	89,928	3,44,753	9,23,245	
...	11,274	...	126	2,04,219	...	2,061	24,806	1,71,061	9,05,644	
393	...	27	273	1,66,753	...	8:8	31,290	1,55,431	2,31,538	
396	11,274	27	399	3,70,972	...	2,889	56,096	3,26,492	11,87,182	

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNI
OFFICIAL

EXPENDITURE OF MUNICIPAL						
IN INSTITUTIONS MANAGED						
OBJECTS OF EXPENDITURE.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.
1	2	3	4	5	6	7
SCHOOL EDUCATION, SPECIAL.					Rs.	Rs.
Training Schools (for males
} for females	125	...
Schools of Art ... { for males
} for females
Law Schools ... { for males
} for females
Medical Schools ... { for males
} for females
Engineering and Surveying Schools. { for males
} for females
Technical and Industrial Schools. { for males ...	10	754	753	581	11,185	35,087
} for females
Commercial Schools { for males
} for females
Agricultural Schools { for males
} for females
Other Schools ... { for males
} for females
Total ...	10	754	753	581	11,310	35,087
Total Direct Expenditure ...	451	47,444	45,319	33,027	1,96,260	5,46,417
<i>Buildings, furniture and apparatus</i>	28,769	1,38,032
University
Inspection
Scholarships held in—
Arts Colleges
Medical Colleges
Other Professional Colleges
Secondary Schools
Primary Schools
Medical Schools
Technical and Industrial Schools
Other Special Schools
Miscellaneous
Boarding Houses (Recurring Expenditure).
Total Indirect Expenditure	28,769	1,38,032
Total Expenditure on Public Instruction.	451	47,444	45,319	33,027	2,25,029	6,84,449

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

1	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					CAPITAL EXPENDITURE FROM						REMARKS.
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
MANAGED BY GOVERNMENT—														
Males	66	5,120	320	867	2,256	..	1,677	40,756	..	..	..	524	41,280	
Females	9	367	..	..	95	73	199	..	..	..	..	..	..
MANAGED BY LOCAL OR MUNICIPAL BOARDS—														
Males	304	8,641	..	..	8,429	72	140	10,954	10,965	..	..	..	21,819	
Females ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—														
Males	112	7,249	296	13	6,881	73	36	3,078	..	3,266	6,533	..	12,877	
Females	34	1,962	21	34	1,744	76	87	..	..	11,548	693	..	12,241	
UNAIDED—														
Males	102	5,932	1,851	190	3,735	56	100	..	..	19,854	1,10,151	1,594	1,31,599	
Females	11	1,039	21	1	921	94	2	..	..	..	..	..	..
Total { Males	584	26,942	2,467	1,070	21,251	201	1,953	54,688	10,965	23,120	1,16,884	2,118	2,07,576	
{ Females	54	3,868	42	35	2,760	243	288	..	..	11,548	693	..	12,241	
GRAND TOTAL	638	30,810	2,509	1,105	24,011	444	2,241	54,688	10,965	34,668	1,17,377	2,118	2,19,816	

GENERAL TABLE IX.

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

GENERAL

NUMBER AND QUALIFICATION OF TEACHERS IN

		(a) IN PRIMARY SCHOOLS.					(b) IN MIDDLE				
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	
1		2	3	4	5	6	7	8	9	10	
<i>In Schools for Indians.</i>	Teachers for vernacular.	Trained ...	40	4,288	424	270	28	5,045	24	2,496	381
		Untrained ...	5	2,459	500	1,604	189	4,757	10	808	191
		Total ...	45	6,742	924	1,874	217	9,802	34	3,299	572
	Anglo-vernacular Teachers and Teachers of classical languages.	Trained ...	...	...	...	...	1	1	4	170	108
		Untrained ...	...	...	...	...	...	...	12	140	56
		Total ...	...	...	...	...	1	1	16	310	164
		Possessing degree. a	...	...	...	...	1	1	3	43	32
		Possessing degree. no	...	...	...	...	...	...	13	267	132
	Total ...	...	...	...	...	1	1	16	310	164	
	<i>In Schools for Europeans.</i>	Trained ...	...	...	...	8	...	8	...	...	...
Untrained ...		...	...	...	7	...	7	...	...	...
Total ...		...	...	...	15	...	15	...	...	...
Possessing degree. a		...	...	...	...	...	...	...	...	...
Possessing degree. no		...	...	...	15	...	15	...	...	...
Total ...		...	...	...	15	...	15	...	...	...
GRAND TOTAL OF ALL TEACHERS ...		45	6,742	924	1,889	218	9,818	50	3,609	736	

TABLE IX.

THE PUNJAB FOR THE OFFICIAL YEAR 1920-21.

SCHOOLS.			(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						GRAND TOTAL.	REMARKS.
Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
368	69	3,337	214	57	103	579	109	1,062	...	...	...	...	...	...	9,444	
318	47	1,369	60	21	46	373	87	587	...	...	...	...	...	...	6,713	
686	115	4,706	274	78	149	952	196	1,649	...	...	...	...	...	...	16,157	
118	43	443	318	77	115	617	105	1,232	2	..	...	16	34	52	1,728	
134	72	414	98	26	45	409	98	676	39	...	...	104	190	333	1,423	
252	115	857	416	103	160	1,026	203	1,908	41	...	...	120	224	385	3,151	
58	30	166	158	41	76	454	104	833	40	...	...	161	206	341	1,341	
194	85	691	258	62	84	572	99	1,075	1	...	...	19	24	44	1,810	
252	115	857	416	103	160	1,026	203	1,908	41	...	...	120	224	385	3,151	
32	...	32	17	..	...	65	...	82	...	...	...	...	...	...	122	
29	...	29	1	...	...	45	...	46	...	...	...	...	...	...	82	
61	...	61	18	...	...	110	...	128	...	...	...	...	...	...	204	
2	...	2	...	...	...	15	...	15	...	...	...	...	...	...	17	
59	...	59	18	...	..	95	...	113	...	...	...	...	...	...	187	
61	...	61	18	...	...	110	...	128	...	...	...	...	...	...	204	
999	230	5,624	708	181	309	2,088	399	3,685	41	...	...	120	224	385	19,514	

GENERAL
CLASSIFICATIONS OF PUPILS BY

SCHOOL FOR GENERAL EDUCATION.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
A	2	3	4	5	6	7	8	9
Total	207,886	81,625	58,989	46,465	80,984	23,682	15,354	11,443

* Includes 100 scholars.

TABLE X.

DEPARTMENT IN THE PUNJAB FOR 1920-21.

IX.	X.	Total.	ARTS COLLEGES.							GRAND TOTAL.	REMARKS.
			1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	Total.		
10	11	12	13	14	15	16	17	18	19	20	21
7,683	5,988	489,477	1,331	1,141	710	849	87	81	4,389*	489,778	

of the Oriental College, Lahore.

GENERAL TABLE XI.

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

Particulars.	Classed in general table III as "prim- a r y schools."	Classed in general table III as "other schools."	Classed in general table III as "private institu- tions."	TOTAL.
1	2	3	4	5
MAKTABS.				
1. Institutions ...	For boys ... 920	5	316	1,241
	For girls ... 129	280	65	474
2. Pupils ...	Boys ... 39,908	30	9,545	48,483
	Girls ... 5,528	..	1,366	6,894
3. Expenditure from provincial funds ...	100,482	...	...	100,482
4. Expenditure from district or local funds ...	80,149	...	...	80,149
5. Expenditure from municipal funds ...	28,514	...	...	28,514
6. Fees ...	8,796	3,516	...	12,306
7. Other sources ...	40,940	8,588	...	49,528
8. Total expenditure ...	2,58,981	12,098	...	2,70,979
MULLA SCHOOLS.				
1. Institutions ...	For boys ... 1	...	1,015	1,016
	For girls ... ..	...	530	530
2. Pupils ...	Boys ... 85	...	19,544	19,629
	Girls ... ..	...	9,580	9,580
3. Expenditure from provincial funds ...	...	...	...	...
4. Expenditure from district or local funds ...	318	...	...	318
5. Expenditure from municipal funds ...	...	...	...	...
6. Fees ...	...	...	...	...
7. Other sources ...	...	...	...	...
8. Total expenditure ...	318	...	...	318
PATHSHALAS.				
1. Institutions ...	For boys ... 60	1	252	313
	For girls ... 115	...	71	186
2. Pupils ...	Boys ... 2,156	32	8,182	10,370
	Girls ... 4,978	...	1,748	6,724
3. Expenditure from provincial funds ...	12,209	...	...	12,209
4. Expenditure from district or local funds ...	11,283	...	...	11,283
5. Expenditure from municipal funds ...	10,751	...	...	10,751
6. Fees ...	769	...	...	769
7. Other sources ...	37,336	...	...	37,336
8. Total expenditure ...	72,343	...	...	72,343
OTHER SCHOOLS.				
Institutions ...	For boys ... ..	...	26	26
	For girls ... ..	...	2	2
2. Pupils ...	Boys ... ..	...	2,864	2,864
	Girls ... ..	...	40	40
3. Expenditure from provincial funds ...	...	...	...	...
4. Expenditure from district or local funds ...	...	...	...	...
5. Expenditure from municipal funds ...	...	...	...	...
6. Fees ...	...	...	...	...
7. Other sources ...	...	...	...	...
8. Total expenditure ...	...	...	...	...

GENERAL TABLES XII AND XII—A.

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

GENERAL

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	NUMBER OF SCHOOLS.						Total.
		UNDER PUB- LIC MANAGE- MENT.		UNDER PRIVATE MANAGE- MENT.				
				Aided.		Unaided.		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	
1	2	3	4	5	6	7	8	9
1	Hissar	187	...	11	...	...	...	198
2	Rohtak	194	...	14	...	1	...	209
3	Gurgaon	133	...	33	...	2	...	168
4	Karnal	117	...	28	...	2	...	147
5	Ambala	166	...	43	...	3	...	212
6	Simla	17	...	3	...	1	...	21
	Total	814	...	132	...	9	...	955
7	Kangra	96	...	82	...	9	...	187
8	Hoshiarpur	184	...	53	...	8	...	245
9	Jullundur	155	...	41	...	2	...	198
10	Ludhiana	121	...	16	...	1	...	138
11	Ferozepore	200	...	25	...	...	...	225
	Total	766	...	217	...	20	...	993
12	Lahore	192	...	33	...	40	...	265
13	Amritsar	146	...	62	...	3	...	211
14	Gurdaspur	229	...	49	...	6	...	284
15	Sialkot	175	...	79	...	2	...	256
16	Gujranwala	142	...	24	...	...	...	166
17	Sheikhupura	99	...	13	...	6	...	118
	Total	983	...	260	...	57	...	1,300
18	Gujrat	138	...	48	...	4	...	190
19	Shahpur	195	...	25	...	5	...	225
20	Jhelum	86	...	35	...	7	...	128
21	Rawalpindi	118	...	17	...	5	...	140
22	Attock	132	...	5	...	...	...	137
23	Mianwali	82	...	28	...	11	...	121
	Total	751	...	158	...	32	...	941
24	Montgomery	119	...	7	...	2	...	128
25	Lyallpur	307	...	31	...	...	...	338
26	Jhang	109	...	21	...	...	...	130
27	Multan	274	1	9	...	...	...	284
28	Muzaffargarh	126	...	19	...	...	...	145
29	Dera Gazi Khan	131	...	18	...	1	...	150
	Total	1,066	1	105	...	3	...	1,175
	GRAND TOTAL	4,370	1	872	...	121	...	5,364

TABLE XII.

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

NUMBER OF SCHOLARS.						TOTAL EXPENDITURE (DIRECT AND IN- DIRECT) ON SCHOOLS.	REMARKS.			
UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.						TOTAL.	Under Pub- lic man- agement.	Aided.
		Aided.		Una ided.						
Upper.	Lower.	Upper.	Lower.	Upper.	Lower.					
10	11	12	13	14	15	16	17	18	19	
4,341	...	779	...	...	...	5,170	82,439	7,202	
7,090	...	590	...	21	...	7,701	88,540	6,110		
4,765	...	1,290	...	95	...	6,150	81,745	4,715		
3,835	...	1,244	...	62	...	5,261	51,052	9,391		
6,779	...	2,041	...	144	...	8,964	97,009	13,828		
533	...	128	...	16	...	677	17,471	5,747		
27,393	...	6,192	...	338	...	33,923	4,18,256	46,991		
4,638	...	2,916	...	378	...	7,930	47,725	14,920		
10,659	...	2,465	...	343	...	13,467	1,13,265	10,707		
8,814	...	1,719	...	208	...	10,741	1,14,349	11,534		
6,561	...	743	...	63	...	7,372	72,553	11,079		
6,795	...	1,153	...	...	...	7,943	1,04,202	11,044	
37,465	...	9,001	...	992	...	47,458	4,52,094	59,284		
7,941	...	2,354	...	2,138	...	12,433	1,32,845	20,362		
9,339	...	2,223	...	95	...	11,657	1,05,433	13,375		
10,743	...	1,868	...	135	...	12,746	1,36,337	2,844		
11,196	...	3,650	...	66	...	14,912	1,29,517	28,222		
5,581	...	1,227	...	...	...	6,808	84,274	7,781	
3,458	...	586	...	214	...	4,288	37,898	2,300		
48,288	...	11,908	...	2,648	...	62,844	6,26,409	75,334		
8,336	...	2,616	...	199	...	11,121	88,951	10,317		
7,230	...	1,054	...	350	...	8,634	77,230	5,673		
5,890	...	2,125	...	219	...	8,234	64,131	15,814		
6,957	...	1,280	...	143	...	8,380	68,842	6,867		
6,424	...	276	...	...	...	6,700	97,932	1,015	
3,277	...	1,294	...	345	...	4,916	41,036	3,766		
38,084	...	8,645	...	1,256	...	47,985	4,33,172	43,452		
4,535	...	366	...	59	...	4,960	50,232	3,354		
12,602	...	1,287	...	...	...	13,889	1,38,931	6,811	
3,763	...	927	...	...	...	4,690	41,204	4,812	
13,150	65	898	...	...	...	14,118	1,25,686	7,297	
3,608	..	808	...	...	...	4,416	43,033	3,376	
4,003	...	727	...	-46	...	4,776	52,690	3,255		
41,661	65	5,013	...	105	...	46,844	4,56,181	28,905		
1,92,891	65	40,769	...	5,339	...	2,39,054	23,86,112	2,54,016		

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

No.	Districts.	NUMBER OF SCHOOLS.						Total.
		UNDER PUB- LIC MANAGE- MENT.		UNDER PRIVATE MANAGE- MENT.				
				Aided.		Unaided.		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	
1	2	3	4	5	6	7	8	9
1	Hissar	23	...	4	...	...	...	27
2	Rohtak	37	...	2	...	...	...	39
8	Gurgaon	20	...	4	...	1	...	25
4	Karnal	23	...	4	...	...	...	27
5	Ambala	13	...	14	...	1	...	28
6	Simla	1	...	4	...	...	...	5
	Total	117	...	32	...	2	...	151
7	Kangra	16	...	19	...	...	...	35
8	Hoshiarpur... ..	18	...	14	1	...	1	34
9	Jullundur	40	...	11	2	...	...	53
10	Ludhiana	27	...	11	...	...	...	38
11	Ferozepore... ..	30	...	18	...	1	...	49
	Total	131	...	73	3	1	1	209
12	Lahore	19	2	24	...	...	...	45
13	Amritsar	11	26	20	...	...	...	57
14	Gurdaspur	26	...	14	...	4	...	44
15	Sialkot	73	2	9	...	...	...	84
16	Gujranwala	20	8	9	...	...	...	37
17	Sheikhpura ... ..	...	...	4	3	...	...	7
	Total	149	39	80	3	4	...	274
18	Gujrat	27	...	18	...	...	3	45
19	Shahpur	22	...	9	...	...	1	32
20	Jhelum	17	...	20	...	...	7	44
21	Rawalpindi	29	...	12	...	...	2	43
22	Attock	13	...	16	...	...	...	29
23	Mianwali	9	...	8	...	4	1	18
	Total	117	...	83	...	...	14	214
24	Montgomery	13	...	6	...	1	...	20
25	Lyallpur	13	...	11	...	...	...	24
26	Jhang	16	...	8	...	...	...	24
27	Multan	30	1	6	...	...	...	37
28	Muzaffargarh	25	...	4	...	...	...	29
29	Dera Ghazi Khan	29	...	4	...	...	...	33
	Total	126	1	39	...	1	...	167
	GRAND TOTAL	640	39	307	6	8	15	1,160

TABLE XII—A.

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

NUMBER OF SCHOLARS.						TOTAL EXPENDITURE (DIRECT AND IN- DIRECT) ON SCHOOLS	REMARKS.			
UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.						Total.	Under Pub- lic man- agement.	Aided.
		Aided.		Unaided.						
Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	17	18				19
10	11	12	13	14	15	16				
680	...	156	...	...	...	836	11,269	1,191
978	...	48	...	...	...	1,026	15,640	960
509	...	152	...	25	...	746	10,848	1,645		
729	...	103	...	...	...	837	11,869	743
396	...	723	...	59	...	1,178	8,070	14,008		
23	...	156	...	...	...	179	734	3,766
3,875	...	1,343	...	84	...	4,802	57,930	22,256		
895	...	457	...	...	...	1,352	14,760	2,788
783	...	390	105	...	43	1,321	9,678	15,396		
1,807	...	550	82	...	...	2,439	33,691	9,446
1,113	...	514	...	...	...	1,627	19,907	7,058
1,296	...	763	...	27	...	2,066	16,445	1,861		
5,894	...	2,674	187	27	43	8,825	94,481	45,549		
1,045	80	1,509	...	...	...	2,634	24,195	40,681
561	1,841	1,119	...	...	...	3,541	28,876	12,990
1,233	...	508	...	240	...	1,981	16,856	4,051		
3,461	24	414	...	...	...	3,499	41,802	3,865
1,154	576	575	...	...	...	2,285	24,061	2,764
...	...	208	108	...	...	311	969	4,180
7,074	2,501	4,328	108	240	...	14,251	1,36,759	69,331		
938	...	1,284	...	...	55	2,272	12,119	7,559
1,266	...	728	...	...	25	2,019	14,646	7,024
787	...	765	...	...	168	1,720	7,357	6,290
1,340	...	509	...	...	72	1,921	16,070	3,171
614	...	775	...	...	...	1,389	5,920	4,794
352	...	332	...	...	47	731	5,399	1,159
5,292	...	4,393	...	...	367	10,052	61,511	30,027
793	...	344	...	58	...	1,195	10,707	8,111		
794	...	547	...	...	...	1,341	11,463	7,414
1,164	...	385	...	...	...	1,549	12,247	3,866
1,805	42	401	...	...	...	1,748	21,423	4,499
927	...	154	...	...	...	1,081	11,433	1,87
1,123	...	401	...	...	...	1,524	15,477	1,797
6,106	42	2,232	...	58	...	8,438	82,750	26,377		
27,741	2,548	14,970	295	409	410	46,368	4,33,431	1,93,634		

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Report on the Progress of Education in the Punjab

For the year 1922—23.



Lahore:

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1923.

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*Proceedings of the Punjab Government (Ministry of Education),
No. 13808, dated 26th November, 1923.*

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1923.

REMARKS.—The General Summary contained in the first chapter of the Report recounts the efforts which have been made during the past twelve months to combat illiteracy, and the statistics collected indicate the measure of success that has been achieved. The number of pupils in institutions of all kinds aggregates 776,978; or a lakh and a half more than last year. Another happy result of the sustained efforts alluded to above has been the rise in the proportion of pupils who reach the fourth class, the stage at which some real measure of literacy is attained. Equally pleasing is the success that has attended the experiment with adult schools started in conjunction with the Co-operative Department, to which local bodies and teaching and inspecting staffs have made so keen a response. The number of institutions of all kinds has also been increased from 11,403 to 12,795. The concluding section of this chapter headed "Economy" gives a brief resumé of the measures that have enabled the Department to meet the additional liabilities created by the unprecedented increase in numbers at a relatively small cost. The Punjab Government (Ministry of Education) is gratified to observe that such steps have been taken and that, in consequence, the expansion of education has not been seriously retarded by the financial stringency.

2. In the chapter on collegiate education Mr. Anderson discusses the complicated situation which has been created in the Lahore colleges by the largely increased number of students who are in pursuit of a purely literary career. Government shares the Director's belief that the establishment of intermediate colleges in the mufassil, which should provide practical as well as theoretical training, should not only relieve the congestion at the Capital, but also give the students a more effective preparation for their work in life than is the case at present. It is unfortunate, therefore, that the establishment of these colleges has hitherto been postponed by the financial stringency. The Punjab Government (Ministry of Education) shares the Director's satisfaction at the

improved tone and discipline of the colleges as well as the progress made by the University Training Corps. Mr. Wathen's account of the work of the tutorial detachments in the Khalsa College grounds shows what may be achieved by the magnet of personal example in raising the dignity of manual occupations. The increased interest in manly games should, in course of time, create and foster that *esprit de corps* which is so pleasing a feature of collegiate life in the West. The institution of an Academic Council of the University is very opportune in these times of transition; and Government hopes that its deliberations will be of great assistance in adapting the existing courses and teaching arrangements to the needs of new requirements.

3. The survey of secondary education which was generally discussed in the report of 1921-22 was nearing completion when the year under review closed. The instructions to the inspectors which followed this enquiry have already begun to bear fruit; and it is largely due to this new policy that, while the roll of secondary schools has risen by 18·6 per cent., the cost of such education has increased only by 7·6 per cent. This survey has also brought clearly to light several inequalities in the existing provision of facilities for secondary education in the different parts of the province. The Director comments hopefully on the progress made during the year in several important branches of school activity. It is especially pleasing to note the beneficial influence which the new system of inspection has exercised on the work of the schools. The quotation from Mr. Sanderson's graphic description of a typical school inspection under the new conditions provides refreshing reading. Mr. Anderson refers hopefully to the growth of the Boy Scout movement. The importance of the movement as an agency for the building up of character cannot be overrated; and Government will watch with interest its progress in this province.

4. Some of the important developments in the system of primary education have already been noticed in an earlier paragraph of this review. It is noteworthy that the great advance in numbers has taken place without any unnecessary multiplication of schools. Owing to the energy and zeal of the local inspecting staffs and to the co-operation of local bodies the thinly-attended one-teacher schools of doubtful efficiency are fast being replaced by schools of the multi-teacher type. The important problems of the curriculum in these schools and the quality of the instruction are fully discussed in the relative paragraphs of this chapter. The Director has

examined the several criticisms which are often levelled at the existing methods of teaching and has shown what steps are being taken to meet these criticisms. There is little doubt that, during the past few years, the outlook has been considerably improved by the steady advance in the qualifications and prospects of the teaching staff and by the increased vigilance of the inspecting agency. Good results are also expected from the recommendations of the Committee which has recently met to consider suitable measures for the simplification of the vernacular courses.

5. Reference was made last year to the amalgamation of vernacular training institutions and classes with high schools and to the enforcement of a class unit of forty pupils. The wisdom of these innovations will be apparent when it is remembered that as its direct outcome, the Department has been able to train 483 additional teachers without additional expenditure from the public purse beyond the stipends awarded to such students. Had it not been for these timely measures the crying need of more trained teachers could only have been supplied by a prohibitive expenditure of funds. But, apart from this consideration, the scheme has exercised beneficent influence in several other important directions as will be seen from the appropriate pages of the Report. Encouraged by these results, the Department is extending this policy of amalgamation to the training of women teachers as well and Government will look forward to the report on its working which Mr. Anderson reserves for next year.

6. There is not much to add to last year's remarks on professional education. The descriptions of the more important institutions indicate satisfactory advance, except in the case of the tottering Institute of Commerce which succumbed towards the close of the year. It is therefore reassuring to learn that the Director has arranged instead a post-matriculation class in clerical subjects at the Central Model School, Lahore. The results achieved by the policy of providing agricultural training in ordinary vernacular schools rather than in separate institutions are very gratifying. They afford ample proof of the wisdom of the underlying principle that vocational training should be associated with, and not divorced from, general education.

7. Perhaps the most notable event of the past twelve months is the increase in the number of Muhammadan pupils at a rate which puts into the shade the striking advance of 1921-22.

This has been abundantly made clear by the interesting statistics contained in paragraph 3 of chapter x of the Report. The most gratifying feature of the advance is the rate at which Muhammadans have increased in the secondary and collegiate stages of instruction. Government also notes with pleasure the measures that are being taken for the spread of education among the so-called low castes and trusts that the rising generation of these classes will make increasing use of the facilities offered.

8. The substantial improvements effected in all grades of school education, especially as regards the expansion of facilities for mass education in the year under review, are due in no small measure to the willing co-operation of the district boards, and to the harmony and spirit of sweet accord in which these bodies, the deputy commissioners, the Department of Co-operative Credit and the inspecting staff have all engaged in the great task of rooting out illiteracy. Government also notices with pleasure the increasing enthusiasm of the people in educational advance and associates itself with Mr. Anderson in the warm tribute paid to the keenness and spirit of self-sacrifice shown by the Meos of Nuh in the Gurgaon District.

9. The Director, in reviewing the work of the headquarters staff, speaks of its continued usefulness to the Department. The remarks made on the services rendered by Mr. Tydeman, who has since proceeded on long leave preparatory to retirement, are especially noteworthy. The Department is indebted to Mr. Tydeman for all that he has done in various capacities during his long and meritorious connection with this province. Government is pleased to join Mr. Anderson in the tribute paid to the untiring industry, keenness and zeal which characterised Mr. Tydeman's work throughout his career. Government also takes this opportunity to acknowledge the valuable work of the divisional inspectors and their assistants and notices with pleasure the cheerfulness with which the yearly increasing burden is borne.

10. For all this great expansion and these measures of economy and reorganisation, for all this harmonious working with the local bodies, for all this beneficial co-operation with other departments, Government is mainly indebted to Mr. Anderson whose great ability, tact and untiring zeal and industry have made such a brilliant record of progress possible.

Order.—Ordered that the above remarks be printed and circulated with the Report; also that they be published in the

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Punjab Government Gazette, and be forwarded to the Director of Public Instruction, Punjab, for information, and be submitted to the Government of India, in the Department of Education together with copies of the Report.

By order, etc.,

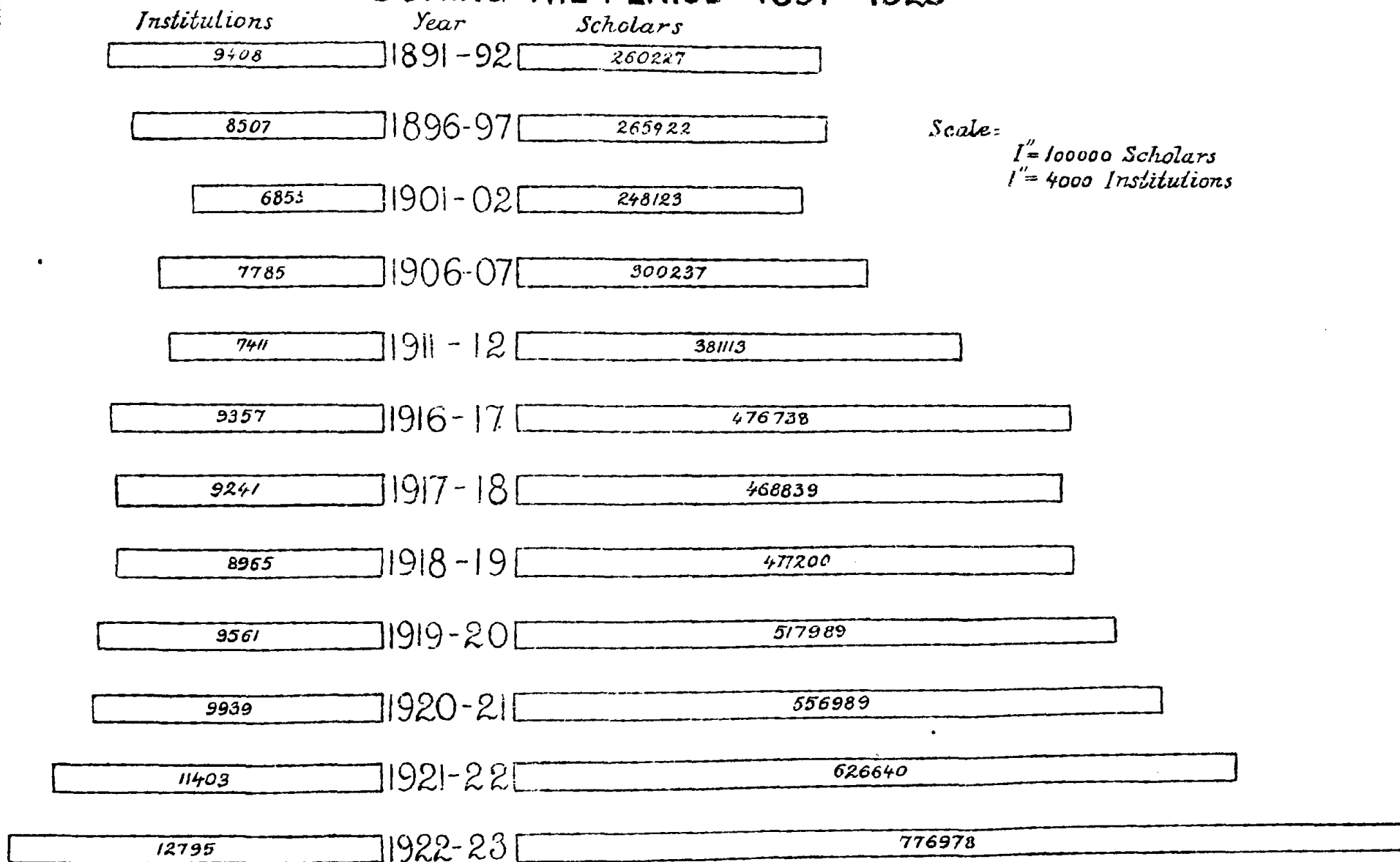
A. LATIFI,

*Secretary to Government, Punjab,
Transferred Departments.*

The 6th November 1923.

PROGRESS OF EDUCATION IN THE PUNJAB-A

DURING THE PERIOD 1891-1923



Note I. Figures for 1891-92 & 1896-97 include information for the Delhi & N.W.F. Provinces

COLLEGIATE EDUCATION - B

<i>Colleges</i>	<i>Year</i>	<i>Scholars</i>
9	1891-92	757
11	1896-97	1491
16	1901-02	1747
15	1906-07	2266
19	1911-12	3549
18	1916-17	5390
19	1917-18	5991
20	1918-19	6060
22	1919-20	6132
27	1920-21	6010
26	1921-22	6235
27	1922-23	6404

Scale:-

1" = 10 Colleges

1" = 1000 Scholars

Note 1. Figures for 1891-92 & 1896-97 include information for the Delhi & N.W.F. Provinces

Note 2. Figures for 1901-02, 1906-07 & 1911-12 include information for the Delhi Province.

SECONDARY EDUCATION - C

Schools Year Scholars

299 | 1891-92 | 51802

363 | 1896-97 | 63201

404 | 1901-02 | 67559

366 | 1906-07 | 71083

420 | 1911-12 | 103939

571 | 1916-17 | 127802

585 | 1917-18 | 128464

624 | 1918-19 | 135878

997 | 1919-20 | 183881

1146 | 1920-21 | 208941

1218 | 1921-22 | 228050

1888 | 1922-23 | 284959

Scale-

$2\frac{1}{2}'' = 100000$ Scholars
 $2'' = 1000$ Schools

Note 1. Figures for 1891-92 & 1896-97 include information for the Delhi & N.W.P. Provinces

Note 2. Figures for 1901-02, 1906-07 & 1911-12 include information for the Delhi Province.

PRIMARY EDUCATION-D

<i>Schools</i>	<i>year</i>	<i>Scholars</i>
2046	1891-92	99078
2770	1896-97	119046
2583	1901-02	112997
3693	1906-07	161546
4054	1911-12	208679
5853	1916-17	287851
6038	1917-18	285589
6123	1918-19	289690
6163	1919-20	274259
6386	1920-21	285886
6675	1921-22	318337
6784	1922-23	401408

Scale:-

$1\frac{3}{4}$ = 10000 Scholars

$\frac{5}{8}$ = 1000 Schools

Note 1. Figures for 1891-92 & 1896-97 include information for the Delhi & N.W.F. Provinces
 Note 2. Figures for 1901-02, 1906-07 & 1911-12 include information for the Delhi Province.

REPORT

ON THE PROGRESS OF

Education in the Punjab

For the year 1922-23

CHAPTER I.

General Summary.

Main figures.

I.—Rapid Expansion.

The year of 1922-23 has been, in the main, a time of harvest when the seed that was sown some years ago by the formulation of the five-year programme for the expansion and improvement of vernacular education had grown to ripening. Thus, the main efforts of educational workers have been devoted to the reaping of the harvest and to ensuring that the abundant crop shall not run to waste. It will therefore be convenient, at once, to give the main statistical tables. From these it will be seen that the number of institutions, during the last year, has been increased from 11,403 to 12,795; that the enrolment of pupils has advanced by 150,288 to 776,978; and that expenditure from provincial revenues has risen from Rs. 86,77,912 to Rs. 97,71,399.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO TOTAL POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1923.	1922.	1923.	1922.	
Area in square miles	99,866					
Population—						
Males ...	11,806,265					
Females ...	9,378,769					
Total ...	20,685,024	Males ...	5.54	4.33	6.04	4.77
		Females71	.67	1	.92
		Total ...	3.35	2.67	3.75	3.03

	INSTITUTIONS			SCHOLARS			Percentage of scholars in each class of institution.
	1923.	1922.	Increase or decrease.	1923.	1922.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
<i>For males.</i>							
Arts Colleges ...	16	15	+1	4,856	4,473	+383	.78
Professional Colleges ...	7	9	-2	1,442	1,694	-252	.23
High Schools ...	215	203	+12	83,472	75,776	+7,696	13.31
Middle Schools ...	880	850	+30	163,541	132,568	+30,973	26.07
Primary Schools ...	5,738	5,627	+111	350,434	270,704	+79,730	55.57
Special Schools ...	686	52	+634	23,481	4,386	+18,645	3.74
Totals ...	7,542	6,756	+786	627,226	490,651	+137,175	100
<i>For females.</i>							
Arts Colleges ...	2	1	+1	71*	35	+36	.1
Professional Colleges ...	2	1	+1	35	33	+2	.05
High Schools ...	17	19	-2	2,830	2,966	-636	3.56
Middle Schools ...	73	77	-4	11,192	10,982	+210	17.08
Primary Schools ...	1,046	1,048	-2	50,974	47,633	+3,341	77.77
Special Schools ...	17	17	...	943	922	+21	1.44
Totals ...	1,157	1,163	-6	65,545	62,571	+2,974	100
UNRECOGNISED INSTITUTIONS.							
<i>For Males</i> ...	2,573	2,148	+425	57,681	49,907	+7,724	...
<i>For Females</i> ...	1,523	1,336	+187	26,576	24,161	+2,415	...
Totals ...	4,096	3,484	+612	84,207	74,068	+10,139	...
GRAND TOTALS ...	12,795	11,408	+1,387	776,978	626,630	+150,288	...

* Includes 33 scholars reading in high classes.

2. The increase in the number of pupils in 1921-22 (which amounted to nearly 70,000) was an achievement of great encouragement to all who are interested in education; but, during the period under review, the increase amounted to over 150,000. So far as can be judged from the statistical tables of the Government of India, the largest increase in the past has been that of 80,921 in the United Provinces in 1919-20. When, however, it is realised that the population of that province is considerably more than double that of the Punjab, the achievement of the latter province is even more pronounced.

Remarkable increase in the number of pupils.

3. What is even more inspiring to the educational enthusiast than the mere increase in the number of pupils, important though this may be, is the progress that has been made during the past year towards removing the two defects in the system, to which reference was made in the last report. The percentage of pupils at school to the total population, a matter which has caused grave disappointment in the past, has advanced from 3.0 to 3.75 during the year. The following figures, which cover a wider sweep, of time, are even more significant of the progress that has been made during the last few years:—

Improved percentage of children at school.

1915-16.	2.4	1919-20.	2.6
1916-17.	2.4	1920-21.	2.7
1917-18.	2.4	1921-22.	3.0
1918-19.	2.4	1922-23.	3.75

If the education of boys alone is taken into calculation, then the figures will appear even more satisfactory:—

1915-16.	3.60	1919-20.	4.14
1916-17.	3.78	1920-21.	4.26
1917-18.	3.72	1921-22.	4.77
1918-19.	3.78	1922-23.	6.04

4. The second grave defect referred to in the last report was the predominance of the first class in respect to numbers. At the end of 1921-22, it was found that there were 225,517 pupils in the first, 91,245 in the second, 69,280 in the third, and 50,496 in the fourth class. It therefore follows that a very large proportion of the 225,517 pupils either make very slow progress or (what is more likely) never proceed beyond that class and thus never approach even the lowest standard of literacy. It is not only extravagant to spend public money on the so-called instruction of pupils who make such dispiriting progress, but it is even damaging to do so as instruction of this nature can do but little towards breaking down that illiteracy of the

Predominance of the first class.

masses, which at present presents so serious an obstacle to the moral, economic and political advance of the province. Another sad aspect of this unfortunate state of affairs is that many a parent becomes so disheartened by the lack of progress on the part of his children that, not unnaturally, he removes them from school altogether and loses all confidence in the value of education. This unfortunate predominance of the first class, therefore, stiffens the back of the opposition to education.

5. It has been reported that there were, on the last day of 1922-23, 313,608 pupils in the first, 99,899 in the second, 75,402 in the third, and 57,221 in the fourth classes. At first sight, these figures appear most unsatisfactory, but it should be remembered that the vast majority of new pupils inevitably find their places in the first class; and that the number of new pupils has been very large indeed. The satisfactory feature of the figures is the largely increased numbers of the second, third and fourth classes. The tabular form given below will perhaps afford a clearer indication of the advance than a verbal explanation :—

	First class.	Second class.	Third class.	Fourth class.
1919-20	201,330	69,045	52,092	45,319
1920-21	207,866	81,825	58,889	46,465
1921-22	225,517	91,245	69,280	50,496
1922-23	313,608	99,899	75,402	57,221

6. The improved, though still unsatisfactory, position is due to many causes. The attention that has been paid to this important aspect of the educational problem during the past twelve months is already beginning to bear fruit; and it is to be hoped that, within the next few years, a more creditable record will be achieved in removing this fatal defect in the system. The inspecting staff has been ever vigilant in this matter which they regard as perhaps the most important of their duties. Another valuable asset in facing this problem is the recent change whereby promotions from the fourth class are now regulated by the inspecting staff instead of by the teachers themselves. This change was originally introduced as a measure to remove the temptations to teachers of inflicting petty extortions on the pupils at the time of their promotion examinations. In this

respect there have been salutary results, but the innovation has been especially useful in affording to inspectors an opportunity every year of reviewing the progress of each school. Both inspectors and teachers are thus learning that a mere increase in numbers is of little value unless it is accompanied by a satisfactory outturn of literates from the fourth class. Recent reports point to an astonishing variation in the progress of individual schools. It often happens that, in two neighbouring schools, the one has already a well-attended and efficient fourth class, while the second has done but little beyond swelling the number of unsatisfactory pupils in the first class. The success of the former proves that the problem, though difficult, is by no means insoluble; and the failure of the latter emphasises yet again the fact that a lack of personality, sympathy and efficiency on the part of the teachers is fatal to progress. This experience also shows that any reduction in the efficiency or in the number of the inspecting staff would be opposed to an economical development of the educational system.

7. The most potent means of reducing the predominance of the first class, however, is the improvement of the teaching which should render the progress of the pupils more rapid and should therefore go far to meet the opposition of dispirited parents. As was pointed out in the last report, the best means of improving the teaching is the substitution of multi-teacher for single-teacher schools. Little can be expected from a teacher who is grappling single-handed with four classes; nor can he be blamed unduly for bending before his difficult task and limiting his attention to the few bright boys in his school. Thus is broken at the outset the noble principle of an equal opportunity for all. The problem is thus two-fold: first, to increase the numbers in uneconomically small schools and, failing that, to close those schools; and, second, to provide the additional staff required in those schools whose attendance has been largely increased. In the former matter the position is far less unsatisfactory than it was a year ago, the number of primary schools under public management with an enrolment below ten (which was 90 a year ago) having been eliminated altogether, the number of those schools with an enrolment between ten and twenty having been reduced from 676 to 83, and the number of schools with an enrolment between twenty and forty having been reduced from 1,988 to 1,360. It has been a more difficult matter, however, to maintain a numerically adequate supply of teachers to keep pace with the largely increased numbers of pupils. The difficulty has not been due to any shortage in the supply of trained teachers,

Substitution of
multi-teacher
for single-
teacher
schools.

but rather to the strained financial resources of local bodies. However, towards the end of the year, the number of vernacular teachers was increased by over 700 through the liberality of Government.

Uniformity
between the
several dis-
tricts.

8. Perhaps the most exhilarating feature of the main statistics recorded in this report is the comparatively uniform advance that is now being made by all districts of the province. The main object of the five-year programme was to stimulate a regular and systematic advance throughout the province by means of grading each district for the purposes of the Government grant in accordance with its needs, resources and achievement; and the Education Minister has made an equality of opportunity for all, irrespective of race, creed or environment, the pivot of his educational policy. In past reports, disappointment has been expressed at the varying speed of advance in the several districts but, as was then correctly pointed out, this was due mainly to temporary causes. The matter is one of the greatest importance. As the speed of a fleet is regulated by that of the slowest ship, so must the pace of educational progress be regulated by that of the most backward district. There is nothing more dangerous to political or moral well-being than the juxtaposition of selfish wealth and abject poverty or of omniscient (and therefore omnipotent) culture and degrading ignorance. The pages of history are eloquent of the truth of this contention. It is therefore most pleasing to record that the increased enrolment is shared by all districts with a reasonable degree of equality; that the Ambala division which, last year, had a disappointing record has done much to retrieve its position; that the divisions of Multan and Rawalpindi which until recently have been very backward, have continued to show good results; and that remote places such as Dera Ghazi Khan, Mianwali, Hissar and Kangra have each made a generous contribution towards the sum total of advance.

9. The satisfactory results that have just been discussed are due to many causes. In the first place, the inspecting staff have worked with earnestness and enthusiasm. Local bodies, though with some unfortunate exceptions, have grappled with their difficulties with zeal and generosity. What, perhaps, is even more pleasing are the cordial relations and the spirit of co-operation that exist between inspectors and public authorities. The present time of transition is replete with opportunities for friction between Government officers and local bodies, but good sense and enthusiasm for the work have usually prevailed. The Legislative Council has continued to show its

steadfast interest in educational advancement and, in spite of straitened finances, has shown generosity and forbearance. What, however, is even more encouraging is the general awakening and the keen desire for education, especially in rural areas. Parents also are beginning to realise that good education can only be gained by regular attendance at school. There are also signs of a realisation not merely of the importance of education but also of its difficulties. A realisation of difficulties is the first essential step towards their removal.

10. The main work of the immediate future, therefore, is to consolidate the remarkable advance that has been made in the last few years. The success or failure of the whole educational system lies in the balance. On the one hand, the increase in numbers has been very great; and everything points to the probability that this increase will be maintained. It can be healthily maintained, without any large influx of new pupils, merely by increasing the normal period of school life to the length of four years. On the other hand, there is a grave danger, and especially in these days of acute financial stringency, lest the educational structure may collapse under the severe strain to which it is being subjected. The fact that there are still, even after the addition of seven hundred teachers, a number of schools with an attendance of sixty pupils with only a single teacher is an ominous sign. To meet this danger, Government has declared that the provision of an adequate staff of teachers should be the first charge against the educational resources of local bodies. The time has now come to cry a halt to the multiplication of uneconomically small schools which not only eat up the money that is so sorely needed by those schools for which there is a clear demand and which, with only a little assistance, could bring forth abundant fruit, but also, by their inefficient teaching, stiffen the backs of those who declare that children learn nothing at school and that therefore education is of no value.

11. Another great danger is lest the bulk of the ever increasing numbers may only swell the number of those volatile pupils who regard a school as a kind of rest-house to which they can resort at those times and seasons which are convenient to them. The removal of illiteracy rather than the admission of pupils is the real need of the hour. It is to be hoped that, as suggested above, the vigilance of inspectors and the improvements in the teaching will go far to mitigate this danger, but this in itself is not enough. If public expenditure is devoted to the cause of vernacular education, then it would follow that

Policy for the
new year—
(i) Gradual
elimination of
the one-teacher
school.

(ii) More
equal distribution
of
pupils between the
four classes

Government has the right to claim that those who go to school shall remain there long enough (and four years are none too long) to benefit thereby and to become literate. In this respect, therefore, the progress that has been made in the introduction of compulsory education is of very great importance.

Compulsion.

12. In last year's report, it was stated that the introduction of compulsion had come within the range of practical politics. It may now be urged that the *gradual* introduction of compulsion is the most effective and practical means of ensuring that the time and money spent on vernacular education are spent to the best advantage. For this reason, any rapid or wholesale introduction of compulsion would be a mistake. By far the better policy is the gradual and systematic introduction of compulsion in small and well-selected school areas. The following table gives the position up to March 31st, last; but in a number of other places preparations for the introduction of compulsion were nearing completion.

(a) *Municipal areas—*

1. Multan.
2. Lahore.
3. Okara in the Montgomery District.
4. Tandlianwala in the Lyallpur District.
5. Gojra in the Lyallpur District.
6. Alipur in the Muzaffargarh District.
7. Shujabad in the Multan District.
8. Jampur in the Dera Ghazi Khan District.

(b) *Rural areas—*

- | | |
|-----------------------------|------------------|
| 1. Lyallpur District | 59 school areas. |
| 2. Montgomery District | 20 school areas. |
| 3. Rohtak District | 6 school areas. |
| 4. Dera Ghazi Khan District | 1 school area. |

Total 86 school areas.

13. These remarks have been made in a spirit of optimism, but it should not be inferred that the writer of this report is oblivious either of the grave defects that need to be removed, or of the immensity of the task that is in store. Nearly a million boys who should be at school are still without education; and the problem of the education of girls is almost baffling both in its immensity and in its difficulty. The dark clouds of financial stringency are hanging heavily over the province, and the adjustment of educational advance to an empty purse is a work of peculiar complexity. The provision of suitable facilities for the uplift of adults is also a matter which bristles with problems. These two important matters will be discussed in the subsequent sections of this chapter.

II.—*The Education of Adults.*

14. It is to be hoped, therefore, that the increased enrolment, together with the other measures to which allusion has been made in the previous section, will result in a material reduction of illiteracy in the province. Unless, however, other steps are taken, progress will still be slow. Conditions of life being what they are, many pupils who are literate at the time of leaving school, soon relapse into illiteracy after leaving school. Provision should therefore be made whereby the pupil shall retain literacy once gained and so be in a position to use that instrument for beneficial purposes; and, further, it must be remembered that the large and illiterate adult population has an unanswerable claim on the assistance of Government.

Importance of
the prob-
lem of edu-
cating
adults.

15. It is difficult to exaggerate the importance and urgency of the problem relating to the education of the illiterate adult. The decision to achieve political progress in successive stages imposes a very definite obligation to take every possible step towards the solution of this problem. The political, social and economic conditions of the province demand that this should be done; and the future will not forgive the past for dereliction of duty in this respect. Moreover, it should be remembered that the general spread of literacy among parents will most certainly lead to the universal education of the children; for a parent who has attained literacy during the later years of his life should be the first to ensure that his children shall do so during the years of boyhood. Such a movement should also prove to be a death-blow to the suspicion among the cultivating classes that literacy is incompatible with the vocation of agriculture.

16. A satisfactory beginning was made, during the past year, in the provision of schools for adults. It is reported that,

A satisfactory
beginning.

on March 31st last, as many as 18,000 adults were enrolled in these schools. For this happy beginning, the inspecting and teaching staffs, local bodies and the Co-operative Department are mainly responsible. Many teachers have rendered devoted service in an honorary capacity ; and much support has been given by the public. What is perhaps even more pleasing is the enthusiasm and, in many cases, the remarkable capacity shown by the pupils. It is reported that those pupils who show competence and enthusiasm attain literacy after six months' tuition.

Difficulties
of the
problem.

17. The problem, however, bristles with difficulties. There is, in the first place, the danger of a waning enthusiasm. In such cases, the school should be abandoned at once. Again, the task of devising suitable courses and of adopting right methods of teaching is by no means easy. Adult pupils progress at different rates ; far more so than in the case of boys. When once the rudimentary ground-work has been covered, the teaching should be largely individual. Nothing, for example, would be more deadening and uninspiring than for a class of adults to be taught the first reader when half the class is ready for the second. In arithmetic, again, after the pupils have grasped the elementary rules, the same principle should be observed. Lessons inviting the application of principles should form an important feature of the teaching. Though the recognised syllabus should be confined to the three R's, the pupils should be encouraged to present their difficulties to the teacher who would suggest further means of study. Thus, each pupil should be encouraged to progress at his own rate and bent, the teacher's main duty being that of supervision and of encouragement.

Importance
of the
training in-
stitutions.

18. It is clear that the several training institutions should form an important factor in the solution of the problem. It is intended, therefore, that a school for adults shall form an integral part of all such institutions, including the Central Training College ; and that the means and methods of teaching adults should form a special feature of the course of instruction to *all* teachers under training. By this means, the training authorities will have direct opportunities of studying the important problem of the education of adults.

Still more
of the
teacher.

19. In this type of education, more perhaps than any other, the teacher will be the deciding factor between success and failure; for, besides his other qualifications, he should have the capacity not only of attracting the pupils to school, but also of maintaining their interest after they have joined school. It cannot be too strongly emphasised, from the very outset, that the teaching of adults can only end in failure if it lapses into a feeble, un-

inspiring and rigid imitation of the methods employed in the teaching of children.

20. Another equally important aspect of the same problem connected with the removal of illiteracy is the provision of means whereby the adult or the school boy, once having gained literacy, shall not only retain that literacy but also use it for beneficent purposes. Literacy should never be allowed to go to rust. Village libraries are therefore essential; and equally essential are useful and suitable pamphlets concerning matters of common interest. A beginning along these lines has been rendered possible through a donation of Rs. 30,000 by the provincial Red Cross Society.

III.—

Total expenditure.

21. It will be convenient, first of all, to give the main

GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1923	1922.	Increase or decrease.	Government funds.	Board funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ...	9,19,069	8,46,705	+ 72,364	83·77	16·23
Universities ...	6,22,797	3,43,203	+ 2,79,594	17·28	...
Miscellaneous* ...	63,45,758	46,45,723	+ 17,00,035	54·92	13·86
Totals ...	78,87,624	55,35,631	+ 20,51,993	55·31	12·63
<i>Institutions for Males.</i>					
Arts Colleges ...	11,63,857	10,09,516	+ 1,54,341	37·72	·16
Professional Colleges ...	8,59,955	8,01,501	+ 58,454	82·79	·03
High Schools ...	39,04,974	36,12,766	+ 2,92,208	37·01	5·32
Middle Schools ...	27,63,999	25,79,634	+ 1,84,365	40·41	24·62
Primary Schools ...	29,14,155	27,35,680	+ 1,78,475	60·80	30·96
Special Schools ...	8,84,612	7,53,143	+ 1,31,469	83·82	5·37
Totals ...	1,24,91,552	1,14,92,240	+ 9,99,312	49·64	14·73
<i>Institutions for Females.</i>					
Arts Colleges ...	35,726	18,886	+ 16,840	64·95	...
Professional Colleges ...	24,919	18,627	+ 6,292	70·73	...
High Schools ...	3,16,919	3,26,443	- 9,524	48·90	6·89
Middle Schools ...	3,87,106	3,56,942	+ 30,164	41·08	26·24
Primary Schools ...	6,91,340	6,98,494	- 5,154	38·55	44·93
Special Schools ...	2,03,110	2,17,024	- 13,914	61·98	1·93
Totals ...	16,59,120	16,34,416	+ 24,704	45·04	26·40
GRAND TOTALS ...	2,20,38,296	1,89,62,287	+ 30,76,009	51·44	14·86

* Includes expenditure

Economy.

financial statistics of the year under review.

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per Scholar.
Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...
78.58	4.14	...	...	...	...	...
10.50	21.22	...	...	...	...	...
14.66	17.40	...	...	...	...	...
41.54	20.58	90 6 4	0 6 3	99 9 0	49 5 2	239 10 9
15.63	1.55	493 12 0	0 3 1	93 2 9	9 3 11	596 5 9
41.88	15.79	17 5 1	2 7 10	19 9 5	7 6 2	46 12 6
25.27	9.70	6 13 3	4 2 7	4 4 4	1 10 3	16 14 5
3.48	4.76	5 0 11	2 9 2	0 4 7	0 6 4	8 5 0
4.61	6.20	31 9 3	2 0 4	1 11 10	2 5 4	37 10 9
24.77	10.66	9 14 10	2 14 11	4 14 11	2 1 11	19 14 7
12.69	22.36	326 12 10	...	63 13 6	112 8 7	503 2 11
14.01	15.26	503 9 7	...	99 12 4	108 9 7	711 15 6
30.56	13.65	66 8 4	9 5 10	41 9 1	18 9 0	136 0 3
9.33	23.35	14 3 4	9 1 2	3 3 8	8 1 2	34 9 4
1.02	15.50	5 3 8	6 1 6	0 2 3	2 1 8	13 9 1
6.88	39.21	133 7 10	4 2 5	14 13 2	62 14 9	215 6 2
9.76	18.8	11 6 5	6 10 11	2 7 7	4 12 2	25 5 1
20.02	13.68	..	...	...	...	...

on buildings.

Government
expenditure.

22. It is a more difficult task to give a clear indication of the expenditure by Government on education year by year. The following figures which have been compiled, include the figures under Revenue and Public Works :—

1	2	3	4	5	6	7
Year.	Education Budget.	Public Works Department Budget.	Revenue.	Net Total.	Number of pupils	Average cost per pupil.
	Rs.	Rs.	Rs.	Rs.		Rs.
1918-19	52,56,000	2,29,265	5,33,000	50,52,266	4,77,200	10.6
1919-20	56,07,000	5,31,982	5,10,000	56,28,982	5,17,989	10.9
1920-21	72,84,000	8,55,961	4,95,000	76,42,961	5,56,989	13.7
1921-22	87,55,000	8,95,574	6,76,000	89,74,574	6,26,690	14.3
1922-23	94,63,000	12,00,000	9,11,000	97,52,000	7,76,978	12.5

The following explanatory notes are necessary to a reasonably correct appreciation of these figures. Thus, the important columns are numbers 5 and 7 :—

- (a) As the High Commissioner's Budget (or its equivalent) was not included in the figures of the earlier years, it has, for these purposes of comparison, been omitted also from the figures of the later years.
- (b) The large sum of Rs. 12 lakhs in column 3 of 1922-23 (which is a provisional figure) includes the purchase of the Cathedral property in Lahore and the Church Missionary Society property in Multan, aggregating in all nearly Rs. 7½ lakhs.
- (c) These figures exclude the cost of educational institutions maintained by other departments.

23. The large increase from Rs. 56,07,000 in 1919-20 to Rs. 87, 55,000 in 1921-22 was mainly due to the increased

salaries which are common to all departments. Thus, in spite of this large increase, the average cost per pupil is little more now than it was before the increase in salaries came into operation. Further, the indication is that, as the numbers of pupils continue to advance, the average cost per pupil will be still further decreased, though the total educational expenditure must increase. It is difficult, however, to conceive how the average cost to Government of educating a pupil (which includes expenditure on buildings, direction, inspection and the higher forms of education) can safely be reduced below Rs. 10 per head per annum, without a serious danger of the education imparted losing much of its value.

24. During the last few years, an effort has been made to review all educational expenditure and to effect economies where possible; especially, in the following directions :— Economy.

- (a) *Head Office.*—The amalgamation of the Secretariat with the Education Department has saved, as compared with the expenditure of other provinces in which both the Secretariat and the Department have been retained, about Rs. 50,000 per annum.
- (b) *Revision of Inspectorate.*—Through the abandonment of the posts of specialist inspectors, about Rs. 16,000 per annum has been saved.
- (c) *Training of Teachers.*—The simplification of the courses, the amalgamation of high and normal schools (where possible), and an insistence on a uniform class of not less than forty students have enabled the number of students under training to be raised from 2,225 in 1921-22 to 2,718 in 1922-23, with no additional cost except for the usual stipends. Moreover, the proposed new buildings at Mianwali, Hoshiarpur, Jullundur and Lyallpur, at an estimated cost of nearly Rs. 16 lakhs, are not now required.
- (d) *Review of staffing and classification of Government High Schools.*—It is not possible to give the results in figures, as the economies have mainly been used to provide for an abnormal expansion of numbers in these schools and for other developments. It may be sufficient to add that the number of pupils in secondary schools increased last year by 38,000 or 18 per cent., whereas expenditure increased by only 7 per cent.

- (e) *High School Building Plans*.—The revised plans for a school and hostel are less by about Rs. 60,000 than the old model plans.

25. The scrutiny of educational expenditure in all its several forms has by no means been completed; and has been continued since the close of the year under review. As has already been observed in former reports, the times are critical to a degree. Vastly increased enrolment and activity do not appear to be consistent with the acute financial stringency of to-day. Economy rather than retrenchment is therefore the only safe course.

IV.—Chief Developments.

26. It will now be convenient to summarise the main developments that have been made during the past year:—

- (i) the constitution of an Academic Council by the University (Chapter III);
- (ii) the opening of the Government College for Women in Lahore (Chapter VIII);
- (iii) plans for the creation of Intermediate Colleges at Campbellpur, Gujrat and Lyallpur (Chapter III);
- (iv) improved methods of inspection in secondary schools (Chapter IV);
- (v) the transfer of the junior-anglo vernacular class to the Government College, Multan (Chapter VI);
- (vi) the amalgamation of several high schools and normal schools (Chapter VI);
- (vii) the opening of a school of linguistic studies and phonetics at Government College, Lahore (Chapter III);
- (viii) rapid increase in the number of pupils in vernacular schools (Chapters I and V);
- (ix) the institution of schools for adults (Chapter I);
- (x) the progress of compulsory education (Chapters I and V);
- (xi) the review of all expenditure in the direction of economy (Chapter I);
- (xii) the report of a Committee to consider the position of English in vernacular schools.

CHAPTER II.

Controlling Agencies.

I.—*The Head Office.*

The personnel of the Head Office has remained the same during the year. In last year's report the suitable organisation of the Head Office was discussed ; in particular, the elimination of the Secretariat and the expenditure of a portion of the savings on the formation of a headquarters' staff. There can be no doubt but that the experience of the past year has already proved the value of this change. The heavy work entailed by the compilation of the Quinquennial Report was accomplished without the necessity of placing an officer on special duty for the purpose. Moreover, the task of adapting educational expenditure to the needs of expansion on the one hand and to the financial stringency on the other has been continued, a matter which has been discussed in the previous chapter of the report.

Headquarters staff.

2. Lala Hari Das has been instrumental (with the assistance of a Committee) in reviewing expenditure on departmental examinations ; and greater care than heretofore has been bestowed on the important duty of appointing the examiners. It is also pleasing to record that the examination results have been published much more promptly than last year. Considerable economies have been effected by the standardising of equipment necessary for examination purposes as well as by the employment of local examiners.

Departmental Examinations.

3. Khan Sahib Maqbul Shah, Inspector of Vernacular Education, has continued his invaluable work in supervising generally the advancement of vernacular education. Some of his useful statistical tables form part of this report. His advice and experience in the matter of vernacular school buildings have been welcomed by many a local body ; and his report on the working of compulsion in the city of Lahore contained many valuable suggestions for the guidance of inspectors and local bodies.

Vernacular Education.

4. Mr. E. Tydeman has held the post of Inspector of Training Institutions during the past year. The title of this post is somewhat of a misnomer. It should be Inspector of Anglo-vernacular Education and Training Institutions. To Mr. Tydeman has fallen the lot of devising the machinery for the amalgamation of high and normal schools, which task involved very heavy work in the adjustment of the staff, accommodation and equipment of these institutions. He has been responsible for the review of expenditure on Government high schools ; and also

Inspector of Training Institutions.

for a more economical type of high school building. He has also written a valuable report on the equipment and contingencies of high schools, which should result in very considerable economy. At the very end of the year, he was appointed chairman of an important committee to make proposals for the simplification of the vernacular courses; and, during the past year, he was secretary to a committee to consider the position of English teaching in vernacular schools. His main task, however, has been the preparation of the ground necessary to a thorough inquiry into the system of grant-in-aid to secondary schools. Much progress has already been made in this respect. A survey of the whole province has been made; maps have been prepared; and many useful statistical tables compiled. Mr Tydeman brings to his difficult task an almost unrivalled experience of secondary education in the Punjab; and his work is of incalculable value. His duties, however, are not confined to the Head Office. He has inspected most of the vernacular training institutions within the province; and he is also responsible for the inspection of secondary schools in Lahore. By this means, his experience is refreshed by intimate contact with the actual work of the schools.

Assistant
Director of
Public In-
struction.

5. Mr. D. Reynell has continued his work of Assistant Director of Public Instruction, and officiated as Director of Public Instruction for a month at the beginning of the year when the incumbent of that post was on leave. He also combined with his own duties that of Inspector of European Schools. A very large proportion of the burden of work thus falls on his shoulders, a burden which he accepts without complaint and with signal success.

Office Estab-
lishment.

6. The office staff has again worked well under the efficient supervision of the Superintendent, Mr. W. E. McMurray. A tardy increase in the number of clerks was made during the year, but their inferiority, both in pay and in status, to their *confreres* in the Secretariat very naturally rankles, especially when it is remembered that departmental and secretariat functions are now combined. Mr. Percy David, Head Assistant of the Establishment Branch, to whom reference was made in last year's report, has left to take up his post of Extra Assistant Commissioner; and his loss is a great blow to the Department. A special word of praise is due to Pandit Kesho Ram, Head Assistant in the Finance Branch, for his cheerful and efficient handling of all budget questions. The office also sustained a severe loss through the retirement of Lala Tara Chand who had completed many years of good work in the Establishment Branch.

Conferences.

7. The annual Conference of Inspectors was held in April; and its proceedings, together with a Government Resolution on

the subject, were published a few months later. The agenda, including as it did subjects such as the expansion and improvement of vernacular education, medical inspection, physical training, and the training of teachers was a particularly heavy one. Besides the inspectors and the headquarters staff, Colonel W. C. H. Forster, Director of Public Health, Colonel C. A. Gill, Assistant Director of Public Health, and Mr. E. C. Earl, Adviser in Physical Education, also attended. A Conference of heads of training institutions has also been held, the proceedings of which, together with a Government Resolution, have also been published. Reference has already been made to the committee appointed to consider the teaching of English in vernacular schools.

8. During his winter tours, the writer of this report has Addresses. taken the opportunity of delivering at several educational centres addresses on education. The object has been to explain as far as possible what has been done and to discuss matters of difficulty and of contention. Other objects of these addresses have been to point out the difficulties of devising an educational policy and also to urge the necessity of economy in educational expenditure

II.—Inspection.

9. There have fortunately been but few changes in the Personnel. inspectorate. On his return from leave, Mr. J. E. Parkinson took over charge of the post of Inspector at Rawalpindi, M. Khurshid Ahmad having officiated with considerable success. Very few changes have been made in the personnel of the district inspectors; and the reduction in the number of transfers has been attended by happy results. All inspectors pay a tribute to the services of deputy inspectors.

10. The following district inspectors have been commended for the excellence of their work:—

M. Ahmad Khan (since deceased), B. Narain Singh, Hafiz Ahmad Din, Sheikh Allah Rakha, M. Abdul Latif (Rawalpindi), Chaudhri Gian Singh and Raja Fazil Muhammad Khan. Of recent recruits to the inspectorate an excellent start has been reported of B. Bikram Singh, Shaikh Zahur-ud-din, Shaikh Muhammad Nawaz Khan, Chaudhri Ghulam Mohy-ud-din and B. Barkat Singh.

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

Pir Misbah-ud-din, Pandit Ramji Lal, M. Ajaib Ali Shah, Lala Prabhu Dyal, Lala Har Dyal Chopra, B. Kahan Singh,

M. Said-ud-din, Khwaja Aziz-ud-din, M. Lal Din, M. Ahmad Hasan, Sardar Balwant Singh, M. Nabi Bakhsh, Shaikh Ghulam Mohy-ud-din, M. Muhammad Aslam, Lala Vishnu Das, M. Muhammad Hasan, Mian Atta Ullah, M. Abdur Rahman, Bhai Gyan Singh, Lala Jagdish Sahai, M. Ghulam Hussain, M. Rahim Bakhsh, and S. Yaqub Shah.

Methods
in inspection

c¹ 12. In last year's report the proper methods of inspection was discussed. It was urged that, in the past, inspection had been too rigid and too frequent; and that the primary object of inspection is the encouragement of what is good in a school rather than the detection of faults. All inspectors discuss improved methods of inspection and report considerable progress. It may be sufficient to reproduce a few remarks of Mr. R. Sanderson, Inspector of Schools, Lahore Division, on the subject:—

“Whether the inspection is to last three hours or three days, the procedure is practically the same. The inspecting staff assembles in the head-master's office. I look through my last year's log book comments and the notes given at the last annual inspection for the head-master's guidance. This done, I allot the work. Generally, an assistant district inspector and my camp clerk are instructed to inspect accounts and registration; and they are given the criticisms made last year on this side of the work. My deputy is asked to note on the vernacular and oriental libraries. Science equipment is given to one man; and each member of the inspecting body is given some portion of the school work to study. I do not lay down instructions for the method of inspection beyond saying that I wish every one to study the teacher's work and suggest ways in which he can improve it. The staff goes to work. My deputy and I, or perhaps I alone, settle down to discuss things with the head-master. We go into syllabuses, school time-tables, the allotment of work among the masters, and discuss any matters which the head-master has reserved for the occasion. I suggest new ideas picked up in other schools. After this the premises are inspected, great emphasis being laid on the seating arrangements in relation to light, since this is much more a matter of common sense and local conditions than of text-book regulations.

Next, physical training is inspected; and often a whole class is put through some simple activity test. Sometimes I give a demonstration of a human obstacle race or some other test of agility. This, however, is not always wise; for, in some schools, weeks before my next visit, nothing but this will be practised.

In the class-room my assistants have a free hand, and therefore I can only describe my own methods. I assume (a) that, after ten years' experience in training teachers in England and India, I can judge quickly a man's ability to teach, and (b) that a man's honesty, thoroughness and powers of discipline can be judged most readily by an outsider, from the written work of his class. Therefore, I have the master's diary and all the written work of the class in my subject laid before me. The master is asked to question the class on some topic, or to give a lesson. While he is at work, I go through his diary and then study the exercise books, looking to the quality, quantity and regularity of the work. By the time this is finished the master has

probably touched on some points of interest which I may wish to take up with him or the class; or the glib answers of the boys may suggest a "faked" set of questions prepared beforehand for my benefit. Then I break in and question the boys' understanding. Very occasionally, I allow myself to give a short lesson suggested by the work that I have seen. Thus, the work goes on from class to class with short breaks for discussion with the head and his assistants.

In the evening some of us may play badminton or volley-ball with some of the masters or boys. My deputy, despite a slipping cartilage, has proved a redoubtable player for the "staff". Or, perhaps, we watch a match between, say, the "sixth lower middles" of two local schools.

After dark, whenever possible, I arrange what I consider the most important part of our work, the post-inspection discussion. The whole inspectional staff and the head-master sit down to a round-table conference. This lasts from one to sometimes nearly three hours. It is generally one of the pleasantest parts of the inspection. It is entirely informal except for the fact that the most junior inspector reads his notes or gives his opinion first; and this gradation is maintained throughout. I give my opinions and sum up at the end. Discussion is free; and we all argue, sometimes rather warmly. I find many advantages in this. The head-master learns to look on us no longer as his natural foes. We learn his difficulties, his aspirations, limitations and trials. I get to know the abilities of my assistants. Our junior assistants learn new theories and new methods of work. After a few meetings, the dullest inspector will cease to read out "Algebra, Sth Class, five out of ten right, three out of ten half right, two out of ten wrong; fairly satisfactory." He begins rather to talk of methods and teaching devices. Here too we can say things about masters and boys that we dare not write down. Last of all, we send our notes to the head-master. My own are generally made out by name about each of the masters I have seen. In these notes we can praise and blame in a way that is not possible in a log-book. These notes are kept in the school until the next full inspection when we use them as a guide in deciding on our plan of work.

This leaves little to be recorded in the log-book. Brief statistics, notes on administration, etc., and a little advice on organisation generally suffice. Only in extreme cases are masters or classes mentioned here for praise or blame."

13. Just before the beginning of the cold weather, each divisional inspector held a divisional conference, the main object of which was a discussion of a suitable plan of campaign for the coming year. Mr. E. Tydeman attended all the conferences and was thus of great value in providing a connecting link between them. Divisional
Conferences

14. It is hoped that new methods of inspecting secondary schools have lightened to some extent the duties of divisional inspectors. All these officers testify to the valuable assistance given to them by the deputy inspectors. In any case their work is of a very onerous nature, and especially in view of the remarkable advance in vernacular education which has been dis-

cussed in the previous chapter. The divisional inspectors have made a practice themselves of visiting primary schools, and thus of reviewing the steps that are being taken to reduce the predominance of the first class in proportion to the total numbers at the school.

Inspector
of Manual
Training and
Drawing.

15. Mr. J. Y. Buchanan, Inspector of Manual Training and Drawing, has retired on account of ill-health, and the Punjab has lost prematurely the services of a most valued official. To Mr. Buchanan is due the successful introduction of manual training and the improvement in the teaching of drawing in the schools. The post has since been amalgamated with the Central Training College, Lahore.

Chief Inspectress.

16. The office of Chief Inspectress has been held by Miss L. M. Stratford, who has continued her valuable services to Indian girls. Mrs. Crawford has been on leave during the year. There have been many vacancies on this side of the inspectorate, and the work has been carried on with the greatest difficulty. Towards the end of the year the revision of the emoluments of the lady officers of Government was at last accomplished, but it is said that the delay in making that revision caused loss to those concerned.

III.—Local Bodies.

District
Boards.

17. Great credit is due to most of the district boards in the province for having taken well-advised steps for the improvement and expansion of vernacular education. The details of their activities will be found in the appropriate chapters of this report. There has been some falling-off in the net educational expenditure by many of the boards. This is due, primarily, to their financial embarrassment; but it is also due to their desire for economy which has been prompted, from time to time by the Education Department and by the inspectors. Moreover, efforts have been directed towards the improvement and expansion of existing schools rather than to the opening of new schools in unfavourable places. In the Lahore Division, however, there has been an increase of expenditure by Rs. 1,07,694, the financial stringency notwithstanding. Sheikhpura in the Lahore Division and Jullundur in the Jullundur Division are especially mentioned for their liberal educational policy. The Inspector of Schools, Multan Division, however, thinks that some of the boards have gone too far in their desire for retrenchment, the extreme case being that of Dera Ghazi Khan whose net expenditure was only nine per cent. of its non-educational income. The Inspector of Schools, Jullundur Division, does not speak encouragingly of the building activities of the boards and refers to unspent balances.

18. It was remarked in last year's report that municipal areas afforded the most promising field for compulsion. There is much in the accounts received from the several divisions in support of this view. In Rawalpindi, Multan and Jullundur a large number of these bodies are preparing well-considered schemes for enforcing compulsion. The Inspector of Schools, Multan, however, is not quite satisfied with the progress made by the Multan Municipality in applying compulsion as only about 41 per cent. of the boys of school-age are at school. On the whole, with a few regrettable exceptions, the municipalities have made good progress.

Municipalities.

19. Perhaps the most pleasing feature of the year in this respect has been the friendly and cordial co-operation between deputy commissioners, members of local bodies and educational officers. Many an inspector, in his report, records his appreciation of the valuable assistance and advice that he has received from other authorities, and *vice versa*. Mr. F. L. Brayne, Deputy Commissioner, Gurgaon, reports as follows :—

Cordial co-operation.

“The whole staff both masters and inspectors worked exceedingly well throughout the year. There were no serious breaches of discipline, no friction or complaint of any kind, and the teaching staff appears to be working loyally and conscientiously. I cannot help thinking that the Board owes a great deal of this excellent state of affairs to Lala Visanda Ram, the District Inspector of Schools, whose diligence, efficiency and fair-mindedness have produced a contented staff and steady progress in education. He has been loyally supported by his three assistants, Lala Chand Kishore, M. Abdur Rahman and Chaudhri Qudrat Ullah, who have worked quietly and well all through the year. The District Board is very grateful to Mr. Atma Ram, M. A., Inspector of Schools, for the keenness and courtesy which he has displayed in his dealings with the Board. He has never failed to respond to every demand for his advice or his presence, and his assistance has been of the greatest value to the Board in its deliberations besides being very largely responsible for the founding of the Meo High School.”

IV.—Private Enterprise.

20. It is noteworthy that the beneficent activities under this head are no longer confined to any particular class or area, but are permeating the masses as well, notably in the Jullundur Division. The Inspector reports :—

“The masses have begun to clamour for anglo-vernacular schools in villages. . . . Of the twelve applications received for recognition, ten came from villages. Some of the instances of generous private enterprise towards the upkeep and improvement of board schools also deserve mention. The residents of Nakodar Tahsil have subscribed and paid Rs. 10,000 for the building of a high school in the central town. The people of Gujjarwal have contributed Rs. 5,000 towards the equipment of the high

school recently established in that place. The most commendable contribution is perhaps that from the poor people of the backward Kulu Sub-Division who have paid Rs. 10,000 for raising their school to the high grade."

21. Similar mention should also be made of the efforts of the Muhammadan Rajputs at Kalanaur (Rohtak district), the Jats of Rohtak, the Meos of Gurgaon to provide better facilities for their respective communities. The Muhammadans in the Rawalpindi Division have fewer schools of their own than those managed by the sister communities in that division. The inspector pertinently remarks that "to advance the division in education the Muhammadan population will have to be roused; and all efforts should be made to do so." The Inspector of Schools, Lahore Division, pays an eloquent tribute to popular enterprise. "All communities have done valuable work in the cause of education and have provided some of the best high schools in the division."

The Triumph
of the Meos.

22. The triumph of the Meos can best be described by the words of Mr. F. L. Brayne, Deputy Commissioner, Gurgaon, who has been so staunch a friend to that community:—

"The event of the year is undoubtedly the progress of the Meo School at Nuh. The Meos have for many years recognised their appallingly backward condition but only now, with the help and stimulation of the local authorities, have they managed to pull themselves together and make a really big effort. The effort started with propaganda and money collections at eight annas a house. The Meos then presented their case to His Excellency the Governor and asked for an education cess to be put on the Meos. This was impossible, but the Collector was allowed, at the request of the community, to inform each village through the patwaris what would be the amount payable by each Meo cultivator were such a cess levied. The ground had been carefully prepared and this was sufficient for a voluntary levy equal to 10 per cent. of the Land Revenue. Very few villages have neglected to pay, there has been no sort of complaint and this splendid movement towards self-improvement is probably unique in the history of the province. The District Board co-operated by offering its school, its buildings and Rs. 300 a month, and an Anglo-Vernacular Middle School was started. As a fitting climax to the Meo efforts the Hon'ble Education Minister visited Nuh at the end of March, promised Government recognition and a substantial grant and laid the foundation stone of the new buildings. The Meo High School is now fairly launched and the dream of every Meo leader for a generation has been realised.

The Meo example stimulated Palwal, and a movement which had several times failed before was set on foot again and, thanks to a special effort and the prospect of a bumper harvest, was pushed through and sufficient money collected and promised to start high classes in Palwal Municipal Board School, so that we now have two new high schools in the two places where they are most urgently needed and for the moment the District has all the high schools it needs."

23. Most certainly, this spirit of enthusiasm and of personal sacrifice among the Meos is of incalculable benefit as an example to the whole province; and the sympathy which has been shown to them by His Excellency the Governor and by the Hon'ble Minister for Education has much encouraged the community in its endeavours. That a backward and a poor community should subject itself to a voluntary levy which has been collected not only without complaint but even with enthusiasm is a landmark in the history of Punjab Education.

CHAPTER III.

Collegiate Education.

I.—Increased Enrolment.

1. It may be convenient to preface this section of the chapter with the main enrolment figures of the last seven years, especially as these figures have proved somewhat baffling in the past :—

	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.	1922-23.
Arts (Males) ...	4,076	4,484	4,429	4,481	4,166	4,341	4,698
Arts (Females) ...	15	24	30	33	33	35	71
Arts (Oriental) ...	145	113	111	85	100	132	158
Total ...	4,236	4,621	4,570	4,604	4,299	4,508	4,927

2. It has been somewhat difficult, in the past, to account for the strange fluctuations in the enrolment; especially the large reduction in 1920-21. In the report on that year, it was suggested that the main causes of the reduction were economic; that vocational training was gaining in popularity; that the young man of the day was turning more to business than to a professional career; and that the expense of a collegiate education was proving to be beyond the means of many students. The large increase in the number of students in arts colleges during the past year indicates, somewhat conclusively, that this review of the situation was incorrect, and that the tendency will be towards still further increases in the future. It is probable, therefore, that the temporary set-back in 1920-21 was mainly due to the non-co-operation movement. It is legitimate therefore to assume that (a) the non-co-operation movement has ceased to affect the enrolment in colleges, and that (b) the enrolment will increase further in the future.

II.—Decreased Opportunity.

3. The Principal of the Forman Christian College, who has spent much time and thought in devising new avenues of

employment and service for his students, views the present situation (which is confirmed by the subsequent figures) with some misgiving :—

“ I might be pardoned for saying a few words about the present educational situation in the Punjab. There are this year over twelve thousand students sitting in the Matriculation examination. Of these probably at least six thousand will be knocking at the doors of the colleges affiliated to the University within a couple of months. In the Intermediate examination probably two thousand students are soon to appear ; and in the Degree examination well over one thousand. He would be a bold man who would say that there was a real demand for so many students pursuing such strictly theoretical and literary courses of study. Surely it would be wise for the Punjab to map out a policy whereby the mufassil colleges could undertake a much more varied type of education, some of it distinctly vocational or semi-technical in character, and the strictly University work be limited to one or two centres like Lahore. We would then have the possibility of doing some really high grade teaching in the University and also of providing students with a training for life work so that education would not be in danger of becoming a drag on the market.”

4. Reference was made in last year's report to similar and kindred matters ; and it was suggested that the main educational requirements of the present day were (a) the encouragement of Intermediate Colleges in well-selected mufassil centres ; (b) the provision of a sound and suitable general education for students at that stage ; and (c) the formulation of degree courses more adapted to modern conditions and requirements. The words of warning from Dr. E. D. Lucas and the subsequent figures tend to show that the problem is of even greater importance than was anticipated only two years ago. An opportunist policy of education is fatal to real progress ; and the neglect of general principles may well prove disastrous in the near future.

Importance of
Intermediate
Colleges.

5. Perhaps the most urgent educational reform of the present day is to institute Intermediate Colleges in well-selected mufassil centres and thus to relieve the serious congestion of students at this stage in Lahore. It is obviously extravagant (to parents, college authorities and Government alike) to congregate these students in a large and expensive city such as Lahore. Parental authority, again, must weaken, in the long run at any rate, through the premature separation of young students from their home surroundings. The moral and physical development of the students must inevitably suffer from the environment and temptations of a large city. The Headmasters' Association of Lahore has already drawn the attention of Government to the evils that surround the lives of these boys in Lahore. The

effective solution of the problem is to be found in the provision of suitable educational centres in the mufassil rather than in the difficult and thorny task of adapting the life of the Capital to the requirements of young students.

Value of a
general edu-
cation.

6. The main function of these colleges (which would comprise the two high and the two intermediate classes) would be to complete the school education of those students who do not desire or are unable to proceed to a degree course; and this would best be done in school surroundings and in accordance with school methods of teaching. Under the present system, the school course (in the intermediate stage) is usually completed in the unsuitable atmosphere of a college in Lahore, whose main instruction must inevitably be given in the form of oral lectures rather than of school and class instruction. Moreover, the former type of instruction must encourage the prevalent and vicious practice of cramming, by mere force of memory, for the university examinations. If the intermediate examination were regarded as the crown of the school course and if training for that examination were provided in a number of suitable centres in the mufassil, then the boys might go forth into the world with the support of a good and complete school examination rather than, as now, with the handicap of an incomplete school training followed by an undigested collegiate course.

Especially, as
a preliminary
to profes-
sional educa-
tion.

7. Another function of these colleges would be the provision, for those who desire it, of that suitable general training which is an essential foundation for a course of professional training. It is obviously wasteful to include in the curriculum of a professional college that general training which should have been completed before admission to a professional course. It is also anomalous, as is so often the case now-a-days, that students should fail to take a professional degree because they do not possess that general mental equipment which they should have gained before proceeding to that professional course. It also seems premature to include professional subjects in the high or intermediate curricula, thus reducing the time and opportunity for attaining that general education which is the essential basis of all professional training. With intermediate colleges based on the acceptance of the principles that general education should precede specialised and professional training and that the subjects should be grouped and selected with reference to subsequent study, the

professional colleges should be placed on a sound and economical foundation.

8. It also seems right, as is suggested by Dr. Lucas and as was proposed in last year's report, that the general training of a school (up to the intermediate stage) should be enriched by several forms of practical training ; and that some happy means should be found between a severely literary course on the one hand and a severely vocational course on the other. An Intermediate College, with its four years' course, should provide sound means whereby this *via media* can be found.

Value of vocational training.

9. Some progress has been made during the year under review in these directions. Plans were completed for the institution of intermediate colleges at Campbellpur, Gujrat and Lyallpur, but unfortunately the financial stringency persisted and prevailed. A junior anglo-vernacular training course has been amalgamated with the college at Multan ; and a post-matriculation course in clerical training has been started at the Central Model School in Lahore. The Multan College has moved into its commodious quarters in the old C. M. S. school building, but, owing to the financial stringency, no further steps have been taken in the construction of new buildings for the Ludhiana College, where provision for science teaching is urgently required. The examination results of both these colleges were satisfactory, especially in view of the fact that their scope for the recruitment of able students is not extensive. At Multan 31 students presented themselves for the intermediate examination ; and of these 17 passed, six being placed in the first, and eleven in the second division. At Ludhiana, 38 students presented themselves for the same examination ; and of these 23 were successful, five being placed in the first and sixteen in the second division.

Some progress.

10. Towards the end of the year the University decided, by a large majority, to abandon the age limit of fifteen years for admission to the matriculation examination. It is feared that this step will accentuate the difficulties which have just been discussed. A boy below the age of fifteen years is scarcely fitted to benefit by a collegiate form of instruction ; still less is it advisable to submit so tender a plant to rigorous and uncongenial surroundings. Moreover, the following figures (which have been kindly provided by the Educational Commissioner with the Government of India) indicate that not only are Dr. Lucas' forebodings justified, but that there is a grave danger of the matriculation standard being further demoralised, a danger which is accentuated by the abolition of the age limit.

Abandonment of age limit for matriculation.

Matriculation and School Final or Leaving Certificate Examinations.

Province.	Number of candidates.	Number of passes.	Percentage of passes.
Madras	11,216	There is no declaration of pass or fail in this examination.)	
Bombay	6,096	3,058	50·2
Bengal	* 18,076	* 14,200	78·6
United Provinces	6,126	2,954	48·2
Punjab	7,195	5,088	70·7
Burma	650	325	50·0
Bihar and Orissa	3,825	1,836	48·0
Central Provinces and Berar	916	420	45·3
Assam	1,083	894	82·5
North-West Frontier Province	517	319	61·7
Minor Administrations	625	379	60·6
† India, 1921-22 (excluding Madras) ...	56,269	40,556	...

* Include 46 candidates and 35 passes for the "Islamic" Matriculation, which are not included in the India figures.

† The Madras figures are excluded from the totals since there is no declaration of passes failure in the Madras M. S. L. C. Examination.

Academic
Council.

1. The most important reform in the matters dealt with in this chapter has perhaps been the institution of an Academic Council of the University. It is easy to criticise the new arrangements, the unwieldy size of the Council and its limited powers. Still, the reform should be of real value in that it will enable the leading teachers of the University and its colleges to discuss urgent matters of educational reform; possibly, some of those discussed in this chapter and in the corresponding chapter of last year's report. Another matter ripe for discussion is the necessity of adapting the degree courses to the requirements of those who desire to enter public life and service. A well devised course comprising such subjects as English literature, modern history, political science, administration and economics (with special relation to Indian problems) might be of great value to the political and administrative development of the province.

III.—Tone and Discipline.

12. It is most satisfactory that principals report a more healthy tone and a firmer sense of discipline among the students. The University Training Corps is developing both in numbers and in efficiency. The Principal, Multan College, reports that "the state of extreme tension between the two principal communities, which existed in Multan for some time, did not affect the general spirit of friendliness and goodwill prevailing in the College." The Principal of the Forman Christian College also reports as follows :—

Improved tone
and discipline

"The discipline and conduct of the students on the whole has been excellent. The wave of political excitement which controlled the student mind for a number of years in the recent past has not been evident this year, and we have had a very much more quiet and studious atmosphere. In this College we have never made an attempt to discourage students from taking a keen and vital interest in all political questions. We believe that the more thoroughly they understand political conditions and problems the more loyal they will be to the cause of good government, peace and order. It is only when discussion is repressed that there is danger of serious discontent and explosions."

From the Islamia College, Lahore, it is recorded that "there can be no doubt that there has been a great improvement in the general tone of the College and that a much healthier spirit now prevails."

13. A vigorous note is struck by the Principal of the Khalsa College in the following passage :—

Vigorous
education

"Other aid to the College had been freely given in the form of manual labour. It is an inspiring sight, evening after evening, to see the tutorial detachments of the Coats Off Society at work, with tutors themselves setting the example. Land, seemingly useless, has been made ready for the plough; thousands of bricks retrieved from beneath the soil and used for walls and barricades. For fifty rupees, with the help of the college mason, the Coats Off Society has built 55 yards of brick drains for which the estimate was Rs. 415."

14. Games and athletics have also prospered, Government College, Lahore, having had a particularly successful year. Unfortunate incidents, however, occurred in some of the tournament matches. Stern measures were taken against the defaulters; and it is hoped that these precautions will be sufficient to check a recrudescence of such troubles in the future.

Games and
athletics

15. College societies have also gained ground. The Principal of the Islamia College, Lahore, states that "one of the most pleasant features of the past year has been the recrudescence of activities outside the class-room. New societies have been

College
societies.

started and old ones revived. A large number of lectures were delivered by professors of other colleges and other prominent gentlemen, in all of which a lively interest was taken by the students." At Government College, under Mr. Sondhi's stimulus, the Dramatic Society gave a play in Urdu. A class in First Aid was also started. The Dramatic Society of the Dyal Singh College in Lahore staged the *Midsummer Night's Dream*.

IV.—Higher study and Research.

16. As no report has been received from the University, it is not possible to discuss the activities of that institution in the region of higher study and research. Only a single college report contains information in regard to these important matters or material suggestions for the improvement of the higher teaching. This sad omission adds force to the previous contention that university standards are sadly deteriorating and that much of the time and energy of the leading teachers have perforce to be devoted to the instruction of young men who should be trained in other institutions and in other localities.

Government
College,
Lahore.

17. The report of the Principal of Government College, however, contains an interesting account of a good year's work. A party of advanced students in botany went on an excursion to Kumaon under the auspices of the University Publicity Union; and a large amount of material was brought back for class work. The professor has added to the herbarium some interesting specimens from Western Tibet. A large number of papers were read by members of the staff at the October meeting of the Indian Science Congress. Mr. George Matthai, with the help of his assistant, continued his valuable zoological researches. His presidential address in the zoology section of the Science Congress was on "Oceanographical Investigation, with special reference to the Indian Ocean." Mr. G. C. Chatterjee made some progress in the development of a school of experimental psychology, but the financial stringency proved an obstructive barrier.

18. Good progress was made in the history department under the stimulating guidance of Mr. H. L. O. Garrett. The intention is to offer a progressive and graded course in history with instruction in geography. By this means the teaching of the subject should be placed on a wider and a more scientific basis than is now possible by a strict adherence to the limited courses prescribed by the University. Lala Sita Ram Kohli has been working for some time on the old Sikh records in the Persian Secretariat. The fruit of his labours has begun to appear in the publication of a detailed catalogue. The permission of

Government to examine some of the Secretariat records has been utilised by Mr. Garrett and some of his assistants.

19. Reference was made in last year's report to the satisfactory beginning that had been made in the study of phonetics by Mr. J. R. Firth and Mr. A. S. Bokhari. The Principal now reports that the teaching of this subject to a few is beginning indirectly to influence the many. In the honours classes in English an attempt is being made to break away from text-book conditions.

V.—Sir J. C. R. Ewing.

20. The conferment of a knighthood on Dr. J. C. R. Ewing was a matter for great rejoicing in University circles, and especially at his old college. The following is a reply from Sir J. C. R. Ewing to a cablegram of congratulations :—

“Your cable message reached me with its kind words of congratulation. I thank you very warmly for this, especially since I realise that to the majority of you I must be only a name, since not even one of you, I suppose, ever sat in my class.

The conferment of the honour was a great surprise. If it should perchance reflect a very little glory upon the old college, that would delight my heart. I wish for you all great success in your work and pray that you may take to heart the lessons that you daily learn. May God's choicest blessing be upon you all.”

SUBSIDIARY TABLE.

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				
ON COMPLETION OF SANSKRIT, ARABIC AND PERSIAN COURSE.															
<i>Oriental Titles.</i>															
Sanskrit	30	528	558	23	240	272	...	12	12	...	10	10
Arabic	10	52	62	6	25	31	1
Persian	28	836	864	9	184	188	...	2	2	...	1	1

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

CHAPTER IV.

Secondary Education—Boys.

1.—*Schools and Scholars.*

THE total number of secondary schools for boys rose during the year from 1047 to 1089, an increase of 42. High schools have increased in number from 200 to 212 and vernacular middle schools from 672 to 708. The number of anglo-vernacular middle schools has, on the other hand, declined from 175 to 169, a decrease which is accounted for in two ways; firstly, by the addition of the high department to a certain number of schools of this grade, and secondly by the introduction of English as an optional subject into the curriculum of vernacular middle schools, which appears to have had the effect of meeting in considerable measure the demand for English teaching in rural areas and thus of arresting the establishment of new anglo-vernacular middle schools. The number of vernacular middle schools now teaching English is 107.

Slight increase in the number of schools. in-crease in the number of schools.

2. Among the suggestions which have been made from time to time for the expansion of vernacular education is the advisability of raising suitably located and well attended primary schools to the lower middle grade, but development in this direction during the year has been disappointing; indeed, the Rawalpindi Inspector reports a decrease of six in the number of such schools. The failure of local bodies to carry out this suggestion is attributed to their inability to undertake additional financial responsibility owing to the attenuated condition of their resources. It is hoped, however, that the policy referred to in a previous chapter of subsidising district boards for the employment of additional teachers in the larger primary schools will be of assistance and will enable local bodies to develop the lower middle school and thus to encourage a most useful type of institution.

No increase in the number of middle schools.

3. Increase in the number of schools is not, however, a true index in measuring progress, and it is therefore interesting to note that while the number of secondary institutions shows but little expansion—a circumstance which reflects the general financial stringency—the number of pupils in attendance exhibits a remarkable advance, which indicates that existing facilities were utilised more nearly up to the limit of their capacity. Institutions show an increase of only 4 per cent.

Large increase in the number of pupils.

but the number of pupils has increased by 18.6 *per cent.* that is, from 207,514 in 1921-22 to 246,075 in 1922-23, or no less than 38,561 additional pupils. Of these, 27,143 were in vernacular middle schools, 3,687 in the diminished number of anglo-vernacular middle schools, and 7,731 in high schools. The returns show a very gratifying increase of 2,523 in the number of pupils who proceeded beyond the primary to the lower middle stage of instruction, a tendency which the Department is doing its best to foster in order to ensure a more permanent grip of literacy than has hitherto been secured in pupils leaving school after completing the four-year primary course.

Economical
expenditure.

4. The total expenditure from all sources and on all types of secondary schools was Rs. 64,85,342 against Rs. 60,23,022 in the year 1921-22. An analysis of the statistics shows that of the excess of Rs. 4,62,320, the sum of Rs. 3,31,696 was met from provincial revenues and Rs. 1,87,150 from fees, while municipal funds also contributed Rs. 23,974 more than last year. District board funds, however, contributed Rs. 30,046 less than in 1921-22, and Rs. 50,454 less were received from 'other sources' (subscriptions, etc). The share of the year's excess which was met from provincial revenues appears at first sight to be somewhat disproportionate. It is, however, fully explained by additional commitments on account of the provincialisation of board high schools, normal increments in salaries to the teachers of Government high schools, and the additional grants earned by secondary schools on the increased attendance of the year before. A not inconsiderable part of the additional expenditure is attributable to payments on account of military scholarships. Disbursements under this head alone in the Rawalpindi and Jullundur Divisions were Rs. 1,03,296 and Rs. 1,00,883, respectively.

5. Nevertheless, the magnitude of the figures and the incidence of the charges on account of secondary education abundantly justify the time and trouble which were devoted during the year under report to a review of the secondary system of the province, a task which was approaching completion at the end of the year. A beginning was made in the summer of 1922 by scrutinising the expenditure on Government high schools. This scrutiny took complete cognizance of every avenue of expenditure; buildings, staff, organisation, equipment, libraries, menials and contingencies. This review revealed many directions in which retrenchment was not only possible but also necessary in order to prevent extravagance. The general result

has been a more or less elastic system of organisation which will render it easy in future to relate expenditure to growth and allotments to needs. The principles formulated as a result of this scrutiny were communicated to inspectors who were instructed to apply them to the Government schools in their divisions as soon as possible ; and their effect is seen in statistics supplied by Mr. Parkinson, which show that the average cost of educating a pupil in a Government high school in the Rawalpindi Division has been reduced by Rs. 11.

6. Having removed extravagance from Government institutions, it was then possible to apply the same principles to aided schools for the purpose of making calculations for the award of grant-in-aid. Although the instructions on the subject were not issued until half the year had expired, the results have been most satisfactory. The returns show that, whereas in 1921-22, 207,514 pupils were educated in secondary schools at a cost of Rs. 60,23,022 or at the average rate of Rs. 9-0-4 per pupil, during the year under report 246,075 pupils were educated for a total expenditure of Rs. 64,85,312 ; that is, at an average rate of Rs. 26-2-3 per pupil. Thus, while the number of secondary pupils has risen by 13 *per cent.* the cost of secondary education has risen by only 7-6 *per cent* and the average cost of educating a pupil has declined by 10 *per cent.*

7. It has, however, to be recognised that the rates of grant-in-aid laid down in the Education Code for this province are extremely liberal when compared with the corresponding rates in most other provinces, and that, as these rates are based mainly on average attendance, the phenomenal expansion in enrolment now being witnessed involves very heavy additional commitments on the provincial budget. So heavy indeed were these commitments on account of expansion during the year under review that when the grant statements were received from inspectors after the close of the year, it was found that the budget provision was insufficient by Rs. 72,000 to meet the claims, and it was necessary to adopt the entirely new expedient of sanctioning grants for ten instead of twelve months pending an additional allotment for the purpose.

8. The Educational Commissioner with the Government of India has recently conducted inquiries and collected statistics regarding grants-in-aid in all the provinces ; and the following table which epitomises the results of his enquiries is of special interest to the Punjab.

Average annual grant to a secondary school for boys.

Province.	1916-17.	1921-22.
	Rs.	Rs.
Madras	1,305	2,177
Bombay	2,324	3,594
Bengal	591	756
United Provinces	3,616	6,098
Punjab	3,270	4,407
Burma	778	1,367
Bihar and Orissa	896	1,195
Central Provinces and Berar	1,751	2,172
Assam	697	957
North-West Frontier Province	5,219	5,664
Minor Administrations	3,493	3,922
India	1,081	1,761

Distribution
of secondary
schools.

9. Reference was made in last year's report to the unequal distribution of facilities for secondary education in various parts of the province; and it was pointed out that while the comparatively advanced and wealthy urban areas have a provision of schools which can only be described as generous, the poorer and more backward rural tracts have relatively few schools; also, that while the central Punjab has secondary schools at intervals of a few miles, in the areas bordering the frontiers on the west, north-east and south-east the schools are but sparsely scattered at very considerable distances from each other.

10. During the past year, much progress has been made in the task of reviewing the problem of secondary education from this point of view. Returns regarding the distribution of schools of all kinds have been collected from each district and a large scale map has been prepared showing the location of every high and middle school in the province. The map, as well as the statistics, bring into clear relief the inequalities which exist both as regards areas and communities. The re-

removal of these inequalities must be a matter of time, but it is believed that sufficient material has been assembled to render possible the formulation of a policy and the institution of a programme of expansion for secondary education as was done a few years ago for primary education. The expansion of secondary schools has, in the past, been largely the outcome of individual or local enterprise, and for this enterprise all credit is due. It has, however, been confined quite naturally to advanced communities and to progressive areas and, an application for recognition being normally only a preliminary step to an application for grant-in-aid, it follows that the resources of Government have been consumed in the encouragement of the more fortunate to the exclusion of the really needy. It seems to be desirable therefore to make adjustments and to frame measures which will ensure that in the distribution of public funds on secondary education (at least until the more glaring of the inequalities referred to above have been removed) the urgent needs of the Province as a whole are adequately considered rather than the doubtful needs of particular localities. It is with these general principles in mind that the review referred to above has been conducted.

II.—Instruction.

11. The revised methods of inspection outlined in the Government Resolution of the Inspectors' Conference of 1921 were brought into full effect during the inspection season of the year under report. Each inspector held a conference at the beginning of the touring season, and discussed with his colleagues the plan of campaign and the particular aspects of school work and organisation on which attention should be focussed. In nearly all cases it was decided that special emphasis should be laid on an investigation into the methods of inspection in teaching English and the vernacular; and the general effect of this concentration of effort has been that a more intelligent and more practical turn has been given to the teaching which will it is hoped, tend to a removal of the defects which were discussed at length in the report of last year.

Improve
methods of
inspection.

12. In regard to the teaching of Urdu, Mr. Parkinson thus summarises his observations on the schools of the Rawalpindi Division :—

Urdu:

“The teaching of Urdu has suffered from ill-framed syllabuses, and from a lack of effective supervision on the part of head-masters, some of whom are either unfit for or indifferent to the duty of supervising the teaching of the language. . . . The practical utility of Urdu is not recognised. . . . There is no well-considered syllabus for composition and correction is haphazard and careless.”

Mr. Sanderson also writes :—

“ Our study of Urdu has proved interesting. This subject has been deteriorating ; in particular, has the art of writing its beautiful script begun to disappear. We discovered that school libraries were very short of Urdu books, and that the teachers in charge rarely led their boys to general reading. My deputy gave a great deal of time to the language this year and I am hopeful that there will be considerable progress to report next year. ”

English.

13. In regard to the teaching of English, the Ambala Inspector reports that, as a result of personal instruction and practical demonstration at the time of inspection, there is a notable improvement in the standard both of speaking and writing. On the matter of his demonstrations, Mr. Atmaram remarks :—

“ The whole plan has been extremely successful and the results secured in the division as a whole lead me to the conclusion that, following the methods of inspection suggested, more has been achieved in one year than in the previous three years. ”

There is no doubt, therefore, that the change in outlook on the duties of inspection is already bearing fruit, and that the inspector in the capacity of a guide exercises a much more powerful influence on the instruction than he does in the capacity of a critic.

**History and
Geography.**

14. It is interesting and gratifying to note that the teaching of history and geography have recovered somewhat in popularity now that the answer papers in the matriculation and school leaving certificate examination may be answered in the vernacular.

Examinations.

15. Examination results for the province show a pass percentage of 65·4 in the matriculation and school leaving certificate examination and of 64·6 in the vernacular final examination.

**Physical
Instruction.**

16. Physical Instruction continues to receive adequate attention. The province is fortunate in having on its staff of divisional inspectors officers whose expert knowledge of this branch of education and whose personal keenness and prowess in sport ensure expert supervision of the physical training given in the schools. In three of the five divisions the traditional tournaments have been abandoned ; in the Jullundur and Ambala Divisions they were conducted as usual. The Ambala tournaments were in every way successful, but the district tournament held at Moga closed with a most unfortunate and regrettable display of feeling.

17. Mr. Atmaram has introduced into the schools of the Ambala Division what he describes as a 'play-for-all' movement, by which all pupils, without exception, play games at least three or four times a week either in the usual after-school play hour or in half-hour periods set apart for the purpose in the time-table. He writes :—

“ The latter promises most interesting developments. It is a great sight to see the whole school at exercise. For example, when I visited the M. B. High School at Kaithal, I found about three hundred boys divided up into groups and engaged in volley ball, long jump, parallel bars exercises, drill, major and minor games, scouting and various other diversions. ”

The play-for-all movement is extending to other divisions too, but full scope for such a movement is only possible where playgrounds are adequate to the numbers to be accommodated. It is interesting to record that alternative and less costly forms of competitive events are being organised to take the place of the extravagantly expensive tournaments formerly in vogue, and there is no doubt that if these events are arranged on a sufficiently wide basis they will be of greater benefit in the long run than competitions confined to a few selected athletes. The aim should be, and is more and more becoming, physical training in its best sense and the cultivation of a truer spirit of sportsmanship.

18. All inspectors make reference to the growth of the scout movement. Scouting is still in its infancy in the schools of the province, but present indications show that it will develop rapidly as trained scout masters become available. As remarked in another place in this report, the Central Training College is doing very valuable work in this respect through the efforts of Mr. H. W. Hogg, the Provincial Secretary to the Boy Scouts' Association. The Jullundur Inspector reports the formation of about a dozen school troops in his division during the year, and Mr. Atmaram also writes with enthusiasm about the development of the movement. The troop at the Government High School, Simla, did yeoman service, last December, when the Grand Hotel was destroyed by fire. The troop of scouts were among the first to render assistance. The head-master of the school reports as follows :—

Boy Scouts.

“ Chiranji Lal, a boy of the eighth class, at considerable risk to himself, entered a room gutted with smoke, and was the means of helping an English gentleman who was groping for a passage out of the room. ”

III.—Discipline and Moral Training.

19. “ Disciplinary conditions, ” writes Mr. Sanderson, “ vary from class to class and from school to school in accordance with the quality of the masters. ” This brief extract from a

Importance
of the teach-
ers.

valuable section of the report of the Lahore Division is probably applicable to secondary schools throughout the province. Reference was made in the report of last year to the importance of the personal factor in moral training ; and the remarks then made still retain their force. It is to personal qualities in the individual teacher, and especially in the head-master, that we must look for the maintenance of discipline, for improvement in tone, and for the building of character. Mr. Sanderson goes on to say that "there are many teachers who exercise a real influence for good over their pupils, but that there are also, unfortunately, many who are indifferent, whose sins are chiefly those of omission, whose work is slipshod and who are content to accept the same sort of work from their pupils." The outlook of such teachers, in the matter of their duty, is circumscribed by the clock and by the tale of work prescribed on the timetable ; they contribute little to the formation of the character of those entrusted to their charge.

Unfortunate
changes in the
staff.

20. Another unfortunate aspect of the personal factor in the schools is a constant change in the personnel of the staff. Sardar Eishen Singh, writing of secondary institutions in his division under private management, makes pointed reference to the fact that during the last four years he has seldom seen the same head-master at consecutive annual inspections of a Khalsa, Muslim or Sanatan Dharm school in his division. The inspector comments on this extraordinary circumstance in its relation to stability of staff and continuity of work, but the effect is even more serious on the tone and discipline of the school. Assuming that the right man is selected to occupy the very responsible position of head-master, he should remain long enough at his post to make his mark upon the institution over which he presides.

21. On the other hand, there is little doubt that discipline is improving. It is generally good in vernacular schools and satisfactory in anglo-vernacular schools. Cases of gross misconduct are rare, and wherever they have occurred immediate and drastic action has been taken. The policy of the Department, in such cases as are obviously punishable under the law, is to place them in the hands of those competent to deal with them, rather than to waste time and to minimise the corrective value of such punishment as may be inflicted by long and tedious amateur enquiry.

22. There have been isolated cases of indiscipline in the mass, but they have almost invariably been instigated from outside, sometimes with the connivance of a member of the staff. In Gurdaspur an intrigue of this kind was temporarily successful

and gave anxiety for a day or two to the local authorities. The tact and firmness of the inspector and the deputy commissioner, however, arrested the development of a storm which at first threatened to become serious.

23. Little or nothing now remains to remind us of the fierce onslaught which was made on the educational institutions of the province three years ago by the leaders of the non-co-operation movement. School boys, always impressionable, were moved at the time to take part in demonstrations, and in a limited number of cases discipline appeared to be undermined. Schools wavered in their allegiance, and a few withdrew from recognition and renounced grant-in-aid. The year under report has proved that the campaign against the schools has been a complete failure. Non-co-operation is rarely heard of, except in its alleged effect on the subscription lists of private institutions; and three important high schools which were victimised in 1921 have, on their own application, returned to the fold.

Non-co-operation.
tion.

24. The rise of unrecognised middle schools has been prejudicial to inter-school discipline, especially in the Jullundūr Division, but rules which have recently been framed to regulate the admission of the pupils of such schools to recognised high schools are already beginning to have a salutary effect.

CHAPTER V.

Primary Education.

The general aspects of this important problem have been discussed with some fulness in the introductory chapter of this report. It is not necessary, therefore, to recapitulate what has already been said.

Largely
increased
attendance in
existing
schools.

2. The statistical tables for primary education show a very marked increase in the enrolment, but only a comparatively small increase in the number of schools. The total number of primary schools has been increased by 109 to 5,733 in all. There has been a slight decrease in the number of aided and unaided schools of this type. The attention of district boards has been drawn, from time to time, to the unwisdom of a hasty and extravagant conversion of such schools into board schools; and, to check this practice, a more liberal treatment of satisfactory private schools is now permissible.

3. As pointed out last year, the statistical tables do not show at first sight the number of pupils at the primary stage, because the primary pupils enrolled in the primary departments of secondary schools are classified in the latter category. In addition to these, there are now 630 schools for adults, with an enrolment of 17,776 pupils. The total number of male pupils in all types of vernacular schools and departments is 590,790 against 482,394 last year.

Expenditure.

4. The total direct expenditure on vernacular education for males amounted to Rs. 45,59,348, of which Rs. 27,14,486 (or 59.5 per cent.) were met from provincial revenues; Rs. 10,84,323 (or 23.6 per cent.) from district funds; Rs. 3,24,314 (or 5.2 per cent.), from municipal funds; Rs. 3,55,535 (or 7.9 per cent. from fees); and Rs. 1,70,690 (or 3.8 per cent.) from other sources. The average annual cost of educating a boy at the primary school amounts to only Rs. 8-4-3.

Good
gress. pro-

5. The Inspector of Vernacular Education, in his report, writes in an optimistic strain in regard to the distribution of schools; and is of opinion that, in the more progressive districts at any rate, there are few large villages which have no schools within reasonable walking distance. He also reports that compulsion is now enforced, in eight municipalities and in 126 rural areas; and that there has been little or no friction in doing so. He also feels that the improved pay and prospects of vernacular teachers, together with the largely increased facilities for training these teachers, have resulted in considerable progress in the efficiency of the schools. The average proportion

of trained teachers in board schools throughout the province now exceeds 70 per cent. In some districts such as Ambala practically all the teachers are trained. A large proportion of the untrained teachers, moreover, consists of those teachers who used to teach in aided schools prior to their being converted into board schools. Many of these teachers are advanced in age; and therefore it would not be suitable for them to undergo a course of training. So far as the recruitment of new teachers is concerned, the present provision is ample.

6. The Inspector of Vernacular Education also pays a merited tribute to the energy of the inspecting staff. This is very satisfactory, especially in view of his criticisms in previous years. The delay in disbursing teachers' salaries has also been reduced. The same officer also notes with satisfaction that, in places where there are no separate schools for girls, the tendency is growing to send little girls to school with their brothers.

7. The reports on vernacular school buildings are by no means so satisfactory. On an average, about half the schools in each district need new buildings of their own, while many of the existing buildings need extensions to cope with the largely increased enrolment. This is particularly the case in the poorer districts in the western half of the province, where dairas (chaupals) and private houses available for school purposes are usually of an inferior type and where, besides, the increase in enrolment has been the greatest. Since 1918, 417 new buildings have been constructed and 110 buildings enlarged; but, owing to the opening of new schools and to the large increase in attendance, the position has not been materially improved. The remedy lies in reducing the cost of construction so that the money available will go further than has hitherto been the case. Some districts, notably Hissar, Hoshiarpur, Jhang, Montgomery and Dera Ghazi Khan have done a great deal in this direction. The Deputy Commissioner, Sheikhpura, has devised new plans of *pacca* buildings, in consultation with an experienced engineer and with the Inspector of Vernacular Education, which are at once cheap and suitable. In some districts, again (notably in Montgomery), the villagers themselves have constructed suitable school buildings, wholly or partly at their own expense, the site being selected by the local authorities.

School
buildings!

8. Another problem that deserves further consideration is the type of education imparted in village schools. The Inspector of Vernacular Education writes as follows:—

Education in
village
schools.

“ In the recent past, there has been a universal feeling in this province, as perhaps all over India, that education drives the village boys away from the

soil instead of to the soil; and that, having spent the early years of his life at school, the village boy has little inclination or capacity for his ancestral pursuits and seeks rather some service in a town."

9. Mr. F. L. Brayne, Deputy Commissioner, Gurgaon, writes in a more forceful strain:—

"The school curriculum too needs a radical change. At present its whole orientation is wrong as it tends definitely to drive boys off the soil instead of driving them on to the soil. In a country where agriculture is not only the principal but practically the sole industry the curriculum for rural schools should be most definitely and uncompromisingly agricultural. Let who will specialise in law or literature, but the ploughman's son should be educated on agricultural and not on literary lines. That there are enormous difficulties in the way of changing the whole tone and spirit of education in a country is obvious, but at present education is definitely damaging the staple industry of the district not only by reducing the number of agriculturists but by taking away in each case the clever boy of the family, who, were he taught the possibilities of modern methods and given a bent towards farming by his school training and a curiosity to work out on his father's land the wonderful things he has learnt, might be a pioneer of scientific agriculture."

10. This unfortunate tendency may have been due to several causes. Time was when even boys who had only passed through the primary standards could easily secure employment and gradually rise to affluence. With the increased competition this is not now possible, but tradition dies strong. The idea is still prevalent that the sole object of all education is to gain for boys admission to Government and other services. In the second place, it has been the common practice in the past in village schools to detain little boys for long hours and to give them long home tasks with the result that they had no time in which to help their parents in the fields. Thus, boys remained out of touch with their parents' occupation and gradually acquired sedentary habits. General opinion is also in favour of this practice as a school, however, good, which only keeps the boys for a few hours is often regarded as a bad school. In the third place, the crowded curriculum and the lack of co-ordination of the teaching with the life and environment of the pupils are adverse factors in the same problem.

11. A reaction, however, is beginning to set in against this unfortunate system. More and more agriculturists are applying for admission to the normal schools; the proportion of trained teachers is steadily and quickly rising; the school hours are being adapted to local requirements; the inspecting staff are in closer touch with the parents and are explaining to them the true objects of education; and a committee has recently reported on the simplification of the vernacular courses.

CHAPTER VI.

The Training of Teachers.*I.—Economical Expansion.*

1. In this, as in other branches of departmental activity, the outstanding feature of the year's work has been a concentration of effort on measures designed to make adjustments, without impairing efficiency, between increasing needs and commitments on the one hand, and restricted resources on the other. In the report of last year, reference was made to the lines along which enquiry in this connection was being conducted. This year, it is possible to record not only a beginning in carrying out these measures but also gratifying signs of success in the results so far achieved.

Economical
measures.

2. The general financial effects of the measures which have been taken are very clearly reflected in the return of statistics for the year. The number of training institutions of all kinds for Indian teachers has increased from 32 in 1921-22 to 36 in 1922-23.

Financial
statistics.
Recurring
charges.

The number of students under training (including women) during the same period has risen from 2,235 to 2,718. Thus, with an increase of only four institutions, 483 additional teachers have been trained. The total cost of the training of teachers during the year under review was Rs. 6,09,417 as against Rs. 5,70,385 in the previous year; or an increase of only Rs. 39,032 or 7 *per cent.* in the cost of training as compared with an increase of 21 *per cent.* in the number of students trained. It is noteworthy that the cost of stipends of the 483 additional students accounts for practically all the additional cost and that expenditure on account of accommodation, equipment and staff was therefore negligible. The economy effected can be put in another way. The average cost of training a teacher in 1921-22 was Rs. 255-3-3, but during the year under review it has been reduced to Rs. 224-3-0. This represents a decrease of 12.15 *per cent.* in a single year; and it is probable that the full measure of economy has not yet been reached.

3. The economies, however, have been greater in the capital than in the recurring charges. With the exception of the new normal school at Pasrur which was completed after the close of the year, no new buildings have been constructed in spite of the largely increased numbers. Indeed, owing to the measures explained below, several expensive building proposals have been abandoned. Among these are the proposed Senior Vernacular Colleges at Hoshiarpur and Lyallpur; the Junior Anglo-Vernacular College at Jullundur; and the Normal

Non-recur-
ring charges.

School at Mianwali. The estimated cost of these projects amounted to nearly Rs. 10 lakhs.

Expansion
in numbers
under train-
ing.

4. The full nature of the expansion so far as men teachers under training are concerned is indicated by the following figures :—

Classes.	1916-17.	1921-22.	1922-23.
B. T.	45	43	60
S. A.-T.	43	49	53
J. A.-V.—			
(i) Government Classes ...	88	71	114
(ii) Private Classes ...	22	84	124
S. V.	82	328	327
J. V.—			
(i) Government Normal Schools ...	796	1,204	1,500
(ii) Private Normal Schools ...	9	22	24
(iii) Discharged Soldiers' Classes ...	...	46	60
Oriental Classical Teachers ...	...	40	39
Punjabi Teachers- ... ..	...	...	19
Physical Training Instructors' class ...	21	52	55
Drawing Masters' class ...	52	25	39
Total	1,158	1,963	2,414

II.—Training of Vernacular Teachers.

The com-
bined institu-
tion.

5. In the training of vernacular teachers for employment in schools for boys (by far the most extensive part of the work of training), several departures from former practice have been made. The most interesting of these departures is that which has given birth to what has come to be known as the 'combined institution,' or one in which the training of teachers has been amalgamated with the ordinary work of a Government high school. Six such institutions came into being at the commencement of the year under report ; at Campbellpur, Rawalpindi, Dharmasala, Multan, Gurdaspur and Karnal ; and a seventh at Rohtak, later in the year. The extension of the experiment to other centres such as Lyallpur and Jullundur was only prevented by the distance separating

the high and normal school buildings at these places, which was considered too great to render effective supervision possible by a single principal.

6. The creation of the combined institution has been directly responsible for considerable economies in a number of ways. In the first place, buildings which were formerly only partially occupied are now utilised up to the full limit of their capacity, thus saving, in certain cases, recurring charges on account of rent for hired hostel accommodation. In the second place, the duplication of equipment has been avoided, thus rendering possible the transfer of furniture and apparatus from places where it became, under the scheme of amalgamation, superfluous to requirements to places where it was urgently needed, and thus saving expenditure in meeting demands from those places for special equipment grants. And, in the third place, the new arrangement has resulted in a more economical and, at the same time, more efficient disposition of the staff. Thus, in the combined institution, the staff is regarded as one, not as two. Consequently, the time of the several teachers is more fully occupied and, what is more important, their individual talents can be utilised to the best advantage on both sides of the institution. There is no room for doubt that this experiment has great possibilities; where, as at Karnal, under the sagacious guidance of B. Bishen Das Puri, the principles have been fully appreciated and judiciously applied, considerable benefit has accrued to the high school as well as to the normal school. Apart from the economies which are many, there is much to be gained by the teachers of the future from the wider environment of such an institution. Moreover, the principals of these institutions are usually picked men of experience and members of the Punjab Educational Service, whose influence over the rising generation of teachers should exercise much improvement on the schools of the future.

7. A second innovation introduced during the year has been the standardisation of the size of a class for students under training, the unit being fixed at forty pupils. This standardisation has obvious advantages. Whereas, in the past, the organisation of vernacular training has been rigid and inelastic, admitting of little adaptation, except at the extravagant cost of starting new institutions, to meet varying needs at different times and in different places, it will now be possible, at little cost, to add or subtract units or to substitute a senior for a junior vernacular unit, or *vice versa*; in other words, to meet at once, with a minimum of dislocation to existing work, the

“ Training
units.”

demand for trained vernacular teachers in a given area at a given time.

8. This organisation of the normal school on a class unit basis also rendered possible a review of the staffs and time-tables of all these institutions. Consequent adjustments and reductions have resulted in the retrenchment of teaching posts which have been utilised elsewhere.

Co-ordination
of Senior
and Junior
Classes.

9. A third measure of reform has been the provision of facilities in the same institution for the training of both senior and junior vernacular students. Two years ago proposals, with plans and estimates, were before Government for the construction of 'Senior Vernacular Colleges' at Lyallpur and Hoshiarpur. These proposals have now been abandoned, and the embryo colleges which had been started at these two places were disbanded, as such, at the end of the year 1921-22. The institution at Lyallpur has trained instead, during the year under report, two units each of senior and junior vernacular students, while the Hoshiarpur 'College' has been converted into an ordinary normal school with three units of junior vernacular students. Under the revised scheme, the training of senior vernacular students has been undertaken at Rawalpindi, Lyallpur, Multan, Jullundur and Karnal, in all of which, except at Rawalpindi, they have been working in the same institution with junior students. Apart from the economy which has been effected by the abandonment of the proposals for separate senior vernacular colleges and by the amalgamation of senior and junior students in the same institution, it is claimed that the training of the two grades of teacher side by side will be productive of benefits mutual to both grades, the full value of which cannot at this stage be estimated. A principal of such an institution is expected to watch the teaching careers of his junior pupils (after leaving the school) in the schools so that those who return later to the same institution as senior pupils should adapt themselves at once to the familiar environment. Moreover, it is to be remembered that the two proposed colleges contemplated the accommodation of eighty students in each or 160 in all, a number which, with the present rapid expansion in vernacular education, would be totally inadequate to meet the demand. During the year under report there were no less than 327 senior students under training; adherence to the original scheme would have entailed the provision of not two, but four, colleges of the type then proposed.

Practical
training.

10. In the actual work of training vernacular teachers emphasis has been laid during the year on the necessity of adapt-

ing schemes and methods of instruction in the normal school to the conditions in which the students will be placed when they become teachers in rural schools. Hence, subjects such as manual training and formal drawing which formed part of the course for junior students in 1921-22 have been eliminated from that course; and the time thus saved has been devoted to additional opportunities for practical teaching. In the past, faulty organisation has limited the practice of teaching to the delivery by each student of four or five lessons before his fellow students and in the presence of a supervisor, and to regular practice in a primary school for a fortnight during the session. Insistence was laid during the year now closed on a much larger and fuller course of practical work, on the preparation by the students of class syllabuses which could be put into operation by the students on their appointment as village teachers, and on such co-ordination between classroom instruction and rural conditions and rural school practice as would render the instruction maximally beneficial.

11. Extra-mural activities have been encouraged in all the schools. A feature of the year's work has been the establishment of schools for adults held after ordinary school hours in the normal school buildings. The reports on these adult schools show that much valuable and devoted work has been done, the teachers exhibiting not only initiative but also very laudable generosity in this matter.

Extra-mural
activities.

12. The very definite aim has also been encouraged so to prepare the village teacher for his future career that he may become useful as a community leader. To achieve this it is of the highest importance that the youths recruited in normal schools should be in sympathy with the conditions of life and the aspirations of the community among whom they will labour. Emphasis has therefore been laid on the necessity of recruiting as many agriculturists as possible in the normal schools. The percentage of agriculturists recruited in 1922-23 was 42 which improved at the time of admission to the current year's class in April, 1923, to 55 per cent

13. The class for the training of demobilised soldiers was continued at Gujar Khan during the year; and steps were also taken to open a similar institution at Rohtas in the Jhelum District.

Classes for
demobilised
soldiers.

III.—The Training of Anglo-vernacular Teachers.

Enrolment.

14. *Central Training College, Lahore.*—The following table shows the number of students in the several classes compared with the year 1921-22 :—

	1921-22	1922-23.
B. T. class	43	60
S A.-V. class	35	53
J A.-V.—two-year class	71	...
J. A.-V.—one-year class ... ..	...	33
Arabic teachers' class	20	19
Sanskrit teachers' class	20	20
Clerical teachers' class	14	...

The figures in this table are self-explanatory, and indicate a net decrease in enrolment from 203 last year to 185 during the year under review. This decrease is the direct result of the change of policy referred to in the report of last year which has as its object a greater measure of concentration in this institution on the training of senior English teachers. Thus, the returns show an increase in the B T. and S. A.-V. classes of 35 students and the elimination of the two-year J. A.-V. class, the training of teachers of this grade having been transferred to the Government Intermediate College at Multan.

Dangers of
excessive
enrolment.

15. Mr. Wyatt is, however, a little nervous of any sudden or considerable expansion of facilities for the training of senior English teachers lest the supply should outstrip the demand. He writes :—

“ In the spring of 1920 a careful enquiry by the University estimated 150 as the maximum number of senior teachers which ought to be trained yearly in the then existing conditions. (*Vide* proceedings of the Special Committee of the 14th April 1920). In deference to this opinion arrangements were made in the Central Training College for training up to 150 as required, by removing from it the ordinary class for junior teachers to accommodate an increased number of seniors.

“ It seemed wise, however, not to work up to this maximum in one step, both in order to adapt practising arrangements to the increasing number and because the immediate effective demand in the province was likely to be less than the maximum estimated, as the increase in new schools was being limited through lack of funds following on the war.

“The college therefore restricted admissions to 120 in the year just closed, of whom 109 Punjab students issued in April. But last year even before the expansion in the number took place some students had to wait for months after leaving the college before they obtained posts.

"The number is also found this year to exceed the estimates of inspectors recently obtained, which, allowing for leakage and for probable increase in the number of posts, came to only 85 for the province for the year 1923. The number of students without appointments when they left the college at the end of March last was 25 out of 60 from the B. T. and 33 out of 53 from the S. A.-V. class."

16. These figures would seem to indicate that the principal's nervousness is amply justified, but it is intended to watch the rate of absorption for another year before taking steps to consider a modification of the present policy. Admissions in April were therefore made up to the limits of last year. It is gratifying to note that the standard of University attainments in the senior anglo-vernacular teacher is being well maintained, most of the students in the class during the year under report being graduates.

17. Of new activities during the past year, the appointment of a specialist teacher of phonetics in the Punjab Educational Service is worthy of special mention. For his accession and for the possibility of imparting instruction in phonetic principles, whereby it is hoped that the methods of teaching spoken English will be greatly improved, much credit is due to the interest and labour of Mr. J. R. Firth of the Government College.

Phonetics.

18. A health club with definite rules and obligations on its members; a garden club under the enthusiastic guidance of Dr. Whitehouse, the vice-principal; and regular classes for the preparation of boy scout leaders conducted by Mr. H. W. Hogg, the provincial secretary of the movement, are features which indicate that the outlook of the college in training its students is not confined to book-work and class-room practice.

Other activities.

19. Examination results maintained their high standard of excellence, but the principal refers with much cogency to the disparity, revealed in the result statements, between the achievements of the college student and the private candidate. For example, of 60 college candidates for the B. T. examination, 55 or 92 per cent. were successful, while of 39 private candidates 27 or 70 per cent. passed the examination. Similarly, in the senior anglo-vernacular examination, 50 out of 53 or 94 per cent. of college candidates were successful and only 60 out of 124 or 53 per cent. of private candidates.

Examinations.

20. The principal adds an interesting appendix to his report, in which he gives an account of the second 'refresher' course held in the college. The practical character of the course is evident from the list of topics discussed which included the direct method of teaching English, with special reference to

Refresher course.

grammar and composition ; the Dalton plan ; the boy scout movement ; the experimental school at Moga ; school health clubs ; and school gardening. For each of these subjects Mr. Wyatt succeeded in securing an educationist with special knowledge to read a paper and to lead the discussion. With regard to the results of the course, the principal writes :

“ If one may judge from the character and excellence of the addresses as a whole and from the vigour and pertinence of the discussion which followed each address both years' courses have been successful.....Some of those present had accounts of their own experiments to contribute to the discussion, but the number of these is, undoubtedly, at present, far too small. There is tendency to discover difficulties rather than to suggest solutions. This constructive attitude it is, however, the function of the course to encourage. Whether a course of this kind is long enough or impressive enough to effect this object has yet to be learnt. Nor am I in the best position to answer the question, but upon the answer depends its real success.”

Junior-Anglo-
Vernacular
Classes.

21. The training of junior anglo-vernacular teachers prior to last year, was carried on in the Central Training College, Lahore, the Khalsa College, Amritsar, and the Islamia College, Lahore. In April, 1922, classes were opened in the D. A. -V. Intermediate College at Jullundur, while the second year students in the Central Training College were transferred to the Government College at Multan. The latter step was taken in accordance with the decision of Government to associate as far as possible this type of training with an Intermediate College and also to institute an experiment for the purpose of ascertaining the relative value as teachers of an intermediate-passed student with one year's training and a matriculate with two years' training. The matriculates' class is, therefore, now attached to the Multan College, while the Central Training College recruited candidates of the intermediate grade.

22. The results of this experiment, after a year of working seem to point to the possibility of substituting in future the one-year for the two-year course. There is no lack of candidates who have passed the intermediate examination ; and it is found that the additional general training which they have received before joining the training college gives them a considerable advantage over youths fresh from the high school, especially in their knowledge of English, the subject in which it is necessary that teachers of this grade should specialise. The modification of the conditions of recruitment for this class and of the length of the period of training is at the time of writing under the consideration of Government.

23. The standard of efficiency in the training of these teachers has been maintained during the year, special attention having been directed to the need of breaking down rigidity of

procedure and of the encouragement of initiative in methods of instruction in order to remove defects, to which reference was made in the report of last year.

IV.—The Training of European Teachers.

24. At the Chelmsford College, Sanawar, there were sixteen students in residence during the year 1922, of whom seven were from the United Provinces, three from Madras, and two each from Bengal, the Central Provinces and the Punjab. Of these students ten were in the first-year class and six in the second. All the six second-year students passed the diploma examination in December. Fourteen new students joined at the beginning of the session in March, 1923, making a total of twenty-four on the rolls, the largest number on roll at any one time since the inauguration of the class. It is interesting to note that of this year's freshmen five entered on the course of training at their own charges.

Chelmsford
College,
Sanawar.

25. The total cost of the class during the year was Rs. 25,243-14-6, an increase of nearly Rs. 4,000 over the previous year and Rs. 2,000 over 1920-21. The increase was due to normal causes.

26. The Master-in-Charge, Mr. Prince, was on leave during the year; and Major J. A. Ferguson, B. A., officiated in his place. Mr. Prince displayed his usual zeal and energy while on leave by qualifying for the diploma in teaching of the London University and by passing the examination for the licentiateship of the College of Preceptors.

27. St. Bede's Training College, Simla, continues to fill an important place in the training of teachers for employment in European schools for girls in the north of India. The number of girls under training during the year was 33, of whom 18 were in the second year and 15 in the first. All the fifteen students presented for the final examination in December were successful in Part I, but five failed in various subjects in Part II.

St. Bede's
Training Col-
lege, Simla.

28. The staff has been strengthened by the appointment of two well-qualified ladies from England. One of these, Miss O'Neil, has taken the History Tripos and a teacher's training course at Cambridge; and the other, Miss Dunn, is a gold medallist of the Physical Training College, Southport. The general control of the institution remains in the capable hands of the Rev. Mother Superior of the Convent of Jesus and Mary, with which the college is associated.

Kindergarten
training class,
Murree.

29. The Kindergarten training class at St. Denys', Murree, started this year with ten students on roll (eight in the second year and two in the first), but this enrolment fell to three in the new session which began in March 1923. Of the eight second year students, six were successful in the December examination and received the Bombay Kindergarten and primary school teachers' certificate. The inspection report of the institution indicates that the work of the class (though numerically small) is conducted under difficulties resulting from the attempts to combine in a single mistress the work of instruction of both the training class and the junior classes of the high school.

V.—The Training of Women Teachers.

New develop-
ments.

30. The more important developments during the year under review in this department of training include the association of classes for the training of anglo-vernacular teachers with the Intermediate College for Women and of vernacular teachers with the Widows' Home, both at Lahore. The establishment of training classes with these institutions is in keeping with the general policy which has been vigorously pursued in other directions, of amalgamating, as far as practicable, new with existing work. The economies in these two instances are obvious. A much-needed improvement has also been economically effected by the transfer of the girls' normal and middle school at Jullundur from the restricted and unsuitable rented quarters in which they were formerly housed into the more spacious and comfortable buildings until recently occupied as a hostel by the boys of the Government High School.

31. The provincial distribution of facilities for the training of women vernacular teachers has been under consideration, and at the end of the year a complete scheme of re-distribution was ready for submission to Government. Under this scheme, the principle of concentration and amalgamation, which has proved both economical and efficient in the case of training institutions for men, has, with necessary modification, been applied to the training of women. A review of the details of this scheme, which is now under the consideration of Government, is matter for future report.

Improved effi-
ciency.

32. The work of the normal schools for women continues to be conducted with efficiency, especially that of the normal school at Lahore under the competent guidance and control of Miss Sircar, B.A., B.T. In this school enrolment has already outstripped the accommodation recently made over to the school in the form of the old Masonic building. Fortunately, the property includes a large compound, thus furnishing ample space for extension.

33. The courses of instruction remain much the same as before, but minor improvements have been made including a change in orientation in the handwork course in which emphasis is now laid on the need of instructing the student under training in methods and means of preparing for themselves simple, yet essential, articles of equipment, *e g.*, charts, maps, nature calendars, etc., with which the schools in which they will be called upon to teach are all too frequently but ill-provided. The course in domestic science has been brought more into line with practical requirements; and the Principal of the School of Arts has arranged for instruction in drawing, a desirable accomplishment in every teacher.

34. Increased teaching practice has also been provided by the co-operation of local schools, but development in this direction is not free from difficulty. Distances are great, economical transport of the students is not easy to arrange, and the girls' schools are often too small to afford sufficient practice for the number of students under training. But the students are reported to be keen and the teachers enthusiastic. Thus the outlook affords ground for optimism.

CHAPTER VII.

Professional, Technical and Special Education.*I.—Professional Education.*

Law College.

The roll of the Law College has further risen by 30 to 495. As many as 484 students appeared for the examinations this year as against 457 in 1921-22. The college, during the year under report, moved into a new building. The resident students numbered 297 as compared with 160 last year. This is a decided improvement. The staff was further strengthened during the year by the appointment of one more whole-time and two part-time lecturers.

King Edward Medical College.

2. The number of students in the Medical College, Lahore, was 474 as against 439 in 1921-22. In the year under report 166 candidates applied for admission, of whom 63 had to be refused through want of accommodation. The staff of the college has been strengthened by the addition of one professor and five demonstrators. Additions have also been made to the staff of laboratory assistants and laboratory attendants. A new feature of the year is the arrangement with the Madras Government for the practical training of the senior students of the college in midwifery at Madras. There have been several changes in the staff. The most noteworthy being :—

(1) Major T. A. Hughes, I.M.S., Professor of Physiology, proceeded on long leave, his place being taken by Captain S. N. Hayes, I.M.S.

(2) Lieutenant-Colonel G. A. Gill, I.M.S., was relieved of his duties of Professor of Hygiene by Dr. K. A. Rahman.

The Medical School, Amritsar.

3. Major Chambers, the principal, has gone on leave; and Major Dick has been appointed in his place. No additions or alterations of any importance to the school accommodation have been made during the year, but it is pleasing to note that the new hostel is under construction and likely to be ready for occupation early next year. At present, effective supervision is difficult owing to the scattered bungalows and barracks in which the students are lodged. The material for clinical teaching has improved greatly since last year.

4. Compared with last year, the roll has slightly fallen, the number of new admissions being 82 or eleven less than before. The popularity of the institution can be gauged from the fact that 166 applicants had to be refused admission.

The Ayur-vedic Vidyalaya.

5. The roll of the Ayur-vedic classes has increased by two to 75. The usefulness of the institution will be much enhanced by the erection of the hospital for in-door patients and the

dissection room, both in course of construction. The general educational qualifications of those admitted vary from the matriculation and Prag examinations to the F. Sc. and Shastri (Honours in Sanskrit). The examination results were good.

6. The Unani Tibya classes continue to be attached to the Islamia College, Lahore. Their enrolment has improved by 13 and now stands at 53. Of the total, 43 were Muhammadans, 14 Hindus and one Sikh. The income from fees rose from Rs. 1,128 last year to Rs. 1,713. The examination results were generally satisfactory.

The Unani
Tibya Classes*

7. The question of accommodation in the Women's College at Ludhiana which was noticed last year seems to be nearing solution. It is hoped that, through the enthusiasm of Dr. Edith Brown, the principal, the building difficulties of the college will soon be overcome. The electric installation has added greatly to the comfort of the students. As remarked last year, the demand for the graduates of the college is much larger than the supply. The discipline has been favourably commented upon. The principal feels that the insufficient knowledge of English possessed by the students affects adversely their work in college.

The Women's
Christian Col-
lege, Ludh-
iana.

8. Several changes were necessitated in the staff of the Agricultural College, Lyallpur, (a) by the appointment of Mr. Milne as officiating Director of Agriculture on two occasions during the year and (b) on account of some members proceeding on long leave for further study in England or on the score of ill-health. On both the occasions that Mr. Milne was away Mr. T. A. Miller Brownlie acted as principal. The need for additional staff to facilitate research work referred to in last year's report has been intensified by the institution of the M. Sc. course. The tutorial system for which the University has been pressing could not be introduced owing to want of staff quarters on the estate. Increased hostel accommodation improved water supply and electric installation are some of the other urgent needs.

The Agricul-
tural College,
Lyallpur.

9. About 80 applications were received for admission to the main courses (degree and leaving certificate). The fall, as compared with last year, in the number of candidates is probably due to the delayed announcement of the matriculation results. Out of the total of 180 applicants 53 were admitted. The type of applicant is reported to be good. The rural economy class was attended by 20 members comprising officers of the civil, canal and co-operative departments. The principal again refers in appreciative terms to the assistance rendered by these officers

to the Department of Agriculture. Twenty-four candidates took the six months' vernacular course, six of them being *ex*-soldiers and the rest mainly sons of Punjab farmers.

Veterinary
College.

10. Colonel G. K. Walker, C.I.E., O.B.E., resumed charge of his duties as principal of the Veterinary College. The principal speaks hopefully of the scheme recently initiated which enables selected men to proceed to Europe for training for higher work in the College. The examination results of the first-year class of the new course in English were satisfactory. The number of applicants for admission to this class was disappointing. This state of things is attributed to the large number of qualified men who have been thrown out of employment owing to demobilisation and retrenchment; nor are the prospects of Government employment sufficiently encouraging to candidates. The principal has represented to the authorities the need for improving the conditions of service.

11. Colonel Walker gives a very interesting account, towards the close of his report, of experiments regarding the treatment of certain diseases to which dogs are subject. The success achieved will appear still more noteworthy when it is remembered that there is no special staff for research work.

Government
School of
Engineering,
Rasul.

12. There were 115 students under training at the Engineering School at Rasul during the year, or twelve more than in 1921-22. This was the second year in which the students were trained up to the standard required for the reorganised Subordinate Engineering Service. The classes are now established and the standard of work done is considered satisfactory. The examination results of the final examination were very encouraging. The same may be said of the students in the draftsmen class. No difficulty is experienced by the qualified students of the school in finding suitable employment. 466 candidates offered themselves for admission both by competition and nomination. The exceptionally large number of candidates for admission is partly explained by the improvement in the pay and prospects of the Subordinate Engineering Service and of the temporary subordinate services of the Public Works Department.

13. Estimates aggregating an expenditure of over Rs. 65,438 have been sanctioned for the addition and improvement to the block of school buildings, including a new hall and a museum. It is pleasing to note that a good start with the work had been made during the year under report.

Mayo School
of Arts,
Lahore.

14. Little need be added to the last year's report on the Mayo School of Arts. Mr. Lionel Heath, the principal, submitted several

proposals for the expansion of the school which are reported to have been postponed in consequence of want of funds. In accordance with the decision of Government on the recommendation of the conference of inspecting officers, the class of drawing masters has been transferred to the Training College. The principal proposes to have a Painting and Book Illustration Department in place of the Drawing Masters' class. The proposal is under the consideration of Government.

15. The Litho Department is reported to be lacking in support. In an equally depressing strain the principal speaks of the Architectural Draftsmen Department, which is languishing through lack of suitable recruits. Mr. Heath makes appreciative references to the work of his staff during the year.

16. The downward tendency of the Institute of Commerce noticed in the last year's report continued. The institute suffered much from lack of a clear objective. The dwindling numbers showed clearly that the diploma course did not appeal to the students. The declared object of the framers of the course had been to provide a training suitable to those who aspire to be captains of industry. This end could not be achieved by a course which did not lead to a degree course. Nor could the object be attained by indifferent matriculates within the short space of two years. Since the close of the year, the Institute has been closed but, in its place, a post-matriculation course in clerical subjects has been instituted at the Central Model School, Lahore. It is hoped that this new venture will make better and more suitable provision for the training of those who desire to obtain clerical employment.

Government
Institute of
Commerce,
Lahore.

II—Special Schools.

17. Mr. Farmer remained in charge of the Reformatory School, Delhi, excepting the months that he was away on privilege leave. The Blacksmith's Department has again suffered from change of instructors and considerable difficulty seems to be experienced in finding a permanent incumbent of the post. Mr. Farmer draws attention to the overcrowding in the accommodation for teachers and warders and the consequent need for extensions. The number on the rolls is about the same as last year. Twenty-five were admitted during the year and 27 discharged. The conduct and discipline have been favourably reported on. The students have kept good health, the prevalence of plague in Delhi notwithstanding. The physical training of the boys continues to receive attention. The work in the Industrial Department was not tested this year; and Mr. Farmer

Reformatory
School, Delhi.

refers regretfully to the discontinuance of Mr. Heath's helpful and stimulating visits. The statistics about the after-careers of the pupils discharged in the three years preceding 1922-23 indicate that 83.3 per cent are engaged in earning a living by honest means. This is most satisfactory. Mr. Farmer continues to discharge his duties with zeal and efficiency.

The Govern-
ment School
for the Blind

18. There is no change in the roll of the School for the Blind in Lahore, which stands at 28. This is the only school of its kind in the province. It continues to be attached to the Railway Technical School, Lahore. A slight increase is reported in the income from fees and a fall in the expenditure on the hostel.

The Railway
Technical
School,
Lahore.

19. The Railway Technical School, Lahore, continues to prosper under the charge of Lala Madan Gopal, the headmaster. The roll has increased by 44 to 414, with a corresponding rise in the average attendance and expenditure. The examination results were good. Of the 35 students who left the school, 19 are reported to be employed at different crafts; nine have joined other schools for further study; one has taken to agriculture. The headmaster speaks in terms of praise of the behaviour of the pupils.

The School
for Disabled
Soldiers.

20. This school had 34 names on its rolls on 31st March, 1923, 27 in the motor-driving class and seven in the oil engine class. Thirty out of thirty-nine were declared successful during the year in the motor driving class, of whom 16 have gained employment, eight are still unemployed, while nothing is known about the remaining six.

III—Vocational Training.

21. A fairly exhaustive list of the facilities provided for this form of training was given in last year's report. There is not much to add to the list, but it will be seen from the following paragraphs that considerable advance has been made in several directions. It may therefore be sufficient to summarise the remarks made last year. The development of vocational training depends on the acceptance of three principles :—

- (a) Vocational training should be associated with, and not divorced from, general training.
- (b) The general training should be enriched by suitable facilities for vocational training.

- (c) Such vocational training as is imparted should be conducted in a "centre" to which pupils from schools in the vicinity should be drafted at appropriate times, and not in individual schools.

22. In pursuance of this policy discussed in last year's report, industrial primary schools have been discontinued. Training of this nature is unsuited to little boys who are not strong enough to use the tools, nor old enough to appreciate the value of the training. The removal of illiteracy is the main objective of the primary stage.

Industrial schools.
(a) Primary.

23. Mr. Heath remarks, in the opening lines of his report in regard to industrial middle schools, that there are few fresh developments to discuss since the submission of the account for 1921-22. There is, however, a gratifying increase of 199 on the roll; and Mr. Heath speaks approvingly of the instruction imparted in these schools. He is, however, somewhat nervous about their future, especially in view of the uncertainties of the transitional stage through which they are passing, intensified as they are by the financial stringency. About half the local bodies controlling these schools have declared their inability to maintain them any longer; and three of them, those at Ferozepore, Kasur and Ludhiana, have been abandoned. Mr. Heath pertinently remarks:—

(b) Middle.

"It is a pity that these schools should close down at this time, inadequate though they may be. They will form a most useful nucleus of development in the future; and most certainly the money spent on them would not be wasted. If once they are closed or allowed to close, it will be extremely difficult to re-establish the lost confidence of the artisans."

24. This important subject was discussed at some length in the last report. It was then shown that the main aim of this training is to render the courses more suited to rural needs. Training in agriculture, therefore, is given in the ordinary vernacular middle schools, and not in separate agricultural middle schools as elsewhere in India. There are two special points of importance in connexion with the organisation of the training. In the first place, the work is rendered sufficiently practical by the provision of a school farm with the necessary stock and implements. In the second place, this teaching is in the hands of trained teachers who have first passed the senior vernacular training examination and have then undertaken successfully a year's course in training at Lyallpur.

Agricultural training in vernacular middle schools.

25. It is therefore very pleasing to receive the following report from Lala Lachhman Das, Inspector of Agricultural

Good progress.

Training, who has been mainly responsible for the success of this valuable innovation :--

"The embarrassment caused by financial stringency continued unabated and, as a result, both the provincial Government and the district boards were unable to undertake fresh financial responsibilities. New schemes of expansion could therefore be launched only with great caution and to a very restricted extent. Even the existing institutions were maintained at no small pinch. Notwithstanding these difficulties, the progress of agricultural education has been on the whole satisfactory, the year under report being marked not so much by extension of work as by consolidation of the ground already gained."

"Forty-three vernacular middle schools are teaching agriculture under duly qualified teachers. Of these, 23 (or three more than last year) have well-equipped school farms, while in fourteen other schools there are school gardens or other temporary, yet satisfactory, arrangements for the practical teaching of the subject. There are now only two schools, compared with thirteen last year, where agriculture continues to be taught without any provision for practical work. This is very gratifying. The difficulty about the time-table in these schools to which reference was made in last report has since been solved by the Committee which met during the year to consider the place of English teaching in vernacular middle schools. English and agriculture are not to be regarded as mutually exclusive subjects. In places where English and agriculture are included in the curriculum, a third language should not be undertaken."

26. In the interests of economy a great deal has been done during the year towards improving the commercial side of the school farms. Lala Lachhman Das says :—

"The expenditure in almost all farms has been considerably reduced and the income has improved. Almost all the five-acre farms under canal irrigation have now become self-supporting and if the teacher's allowance is not included in the farm expenditure, they would actually become paying propositions. Smaller farms, particularly those under well irrigation, still continue to show deficits, but even these are steadily reaching solvency."

It is, however, stated further on in the report that these economies and improvements have not resulted in any loss of educational efficiency.

27. It is also very encouraging to read in Lala Lachhman Das' report that these farms have begun to appeal to the zamindars of the neighbourhood and that in some cases the demonstrations on the farms have been so successful as to convince them of the superiority of some of the new methods and implements. It is pleasing to note that improved methods and implements have been adopted as a result of these demonstrations. The

vegetable seeds raised at the Kalanaur (Gurdaspur) school farm are reported to have been very much in request among the zamindars of the vicinity owing to their superior quality.

28. The general scheme for the establishment of high school agricultural centres has been held in abeyance owing to the prohibitive cost of acquiring land in proximity to towns. Four such centres, however, which have been started in the Julundur Division, have been allowed to continue, and the inspector reports that they are very popular and are attended by 412 students of the high classes of neighbouring schools. The measure of their value cannot be estimated only by their popularity, for it is possible that many pupils take up agriculture for the matriculation examination as a soft option, but rather by the contribution which they make to the general agricultural progress of the province.

High school
agricultural
centres.

29. The development of the "centre" system for the teaching of commercial subjects and for manual training has been very satisfactory during the year, especially in the matter of economy. Private generosity and municipal grants have been forthcoming towards defraying the initial cost of starting centres, especially in the Ambala Division. Thus the only charge to Government on this account has been the salary of the teachers, and these have in all cases been paid from the savings effected by the scrutiny of the staffs of Government high schools, to which reference has been made in an earlier chapter.

The "centre"
system: Man-
ual and clerical
training.

30. It is believed that a modicum of practical and vocational work in the curriculum of the secondary school not only provides an answer to a public demand, but also enriches the general course which tends to be too sedentary and over-literary. It is therefore gratifying to record achievements in this direction at practically no extra cost and at a time when schemes for development are either held up or cancelled through lack of funds to finance them.

31. The training imparted in the Y. M. C. A. and Y. W. C. A. continuation classes is on somewhat different lines. The popularity of the training is apparent from the steady rise in the number of those seeking it. In the Y. M. C. A. there were 54 more men than last year, the roll now standing at 605. Of these, 55 were graduates. The classes most popular are those of shorthand, type-writing, book-keeping and senior English. The accommodation difficulty is naturally becoming acute with such large numbers.

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

32. The Y. W. C. A. classes also record a year of progress. Their usefulness in providing for girls a sound and suitable commercial training cannot be over-rated.

The Victoria
Diamond
Jubilee Hindu
Technical
Institute,
Lahore.

33. The enrolment of the Victoria Diamond Jubilee Hindu Technical Institute has increased by thirteen to seventy. Of the three classes, the one for mechanical engineers seems to be most popular. The examination results were good. The great need of the institution is funds; and the report ends with an appeal to the Hindu public. It is a hopeful feature that the students who pass out of the institution find little difficulty in securing suitable employment.

CHAPTER VIII.

Education of Girls

I. *Steady Progress.*

In last year's report, it was pointed out that the rapid expansion recorded in boys' schools had not yet been extended to girls' schools. The same remark obtains again this year, though there are again indications that the ground is being prepared for a more marked advance in the near future.

2. The number of girls at school has increased from 62,571 to 65,545 in the year under review. A set back in the progress of the unaided primary schools is reported, though this may easily be due to the fact that many of these schools have not sent in their returns. In those schools whose statistics have been returned the average size varies from 66 in the Lahore to 35 in the Ambala division. The time has not yet come when, as in the case of boys, there is a fairly uniform advance throughout the province. In the Lahore division, there are 349 schools with 22,599 pupils; in Jullundur, there are 232 schools with 12,246 pupils; in Multan, there are 189 schools with 12,048 pupils; in Rawalpindi there are 190 schools with 10,330 pupils; but in Ambala there are only 169 schools with only 5,856 pupils. The record of the latter division is very distressing. The absence of an inspectress may be a contributing factor, but it is reported that there is much apathy towards the education of girls in this division. Enrolment.

3. The figures reviewed above may seem disappointing at first sight, but the Chief Inspectress reports that the work is progressing, though slowly. The pinch of the financial stringency has probably affected the education of girls more than that of the boys. In days of financial adversity local bodies tend to regard the girls' schools as the first and obvious sacrifice. Public support and subscriptions also are not so readily forthcoming as they were a few years ago. Even a school such as the Kanya Mahavidyala high school at Ferozepore, with its fine and spacious buildings, is seriously retarded in its advancement by the lack of financial support. On the other hand, the Chief Inspectress remarks that, in the towns in particular, there is far less apathy, while educated girls are now valued in the homes. Another pleasing feature has been an improved recruitment of girls in the normal schools, while the remarkable progress of the Victoria and Lady MacLagan Schools in Lahore, under the sympathetic and inspiring guidance of Miss M. Bose, may be ranked as the main achievement of the year.

II. Primary Education.

4. During the past year, renewed efforts have been made to render the schools more in tune with child nature and thus attractive to the young girls, the aim being that they shall remain at school for a longer time and thus gain some material benefits therefrom. Spasmodic and irregular attendance is the most dangerous defect in any system. Unfortunately, many of the schools are, at best, dreary and uninspiring places for successful training. It is therefore pleasing to read from the report of the Chief Inspectress that there has been a marked improvement in the teaching of domestic science as well as in handwork.

5. One of the greatest difficulties is the isolation of many of the schools, which reacts unfavourably on the work of the single teacher employed. It is hoped that the reconstruction of the inspecting system (which was effected after the close of the year) will do much to remedy this defect.

III. Higher Education.

Examination
results.

6. A distinct advance has been made in this direction. The following table of examination results shows good progress, both in the quantity as well as in the quality of work; and also that the number of girls who complete the secondary course is rapidly increasing.

		1917.	1922.	1923.
Middle School Examination	... { Candidates	... 341	446	493
	... { Passed	... 229	353	361
Matriculation	... { Candidates	... 47	71	64
	... { Passed	... 34	58	50
Intermediate	... { Candidates	... 10	9	21
	... { Passed	... 8	8	15
B. A.	... { Candidates	... 3	13	10
	... { Passed	... 2	8	9

Victoria and
Lady MacLagan
Schools.

7. Reference has already been made to the successful progress of the Victoria and Lady MacLagan Schools in Lahore. Though the two high classes have been removed to the Intermediate College, the numbers have increased to a remarkable extent. A pleasing feature of this school is the presence of a number of little boys in the junior classes, a precedent which might well be followed elsewhere. The new hostel attracts a number of girls from the mufassil; and Miss Bose is already casting her eyes upon a suitable building for further exten-

8. The Kinnaird College has also had a successful year. For the third year in succession, all the candidates passed the intermediate examination. In the B. A. examination, Miss Mona Benjamin was placed fourth in the list of students (men and women) taking honours in English ; and Miss Jamila Siraj-ud-Din was the first Indian woman to obtain honours in economics in the Punjab. The Shah Din Gold Medal was awarded to Miss Josephine Hakim Khan.

Kinnaird
College.

9. The Queen Mary College, Lahore, has also made good and steady progress. The number of girls has increased from 89 to 104. The boarders profit by the additional advantage of regular hours, supervision and organised games. Miss Maynard joined the staff on the transfer of Miss Harrison to the Intermediate College.

Queen Mary
College.

10. The Intermediate College, Lahore, has now completed its first year. As a temporary measure, a co-operative system of training was attempted with the Kinnaird College. The examination results were most creditable. In the matriculation examination, nine out of the ten candidates were successful, two girls passing in the first division. The construction of laboratories is under consideration.

Intermediate
College,
Lahore.

11. Much credit is due to Miss L. M. Stratford, the Chief Inspectress, and to her colleagues of all grades for the energy and sympathy which they have displayed in carrying out their duties. Their work is full of difficulty and often of disappointment, but there is every hope that the work of the last few years will soon bring forth abundant fruit.

CHAPTER IX.

The Education of Europeans.

Concentration.

The record of the year has been satisfactory, though uneventful. It is pleasing to note that the situation has improved in some of the respects in which adverse comment was necessary last year. Although the number of schools has been reduced by one in consequence of the closing of the Convent School at Ambala, and although two schools have been reduced in status, the number of pupils has been increased by eighteen (being the difference between an increase of 164 in the number of boys and a decrease of 146 in the number of girls).

2. Last year, reference was also made to the serious gap between the European final and intermediate examinations with the result that boys and girls of the community are hampered in their efforts to obtain professional education. It is therefore pleasing to record the success of the Lawrence School at Ghora Gali in the post-high school examinations.

Increase of fees.

3. In regard to the income from fees, it was stated last year that, during the quinquennium, the income from tuition fees had increased from Rs. 1,05,684 to Rs. 1,67,945. During the single year under review, there has been a further increase of Rs. 23,975 in tuition fees so that, out of a total additional direct expenditure of Rs. 51,448, only a little less than one-third (namely, Rs. 15,688) has been borne by Government. The Inspector of European Schools also reports that the deficits in school accounts and the sums outstanding for fees are generally smaller than they were last year. Incidentally, both these items may be considerably discounted by the fact that school managers commonly enter the fees in the accounts only when they are paid into the bank early in the month succeeding that in which they were actually received, so that there is often a substantial sum in cash in the hands of the managers which does not appear in the accounts.

Examinations.

4. The proportion of passes in the departmental examinations has diminished, and has now reached the comparatively low level of 55.1 per cent of boys in the high school examination, and of 42.5 per cent. of boys in the middle school examination. The girls have done somewhat better. A matter for early consideration is the growing tendency to abandon the departmental examinations in favour of the Cambridge examinations.

5. The inspector records progress in most of the school subjects, but offers adverse comments in regard to Nature Study :—

Nature
Study.

“ Many of the teachers have quite a sufficient knowledge of zoology and botany, and in most cases their teaching is conscientious ; but in nearly every school the work is much too formal in character. Notes which it is highly improbable that children understand are dictated by the teacher and written down, and possibly learned up, by the children, but it is rare to find much evidence of direct observation by the children ; and even rarer to find notes made by themselves. The Lawrence School at Sanawar, however, is a notable exception in this respect. Closely connected with this question is that of school gardens. At the Lawrence School at Ghora Gali I saw gardens cultivated by some of the boys ; and there are some other schools in which there is a garden, but very much more might be done in stimulating children’s interest in nature, by giving them a little ground to cultivate.”

6. There is little to be said in regard to individual schools. The Lawrence School at Ghora Gali has received a new impulse under the principalship of the Rev. W. T. Wright, and, although there is much to be done, it is reasonable to entertain very high hopes of the future of this school. Plans for its further development were under consideration during the year, but did not reach a stage at which it is possible to describe them in detail in this report. The Bishop Cotton School at Simla suffered from an outbreak of illness towards the close of the year, but has gained by the appointment of a permanent headmaster, the Rev. Stephen O’Neill, B.A., and has made a good recovery. In consequence of illness, sanction was given to a reconstruction of the drainage system of the school, which is now being carried out. The Station School at Rawalpindi has been reduced from the middle to the primary standard with a view to economy and increased efficiency. The Presentation Convent School at Murree has continued the restoration of the building which was destroyed by fire in 1920.

CHAPTER X.

Education of Special Classes.

I.—The Education of Muhammadans.

Main Statistics.

On the 31st March, 1923 the enrolment of male pupils of the three principal communities of the province in educational institutions of all kinds was as shown in the following table :—

Institutions.	MUHAMMADANS.				HINDUS.				SIKHS.				
	1922-23.	1921-22.	Increase.	Decrease.	1922-23.	1921-22.	Increase.	Decrease.	1922-23.	1921-22.	Increase.	Decrease.	
Arts Colleges	English	1,019	929	90	...	2,696	2,702	194	...	609	622	77	...
	Oriental	64	53	11	..	81	70	11	...	12	8	4	...
Professional Colleges.	Law ...	100	94	6	...	346	356	...	10	45	12	33	...
	Medicine	135	100	28	...	229	237	...	8	107	89	18	...
	Commercial.	4	6	...	1	24	51	...	27	3	5	...	2
	Teaching	66	135	...	69	91	107	...	106	28	50	...	24
	Agriculture.	53	64	...	11	30	28	4	...	50	59	...	9
Veterinary	53	100	...	47	23	28	...	5	23	43	...	20	
Total	1,404	1,489	5	...	3,720	3,667	53	...	965	898	77	...	
Secondary Schools	100,356	77,287	23,069	...	107,105	95,582	11,523	...	35,878	32,230	3,639	...	
Primary Schools	182,978	129,361	53,595	...	116,543	96,839	19,705	...	45,091	38,393	6,693	...	
Total	283,332	206,668	76,664	...	223,648	192,420	31,228	...	80,969	70,623	10,337	...	
Training Schools	1,031	668	365	...	805	647	158	...	245	137	108	...	
Medical Schools	147	135	12	...	239	221	18	...	118	137	...	19	
Mayo School of Arts	165	147	18	...	52	59	...	7	9	12	...	3	
Engineering	41	38	3	...	54	42	12	...	20	23	...	3	
Industrial	1,498	1,381	165	...	463	414	48	...	199	161	18	...	
Commercial	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory	65	69	2	...	53	47	6	...	1	2	...	1	
Other Special	12,178	117	12,061	...	4,245	141	4,104	...	1,414	32	1,382	...	
Total Public Institutions.	299,949	210,654	89,295	...	233,273	197,658	35,620	...	63,940	72,044	11,896	...	
Private Schools	34,263	81,089	3,174	...	18,488	14,347	4,141	...	4,521	4,329	192	...	
Total of Scholars at Institutions of all kinds.	334,212	291,743	42,469	...	251,761	212,005	39,761	...	68,461	76,373	12,088	...	

2. In last year's report attention was drawn to the rapid progress in the matter of enrolment which had been made by the Muhammadan community during the previous quinquennium. In March, 1922, this community was leading in the number of pupils under instruction at all stages, the percentage of increase for the five years being 42·3, 19·6 and 41·7 for Muhammadans, Hindus and Sikhs, respectively. The progress of Muhammadans is even more strikingly manifested in the statistical returns for the year under review, the increase in the number of pupils in the three communities being respectively 92,469, 39,761 and 12,088 or a rise in *twelve months* of 38·2 *per cent.* in the case of Muhammadans, 18·8 *per cent.* of Hindus and 15·8 *per cent.* of Sikhs.

Remarkable
progress
among Mu-
hammadans.

3. If the figures of last year's report are combined with those of 1922-23 and a comparison is made between the year 1916-17 and the past year the results are remarkable. The figures are:—

		<i>Muhammadans.</i>	<i>Hindus.</i>	<i>Sikhs.</i>
1916-17	...	169,849	177,201	53,882
1921-22	...	241,743	212,005	76,373
1922-23	...	334,212	251,766	88,461

This table shows that while Sikh pupils have increased during the past six years by 64·2 *per cent.* and Hindus by 42·1 *per cent.* the number of Muhammadans has increased during the same period by 96·7 *per cent.* In other words, the number has practically doubled; and whereas 42·3 *per cent.* of this increase was achieved during the first five of these six years, the remaining 54·4 *per cent.* was added during the sixth year, the year now under review.

4. There is thus abundant evidence to show that the apathy of the Muhammadan community towards education is rapidly breaking down, and that the section of the population which has long been regarded as the most inert and the least progressive has awakened to a sense of the importance of education as a factor in the promotion of its welfare. It is true that the majority of the additional pupils enrolled are yet in the lower stages of instruction, the rise in Muhammadan enrolment in primary schools this year being 53,595, *i.e.*, from 129,381 to 182,976, but if efforts are now devoted to retaining at school the pupils who have been brought under instruction, there is no reason why, in the near future, the Muhammadan community should not show equally good progress in the higher branches.

5. The increase of Muhammadan pupils at secondary schools has indeed been most satisfactory, the addition during

the year being 23,069 as against 11,523 Hindus and 3,639 Sikhs. The community has still, however, considerable leeway to make up in the matter of secondary education, Muslim pupils being still only 32·8 *per cent.* of the total number. In University education the community is just holding its own, the increase during the year in Arts colleges being 101, from 982 to 1,083 or 10·3 *per cent.*, compared with 7·4 *per cent.* for Hindus and 12·8 *per cent.* for Sikhs.

Means for improvement in secondary education.

6. The great handicap of the community is its poverty; and it is poverty which has in the past prevented it from exhibiting the same enterprise in the establishment of communal schools which has been displayed by other communities. Almost the whole of the additional enrolment among Muhammadan pupils has been in schools maintained from public funds. Indeed, Mr. Parkinson, who has made a special study of the problem of Muhammadan education since he became inspector in the Rawalpindi Division, has come to the conclusion that the growing demand amongst Muhammadans for educational facilities would probably best be met by a development of Government and board schools rather than by the imposition of a heavy and recurring financial strain on the private resources of a relatively poor but numerically large section of the people. The Multan inspector emphasises the same point in the following words:—

“ Now that there is some awakening in the community there is every hope that more Islamia schools will be opened. At present, however, instead of starting new schools of their own, the Muhammadans of the division are taking full advantage of the facilities provided in existing Government, board and other public schools.”

Scholarships.

7. Another method of solving the problem of poverty is by means of scholarships, and in this matter also gratifying reports come from the Multan Division. Sheikh Nur Elahi writes:—

“ My thanks are due to the liberality of the District Boards which, at my suggestion, have added 34 high and 172 middle school scholarships during the year. Of these the majority are close Victoria Scholarships; that is to say, they can be competed for only by Muhammadans. Besides these there are 150 (18 high and 132 middle) close zemindari scholarships, which are also practically reserved for Muhammadans as the number of agriculturists belonging to other communities, except in the new colonies, is insignificant, and to these may be added 16 Kaura Khan scholarships. Moreover, several well-to-do zemindars, particularly in the Muzaffargarh District, have lately come forward and instituted a number of special scholarships for the community. It may also be noted that the Muslim candidates competing for open scholarships show very encouraging results ... So the position is hopeful all round.”

(ii).—The Education of Jains.

8. The number of Jains under instruction continues to rise very slowly. The increase during the year under review is 41 ; from 1991 to 2,032, against an increase of ten in the year before. The Ambala Division which claims the majority of these pupils actually shows a decrease this year from 1,329 to 1,206. Two Jain schools are maintained in this division, one at Ambala and the other at Panipat. Both are recognised and aided. Of the 2,032 Jain students, 42 are in colleges ; 1,957 in secondary schools (584 in the Ambala Division, 311 in Lahore, 122 in Jullundur and the remaining 40 in the Rawalpindi and Multan Divisions). Primary schools claim 931 Jain pupils (622 in the Ambala Division).

(iii).—The Education of the Upper Classes.

9. The report of last year referred to the period of anxious financial strain through which the Aitchison College at Lahore was passing. The principal hopes that the culmination of these anxieties has now been reached, and that brighter days are in store. The retrenchment of Rs. 25,000 in the grant paid by the Government of India on account of the salaries of the staff has been reduced to Rs. 15,000. The college, however, is still faced with a prospective deficit of Rs. 58,000 *per annum* ; and this deficit has been under consideration by the authorities of the college. The Ruling Princes and Chiefs of the province have been approached and have promised support to the extent of Rs. 20,00 yearly without stipulating any alteration in the constitution of the Governing Body. "This generous attitude", writes Mr. Kelly, "is largely due to the lead taken by His Highness the Maharaja of Patiala who attended, as a member of the Managing Committee, the extraordinary meeting held at Simla in June 1922, and gave proof of his lively interest in the college by promising Rs. 10,000 *per annum* as contribution and Rs. 10,000 as guarantee to support the credit at the bank in case of emergency." Fees paid during the year show an increase of Rs. 10,000 ; and the profits on the farm have improved by Rs. 5,000. The net result at the end of the year's working was a deficit at the bank of Rs. 1,793 as against Rs. 11,485 the year before, or an improvement of Rs. 9,692. Arrears due to Government on staff account were also paid off, but larger arrears, probably about Rs. 17,000, have been incurred.

10. Thus, at the moment, the position is better, but the finances of the institution cannot yet be said to be free from

anxiety. One means of solving the difficulty might be a considerable reduction in the personal expenditure of the pupils, which would render possible an increase in the rate of fees without imposing increased expenditure on the parents. The persistence of private tutors and private servants entails much expenditure. It is significant that the Military College at Dehra Dun has, from the very start of its career, set its face against all forms of personal extravagance. A hard and rigorous life has obvious advantages besides those of economy.

11. The enrolment at the close of the year was 92 against 96 at the end of the previous year. This slight decrease is accounted for by extraordinary withdrawals and unexpected delay in the admission of several new pupils. The principal refers with great regret to the death of Tika Devindar Singh of Bashahr, who showed exceptional ability but who, in January, 1922, showed alarming symptoms of decline. He was consequently removed from school, but died at home after a very few months, thus cutting short a career of great promise.

12. The feature of the year on the scholastic side of the institution was the introduction of what has come to be known in the West as the Dalton Plan, by which class teaching is largely abandoned in favour of monthly programmes or assignments, the masters acting as directors of studies in "subject rooms." Under this system boys are free to come and go, knowing that a new month's work will not be assigned until the previous month's work has been finished. With the accumulation of experience it has been found that the 'Plan' needed modification to adapt it to the requirements of an Indian anglo-vernacular course of studies. These modifications have been made and the experiment continues. The verdict of the principal, after a year's trial, is that "unusually good work has resulted in the middle forms, imperfect work in the two lowest forms, and that of the two upper forms has been slightly affected, perhaps for the better. For the lowest forms improvements are in progress."

13. Athletics and games maintain their high standard of excellence and the cadet corps and the boys scout troop continue to flourish. Both cadets and scouts had camps in the first week of November, 1922, the former at Niaz Beg and the latter at Nasrula near Hoshiarpur.

14. The College War Memorial tablets were unveiled by His Excellency the Governor on the 6th December, 1922.

(iv).—*Education of Low castes.*

15. Reference was made in the report of last year to the tendency for special low-caste schools to decrease and for children of these castes to join ordinary schools. This tendency has been maintained during the year under report. In the Ambala Division the number of special schools has decreased from fifteen to eleven, and the enrolment in these schools from 410 to 268, of whom 246 were low-caste children. On the other hand, the number of low-caste boys in ordinary schools in the division has more than doubled during the same period; from 772 to 1,603, of whom 1,022 are Chamars. These figures have a double significance; they show not only that social barriers are breaking down in the matter of the education of the depressed classes, but also that the parents in these communities are awakening to the need and value of education for their children.

Decrease in low-caste schools, but large increase in low-caste pupils.

16. Another interesting feature of the report of the Ambala Inspector is his reference to the progress of education among the Mina criminal tribe in the Gurgaon District. Not only is the number of Mina pupils at school speedily increasing, but there are no less than fifteen teachers of the community working in the schools. "It is very gratifying," writes the inspector, "that Mina youths are reported to be giving up crime and taking to honest means of living.....After receiving education, they get employment as teachers, patwaris and policemen and exercise a wholesome influence on the uneducated members of the tribe."

17. The Multan Division is the only other division with a considerable number of schools for the depressed classes. Most of these are in the new Chenab and Bari Doab colonies and are maintained by Christian missions for the education of low-caste converts. "Other low-caste children," writes the inspector, "such as Mahtams, Chamars and Musalis, are attending ordinary schools. Their number is reported to be 857. The prejudice against them seems to be dying out and in some places even high caste children do not object to sit with them on the *samn chatais* or benches."

18. Government maintains seven schools for the Sansi criminal tribe in the Multan District with an enrolment of 186 boys and 102 girls; and the Jhang District Board controls seven schools for the children of criminal tribes in that district. The inspector reports, however, that although education for these children is compulsory there is much room for improvement in the enrolment.

19. The Department has had the education of the depressed classes under special consideration during the year and the tendencies referred to at the beginning of this section seemed to indicate that the time had come to invite special attention to this branch of educational activity. A circular was therefore addressed recently to commissioners and deputy commissioners offering suggestions regarding the expansion of education among these classes based on the experience of the past, and indicating lines on which such expansion might be attempted and encouraged. It has been suggested, for example, that lists should be maintained in each school area, showing the children of school-going age, and that children of the depressed classes should be specially marked in those lists; that the question of the remission of fees and of the provision of free books should be considered by local authorities; that the establishment of adult night schools should prove of benefit to these classes; and that every advantage should be taken of the assistance of private effort and munificence.

20. In the matter of the recruitment of teachers, emphasis has been laid on the selection of suitable candidates when making admission to normal schools, and the excellent work for the education of the depressed classes which is being done in the training class attached to the vernacular Middle Mission School at Moga, under the able and devoted guidance of Mr. W. J. McKee, has been commended to the notice of other philanthropic bodies.

21. It may be said generally that the depressed classes are taking their fair share in the movement of educational advance which is so conspicuous in the province to-day and that the outlook is full of promise.

CHAPTER XI.

Text Book Committee.

The decline in the number of books submitted for consideration by the Committee referred to in last year's report continues. The total number of books reviewed during the year was 239, or 86 less than last year. The prevailing economic conditions may account for the falling off.

2. The Committee's activities in the preparation of new school books and in the revision of those already in use continue unabated. In addition to the under-noted new books, a number of maps and readers have been revised and brought up to date :—

- (a) A supplementary reader for boys in the primary stage of industrial schools.
- (b) Hindi readers, Nos. II and III, for the middle classes of girls' schools.
- (c) Sanskrit reader, No. I.
- (d) A book on physiology, hygiene and first-aid for girls' schools.

3. The work of standardisation of technical terms in Urdu and Punjabi noticed in last year's report is nearly completed. The tentative lists of terms have been submitted to the scrutiny of linguistic experts. Their report is awaited with interest.

4. The Committee, as in previous years, presented a large number of books and periodicals to schools. The continued dearth of books of real merit has had a cramping effect on the Committee's functions as a patron of indigenous literature. Only seven books were received for consideration; and the Committee, in view of the paucity of works of the requisite standard, had not come to any decision as to awards from the patronage of literature fund in time for record in this year's account.

G. ANDERSON,

Director of Public Instruction, Punjab.

**I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
		1	2	3	4	5	6
RECOGNISED INSTITUTIONS.							
<i>Universities.</i>							
<i>Colleges—</i>							
Arts and Science* ...	...	1	...	...	7	2	10
Law ...	...	...	...	...	...	1	1
Medicine ...	...	1	...	...	...	...	1
Education ...	...	2	...	...	...	...	2
Engineering ...	...	...	...	...	...	...	...
Agriculture ...	...	1	...	...	...	...	1
Commerce ...	...	1	...	...	...	...	1
Forestry ...	...	...	...	...	...	...	...
Veterinary Science ...	...	1	...	...	...	...	1
Intermediate and 2nd grade Colleges	...	2	...	...	...	4	6
Totals ...	...	9	...	...	7	7	23
High Schools ...	...	48	9	9	124	25	215
Middle Schools { English ...	...	...	43	27	71	31	172
{ Vernacular ...	...	...	688	13	6	1	708
Primary Schools ...	...	27	4,548	192	859	112	5,736
Totals ...	...	75	5,238	241	1,060	169	6,833
<i>Special Schools—</i>							
Art ...	...	1	...	...	...	...	1
Law ...	...	...	...	...	...	...	...
Medical ...	...	1	...	...	...	2	3
Normal and Training ...	...	19	...	...	2	2	23
Engineering ...	...	1	...	...	...	...	1
Technical and Industrial ...	...	1	9	9	3	...	22
Commercial ...	...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...
Reformatory ...	...	1	...	...	...	...	1
Schools for Defectives ...	...	2	...	...	...	...	2
Schools for Adults ...	...	...	77	5	34	514	630
Other Schools ...	...	1	...	...	2	...	3
Totals ...	...	27	86	14	41	513	686
Totals for Recognised Institutions ..	...	111	5,374	255	1,108	694	7,542
UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	2,578
GRAND TOTALS, ALL INSTITUTIONS	...	111	5,374	255	1,108	694	10,115

* Includes one

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total
7	8	9	10	11	12
...	1	...	1
...
1	1	...	2
...
...
1	1
2	2	...	4
2	...	1	13	1	17
3	...	1	12	...	16
1	4	22	30	...	57
7	519	184	301	33	1,046
13	523	210	356	34	1,136
...
...	1	...	1
8	4	...	12
...
...	2	...	2
...	1	...	1
...
...
1	1
9	8	...	17
24	523	210	366	34	1,157
...	1,523
24	523	210	366	34	2,690

Oriental College.

II.-A.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science * ...	779	703	358	..	..	..	..	..	..
Law ...	..	..	..	..	..	..	..	..	..
Medicine ...	474	467	234	..	..	..	..	..	..
Education ...	207	183	207	..	..	..	..	..	..
Engineering ...	..	..	..	..	..	..	..	..	..
Agriculture ...	134	125	132	..	..	..	..	..	..
Commerce ...	31	25	3	..	..	..	..	..	..
Forestry ...	..	..	..	..	..	..	..	..	..
Veterinary Science ...	101	93	82	..	..	..	..	..	..
Totals ...	1,726	1,596	1,014	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ...	17,814	16,197	3,576	3,317	2,922	657	3,440	2,957	450
„ Middle Schools { English ...	..	..	..	13,354	11,983	1,235	8,361	7,299	818
„ Middle Schools { Vernacular ...	..	..	..	119,479	93,245	5,500	2,319	1,854	192
„ Primary Schools ...	1,068	1,534	..	272,403	209,674	31	23,682	17,731	..
Totals ...	19,782	17,731	3,576	408,653	317,735	7,451	37,892	29,841	1,460
In Art Schools ...	229	198	52	..	..	..	..	..	..
„ Law ...	..	..	..	..	..	..	..	..	..
„ Medical Schools ...	374	366	330	..	..	..	..	..	..
„ Normal and Training Schools ...	1,968	1,938	1,941	..	..	..	..	..	..
„ Engineering Schools ...	115	113	115	..	..	..	..	..	..
„ Technical and Industrial Schools ...	414	359	..	907	718	29	769	651	7
„ Commercial Schools ...	..	..	..	..	..	..	..	..	..
„ Agricultural „ ...	..	..	..	..	..	..	..	..	..
„ Reformatory „ ...	119	109	119	..	..	..	..	..	..
„ Schools for Defectives ...	60	47	14	..	..	..	..	..	..
„ Schools for Adults ...	..	..	..	2,009	1,504	..	292	192	..
„ Other Schools ...	68	55	..	..	..	..	..	..	..
Totals ...	3,367	3,135	2,571	2,916	2,222	29	1,081	843	7
Totals for recognised institutions ...	24,875	22,462	7,161	411,469	319,957	7,480	38,983	30,681	1,467
IN UNRECOGNISED INSTITUTION.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS	24,875	22,462	7,161	411,469	319,957	7,480	38,983	30,684	1,467

* Includes 168 scholars

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
2,539	2,082	1,300	1,538	1,416	1,039	4,856	4,201	2,695	1
...	...	...	495	425	297	405	425	297	...
...	...	...	...	...	...	474	467	234	...
...	...	...	...	...	...	207	183	207	...
...
...	...	...	...	...	...	134	125	132	...
...	...	...	...	...	...	31	25	3	...
...
...	...	...	...	...	...	101	93	82	...
2,539	2,082	1,300	2,033	1,641	1,338	6,298	5,519	3,650	1
50,633	43,926	2,774	8,268	7,130	1,255	83,472	73,038	13,742	
14,266	12,276	1,287	4,761	4,179	693	40,742	35,742	4,061	88
903	788	267	98	87	...	122,799	95,054	5959	80
46,407	37,338	28	5,914	5,021	...	350,434	271,208	59	1,503
112,269	94,308	9,358	19,041	16,417	1,978	597,447	476,032	23,821	1,973
...	...	...	...	...	...	229	198	62	...
...
...	...	...	131	120	...	505	466	330	...
105	98	54	43	41	43	2,116	2,027	2,033	...
...	...	...	...	...	...	115	113	115	...
146	130	42	...	...	...	2,256	1,638	78	...
...
...
...	...	...	...	...	...	119	109	119	...
...	...	...	...	...	...	60	47	14	...
948	767	...	14,527	12,120	...	17,778	14,583	...	...
217	173	...	...	...	...	805	227	...	...
1,416	1,167	96	14,701	12,281	43	23,481	19,643	2,746	...
116,224	97,557	10,752	35,775	30,539	3,357	627,226	501,199	30,217	1,674
...	...	...	...	...	...	57,631	...	...	4,910
116,224	97,557	10,752	35,775	30,539	3,357	634,857	501,199	30,217	6,584

In Oriental College.

II-B.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING.									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION									
Arts and Science ...	*33	28	8	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	2	2	2	...	...	...	...	...	...
Totals ...	40	30	10	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ...	247	103	160	...	...	...	174	169	...
" Middle (English ...	746	545	16	...	...	52	372	290	...
" Schools, (Vernacular ...	150	159	...	280	238	...	3,234	2,483	...
" Primary Schools ...	184	163	...	20,453	16,274	...	12,943	9,885	...
Totals ...	1,367	1,073	196	20,733	16,512	52	16,723	12,647	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
" Normal and Training Schools.	373	322	257	...	...	...	...	...	...
" Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
" Commercial Schools ...	...	...	...	...	...	...	...	...	...
" Agricultural Schools ...	...	...	...	...	...	...	...	...	...
" Schools for Adults ...	...	...	...	...	...	...	...	...	...
" Other Schools ...	57	39	...	...	...	...	...	...	...
Totals ...	480	361	257	...	...	...	...	...	...
Totals for recognised institutions.	1,837	1,464	463	20,733	16,512	52	16,723	12,847	...
-IN UNRECOGNISED INSTITUTIONS.									
GRAND TOTALS, ALL INSTITUTIONS.	1,837	1,464	463	20,733	16,512	52	16,723	12,847	...

* Includes 53 pupils reading in the

EDUCATIONAL INSTRUCTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
33	28	21	...	...	...	*71	54	29	...
...
33	33	33	...	...	...	35	35	35	...
66	59	54	...	...	...	106	89	64	...
1,724	1,537	997	185	185	171	2,330	2,117	1,248	84
1,398	1,189	535	...	...	...	2,516	2,024	551	120
4,972	3,572	551	...	...	...	8,576	6,752	613	28
16,181	12,381	452	1,213	989	...	50,974	39,692	462	132
24,276	18,979	2,545	1,396	1,174	171	64,496	50,585	2,964	364
151	151	151	...	...	...	151	151	151	...
45	43	44	...	...	...	418	365	301	...
297	246	193	...	...	...	297	246	193	...
20	18	...	...	...	...	20	18	...	...
...
...
...	...	...	...	...	...	57	39	...	...
513	453	383	...	...	...	943	819	645	...
24,854	19,496	2,987	1,398	1,174	171	65,545	51,493	3,673	364
...	...	...	...	...	...	26,576	...	...	4,534
24,854	19,496	2,987	1,398	1,174	171	92,121	51,493	3,673	4,503

high classes.

III-A.—EXPENDITURE ON

GOVERNMENT INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities ..	...	...	...	...	...	...
Arts Colleges ...	1,95,550	...	...	69,955	...	2,65,505
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	3,02,560	...	...	38,992	...	3,41,552
Education ...	1,41,203	279	...	...	13,332	1,54,914
Engineering ...	...	...	...	...	...	...
Agriculture ...	1,12,325	...	...	13,871	...	1,26,196
Commerce ...	10,124	...	...	2,520	...	12,644
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	1,45,775	...	...	16,303	...	1,62,073
Intermediate Colleges	60,947	...	...	14,607	...	75,554
TOTALS ...	9,68,484	279	...	1,56,248	13,332	11,38,943
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	6,06,168	1,174	16,953	4,62,356	4,542	10,91,183
Middle Schools—						
English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	24,138	...	...	54	1,241	25,483
Totals ...	6,30,351	1,174	16,953	4,62,410	5,783	11,16,671

EDUCATION FOR MALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	50,000	...
...	...	...	...	...	...	1,82,459	300
...
...
...
...
...
...
...
...
...
...	...	...	...	...	...	2,32,459	300
24,613	73,175	67,968	1,81,234	2,499	2,99,459	8,14,625	13,901
53,401	1,15,429	1,27,472	2,15,593	9,770	5,21,675	1,13,319	8,453
9,46,970	8,84,084	23,280	2,55,551	13,609	16,28,494	3,130	2,340
16,48,384	6,54,849	1,72,549	81,052	5,597	25,32,431	99,135	42,550
26,73,369	12,27,537	3,96,279	6,83,430	81,475	50,12,089	10,30,209	67,744

III-A.—EXPENDITURE ON

	AIDED INSTITUTIONS— <i>concl'd.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.					
Universities ...	...	22,768	...	72,768	...
Arts Colleges ...	1,617	2,80,144	1,58,813	6,03,333	1,22,221
Professional Colleges—					
Law ...	...	...	...	...	62,671
Medicine ...	...	...	...	...	...
Education ...	...	...	...	...	...
Engineering ...	...	...	...	...	...
Agriculture ...	...	...	...	...	...
Commerce ...	...	...	...	...	...
Forestry ...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	16,554
Totals ...	1,617	2,82,912	1,58,813	6,76,101	2,01,446
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	34,624	8,72,723	4,91,452	22,27,325	1,68,919
Middle Schools—					
English ...	12,053	1,57,293	1,53,518	4,44,636	67,800
Vernacular ...	1,790	1,412	18,445	27,617	934
Primary Schools ...	32,215	18,335	1,10,011	3,02,246	2,060
Totals ...	80,662	10,49,763	7,73,426	30,01,824	2,39,713

EDUCATION FOR MALES—CONTD.

UNAIDED INSTITUTIONS		TOTAL EXPENDITURE FROM					
Other sources.	Totals.	Government Funds.	Board Funds.	Municipal Funds.	Fees.	Other sources.	GRAND TOTALS.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	50,000	...	...	22,768	...	72,768
58,608	1,80,829	3,78,009	300	1,617	4,52,320	2,17,421	10,49,667
...	62,671	...	...	...	62,671	...	62,671
...	...	3,02,560	...	...	38,992	...	3,41,552
...	...	1,41,203	279	...	...	13,332	1,54,814
...
...	...	1,12,325	...	...	13,871	...	1,26,196
...	...	10,124	...	...	2,520	...	12,644
...
...	...	1,45,775	...	...	16,303	...	1,62,078
22,082	38,636	60,947	...	...	31,161	22,082	1,14,190
90,690	2,22,186	12,00,943	579	1,617	6,40,606	2,52,835	20,96,580
1,18,053	2,86,972	14,45,401	88,250	1,19,545	16,35,232	6,16,546	39,04,974
72,042	1,39,342	1,66,720	1,23,882	1,39,535	4,40,686	2,35,330	11,06,153
801	1,735	9,50,100	3,86,924	30,070	2,57,897	32,855	16,57,846
21,935	23,995	17,71,707	6,97,399	2,04,764	1,01,561	1,33,784	29,14,155
2,12,881	4,52,544	43,33,928	12,96,455	4,93,914	24,35,316	10,23,515	95,53,128

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>SCHOOL EDUCATION—</i>						
<i>contd.</i>						
<i>Special.</i>						
Arts Schools ...	84,869	...	...	1,488	7,094	93,451
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	83,293	...	...	8,429	...	91,722
Normal and Training Schools.	3,52,443	1,389	...	...	1,829	3,55,611
Engineering Schools ...	47,616	...	...	13,747	...	61,363
Technical and Industrial Schools.	33,603	...	...	428	3,488	37,519
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	49,470	...	...	...	...	48,470
Schools for Defectives ...	23,013	...	...	37	1,452	24,502
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	585	...	...	...	...	585
Totals ...	6,73,892	1,389	...	24,129	13,863	7,13,223
GRAND TOTALS ..	22,72,727	2,792	16,953	6,42,787	32,978	29,63,287

EDUCATION FOR MALES- CONTD.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Ps.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
4,500	470	...	7	...	4,977	4,625	...
...
38,449	21,170	18,939	2,131	2,750	83,433	9,112	340
...
...
...
...
1,000	203	283	...	...	1,466	359	950
1,220	1,357	...	...	...	2,557	8,327	433
45,148	23,200	19,222	2,138	2,750	92,453	22,425	1,723
27,18,511	12,50,737	4,15,501	6,85,568	34,225	51,04,542	12,85,091	69,767

III-A.—EXPENDITURE ON

Expenditure on buildings includes Rs. 7,06,405 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- (1) Scholarships,
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS—concl'd.				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— concl'd.					
<i>Special</i> —concl'd.					
Arts Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	...	...	...	...	1,768
Normal and Training Schools. †	...	925	4,065	9,615	1,328
Engineering Schools ...	...	...	...	...	...
Technical and Industrial Schools.	1,415	2,623	10,469	23,959	...
Commercial Schools ...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...
Schools for Adults ...	219	...	298	1,826	...
Other Schools ...	357	7,839	5,851	22,807	89
Totals ...	1,991	11,387	20,688	58,207	3,185
GRAND TOTALS ...	84,290	18,44,062	9,52,922	87,86,132	4,44,344

EDUCATION FOR MALES—CONCLD.

		TOTAL EXPENDITURE FROM					
		Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
		22	23	24	25	26	27
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	57,632	...	...	4,66,603	25,794	5,50,029
Direction	...	1,46,111	...	...	...	...	1,46,111
Inspection	...	5,72,363	1,16,474	12,357	...	...	7,01,194
Buildings, etc.	...	16,52,661	4,41,213	59,938	36,194	7,55,183	29,36,186
Miscellaneous	...	10,66,303	2,65,684	70,931	3,25,566	2,63,732	19,92,266
Totals	...	34,95,070	8,23,371	1,34,276	8,28,363	10,44,706	63,25,786
UNDAIDED INSTITUTIONS.							
Other sources.	Totals.						
20	21						
Rs.	Rs.						
...	...	84,869	...	...	1,438	7,094	93,451
...
4,385	6,153	83,293	...	...	10,197	4,385	97,875
4,357	5,685	3,61,568	1,809	...	2,260	10,251	3,75,898
...	...	47,616	...	...	13,747	...	61,363
...	...	81,158	21,510	20,354	5,182	16,707	1,44,911
...
...
...	...	48,470	...	...	...	...	48,470
...	...	23,013	...	...	37	1,452	24,502
8,150	8,150	1,359	1,153	502	...	8,448	11,462
652	741	10,112	1,790	357	7,928	6,503	26,690
17,544	20,729	7,41,459	26,262	21,213	40,839	54,840	8,84,612
3,11,065	7,55,409	97,71,899	21,46,667	6,51,020	39,45,124	23,75,896	1,83,90,106

III-B.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	1,181	...	...	...	...	1,181
Intermediate Colleges ...	17,003	...	...	1,205	...	18,208
Totals ...	18,184	...	...	1,205	...	19,389
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	53,818	...	...	22,644	1,045	77,507
Middle Schools —						
English ...	55,038	...	...	5,169	...	60,207
Vernacular ...	6,767	...	...	44	...	6,811
Primary Schools ...	1,273	...	...	...	446	1,719
Totals ...	1,16,896	...	...	27,857	1,491	1,46,244
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools.	88,475	...	...	...	...	88,475
Technical and Industrial Schools.	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	420	...	...	...	...	420
Totals ...	88,895	...	...	...	...	88,895
Grand Totals for Females	2,28,975	...	...	29,062	1,491	2,54,528
Grand Totals for Males...	22,72,727	2,792	16,953	6,42,787	32,978	29,68,287
GRAND TOTALS FOR ALL	24,98,702	2,792	16,953	6,71,849	34,469	32,22,765

EDUCATION FOR FEMALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government fund.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	6,200	...
...
...	...	...	...	...	...	16,445	...
...
...	...	...	...	...	...	22,645	...
1,920	...	17,979	...	...	19,899	99,252	...
2,000	...	7,588	...	...	9,588	41,359	950
27,276	4,066	61,769	5	239	98,345	26,587	7,290
2,06,376	1,15,045	1,38,512	13	1,291	4,61,287	58,838	17,345
2,37,572	1,19,111	2,25,838	18	1,530	5,84,069	2,26,036	25,615
...	...	...	...	...	...	25,261	...
...	...	...	...	...	...	8,390	...
...	...	...	...	...	...	...	3,916
...	...	...	...	...	...	3,330	...
...
...
...
...	...	...	...	...	...	36,987	3,916
2,37,572	1,19,111	2,25,838	18	1,530	5,84,069	2,25,568	23,531
27,18,511	12,50,737	4,15,501	6,85,568	34,225	51,04,542	12,85,091	69,767
29,56,033	13,69,845	6,41,339	6,85,586	35,755	56,88,611	15,70,759	99,298

III.B.—EXPENDITURE ON

Expenditure on buildings includes Rs. 5,81,508 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

- (1) Scholarships,
- (2) Boarding houses and
- (3) Miscellaneous.

	AIDED INSTITUTIONS-- <i>conold.</i>				RECOGNISED
	Municipal funds.	Fees.●	Other sources.	TOTALS.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.					
Arts Colleges ...	...	3,328	7,990	17,518	...
Professional Colleges ...	...	...	...	...	...
Medicine ...	...	...	...	...	...
Education ...	...	3,492	3,801	23,738	...
Intermediate Colleges ...	...	...	...	...	...
TOTALS ...	...	6,820	11,791	41,256	...
SCHOOL EDUCATION,					
<i>General.</i>					
High Schools ...	3,845	74,210	38,525	2,10,832	...
Middle Schools—	...	...	...	...	...
English ...	5,838	24,910	32,412	1,05,469	...
Vernacular ...	14,048	6,005	57,728	1,11,686	...
Primary Schools ...	39,730	7,005	1,00,517	2,23,435	...
TOTALS ...	63,459	1,12,130	2,24,182	6,51,422	...
<i>Special.</i>					
Medical Schools ...	...	11,230	45,687	82,158	...
Normal and Training Schools.	...	1,574	8,038	18,002	...
Technical and Industrial Schools.	...	...	5,357	9,273	...
Commercial Schools ...	...	1,173	273	4,782	...
Agricultural Schools ...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...
Other Schools ...	...	...	...	...	...
TOTALS ...	...	13,977	59,385	1,14,215	...
Grand Totals for Females	63,459	1,32,927	2,95,308	8,06,893	...
Grand Totals for Males ...	84,290	13,44,062	9,52,922	37,86,132	4,44,344
GRAND TOTALS FOR ALL...	1,47,749	14,76,989	12,48,230	45,43,025	4,44,344

EDUCATION FOR FEMALES—concl'd.

	TOTAL EXPENDITURE FROM						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.	
	22	23	24	25	26	27	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Inspection ...	51,378	9,023	11,363	...	...	71,764	
Buildings, etc. ...	6,22,015	9,976	4,329	2,146	82,468	7,20,934	
Miscellaneous ...	1,44,235	2,502	1,407	3,02,959	2,45,269	6,96,372	
TOTALS ..	8,17,628	21,531	17,099	3,05,105	3,27,737	14,89,070	
UNAIDED INSTITUTIONS							
Other sources.	TOTALS.						
20	21						
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	6,200	...	...	3,328	7,990	17,518
...
...	...	17,626	...	...	3,492	3,301	24,919
...	...	17,003	...	...	1,205	...	18,208
...	...	40,829	...	...	8,025	11,791	60,545
8,681	8,681	1,54,990	...	21,324	96,854	43,251	3,16,919
...	...	98,897	950	13,426	30,079	32,412	1,75,264
...	...	60,630	11,386	75,805	6,054	57,967	2,11,842
4,949	4,949	2,66,487	1,32,390	1,78,242	7,018	1,07,203	6,91,346
13,630	13,630	5,80,504	1,44,726	2,89,297	1,40,005	2,40,833	13,95,365
...	...	25,261	...	...	11,230	45,667	82,158
...	...	96,865	...	...	1,574	8,038	1,08,477
...	...	...	3,916	...	...	5,357	9,273
...	...	3,336	...	...	1,173	273	4,782
...
...	...	420	...	...	...	...	420
...	...	1,25,882	3,916	...	13,977	59,355	2,03,110
13,630	13,630	15,64,843	1,70,143	3,06,396	4,67,112	6,39,696	31,43,190
3,11,065	7,55,409	97,71,399	21,46,667	6,51,020	39,45,124	23,75,896	1,88,90,106
3,24,695	7,69,039	1,13,36,242	23,16,810	9,67,416	44,12,236	30,15,592	2,20,38,296

IV-A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

			Europeans and Anglo- Indians.	Indian Christians.	HINDUS.	
					Higher castes.	* Depressed classes.
			1	2	3	4
Total population	...		18,078	166,208	2,784,878	874,884
<i>School Education.</i>						
<i>Classes.</i>						
Primary	...	{ ... I	244	2,968	85,106	3,798
		{ ... II	181	875	33,081	1,162
		{ ... III	106	659	25,511	787
		{ ... IV	98	691	21,395	604
Middle	...	{ ... V	122	326	13,604	118
		{ ... VI	102	246	11,679	58
		{ ... VII	140	191	9,591	46
		{ ... VIII	89	153	7,767	81
High	...	{ ... IX	55	77	5,178	14
		{ ... X	1	72	4,206	12
Totals	...		1,040	6,103	217,118	6,580
<i>University and Intermediate Education.</i>						
Intermediate classes	...	{ 1st year	1	22	919	...
		{ 2nd year	6	21	864	...
Degree classes	...	{ 3rd year	1	6	449	...
		{ 4th year	1	16	586	...
Post-graduate classes	...	{ 5th year	...	3	63	...
		{ 6th year	...	2	65	...
		{ 7th year	...	...	...	...
Research students—			...	...	...	...
Totals	...		9	70	2,896	...
No. of scholars in recognised institutions	...		1,049	6,173	220,014	6,530
No. of scholars in unrecognised institutions	...		...	319	18,149	339
GRAND TOTALS	...		1,049	6,492	238,163	6,869

* The following are included under the heading "Depressed classes":—(1) Megh, (2) Ghosi, (11) Sweeper, (12) Kohli, (13) Turi, (14) Khatik, (15) Hari, (16) Bawaria, (17)

† Includes 7 scholars of the school of honours class :—
‡ Excludes 158 Scholars of Oriental College, Lahore, of whom 81 are Hindus.

FOR THE GENERAL EDUCATION OF MALES.

Muhammad-ans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
5	6	7	8	9	10
6,195,788	1,789	292	1,295,957	18,481	11,306,265
153,048	...	12	30,391	1,555	277,120
41,451	...	5	12,752	300	89,757
31,145	...	6	9,728	198	68,142
21,170	...	6	8,315	147	52,166
11,117	...	6	5,144	30	30,467
9,577	...	3	4,571	35	25,271
7,002	...	7	3,712	18	20,707
5,045	...	4	3,092	13	16,151
2,739	...	2	1,860	5	9,930
2,040	1,402	3	7,736
288,332	...	51	80,969	2,304	597,447
322	...	1	258	1	1,524
336	...	1	214	...	1,442
143	83	...	682
175	114	1	†843
27	14	...	107
16	...	1	16	...	100
...
...
1,019	...	3	699	2	†4,698
284,351	...	54	81,668	2,306	†602,145
84,263	4,521	40	57,681
318,614	...	54	86,189	2,346	*659,776

Sansī, (3) Chamar, (4) Od, (5) Ramdasī, (6) Mazhabī, (7) Dhobī, (8) Mahtam, (9) Mochi, (10) Dumna.

• 1 Indian Christian, 4 Hindus, 1 Sikh and 1 Muhammadan.
(higher castes), 64 Muhammadans, 12 Sikhs and 1 Indian Christian.

IV.-B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		
			Higher castes.	* Depressed classes.	
	1	2	3	4	
Total Population ...	7,686	137,128	2,237,519	731,979	
<i>School Education.</i>					
				<i>Classes.</i>	
Primary	I	871	1,038	18,912	531
	II	182	462	5,334	145
	III	160	354	3,869	83
	IV	161	301	2,643	49
	V	148	219	1,735	30
Middle	VI	131	145	365	6
	VII	100	112	191	6
	VIII	45	57	152	1
High	IX	59	44	24	...
	X	...	19	32	...
Totals ...		1,357	2,801	33,257	851
<i>University and Intermediate Education.</i>					
Intermediate classes ...	{ 1st year ...	...	3	5	...
	{ 2nd year ...	...	6	4	...
Degree classes ...	{ 3rd year ...	...	4	2	...
	{ 4th year ...	...	2	5	...
Post-graduate classes ...	{ 5th year ...	...	...	...	...
	{ 6th year ...	...	...	...	...
Research students—	{ 7th year ...	...	...	...	...
Totals ...		...	15	16	...
Number of scholars in recognised institutions...		1,357	2,816	33,273	851
Number of scholars in unrecognised institutions		...	117	2,683	17
GRAND TOTALS ...		1,357	2,933	35,956	868

*The following are included under the heading "Depressed classes":—(1) Megh, (2) Sweeper, (11) Kohli, (12) Turi, (13) Khatik, (14) Bawaria, (15) Hari (16) Sassi, (17)

FOR THE GENERAL EDUCATION OF FEMALES.

Muhammad- ans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
5	6	7	8	9	10
5,248,583	1,491	201	998,250	15,972	9,378,759
10,475	1	12	5,039	59	36,488
2,909	...	3	1,690	17	10,142
1,577	...	3	1,196	18	7,260
1,020	...	7	852	22	5,055
734	...	...	534	13	-3,413
177	...	1	125	3	953
108	...	3	74	2	591
87	...	...	71	...	413
7	...	1	12	...	147
8	...	...	8	...	67
16,497	1	30	9,601	134	64,629
...	...	1	2	...	11
...	...	1	2	...	13
...	...	...	...	...	6
1	...	...	...	...	8
...
...
...
1	...	2	4	...	33
16,498	1	32	9,605	134	64,567
22,503	...	...	1,241	15	26,576
89,001	1	32	10,846	149	91,143

Od, (3) Chamar, (4) Bamdasi, (5) Mazhabi, (6) Dhobi, (7) Mahtam, (8) Mochi, (9) Ghosi, (10) Dumna.

V. A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE

	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.	
			Higher castes.	*Depressed classes.
			1	2	3	4
<i>Schools.</i>				
Art Schools	...	3	52	...
Law Schools	...	...	...	...
Medical Schools	...	1	239	...
Normal and Training Schools	...	34	805	...
Engineering and Surveying Schools	...	...	54	...
Technical and Industrial Schools	...	99	386	76
Commercial Schools	...	...	...	...
Agricultural Schools	...	...	...	...
Reformatory Schools	...	...	45	8
Schools for Defectives	...	10	8	...
Schools for Adults	...	129	3,982	147
Other Schools	4	26	120	38
Totals	4	302	5,641	269
<i>Colleges.</i>				
Law	...	4	346	...
Medicine	...	1	229	...
Education	22	2	91	...
Engineering	...	...	...	...
Agriculture	...	1	30	...
Commerce	...	...	24	...
Forestry	...	...	...	...
Veterinary Science	...	2	23	...
Totals	23	11	743	...
GRAND TOTALS	27	313	6,384	268

* The following are included under the heading "Depressed classes"—(1) Mahtam, (2) Khatik, (11) Bawaria.

VOCATIONAL AND SPECIAL EDUCATION OF MALES.

Muhammad- ans	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
165	9	...	229
...
147	113	...	505
1,031	245	1	2,116
41	20	...	115
1,496	199	...	2,256
...
...
65	1	...	119
14	28	...	60
12,059	1,374	135	17,776
105	12	...	305
15,128	2,006	136	23,481
100	45	...	495
135	107	...	474
66	26	...	207
...
53	50	...	134
4	3	...	31
...
53	23	...	101
411	254	...	1,442
15,534	2,260	136	24,923

anal, (8) Kuchband, (4) Mazhabi, (5) Sweeper, (6) Chamar, (7) Dhanak, (8) Kohli, (9) Turi, (10) Hari, (13) Od.

V. B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE VOCATIONAL AND SPECIAL EDUCATION OF FEMALES.

	Europeans and Anglo- Indians.	Indian Christ- ians.	HINDUS.		Mubam- madans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
			Higher castes.	De- pressed classes.*						
			1	2							3	4	5	6	7	8	9	10
<i>Schools.</i>										
Medical Schools,	9	109	14	...	8	...	...	11	...	151
Normal and Training Schools	3	75	142	...	189	...	...	60	...	418
Technical and Industrial Schools ... ..	...	297	...	...	...	...	...	...	...	297
Commercial Schools	19	1	...	...	...	...	...	...	...	20
Agricultural Schools... ..	...	...	...	...	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	...	...	...	...	...	...
Other Schools ... ..	...	...	1	36	20	...	...	...	...	57
Total	31	482	157	36	166	...	...	71	...	943
<i>Colleges.</i>										
Medicine ... ..	...	...	...	...	...	...	...	...	...	...
Education	33	2	...	...	...	...	...	...	...	35
Total	33	2	...	...	...	...	...	...	...	35
GRAND TOTALS	64	484	157	36	166	...	...	71	...	978

*The following are included under the heading "Depressed classes":—
(1) Sausi, (2) Kuchband.

VI.—TEACHERS (MEN AND WOMEN).

TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.							
CLASS OF INSTITUTIONS.			A Degree.	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
			1	2	3	4	5
<i>Primary Schools.</i>							
Government	...	...	...	...	38	1	...
Local Board and Municipal	...	...	...	9	4,986	879	13
Aided	...	...	2	11	214	142	6
Unaided	...	...	...	...	88	28	...
Totals	...	...	2	20	5,271	1,050	19
<i>Middle Schools.</i>							
Government	...	...	1	8	25	9	6
Local Board and Municipal	...	...	61	261	3,292	246	8
Aided	...	...	42	108	387	61	4
Unaided	...	...	15	40	64	2	2
Totals	...	...	119	412	3,718	318	20
<i>High Schools.</i>							
Government	...	...	249	255	258	7	7
Local Board and Municipal	...	...	65	58	108	14	5
Aided	...	...	368	407	671	48	20
Unaided	...	...	68	65	87	4	4
Totals	...	...	750	785	1,119	73	36
GRAND TOTALS	...	...	871	1,217	10,108	1,441	75

(MEN AND WOMEN).

UNTRAINED TEACHERS.				Total Train- ed Teach- ers.	Total Un- trained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
...	...	3	24	39	27	66
...	...	444	2,856	5,837	2,800	8,637
1	1	152	1,427	375	1,581	1,956
...	1	7	218	111	226	337
1	2	608	4,025	6,362	4,634	10,996
...	1	...	10	49	11	60
10	30	218	796	3,868	1,054	4,922
8	37	92	347	547	484	1,031
4	27	8	95	123	132	255
22	95	318	1,246	4,587	1,681	6,268
20	21	76	50	771	167	938
7	13	26	35	250	81	331
72	142	240	384	1,514	838	2,352
10	57	42	112	228	221	449
109	233	384	551	2,763	1,307	4,070
132	330	1,308	5,852	13,712	7,622	21,334

Total European population	...	...	Male	...	18,078
			Female	...	7,636
			Total	...	25,714

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	22	16	...
High Schools	3	660	604	2
Middle Schools	3	278	260	75
Primary Schools	5	189	189	67
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	12	1,149	1,069	144
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	33	33	...
High Schools	8	785	785	58
Middle Schools	6	580	499	120
Primary Schools	2	52	52	20
Training Schools	1	3	3	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	18	1,453	1,372	198
GRAND TOTALS FOR INSTITUTIONS	30	2,602	2,441	342

Expenditure on Buildings includes Rs. 90647, spent by the Public Works Department.
 "Miscellaneous" includes the following main items :—Boarding Houses, Scholarships and Miscellaneous.

* Grant from Municipal
 † Grant from District

EDUCATION.

Percentage to European population of those at schools--

Males. *Females.* *Total.*
6·35 19·02 10·12

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
...
1	1	14,746	...	...	9,458	24,204
26	11	64,661	...	68,668	19,022	1,52,351
8	15	15,524	...	10,170	5,586	31,280
16	...	16,292	...	8,160	12,009	36,461
...
...
...
...
51	27	1,11,223	...	86,998	46,075	2,44,296
...
6	1	16,445	...	3,492	3,501	23,738
58	29	90,894	...	77,611	3,151	1,71,686
17	25	32,926	*100	24,056	22,857	69,939
5	1	7,321	†520	3,833	949	12,653
2	...	3,780	...	900	59	4,739
...
...
...
88	56	1,51,366	620	1,09,922	20,847	2,82,756
139	83	2,62,569	620	1,96,920	66,922	5,27,051
Inspection	...	7,022	...	...	...	7,022
Buildings, etc.	...	1,43,571	...	...	59,475	2,03,046
Miscellaneous	...	85,723	...	4,35,177	1,97,792	7,18,692
Totals	...	2,36,316	...	4,35,177	2,57,267	9,28,760
GRAND TOTALS	...	4,98,905	620	6,32,097	3,24,189	14,55,811

Funds.
Funds.

Examinations.	MALES.					
	NUMBER OF EXAMINEES*			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. ....	...	...	...	...	...	...
Ph. D. ....	...	...	...	...	...	...
D. Sc. ....	...	...	...	...	...	...
M. A.	59	23	82	43	9	52
M. Sc.	22	7	29	19	2	21
B. A. (Honours) ...	198	10	208	94	1	95
B. Sc. (Honours) ...	93	10	103	37	5	42
B. A. (Pass) ...	668	279	947	328	133	461
B. Sc. (Pass) ...	135	14	149	91	9	100
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	208	98	301	178	78	256
<i>Medicine.</i>						
M. D. ....	...	...	...	...	...	...
M. B., B. S. ....	...	...	...	...	...	...
L. M. S. (Bombay) ...	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...
M. S. ....	...	...	...	...	...	...
M. Obstetrics ...	...	...	...	...	...	...
B. Hyg. ....	...	...	...	...	...	...
D. P. H. ....	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...
<i>Engineering.</i>						
Bachelor of C. E. ...	...	...	...	...	...	...
Bachelor of M. E. ...	...	...	...	...	...	...
<i>Education.</i>						
B. E., B. T. and L. T. ...	60	84	94	55	23	78
<i>Commerce.</i>						
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture ...	28	3	26	18	3	21

* i.e., appearing from a recognised

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	939	175	1,114	517	110	627
Intermediate in Science	662	31	693	329	17	346
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching	195	154	349	178	83	261
Intermediate or Diploma in Commerce	16	...	16	14	..	14
Licentiate of Agriculture ... ..	...	...	...	...	...	...
Veterinary Examinations	99	...	99	77	...	77
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course.</i>						
Matriculation	6,853	695	7,548	4,619	316	4,935
School Final, etc.	348	148	996	939	43	337
European High School	49	...	49	27	...	27
Cambridge Senior... ..	17	12	29	12	2	14
<i>(b) On completion of Middle School Course.</i>						
Cambridge Junior	36	...	36	28	...	28
European Middle	80	...	80	34	...	34
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Middle	4,049	360	4,369	2,687	173	2,840
<i>(c) On completion of Primary Course.</i>						
Upper Primary ... ..	...	...	...	...	...	...
Lower Primary ... ..	...	...	...	...	...	...
<i>(d) On completion of Vocational Course.</i>						
For Teacher's Certificates—						
{ Vernacular, Higher	432	109	541	409	78	487
{ Vernacular, Lower	1,453	286	1,739	1,166	101	1,267
At Art Schools	21	...	21	20	...	20
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	121	19	140	109	15	124
At Engineering Schools	47	...	47	45	...	45
At Technical and Industrial Schools	65	...	65	47	...	47
At Commercial Schools ... ..	...	...	...	...	...	...
At Agricultural Schools ... ..	...	...	...	...	...	...
At other Schools ... ..	...	...	...	...	...	...

* i.e., appearing from .

RESULTS—CONCLUDED.

FEMALES.

NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
13	8	21	11	4	15
...
24	3	27	17	2	19
...
...
...
45	15	60	37	13	50
4	...	4	...	...	...
44	...	44	30	...	30
12	...	12	4	...	4
15	...	15	9	...	9
98	...	98	77	...	77
...
368	117	485	287	74	361
...
...
58	13	69	50	8	58
154	20	174	110	13	123
...
...
...
...
...
...
...
...

* recognised institution.

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For the year 1923—24.



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*Proceedings of the Punjab Government (Ministry of Education),
No. 2569-X, dated 19th February, 1925.*

READ—

The report of the Officiating Director of Public Instruction, Punjab, for the year ending the 31st March, 1924.

REMARKS.—The report makes an interesting departure in the opening chapter where the general summary, instead of limiting itself to the record of progress made during the year, gives a general review of the main activities and developments in the work of the department during the past three years, the first triennium under the 'Reforms.' The main objective of the department during this period has been the removal of illiteracy. Undeterred by the magnitude of the task or the cramping effects of continued financial stringency the campaign has proceeded without interruption, and while the final goal is yet far off the results achieved, as gleaned from the statistics recorded in the report, are most gratifying. The net increase in the number of pupils under instruction at the close of the triennium aggregated 284,917,—an advance of more than 50 per cent. on the number enrolled three years ago. The rate of expansion for the first two years of the triennium, for which alone figures for administrations outside the Punjab are available, was greater than in any other Indian province. The total number of pupils on the 31st March, 1924, was 841,906; or 64,928 more than in the previous year, and this in spite of the regrettable thinning of the school population at the close of the year when the statistics were collected owing to the severe visitation of plague. The percentage of pupils to the total population now stands at 4·07 compared with 3·0 three years ago, and at 6·6 if the figures for boys only are considered. Government is gratified to observe that this striking numerical advance is accompanied by an improvement in the quality of the literacy attained as is evidenced by the increased enrolment in the fourth class. In the achievement of this result the Department of Co-operative Credit has rendered valuable assistance.

2. The figures discussed in the chapter on Collegiate Education give cause for some anxiety regarding the yearly increase in the number of students congregated in the capital of the province pursuing courses of study with a strong literary bias. Government shares the opinion expressed in the report that it is in the new type of intermediate college that a remedy will be found, not only for

overcrowding in Lahore, but also for the provision of practical courses more distinctly vocational in character. It is therefore a matter for congratulation that the scheme for opening three such colleges which was held in abeyance during the previous year owing to lack of funds materialized during the year under report in the establishment in May last of four-year institutions at Campbellpur, Gujrat and Lyallpur. The enrolment during the first year showed that the new colleges met a real demand. There is no doubt that the new type of institution has great possibilities before it, and Government will watch the development of the scheme with great interest.

3. Equally important as a measure designed to provide courses other than those of a purely literary nature is the establishment of the Maclagan Engineering College at Moghalpura,—an institution which it is believed will play an important part in furthering the cause of higher technical education in northern India. Among efforts of the University to adjust courses to the needs of the times are the opening of its Science laboratory—that of Chemistry ; and the proposal of the Academic Council to constitute a new combined Honours School in English, History, Economics and Philosophy designed for the better equipment of candidates for higher public examinations such as those for admission to the public services.

4. The tone and discipline of colleges have been favourably commented on. The anxiety in this regard which was felt at the beginning of the triennium has been removed, and the testimony of the Principal of Government College to the feeling of good fellowship pervading his institution is very refreshing. Games and athletics continue to prosper, and the remarkable success of a student in the Punjab Olympic meeting held last cold weather is a matter for congratulation. There seems to be some diminution in the enthusiasm for the University Training Corps which greeted its birth. Government hopes this is but a passing phase, and that the movement will gather strength as its benefits become more widely realized and appreciated.

5. The increase in the number and strength of secondary schools detailed in the report is all the more gratifying from the fact that an advance of 15·3 per cent. in enrolment has been accompanied by an increase of only 8·6 in expenditure. This and other similar results are due to the spirit of rigid economy which pervades the educational administration. The triennium has witnessed reforms of a far-reaching character in the whole field of secondary education for which the soil had been well-prepared during the first two years

of the triennium. The department has now a definite policy to regulate future expansion, securing a more equitable distribution of facilities and the encouragement of backward areas and has by a revision of the grant-in-aid rules made it possible to assist a larger number of institutions. Government notice with satisfaction the increasing interest taken by the agricultural classes in the educational facilities provided, and share the expectations expressed in the report that the revised scheme of practical training in agriculture introduced during the year will succeed in awakening in rural pupils an increasing interest in rural life and occupations. The liberal offers of aid to boards for the maintenance of these classes should prove a still further impetus to their success. Reference is made in the report to other important reforms carried out during the year, *e. g.*, in manual training, physical training, and the Boy Scout movement. To all of these Government attach the greatest importance as they not only afford a necessary relief to the pursuits of the class-room, but also contribute to healthy physical development.

6. Turning to primary education, the outstanding feature of the year has been the extended adoption of the principle of compulsion,

Primary Education.

and it is most gratifying to learn that nearly half the district boards in the province and fourteen municipalities have, on the initiative of the people themselves, accepted the provisions of the Punjab Primary Education Act. Government agrees that "compulsion is the surest and most economical method of advancing literacy in the province", and is also satisfied that at this stage the encouragement of compulsion on a voluntary basis is more likely to secure the result desired than a rigid and premature emphasis on penalties. Equally encouraging is the success achieved by the adult education movement which in its first year attracted into night schools more than forty thousand pupils, both young and old. The movement has also an important indirect value in the impetus which it gives to the education of children, and Government is therefore pleased to have been in a position to frame instructions which will ensure the continuance of the adult school as a permanent part of the educational machinery of the province.

7. The consolidation of existing primary schools in preference to the haphazard opening of new ones is a sound line of policy from both the financial and the educational points of view, and the fruits of this policy are to be seen in the steady conversion of primary schools into schools of the lower middle grade, in the reduction in the number of one-teacher schools, in an increased proportion of trained teachers and also in the campaign

against stagnation in the infant class. Other outstanding features in the sphere of primary education are the proposed revision of the vernacular curriculum with a view to bringing it into closer association with rural requirements, and the orders of Government regarding the encouragement of education among the depressed classes. Government is gratified to learn also of the close co-operation between the Education Department and the Department of Public Health, especially in the Lahore division, where the officers of the former department were responsible for the inoculation of large numbers of pupils and teachers during the plague epidemic towards the close of the year under report. Government desires the Director to convey to Mr. Sanderson and his staff their appreciation of the services rendered in this regard.

8. Government is gratified to learn that the experiment of the 'combined institution' in which the training of teachers is associated with the work of a high school has met with success. On the financial side the economies effected have been eminently satisfactory, a considerably larger number of teachers having been trained with comparatively little additional expenditure. But, apart from the financial aspect, Government agrees that the scheme may serve to widen the experience and outlook of the prospective teacher and add to his value as a community leader when he returns to work in a village school. It is therefore interesting to note that the experiment which has proved successful in the case of institutions for boys has now been extended to schools for girls at Rawalpindi and Lyallpur.

9. The Chelmsford Training Class for European teachers was transferred during the year from Sanawar to Ghoragali,—a measure which Government hopes will work to the benefit of both the Training Class and the Lawrence School. Government desires to take this opportunity to acknowledge the services rendered to the cause of European education by the Sanawar Training Class, under the able guidance of the Reverend G. D., Barne, C.I.E., and its successive masters in charge, Messrs. Sanderson, Firth and Prince.

10. Reference has been made to the opening of the Maclagan College of Engineering in an earlier paragraph. The College has made a good start in the first year of its existence, and the fact that 600 applications were received for about 120 places shows that a real demand has been met. The King Edward Medical College had

509 students on its rolls, the largest number since its foundation, and Government is alive to the anxieties of the staff regarding the insufficiency of the clinical material for the growing numbers. Healthy progress is reported of other large institutions such as the Veterinary College, the Agricultural College and the School of Engineering at Rasul. With regard to vocational education in the lower grades, satisfactory progress is being achieved by the Railway Technical School at Lahore, but industrial schools generally languish which is somewhat striking, though very disappointing, in view of the alleged heavy demand for this type of training.

11. The description of the rapid advance made by Muhammadan education in Chapter 10 of the report is one of the most satisfactory features of the general progress of the triennium. The statistics given leave no doubt as to the reality of this advance in all stages of instruction,—an achievement for which credit is due to the leaders of the community as well as to the officers of the department.

12. The Punjab Government (Ministry of Education) desires to express its appreciation of the progress made by the Department, which has been described by Mr. E. Tydeman in the interesting report under review. Government also wishes to acknowledge the contributions of the Department of Co-operative Credit in the cause of mass education and to thank Messrs. Calvert and Strickland for their valuable assistance in this matter. Local bodies, sabbas and anjumans have also displayed interest and energy, especially in backward areas. To the officers of the department and their assistants Government desires to offer its congratulations on the continued progress of education in the province, towards which they have contributed by devoted service in the performance of ever-expanding duties.

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

By order, etc.,

J. G. BEAZLEY,

Secretary to Government, Punjab,

Transferred Departments.

The 18th February 1925.

REPORT

ON THE PROGRESS OF

EDUCATION IN THE PUNJAB

For the year 1923-24.

CHAPTER I.

General Summary.

THE year 1923 marks the close of the first triennium under the Reforms and it is therefore not unfitting that this preliminary chapter should record the main achievements in the Department of Education during the period of administration of the first Punjab Legislative Council. Expansion during the first triennium under the Reforms.

2. In its broadest aspect this period has been characterised by unremitting effort towards the expansion of vernacular education and the reduction of illiteracy. The net increase in the number of pupils under instruction has reached the remarkable total of 284,917. The total enrolment in all kinds of institutions at the end of the year 1920-21 was 556,989 so the additional enrolment during the three years has been more than 50 per cent. The increase in 1921-22 was 69,701, and in 1922-23 no less than 150,288; in both years the largest advance among all the Indian provinces. Reference to the table below will show that the additional enrolment in 1922-23 was nearly double that of Madras which stands second with 78,095 additional pupils, Bengal, being third with 58,776 and the United Provinces fourth with 51,386 :—

Province.	1921-22.	Increase or decrease.	1922-23.	Increase or decrease.
Madras	1,837,022	+ 37,172	1,915,117	+ 78,095
Bombay	958,392	+ 8,765	973,760	+ 15,368
Bengal	1,892,153	- 52,992	1,950,929	+ 58,776
United Provinces	1,029,565	- 13,196	1,081,951	+ 51,386
Punjab	626,690	+ 69,701	776,978	+ 150,288
Burma	562,625	+ 5,344	553,852	- 3,773
Bihar and Orissa	610,382	- 17,637	844,026	+ 33,644
Central Provinces and Berar	333,303	- 17,382	30,050	+ 6,747

3. The statistical table on page 3 shows a further increase during 1923-24 of 64,928 pupils. The number of additional pupils enrolled last year has therefore fallen back to a figure slightly below that of 1921-22, but an examination of the district statistics shows that the falling-off has been heaviest in those areas in which the visitation of plague last spring was most severe, and it may therefore be safely assumed that but for this visitation the school attendance would have been much higher. The general conclusion to be drawn from the figures of the three years is, however, obvious, *viz.*, that a rapidly growing demand for instruction has given an impetus to school attendance without parallel in this or any other province.

General
Summary.

4. The total enrolment on the 31st March 1924 was 841,906, so the percentage of pupils under instruction to the total population is now 4.07 as compared with 3.75 a year ago, and if the figures for boys only be taken the percentage is 6.6 as compared with 6.04. The rise in the percentage of pupils to population becomes more significant by an inspection of the figures over a period. The following table gives the statistics from the year 1917-18, the year in which the five-year programme for the expansion and improvement of vernacular education—the first systematic scheme in this province for the extension of mass education—was inaugurated :—

<i>Year.</i>	<i>Percentage.</i>
1917-18	2.4
1918-19	2.4
1919-20	2.6
1920-21	2.7
1921-22	3.0
1922-23	3.75
1923-24	4.07

The percentage for boys only over the same period is—

<i>Year.</i>	<i>Percentage.</i>
1917-18	3.72
1918-19	3.78
1919-20	4.14
1920-21	4.26
1921-22	4.77
1922-23	6.04
1923-24	6.6

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

Area in square miles ...	99,866	PERCENTAGE OF SCHOLARS TO POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1924.	1923.	1924.	1923.	
Population—						
Males ...	11,306,265					
Females ...	9,378,759					
Total ...	20,685,024					
		Males ...	6.1	5.54	6.6	6.04
		Females ...	6.9	7.1	1.01	1
		Total ...	3.65	3.35	4.07	3.75

	INSTITUTIONS.			SCHOLARS.			Percentage of scholars in each class of institution.
	1924.	1923.	Increase or decrease.	1924.	1923.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
<i>For Males.</i>							
Universities ...	1	1	0	...	...	...	...
Arts Colleges ...	17	16	+1	5,527	4,856	+671	8
Professional Colleges ...	7	7	0	1,641	1,442	+939	24
High Schools ...	237	215	+22	95,811	83,472	+12,339	13.83
Middle Schools ...	1,083	880	+189	183,895	163,541	+25,344	27.37
Primary Schools ...	5,679	5,733	-59	351,446	350,434	+1,012	50.92
Special Schools ...	1,579	686	+893	46,833	23,491	+23,452	6.79
Totals ...	8,589	7,543	+1,046	690,243	627,226	+63,017	100.00
<i>For Females.</i>							
Arts Colleges ...	2	2	0	96	71	+25	14
Professional Colleges ...	2	2	0	30	35	-5	04
High Schools ...	18	17	+1	2,448	2,330	+118	3.73
Middle Schools ...	74	73	+1	11,579	11,192	+387	17.87
Primary Schools ...	1,016	1,043	-30	50,426	50,974	-548	76.91
Special Schools ...	21	17	+4	984	913	+41	1.51
Totals ...	1,133	1,157	-24	65,563	65,545	+18	100.00
UNRECOGNISED INSTITUTIONS.							
<i>For Males.</i> ...	2,712	2,573	+139	55,504	57,631	-1,127	...
<i>For Females.</i> ...	1,816	1,523	+293	29,596	26,576	+3,020	...
Totals ...	4,528	4,096	+432	86,100	84,207	+1,893	...
GRAND TOTALS ...	14,250	12,796	+1,454	841,906	7,76,978	+64,928	...

Government
Resolution on
the removal
of illiteracy.

5. It has been stated in paragraph 2 above that the keynote of the educational policy of the past three years has been the reduction of illiteracy. From this point of view the expansion indicated in the figures so far recorded is subject to qualification. For the attainment of literacy it is essential that pupils should stay at school long enough to complete at least the primary course, and it is therefore disappointing to find that of pupils at the primary stage of instruction more than half are enrolled in the first class. Reference was made to this circumstance in Government Resolution No. 1199-G. S., dated the 28th September 1923. While expressing satisfaction at the awakening of interest responsible for the gratifying increase in enrolment, the Resolution notes with regret that—

“ Past experience has revealed many distressing facts. Very many pupils do not proceed beyond the first class. It is obvious that a considerable proportion of these boys gain but little benefit from their schooling. If the real test of educational progress is the reduction of illiteracy, then the largely increased enrolment can only be regarded as contributing towards that progress when the number of pupils in the fourth class approximates more closely to that in the first. Again, there are other pupils who, though they remain longer and progress further at school, yet never attain literacy. And, what is more disheartening, there are still others who, on completion of the primary course, may be termed literate, but soon lapse into illiteracy after leaving school.”

The Resolution then proceeds to recount some of the measures taken during the triennium to check the evils which result from these defects, and it may be of interest to record briefly what has been done in this direction.

Measures to
combat illite-
racy:
(a) The
teacher.

6. Starting with the conviction that the teacher is the pivot of any sound educational system, the Department has, during the last two or three years, laid special emphasis on the improvement of the teaching staffs in primary schools and on the encouragement of the new type of six-class lower middle school. Not only is the vernacular teacher now more largely recruited from the agriculturist class which is more closely in touch with rural conditions and best understands the needs of village people, but the course of training has been brought into nearer relationship with the conditions under which the village teacher is required to work.

7. The machinery for the training of vernacular teachers has also been improved by the standardisation of the class unit in training institutions for both Senior and Junior Vernacular students. Under this system new units can be added to existing

normal schools or training classes as need arises, one of the most gratifying features of the new system being the combination of efficiency with strict economy. It is to this scheme that credit is due for the success of the campaign against the inefficient one-teacher school. There is no doubt that the villager had just cause of complaint against the struggling one-teacher school with its neglected infant class and its indifferently taught other classes, and there is also little doubt that the stagnation in the first class and the failure of so large a proportion of pupils to proceed beyond it are directly traceable to the impossible task imposed on a teacher working single-handed in a school of four classes, in the first of which the pupils are at different stages of instruction. During the past two years vigorous measures have been taken to remove this evil. No less than 1,250 additional teachers have been provided at Government expense for district board primary schools, the number of one-teacher schools being reduced by that number, and it may reasonably be expected that as a result of these measures the one-teacher school will soon be a thing of the past.

8. The main endeavour during the year under report has been to fill existing schools rather than to open small and ineffective new schools, and alongside these efforts the district inspecting staffs have by systematic propaganda work striven to increase numbers in classes above the first, and especially in the fourth, where some real measure of literacy is attained. A tribute is due to the Department of Co-operative Credit for the assistance it has rendered in this matter. In certain places Societies of parents organised under its auspices have bound themselves to send their pupils to school for the full four-year course or to pay a penalty in default.

(b) Consolidation in existing schools.

9. Another important contributory factor in the increased enrolment is the judicious application of the compulsory principle. As was remarked in the report of last year, a gradual advance in compulsion is probably the most practical and effective means of securing a good return for the time and money spent on elementary education. It is therefore gratifying to be able to record substantial progress in this direction. The table below shows the areas in which the provisions of the Punjab Primary Education Act of 1919 had been applied by the 31st March last, and there is reason to believe that the Punjab now occupies the foremost position among the provinces in this matter. It will be observed from the table that the Ambala and Multan divisions take the lead in the adoption of compulsion, which is all the more creditable when it is remembered that

these two divisions include what have heretofore been regarded as some of the most backward areas in the province:—

<i>District Boards which have introduced compulsory primary education.</i>		<i>Number of school areas in which compulsory primary education has been introduced.</i>	
1.	District Board, Hissar	10	School areas.
2.	” ” Rohtak	6	” ”
3.	” ” Gurgaon	1	” ”
4.	” ” Karnal	8	” ”
5.	” ” Ambala	3	” ”
6.	” ” Simla	6	” ”
7.	” ” Amritsar	7	” ”
8.	” ” Montgomery	10	” ”
9.	” ” Lyallpur	59	” ”
10.	” ” Jhang	19	” ”
11.	” ” Muzaffargarh	3	” ”
12.	” ” Dera Ghazi Khan	1	” area.
13.	” ” Gujrat	12	” areas.

Committees which have introduced compulsory primary education.

1.	Municipal Committee,	Rupar (District Ambala).	In ward No. 3 of the area under the control of the Municipal Committee.
2.	” ”	Lahore.	
3.	” ”	Amritsar.	
4.	” ”	Montgomery.	
5.	” ”	Pakpattan (District Montgomery).	
6.	” ”	Okara (District Montgomery).	
7.	Notified Area Committee,	Tandlianwala	} (District Lyallpur).
8.	” ”	Jaranwala	
9.	Municipal Committee,	Gojra	
10.	” ”	Toba Tek Singh	
11.	” ”	Multan.	
12.	” ”	Shujabad (District Multan).	
13.	” ”	Alipur (District Muzaffargarh).	
14.	” ”	Dera Ghazi Khan.	
15.	” ”	Jampur (District Dera Ghazi Khan).	
16.	” ”	Rewari (District Gurgaon).	

10. A further movement towards the reduction of illiteracy was inaugurated in the second year of the triennium by the establishment of schools for adults. The results in the first year of this beneficent measure showed that it met a real need and proved that under suitable guidance and with sympathetic support it would fully justify its introduction. In its initial stages this good work was undertaken chiefly in a spirit of social service. Inspectors and teachers devoted time and energy, and even money, to the opening and working of these schools, and last year's report showed that 630 adult schools had come into existence in the year 1922-23. Having gained some experience, the Department offered suggestions in the Resolution of the 28th September 1923 for placing these institutions on a permanent footing. These suggestions comprised, among others, directions for the provision of staff, on the method of teaching to be employed and in the important matter of finance. The success which has attended this branch of educational activity during the past year is referred to in its appropriate place in this report. On the 31st March last the number of adult schools in the province had risen to 1,528, an increase of 898 over the previous year, and the number of adults under instruction had reached 40,883. For this gratifying result credit is due to inspectors and teachers for much unselfish labour, performed chiefly in the evening after the ordinary day's work was done, to local bodies for their active support and also to the officers of the Co-operative Department, who have entered with characteristic enthusiasm into the spirit of the scheme. Statistics for these schools are given in the table below. All divisions contribute a satisfactory quota to the aggregate, but the outstanding contribution during the past year has been made by the Jullundur division where the increase of adult pupils is over 10,000. The chief lesson to be learned from the short history of this movement is the value of the personal factor, which was so abundantly demonstrated by the enthusiasm of the inspectorate and the patriotism of the teachers in the initiation of the scheme. Mr. Sanderson's suggestion that provision for recreation should be made in schools for adults is worthy of careful consideration.

(c) Adult education.

The number of adults under instruction during the past two years is as under :—

		1922-23.	1923-24.
Ambala	...	2,069	8,822
Jullundur	...	499	11,040
Multan	...	3,880	8,793
Lahore	...	2,781	4,211
Rawalpindi	...	8,547	8,017

Education of
depressed
classes.

11. Closely allied with the measures already discussed for the expansion and improvement of mass education are the efforts made during the past few years to extend the benefits of education to the depressed classes. The whole position was reviewed in Punjab Government (Ministry of Education) C. M. No. 210-G.S., dated the 13th June 1923, the opening lines of which indicate the great importance attached by Government to this branch of the activities of the Education Department, and its solicitude for securing as far as possible equality of opportunity for all. It states :—

“ The Punjab Government (Ministry of Education) is anxious that earnest efforts be made by all concerned for the education of these classes. Not only do the claims of justice and humanity plead on behalf of these people, but it is also essential to the best interests of the province as a whole that no community, however low in the social scale, should be denied the benefits of education. Equality of opportunity for all should be the watchword of a properly devised educational system.”

Recent reports have given evidence of an increasing demand for education among these classes and also of a steady, if slow, wearing down of the prejudices which stand in the way of their free admission to schools. The time was therefore opportune for the issue of instructions calculated to spur those concerned to further exertion. Lists of children of school age in the area served by a school are to be maintained, with a special mark for those belonging to depressed classes, so that the inspector may see at a glance how far they are represented in the school. It is also laid down that notice should be taken of the sympathy or apathy shown by teachers towards the welfare of the children of these people. As a further measure of encouragement, local bodies have been given a free hand in the matter of exemption of fees, provision of books, etc., for children of depressed classes, the money thus spent being regarded as approved expenditure for the purpose of calculating grants from provincial revenues.

12. A reference is due in this connection to the work of Mr. McKee in Moga in the training of teachers for service in schools for the depressed classes maintained by the American Presbyterian Mission. The work at Moga has passed beyond the experimental stage, and, as it combines agricultural with literary education, the institution has been visited by large numbers of people interested in the education of the rural classes. Inspectors have recently received instructions to encourage recruitment of suitable candidates from the depressed classes for training in Government normal schools.

13. The instructions noted above were only issued in June 1923, so it is early to judge results. It may, however, be safely

stated that they will give added impetus to a movement which has already gained considerably from the expansion of facilities for adult education. Sheikh Nur Elahi, the Multan Inspector, reports a gratifying improvement not only in numbers, but also in the attitude of other classes. He writes, regarding children of the depressed classes :—

“ Their numbers at school have considerably increased, *viz.*, from 1,518 to 2,270 or by 50 per cent. The most hopeful sign about the education of these classes is that the popular prejudice against them is disappearing and it is not an uncommon sight to see a neatly dressed sweeper and a Hindu Brahmin or a Muslim Sayyad sitting side by side in the same class-room.”

Mr. Atma Ram, the Ambala Inspector, wrote in a similar strain last year.

14. Propaganda work has to a largely increased extent supplemented the efforts above described for the dissemination of useful knowledge in rural areas, and inspectors refer to the beneficial effects of informal talks and lectures, especially in plague-infected areas. The following extract from Mr. Sanderson's account of the activities in his division shows what can be accomplished by our departmental organisation under enthusiastic guidance. Writing of the work of his district staffs in combating epidemics and overcoming ignorant opposition to such beneficent measures as inoculation, he says :—

Educational
propaganda.

“ District inspecting staffs, and, generally speaking, the headmasters of secondary schools, threw themselves into the fight with splendid energy..... This year 1,585 masters and 41,046 boys were inoculated..... In some infected areas practically 100 per cent of the boys were inoculated, as in the two infected tahsils of the Amritsar district, where Bawa Barkat Singh took early and strong action. In the Daska tahsil of the Sialkot district B. Sohan Singh showed exceptional energy and organising power; in eight days he arranged for the inoculation of 4,000 boys and 1,000 villagers. Pundit Hem Raj, the District Inspector, handled the situation in the Sialkot district with energy and all his staff worked well. The school population of the district is 1,058 masters and 29,512 boys—49·5 per cent of the masters and 56 per cent of the boys were inoculated. It may be assumed that the district inspecting staff of Sialkot saved the lives of hundreds of boys during the epidemic.”

These remarks speak for themselves and need no comment.

15. The foregoing outline gives in brief some idea of what has been achieved in expanding and improving the education of the masses. In addition to these activities, it was possible for the Department to undertake several reforms in the system of secondary education. As a preliminary step in this direction a comprehensive survey was made of the secondary system. This survey disclosed grave defects in the

Development
in secondary
education.

distribution of facilities. The maps prepared and the statistics assembled showed that whereas certain localities, *e. g.*, the Central Punjab, had secondary schools at intervals of a few miles, there were areas, *e. g.*, those bordering the frontiers on the west, north-east and south-east, where such schools were far apart. The existing schools have sprung up in the past largely as the result of individual effort and philanthropy, but no system had been devised to regulate their location or the distribution of grants to areas. On the basis of the material made available by the survey, the Government have, during the last year, formulated the policy of expansion expounded in Punjab Government (Ministry of Education) C. M. No. 13070-G., dated November 6th last. The means whereby it is sought to remove the more glaring of the inequalities revealed, with the least possible interference with existing institutions, are—

- (a) the regulation, so far as the opening of new Government schools is concerned, of the further expansion of secondary education, by a well-considered programme spread over a number of years and drawn up with special reference to the needs of backward areas ;
- (b) the allocation to divisions, districts or other areas of the maximum amount of money available in a given year for distribution of grants among anglo-vernacular secondary schools, such distribution taking into account the claims of backward areas and communities ; and
- (c) the reservation of the right to determine the number of schools in an area required to meet the needs of that area.

16. Alongside these efforts to adjust the claims of urban and rural areas as regards the provision of facilities for secondary education, the Department has urged the adoption of measures calculated to infuse greater life and vigour into the work of the schools, instructional as well as extra-mural. Some of the more important of the developments that have taken place in the last twelve months may be briefly referred to.

Revision of
courses.

17. A committee appointed to report on the simplification of vernacular courses passed in review the entire vernacular curriculum—secondary as well as primary—and made recommendations of a far-reaching character. These recommendations were directed mainly to the need of bringing the vernacular courses into closer relationship with rural conditions and of so adjusting the syllabus that it should be brought within the competence and capacity of the average village teacher. Under the

reforms recommended by the Committee such subjects as nature-study, geography and drawing in the primary, and geography, history and science in the lower middle, will no longer be taught as independent subjects. Nor will formal science be taught as a purely theoretical subject in the upper middle department. Its place will be taken by a new composite subject to be called "rural science" adapted as far as possible to rural conditions and environment.

18. Later in the year the system of agricultural education in schools introduced by Mr. Richey in 1919 was brought under review. This system contemplated the practical teaching of the subject in both vernacular middle schools and in anglo-vernacular high schools. From an early stage in the experiment it was realised that there were very real difficulties in the way of success in that part of the scheme which applied to high schools. It was found that the cost of acquiring land for agricultural high school centres in the neighbourhood of large towns was prohibitive and it was also found that the value of this form of vocational training to youths in urban areas was very limited. Only a small number of high school farms have therefore come into existence. On the other hand the reports on the teaching of agriculture in vernacular middle schools and on the practical work done by the pupils on the farms attached to these institutions have been generally very favourable. The number of vernacular middle school farms so far established is 48 so that considerable progress has been made with this part of the scheme. There are, however, no less than 240 vernacular middle schools which are still without farms, and it was with a view to making this provision and to a simplification of the scheme that the review of last year was chiefly addressed.

Agricultural
education
schools.

19. The general conclusions reached and the measures of improvement suggested were communicated in Punjab Government (Ministry of Education) C. M. No. 1125-G. S., dated the 20th September 1923. The chief modification determined upon was the substitution of a half-acre garden plot for the three-acre farm prescribed in 1919. Those schools which have already been provided with farms will continue to work the larger area, and in cases where negotiations are in progress for the acquisition of three-acre farms, commitments already made will be honoured, but future provision will only be made for half-acre garden plots. This change of policy was found to be desirable on financial grounds, but it is also believed to be sound from the educational point of view. What is really required at the school stage is not so much the practical training of farmers as the awakening of a real interest in rural life and occupations which will

stimulate the village boy to look for the scientific reasons underlying agricultural processes and encourage him to adopt the calling of his forefathers on leaving school. These results, it is believed, will be as fully achieved by methodical work on a small plot as by the heavy manual labour entailed in working a three-acre farm. Moreover, as suggested above, the new scheme will render it possible to bring practical training in agriculture within the reach of all vernacular middle schools in a reasonably short space of time, and it is therefore hoped that it will result in considerable expansion in agricultural education without serious financial strain. Recent reports refer to the relief which these measures have already brought to district boards, and the enthusiasm with which they have been received is demonstrated by the fact that, whereas provision was made for fifteen half-acre plots during the current year, one district alone applied for grants to establish eight such plots. Under the circular Government has made provision for financial assistance towards the scheme by undertaking responsibility for the allowance of Rs. 10 per mensem for the teacher of agriculture and for any loss on the working of a school farm up to a maximum of Rs. 100 per annum. It is noteworthy in this connection that some of the farms started in the early stages of the scheme are now self-supporting.

ber practical
uing. •

20. Practical work in anglo-vernacular schools is mainly in the form of manual training and of instruction in clerical subjects. The results of the former experiment, which was initiated by Mr. Richey in 1917, were also thoroughly examined last year when instructions as to its development were issued in Punjab Government (Ministry of Education) C. M. No. 863-G. S., dated the 25th August 1923. Under these instructions manual training is recognised as an integral part of the secondary course to be encouraged and developed as far as resources will permit. With a view to economy it has been laid down that the necessary material should be provided and the instruction given, as far as possible, in "centres", Government undertaking responsibility for staff and equipment, and, wherever available in Government institutions, for accommodation also. With regard to other charges, *e.g.*, rent, participating schools have been authorised to levy fees, while expenditure on this account within certain prescribed limits will be regarded as approved for purposes of calculating grant-in-aid. Reports of the progress made in manual training are encouraging, but Mr. Sanderson reserves judgment on the success of the scheme for want of sufficient data and refers also to the difficulty of securing instructors of the right type. The Jagadhri centre, in

the Ambala division, owes much to the munificence of Raja Joti Parshad, after whom it is named.

21. No programme of advance would be complete which failed to take account of the important claims of physical training and this department of activity also came under review during the past year. Under the revised instructions the work of the Physical Adviser and his Assistant will be more closely associated with the Central Training College, while inspecting officers will be more directly responsible for the physical training in schools. Emphasis is also laid on the desirability of equipping the ordinary class-teacher so that he shall be in a position to take an active and intelligent part in this branch of school work. Under this system visiting instructors to vernacular schools will disappear, and their place will be taken by district supervisors, whose duty it will be to see that the principles of the approved courses are understood and applied. The reform also calls for efficient instruction in training institutions and the appointment of well-trained instructors to normal schools is an important part of the programme which will be carried out as opportunity occurs.

Physical
training.

22. Reference must be made here to the growth of the play-for-all movement, under which all pupils without exception are required to play games regularly either during or after school hours. Started in the Ambala division in 1922-23, the movement has now spread throughout the province. Mr. Sanderson is very enthusiastic regarding its possibilities and an account of the play-period from his pen appears in another place in this report. He prefers the play-period to be included in the time-table of the ordinary day's work and seems to strike a true note in the following passage :—

“ Apart from other reasons, the pleasure factor is essential to developing the love of games for their own sake and so finding a basis for building up sportsmanship. The boys come to look upon the period as a relief and so find pleasure in it. When the period comes at the end of the day, they feel that they are being kept from home and food and want the period finished quickly.”

The increasing attention to the physical welfare of all the pupils in a school which has been encouraged by the spread of the play-for-all movement has justified the recent decision to attach less importance to the tournament system, under which time, money and energy were devoted to the training of a very limited number of athletic pupils, a system not well adapted to the general physical development of the rising generation. Divisional and district tournaments have therefore been relegated to a subordinate place in the scheme for physical development

and all inspectors note the advantages which have been secured by the change of system.

by Scouts.

23. Equally gratifying are inspectors' reports on the spread of the Boy Scout movement. The number of troops—effective troops—attached to schools has increased considerably since last year. More than 100 additional Scout masters have been trained at camps held during the past year and much good work has also been done in the Central Training College. For the stimulus which has been given to this movement during the past year or two the province is indebted to the keen enthusiasm and devoted labours of Mr. W. H. Hogg, the Provincial Secretary of the Boy Scout Association, and a warm tribute of thanks is also due to Mr. Wyatt, Principal of the Central Training College, Mr. C. C. Garbett, District Commissioner in Simla, and to Messrs. Atma Ram and Nur Elahi, Divisional Inspectors, and District Commissioners in Ambala and Multan for their unflagging interest in extending the activities of the Association in their respective areas. The need of maintaining a high standard of excellence is fully realised and is kept constantly in view. Mr. Atma Ram writes :—

“ A high standard is set and the Scout masters are quite aware of the fact that troops are not recognised unless the Scout master shows the Scout spirit and gives proof of having put forth his best in the training of the boys under his charge. ”

Girl Guides.

24. The Girl Guide movement is also making steady progress. Miss Stratford reports a successful start in the formation of companies in girls' schools, and, although numbers are still small, the fact that the movement is arousing interest among teachers as well as pupils is encouraging. A course in “guiding” for the students under training was conducted at St. Bede's College, Simla, last cold weather, and most of the girls' schools for Europeans in the province have now enthusiastic companies.

The head
master.

25. For success in measures adopted for the improvement of secondary education the Department has to look largely to the head master, and emphasis has therefore recently been laid upon the importance and responsibility of this office. Prospects of head masters in Government schools have been improved by including a number of these appointments in the Punjab Educational Service, increased opportunities both in teaching and administration have been afforded by the combination of training classes with high schools and efforts have been made to enhance the influence of the head master by arranging that he shall normally remain long enough at an institution to make an impression upon it. Indications are not wanting that these measures are providing good results. The response which has

been made to the opportunities offered by the play-for-all movement, the interest which has been displayed in efforts to beautify school premises by planting trees and laying out gardens and, not less noteworthy, the hearty co-operation with the Department in carrying through the economy campaign are gratifying features of a new spirit. When so many have done well, it is difficult to make distinctions, but among the senior head masters in Government schools, Lala Sohan Lal of Gujranwala, Mian Fazl Hussain of Amritsar and Bh. Bishen Das Puri of Karnal have conducted their schools with credit and efficiency. Bakhshi Ram Rattan and M. Muhammad Din of Lahore have also a long and distinguished record to their credit not only as heads of large and successful schools, but also as keen members of the School Board. Mr. K. L. Rallia Ram of the Rang Mahal High School, Lahore, should also find a place in this record for his initiative in developing schemes for improving methods, especially in brightening the life of the pupil in the infant school.

26. The reformed method of inspection introduced in 1922-23 was described at some length in the report for that year. In essence it recognises the principle that inspection is not so much a campaign of criticism as an opportunity for guidance and direction and for consultation between the teacher and the inspector. Under the present system the divisional inspector and his colleagues meet for conference at the commencement of the touring season when a plan of work is drawn up. A graphic description of a "full-dress" inspection from the pen of Mr. Sanderson was given in the report of last year. In chapter II of this report the same officer describes a day spent in paying "surprise" visits. Both these accounts indicate the character and the value of the work done by the inspecting staff. Mr. Parkinson reports from Rawalpindi :—

Inspection.

"The new method of inspection is proving most valuable by concentrating on a few points, by discussing these thoroughly with the school staff, and, if necessary, illustrating in front of a class, or by issuing detailed instructions in circulars, a considerable improvement in the particular points so dealt with has been effected."

27. It is noteworthy that the improvements in the several aspects of secondary education which have been described above have been accompanied by a striking increase in enrolment, and, what is still more gratifying, this increase is not confined to the more advanced areas. A considerable share of the credit for this result goes to the teaching and inspecting staff for their propaganda work, but reference must also be made to the impetus given by the provision by Government of military scholarships. The total distribution for this purpose now

Increase in numbers in secondary schools.

amounts to Rs. 4 lakhs per annum, the contributions of the Punjab Government being supplemented by munificent donations from the administrators of the Silver Wedding Fund. The amounts received from the latter source during the past three years are --

		Rs.	A.	P.
Received in 1921-22	...	6,816	12	0
„ „ 1922-23	...	472	9	2
„ „ 1923-24	...	67,493	11	0

Education of girls.

28. Turning to the education of girls, two important measures have been taken in hand during the year under report. The first is a revision of the inspectorate, which substitutes three circles of inspection with nine assistant inspectresses for the five divisions with an incohesive system of district inspecting, and the second is the reorganisation of the vernacular training system following the lines of consolidation which have proved so successful in the case of the training of men teachers. These reforms, which have been carried out with practically no additional expenditure, are referred to in chapter VIII of this report. As regards enrolment, the progress is naturally slow, but the totals this year show an increase of 20,969 (from 75,132 to 96,101) over those of three years ago. An interesting feature in the activities of the past year is the endeavour to adapt still further the work in the schools to the home life of the pupils by emphasising practical occupations such as silk and cotton weaving, spinning, stocking making, embroidery and plain needle work.

Higher activities.

29. Lack of space forbids more than passing reference to developments in the higher branches of education. These are, however, referred to in detail in their appropriate places in this report. Chief among these developments are the completion of the University Chemical Laboratory, the opening of the Maclagan Engineering College, the establishment of intermediate colleges, and the transfer of the Chelmsford Training Class for European Teachers from Sanawar to Ghora Gali.

Financial.

30. The usual figures of educational expenditure are given in the table on pages 20-21.

The past three years have been a period of continuous struggle between rapidly expanding educational needs and a restricted public purse, and, had it not been for the timely adoption of measures calculated to ensure the observance of the strictest economy in the various branches of educational activity,

the story of educational achievement during these years would have had to be written in an altogether different strain. Mention was made in the report of last year of some of the more important of these economies and an up-to-date list has been appended, for facility of reference, to this chapter. Some idea of what has been achieved by these economies may be gleaned from the results in a single example. The revised arrangements for the training of teachers have been carried out without any new capital expenditure, and, with the bare minimum of new recurring expenditure necessary for the payment of stipends, the salaries of a few additional teachers and the provision of a small sum for contingencies. With these small extra charges the number of teachers trained has risen from 2,235 in 1921-22 to 3,225 in 1923-24. The result is a fall of average annual expenditure per vernacular teacher trained from Rs. 188 to Rs. 162 during this period.

31. In the summer of 1922 the expenditure in Government high schools was subjected to a thorough scrutiny and during the year under report the lessons learned from this scrutiny were applied to aided schools. As a result of these reviews extravagance was arrested and principles for future control of expenditure were laid down. It is owing to the economies effected by these measures that the Department has been able to make provision for the developments to which reference has been made earlier in this chapter. It is also on account of these measures of economy that it has been possible to provide for an increase of 18 per cent. in the number of secondary pupils with an addition of only 7 per cent. in expenditure. The Department has, in short, recognised during these years of stress that large additional funds are not forthcoming and it has therefore kept one single objective in view, *viz.*, to make existing resources, time, money, buildings, etc., go much further, so that insistent demands for expansion should not be disregarded merely on grounds of financial stringency. How far the Department has succeeded in this aim may be judged from its achievements during the past three years.

32. It is gratifying in this connection to quote the words of the Hon'ble Finance Member in his budget speech in the Legislative Council in March last. Sir John Maynard said—

“ And here I desire to pay a special tribute to the Department of Education which stands easily first in its strenuous pursuit of that cardinal principle of good administration to make the best use of every rupee and to waste nothing. ”

It is also most gratifying to record that the attitude of the Legislative Council has throughout been most helpful.

But for the sympathetic and generous outlook of that body on educational policy and projects, the developments of the past three years would have been impossible.

33. The principal internal economies effected during the past three years are—

- (i) Economies in buildings by the abandonment of expensive projects and the utilisation of existing buildings to the fullest possible extent.
- (ii) The inauguration of the "combined institution" by which high and normal school classes have been amalgamated in the same building, thus saving new buildings for the latter. Training units can now be added to meet demands at an absolute minimum of additional expenditure.
- (iii) Three new intermediate colleges have been established in existing school buildings.
- (iv) Plans for all types of schools have been scrutinised and cost reduced.
- (v) Arrangements have been made for the sale of old buildings to provide funds for new ones.
- (vi) The Chelmsford Training Class has been removed from Sanawar to Ghora Gali and the cost of projected new buildings at the former place saved.
- (vii) Scrutiny and revision of staffs of Government high schools, resulting in the saving of a considerable number of posts.
- (viii) Scrutiny and standardisation of grants for contingencies in Government institutions.
- (ix) Scrutiny of menial staffs in Government schools.
- (x) Revision of boarding-house allowances.
- (xi) Application of the economies effected in Government schools to aided schools for the purpose of calculating grant-in-aid.
- (xii) Rationing the allotment for grant-in-aid for secondary schools among divisions.
- (xiii) Rationing of equipment grants for schools.
- (xiv) Revision of expenditure on manual training centres and agricultural farms attached to middle schools.
- (xv) Reduction in the cost of examinations.

- (xvi) Discouragement of purchase of expensive apparatus and equipment and economy in distribution of equipment for primary schools.
- (xvii) Abolition of post of Inspector of Drawing.
- (xviii) Conversion of an Indian Education Service post in the Central Training College into a Provincial Education Service post.
- (xix) Substitution of five deputy inspectors for fourteen assistants to divisional inspectors.
- (xx) Revision of Women's Inspectorate.
- (xxi) Substitution of vernacular for anglo-vernacular teachers for teaching certain subjects and the employment of experienced junior vernacular teachers for senior vernacular teachers in lower classes.
- (xxii) Abolition of itinerating district staff for physical training.
- (xxiii) Reduction of the limit of income governing the levy of higher grade of fees.
- (xxiv) Enhancement of tuition and "breakage" fee in colleges.
- (xxv) Limitation of Government liability in the matter of grants to local bodies for vernacular education.
- (xxvi) Discouragement of the opening of small and uneconomical schools.
- (xxvii) Concentration of "special" classes.
- (xxviii) Abandonment of the Government Institute of Commerce.
- (xxix) Rationing of allotment for travelling allowance in order to meet the reductions imposed by Government.
- (xxx) In addition to the above, the economies suggested by Government in the matter of stationery, printing, etc., have been fully carried out.

GENERAL SUMMARY OF EXPENDITURE

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1924.	1923.	Increase or decrease.	Government funds.	Board funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ...	8,94,029	9,19,069	-25,040	84.19	15.81
Universities ...	6,42,681	6,22,797	+19,884	17.89	...
Miscellaneous* ...	51,03,155	63,45,758	-12,42,603	54.57	15.62
Totals ...	66,39,865	78,87,624	-12,47,759	54.96	14.13
<i>Institutions for Males.</i>					
Arts Colleges ...	11,55,455	11,63,857	-8,402	37.90	.17
Professional Colleges ...	8,95,896	8,59,955	+35,941	86.27	...
High Schools ...	42,12,144	39,04,974	+3,07,170	36.33	4.43
Middle Schools ...	30,25,337	27,68,999	+2,61,338	46.29	19.97
Primary Schools ...	30,84,176	29,14,155	+1,70,021	64.59	27.60
Special Schools ...	8,55,467	8,84,612	-29,145	83.05	6.84
Totals ...	1,82,28,475	1,24,91,632	+7,36,923	51.73	12.87
<i>Institutions for Females.</i>					
Arts Colleges ...	58,448	35,726	+22,722	50.73	...
Professional Colleges ...	22,938	24,919	-1,981	84.05	...
High Schools ...	3,10,032	3,16,919	-6,887	50.71	8.87
Middle Schools ...	3,73,104	3,87,106	-14,002	41.25	25.79
Primary Schools ...	6,98,100	6,91,340	+6,760	44.05	40.80
Special Schools ...	2,22,913	2,03,110	+19,803	69.45	1.87
Totals ...	16,85,535	16,59,120	+26,415	48.79	24.46
GRAND TOTALS ...	2,15,58,875	2,20,38,296	-4,84,421	52.50	14.16

*Including expenditure

ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...
75.99	6.62	...	...	...	...	...
5.54	24.27	...	...	...	...	...
11.61	19.30	...	...	...	...	...
45.39	16.54	79 3 7	0 5 7	94 14 3	34 9 5	209 0 10
13.55	.18	470 15 6	..	73 15 10	0 15 10	545 15 2
46.00	13.24	15 15 6	1 15 2	20 3 7	5 13 1	43 15 4
25.63	8.11	7 6 7	3 3 2	4 1 8	1 4 10	16 0 3
3.17	4.64	5 10 8	2 6 9	0 4 5	0 6 6	8 12 4
5.36	4.75	15 2 3	1 3 11	0 15 7	0 13 10	18 3 7
26.48	8.92	9 14 8	2 7 5	5 1 2	1 11 4	19 2 7
9.28	39.99	308 14 2	...	56 8 2	243 7 0	608 13 4
9.43	6.52	642 10 8	...	72 1 7	49 13 4	764 9 7
25.98	14.44	64 3 7	11 3 10	32 14 5	18 4 6	126 10 4
7.21	25.75	13 4 8	8 5 0	2 5 2	8 4 8	32 3 6
1.42	13.73	6 1 7	5 10 4	0 3 2	1 14 5	13 13 6
8.09	20.79	157 5 4	3 12 5	18 5 1	47 1 9	226 8 7
8.49	18.26	12 8 8	6 4 7	2 2 11	4 11 2	25 11 4
20.49	12.55	14 15 7	4 0 8	5 13 5	3 10 7	23 8 3

on buildings.

CHAPTER II.

Controlling Agencies.

The Head
Office.

THE office of Director of Public Instruction continued to be held by Sir George Anderson during the year under review. He proceeded on leave at the close of the year after nearly three and a half years' of strenuous work as head of the department, a period marked by rapid development and a unique record of progress in all branches of activity under the Education Department. A résumé of the achievements of the past three years is given in chapter I and the opportunity may be taken in his absence to place on record an acknowledgment of the debt the province owes to Sir George Anderson for his contribution to the large and comprehensive programme of reform and expansion which has been carried through during a period of acute financial stringency. His services to the advancement of the cause of education in this province and elsewhere in India were recognized in January last by the award of a knighthood, the highest honour ever bestowed on a member of the Education Department in this province.

2. The headquarters staff continues to render valuable service in the correlation of effort, enterprise and expenditure so as to secure the greatest possible advantage from the resources available. The only change in this staff during the year was due to the departure on leave in September last of the Inspector of Training Institutions. In the interests of economy his post was not filled, but the duties were divided among the Inspector of Vernacular Education, who took over the office work at headquarters, and the Principal of the Central Training College and the Divisional Inspectors of Schools, who undertook the inspection duties attached to the appointment.

3. Mr. D. Reynell has worked continuously in the dual office of Assistant Director of Public Instruction and Inspector of European Schools. With the expansion of the work at the head office Mr. Reynell's duties become increasingly onerous from year to year, and with increase in the administrative work of the Director the responsibilities of the Assistant Director are correspondingly enhanced. But Mr. Reynell performs his heavy and responsible duties with characteristic efficiency and unfailing cheerfulness and the smooth working of the office and the punctual despatch of business are due, in no small measure, to his industry and thoroughness. To Khan Sahib Syed Maqbul Shah, Inspector of Vernacular Education, a

special tribute of gratitude is due for the untiring zeal with which he has carried out his very responsible duties during the period of rapid expansion. His wide experience and intimate knowledge of district conditions have rendered his work of the highest value both at headquarters and in his tours of inspection. The work of the Examination Branch increases with expanding numbers. The Registrar of Departmental Examinations, Lala Hari Das, has conducted this branch with his usual efficiency, and Lala Ram Chandra has maintained the high standard of work in the Book Branch.

4. The superintendence of the office has remained in the hands of Mr. W. E. McMurray, whose experience, both of office routine and of the work of the department, is invaluable. Investigations into financial matters with a view to effecting economies in all branches of educational work have thrown considerable additional labour on Pandit Kesho Ram, the Head Assistant of the Accounts Branch, whose willing service, zeal and efficiency are worthy of special commendation.

5. An important factor in the correlation of effort in the department is the Inspectors' Conference which was held as usual in April 1923. By means of this conference the needs and aspirations of each part of the province are brought to the notice of those responsible for the guidance of educational effort in other parts and of those responsible for direction of such effort in the province as a whole. The Inspectors' Conference was again supplemented by divisional conferences, each of which was attended by an officer from headquarters. These conferences, held at the beginning of the cold weather tour of inspection formulated plans of campaign and laid down the general lines along which inspection and other activities were to be conducted.

Inspectors'
Conference.

6. A "Refresher Course" was again held at the Central Training College, and was attended by departmental officers of all ranks, in order to bring the personnel into touch with new ideas and to refresh their acquaintance with older ones. The Director of Public Instruction, in the course of his visits to various parts of the province, has taken advantage of the opportunity to deliver lectures on educational questions. By these means it has been possible for the department to evolve and to enunciate a policy, and to invite the co-operation of all those to whom education is of vital interest by impressing upon them the importance of its development.

Refresher
Course.

7. For the second successive year there has been no change among divisional inspectors, a factor of stability which has

Inspection.

contributed in no small measure to progress and consolidation. The energy and keenness shown by divisional inspectors are beyond all praise and it is largely due to the efforts of these officers that a satisfactory level of efficiency is maintained in spite of the great advance in the number of pupils, the extension of the scope of their duties and the increase in the volume of office work, which have necessarily thrown a heavier burden both of inspection and administration on inspecting officers.

8. During the course of the year considerable further powers have been delegated to divisional inspectors as well as to heads of colleges. When these delegations are complete these officers will be empowered to sanction leave to officers in the Subordinate Service up to a limit of four months, to make temporary appointments subject to the same limitation, and also to sanction transfers within their own divisions. These delegations have not, however, been made in respect of district inspectors, and all permanent appointments still rest with the head of the department.

9. This reform has been designed to combine a maximum of decentralization with a maximum of control. It is anticipated that, without loss of efficiency, it will largely reduce the number of petty references to headquarters. The necessity of a step in this direction may be sufficiently indicated by the remark that during the last four years the number of arts colleges under the direct management of the department had increased from one to four, and that of Government high schools from 34 to 52, while further additions in these respects were imminent at the close of the year under report. It is certainly not true therefore of the Punjab, as has been said of Bengal, that inspectors have no responsible work to do. With rapid and growing expansion more and more decentralization is inevitable, and efficiency, so far as the conduct of schools and the work of instruction are concerned, will depend in an increasing degree on the divisional inspector, on whom the department will be dependent for advice regarding the problems of his division and for judgment on the quality and work of the personnel under his control.

10. Among deputy inspectors the department has lost the services of a very able and efficient officer in Lala Devı Ditta Mal of the Lahore Division, who went on leave preparatory to retirement in December 1923 after many years of distinguished service. He was succeeded by Chaudhri Fateh-ud-Din, who was in turn succeeded at Ambala by Sheikh Allah Rakha. Lala Shiv Saran Das, District Inspector of Schools, Ludhiana, retired in April 1923, with a good record of faithful service. The

untimely death of Raja Ahmad Khan, District Inspector of Schools, Gujrat, on 11th May 1923, deprived the department of a very energetic officer, and a further loss was sustained in the death of Maulvi Muhammad Ishaq, District Inspector of Schools, Lahore, who had rendered twenty years' conscientious work in the department.

11. The work of the following officers is specially commended by inspectors :—

- (a) Deputy Inspectors : Maulvi Khurshid Ahmed, Lala Devi Ditta Mal, Chaudhri Fatch-ud-Din, and Lala Lachhman Das
- (b) District Inspectors : Sheikh Muhammad Nawaz Khan, (Hissar), Sardar Bhagwan Singh (Ludhiana), Bhai Bikram Singh (Kangra), Chaudhri Ghulam Mohy-ud-Din (Jhelum), Mufti Ahmad Said (Mianwali), Chaudhri Gyan Singh (Gurdaspur), Bawa Barkat Singh (Amritsar), Sheikh Ghulam Hussain (Lahore), Raja Fazil Muhammad Khan (Lyallpur).
- (c) Assistant District Inspectors of Schools : Pandit Murli Dhar Mudgill (Rupar), Lala Prabhu Dayal (Ambala), Syed Ajaib Ali Shah (Karnal), Lala Balbir Singh (Hissar), Lala Har Dayal Chopra (Jullundur), Lala Salig Ram (Hoshiarpur), Bhai Kahan Singh (Ferozepore), Sheikh Ali Muhammad (Hoshiarpur), Syed Said-ud-Din (Ludhiana), Sheikh Muhammad Aslam (Attock), Chaudhri Barkat Ali (Gurdaspur), Sardar Joginder Singh (Amritsar), Maulvi Rahim Bakhsh (Sialkot).

12. There is a general complaint by inspectors of the insufficiency of the allotment for travelling allowance—an allotment which has been further reduced in the current year. As one inspector remarks :—

“ The time allowed to the inspection of a high school has been considerably reduced, and no school, however large, can be given more than a day. Even important cases for inquiry on the spot have to be postponed. ”

The Rawalpindi inspector regrets his inability to make the fullest use of the valuable experience of his deputy inspector on account of the inadequacy of the latter's allotment for travelling allowance. Inspectors have, however, used every means to counteract the adverse effects of a contraction in their touring programmes and have, in all cases, continued to secure the greatest possible benefit from the restricted touring which has been imposed upon them.

13. In the last year's report a description was given of the method of conducting an annual inspection. The following

extracts from a description of a summer tour is taken from the interesting report of the Lahore inspector :—

“ The first rule is to tell no one where you mean to go next morning, and the first requisites are an intimate knowledge of roads and canal paths, a fast car, physical endurance and more than a nodding acquaintance with the line of least resistance in the headmaster’s office as well as in the classroom.

While the June air is still cool enough to be pleasant, you dart fifteen or thirty (or it may be only three) miles along a road or path. You may take only one school in a long morning, but, to justify that, should have good reason to suppose that it is in a bad way.

With favourable conditions and a little forethought you may pounce, say, on a primary, a vernacular middle, a normal and three, high schools in a morning. (This is raiding, not inspecting.) The purpose is to make great and small alike feel that it is never safe to assume that they are safe. Thus, just as the external discipline of the barrack square begets the self-discipline which keeps an old soldier clean and smart through life, the weaker of our masters may learn habits of honesty and hard work.

A primary school by the roadside is easy fruit. As you drive past you may see masterji asleep on a charpoy under a tree while the boys do what they will. Or you may pop in and count the boys present while an assistant considers the registered attendance and the alleged enrolment. A glance at the takhtis helps in estimating the master’s work. The cleanliness of master and boys is a further guide.

There is a vernacular middle school by the roadside. We stop under cover of trees and watch. Work is apparently going well in the class-rooms, but there is something wrong about the physical training squad; the instructor is leaning against a tree while a boy reads something from a book. An assistant goes in to check registers while I inquire into physical training. The boy, who is the class monitor, is reading the details of an exercise from the drill book; what is to happen next none can tell me clearly. Yet this instructor is responsible for training (in the art of instruction) the normal school students across the road.

Just now and then you get a real coup. Far from the railway is a large high school; it was very good two years ago; last winter’s inspection made us suspect that it was beginning to live on its reputation. As a result of strategy applied, I had reason to suppose that the school felt secure and would be settling down to its annual æstivation. One Saturday morning a colleague and I glided slowly towards the school under cover of an avenue of trees. A number of boys and several masters were lolling about under trees. Out came the headmaster, ill at ease and far from being the well-groomed and well-dressed dignitary that he was at our winter visit. It was obvious that little work had been done since the school opened two months before. The laboratory was being used for masters’ quarters; however, as plague was about, this was in accordance with orders. But the laboratory was filthy; the science lecture-room filthy and all apparatus filthy. The drawing-room was filthy and the great wall blackboards had not been cleaned for weeks—perhaps not since the school closed in March.

The boarding-house came next. We could see that our visiting it gave rise to alarm and despondency. The rooms were disorderly and dirty; the Superintendent clearly took no interest in the place. One side of the

quadrangle was curtained off untidily ; the president of the school committee was living there with his family—hence the overcrowding in the other rooms.

With an hour and a quarter of the school day to go, we ran on six miles to another school, raided and found satisfactory the week before ; never, surely, had school better reason to go to sleep happily for the rest of the hot weather. I had walked past the windows of half the class-rooms before the headmaster knew that we had come. All the boys and masters were at work, though the end of the day was near. One master was on leave, but his boys were as busy as beavers under the supervision of the monitor. There were more boys present than the registers showed ; boys will come late, but registration is honest in this school."

14. The most noticeable feature in the educational administration of District Boards is the disparity between the increases in the gross and in the net expenditure of particular boards, the former being much greater than the latter. This is no doubt primarily due to the acute financial difficulties of the District Boards. Some inspectors point out, however, that the funds released by the provincialization of the high schools and the Government grants which have been given for Anglo-vernacular board schools have not been entirely devoted, as was intended, to the expansion of vernacular education. Another cause of the disparity referred to is the closing, as recommended by the department, of uneconomically small schools. But this reform has not always been accompanied by the opening of schools in other localities where they were needed or the raising of successful primary schools to the lower middle grade, as recommended by the department. The Rawalpindi inspector considers that some of the boards are not spending the full amount of the Government grant received. There are exceptions to the application of the foregoing remarks. In the case of Kangra, the increase in net expenditure is slightly greater than that in gross expenditure, and the District Boards of Gujrat and Mianwali have spent on education 37.9 and 39.7 per cent, respectively, of their income as against an average for the province of 25.41 per cent. It is remarkable that in more than one case, *e.g.*, Ambala, Multan and Rawalpindi, the districts in which divisional headquarters are situated are among the least progressive. Ferozepore is conspicuous in the reduction of its net expenditure by Rs. 13,000, while Ludhiana, which has encountered difficulties of a special nature in recent years, has reduced its net expenditure by Rs. 52,000.

15. Municipalities have in many cases followed a very similar course. Inspectors point to instances in which committees have saved by the grant now given by Government for Anglo-vernacular schools. One inspector excuses the municipalities on the ground that they have not yet had time to expend the amounts saved. "It is a question", he

says, "of time being required for effecting adjustments". "Forward steps are being taken almost everywhere." And a possible explanation is suggested by a passage in the Multan inspector's report. The Municipal Committee of Multan—the pioneer of compulsory education—has increased its schools from 21 to 27, and educates 4,503 pupils therein against 2,558 in the previous year. Yet its gross and net expenditure have decreased by Rs. 8,187 and Rs. 4,931, respectively, and the average annual cost of the education of a pupil has decreased from Rs. 30 to Rs. 14. It may well be that in other municipal areas similar economies have been effected without—it is to be hoped—loss of efficiency. The Municipal Committees of Sirsa, Rewari, Jhelum, Pind Dadan Khan, Pindigheb, Miani and Khushab are remarkable for high or increased expenditure, and those of Lahore, Chunian, Khem Karn, Pathankot, Hafizabad, Chuharkana, Rohtak, Ambala, Palwal, Kaithal, Simla, Jullundur, Gujrat, Rawalpindi and Dingah (which is actually saving money) for the contrary. The presence of headquarter municipalities in this latter list is again noticeable.

private
enterprise.

16. With regard to private enterprise, the most noticeable features are the progress made by backward communities, and the continuance of communal competition. The Sikhs of the Ambala District, the Mussalman Rajputs in the Rohtak District and the Meos in Gurgaon have made creditable efforts to improve their schools. The Muhammadan community has shown energy in the Jullundur division, but in the north-west of the province, where it so largely preponderates, its comparative poverty appears to have prevented any extensive growth in its schools. The Jats maintain an efficient and progressive school at Rohtak. It is noticeable that missionary societies, once in the forefront of education, are not extending their activities in the same degree as was formerly the case. This is largely due to restriction of funds from abroad, due in its turn to financial stress, which has reduced the resources of the parent societies.

17. In discussing private enterprise a reference may be made to the increasing value of non-official conferences. A very successful Muhammadan Educational Conference was held at Montgomery in October, 1923, and did much to stimulate the interest of the community. The Punjab took a considerable part also in the Educational Exhibition and Conference held at Aligarh in December, when an address was read by Sir G. Anderson, Director of Public Instruction. Closely connected with the question of public interest in education is the zeal shown by the Legislative Council, which invariably considers with sympathy applications for funds for educational purposes.

CHAPTER III.

Collegiate Education.

1. The following table shows the enrolment in arts colleges affiliated to the Punjab University as it stood on the 31st March in each of the last three years:—

Enrolment
and
Distribution.

				1922.	1923.	1924.
Arts (Males) ... ..	...	...	...	4,341	4,698	5,370
(Females) ... ..	...	...	...	35	71	96
Oriental ... ..	...	...	...	132	158	157
TOTAL				4,508	4,927	5,623

2. These figures are instructive and will bear examination. They show that the total enrolment has increased by 1,115, or just about 25 per cent. in two years, that the number of oriental students has remained more or less stationary, while the number of women students has increased about three-fold. With regard to the statistics for male students, an analysis on the basis of geographical distribution shows that of the 5,370 students under instruction last year no less than 3,888, or just under three-quarters, were in Lahore colleges, while only 1,482 were studying in mufassil institutions. It is true that students desirous of pursuing higher courses of study or of reading in the University schools have to come to Lahore to achieve their object, but these constitute only a very small fraction of the large student community congregated in the capital, the disproportion as between Lahore and the mufassil being almost as strongly marked in the intermediate as in the higher classes. Of the total of 5,370 University students 3,527 were studying at the intermediate stage, and of these 2,305, or 65 per cent, were in Lahore and 1,222 in colleges outside Lahore.

3. It is partly with a view to relieve this congestion in Lahore that intermediate colleges are being established at suitable centres in the mufassil. Two such colleges, those at Multan

Intermediate
Colleges.

and Ludhiana, have been maintained by Government for four years past and proposals for the establishment of others were approved during the year under report. In accordance with these proposals, four-year institutions, comprising the two matriculation classes and the first and second year intermediate classes, were opened in May 1924 at Campbellpur, Gujrat and Lyallpur, and it may be of interest to note in passing that the enrolment in the first year has fully justified their establishment. Statistics which are given later in this chapter show that the relief contemplated in this measure will become increasingly necessary if expansion continues at the present rate.

4. The effect, too, of that dubious University reform under which the age-limit for matriculation has been removed will inevitably be to bring into the capital a number of young boys who, however bright they may be intellectually, are insufficiently equipped to withstand the many temptations which the life of a large city is bound to throw in their way.

Large Classes
in Lahore.

5. In some of the Lahore colleges the number of students in the intermediate classes is extraordinarily large, the number in one college during the year under review being between 700 and 800. While it may be possible, with the assistance of a large staff, to give class-room instruction to this very large number, and even to show a satisfactory percentage of passes in the University examinations, it is open to doubt whether such large numbers can be adequately organized for games and other social activities which are so important and necessary a part of the life of the student, or whether it is possible to secure that close individual touch between the students and the senior members of the staff which is so desirable if any permanent impress is to be made upon the students for after-life.

Large Number
of Matricu-
lates.

6. As was pointed out last year by the Principal of Forman Christian College, the present system of providing strictly literary and theoretical courses of study is a matter calling for earnest consideration, especially as the number of students trained in this manner is increasing year by year. The attempt of the University to provide an alternative to the Matriculation Examination by the introduction of a School-leaving Certificate has been only partially successful. The last available figures for these examinations are those given in the University Report for 1923, which show for the Matriculation Examination 10,691 candidates, of whom 6,755 were declared successful, and for the School-leaving Certificate Examination 1,391 candidates, of whom 584 passed. A total of 1,391 candidates for the School-leaving Certificate Examination is in hopeful

contrast to 33 candidates in the last year (1920) of the now defunct Clerical and Commercial Certificate Examination, although a pass percentage of 42 for School-leaving Certificate candidates as against 63 of Matriculation candidates indicates that the average quality of those taking the former course is much below that of the latter.

7. The total of 12,082 candidates for the Matriculation School-leaving Certificate Examination of last year showed an increase of 2,334 over the year before, and it is understood that the number who sat in May 1924 was more than 15,000, and that the University expects nearly 20,000 next year, or nearly double the number in 1923. It thus becomes more and more apparent that it is to the intermediate college that we must look to provide courses of instruction alternative or supplementary to the literary courses which will guide the intermediate youth along practical or professional avenues, and so reduce the number of students proceeding to degree colleges to reasonable and workable limits.

8. The University is also feeling the pressure caused by the large increase in the number of examination candidates, and is becoming more and more on the major side of its activities an unwieldy examining machine. The total number of candidates for all examinations held in the year under report was 18,950, or an increase of about 4,000 over those of 1922.

The statistics of the Oriental Titles and Vernacular Languages Examinations held by the University during the year 1924 were as follows :—

ORIENTAL TITLES.

Male.

Examination.					Number appeared.	Number passed.
Sanskrit	...	...	...	...	565	338
Arabic	...	...	...	...	92	50
Persian	...	...	...	...	394	184

Female.

Sanskrit	...	...	...	...	15	13
Arabic	...	...	...	...	...	...
Persian	...	...	...	...	2	2

VERNACULAR LANGUAGES.

Male.

Examination.						Number appeared.	Number passed.
Urdu	...	...	...	...	...	131	48
Hindi	...	...	...	...	...	155	72
Panjabi	...	...	...	...	...	268	132
Panjabi (Persian Script)	...	...	...	...	...	13	6
<i>Female.</i>							
Urdu	...	...	...	...	...	10	1
Hindi	...	...	...	...	...	38	15
Panjabi	...	...	...	...	...	38	12

9. On the teaching side of its functions the University has embarked on a new venture in the opening of its first science laboratory—that of chemistry. The development of this branch of study in the University is traceable to the stimulus given to research work in this subject by Mr. B. H. Wilsdon, then Professor of Chemistry in Government College, Lahore, under the inspiration of Professor Smithells of the University of Leeds, who came to the Punjab as University Lecturer during the cold weather of 1913-14. From that time to the present the chemistry department has made steady progress, and at the last examination no less than 27 candidates appeared for the M. Sc. degree in chemistry, each of whom was required under the regulations now in force to present a record of original work in the form of a thesis. The research work of these students was carried out under the direction of Dr. Dunnycliff of Government College and Professors Yajnik and Carter Speers of Forman Christian College. It is worthy of note that some of the work done in this connection in the laboratories of the two colleges has been accepted and published by leading European and American scientific journals.

10. These activities, which have hitherto been conducted by collaboration between the two colleges mentioned, will now form a distinct branch of the teaching functions of the University. Professors Dunnycliff and Bhatnagar have been appointed University professors in this department, and it is expected that the work in the new University laboratory will be in operation in October 1924.

11. The Academic Council is reported to have had a fairly successful record of work in the first year of its existence. In a body in which the teaching element predominates it is more easy to discuss and formulate reforms of purely academic, as distinct from administrative, interest than in a body not so constituted. The Honours courses have formed the main subjects of discussion. Some of the old courses have been overhauled and a development of first-rate importance is the proposed constitution of a new combined Honours course in English, History, Economics and Philosophy. The necessity for this reform had become urgent. As constituted, the graduate and post-graduate courses were too narrow to be of real value to candidates for the Indian Civil Service and other public examinations, the results of which have demonstrated that in this respect the Punjab had fallen behind other provinces. The introduction of the new combined course will provide a broader field of study more suited to present-day conditions.

The Academic Council.

12. The School Board has not been so successful in its efforts to effect reforms. The Matriculation and School-leaving Certificate Examination syllabus has now been under trial for four years, and experience has revealed certain outstanding defects; chief among these are an undue measure of elasticity in the course prescribed for matriculation which has resulted in the serious neglect of such important subjects as history and geography, and a lack of guidance or control in the matter of combinations of elective subjects which has resulted in extravagances in school staffing and in unwise choice of subjects on the part of the students. For two cold winters therefore the School Board has been engaged in making a complete review of the whole scope of the examination, with the disappointing result that their proposals were returned for reconsideration by a combined meeting of the Faculties concerned.

The School Board.

13. The results of the year's work in higher study and research have been given in the University report and they may be appropriately referred to in this chapter. On the oriental side Mr. Woolner and his staff have been responsible for a number of productions. Mr. Woolner has published a series of papers in addition to his *Aśoka Text and Glossary*, and Dr. Lakshman Sarup has published *Yaska's Niruktam*. There has also been activity in the Arabic and Persian departments. The work on the Panjabi Dictionary towards which Government makes an annual contribution continues. In the department of chemistry, Dr. Dunningcliff and Professor Yajnik have published papers and Professor Matthai in the department of zoology and Professor Shiv Ram

Higher Study and Research.

Kashyap in the department of botany have contributed original work, including papers to the Indian Science Congress. Professor Myles is actively engaged on inquiries into economic problems of Indian taxation and currency and has done valuable work on the Board of Economic Enquiry in connection with problems of local interest. In the history department Professor H. L. O. Garrett, who has been appointed Keeper of the Records, has been engaged in arranging the old documents in the Secretariat. He has published a few short papers and has discovered abundant material for future work. The study of phonetics in Government College has been continued in the absence of Professor Firth by Mr. A. S. Bokhari. Professor Firth has utilized a part of his leave in making extensive investigations into the teaching of Phonetics in various European Universities, and on his return an added stimulus may be expected in this important branch of study.

Tone and
Discipline.

14. With the exception of a series of regrettable incidents in the Khalsa College, Amritsar, the tone and discipline in the various colleges has been good. In this connection the Principal of Government College remarks :—

“The year has been marked by an absence of party spirit and by general good-fellowship amongst all the students, which is the more noteworthy when we consider the state of feeling exhibited at times by the general public.”

The University Training Corps is hardly making the progress which could be desired. During the year a camp was held at Perozepore. While, on the whole, the camp was well attended, some of the students did not appear to take kindly to the ordinary hardships incident to life under canvas. One result was a marked decline of interest in the corps after the camp was over. The main weakness in the University Training Corps seems to lie in the fact that only a limited number take it seriously. In the words of one critic “the students join the corps as they would join a club and if it is a question of a football match or a parade, the former comes first. This attitude is dying hard, but reduction in numbers and more careful selection of recruits will remedy this state of affairs”. A new Commanding Officer, Major Garrett, will shortly take over the command.

Extra-mural
activities.

15. Games and athletics have, on the whole, prospered, although it has again been found necessary to take disciplinary measures against certain college teams for improper conduct. In the Punjab Olympic Meeting several students took part, and one

of them won the modified Marathon. This victory over all-comers, including carefully-trained military athletes, was highly creditable to a young student.

College societies continue to flourish in all institutions. A new development in the Government College Dramatic Society took the form of a production of G. B. Shaw's *Arms and the Man* translated into Urdu by Mr. A. S. Bokhari. The production was in every way successful, and it is hoped that further translations of typical English plays will be produced in the future. Of the influence of the society the Principal of Government College writes : " I believe it may be said without exaggeration that the College Dramatic Society is a distinct factor in the promotion of a higher standard of dramatic art in Northern India ".

16. Reference has already been made to the new intermediate colleges at Lyallpur, Gujrat and Campbellpur. The programme of Government in this matter contemplates the establishment of similar institutions at other places so that the mufassil will be suitably provided with colleges of this type. The new policy by which the intermediate college becomes the end of the school course should have a most important effect upon the direction of education above the school stage in the future.

New Policy
in Inter-
mediate
Education.

It is anticipated that the new policy will have important results—

- (a) decentralization from Lahore, the desirability of which has been demonstrated in paragraph 3 above ;
- (b) the introduction of alternative courses of education, concurrent with, and equally as valuable as, the literary and theoretical courses now taken by intermediate students ; and
- (c) a raising of the standard of work in the older arts colleges of Lahore which, with smaller numbers in their intermediate classes, will be able to devote their time and energy to higher teaching.

17. The year 1924 witnesses the 60th birthday of Government College, Lahore, for it was on January 1st, 1864, that the institution was first opened. Ten years ago, when the college attained its 50th year, it was intended to celebrate the occasion in a suitable way, but this intention was frustrated by the outbreak of the Great War. This year, however, it has been decided to mark the 60th year of the long and distinguished history of the college. A large and representative committee of old students has been formed, and active preparations have been taken in hand.

Diamond
Jubilee of
Government
College.

CHAPTER IV.

Secondary Education—Boys.

Schools.

THE number of secondary schools for boys rose during the year under review from 1,089 to 1,301, an increase of 212, or nearly 20 per cent. Of the 212 new schools, 22 were high schools, 11 Anglo-vernacular middle, 28 vernacular middle and 151 lower middle schools. There are now 234 high schools for boys in the province, of which 48 are maintained by Government, 23 by local bodies and 163 are under private management. Local bodies maintain 62 out of the 180 Anglo-vernacular middle schools and nearly all the vernacular middle schools of both grades. Of the 299 vernacular upper middle schools, 89 have optional English classes with 5,779 pupils learning the English language.

Pupils.

2. The number of boys reading in all kinds of secondary schools has risen from 246,075 to 283,853, an increase of 37,778, or 15·3 per cent. Pupils in high schools account for 12,337 of this addition, those in vernacular middle schools for 8,451 and those in lower middle schools for 18,638; a decline of 1,648 pupils in Anglo-vernacular middle schools is more than accounted for by the conversion of institutions of this grade into high schools. The average enrolment in a high school was 407 against 391 last year; in an Anglo-vernacular middle school 216 against 239; in a vernacular upper middle school 249 against 244 and in a lower middle school 128 against 129. Of the 283,853 pupils in secondary schools, 22,202 were in the high department, 39,975 in the upper middle, 63,178 in the lower middle and 158,498 in the primary department.

Expenditure.

3. The direct expenditure on secondary education has risen during the year under report by Rs. 5,62,442, *viz.*, from Rs. 64,85,342 to Rs. 70,47,784. The increase in expenditure is thus 8·6 per cent. against an increase of 15·3 per cent. in the number of pupils. Contributions from provincial revenues and from fees have both increased, while those from local funds and from private sources have declined. The decrease in expenditure on secondary education from district board and municipal funds is due chiefly to the payment of Government grant to board Anglo-vernacular middle schools for the first time last year. The average annual cost of a high school works out at Rs. 17,343; of an Anglo-vernacular middle school at Rs. 5,711, of a vernacular upper

middle school at Rs. 4,105 and of a lower middle school at Rs. 1,248. In the Lahore division the average cost of educating a boy in a Government high school is Rs. 54-6-0; in a board high school Rs. 46-4-0 and in an aided high school Rs. 48 per annum, and this is probably the approximate ratio in other divisions also. The higher cost in Government schools is due, *inter alia*, to the absence of primary classes in most of these schools and to the incremental grading of salaries.

4. With the exception of some of the newly-provincialized board schools, most of the Government high schools in the province are well housed and possess adequate playing-fields. Many of the aided schools in the province are also suitably accommodated. Among the more notable examples of public spirit in the provision of school buildings during the past year are the contributions of M. Ghulam Din who has erected a building for the Miangri Islamia School in the Gurdaspur district entirely at his own expense, and of Sardar Thakar Singh, President of the Banga Municipality in the Jullundur district, who has donated Rs. 16,000 towards the building of the local District Board high school. The plan prepared for the new Government high school at Sheikhpura has taken the place of the more expensive standard plan formerly followed and has been used during the year in the preparation of designs for new buildings for Government and other schools.

Buildings.

5. Nearly all secondary schools, except those of the lower middle grade, have hostels of their own. The suggestion which was made a year or two ago that communities should co-operate in efforts to economize by building separate hostels, instead of separate schools, has not met with the measure of success which was hoped for. There are, however, six communal hostels in the Lyallpur district, three of which are at Gojra, and there is one at Muzaffargarh. The success which has attended the establishment of hostels in these cases should tend to encourage the extension of the system.

Hostels.

6. At the close of the year under report there were 26,211 boys resident in boarding-houses attached to secondary schools, or 3,083 more than last year. The management is reported to be generally satisfactory. Mr. Atma Ram is of the opinion that "boarding-houses are of real value, inculcating habits of regularity, punctuality, cleanliness and fellow-feeling". Sardar Bishan Singh, however, writes in a different strain. "Very few superintendents", he says, "take the trouble to see that the times for games and recreation and hours of sleep are enforced." These conflicting reports only go to show that the benefit to be derived from life

in the hostel is very largely dependent upon the personal influence and sense of responsibility of the superintendent.

Teachers.

7. The high proportion of trained teachers in secondary schools is a matter for gratification. Of the total of 9,068 teachers employed in these schools (including vernacular middle schools of both grades) last year, 6,639 were trained and 2,429 untrained. The percentage of trained teachers was thus 73. The number of trained graduate teachers was 882. The percentage of trained teachers in different types of high schools in the Jullundur division was 91 per cent. in Government high schools, 77 per cent. in board schools and 67 per cent. in aided schools. These percentages are eminently satisfactory and the distribution is probably more or less typical of the remainder of the province.

Private
Enterprise.

8. Secondary schools under private management are practically all Anglo-vernacular schools, but, though their number is large, and constantly increasing, their general usefulness is discounted by their uneven distribution, and in many localities by unnecessary duplication. With regard to their distribution, a survey was completed during the year under review to which reference has been made in chapter I of this report. The conclusions reached on the result of the survey and the programme proposed for providing facilities in districts where the number of schools is below the provincial average should go far, in course of time, to adjust inequalities and to improve what is undoubtedly an unsatisfactory situation. But the elimination of unjustifiable competition is a matter of greater difficulty. The district of Mianwali with a population of 358,205 has two high schools, Gurgaon with 682,003 inhabitants has four, and yet we have examples of a town of 7,400 people with three high schools, and another with 10,000 inhabitants with three high schools and an Anglo-vernacular middle school. And similar instances could be multiplied. The fact is, as pointed out in chapter I, that schools have arisen in the past in places where enthusiasm for the spread of education has been found associated with the means for providing the necessary facilities, while the needs of the less fortunate poor and backward areas have been comparatively neglected. It is not easy to suggest a complete solution of the problem, but what is really required is a wise direction of enthusiasm and generosity which will encourage the public-spirited and the philanthropic to exercise their gifts in localities where they are most sorely needed. It may not be true to say that the rate of provincial progress is measured by the rate of progress in the backward areas, but it is certainly true that the progress.

of the province as a whole will be retarded so long as large and less-favoured areas are allowed to lag behind the more fortunate districts. It may be possible, in this connection, to develop a suggestion which has been made that educational activities of private bodies should be centralized so as to promote a more provincial view of needs and a more equitable distribution of resources.

9. The rapid increase during recent years in the number of secondary schools under private management has placed a severe strain on the budget allotment for Government grants-in-aid, especially at a time of serious financial stringency. While the department has continued to admit freely to the list of recognized institutions well-conducted schools applying for recognition and recommended by the inspector, it has been able during the past year to admit only one or two new schools to the grant-in-aid list, and schools now receiving recognition are being told, pending better days, that recognition carries with it no claim to grant-in-aid.

10. The position was particularly acute last year when it was found, on receipt of the recommendations for grants from inspectors, that the amount required to meet these recommendations in full was considerably in excess of the budget provision. The immediate position was met by reappropriation and the schools therefore did not suffer, but the circumstance served to show that the review of educational expenditure in secondary schools which had been commenced in the previous year had been undertaken none too soon. The review of the year 1922-23 had been directed mainly to the elimination of every form of extravagance in Government schools, and the lessons learned in the course of that survey were now applied for the purposes of calculating grant-in-aid to aided institutions. The conclusions of Government in this matter were communicated in C.M. No. 13070-G., dated the 6th November 1923, and the more important modifications introduced into the grant-in-aid rules may be briefly referred to. In the first place, wider discretion was given to inspectors in grading a school for grant purposes. Under the rules in force the inspector was allowed but little latitude in the award of grants, and schools got either the maximum, or 75 per cent of the maximum. Under the revised rules schools will be graded as "excellent", "good" or "fair" and the grant payable will vary between 75 and 100 per cent in accordance with the efficiency of the institution concerned, tone and discipline, as well as organization and the instructional state, being taken into account in determining the grade to be awarded. It is anticipated that this reform will

not only result in economies in the award of grants, but will also act as an incentive to schools to increase their efficiency and thus earn the grants of the higher grades. Other economies provided for in the circular have regard to staffing, rent and general organization. Extravagances in staff, *e.g.*, in the appointment of a principal as well as a head master, will not in future be approved for grant-in-aid purposes. Unnecessary and unsuitable rooms will not be taken into account in determining the rent of a building, and the staff engaged in teaching uneconomically small classes which should be accommodated elsewhere will not be recognized for grant-in-aid. An additional precaution against the recommendation of grants in excess of budget provision was taken last year by rationing divisions in accordance with the terms of the circular. Each inspector was informed before the beginning of the touring season of the amount available for grants in his division, the distribution being made on the basis of grants earned in previous years.

11. It is hoped that the measures of economy which have been described above will release funds for a gradual expansion of activities without large additional demands on public revenues. The intention is to devote such savings as can be effected to the provision of facilities in those areas as have been shown in the survey to be backward and ill-served with secondary schools. In the field of secondary education therefore, as in other fields, the aim of the Education Department is to make present resources go as far as possible before making new calls on the public purse.

Inspection.

12. The new system of inspection has done a great deal in improving the work and organization of schools, and already considerable improvement is reported in the teaching of several subjects. Much good has resulted in the Lahore division from the formation of "faculty committees" for each subject. Under this scheme all the members of the staff engaged in teaching a particular subject in a school meet at intervals to discuss courses, methods and difficulties and to devise measures of improvement. This system is calculated to remove what has been one of the outstanding defects in school practice in this province, a defect which was discussed at length in the report of two years ago, *viz.*, the tendency of the average teacher to work in a groove and his reluctance to adopt or develop new methods. Special attention has been given during the year to the improvement of school libraries, both on the English and oriental side, and to the encouragement of private reading. The chief feature of the

inspection campaign for the year was, however, an effort to improve the teaching of the vernacular. Mr. Parkinson issued a comprehensive circular on this matter for the guidance of teachers in the Rawalpindi division, and Sheikh Nur Elahi continued his efforts of the year before in the Multan division. On this question Mr. Sanderson writes :—

“ Our vernacular masters are deeply sunk in stagnation and this shows very clearly in the oriental language work in our Anglo-vernacular schools. The teaching of Urdu may be taken as an example The teaching is aimless ; written work carelessly done (and carelessly corrected) ; composition follows no definite plan, the topics selected being haphazard and uninteresting (we found, for example, the high class boys of a school writing composition on ‘ the cow ’, while a much lower class had to attempt ‘ virtue ’) ; caligraphy is far from what it used to be, partly by reason of lack of interest on the part of the teachers and head-masters. ”

13. The flexibility of the curriculum leading to the matriculation and school-leaving certificate examination has resulted in practice in the adoption of injudicious combinations of subjects leading to no particular career and affording no satisfactory basis for higher study. In their anxiety to gain and retain boys, especially where there is keen competition between rival institutions, schools are sometimes tempted to offer a more varied programme of studies than they can carry out consistently with economy of organization, efficiency of staff and workability of time-table. For the prospective matriculate a sufficiently general foundation is not ensured. He can, and does, pass his examination, but often without offering either history or geography, preferring a softer option. For the school-leaving certificate the requirements are too slender to give the certificate real weight. Sardar Bishan Singh writes in this connection :—

The Curriculum.

“ The diversity of elective subjects has made school time-tables more complicated, teaching less economical and the examination period more prolonged. I have seen schools in which half a dozen boys learning physiology or drawing in the 9th or 10th class attend for instruction in these subjects in two batches at two different periods—surely a waste of time, energy and money. Specialization of subjects by schools is practically unknown. The goal of the Matriculation and School-leaving Certificate Examination is uncertain, and yet the rush towards it is abnormal. And the worst is that the system does little or nothing to encourage a student to show originality or initiative.”

14. An account of the steps taken by the School Board to inquire into these defects and to suggest remedies has already been given in chapter III. The proposals of the Board were directed mainly to the reinstatement of history and geography, to the discouragement of premature specialization and incongruous combinations of subjects, and to the grouping of elective

subjects in such a manner as to allow sufficient choice to the candidate without unduly complicating the time-table. The fact that these efforts of the School Board have not met with the appreciation which the time and thought devoted to the consideration of the question deserve is a matter for regret, and it is to be hoped that the Board will continue to press for a reform the need for which is most obvious to those most closely in touch with the schools.

Examination
Results.

15. The number of candidates who appeared in the Matriculation and School-leaving Certificate Examination held at the close of the year under report was 14,639, of whom 13,213 were candidates for Matriculation and 1,426 for the School-leaving Certificate. The percentage of passes among the former was 65·1 against 65·4 in the previous year, and among the latter 53·1, which is higher than the average of the past few years. The number of candidates for the vernacular final examination was 6,016, of whom 4,466 were declared successful. At this examination 1,641 candidates offered English as an optional subject, and of these 1,473 satisfied the examiners in this subject and thus became eligible to join the 9th class of an Anglo-vernacular high school.

Practical
Subjects.

16. There are five high school agricultural "centres" in the province, of which four are in the Jullundur division and are controlled by Government. The fifth, at Shahpur, is maintained by the district board with the help of a Government grant. At these five places theoretical instruction in the class-room is supplemented by practical training on a farm, the teacher of the subject being specially qualified for the work. Agriculture is also a subject of instruction in several schools under private management, but in these cases the teacher is rarely properly qualified and arrangements for practical demonstration are generally absent. The subject is indeed one of the easy options to which reference has been made in another place in this chapter. The teaching of agriculture in vernacular middle schools is, on the other hand, making progress along sound lines. The measures taken during the past year to expand this branch of educational activity have been referred to at some length in chapter I. Regarding the teaching of agriculture in the Lahore division, Mr. Sanderson writes :—

"Our farms are doing reasonably well, and I believe our aim in trying to make them self-supporting is sound. Local bodies will not add to their liabilities merely to satisfy what some regard as a passing fad.....I consider it wise to take over bad land and show what can be done with it; in this way a school farm becomes definitely propagandist. I am pressing everywhere for gardening and arboriculture, with varying success; local conditions and the ever-present personal factor make an even and an all-round advance

difficult. I suspect that some people think the inspector will soon cease his attempts at painting his division green. But many are taking up my ideas readily."

17. Manual training has been provided in thirteen high school centres, and in four individual Government high schools, *viz.*, those at Karnal, Jagadhri, Rewari and Rupar. Instruction in clerical subjects (type-writing, shorthand, book-keeping, etc.) is provided at eleven high school centres, and at the Rewari and Jagadhri Government high schools. The cost of these activities is mainly borne by Government, but contributions have also been received from local bodies and private sources. The system of manual training was reviewed last year, and revised instructions issued in C. M. No. 863-G. S., dated the 25th August 1923.

18. The reports of inspectors show a general improvement in tone and discipline in secondary schools. The year, however, has not been without its difficulties in this respect, but it is noteworthy that there is little complaint of indiscipline, among the boys. We read of party strife and intrigues in the managing committees of schools, of ignoble methods employed by rival schools to obtain or to retain boys, of the weakness of head-masters and the unscrupulousness of teachers in regard to promotion examinations and generally of cases which tempt at least one inspector to despair of the future unless we can improve the character and personality of our teachers. "Quis custodiet ipsos custodes?" Moral training of the boys would seem, under these conditions, to be an impossibility; yet the boys have shown no very evil example to their preceptors. Perhaps some good is evolved from the mere gathering together in an educational institution of a body of comparatively unsophisticated youths, and in the Punjab, as in some other places, much of the most valuable part of education is conducted by the boys themselves. If this be so, there is, after all, hope for the Punjab.

Discipline and
moral Train-
ing.

A serious difficulty, for which teachers, however, can hardly be held responsible, has been the passage of "Shahidi Jathas" through the central districts of the province. The steadiness of Khalsa schools in particular must have been sorely tried by these incidents, but these schools have on the whole stood firm, a fact which reflects no little credit on their more sober advisers.

19. No divisional tournaments were held during the year under report and, partly for financial reasons and partly owing to the prevalence of plague, district tournaments were held only in Gurgaon, Gujranwala and Sheikhpura. The Gurgaon tournament was a great success, due largely to the keen personal interest of Mr. Brayne, the Deputy Commissioner, whose enthusiastic

Physical
Training.

support of all movements calculated to improve the educational condition of his district merits a special word of acknowledgment.

20. The play-for-all movement, which has been referred to in chapter I, is rapidly gaining ground in all parts of the province. Mr. Sanderson's description of the way in which the principle of the movement is applied in the Ganda Singh High School at Sialkot shows that a striking advance has been made in this part of school life. He writes :—

“ Each class is divided into five parts : hockey players, football players, cricketers, volley-ball players and gymnasts. Every boy is required to take part in one of these in the games period, and no one is exempted unless he is physically unfit to do so. The school time-table is divided into seventeen periods—sixteen of 21 minutes each and the seventeenth of 24 minutes. The sixth period is given to games. As soon as the fifth period is over, all the boys, with their bats, sticks and balls, come out of their class-rooms and go to the grounds for play. There are two grounds for hockey, two for football, two for cricket and one for gymnastics, and it is a good sight to see all the boys actively engaged in their games. The teacher in charge of a game not only supervises, but he also plays with the boys. At the close of the games period, the classes work for four periods and then have recess. After recess they work again for six periods and then the school breaks up. In addition to the games period, a period is allotted daily to drill, so each boy in the school gets 42 minutes' exercise daily, which is quite enough to enable him to shake off the lethargy occasioned by long sitting, as well as to keep him physically fit. ”

Boy Scouts;

21. The Boy Scout movement is spreading rapidly, and the feature of the year in this connection is the extension of the movement to vernacular schools. A scout masters' camp was held by Mr. Hogg, the Provincial Secretary, from the 29th January to the 8th February last, at which forty teachers and inspecting officers from the Ambala division and twenty from the Jullundur division were trained. In the Ambala division there are now about fifty troops. Mr. Sanderson wisely advises caution in the matter of admitting scouts, and insists on making character and honour the criteria of admission. It would indeed be a pity if one of the greatest educational agencies in the world were mishandled at this juncture when its potentialities and its popularity are so great. The scout movement in the province depends entirely on private munificence for its support and Government has, therefore, in recognition of its great educational value in schools, given a grant towards the provincial association. The support received from private subscriptions raised in educational institutions throughout the province is also most commendable.

CHAPTER V.

Primary Education—Boys.

THE number of primary schools in the province on the 31st ^{Schools.} March 1924 was 5,676 as against 5,733 last year, a decrease of 57. This decrease is more than balanced by the rise in the number of lower middle schools, which are 151 more than last year. As these additional lower middle schools are practically all converted primary schools, and as in accordance with the policy of Government a certain number of small ill-attended primary schools have been abandoned, the number of new primary schools opened during the year is probably nearly 100. Moreover, in view of financial stringency, local bodies have been encouraged during the past year to consolidate the position so far gained by filling existing schools, rather than to increase their commitments by starting new schools. Of the 5,676 primary schools 25 are maintained by Government (as practising schools for vernacular teachers under training), 4,614 are controlled by local bodies and 1,007 are privately managed.

2. Including those in schools for adults, the number of pupils ^{Pupils.} at the primary stage of instruction showed an increase during the year of 46,366. The number of additional pupils enrolled in primary schools and departments during the past three years has therefore been 172,783, and the total now stands at 509,797, an increase of 51.3 per cent. during the triennium. An interesting feature in this addition is the stimulus which has been given to the education of adults. Last year there were 630 adult schools with 17,776 pupils; this year the number of schools is reported to be 1,528 and the number of pupils 40,883. As has been noted above, the expansion during the year under report falls short of that of the past two years. This is only true of certain areas. In the Ambala and Multan divisions the rate of progress has been well maintained, these two divisions accounting for an increase of 25,318 and 40,147 pupils, respectively. The falling off is chiefly in the Lahore and Rawalpindi divisions where a loss of 10,000 pupils is to be accounted for by the very severe epidemic of plague in several districts during the last quarter of the year, and especially in the month of March when returns were being collected. On the whole therefore the advance of the past year, although not up to the standard of the two previous years, must be regarded as very satisfactory.

3. Thanks to the measures adopted by Government in the ^{Teachers.} matter of training teachers to cope with the rapid expansion in

the number of pupils, the supply of trained teachers has been well maintained. The proportion of trained teachers in board primary schools is in no division lower than 60 per cent., while in the Lahore, Jullundur and Ambala divisions it rises as high as 71, 76 and 79 per cent., respectively.

Although the ordinary qualification for admission to a normal school is a pass in the Vernacular Final Examination, the improved pay and prospects of village teachers have begun to attract matriculates and middle-passed youths from Anglo-vernacular schools. But, as Khan Sahib Syed Maqbul Shah pertinently remarks :

“Great care is necessary in discriminating between those who are likely to prove useful to the countryside and those who only desire to take up the work as a temporary measure of relief from unemployment. The latter may be altogether unsuited for work among simple village people.”

Reference has been made in chapter I to the relief afforded to district boards in the matter of providing additional teachers with the avowed object of assisting towards the elimination of the one-teacher school. One thousand two hundred and fifty teachers have been so provided during the past year involving an expenditure of Rs. 3 lakhs per annum, and it is estimated that more than three-quarters of the primary schools in the province have now two teachers or more.

Stagnation
in the First
Class.

4. With a view to consolidation in existing schools, emphasis has been laid on the need to reduce stagnation, especially in the lowest class. In this matter it is the parent who requires to be educated, for in a large number of cases he has still to realize that the permanent advantage to his child of becoming literate is greater than his immediate economic value in tending cattle. Although therefore improvement in this respect must be a matter of time, signs are not wanting that boys are being kept longer at school than formerly and that they are being more regularly promoted from class to class. That much remains to be done in this direction is, however, indicated by the fact that of the total number of pupils at the primary stage of instruction during the year under report about 55 per cent. were in the first class, and that of the pupils in this class in 1922-23 only about a third appear to have passed on to the second class last year. The former figure is explicable at a time of expansion, but the latter is more disconcerting. District inspecting officers have therefore been asked to concentrate on the removal of this defect, and the attention of district authorities has been drawn to the matter in the Government reviews of the district reports received at the close of last year.

5. Progress in primary education would undoubtedly be greatly stimulated if it were possible to increase the supply of suitable buildings. In this respect heavy arrears have been left as a legacy from the past, and these arrears, when added to the needs created by the expansion of the past six years, present a formidable programme for future achievement. Since the inauguration of the five-year programme for the expansion and improvement of vernacular education in 1918 Government has contributed 21½ lakhs as building grants to local bodies. District boards have also contributed their quota, and in many instances the people themselves have given of their substance or their labour. The net result of these efforts during the six years has been the construction of 748 new schools (133 middle and 615 primary) and the extension of 332 schools (192 middle and 140 primary). Notwithstanding this progress, it is calculated that nearly half the primary schools in the province are still without buildings of their own; some are ill-housed in dark and badly-ventilated rooms quite unsuited to school purposes, while the accommodation in others is inadequate to the expanding numbers.

Need for
Buildings.

The grants for vernacular school buildings distributed during the year under report amounted to Rs. 3 lakhs, and special efforts have been made to utilize the available funds to the best possible advantage. A gratifying feature of the past year's activities has been the interest of the people in some districts in the construction of their own school buildings. In the Lyallpur, Montgomery and Attock districts, for example, village people have undertaken the erection of their own schools with the aid of a small grant from district funds.

6. The total recurring expenditure on primary education during the year under review was Rs. 30,65,980, or Rs. 1,88,286 more than in the previous year. Towards the additional expenditure provincial revenues contributed 64.7 per cent., or 3.7 per cent. more than in 1922-23 and district funds 21.3 per cent., or 2.9 per cent. less. The share from municipal funds, from fees and from private sources remained more or less stationary at about 6.4, 3.1 and 4.5 per cent., respectively. Since the introduction of the five-year programme the expenditure on primary education from district funds has risen from Rs. 3,72,594 to Rs. 6,54,050 and that from provincial revenues from Rs. 8,39,700 to Rs. 19,83,121. The average number of pupils in a primary school now stands at 62 and the average annual cost per school is Rs. 540, so that the average annual cost of educating a primary school boy is Rs. 8-11-8.

Expenditure.

Compulsory
Education.

7. The progress which has been made in the matter of compulsory education is one of the most encouraging features of recent development, for the reason that, wherever the principle of compulsion is adopted, there four years' education, and therefore potential literacy, are assured. The policy of the department in this matter has been to respond to the overtures of those who desire of their own accord to accept the provisions of the Punjab Primary Education Act of 1919 rather than to impose compulsion on those who are unwilling, or not fully prepared, to adopt it. That this policy is meeting with success is borne out by the fact that compulsory education was in force at the close of the year under report in 14 municipalities and 156 rural school areas. The latter areas are under 13 district boards, so that practically half the district authorities of the province have taken initial steps in the introduction of compulsory education; indeed, the Jullundur division is the only division in which no local body has yet taken these steps.

The adoption of compulsion has so far been accompanied by very gratifying results. The Multan inspector reports that in some compulsory areas in his division attendance at school has reached 80, and even 90, per cent. of the school-going population, and even in backward areas little difficulty has been experienced in getting the boys to school. Indeed, it is found that the application of compulsion in one area serves as an inducement to other areas to apply for it.

Nor has the cost of compulsion proved nearly so great as was at first anticipated. The undertaking of Government in the case of municipalities is to contribute, in addition to existing grants, half the additional cost involved, subject to a maximum of Rs. 5 per annum per head of additional attendance, and in the case of district boards to contribute to the increased cost in accordance with the grade at which the board is rated. The results so far achieved show that compulsion is the surest and most economical method of advancing literacy in the province, as, under the provisions of the Act, a boy must stay at school for at least four years.

Adult
Education.

8. As has been stated in paragraph 2 above, the number of adult schools has more than doubled during the year under report and now stands at 1,528 schools with 40,883 pupils. The greatest progress has been made in the Multan division where regular literacy tests are held and literacy certificates awarded to successful students. These certificates were on one occasion distributed by His Excellency Sir Edward Maclagan, on another by the Hon'ble Minister for Education and on a third by the

Director of Public Instruction. One outstanding result of adult education is the stimulus it gives to the education of children. It is often found that, where there is a successful adult school, there the attendance in schools for boys and girls automatically increases. The circular on the subject of adult education issued in September 1923 contemplated the payment of grants for adult schools.

9. The cordial and enthusiastic assistance given by the Co-operative Department has been of the greatest value in the encouragement both of compulsory education for boys and in the opening of schools for adults. In this matter the department owes a debt of gratitude to Mr. Calvert and Mr. Strickland for much ready help and practical advice. Regarding the value of this agency, Mr. Sanderson writes :—

Co-operative
Schools.

“ It is pleasing to know that the Co-operative Department is evincing keen interest in the cause of education and, besides assisting and popularizing adult and ordinary schools, they are inducing the members of their society to form compulsory education groups. I believe that in these compulsory co-operative groups we have the best possible solution of the literacy question. For some time to come we cannot provide accommodation for all under compulsion. At the moment we want to ensure that as many boys as possible shall become literate ; the voluntary responsibilities undertaken by members of such groups will help greatly in the regular attendance of boys for four years—the barest minimum for developing literacy. At an early date I hope we may extend the ‘ Voluntary Compulsion ’ to a six-years’ course.”

10. In the beginning of the year under report a committee of officials and non-officials with practical experience of the needs of vernacular education was appointed by Government to consider and report on vernacular courses with a view to their simplification and general improvement. The proceedings of the committee and the Government review thereon appear as an appendix to this report.

Instruction

The preparation of courses will take time, but otherwise most of the recommendations have been, or are being, carried into effect. Increased attention is being paid to the three R.'s and inspectors report improvement in these subjects, especially in penmanship. Oral and written composition and extra reading are also being emphasized ; in short, efforts are being made to make the instruction as practical as possible from the point of view of the promotion of literacy. A literacy test is imposed at the end of the fourth class by district inspecting officers at the annual inspection, and Mr. Sanderson is considering the question of a general standard for application at this stage.

11. As village teachers trained in approved methods of physical instruction become available, the posts of itinerant drillmasters

Physical
Training.

formerly held by men of poor qualifications are gradually being brought under reduction. The present policy is to have competent supervisors of physical training in each district, but lack of funds has so far restricted progress in this direction. Until such supervisors are employed or assistant district inspectors are themselves trained in this branch of school work improvement will be slow. Steps have been taken to get the younger assistant district inspectors trained at the summer school of physical training at Sujampur, a step which should tend to better supervision of this important branch of school work.

Discipline.

12. Discipline is generally satisfactory. The chief defects noted are lack of neatness among both teachers and taught, and lack of a sense of responsibility on the part of some teachers in the matter of punctuality and regularity of attendance. Mr. Atma Ram writes :—

“ The village teachers who were given to absenting themselves without permission are more on the alert since the introduction of the sub-divisional system for assistant district inspectors, which has made supervision more effective. It is hoped that this closer supervision, together with the replacement of the single-teacher by the multi-teacher school, will reduce such practices in future.”

Aided and
Unaided
Primary
Schools.

13. The total of these institutions at the end of the year was 1,007, *viz.*, 920 aided and 87 unaided. Those managed by the Anjuman-i-Himayat-i-Islam in Lahore have a supervisor of their own, and are reported to be efficiently managed. Revised rates of grant-in-aid for these schools were sanctioned by Government two years ago, but in a number of instances the revised rates have not yet, for financial reasons, been introduced. This is disappointing, inasmuch as Government contributes two-thirds of the grant in the case of municipalities, and in the case of district boards bears its share of the cost in accordance with the grade of the district.

Special
Activities.

14. It is not possible to make more than a brief reference to the varied activities which have been attempted outside the ordinary school curriculum. In the Lahore division a number of Thrift Societies have been formed among village teachers, a measure which makes for stability and contentment. In the Multan division almost every primary school has its small vernacular library, which is used not only by the pupils in school, but also by those who have left school as well as by students in adult schools. The planting of trees has also been taken up with keenness in some districts. There has also been an advance in the number of girls admitted to boys' schools. This is notably the case in the Mianwali district where

as many as 507 little girls are returned as reading in primary schools for boys. This device provides an economical form of expansion of girls' education, and the experiment will be watched with interest. In certain districts, notably the Jhelum district, arrangements have been made for the supply of books, etc., to village schoolboys at special rates. And in the Attock district tournaments and literacy contests have been held in villages, and prizes awarded from subscriptions raised on the spot.

CHAPTER VI.

The Training of Teachers.

I.—STATISTICS.

Number of
Trained
Teachers.

THE activities of the department in the matter of the training of teachers have continued unabated during the year under review and are keeping pace with the expansion of education in other branches. The number of trained teachers rose during the year from 13,712 to 15,357, indicating an increase of 1,645. Table VI—"Teachers (Men and Women)"—shows that of 23,474 teachers employed in public schools no less than 15,357, or 65.4 per cent. are trained against a proportion of about 61.3 per cent. in the preceding year.

Expenditure
on Training
Institutions.

2. The effects of the measures adopted to secure economy in the training of teachers, especially for vernacular teachers, are now becoming more apparent and are specially noteworthy. The number of men teachers under training increased during the year from 2,323 to 2,414, or by 91, while the total expenditure on their training decreased from Rs. 5,30,702 to Rs. 5,12,753, or by Rs. 17,949. This decrease, however, is entirely due to the new policy for the training of vernacular teachers, as is clearly indicated by the following figures representing the expenditure incurred on the various classes :—

Classes.	EXPENDITURE.		Increase or decrease.
	1922-23.	1923-24.	
	Rs.	Rs.	Rs.
Central Training College, Lahore ...	1,30,611	1,39,187	+ 8,576
Chelmsford Training College, Ghora-gali.	24,203	27,190	+ 2,987
Normal Schools and Training Classes ...	3,44,852	3,12,881	- 31,971
J. A.-V. Training Classes ...	31,036	33,495	+ 2,459

The average cost of training men teachers is now Rs. 212 per head against Rs. 228 in the preceding year, while the cost of training a teacher in a normal school or a combined institution has fallen to Rs. 162 during the year under review as against Rs. 180 in the preceding year.

3. In addition to the economies effected in recurring charges, those in non-recurring charges to which a reference was made in last year's report are no less significant, and it is hoped that the policy of training J. A.-V. teachers in close association with the students of certain arts colleges, *e.g.*, at Multan and Lyallpur, will produce equally satisfactory results. One great advantage of training teachers in combined institutions, whether schools or colleges, is the opportunity afforded of providing trained teachers for backward areas, and the possibility of transferring such facilities, at little or no additional cost, to places where they are urgently needed.

Economica
Aspects.

4. The following table shows the number of men teachers under training during the last three years in the various training institutions. The figures for European and women teachers are dealt with separately in the appropriate sections of this chapter :—

Teachers
under
Training.

Classes.	1921-22.	1922-23.	1923-24.
B. T.	43	60	55
S. A.-V.	49	53	50
J. A.-V.—			
(i) Government	71	114	130
(ii) Other institutions	84	124	167
S. V.	326	327	383
J. V.—			
(i) Government	1,204	1,500	1,438
(ii) Other institutions	22	24	22
(iii) Discharged soldiers' classes	46	60	82
Oriental Teachers	40	39	40
Panjabi Teachers ... ..	...	19	25
Physical Training Instructors	52	55	31
Drawing Masters	26	39	31
TOTAL	1,963	2,414	2,454

It may be noted here that the standardization of classes effected two years ago by which junior and senior vernacular teachers are

taught in units of 40 students has worked with great success. With a little readjustment, but without any additional cost, the supply of J. V. and S. V. teachers can now be easily regulated by the demand for teachers of either type in the different parts of the province. The figures given in the table above indicate an increase of 40 men under training during the year under report and an increase of 491 over the corresponding figures of the year 1921-22.

II.—TRAINING OF VERNACULAR TEACHERS.

Combined
Institutions.

5. Reference was made last year to the recent measures associating classes for vernacular teachers with existing high schools. To the eight combined institutions already established there were added during the year two more, one through the transference of a previously separate normal school at Lyallpur to the Government High School at Montgomery and the other by the addition of a training class to the Government High School at Hissar, one of the backward districts of the province.

The establishment of the combined institution has already, from many points of view, proved a success, although one inspector considers it too early to pronounce an unreserved judgment. One important advantage which has been experienced may be referred to. There has in the past been some reluctance on the part of well-qualified English-trained teachers to work in a purely vernacular institution—a reluctance due to the lack of English-speaking companionship and to the fear that the entire elimination of the use of English in their work will weaken their facility in the use of the language and consequently mar their efficiency and prospects. It is possible in the combined institution to remove or reduce both these disabilities, especially if, as some inspectors report, care is taken to give Anglo-vernacular teachers work in the high school as well as in the training class. The heads of combined institutions have been particularly instructed to take part in the teaching work of both sides of the institution under their charge.

Quality of
Students.

6. As regards the kind and quality of pupil available for training, it is observed that there has been a marked increase in the number of agriculturist candidates and that more than half the J. V. students under training during the year belonged to the agriculturist classes. As regards the representation of various communities, Muhammadans contributed 696 pupils, Hindus 604, Sikhs 130 and Christians only 8. The difficulty of securing an adequate supply of satisfactory students in backward areas is still reported in the Rawalpindi division (*e.g.*, at Lala Musa and Mianwali), but some help is forthcoming from the

increasing number of Anglo-vernacular candidates. "With the opening of optional English classes in vernacular middle schools", writes the Rawalpindi inspector, "and with the closing of the J. A.-V. class at the Central Training College to matriculates, I anticipate that more and more Anglo-vernacular candidates will in the future seek admission to normal schools. Whether the appointment of teachers with Anglo-vernacular qualifications to primary schools is generally desirable is debatable. At present there is little evidence on which a reliable judgment can be based." These Anglo-vernacular applicants cannot of course be regarded as entirely additional to the former number of vernacular candidates as many of them would have been vernacular but for the existence of newly-established optional English classes.

7. The educational qualification at present required of a candidate for admission to a normal school is a pass in the Vernacular Final Examination. This standard is admittedly low, especially in Urdu, and a proposal has been made that the standard of Urdu for the award of a J. V. certificate should be advanced to that of the IX class. This reform, if carried into effect, should remove the complaint which is sometimes heard that the knowledge of Urdu possessed by the junior (and sometimes by the senior) vernacular teacher is too meagre to render his teaching of the language efficient.

8. As regards the normal school curriculum, the abandonment of the more formal teaching of woodwork and drawing in the class-room is being offset by the development of extra-mural occupations.

Curricula.

Reports from several institutions refer to a growing interest in gardening, a development of the "games-for-all movement" (one effect of the association with the boys of the high school), activity in maintaining co-operative societies and the existence of debating and literary clubs. A happy innovation reported in five normal schools is the organization of Scout troops amongst these prospective primary and middle school teachers. Punjab Scouts have recently taken to encouraging, by example, useful industries in their villages (rope-twisting, basket-making, etc.), and, apart from other possibilities, the normal school student has here an opportunity, through his Scout craft, of becoming afterwards something more than a mere teacher in his village school. Through the same agency may be aroused a more genuine interest in nature. The reports show that little genuine nature study exists so far, the preparation of formal records and the accumulation of information second hand being, according to two inspectors, the chief features in the current procedure.

Another special feature of the year was the introduction of the tutorial system in several combined institutions. In this connection reports from Rohtak and Multan are refreshing and seem to indicate that the combined institution properly conducted should have a useful future before it.

**Technical
Training.**

9. The most distinctive item in the curriculum of a training institution is the students' practice in teaching. For this training to be of practical value the prospective teacher should be afforded opportunities of witnessing examples of good teaching in ordinary or attainable conditions and should himself practise, under skilled guidance, in circumstances akin to those in which he will actually work as a teacher. The difficulty in all training institutions is to ensure that these ideals are achieved. Expedients adopted of recent years in normal schools have included the conduct of some of the teaching practice in village schools, during both term and vacation, discussing with the students such problems (*e.g.*, of time-table and the simultaneous conduct of several classes), as will actually confront them in the rural school after their days of training are over. From this point of view the discussion or criticism lessons given in the practising schools, formerly the main instrument in the training, take a subordinate place. But the reports indicate that reform is slow and that the change to the new system is still partial. Mr. Parkinson writes—

“ Though much has been done to bring the training into closer touch with work under actual village school conditions, the co-ordination is still not so close as it might be. One reason for this is that the staff of the school have not usually experienced the problems which now-a-days confront young teachers. Students in training, who have in the normal school taught two classes at the same time each containing four boys of practically the same attainments, find this a different matter from teaching two classes each of twenty boys many of whom are at different stages of progress. Again, problems arising out of the phenomenal increase of numbers in the lowest class (attendance, admission, the double-shift system, the varying stages of progress due to admission at different times, promotion from the lowest class and so on) do not, in my opinion, receive sufficient attention. It is worth consideration whether there should not be a fairly frequent exchange between the training and assistant inspecting staff.”

The Multan inspector also finds the formal criticism lesson overdone. He writes :—

“ At present elaborate preparations are made for the delivery of a few lessons in the year before the normal school teachers or inspecting officers. The method adopted for the day is what might be called the Exhibition Method. The teacher knows that he cannot and is not going to employ it in actual teaching.”

The remedy for these defects lies in the realization on the part of the staff of conditions as they actually exist in the average village school, and it is therefore satisfactory to note that divisional inspectors at their visits of inspection have insisted on a more practical attitude in the purely technical side of the training.

10. Reference has been made in previous reports to the interesting venture in training teachers conducted by Mr. W. J. McKee of the American Presbyterian Mission at Moga, mainly with the object of improving the education of village Christian children. There are at present in his school about 60 students, mostly Christian, 23 taking a year's, and the rest an abbreviated, course of training. Characteristics of the institution are the attention bestowed on industrial and agricultural occupations—there are spacious cultivable grounds—reforms in methods of teaching the language arts, and the application of what is popularly known in America as the Project Method. In other than skilled hands the Project Method is not without its dangers, but Mr. McKee brings unbounded enthusiasm to bear on his work, and if this enthusiasm is carried by his students into their schools then dangers may be avoided. The experiment at Moga has so far proved very successful and Mr. McKee's reforms in the teaching of primary school subjects are worthy of careful study by all engaged in primary education.

The Moga
Experiment.

11. The training classes for demobilized soldiers have continued at Gujar Khan and Rohtas, the number of students last year being 84. The attainments of the students are reported to be very unequal.

Soldier's
Classes.

12. As briefly mentioned elsewhere, classes for illiterate adults have been opened during the year in connection with training institutions, the students taking a regular part in the teaching with a view to giving them some insight into this aspect of educational work. Judgment on this experiment must be deferred until more experience has been gained.

Adult Classes.

13. The second class of Gyani teachers attached to the Khalsa College, Amritsar, was held during the year, with an enrolment of 25 students. The object of the class is to train men to teach Panjabi on more modern lines than those usually adopted by the untrained teacher.

Panjabi
Teachers'
Class.

III.—TRAINING OF ANGLO-VERNACULAR TEACHERS.

14. The training of junior Anglo-vernacular teachers was conducted during the year at five institutions, *viz.*, the

J. A.-V.
Teachers.

Central Training and Islamia Colleges at Lahore, the Government Intermediate College, Multan, the Khalsa College, Amritsar, and the D. A.-V. Intermediate College, Jullundur. In two colleges, the Central Training College and the Jullundur College, the course was for one year and open only to intermediate passed men, while in the other colleges the two-year course open to matriculates continued. Owing to the success of the one-year class in attracting a better type of student, arrangements were made to introduce the one-year course at Multan. The classes attached to arts colleges vary in quality, and it has still to be seen how far the benefits to be derived from the association of students under training as teachers with students taking up other careers and with professors teaching a wide range of subjects will compensate for the directness and intensity of the training in a special institution with a whole-time professional staff.

Central
Training
College,
Lahore.

15. The numbers in the college compared with last year are as follows :—

				<u>1923-24.</u>	<u>1922-23.</u>
B. T.	...	...	...	55	60
S. A.-V.	...	...	...	50	53
J. A.-V.	...	...	...	37	33
Oriental	{	Arabic	...	...	19
		Persian	...	20	...
		Sanskrit	...	20	20
TOTAL				...	...
				<u>182</u>	<u>185</u>

The substitution of a one-year for a two-year J. A.-V. course, mentioned in paragraph 16 below, has given much-needed extra class-room accommodation, and has also permitted a room in the hostel to be set aside for indoor recreation. For the J. A.-V. class a satisfactory standard in English is a condition of admission, and the students receive intensive instruction in the practical use of English throughout the year. The result is indicated in the following passage from the Principal's report on the college: "It is noteworthy that in a test in common English recently imposed on all three English classes the junior students did on the average a little better than the senior Anglo-vernacular students, and these a little better than the B. T. students. The last-mentioned have no special teaching in English in their year of training at the college—they are assumed to know the language already—but the other two

classes receive special instruction. As most of the J. A.-V. students are intermediates, and the graduates among them have an inferior record as graduates to those who gain admission to the two higher classes, the conclusion may be ventured that it is possible for intermediates to overtake in one year graduates who have three years of additional English both as a subject and medium of instruction."

It should be noted that in the test referred to above what was tested was a working acquaintance with the vocabulary of common life, *i.e.*, the vocabulary which it is the first duty of the school teacher to pass on to his pupils in their early years of English. The B. T. students would probably have proved superior if the test had been one in the comprehension of difficult prose, rather than in the application of simple idiom.

16. Arrangements have been made in the curriculum for preparing selected students in the junior Anglo-vernacular class to undertake the teaching of physical exercises, and in this and the senior Anglo-vernacular class to give instruction in drawing. It is contemplated also to prepare suitable woodwork instructors from J. A.-V. students showing special aptitude. Hitherto these subjects have been entrusted to vernacular instructors of a low educational standard (the physical instructor being sometimes almost illiterate) and prepared for their work by special courses which paid inadequate attention to methods of handling school pupils. Consequently both in status and in the intelligent grasp of principles these instructors have often compared unfavourably with teachers of other subjects in a secondary school; and their subjects have consequently shared this disesteem. The change is designed to provide a remedy. The Principal is not yet, however, prepared to pronounce on the success of the experiment. So far, he reports, the Anglo-vernacular student shows no marked taste for teaching these practical subjects, and there are also difficulties of timetable. To carry out the reform there have been attached to the staff of the Central Training College a lecturer in handwork in the P. E. S., and an English-knowing instructor in physical education, under the direct supervision of the Adviser in Physical Education to the Punjab Education Department.

17. The extra-mural interests mentioned last year have been further developed; and include, besides major games, games suitable for pupils of all ages, indoor pastimes, gardening, a co-operative club, geographical excursions, literary clubs and a health club. A class for Scout-masters is conducted by

Curriculum;

Extra-mural
Activities.

Mr. H. W. Hogg, the organizing Secretary of the Punjab Boy Scouts Association, the college constituting in effect a centre for Boy Scout activities in the province.

Oriental
Teachers'
Classes.

18. Since 1919 the college has conducted two classes for teachers of classical languages (Sanskrit, and in alternative years Persian and Arabic). The original idea was to give the untrained University diploma-holder who taught these languages in schools a short course in class management and methods of instruction in a classical language. But since their inauguration the tendency has been to widen the curriculum, *e.g.* by including lectures in history, geography, hygiene and current topics. This year the Persian class has also studied methods of teaching Urdu, and next year arrangements will be made for improving the English of those who have already reached a certain standard in that language.

Education in
the B. A.
Pass Course.

19. It is opportune to include in this year's report a record of a proposal to set up a variant method to the present courses in the Central Training College for producing teachers for secondary Anglo-vernacular classes. Consequent upon the recommendation of the commission on University Education in Bengal that Education might, for the special circumstances of Bengal, be embodied as part of the University arts course, a proposal came before the Punjab University in 1921 to include Education as a subject in the B. A. pass course in the Punjab. After much discussion in the Arts faculty and in the Syndicate, in which marked differences of opinion were exhibited, the proposal to include Education as a professional subject, with provision for supervised practice, was sanctioned by the Senate by a majority of one vote in December 1922. Subsequently, in February 1924, the Punjab Legislative Council recommended to Government the rejection of the proposed measure. In view of the very important considerations involved in the proposal, and in view of the wide divergence of opinion which has been expressed, the matter has been referred to the University for further consideration. With an alternative suggestion, which has received considerable support, to include Education as a theoretical subject in the degree course, this chapter is less immediately concerned. But such a study has clear advantages for those about to enter public life and public service, and would fulfil many of the objects advanced both in the Council and in the University on behalf of the proposal.

IV.—TRAINING OF EUROPEAN TEACHERS.

20. The Government Training Class (Chelmsford Training College) for European Men Teachers was transferred to Ghora-

gali with effect from the 1st December 1923. The services rendered by this class, under the Reverend G. D. Barne, to European education, are referred to in another chapter. The year's hard work had really been completed at Sanawar before the transfer. There were 19 students in residence: 8 from the United Provinces, 1 from Bengal, 3 from Madras, 2 from the Central Provinces and 5 from the Punjab. Ten students passed the Diploma Examination. Mr. Prince, on his return from leave, resumed his duties as Master-in-charge, and was assisted by Major Ferguson. A new syllabus for the class has been drawn up which, it is hoped, may make the training more effective. The St. Bede's Training College for Women Teachers at Simla has done another year's valuable work, though the number on the roll has fallen from 33 to 28. Misses O'Neill and Dunn have left the staff, and have been replaced by the Reverend Mother Loyola, M.A., and Miss Garrett, B.A. (Liverpool). Twelve candidates passed the Certificate Examination. The Training Class for Kindergarten and Primary Teachers attached to St. Denys' High School at Murree had four students on its roll. Three students obtained certificates. It is interesting to note that, of seven students who gained certificates in 1922, five obtained posts in the Punjab. The class has suffered a serious loss in the transfer of Miss Haig to the Cathedral School at Lahore. It is handicapped by the want of a more technical modern library and of facilities for practical work in elementary botany and zoology, which are among the subjects of examination, as well as of a sufficiency of apparatus for kindergarten work.

V.—TRAINING OF WOMEN TEACHERS.

21. As reported last year, the training of senior Anglo-vernacular teachers was associated with the Intermediate College for Women. Two students were presented for examination this year. The junior Anglo-vernacular training in the Kinnaird College is of long standing and is excellent.

22. The Lahore Normal School continues to do good work. The numbers have gone up to 120, and about 40 candidates had to be refused at the time of admission this year for lack of accommodation. The opening of a primary school in connection with the institution has made it possible to give the students much more practice in teaching than before, and the training has also been improved by the introduction of nature study and increased attention to handwork. The students are keen and the results very satisfactory.

With a view to carrying out the principle of concentration and amalgamation, the senior students of the Widows' Home, Lahore, are sent for training to the Normal School. This has proved very satisfactory, and the arrangement is therefore to be extended to the junior students. The senior vernacular classes attached to the Mission middle schools at Ambala and Sialkot are reported to be capable of improvement, particularly in Sialkot, where the training might be on more modern lines.

The Government Normal Schools in Gujranwala and Sialkot were closed at the end of the year under report and the students transferred to other centres. It has been possible with the savings thus effected to attach a junior training class to the Lyallpur Government High School. The staffs of the Gujranwala and Sialkot schools have been utilized in Government institutions. The number of stipends has been reduced at the Jullundur and Multan schools, where the allotment was in excess of the demand, and increased in Rawalpindi, where they were insufficient. It is satisfactory to note that aided schools are beginning to appreciate the value of trained teachers, and are making an effort to send their teachers to be trained.

The good work done in the normal schools is reflected in the greater efficiency of the primary schools in the province, an improvement which is not confined to the towns, for trained mistresses are now to be found even in small village schools.

CHAPTER VII.

Professional, Technical and Special Education.

I.—PROFESSIONAL EDUCATION.

THE University Law College sent up 584 candidates for the F. E. L. and LL. B. Examinations, an increase of 100 over the previous year. The number of resident students increased from 297 to 304. Substantial additions were made to the library, including 54 volumes of Indian Cases and 14 volumes of Moore's Indian Appeals. One of the rented hostels, "Avondale", was abandoned and another rented on the Sanda Road. Indoor games have been introduced in the University Hostel, and some new tennis-courts have been made.

The Law
College.

2. The total number of students on the rolls of this institution on the 31st March 1924 was 509, the largest number in any single year in the history of the college. The increase as compared with the preceding year is 35, but the number of new admissions fell from 103 in 1922-23 to 98 in the year under report. The following table shows the communal distribution of students :—

The King
Edward
Medical
College.

	<u>1923-24.</u>	<u>1922-23.</u>
Hindus, including Jains	... 236	229
Muhammadans	... 156	135
Sikhs	... 114	107
Others (Indian Christians, Europeans and Anglo-Indians)...	... 3	3
TOTAL	... 509	474

Great difficulty is experienced in providing sufficient clinical material for so large a number of students, especially for the efficient teaching of midwifery and gynæcology. The number of beds available in the Mayo Hospital for teaching purposes, excluding 140 in the Eye Department and 20 in the Tuberculosis Ward, is 246, *i.e.*, Surgical 149, Medical 87 and Obstetrical and Gynæcological 10.

Pending the provision of an up-to-date Maternity Hospital at Lahore, a temporary Maternity Hospital was opened in January 1924. To the end of April the attendance at this hospital was as follows :—

Admissions	...	...	...	14
Operations	...	...	...	1
Labour cases	...	...	...	2

Admissions to the Obstetrical and Gynæcological Wards of the Mayo Hospital for the same period were—

Admissions	...	...	...	...	87
Operations	...	...	...	...	42
Labour cases	...	...	...	...	15

The Madras Government has reserved 720 cases for Punjab students, but, as under the regulations each student has to conduct twelve cases and witness twenty, only sixty students can go to Madras for their practical training.

To give the minimum of training required to the rest of the students, Lahore will have to provide at least 500 cases per annum, but, to judge from the figures given above, the outlook is not hopeful. The completion of the permanent Maternity Hospital is unlikely to furnish an immediate solution to the difficulty as it will take a considerable time for the hospital to attract patients in sufficient numbers to provide the practice required for the efficient training of the students.

The solution would appear to be to limit the number of new admissions to not more than sixty students, and this course has already been suggested.

The table below shows the results achieved at the various University Examinations as compared with the previous year :—

	1923-24.	1922-23.
	<i>Per cent.</i>	<i>Per cent.</i>
1st M. B. B. S. Examinations ...	80	71.56
2nd M. B. B. S. Examinations ...	88	98.44
Final M. B. B. S. Examinations	77.1	66.3

The expenditure on the maintenance of the college, which amounted to Rs. 4,78,902 during the year 1922-23, fell to Rs. 4,71,133 during the year under report—a decrease of Rs. 7,769. This is satisfactory in view of the abnormal rise of expenditure under the head "Pay of Establishment" due to the confirmation of many Assistant Surgeons who drew arrears of pay.

The conduct of the students has been good, and discipline has been easily maintained.

Lieutenant-Colonel H. H. Broome, I.M.S., succeeded Lieutenant-Colonel H. Ainsworth as Principal at the end of April 1923, and has amply justified his selection. He and his staff are to be congratulated on a successful year's work.

3. At the Medical School, Amritsar, a new block was constructed for the Chemistry and Physics Laboratory and a

dark-room was added for the teaching of practical ophthalmology, otology and laryngology. It is hoped that the new hostels, which were completed early this year will be supplied with electric current and water during the next few months and be ready for occupation by October 1924.

The question of the control and management of the Civil Hospital, Amritsar, on which the school is dependent for the clinical material required for the instruction of students, has been settled satisfactorily. The hospital is, however, hardly of the standard required for a teaching institution, and the necessary improvements will be carried out as funds become available. It is gratifying to note an increase in the clinical popularity of the Medical Wards.

The total number of students on the rolls on the 31st March 1924 was 355 as compared with 374 in the preceding year. The decrease is due to the fact that during the year under report only two temporary Military Sub-Assistant Surgeons were deputed by the Military Department to complete their course of study against 24 during the year 1922-23. Otherwise there is an increase of three students due to the admission of 85 students in the year under report as against 82 in the preceding year.

The percentage of successes in the various examinations conducted by the Punjab State Medical Faculty is as below: —

	Per cent.			
Second Professional	78
Third Professional	88
Final (L. S. M. F.)	87

The expenditure on the maintenance of the school from Provincial Revenues rose from Rs. 2,25,397 during 1922-23 to Rs. 3,88,529. This large increase is accounted for by the construction of the new buildings mentioned above, the employment of additional staff and the provision of chemicals and apparatus in connection with the inauguration of the teaching of chemistry and physics. Income increased from Rs. 23,068 in the year 1922-23 to Rs. 27,347 in 1923-24.

The health of the students continued to be good. The only casualty was due to enteric fever. Many students were vaccinated or revaccinated as small-pox was very prevalent in the city, and a large number of anti-plague inoculations was performed. Discipline was good, and the behaviour of students was satisfactory.

Major A. M. Dick, O.B.E., F.R.C.S., I.M.S., officiated as Principal of the school until the end of the first half of the year, when he was relieved by Major R. A. Chambers, O.B.E., M.D., M.R.C.P., I.M.S., the permanent Principal, who returned from leave at the end of September.

A tribute is due to both these officers, as well as to the staff, for a successful year's work under difficult conditions.

Women's
Medical
College,
Ludhiana.

4. The Women's Medical College at Ludhiana continues to flourish under the earnest and devoted Principal, Dr. Edith Brown. There were 161 students on the roll in various classes at the close of the year. The expenditure for the year amounted to Rs. 74,199 against Rs. 68,105 in the previous year. The hospital attached to the college offered treatment to 1,968 adults and 640 children as indoor patients. The number of outdoor patients was 36,025. The number of surgical operations, including 172 abdominal sections, came up to 1,673. The total expenditure on the hospital for the year was Rs. 80,304 against Rs. 89,117 in the preceding year.

Twelve out of fifteen students passed the Final Professional Examination; all the three candidates presented passed the test for compounders; ten out of eleven nurses passed their qualifying test, while all the eleven dais were successful—an excellent record. Three old students of the college returned from England during the year after completing a further course of study, and one old student is still there.

The demand for lady doctors is still reported to be in excess of the supply.

Unani Tibbia
Classes.

5. In the Tibbia (Unani) classes at the Islamia College the number of students has risen to 77, including 17 Hindus. Sanction has been accorded to the appointment of a fifth lecturer, and the course of instruction has been extended from three to four years. Additional equipment has been provided during the year. The students have been organized into a scientific society known as the "Anjuman-i-Mazakara-i-Tibbia" under the presidency of the head lecturer.

Ayurvedic
Vidyalyaya.

6. In the Dayanand Ayurvedic Mahavidyalaya at Lahore the number of students is practically the same as in the preceding year, viz., 76, including 1 Sikh. At the title examinations 30 out of 32 candidates passed. The number of patients treated at the charitable dispensary attached to the Vidyalyaya was about 8,000. The total expenditure was Rs. 49,801. The indoor hospital building was completed during the year and was opened on the 2nd January 1924 by His Highness the Raja of Shahpur (Rajputana).

7. Dr. Miller Brownlie continued to officiate as Principal of the Punjab Agricultural College at Lyallpur from the commencement of the year under report (*viz.*, the 1st July 1923) until the 4th June 1924, when he proceeded on leave, and Mr. Milne, Director of Agriculture, took over the additional duties of Principal of the college. The number of applications for admission was smaller than usual, a fact which is attributed partly to the later announcement of the results of the Matriculation Examination, but also largely to the lack of employment available for graduates of the college. The type of candidate admitted, however, was good, and it is gratifying to note that inquiries from private farmers and from firms, for the services of Agricultural graduates, are increasing. Twenty-six students obtained the degree of B. Sc. (Agri.). Six students obtained Leaving Certificates after undergoing the two years' course for the purpose, and of these four have been selected for nomination as zilladars. Seventeen students took the six months' course in the Vernacular Class, eight being employees of the Co-operative Department, eight sons of zemindars and one an ex-soldier. Eleven were declared successful at the end of the course. Nine S. V. teachers attended the Teachers' Class and all were declared successful. The Rural Economy Class of one month attracted 24 members, all being Government servants in various departments, who may be expected to profit by a knowledge of the work done at Lyallpur. Popular lectures were delivered during the year by Mr. Sondhi on Helminthology, and by Professor Lal Singh, of the Khalsa College, on Fruit Culture in California. The tutorial system was introduced into the college this year, and, in spite of the lack of quarters for the tutors in the vicinity of their hostels, has had a good effect. By the efforts of the staff, the college was kept free of infection from the serious outbreak of plague which occurred in the neighbourhood. A Pasteurising plant has been installed in the College Dairy. Needs which remain to be filled are a satisfactory water-supply, a dispensary and the improvement of accommodation in the boarding-house. The Principal acknowledges the loyal support which he received from all members of the staff during the year.

Agricultural
College,
Lyallpur.

8. At the Punjab Veterinary College, Lahore, the number of students was 71, including one taking a post-diploma course. Fifteen farriers were trained during the year. The accommodation for the teaching of physiology has been improved by alterations and additions to the anatomical block which were completed at the end of 1923. The standard of education was well maintained and the health and behaviour of the students were satisfactory. Mr Tayler officiated as Principal until the 30th

The Veteri-
nary College,

September 1923 during the absence on leave of Colonel Walker. K. B. Syed Sardar Shah retired on the 1st January 1924 after 34 years' meritorious service, and Sheikh Faqir Ali, Professor of Hygiene, retired on medical certificate on the 21st June 1923. The Principal commends the good work of the staff. The income from fees amounted to Rs. 16,618, being slightly more than in the previous year, while the expenditure, *viz.*, Rs. 1,60,352, shows a decrease of Rs. 1,726.

Government
Schools of
Engineering.

9. The Government School of Engineering at Rasul had 127 students on the 1st February 1924 against 115 the year before. The enrolment in the Draftsmen Class has increased owing to the improved prospects for trained draftsmen, and the quality of the recruits is also better. Of 45 students who qualified in June 1923, 30 are known to have received employment, chiefly in Government Engineering Departments. There were 360 candidates for admission to the school this year, of whom 50 were admitted. The course in reinforced concrete construction and design specially arranged for qualified Overseers of the Public Works Department was held again this year. Ten subordinates completed the course and qualified in the final test. The health of the students has been very satisfactory, in spite of a serious outbreak of plague in the surrounding villages. By careful precautions cases within the school compound were limited to four, of which two were fatal. The Principal, Mr. C. E. Blaker, was on leave from the 25th April to the 6th November 1923, when the Assistant Principal, Pandit Jagan Nath, B.Sc., officiated for him. The income from fees amounted to Rs. 13,595, being less than usual, as there was no 2nd year class between September 1923 and January 1924. The gross expenditure, Rs. 48,939, has also diminished by about Rs. 10,000. The cost of training students in the workshop was Rs. 12,537 and the income from the workshop Rs. 47,387.

Maclagan
Engineering
College.

10. The Maclagan Engineering College at Moghalpura commenced work on the 1st October 1923 with a roll of 118 students, about 600 applications for admission having been received. Pending provision of equipment in the Engineering Laboratories, special attention has been given to chemistry and physics, mathematics and engineering drawing. Since the 1st October much has been done in improving the college compound, providing playing-fields and starting extra-mural activities. The college was formally opened on the 19th March 1924 by His Excellency Sir Edward Maclagan.

Mayo School
of Arts.

11. The Mayo School of Arts admitted 173 students during the year. The Litho. Department, which was reported last year to be lacking in support, has been closed. The school suffered a

heavy loss by the death on the 8th February 1924 of Khan Sahib Munshi Sher Muhammad, officiating Principal. M. Sher Muhammad served the department for 43 years, and his unique experience and ability were recently recognized by his retention in service after the usual limit of age for retirement. The energies of the school during the year were devoted chiefly to the preparation of exhibits for the British Empire Exhibition, which have been favourably criticized in the English Press.

12. As was stated in last year's report, the Government Institute of Commerce was closed during the year, its place being taken by a post-matriculation course in clerical subjects at the Central Model School, Lahore. These classes have made a very satisfactory start, and the extension of the experiment to other institutions is under contemplation.

Government
Institute of
Commerce.

II.—SPECIAL SCHOOLS.

13. There were 108 boys on the roll of the Reformatory School at Delhi at the end of the year, a decrease of 11 during the twelve months. The total expenditure of the school amounted to Rs. 39,582-13-0, a decrease of nearly Rs. 9,000. Sales of manufactures, surplus garden produce, etc., realized Rs. 3,185. The profits on manufactures were Rs. 1,062-10-4. The cost per head was Rs. 312-5-0 as against Rs. 384-0-3 in the previous year. The general health was good, though two deaths occurred, one from plague and one from enteric fever. The experiment was tried during the year of licensing a number of boys to a firm for training under careful supervision. The training was quite successful, but almost all the boys have returned to their homes at the end of it, instead of continuing in employment. It is not proposed to repeat the experiment at present.

Reformatory
School,
Delhi.

14. The enrolment at the Railway Technical School, Lahore, still continues to increase, and is now 520 against 414 last year. The average attendance and the income from sale-proceeds and tuition fees have also increased. The last is regarded as indicating (since the children of artisans are not required to pay fees) some increase in the desire for industrial education. If this is so, it is a welcome sign. The Head Master, Lala Madan Gopal, B.A., has been appointed to the additional office of Inspector of Industrial Schools, and Mr. K. R. Dewan has acted for him, when necessary, in the school. The staff worked voluntarily and cheerfully during the vacation in order to decorate the route for the visit of His Excellency the Viceroy to Lahore.

Railway
Technical
School,
Lahore.

15. The School for the Blind, carried on in the premises of the Railway Technical School under the control and supervision of the head master of that institution, continues to make

School for
the Blind.

a humble contribution towards the needs of this very deserving class. The number of pupils is five less than last year. The Inspector of Schools, Lahore Division, is considering ways and means of developing this school so as to increase its scope and usefulness and, possibly, to give it a more provincial character. Industrial schools in the province number 15, with an enrolment of 2,234.

III.—VOCATIONAL TRAINING.

Industrial
Schools.

16. The reports received from various sources in regard to industrial schools display a remarkable disparity of opinion, and suggest a considerable confusion of aim. The Ambala inspector notes the closure of almost all the industrial primary schools in the division, in accordance with the policy laid down in last year's report, the training being unsuited to little boys in primary classes who have not the physical strength required to use the tools. Of the two schools in his division which remain, however, he says: "In addition to the teaching of the three R.'s, the pupils are taught the art of shoe-making, and thus these schools are, I think, fulfilling some useful function". The Jullundur inspector, on the other hand, considers that "the need for more industrial and technical schools is felt on all hands", and he mentions that "the outturn of this (the Ferozepore) school finds ready employment in public and private workshops at Rs. 2 to Rs. 3 per day". In the Multan division the primary industrial schools are likely to be converted into ordinary primary schools. If industrial education tends to languish in some parts of the province, an explanation may perhaps be found in the report of L. Madan Gopal, B.A., Officiating Inspector of Industrial Schools. "In most of the schools", he writes, "the staff has been fixed regardless of the number of boys. Some of the head masters are mere supervisors, or teach very little . . . Most of the schools are suffering from want of good material and tools. (On the other hand, some schools have tools which they cannot use.) The crafts taught in schools appear to have been fixed without regard to the requirements of the industries of the place, the local conditions and the public demand. Metal-work, for instance, is not at all popular at Rohtak, where the teacher had a coolie to work as hammerman! The craft and drawing masters generally know their subjects, but are unfamiliar with the way in which they should be taught". A training class for industrial school teachers is suggested. The defects referred to are attributed in some measure to the treble control of the local body, the District Inspector of Schools and the Industrial Inspector.

17. Lala Lachhman Das, B.A., remained throughout the year in charge of the office of Assistant Inspector of Agricultural Education. He reports that the progress of agricultural education in schools was much more marked than during any previous year, the number of middle schools teaching agriculture having risen from 43 to 60. The advance is largely attributable to the modifications in the policy of the department announced in the Director of Public Instruction's C. M. No. 1125-G.S., dated the 20th September 1923. The most important of these were the assumption by Government of the responsibility for the payment of the teachers' allowance of Rs. 10 per mensem in board middle schools, the permission to institute small school gardens, instead of three-acre farms, the contribution by Government of Rs. 100 per annum towards the cost of a three-acre farm and of Rs. 30 per annum towards that of a garden, as well as an initial grant of Rs. 300 for each garden. The teaching in high school centres is improving, though the Agricultural Inspector is doubtful whether it has much practical value. The Jullundur inspector, however, considers there is justification for its continuance in his division.

Agricultural
Education in
Schools.

18. In many isolated high schools which include agriculture in their curriculum for the high classes the work is entirely theoretical, due, at least in part, to defects in the syllabus prescribed by the University. In middle schools progress is reported to be "remarkably satisfactory". Twenty-seven schools maintain three-acre or five-acre farms. The farm at Moga is the most efficient. That at Kammarmashani (Mianwali district) has unfortunately failed for lack of water, a factor which has in all cases a determining influence on the success of a farm. Thirty-two schools maintain school gardens, and are generally doing good work. "In only one school (at Chak 379-B.J. in the Lyallpur district) are the arrangements for practical work incomplete, and here too the district inspector is doing his best." It is noteworthy too that the farms are beginning to pay. In canal areas the profit has sometimes been almost sufficient to cover the teacher's allowance and, in one case, at Kalanaur, in the Gurdaspur district, a three-acre *chahi* farm has shown a net profit of Rs. 129-2-3 after paying all expenditure, including the teacher's allowance. The importance of this salutary change in impressing on the public mind the practical value of the work done on school farms can hardly be overestimated. Most of the school gardens too are self-supporting.

19. Altogether, the report of the Assistant Inspector of Agricultural Education is optimistic and encouraging. He remarks that the boys are interested in the subject and parents

make fewer criticisms. The increasing popularity of the subject is demonstrated by the fact that the number of candidates in agriculture in the Vernacular Final Examination has increased this year to 857. Meanwhile zamindars continue to profit by the demonstrations of improved methods and implements which the farms afford. The solution of the problem of the teachers' allowance has repopularized the teachers' training class at Lyallpur. The inspector regrets the paucity of text-books in agriculture, and the multiplicity of optional subjects in the Vernacular Final Examination, as well as a growing tendency on the part of pupils to "cram" notes dictated by the teacher. Lala Lachhman Das is to be congratulated on the progress which has been made in this subject, and the Education Department is indebted to Mr. T. A. Miller Brownlie, of the Agricultural College at Lyallpur, for much valuable advice and assistance.

20. With regard to vocational schools and classes under the Education Department, clerical centres were opened at Simla, Jullundur, Hoshiarpur, Moga, Ambala, Lahore, Rawalpindi, Rohtak, Jhang, Lyallpur, Jagadhri, Rewari and Hissar, and have made satisfactory beginnings. Clerical classes, including post-matriculation classes at the Central Model School, Lahore, have already been referred to in paragraph 12 above.

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

21. The Y. M. C. A. and Y. W. C. A. continuation classes continue to do useful work, though the enrolment in the latter is small.

Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore.

22. The Victoria Diamond Jubilee Hindu Technical Institute at Lahore has largely increased its enrolment, *viz.*, from 70 to 123, in its three departments. Of these, nearly half are Khatri and Sikhs, but it is noteworthy that 31 are Brahmins, showing that high-caste Hindus are being led to take up other than purely literary pursuits. Funds are sorely needed for improvement of buildings and equipment. It is reported that all the students who have completed the courses during the last few years have found satisfactory employment.

CHAPTER VIII.

Education of Girls.

THE total number of girls under instruction in all types of ^{Enrolment.} institutions on the 31st March last was 96,101 against 75,132 three years ago and 93,807 last year—an increase of 2,294 during the year under review. The influence of the outbreak of plague on the enrolment in girls' schools was even more serious than in the case of schools for boys, for it not only resulted in a serious decrease in attendance in several districts, but it was also responsible for the temporary closing of institutions in some of the infected areas. Work in and for girls' schools is always attended with difficulty and always calls for the exercise of tact and patience. Progress is therefore necessarily slow. It is, however, steady not only in the matter of enrolment, but also in other aspects of girls' education. The quality of the instruction is being improved, the proportion of trained mistresses is larger and the standard of efficiency higher. Efforts are also being made to arrest wastage, especially from the infants' class, by encouraging teachers to make the instruction more interesting and to guide the natural activities of the children. A disturbing feature reported by the Deputy Directress is the uncertainty which exists in some areas regarding the payment by local bodies of the grants earned by aided institutions. The Sheikhpura District Board, for example, passed a resolution last year terminating the payment of grants to aided schools in that district on the well-worn plea of lack of funds. For reasons of economy, too, some municipalities have made drastic reductions in the salaries of mistresses and others have closed girls' schools entirely. Such measures, if at all extensively imitated, would dislocate the whole system of primary education and produce disastrous results. As was remarked last year, it is a matter for regret that local bodies should tend to regard girls' schools as the first sacrifice to be made to economy.

2. The total number of girls' schools is now 1,129, as compared with 1,153—a decrease of 24 on the figures of last year. ^{Schools.} So long as a decrease in the number of schools is not accompanied by a diminution in the number of pupils, there is no grave cause for despondency, for it indicates either that in the process of consolidation some of the smaller schools have been absorbed or that ill-attended and unsatisfactory schools have been discontinued. In the Rawalpindi division, for example, a certain number of struggling schools have been closed, but it is hoped to open better and more efficient schools to take their

places as trained mistresses become available. The present objective before the department in connection with girls' primary schools is to open one such institution in each of the larger villages, and from the point of view of this effort after expansion a decrease in the total number of girls' schools is a matter of regret.

Distribution
by Districts.

3. The following ten districts have the best enrolment in recognized Indian girls' schools :—

<i>Districts.</i>	<i>Pupils.</i>
Lahore	6,168
Amritsar	5,322
Sialkot	4,745
Jullundur	3,313
Ferozepore	3,307
Jhang	3,085
Gujranwala	2,894
Rawalpindi	2,828
Ludhiana	2,825
Gurdaspur	2,269

It will thus be seen that five of the six districts in the Lahore division are among the first ten districts in the province, a fact which reflects credit on the zeal and energy displayed by the inspecting staff in this division in the past.

Gujrat district, with 1,618 pupils, shows a decrease which will with difficulty be recovered, as schools of which the teachers have been deputed for training are not to be reopened and the pay of senior vernacular trained mistresses has recently been reduced by the smaller municipalities (*e.g.*, Kunjah) from Rs. 40 to Rs. 25. The smallest district totals are those of the Gurgaon district, which has 891 pupils, and the Simla district, which has 345.

Industrial
Education.

4. Industrial work is a feature in several institutions, and is on the whole well reported on. The Hindu Widows' Home at Lahore gives instruction in spinning, silk and cotton-weaving stocking-making, both by hand and by machine, tinsel-weaving and embroidery, and similar activities are pursued in the Orphanage of the Sisters of Charity at Lahore and in the Industrial Middle School at Clarkabad. The making of pillow-lace

at Khushpur and embroidery on linen at the S. P. G. Mission School at Karnal are also commended. The Deputy Directress regards the industrial work in these schools as of great practical value, as many of the poorer girls are able to supplement the income of their homes by the pursuit of crafts learned at school.

5. The Victoria School and the Lady Maclagan School in Lahore, though nominally middle schools, have oriental high classes. Both are doing very good work under the capable guidance of Miss Bose; indeed, the latter institution has so expanded that it has already outgrown its accommodation. For some time past these two schools, with an enrolment of 500 and 300 pupils, respectively, have been directed and controlled by Miss Bose—a heavy and responsible charge.

Secondary
and Higher
Education.

Denominational institutions are reported to be generally efficient, but they suffer in some instances from a lack of intimate touch between the school and the managing committee. For the efficient control of a girls' school a committee which includes ladies in its membership is, for obvious reasons, more suitable than a committee composed solely of men, and the formation of such committees, especially for *purdah* schools, is an urgent need.

The Kinnaird College has now been in existence for eleven years, and continues to fill an important place in the higher education of women in the province. Its activities and expansion are, however, restricted by want of accommodation. Examination results in this institution were, as usual, good.

The Government Intermediate College for Women under Miss Harrison is growing rapidly. The enrolment has risen during the year under report from 40 to 70, of whom 23 were in the college department. Two additional appointments have been made to the staff of the college—one for the arts, and the other for the science, side. The projected science laboratories have been completed and equipment provided, and the teaching of biology will be in full swing this year. The co-operative scheme of teaching, as between the Kinnaird and the Government Intermediate College staffs, which was continued during the year, ceased on the 31st March 1924.

The Queen Mary's College suffered a great loss during the year by the resignation of Miss Walford, who left in October to take up work in South India after eight years of zealous service as Principal. During this comparatively short period Miss Walford maintained the college in a high state of efficiency,

and the impress of her work and personality will long remain. Miss Neve, who was recently appointed Vice-Principal, took over charge from Miss Walford. The enrolment at this institution is maintained, and the instructional state is very good.

**Girl Guide
Movement.**

6. The Deputy Directress makes special reference to the beginning which has been made in the girl guide movement. Patrols and companies have been formed in Queen Mary's College, the Lady MacLagan, Victoria and Clarkabad Industrial Schools and in other institutions. The number of girl guides so far enrolled is small, but keen interest has been aroused, and there is every indication that the movement will grow and not only act as a valuable aid in character-building, but also enlarge the scope of the activities possible in girls' schools.

**Reorgani-
zation
of Normal
and Secondary
Schools.**

7. The outstanding features of the year in the sphere of girls' education are the formulation of two important schemes of reconstruction; viz., in normal and secondary schools and in the women's inspectorate. The former was determined upon with a view to providing more adequate facilities for the practical training of student-teachers and to extending the provision of secondary education. To this end a review was made of existing normal schools and plans made for the amalgamation of some training classes and the development of others. Economies effected in the distribution of training classes for men made available excellent buildings at Rawalpindi and Lyallpur, and these have now been made over for the establishment of Government girls' schools at these two places which it is intended to develop into high schools.

Each of these two schools has accommodation for 150 resident pupils, and in these areas the child from the mufassil as well as the city child will now be able to attend a secondary school within reasonable distance of her home. At Lyallpur the nucleus of the school existed in the Municipal Board School for Girls which has been provincialized. The new régime came into operation in May 1924 and reports received up to the time of writing show that the results anticipated have been more than realized. The Lyallpur school under Miss Levi's capable management has had a large increase in numbers, and the school at Rawalpindi has also made a good start.

The Normal School for Women at Lahore is located in the building formerly used as the Masonic Lodge. The building does not lend itself readily to adaptation for school purposes, and is therefore largely used for the accommodation of the boarders.

The school is already full ; this year 40 applicants were refused admission solely from lack of room, although some of the applicants were so anxious to undertake the course of training that they were willing to be admitted without a stipend. This condition of things is in marked contrast to the experience of a few years ago when it was only by dint of much persuasion that women would leave their homes to attend a normal school. For the progress which has been achieved in this school much of the credit is due to Miss Lilian Sircar, B.A., B.T., the head mistress. Plans have been approved and estimates sanctioned for the provision of a practising school in this institution. The school of about 70 little girls which has been collected has so far been conducted under the trees in the compound.

8. The second important scheme which was brought to maturity during the year was the revision of the arrangements for the inspection of girls' schools. The arrangements formerly in vogue were not altogether satisfactory, as cohesion and co-ordination were lacking. There were nominally five inspection divisions, each under an inspectress, but the five posts were rarely continuously filled, and there were in addition assistant inspectresses. The posts of district inspectress, where they existed at all, were under district boards.

Reconstruction of the Women's Inspectorate.

Under the revised scheme the province has been divided into three circles of inspection, with headquarters at Lahore, Lyallpur and Ambala, and the number of assistant inspectresses has been raised from two to nine, thus enabling district boards to effect economy by using the Government agency, and making generally for better and more regular supervision. The number of assistant inspectresses has for the present been limited to nine, that is, approximately one for three districts. The scheme has the great advantage of decentralizing control and relieving the overworked senior staff and, when developed, should promote expansion, the ultimate end in view being the appointment of a capable inspectress to each district.

The scheme came into operation in September last, so it is early to judge results. The former district inspectresses who have been taken over vary in experience and efficiency, but efforts are being made to set a high standard in all districts. The Deputy Directress draws attention again to the difficulties of the assistant inspectress. She writes—

“ It is difficult to recruit the right kind of person for these posts. The young girl, though keen and well-qualified, cannot tour alone, and older ladies are not always up-to-date in school organization and requirements.”

Miss Stratford also points out the difficulties of visiting all schools within the existing allotments for travelling allowance.

Conclusion.

9. In spite of difficulties, however, good work is being done and girls' education in the province continues to improve. For this a tribute is due to Miss Stratford, whose zealous work and cheerful optimism are a constant source of inspiration and encouragement to her colleagues.

CHAPTER IX.

Education of Europeans.

THE outstanding event of the year was the transfer of the Chelmsford Training Class from Sanawar to Ghoragali, which was effected on the 1st December 1923. A large economy has thus been achieved, and the transfer has the further advantage that it has rendered possible a strengthening of the staff of the Boys' School at Ghoragali, which now has the benefit of part of the services of the Training Class staff. For sixteen years the class was located at Sanawar, and European education in India owes much to the excellent service rendered by the class there under the superintendence of the Reverend G. D. Barne, C.I.E., and under the direction of the successive masters-in-charge—Mr. Sanderson, Mr. Firth and Mr. Prince. The last named carries on the work at Ghoragali.

Transfer of
Chelmsford
Training
Class.

2. The number of pupils in European schools has increased by 30. Last year's increase of 164 in the number of boys, and decrease of 146 in that of girls, have to a large extent been reversed, boys being fewer by 49 and girls more numerous by 79 than last year. The number of Indian pupils has increased by 83 to 231, so that European and Anglo-Indian pupils have actually decreased by 53.

Enrolment.

3. The total direct expenditure has decreased by Rs. 42,465, partly, no doubt, on account of the stricter classification of expenditure adopted, many items formerly incorrectly included under "expenditure on tuition" having now been removed from that category. The indirect expenditure (excluding Public Works Department's expenditure on buildings), however, has also decreased by Rs. 1,32,501, and this can only be attributed to greater economy exercised by the schools, which is a very satisfactory development in the situation. The share of Government in the economy in the total expenditure amounts to Rs. 26,427 and this may also be regarded with satisfaction.

Finance.

4. The number of scholarships held has increased by eight and the expenditure thereon by Rs. 459. These figures denote a greater utilisation of the advantages provided by Government. The comparatively small increase in expenditure as compared with the large number of scholarships is due to the fact that some of the more valuable scholarships, to which conditions were attached which made it impossible in most cases for those who had won them to take advantage of them, have been divided into smaller scholarships which have been made available for purposes of continued study more within the reach of the scholars.

Scholarships.

Particular institutions.

5. With regard to particular institutions, the Lawrence School at Ghoragali continues to make sound progress under the Reverend W. T. Wright, who has been Principal since 1922. Reference has already been made to the strengthening of the staff of the Boys' School by its combination with that of the Chelmsford Training Class. The officiating headmastership of this school was vacated during the course of the year under report, and is now filled by Mr. C. Eyre Walker, a brother of the able officer whose loss was regretted in last year's report, an old Sanawar boy and a former member of the Ghoragali staff, who has returned to India after taking his degree at Oxford. The Girls' School continues under the capable guidance of Miss Smythe. The Bishop Cotton School at Simla has flourished under its new head master, the Reverend Stephen O'Neill, and has increased its numbers. It has also raised its fees—which are still lower than those of at least one school in India of a similar type—and thereby taken an important step towards a sound basis for its finances. The reorganisation of its drainage system has been completed. The Station School at Multan has abandoned—at least officially—its small middle classes, a step which should make for economy. The Presentation Convent School at Murree has completed the restoration of its building, and a new building is in course of construction at the St. Denys' High School for girls at Murree.

Teachers.

6. The number of teachers has increased by 12 to 208, of whom 64 are untrained. The proportion of trained teachers has distinctly improved. There is still, however, room in some schools for greater economy in staffing, and this matter is receiving attention.

Instruction.

7. The remarks in last year's report on the teaching of Nature Study remain generally applicable. Other subjects in which there is a tendency to excessive dictating and memorizing of notes are Geography and History. Comparatively few schools realize the value of the use of maps and pictures, or the importance of getting the former constructed as far as possible by the pupils themselves. The encouragement of wider reading, both in these subjects and in English generally, is very necessary.

Examinations.

8. The results of departmental examinations as reckoned by the percentage of passes have again somewhat deteriorated. This is probably due to the larger number of candidates, for the number of successful candidates is almost the same as last year. If, as there is reason to believe, schools are adopting the sounder practice of sending up for the Middle School Examination

all the pupils of the VII class, instead of merely selected candidates, there is no cause for anxiety. The percentage of passes among boys (where the number of candidates has risen by 11) has decreased slightly, while that among girls (where candidates have increased by 10) has diminished considerably.

9. The number of students in the Younghusband Collegiate Hostel for Europeans is 10, against 7 last year. The decrease noticed in last year's report has thus been, to some extent, retrieved.

Younghusband
Collegiate
Hostel, Lahore.

10. Training institutions for European teachers remain as before, though, as has already been mentioned, the Chelmsford Training Class for men teachers has been transferred from Sanawar to Ghoragali. All have done very sound work. The doubt which suggests itself is whether the fullest possible use is made of the products of those institutions—at least in the Punjab schools.

Training of
teachers.

11. In January 1924 an old custom was revived by the holding of an informal conference of such representatives of European schools as happened to be in Lahore during the winter. The Director of Public Instruction presided and a great deal of useful work was done. Suggestions were made for the improvement of the curriculum in various matters of detail. A most interesting discussion took place on the subject of examinations and a scheme was outlined into which it is hoped that the departmental and the Cambridge Local Examinations will fit somewhat more closely than heretofore. With this aim in view modifications in the departmental examinations were suggested. It was also proposed to devise means by which, in these latter examinations, weight can be given to the opinion of the heads of the schools on the work of particular candidates. The Director of Public Instruction took advantage of the opportunity to point out the necessity for a revision of the grant-in-aid system, in order that the funds available for European education may be used to the best advantage.

Conferences.

CHAPTER X:

Education of Special Classes.

Education of
Muhammad-
ans.

It is usual to begin this chapter with the record of educational progress made by the Muhammadan community. In the report of last year it was stated that "there is abundant evidence to show that the apathy of the Muhammadan community towards education is rapidly breaking down, and that the section of the population which has long been regarded as the most inert and the least progressive has awakened to a sense of the importance of education as a factor in the promotion of its welfare". It is gratifying to observe that the general advance then noted has been fully maintained.

2. The measure of the progress which has been achieved in recent years can perhaps best be most conveniently indicated by a comparison of the statistics of last year with those of three years ago. The following tables show, for boys and girls and for the three chief communities of the province, the number of pupils under instruction in different kinds of institutions for 1923-24 as compared with 1920-21:—

Boys.

		Muham- madans.	Hindus.	Sikhs.
1. At the Primary Stage ...	1920-21	147,888	133,391	47,522
	1923-24	256,818	181,085	63,773
2. At the Secondary Stage ...	1920-21	28,985	44,552	15,540
	1923-24	43,161	53,995	21,938
3. In Special Schools ...	1920-21	2,172	1,446	497
	1923-24	25,218	16,401	4,395
4. In Unrecognized Institutions (Chiefly Primary).	1920-21	25,677	12,633	4,369
	1923-24	37,461	14,152	4,442
5. In Arts Colleges ...	1920-21	870	2,663	558
	1923-24	3,194	3,173	921
6. In the Oriental College ...	1920-21	38	57	4
	1923-24	74	70	13
7. In Professional Colleges ...	1920-21	502	859	288
	1923-24	465	807	265

GIRLS.

		Muham- madans.	Hindus.	Sikhs.	
1. At the Primary Stage	...	1920-21	14,513	31,811	9,290
	...	1923-24	16,052	33,594	9,363
2. At the Secondary Stage	...	1920-21	262	818	253
	...	1923-24	396	919	302
3. In Special Schools	...	1920-21	160	115	58
	...	1923-24	194	187	86
4. In Unrecognized Institutions	1920-21	10,455	1,946	425
	...	1923-24	26,356	2,697	1,097
5. In Arts Colleges	...	1920-21	1	11	...
	...	1923-24	...	21	9

The figures in the above tables reveal an advance in the number of Muhammadan pupils during the past three years which must be regarded as phenomenal, and which is perhaps still more striking when converted into percentages. For example, the percentages of additional enrolment at the primary stage are for Muhammadans, Hindus and Sikhs, 73, 35 and 34, respectively, at the secondary stage 49, 32 and 41 and in arts colleges 37, 19 and 65. Thus, in all these cases, with the single exception of Sikhs in arts colleges, the rate of progress has been highest for Muhammadans. Additional enrolment in girls' schools is naturally much slower, but here again the figures for girls reading at the primary and secondary stages show that the greatest advance is among Muhammadan pupils.

3. The last few years have, in fact, witnessed among Muhammadans a wholesome discontent with their position in the field of education, and a keen desire among the leaders of the community to improve this position. The new spirit has been manifested in greater activity by Anjumans and other bodies and by special efforts in connection with the annual Muhammadan Educational Conference. This conference was held last year at Montgomery and was largely responsible for the progress which has taken place in that neighbourhood. What the revival has effected is

shown in the tables above and by the fact that of 284,560 additional pupils belonging to the three leading communities during the past three years no less than 175,561 are claimed by Muhammadans.

The community has, of course, much leeway still to make up, for, although in boys' schools Muhammadan pupils preponderate in the infants' class with 54 per cent of the total enrolment, the percentage dwindles to 27 in the tenth class, 26 in the first year college class and 18 in the sixth year class. This, however, should not give occasion for despondency. With a new awakening to the advantages of education it is natural that the increase should be most evident, at least for a time, in the lower stages, but if efforts are now directed towards retaining boys at school, and if these efforts prove as successful as those which have been made to get boys to school, there would seem to be no reason why progress in the higher stages should not, in the future, be on a similar scale to that achieved in the recent past in the lower. Moreover, as pointed out above, the Muhammadan community has, during the past three years, more than kept pace with the sister communities in the stages above the primary. The outlook for the future is therefore most hopeful.

Education of
Jains.

4. The enrolment of Jains in public institutions on the 31st March last was 2,707, *viz.*, 42 in colleges, 1,360 in secondary schools, 1,244 in primary schools and 61 in special schools. This community maintains two secondary Anglo-vernacular schools in the Ambala division, one at Ambala and another at Karnal, both of which are reported to be progressing satisfactorily.

Education of
depressed
Classes.

5. Reference has been made in Chapter I to the C. M. No. 210-G. S., dated 13th June 1923, on the subject of the education of the depressed classes. There are 14 low-caste schools in the Ambala division, or three more than last year, with an attendance of 345, or 77 more than last year. Of these schools four are maintained by Municipalities, four by Missionary Societies, three each by the Dev Samaj and the Arya Samaj and one by a Hindu Sabha. There are also several such schools in the Lyallpur and Montgomery districts run by Missionary Societies.

There are altogether 8,127 boys and 384 girls of the depressed classes reading (in ordinary schools) at the primary stage, 398 boys in the middle stage, 51 boys at the high stage and 1 boy at college. The prejudice against the admission of low-caste boys to ordinary schools is reported to be dying out and the circular issued by Government last year is also having its effect.

6. There is one District Board vernacular middle school in the Gurgaon district mainly meant for the Mina criminal tribe and five boys' and four girls' primary schools in the Multan division for the Sansi criminal tribe and four primary schools in the Jullundur division, two in the Kangra district for the Bangalis and two in the Ludhiana district for Harnis. Most of these schools are maintained by Government and education in them is compulsory for the criminal tribes.

Education of
Criminal
Tribes.

THE EDUCATION OF THE UPPER CLASSES.

7. Despite every possible economy, the financial position of the college continues to give cause for anxiety. The Government of India have declined to accept responsibility for the increased pensions which will be admissible in the new scale of pay introduced in 1921, and, owing to smaller numbers during the year under report, fees have fallen by Rs. 4,000 below the estimate of Rs. 65,000. The timely assistance given by several ruling princes has, however, more than compensated for the reduction in the Government of India grant. The Hon'ble Mr. J. A. Richey thus remarked at his visit of inspection to the college in April 1923 :—

The Aitchison
College.

“The college is worse off financially than any of the other four Chiefs' Colleges. It has no endowment apart from a scholarship fund amounting to Rs. 10,000 per annum which, as its name implies, must be spent on scholarships to the poorer students. There are 30 scholarships of the value of Rs. 25 a month. These were founded long before the cost of education reached its present high figure and it seems unreasonable that the college funds should bear a loss of Rs. 50 per head per mensem in fees for each scholar. The maintenance charges of the institution are met, apart from the income from the farm and other small miscellaneous items, entirely from fees and the Government grant. The fees have been raised several times in recent years and are now at the rate of Rs. 75 per mensem, special fees being charged to ruling princes and their heirs. The income from fees is at present Rs. 70,000 per annum; Rs. 28,000 is received from the Government of India and Rs. 12,000 from the Punjab Government. In view of the recommendations of the Retrenchment Committee, the former sum is likely to be reduced to Rs. 15,000 per annum. The bare annual expenses of maintaining the institution are about Rs. 1,40,000 a year, so that the college council anticipates, after the reduction of the grant, an annual deficit of about Rs. 40,000.”

The staff now consists of three members of the Indian Educational Service and seven Indian masters. The fourth Indian Educational Service post was reduced by the Government of India in October 1923 when Mr. M. G. Salter was transferred to Indore.

The system of teaching usually known as the "Dalton plan" was given up in January last. The Principal thus explains the reason for this change :—

"It (the Dalton plan) has one or two very troublesome defects—one is the lagging behind of certain boys, another is the tendency to copy written work and so make a good showing without real progress. Nor is it wholly easy to combine a unit system during term with an ordinary marking system in examinations. Partly in confession of failure to invent a way of escape from the difficulties, but partly also to renew the comparison between the two methods of working, we reverted to the ordinary method in January 1924. I am not yet defeated, however, as I believe some of our former troubles can be overcome by holding weekly examinations. I also think it may be quite possible to follow the study system for half the year and the old system for the other half."

This year's result in the diploma examination was the best ever achieved by the college, 10 passing out of 11 sent up against 5 out of 11 last year.

There were 92 boys on the roll at the beginning, and 83 at the end, of the school year. The average number on the roll was 84.6 and the average attendance 73.2.

The departure of Mr. Salter has been a great loss to the college, particularly on the playing-fields. A satisfactory level of attainment is, however, being maintained. A team visited Aligarh, where matches were played in cricket, football, hockey and tennis, and a visit was also paid to Patiala during the Holi holidays entirely at the expense of His Highness the Maharaja. The scouts, who had slackened somewhat during the winter, have resumed activity under Mr. H. W. Hogg, the Provincial Secretary of the Boy Scouts' Association.

CHAPTER XI.

Punjab Text-Book Committee.

A FULL description of the constitution and activities of the Text-Book Committee has been given in previous reports and needs no repetition.

2. The number of books considered by the committee during the year under review was 328 against 239 last year, showing a large increase of 89. Of these, 21 were adopted as text-books, 9 recommended for supplementary reading and 142 for libraries, prizes, etc., whilst 156 were found to be unsuited to the needs of our schools. The rise in the number of publications submitted for consideration is a welcome feature after the decrease noticed in the last two reports.

3. The efforts of the Text-Book Committee in the preparation of new books and in the revision of its publications already in use continued as usual. Fifteen publications have been revised and brought up to date and are in the press, and in addition five text-books and six district maps were printed during the year.

4. A large number of books and periodicals, particularly suited to pupils of vernacular middle and primary classes, were presented to schools as in previous years, and it is hoped that the committee will see its way to continuing and increasing its activities in this direction.

It is, however, a matter for regret that the number of works published during the year 1923 and submitted by authors and publishers for consideration in connection with the award of prizes from the fund for the patronage of indigenous literature continues to be very meagre. The committee received only six publications for consideration against seven in the previous year. Of these, the following were recommended by the Text-Book Committee and approved by Government for an award :—

- (a) Akhbar-ul-Andalus, volumes I—III, by M. Muhammad Khalil-ur-Rahman ;
- (b) Hait-i-Jadid, volumes I—III, by Messrs. Barkat Ali and Minhaj-ud-Din ;
- (c) Makhzan-ul-Jawahir, by Khan Sahib Dr. Hakim Ghulam Jilani ; and
- (d) Anjana, by Lala Sudarshan.

5. The work of standardization of technical terms in Urdu, noticed in last year's report, is approaching completion. The special committee of linguistic experts to whom the tentative lists of terms were entrusted for scrutiny are reported to have held as many as 45 meetings during the year. The work of scrutiny has proved to be very laborious, but it is believed that the results will be worth all the labour which has been expended.

6. The contract system which exists in this province for the printing, publication and sale of text-books of which the Text-Book Committee possesses the copyright has been a subject of criticism in certain quarters during recent years, and this important question therefore engaged the serious attention of the committee about the end of the year when the term of contract with Messrs. Gulab Singh & Sons was about to terminate. The question on which a decision had to be reached was whether the existing system was to be continued, or whether it should be abandoned in favour of open competition. After careful consideration of the whole question, and especially of the reasons which led to the adoption of the policy many years ago, the committee decided unanimously that for want of a better alternative the contract system was for the present essential in this province and should be continued. Tenders were, consequently, invited for all or any of the books on the committee's list of publications, and after careful scrutiny it was decided to accept the tender of Rai Sahib M. Gulab Singh & Sons who offered a royalty of Rs. 1,80,000 or Rs. 50,000 in excess of the royalty offered in 1919. A change embodied in the new contract is that the period of notice to be given to the contractors for the introduction of new alternative text-books has been reduced from one year to six months. This modification will doubtless prove beneficial to the public as well as to school pupils in whose interest the contract system is being continued.

E. TYDEMAN,

Offg. Director of Public Instruction, Punjab.

APPENDIX.

Proceedings of the Punjab Government (Ministry of Education) in the Education Department, No. 13072-M., dated 6th November 1923.

READ—The report of the Committee appointed to consider and report on vernacular school courses with a view to their simplification and to the improvement of vernacular education in the Punjab.

REMARKS.—The terms of reference to the Committee were to consider and report on vernacular school courses with a view to their simplification and to the improvement of vernacular education in the Punjab. The Committee very rightly prefaced their enquiries and recommendations on the specific question referred to them by a general review of the vernacular system. This review and the Committee's conclusions thereon afford yet another opportunity of defining the policy of the Punjab Government (Ministry of Education) on this most important subject.

2. The Minister regards the removal of illiteracy by means of vernacular primary and middle schools and through other suitable agencies as the most urgent educational need of the province at the present time; and therefore during the last three years an additional sum of Rs. 5 lakhs per annum, or a total of about Rs. 15 lakhs, has been included in the budget for this purpose, chiefly in the form of assistance to local bodies to enable them to meet their largely-increased commitments in spreading education among the masses. During the short space of the last two years (the statistics for the current year being unavailable) the number of primary schools has been increased from 5,365 to 5,733 and the number of vernacular middle schools (including the new type of lower middle school with six classes) from 615 to 708, while the number of pupils under instruction in the province has been increased by as many as 220,000. This rate of progress is, it is believed, being maintained during the present year so that the total additional enrolment should exceed 300,000 by the end of the third year. Government has also taken steps to provide for this remarkable increase in enrolment by extending facilities for the training of teachers. The number of junior and senior vernacular teachers under training in 1920-21 was 1,309, while the number recruited for training at the commencement of the current session was 1,867.

3. It is somewhat premature to express a final judgment on the vexed question of the organization and classification of the primary school. Prior to the year 1918, primary schools in the Punjab were either lower primary schools, with three classes, or upper primary schools, with five classes. The reconstruction effected in that year placed all primary schools on a uniform basis of four classes. The new classification had certain very obvious advantages. In the first place, it eliminated all the three-class schools, a progressive step of no small importance; in the second place, it removed the handicap on the vernacular primary schoolboy who wished to proceed to an Anglo-vernacular education, and who was then required to spend a year in the junior special class of an Anglo-vernacular

school in order to gain the necessary knowledge of English ; and, in the third place, the adoption of a four-class classification was very convenient as the period of primary education was thus made coincident with the period prescribed for compulsion under the Punjab Primary Education Act of 1919.

4. There were, however, those who felt that the change of policy referred to above, in so far as it was responsible for the abolition of the five-class primary school, was a retrograde step; but against this view must be placed the fact that a large number of these schools were in charge of a single teacher who was quite unable to cope with a task so completely beyond his powers. It is found indeed that even a single-teacher school of four classes under the new classification is unsatisfactory, and it was with a view to removing this defect that the Punjab Government (Ministry of Education) provided last year a grant to local bodies which enabled them to appoint 700 additional teachers, while a similar provision has been made during the current year so that nearly 1,500 additional teachers have been provided by Government, apart from those who have been appointed by local bodies with the assistance of Government during those two years. It is hoped that these measures have already gone far to achieve the object of supplying at least two teachers to every primary school in the province.

5. The cogency of the argument in favour of providing elementary education beyond the stage of the four-class primary school was recognized at the time of the new classification ; and practical steps have since been taken towards making this provision by the institution of the new and better type of school of six classes known as the lower middle school. The policy of encouraging the lower middle school has been steadily pursued since that time ; and circulars issued by the Ministry of Education on the subject of the expansion and improvement of vernacular education have repeatedly impressed upon local bodies the urgent necessity of providing such schools where conditions are favourable to their establishment.

6. The Minister therefore readily agrees with resolutions I and II of the Committee that the four-class primary school cannot be regarded as the ideal elementary school of the future, though, for various considerations (chiefly the financial stringency), it must necessarily continue to be a part of the educational system of the province. He therefore feels that, as soon as the more urgent task of supplying those schools which have an enrolment of over forty pupils with two teachers each has been completed, the next measure of development should be a more rapid conversion of suitably-located and well-attended primary schools into lower middle schools, with a staff of at least three teachers each.

7. In regard to the curricula in primary schools, the Committee based their detailed recommendations on the acceptance of sound principles. In the first place, the subject-matter taught and the methods of instruction pursued should be such as to bring the work of a primary school into the closest relation to the life and experience of the pupils. In the second place, the acquisition of suitable knowledge and the attainment of literacy should be the main objectives of the course. And, finally, the syllabuses should be framed with due regard to the limited capacity of the teacher and to the time at his disposal for the work with which he is entrusted.

Simplification should therefore be attained by a reduction of "subjects" to the three R.'s and physical training. This does not mean that geography and nature study (which are now included as separate subjects in the course) should be excluded from the scope of the teaching. The central subject should be the reading lesson, supplemented by oral instruction, which would thus have the dual object of imparting to the pupils the capacity to read and to understand simple books and also of making them familiar with such useful and necessary knowledge as would equip them for a fuller and a wider life than is now possible with the present courses and rigid methods of teaching.

8. The Minister again agrees with this admirable proposal, and has given instructions for the preparation of simplified courses and for the compilation of suitable text-books on the lines suggested by the Committee. He is doubtful, however, of the proposal whereby more favoured schools should attempt a wider curriculum, though there may be a few exceptional cases. Merely by means of their better teaching, such schools would be able to find a fuller scope in the oral instruction which should supplement the reading lesson.

9. Steps have already been taken whereby the examination of the boys in the fourth class is conducted by the district inspecting staff; and satisfactory results have already been reported in regard to this innovation. In view of the policy expressed in paragraph 2 above that the chief objective in primary education is the removal of illiteracy, the character of the test applied at the end of the primary course is a matter of first-rate importance; and it is therefore suggested that inspecting officers should insist on the achievement of literacy as a qualification for passing this test, and that a report be made on the subject in May next.

10. The simplification of the primary course should not only result in securing a higher standard of literacy in pupils at the end of that course, but it should also furnish a firmer foundation of education for those who desire to proceed beyond that stage. The Committee therefore suggest a wider scope of study for the lower middle, than for the primary school. The curriculum for the former should be regarded as a completion of the primary course as well as a step to the course for the upper middle courses. As pointed out by the Committee, the staff of the lower middle school is competent, both in number and capacity, to deal with a wider range of subjects.

11. The Minister is in agreement with the Committee that geography should be included (as at present) as a separate subject in the lower middle classes, and that general reading and oral instruction in useful general knowledge should also be included in that course. The formal teaching of science, history and drawing (which at present are regarded as separate subjects) would thus give place to the new subject of general knowledge, which would include useful information regarding methods of sanitation, hygiene, agriculture, elementary principles of administration and co-operation and the rudiments of history (mainly in the form of biography).

12. In regard to the courses for upper middle schools, the Committee have not recommended any reduction in the number of subjects. In view of the fact that this stage marks the completion of the vernacular course, the negative recommendation should be adopted. The main proposal of the Committee in this connection is a modification in the methods and courses

of science teaching. Science therefore should be adapted as far as possible to rural conditions and environment. As pointed out by the Committee, it should be a natural development from the story and descriptive stage in the primary, and the general knowledge stage in the lower middle, classes.

13. The Minister is in agreement with this innovation because he feels that it should be an admirable means of adapting the vernacular courses to their rural environment. He also desires to emphasize the recommendation of the Committee that this change in the courses (by the elimination of formal science) should render unnecessary the provision of separate science-rooms and of expensive equipment.

14. There is much force in the contention of the Committee that the general qualifications of junior and senior vernacular teachers need expansion and improvement ; and that, in any case, the courses at normal schools will need modification in accordance with these new proposals. The Minister, however, feels it somewhat premature either to extend the vernacular course beyond the middle stage or those in the normal schools. Gradual improvement along present lines would seem to be the better course for the present.

15. In conclusion, the Minister desires to express his keen appreciation of the valuable work that has been done by Mr. Tydeman and the Committee, and especially those non-officials who gave freely of their time and experience.

ORDER.—Ordered that the above review be printed and circulated with the report of the Committee ; also that it be published in the *Punjab Government Gazette* and communicated to the Press ; and that copies be forwarded to all Commissioners and Deputy Commissioners, Divisional, Deputy and District Inspectors of Schools and to all District Boards and Municipal Committees.

By order of the Punjab Government
(Ministry of Education),

G. ANDERSON,

Under-Secretary to Government, Punjab.

FAZL-I-HUSAIN,

Minister for Education.

Proceedings of a Committee appointed to consider and report on vernacular school courses with a view to their simplification and to the improvement of vernacular education in the Punjab.

PRESIDENT.

E. TYDEMAN, Esq., Inspector of Training Institutions, Punjab.

MEMBERS.

Khwaja SAJJAD HUSAIN, B.A., retired Inspector of Schools, Panipat.

W. J. MCKEE, Esq., M.A., Principal, Training School for Village Teachers, Moga.

Lala MADHO RAM, B.A., LL.B., Vakil, Ambala.

Lala RAM CHANDRA, M.A., Reporter on Books, Education Department, Punjab.

Claudhri GYAN SINGH, District Inspector of Schools, Gurdaspur.

M. MUHAMMAD ISHAQ, B.A., District Inspector of Schools, Lahore.

Lala LADHA RAM, B.A., B.T., Vice-Principal, Normal School, Gurdaspur.

M. SARDAR ALAM, M.A., B.T., Vice-Principal, Normal School, Multan.

Sardar HUSAIN SHAH, retired Headmaster, District Board Vernacular Middle School, Ahmadnagar.

Sardar FATEH SINGH, Headmaster, District Board Vernacular Middle School, Mahalpur.

Khan Sahib SYED MAQBUL SHAH, B.A., Inspector of Vernacular Education, Punjab (*Secretary*).

The Committee met in the library of the Punjab Text-Book Committee, Lahore, on the 22nd and 23rd May, 1923. All the members were present, with the exception of Lala Madho Ram, and M. Sardar Alam, who wrote expressing their regret at being unable to attend.

Three teachers were invited to meet the Committee for purposes of consultation regarding existing difficulties. These teachers were Lala Gokal Chand, Headmaster of the Lower Middle School, Manihala Kalan; M. Nawab Din, head teacher of the two-teacher primary school, Raja Jang; and B. Bhagat Singh, teacher in the one-teacher primary school, Bhamba Kalan, all in the Lahore District. These teachers were interviewed on the second day of the conference.

1. The President, in opening the proceedings, welcomed the members of the Committee and thanked them for the interest they had shown in the important matters which would come under discussion by their ready response to the invitation to attend. The last few years had, he observed, witnessed

a remarkable development of education in the province, especially of primary education. The initiative in this development had been taken by the Education Department in the formulation of the five-year programme, the vigorous prosecution of which had resulted in the opening of a large number of vernacular schools, a record increase in the number of pupils enrolled, and, more important than either of these, in the birth of a new enthusiasm for education on the part both of the rural population and of those who represent and voice public opinion in the province. In the meantime, legislation had been enacted which opened the way for the introduction of compulsory education, and the principle of compulsion had, by the deliberate action of local authorities, with the full concurrence of the people concerned, been accepted in a large number of school areas. All this was matter for sincere congratulation. It would seem that the foundations of a great edifice had been well and truly laid, and it now remained to ensure that the superstructure which was built upon these foundations should be sound and solid.

There was, however, already evidence to show that the system which was more or less suited to the needs of education on a comparatively small and restricted scale was not, especially in the period of transition, so well adapted to the needs of education on a much wider scale. Problems had arisen which could neither be ignored nor postponed, and it was for the purpose of assisting by counsel and advice in the solution of some of these problems that the Committee had been convened.

The feature of the revised system which had attracted the largest measure of public attention and evoked the severest criticism was the substitution of a four-year, for a five-year, primary course. It was urged that this reduction of the course by a year was a retrograde step, and had already resulted in two serious defects. In the first place, it was said that the education possible in a four-year course was inadequate to the practical needs of those who passed through it, and, in the second place, it was found that some at least of the pupils leaving the primary school had not been made permanently literate, but lapsed after a time into illiteracy.

The expansion of education too in the provision of schools and the enrolment of pupils had outstripped the recruitment of trained teachers, and this notwithstanding a large increase in the allotment of funds for this purpose, and a corresponding increase in facilities for training. A serious result of this temporary shortage of teachers due largely to lack of funds—was that a considerable number of primary schools were staffed by a single teacher who was unable, even in the most favourable circumstances, to cope with the task he was called upon to perform. Government had quite recently decided to distribute a large grant to district boards for the specific purpose of relieving this admittedly unsatisfactory situation and with the grant thus made a second teacher would be added to about 700 schools.

Expedients, including the introduction of a "double-shift" system, had also been tried in certain places, but could not be regarded as a permanent solution to the problem. The shortage of teachers would doubtless disappear in time, but, in the meantime, during the period of transition, which was also a period of remarkable expansion, it was incumbent on the department to explore avenues and to devise means which would lead to greater efficiency.

It was further complained that the instruction given in vernacular schools was not altogether suited to the requirements of pupils residing in rural

areas in which those schools were mostly situated, and the view had repeatedly found expression that the curriculum stood in need of such revision as would bring it more closely into relationship with the life and environment of the pupils. This revision, it was felt, could be accompanied by simplification, by which greater emphasis would be laid on the essential of instruction, without excluding other features of an elementary education which were desirable, and even necessary. Such a revision, it was thought, might go far to relieve the difficulties experienced by the teacher in the understaffed school; to bring the teaching into closer co-ordination with practical life; and to remove the stigma that the education given in the primary school was of little value and did not always result in permanent literacy.

These, in brief outline, were the problems to the solution of which the Committee was invited to devote its endeavours at this meeting. It was hoped that, as a result of its deliberations, sound and practical advice on those important matters would be submitted to the department.

2. Discussion first arose on the organization of the existing vernacular system, and it was felt that it would probably be of value to subsequent discussion if the Committee were to record its own opinion on that organization and frame suggestions for such modifications as might be deemed necessary or desirable. It was at once apparent that the Committee concurred in the opinion that the four-class primary school could not be regarded as a satisfactory model for the permanent elementary school of the future. It was admitted that benefits accrued to the pupil proceeding to an Anglo-vernacular education from a primary system which was common to both English and vernacular schools, but it was felt that these benefits were more than counterbalanced by the disadvantage which restricted pupils who finished their education at the close of the primary stage (and these formed the large majority) to the limited amount of knowledge which could be gained in a four-year course. In the opinion of the Committee the elementary school course should extend over six years, and the acceptance of this principle had been rendered feasible by the recent recognition of the institution now known as the lower middle school — a type which was increasing both in number and in popularity.

Mr. McKee suggested a solution by the establishment of what he termed "consolidated" schools, *i.e.*, the substitution for a number of small primary schools in several villages of a larger and more efficient school in the most central of a group of villages. Such a consolidated school would, he claimed, possess several advantages both of efficiency and economy inasmuch as one building would be required instead of several buildings, and a much larger number of pupils could be taught by comparatively fewer teachers. He fully realized that the influence of such a school would be greater in the central village in which it was located than in the surrounding villages which it was designed equally to serve, and he also realized that the question of the conveyance of the more distant pupils would call for solution, but he nevertheless felt that, in spite of apparent difficulties, the experiment was worthy of consideration and trial.

Mr. McKee was also of opinion that a successful means of relating education in rural schools to rural life and needs was by what is known as the "Project Method"; but, while advocating the adoption or encouragement of this method, he was fully aware that it could only be made really efficient when teachers have been trained to use it and where there is effective

supervision of their work. Mr. McKee was in favour of the employment of the project method because he felt it was an ideal towards which efforts might with advantage be directed, the method having been so far tested that it could safely be said to have passed the experimental stage.

The question of the position of English in a six-year elementary school was raised by Khwaja Sajjad Husain. The most satisfactory feature of the four-class system was, he said, the facility afforded to the pupil to proceed to an Anglo-vernacular education without the handicap of a year, but he feared that the problem regarding the progress to English education might be more acute under a six-class, than it was formerly under a five-class, system. On the other hand, he was one of those who believed that the introduction of "optional" English into the vernacular school had operated prejudicially against the progress of vernacular education. Other members of the Committee were of opinion that no system would succeed which did not take account of the need to facilitate the acquisition of English education for those who wished to obtain it. They did not consider the problem at all insuperable, but refrained from spending time in discussing at this stage possible solutions, especially as the question was beyond the terms of reference. The Committee felt, however, that this aspect of the problem might well form the subject of separate deliberation at a later stage. The views of the Committee in this preliminary discussion were summarized in the following resolutions :—

Resolution I.—The Committee is of opinion that the four-class primary school cannot be regarded as the ideal elementary school of the future, but, at the same time, it fully realizes that, for the immediate future, that is, until more funds are made available for primary education, and until the number of teachers is considerably increased and their quality improved, the four-class primary school must necessarily continue to be a part of the educational system of the province. The Committee, however, feels that the four-class school should be regarded as a temporary measure, and recommends strongly that the department definitely and at once adopt and announce the policy of working towards the ideal of a rural elementary school of six classes, and that, in accordance with this policy, the number of six-class schools be systematically increased with the immediate object of establishing a central six-class school to every four or five four-class schools and with the eventual object of eliminating the four-class school altogether.

Resolution II.—That no six-class school should have less than three teachers.

With regard to the effect of the lack of teaching power in the primary school on the efficiency of the instruction, it was felt that the alleged inefficiency was probably due to inadequacy in the number of teachers, than to any general incapacity or lack of interest in the work, and that the addition of trained teachers to understaffed schools would be productive of improvement. The hope was therefore expressed that the steps which had recently been taken to supplement the staff in a large number of one-teacher schools would be continued until the single-teacher school had entirely disappeared. This found expression in—

Resolution III.—That, in the opinion of this Committee, four classes cannot be efficiently taught by a teacher working single-handed,

and that the measures which have recently been taken to supply a second teacher to certain single-teacher schools be continued until every school has at least two teachers.

3. Having recorded its recommendations regarding primary school policy, the Committee proceeded to discuss the questions which had been specifically referred to it, *viz.*, the courses of instruction in vernacular schools, and here it was felt that principles should first be laid down by which reconstruction should be guided and the material admitted to the syllabuses tested. In stating these principles, the Committee was influenced largely by the experience of the past, by suggestions which had been made from time to time, with a view to the improvement of the existing system, and by the general conditions obtaining in primary schools.

It was felt that there was probably much cogency in the criticism that the vernacular school courses were insufficiently co-ordinated with the life and practical needs of the pupils after leaving school, and that a good deal could be done to bring school instruction and after-school requirements into closer relationship. This relationship, it was agreed, should pervade the curriculum in all its details, a matter which should be borne in mind not only in framing courses and preparing text-books, but also in training teachers.

The Committee was also sympathetic (as has already been stated above) towards the view that the teacher who has to teach several classes each with several "subjects" is handicapped from the very outset by the complexity of his task, and it therefore felt that the need of lessening this burden of complexity on the teacher and the burden of "subjects" on the pupils should be kept prominently in mind, and all possible simplification made which did not imply the sacrifice of essentials either in the matter taught or the method employed.

It was further decided that in the syllabus for each grade of school—primary, lower middle and upper middle—some measure of completeness should be aimed at, so that a pupil passing through a particular grade might be regarded to have, *ipso facto*, attained a definite degree of literacy.

On these matters the Committee was in complete unanimity, and the following resolution was recorded :—

Resolution IV.—That in any reconstruction of the vernacular syllabuses the following principles should be observed :—

- (a) The subject matter taught should be closely related to the life and experience of the pupils.
- (b) The syllabuses should be so framed as to simplify, where necessary and possible, the task of the teacher.
- (c) The maximum of knowledge should be imparted, and the highest possible degree of literacy aimed in the time available with the minimum of so-called "subjects".
- (d) The syllabus of instruction in each grade of school should be, as far as possible, complete in itself.

4. It was decided to take up the course for each type of vernacular school in order, beginning with the primary school course. This course elicited protracted discussion, and, in applying the principles outlined in resolution IV, important points of detail emerged.

It was recognized that, at the present time, which might be regarded as a period of transition, some schools worked under much more favourable conditions than others, and that the more favourably-conditioned schools could successfully undertake a wider curriculum than those which worked under greater or less difficulty. The Committee was therefore of opinion that it would be unwise to circumscribe the work in a school of the former category by the prescription of a minimum syllabus framed in the interests of the weaker and inefficiently-staffed school, a procedure which would have the effect of reducing the instruction in all primary schools to the lowest level, and of preventing the larger and better-equipped schools from working to the full measure of their capacity.

On the other hand, it appeared to be necessary, in framing a course, to prescribe the minimum course which would be possible for the teacher in the single-teacher school and would ensure a fair degree of literacy in the pupils who had completed it. This minimum course should consist of the three R.'s and physical training. It would exclude other subjects such as geography and nature study as separate subjects, but would incorporate their subject matter, as well as the subject matter of other matters of interest, to the primary pupil in the reading book, and would require that such matter be taught by supplementary oral instruction at the time of reading, and would expect such instruction to be absorbed so as to become a part of the mental equipment of the pupil. The Committee felt that it should be the duty of the district inspector to decide which schools were in position to go beyond the limits of the minimum course and to give the additional subjects a separate place on the time-table.

The question of the content and bulk of the readers which would be required to carry out this suggestion was discussed, the tendency of the debate being towards the removal of defects in the existing readers. The defects pointed out were —

- (a) The language was generally too simple, and not altogether free from imperfections of style and idiom; it was therefore felt that the graduation in vocabulary and style could be stiffened up and an increase made in the bulk of the readers (which would be necessary if the additional matter proposed was to be incorporated) without imposing an extra burden on the teacher. This advance in the style and matter of the readers (which was accepted, and indeed urged, by the teachers themselves) would, it was believed, tend to a considerable advance in the standard of literacy attained.
- (b) The readers were deficient in matter of a useful and practical character. This the Committee accepted as valid criticism. They did not consider that the present readers or the readers of the past should be entirely condemned. The different series which had appeared under departmental auspices had been compiled to meet particular circumstances, and each had in its own day served its purpose, but new circumstances had arisen calling for specific treatment and the Committee felt that the

demand for reading matter of a useful character was fully justified and should be met. It was decided therefore that in the readers proposed elementary lessons on the following should be included : geography ; simple phenomena, *e.g.*, day and night ; home geography, food, clothing and shelter, the Punjab and very simple world geography ; crops and cattle ; ideas of sanitation and personal hygiene ; the idea of co-operation ; the elements of village government ; and incidents in the lives of great men and women.

It was understood that the assistance of experts would be invited in the selection of the topics to be dealt with, and that the Education Department would be responsible for the final form, language, arrangement and graduation. Khwaja Sajjad Husain undertook, if invited to do so, to co-operate in the production of a book for the fourth class with a view to indicating the standard looked for at the end of the primary course. The Committee therefore agreed to the following :—

Resolution 7.—That a minimum course be laid down for the primary school ; that this course consist of reading, writing, arithmetic and physical instruction ; and that the reading books at this stage be so compiled as to introduce useful and practical matter, which should not be merely read, but also assimilated by the pupil. That the style and vocabulary of these readers should be an improvement on those at present in use and the bulk gradually increased from class to class ; that the minimum syllabus thus laid down should be regarded as a sufficient course for a single-teacher school, but that in the large and better-staffed schools the course should be amplified by the inclusion of separate courses in geography and nature study. That the decision as to which schools should be required to attempt the ampler course should rest with the district inspector.

5. The Committee next discussed the details of courses and recommended the following :—

A.—MINIMUM COURSE FOR PRIMARY SCHOOLS.

- (a) *Reading.*—To complete during the four years a graduated series of readers, as suggested above. The capacity of the pupil at the end of the course should be such that he should be able to read fluently and with understanding an unseen book of the standard of *Qisas-i-Hind* (part I), a simple passage from a newspaper, clearly-written letters and common documents (not *Shikasta*), *e.g.*, *patwaris'* papers and easy poetry. Conversation, oral composition and the intelligent oral statement of the matter of the readers should be practised in each class. Early lessons in general knowledge should be imparted, as far as possible, through the medium of stories.
- (b) *Writing.*—The pupil should be able, on the completion of the course, to write ordinary letters and short descriptions of simple and familiar objects, scenes and experiences, money orders, common receipts and ordinary official applications. Handwriting should receive special attention in all classes, but the use of copy-slips should not be insisted on. It was suggested that

for beginners a single slip with the letters on one side and the more common combinations of letters on the other would suffice. Such a slip should be of stiff cardboard, and should not cost more than a pice.

- (c) *Arithmetic*.—The chief aim throughout the teaching of this subject should be practical utility, and the exercises set to the pupils should be framed with this aim in view. It was felt that assistance and suggestions in the preparation of any books which might be considered necessary could be obtained from recent series of elementary arithmetic books published in England.

The pupil at the end of his course should know, and be able to work with accuracy and facility, exercises in the four simple and compound rules; reduction in Indian tables of money, weight, length and area; interest by native methods; *gāni pamaśh*; and very simple vulgar fractions. He should know multiplication tables up to 16×16 , and fractional tables of $\frac{1}{2}$, $\frac{2}{3}$, $1\frac{1}{2}$, $1\frac{1}{3}$ and $2\frac{1}{2}$ each up to 16. Mental arithmetic should be practically taught and constantly practised.

- (d) *General Knowledge*.—As in the subject matter of the readers.

- (e) *Physical Training*.—As in the approved departmental course.

The Committee was strongly of opinion that a standard of achievement in the three R.'s should be laid down after proper investigation and research for application at the close of the primary stage. This standard would be practically a standard of literacy, and would take cognizance of fluency and understanding in reading; speed, style and accuracy in writing; and speed, method and accuracy in arithmetic. The question of the re-introduction of the primary school examination was brought up, but it was pointed out that the examination of fourth-class boys was now conducted by assistant district inspectors. The opinion was also expressed that the system of supervision of primary schools by headmasters of vernacular middle schools under the direction of the district inspector, which is already in vogue in a few places, might possibly be extended.

B.—COURSE FOR LOWER MIDDLE SCHOOLS.

The Committee felt that, in considering the course for this grade of school, the conclusions arrived at in resolution I should be borne in mind. It was therefore decided to record the view that, as the elementary school should be a six-year institution, the curriculum for the fifth and sixth classes should be regarded rather from the point of view of developing and completing the primary course, than as the starting-point of secondary education.

The lower middle school, it was assumed, would be adequately staffed, and, in the opinion of the Committee, the necessity did not arise in these schools to frame a course which would confine instruction to an irreducible minimum. The primary classes would, for instance, be able to undertake the ampler course of teaching, referred to under the primary course above, but additional subjects should be introduced into the lower middle course with discretion, and should be incorporated with a view to their practical utility, rather than their academic value.

It was decided therefore that, in addition to the subjects already recommended for primary classes, the following should be included in the curriculum for the fifth and sixth classes: (a) geography; (b) general

knowledge, a composite subject, treated quite simply, and including elementary ideas and facts of sanitation and hygiene, agriculture, including care of cattle, co-operation and civics developed out of, and carried further than, the material of the reading lessons for the primary stage; simple practical agriculture or gardening.

In accordance with this scheme, the pupil at the end of the lower middle course would have completed the following :—

- (a) A further course in reading and writing; the reading books to contain useful and practical matter on the lines suggested for the primary stage, with the addition of history lessons.
- (b) *Arithmetic*.—Vulgar fractions (excluding complex fractions); practice, simple and compound; decimals (excluding recurring decimals); unitary method of proportion; simple interest by English method; square measure; simple mensuration (excluding *murabba bandi* and *pahari pamaish*); such geometry as is necessary for, and can be associated with, the square measure and mensuration taught.
- (c) Physical training, as already approved.
- (d) Geography of India in detail, and the world in simple outline; elementary physical geography.
- (e) General knowledge, as outlined above.
- (f) Practical gardening, including the cultivation of very common flowering plants, vegetables and field crops. (Agricultural teaching would continue as at present in the lower middle department of upper middle schools)

Considerable discussion arose as to the inclusion of Persian at this stage. The plea that an elementary knowledge of Persian was essential to the efficient study of Urdu was advanced, and one member attributed the higher standard of Urdu attained a few decades ago to the compulsory course in Persian which was laid down for the middle school examination when the middle school comprised only six classes. In view, however, of all the circumstances, and especially of the decision already reached by the Committee to regard the lower middle school as an elementary, rather than a secondary, school, it was finally resolved to leave the position regarding Persian as at present.

C.—COURSE FOR UPPER MIDDLE SCHOOLS.

It was decided to recommend that at this stage the following subjects should be regarded as compulsory :—

- (a) Vernacular; (b) mathematics; (c) geography and history; (d) physical training; (e) a composite subject which might appropriately be called rural science; and (f), wherever suitable facilities are available, practical agriculture.

A second language, in the list of which English should be included should be optional. It was resolved that, where time was available for vernacular students not taking optional English, this time might be profitably spent in a further course in vernacular for which an additional paper might be set in the vernacular final examination. The Committee did not

enter into the question of time-tables for agriculture and optional English, as this had already been done by another Committee, neither did they make any specific suggestions regarding the position of drawing. The general feeling was that drawing (as at present taught) should not be included among the compulsory subjects.

The only radical change proposed in the existing courses for the seventh and eighth classes had regard to the composite subject—Rural Science—which should be a still further development of the instruction in practical subjects recommended for the lower stages, and should include the elements of civics, the principles of co-operation, sanitation and hygiene, elementary chemistry, associated as far as possible with agriculture, elementary physics illustrated from nature, physical geography and common applications of physical science and simple practical mechanics.

It was agreed that at this stage the teaching might assume a more scientific bias, forming a natural development from the story and descriptive stage in the primary, through the general knowledge stage in the lower middle, to the scientific stage in the upper middle. The matter selected for inclusion in the syllabus should not require the provision of separate science-rooms, nor the purchase of expensive equipment or apparatus. The syllabus should be so framed that the major portion of it could be taught by direct observation of nature and natural phenomena or illustrated by simple and inexpensive apparatus which could either be made by the teacher and the pupils or in the local bazar.

The Committee did not attempt any detailed syllabus of lessons. It was felt that these could only be prepared under expert guidance.

HIGHER COURSES.

The Committee was throughout its discussions faced with the fact that the limitations of the general education of the junior and senior vernacular certificated teacher (the vernacular school final certificate) militate against the effective improvement of the teaching in vernacular schools, and that the teaching of the vernacular particularly calls for a more thorough grounding on the part of the teacher. The Committee therefore felt that the time had come when the department should consider the possibility of affording to would-be teachers the opportunity of acquiring, under properly-organized conditions, a general education superior to that afforded by preparation for the vernacular school final certificate. This was especially desirable for senior vernacular teachers who were now being more and more called upon to undertake responsible work in Anglo-vernacular, as well as in vernacular, schools.

Various suggestions were made as contributions towards a solution of the problem. Khwaja Sajjad Husain suggested that the course of training for the junior vernacular certificate should be for two years, instead of one, the first year to be devoted to further general education, and the second to professional training. It was felt, however, that on financial grounds alone this proposal might not be practicable at present. A second suggestion was that in each district there should be one vernacular middle school providing an advanced vernacular course of at least a year, and that students who attained an approved standard of proficiency in this course might be considered eligible for direct admission to the senior vernacular class.

Other suggestions for securing an improvement in the standard were :—

- (a) a progressive advance for a time in the standard of the vernacular final, the junior vernacular and senior vernacular courses ;
- (b) by the inclusion of Persian as a compulsory subject in the junior vernacular and senior vernacular certificate examinations ; and
- (c) the encouragement of matriculates who have satisfied the examiners in Persian and Urdu in the matriculation and school-leaving certificate examination to offer themselves for training as senior vernacular teachers.

The Committee did not feel justified in recording resolutions on all these suggestions, but expressed their general view in :—

Resolution VI.—That, in the opinion of the Committee, the teacher whose general education is limited to the requirements of the vernacular final examination has neither the general knowledge nor the literary ability to pursue successfully an occupation which requires an intimate and technical knowledge of the vernacular.

The Committee further recognized that the substantial changes proposed would call for certain changes in the courses approved for vernacular training institutions, and recommended that these changes should be made by the department if and when the proposed courses were approved. They therefore decided to record :—

Resolution VII.—That the carrying out of the proposals made by this Committee necessitates certain modifications in the courses laid down for the training of vernacular teachers, with emphasis on the methods which would be entailed in the adoption of the proposals.

MAQBUL SHAH,

Secretary.

**I.—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
		1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.							
Universities	...	...	...	...	1	...	1
Colleges—							
Arts and Science *	...	1	...	...	7 •	2	10
Law	...	...	...	...	...	1	1
Medicine	...	1	...	...	...	...	1
Education	...	2	...	...	...	...	2
Engineering	...	1	...	...	...	...	1
Agriculture	...	1	...	...	...	...	1
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Veterinary Science	...	1	...	...	...	...	1
Intermediate and 2nd grade Colleges	...	2	...	...	...	5	7
Totals	...	9	...	...	8	8	25
High Schools	...	49	18	10	140	25	237
Middle Schools	{ English	...	39	23	64	56	182
	{ Vernacular	...	867	14	5	1	887
Primary Schools	...	25	4,441	203	923	87	5,679
Totals	...	74	5,360	250	1,132	169	6,985
Special Schools—							
Art	...	1	...	...	...	...	1
Law	...	...	...	...	...	...	...
Medical	...	1	...	...	...	2	3
Normal and Training	...	21	...	...	3	1	25
Engineering and Survey	...	1	...	...	...	...	1
Technical and Industrial	...	1	6	7	1	...	15
Commercial	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...
Reformatory	...	1	...	...	...	...	1
Schools for Defectives	...	2	...	...	...	...	2
Schools for Adults	...	5	899	22	268	389	1,528
Other Schools	...	1	...	...	2	...	3
Totals	...	34	905	29	269	342	1,579
Totals for Recognized Institutions	...	117	6,265	279	1,409	519	8,589
UNRECOGNIZED INSTITUTIONS	...	...	...	...	...	2,712	2,712
GRAND TOTALS, ALL INSTITUTIONS	...	117	6,265	279	1,409	3,281	11,301

• Includes one

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...
...	...	...	1	...	1
...
...	...	...	...	...	2
1	...	...	1	...	...
...
...
...
...
1	...	...	...	...	1
2	...	...	2	...	4
3	...	1	13	1	18
3	...	...	11	...	14
1	3	21	35	...	60
8.	516	184	290	23	1,016
15	519	206	339	29	1,108
...
...
...	...	...	1	...	1
8	...	...	5	...	13
...
...	...	...	2	...	2
...	...	...	1	...	1
...
...
...
...	2	...	...	...	3
1	...	...	1	...	1
...
9	2	...	10	...	21
26	521	206	351	29	1,133
...	...	...	...	1,816	1,816
26	521	206	351	1,845	2,949

-Oriental College.

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science*	800	683	387	...	...	...	...	...	...
Law ... ..	...	...	...	...	...	...	...	...	...
Medicine	509	502	194	...	...	...	...	...	...
Education	222	178	187	...	...	...	...	...	...
Engineering	121	102	77	...	...	...	...	...	...
Agriculture	140	131	133	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	...	...	...	...	...
Forestry ... ..	...	...	...	...	...	...	...	...	...
Veterinary Science	71	62	61	...	...	...	...	...	...
Total	1,849	1,658	1,019	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	18,714	17,108	3,732	5,334	4,744	895	3,883	3,363	481
„ Middle Schools { English ... ..	...	...	...	12,469	10,780	1,280	7,442	6,415	849
„ Middle Schools { Vernacular ... ..	...	...	...	146,090	115,162	6,454	2,638	2,223	226
„ Primary Schools	2,068	1,740	...	269,248	314,718	87	26,846	20,292	...
Total	20,782	18,846	3,732	438,166	346,414	8,716	40,969	32,293	1,555
In Art Schools	244	201	40	...	...	...	...	...	...
„ Law „ ... ..	...	...	...	...	...	...	...	...	...
„ Medical Schools	355	350	301	...	...	...	...	...	...
„ Normal and Training Schools	2,024	1,953	1,998	...	...	...	...	...	...
„ Engineering and Survey Schools	127	94	127	...	...	...	...	...	...
„ Technical and Industrial Schools	520	459	...	630	501	14	953	773	...
„ Commercial Schools ... ..	...	...	...	...	...	...	...	...	...
„ Agricultural „ ... ..	...	...	...	...	...	...	...	...	...
„ Reformatory „	108	115	108	...	...	...	...	...	...
„ Schools for Defectives	47	53	13	...	...	...	...	...	...
„ Schools for Adults	141	165	...	23,113	18,308	...	1,244	928	...
„ Other Schools	51	46	...	...	...	...	...	...	...
Total	3,817	3,436	2,587	28,763	18,807	14	3,198	1,701	...
Total for recognized institutions	28,244	23,940	7,338	466,909	364,221	8,730	43,905	33,994	1,555
IN UNRECOGNIZED INSTITUTIONS.									
GRAND TOTAL ALL INSTITUTIONS	28,243	23,940	7,338	466,909	364,221	8,730	43,905	33,994	1,555

*Includes 157 scholars in Oriental College.

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
2,753	2,165	1,300	1,974	1,739	1,102	5,527	4,587	2,859	6
...	...	...	598	400	304	598	430	304	...
...	...	...	...	...	...	509	602	194	...
...	...	...	...	...	...	202	178	187	1
...	...	...	...	...	...	121	102	77	...
...	...	...	...	...	...	110	131	183	...
...
...
...	...	...	...	...	...	71	62	61	...
2,753	2,165	1,300	2,572	2,220	1,406	7,168	6,052	3,915	6
59,761	56,781	9,091	8,129	7,007	1,376	95,811	80,001	15,575	14
12,362	10,869	748	6,684	6,013	1,351	38,997	31,087	4,222	75
1,013	927	251	147	126	...	149,898	118,439	6,931	24
60,153	40,891	35	3,336	2,713	...	351,446	289,349	122	1,343
123,289	109,458	10,120	18,286	15,864	2,727	636,142	521,875	24,850	1,456
...	...	...	...	...	...	244	201	40	...
...
...	...	...	153	107	24	508	457	325	...
149	142	65	41	39	40	2,213	2,134	2,123	...
...	...	...	...	...	...	127	94	127	...
122	81	73	...	...	...	2,234	1,814	87	...
...
...
...	...	...	...	...	...	108	115	108	...
...	...	...	...	...	...	47	53	13	...
7,021	5,919	...	6,464	7,132	...	40,883	32,450	...	...
519	155	...	...	...	...	569	201	...	...
8,709	6,297	159	2,658	7,278	64	46,933	37,519	2,823	...
134,781	117,920	11,668	29,528	25,371	4,107	699,248	565,446	33,489	1,462
...	...	...	56,504	...	...	56,504	...	...	2,930
134,781	117,920	11,668	86,030	25,371	4,197	746,747	565,446	33,489	4,392

II-B.—DISTRIBUTION OF SCHOLARS ATTENDING—

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science ...	* 68	55	24	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	2	2	...	...	...	...	...	...	...
Total ...	70	57	24	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ...	358	293	208	...	...	...	174	52	...
In Middle English Schools ...	817	586	30	...	...	...	...	...	...
In Middle Vernacular Schools ...	194	175	...	175	144	50	3,273	2,533	...
In Primary Schools ...	142	125	...	20,294	13,224	...	13,670	10,736	...
Total ...	1,541	1,179	238	20,469	16,368	50	17,117	13,321	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
Normal and Training Schools ...	382	356	235	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	16	14	...	...	...	...
Other Schools ...	29	28	...	...	...	...	...	...	...
Total ...	411	382	235	16	14	...	...	...	...
Total for recognized institutions.	2,022	1,618	497	20,485	16,382	50	17,117	13,321	...
IN UNRECOGNIZED INSTITUTIONS ...									
GRAND TOTAL ALL INSTITUTIONS ...	2,022	1,618	497	20,485	16,382	50	17,117	13,321	...

* Includes 47 pupils reading in

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
28	27	21	...	...	...	* 96	82	45	...
...
28	34	28	...	...	...	90	36	28	...
56	61	49	...	...	...	726	118	73	...
1,701	1,603	996	185	185	...	2,448	2,133	1,204	117
1,336	1,146	501	...	...	...	2,153	1,732	531	163
5,784	4,243	917	...	...	...	9,426	7,095	967	47
15,388	11,839	248	932	802	...	50,426	39,726	248	190
24,209	18,831	2,662	1,117	987	...	64,453	50,686	2,950	517
161	151	...	...	...	...	161	151	...	...
56	53	56	...	...	...	438	409	291	...
297	275	184	...	...	...	297	275	184	...
11	8	...	...	...	...	11	8	...	...
...
32	30	...	...	...	...	48	44	...	...
...	...	...	...	...	...	29	26	...	...
557	517	240	...	...	...	984	913	475	...
24,822	19,409	951	1,117	987	...	65,563	51,717	3,498	517
...	...	...	29,596	...	...	29,596	...	...	2,933
24,822	19,409	2,951	30,713	987	...	95,159	51,717	3,498	3,450

the High Classes.

III-A.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities ...	...	...	...	...	...	...
Arts Colleges ...	2,06,797	...	...	65,888	...	2,72,685
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	3,23,911	...	...	47,768	...	3,71,679
Education ...	1,65,554	...	...	...	1,623	1,67,177
Engineering ...	44,337	...	...	...	...	44,337
Agriculture ...	96,144	...	...	...	...	96,144
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	1,42,914	...	...	16,618	...	1,59,532
Intermediate Colleges ...	49,015	...	...	17,556	...	66,571
Total ...	10,23,672	...	...	1,47,830	1,623	11,78,125
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	6,19,237	...	4,766	5,16,993	3,339	11,44,335
Middle Schools—						
English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	27,352	372	...	20	72	27,816
Total ...	6,46,589	372	4,766	5,17,013	3,411	11,72,151

EDUCATION FOR MALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,11,782	...
...	...	...	...	...	...	1,82,074	300
...
...
...
...
...
...
...
...
...	...	...	...	...	...	2,93,856	300
20,674	66,580	58,162	1,78,834	2,337	3,26,587	8,90,362	22,231
1,56,750	62,025	55,295	2,15,423	6,559	4,96,052	1,08,427	7,438
11,28,839	4,28,335	36,769	3,04,758	24,529	19,23,230	6,278	2,025
18,61,663	6,06,665	1,62,730	79,353	10,095	27,20,496	1,03,311	47,013
31,67,916	11,63,603	3,12,959	7,78,369	43,520	54,66,365	11,08,278	78,707

III-A.—EXPENDITURE ON

	AIDED INSTITUTIONS— <i>concl'd.</i>				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Total.	Fees.
	15	16	17	18	19
UNIVERSITY AND INTERMEDIATE EDUCATION—<i>concl'd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ... ..	...	4,88,362	42,537	6,42,681	...
Arts Colleges	1,627	2,87,121	1,13,418	5,84,540	1,25,485
Professional Colleges—					
Law ... ..	...	...	...	...	57,027
Medicine ... ..	...	...	...	...	...
Education ... ..	...	...	...	...	...
Engineering ... ..	...	...	...	...	...
Agriculture ... ..	...	...	...	...	...
Commerce ... ..	...	...	...	...	...
Forestry ... ..	...	...	...	...	...
Veterinary Sciences ... ..	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	28,418
Total ...	1,627	7,75,493	1,55,955	12,27,221	2,10,930
SCHOOL EDUCATION—<i>cont'd.</i>					
<i>General—concl'd.</i>					
High Schools	34,732	10,52,617	4,72,868	24,72,810	1,89,342
Middle Schools—					
English	11,079	1,33,749	1,12,092	3,72,785	1,19,554
Vernacular	1,260	958	24,598	35,119	895
Primary Schools	34,315	17,389	1,21,080	3,22,908	1,077
Total ...	81,386	12,04,613	7,30,888	32,03,622	3,10,688

EDUCATION FOR MALES—CONTD.

UNAIDED INSTITUTIONS.		TOTAL EXPENDITURE FROM					
Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	1,11,782	...	...	4,88,862	42,537	6,42,681
52,544	1,78,029	3,88,871	300	1,627	4,78,494	1,65,962	10,35,254
...	57,027	...	...	...	57,027	...	57,027
..	...	3,23,911	...	...	47,768	...	3,71,679
...	...	1,65,554	...	...	...	1,623	1,67,177
...	...	44,337	...	...	...	...	44,337
...	...	96,144	...	...	...	...	96,144
...
...
...	...	1,42,914	...	...	16,618	...	1,59,532
25,212	53,630	49,015	...	...	45,974	25,212	1,20,201
77,756	2,88,686	13,22,528	300	1,627	11,34,243	2,35,334	26,94,032
79,070	2,68,412	15,30,273	83,811	97,660	19,37,786	5,57,614	42,12,144
75,461	1,95,015	2,65,177	69,463	66,374	4,68,726	1,94,112	10,63,852
2,241	3,136	11,35,117	4,30,360	38,029	3,06,611	51,368	19,61,485
11,879	12,956	19,92,213	6,54,050	1,97,045	97,789	1,43,126	30,84,176
1,68,651	4,79,519	49,22,783	12,42,684	3,99,108	28,10,862	9,46,223	1,03,21,657

III-A.—EXPENDITURE ON

GOVERNMENT INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—						
<i>contd.</i>						
<i>Special.</i>						
Arts Schools ...	87,408	...	...	1,579	3,462	92,449
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	97,378	...	...	7,945	...	1,05,823
Normal and Training Schools.	3,26,982	...	...	...	3	3,26,985
Engineering and Survey Schools.	35,456	...	...	13,595	...	49,051
Technical and Industrial Schools.	28,949	...	...	762	4,356	34,567
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	39,583	...	...	...	...	39,583
Schools for Defectives ...	24,056	...	...	36	29	24,121
Schools for Adults ...	38	...	...	...	...	38
Other Schools ...	2,275	...	740	...	...	3,015
Total ...	6,42,125	...	740	23,917	8,350	6,75,132
GRAND TOTAL ...	23,17,366	372	5,506	6,88,760	13,384	30,25,408

EDUCATION FOR MALES—CONTD.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...	...	...	...	...	...	7,026	10
...
36,098	14,543	23,276	1,752	3,926	79,602	8,411	...
...
...
...
...
5,454	7,032	3,477	...	719	16,682	3,230	6,685
...	...	...	...	...	...	8,140	...
41,552	21,580	26,755	1,752	4,615	96,284	26,807	6,695
32,09,468	11,85,185	3,39,711	7,80,120	48,165	55,62,649	14,28,941	85,702

III-A.—EXPENDITURE ON

Expenditure on buildings includes Rs. 8,02,846 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- (1) Scholarships,
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS—concl'd.				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Total.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—concl'd.					
<i>Special—concl'd.</i>					
Arts Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	...	...	...	...	1,813
Normal and Training Schools.	...	1,956	5,619	14,611	3,096
Engineering and Survey Schools.	...	...	...	...	...
Technical and Industrial Schools.	1,850	4,360	3,643	18,064	...
Commercial Schools ...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives .	...	...	...	...	...
Schools for Adults ...	1,094	56	1,434	12,499	6
Other Schools ...	...	3,869	3,667	20,676	...
Total ...	2,744	16,241	14,363	68,850	4,915
GRAND TOTAL ...	85,757	19,95,337	9,00,956	44,93,693	5,26,718

EDUCATION FOR MALES—CONCLD.

	TOTAL EXPENDITURE FROM							
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.		
	22	23	24	25	26	27		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Direction ...	1,53,254	...	...	...	...	1,53,254
Inspection ...	5,45,985	1,14,903	16,424	...	60	6,77,372		
Buildings, etc. ...	14,74,294	3,77,980	64,340	30,266	7,01,977	26,48,757		
Miscellaneous ...	10,44,557	2,51,560	90,126	2,31,551	2,49,357	18,67,151		
Total ...	32,18,090	7,44,443	1,70,790	2,61,817	9,51,391	53,48,534		
UNAIDED INSTITUTIONS.								
	Other sources.	Total.						
	20	21						
	Rs.	Rs.						
...	...	67,408	1,579	3,462	92,449	
...	
...	8,104	9,917	97,378	...	9,758	8,104	1,15,240	
...	1,684	4,780	3,34,008	10	5,052	7,306	3,46,376	
...	...	35,456	13,595	...	49,051	
...	...	73,456	14,548	24,928	6,874	12,425	1,32,233	
...	
...	
...	...	39,583	39,583	
...	...	24,056	36	29	24,121	
...	3,498	3,504	8,722	18,717	4,571	62	5,651	32,723
...	...	10,415	...	740	8,869	3,687	23,691	
...	13,286	18,201	7,10,484	28,275	30,239	45,825	40,644	8,55,467
...	2,59,693	7,83,408	1,01,73,885	20,15,702	6,01,764	42,52,747	21,78,592	1,92,17,690

III-B.—EXPENDITURE ON

GOVERNMENT INSTITUTIONS.

	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	24,853	...	...	2,905	...	27,758
Total ...	24,853	...	...	2,905	...	27,758
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	53,722	...	...	22,157	...	75,879
Middle Schools—						
English ...	56,252	...	...	6,099	...	62,351
Vernacular ...	8,381	...	...	167	...	8,548
Primary Schools ...	1,170	79	...	...	...	1,249
Total ...	1,19,525	79	...	28,423	...	1,48,027
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools.	91,726	...	...	...	...	91,726
Technical and Industrial Schools.	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	516	...	...	...	...	516
Total ...	92,242	...	...	...	...	92,242
Grand Total for Females	2,36,620	79	...	81,328	...	2,68,027
Grand Total for Males ...	23,17,986	372	5,506	6,88,760	18,384	30,25,438
GRAND TOTAL FOR ALL	25,54,006	451	5,506	7,20,088	18,384	32,98,435

EDUCATION FOR FEMALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	4,800	...
...
...	...	...	...	...	...	19,280	...
...
...	...	...	...	...	...	24,080	...
...	...	19,264	...	...	19,264	1,03,496	...
...	...	...	...	...	...	32,134	1,278
23,767	2,668	63,649	4	15	90,103	33,367	3,519
2,99,107	88,152	1,44,876	...	3,173	4,75,310	67,243	15,689
2,62,874	90,820	2,27,791	4	3,188	5,84,677	2,36,240	20,786
...	...	...	...	...	...	53,800	...
...	...	...	...	...	...	6,617	125
...	...	...	...	...	...	...	3,564
...	...	...	...	...	...	2,064	...
...
...	...	...	...	...	...	90	28
...
...	...	...	...	...	...	62,571	3,717
2,62,874	90,820	2,27,791	4	3,188	5,84,677	3,22,891	24,503
32,09,468	11,85,185	3,39,711	7,80,120	48,165	55,62,649	14,28,941	85,702
34,72,342	12,76,005	5,67,502	7,80,124	51,353	61,47,326	17,51,832	1,10,205

III-B.—EXPENDITURE ON

Expenditure on buildings includes Rs. 71,968 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Scholarships.
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS - <i>concl.</i>				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Total.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION - <i>concl.</i>					
Arts Colleges ...	...	2,520	23,370	30,690	...
Professional Colleges—					
Medicine ...	...	...	...	...	...
Education ...	...	2,163	1,495	22,938	...
Intermediate Colleges ...	...	...	...	...	...
Total ...		4,683	24,865	53,623	...
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	8,247	53,391	36,074	2,06,203	...
Middle Schools—					
English ...	4,073	13,396	25,768	81,649	...
Vernacular ...	20,742	2,249	70,276	1,30,453	...
Primary Schools ...	36,022	9,676	93,338	2,18,968	266
Total ...	69,084	66,712	2,22,456	6,37,278	266
<i>Special.</i>					
Medical Schools ...	...	15,950	29,068	98,813	...
Normal and Training Schools.	...	1,083	10,634	18,459	...
Technical and Industrial Schools	...	...	5,779	9,343	...
Commercial Schools ...	...	993	881	3,938	...
Agricultural Schools ...	...	...	...	...	...
Schools for Adults ...	...	...	...	118	...
Other Schools ...	...	...	...	...	...
Total ...	...	18,026	46,357	1,30,671	...
Grand Total for Females	69,084	1,11,421	2,93,678	8,21,577	266
Grand Total for Males ...	85,757	19,95,887	9,00,956	44,96,693	5,26,713
GRAND TOTAL FOR ALL	1,54,841	21,06,758	11,94,634	53,18,270	5,26,979

EDUCATION FOR FEMALES—CONCLD.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..	53,393	4,225	5,795	..	...	63,403
Buildings, etc. ..	91,963	4,910	4,054	27	49,468	1,50,424
Miscellaneous ...	1,74,126	1,229	2,925	20,738	2,37,805	4,36,823
Total ...	3,19,484	10,364	12,764	20,765	2,87,273	6,50,650

UNDAID INSTITUTIONS.							
Other sources.	Total.						
20	21						
Rs.	Rs.						
...	...	4,800	...	...	2,520	23,370	30,690
...
...	...	19,280	...	...	2,163	1,495	22,938
...	...	24,853	...	...	2,905	...	27,758
...	...	48,933	...	...	7,588	24,865	81,386
8,681	8,681	1,57,218	...	27,511	80,548	44,755	3,10,032
...	...	88,356	1,278	4,073	24,495	25,768	1,44,000
...	...	85,515	6,487	84,391	2,420	70,291	2,29,104
2,307	2,573	3,07,520	1,03,920	1,85,900	9,942	95,818	6,98,100
10,988	11,254	6,13,639	1,11,625	2,96,875	1,17,405	2,36,632	13,81,236
...	...	53,800	...	...	15,900	29,063	98,813
...	...	98,343	125	...	1,083	10,634	1,10,185
...	...	...	3,564	...	...	5,779	9,343
...	...	2,064	...	...	993	881	3,938
...
...	...	90	28	...	...	...	118
...	...	516	...	...	...	...	516
...	...	1,54,813	3,717	...	18,026	46,357	2,22,913
10,988	11,254	11,41,889	1,25,766	3,09,699	1,63,784	5,95,127	23,36,135
2,59,693	7,86,406	1,01,73,885	20,15,702	6,01,764	42,52,747	21,73,592	1,92,17,690
2,70,681	7,97,660	1,13,15,754	21,41,468	9,11,403	44,16,531	27,68,719	2,15,53,875

IV. A—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or Creed.		Europeans and Anglo- Indians.	Indian Christians.	Hindus.		Mcham- madans.
				Higher castes.	† Depressed classes.	
		1	2	3	4	5
Total population	...	18,078	166,208	2,784,878	874,884	6,195,738
<i>School Education.</i>						
<i>Classes.</i>						
Primary	I	217	3,485	87,753	5,327	151,057
	II	92	932	34,904	1,264	47,972
	III	103	688	26,365	865	32,913
	IV	103	587	23,938	678	24,576
Middle	V	...	325	15,930	195	14,166
	VI	98	298	12,164	101	9,669
	VII	78	186	10,868	61	7,879
	VIII	107	165	8,620	41	5,831
High	IX	38	112	6,502	35	3,685
	X	52	78	4,962	16	2,511
Totals	...	886	6,836	281,504	8,576	299,979
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year	6	22	993	...	487
	2nd year	3	16	997	...	341
	3rd year	4	11	495	...	149
Degree classes	4th year	1	2	546	1	164
	5th year	...	2	67	...	34
Post-graduate classes	6th year	...	4	74	...	19
	7th year	...	...	...	...	...
Research students	†	...	...	...	...	...
Totals	..	14	61	3,172	1	1,194
Number of scholars in recognised institutions.		900	6,897	234,876	8,577	301,173
Number of scholars in unrecognised institutions.	...	...	214	13,835	317	37,461
GRAND TOTALS	..	900	7,111	248,511	8,894	338,634

* Excludes 157 scholars of Oriental College, Lahore, of whom 70 are Hindus

† The following are included under the heading "Depressed classes" Meghalas

FOR THE GENERAL EDUCATION OF MALES.

Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of agriculturists.
6	7	8	9	10	11
1,789	292	1,295,957	18,491	11,806,265	...
1	9	32,151	1,926	281,928	137,451
2	6	12,737	286	93,194	47,511
...	3	10,268	155	71,328	33,227
...	2	8,622	132	53,936	25,988
...	...	6,000	40	36,656	14,024
...	4	4,806	28	26,656	9,505
...	3	3,846	13	21,934	7,566
...	9	3,441	13	13,227	6,139
...	4	2,562	10	12,848	3,789
...	3	1,783	2	9,407	2,504
3	42	85,711	2,605	636,142	287,704
...	1	356	3	1,868	323
...	...	299	3	1,659	267
...	...	124	...	783	127
...	...	112	...	830	123
...	...	19	...	122	14
...	...	11	...	103	9
...
...
...	1	921	6	5,370	863
3	43	86,632	2,611	* 641,512	288,597
...	...	4,442	235	56,504	13,239
3	43	91,074	2,846	698,016	301,806

(Higher castes), 74 Muhammadans and 13 Sikhs.

Chamars, Mazhabis, Ramdasias, Sansis, Dumans Harnis, Ods, Mahtans, Sweepers.

IV-B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total Population ...	7,686	137,128	2,237,519	731,979	5,248,688	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary	I	450	816	19,074	263	9,899
	II	149	313	5,433	57	2,480
	III	164	344	3,900	36	1,800
	IV	163	263	2,909	20	1,117
	V	...	216	1,894	8	756
Middle	VI	174	141	381	...	178
	VII	140	125	225	...	102
	VIII	137	60	169	...	95
High	IX	54	17	115	...	13
	X	46	21	28	...	8
Totals ...	1,467	2,321	34,128	384	16,448	
<i>University and Intermediate Education.</i>						
Intermediate classes ...	1st year ...	...	9	10	...	...
	2nd year...	...	2	5	...	...
Degree classes	3rd year...	...	6	6	...	...
	4th year ..	...	1	...	...	...
	5th year...	...	...	...	...	...
Post-graduate classes...	6th year...	...	...	...	...	...
	7th year...	...	...	...	...	...
Research students	...	...	...	...	...
Totals ...	...	18	21	...	...
Number of scholars in recognised institutions.	1,467	2,389	34,149	384	16,448	
Number of scholars in unrecognised institutions.	...	42	2,095	2	26,356	
GRAND TOTALS ...	1,467	2,381	36,244	386	42,804	

* The following are included under the heading "Depressed classes"

FOR THE GENERAL EDUCATION OF FEMALES.

Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of agriculturists.
6	7	8	9	10	11
1,491	201	998,250	15,972	998,785	...
...	19	5,051	22	35,594	5,314
...	8	1,633	2	10,075	1,645
...	8	1,289	2	7,543	1,175
...	9	816	1	5,293	681
...	...	574	2	3,450	485
...	8	126	...	1,008	68
...	1	85	...	678	50
...	2	65	...	528	20
...	...	20	...	219	5
...	3	6	...	112	2
...	58	9,665	29	64,500	9,445
...	...	6	...	25	1
...	1	2	...	10	...
...	...	1	...	13	...
...	...	...	...	1	...
...
...
...
...
...	1	9	...	49	1
...	59	9,674	29	64,549	9,446
...	...	1,097	4	29,596	6,645
...	59	10,771	33	94,145	16,091

Chamars, Harnis, Sansis, Sweepers, Baoris, Khatiks, Turis and Kohlis.

V-A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE

		Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Mubam- madans.
				higher castes.	*Depressed classes.	
				1	2		3	4	5
<i>Schools.</i>						
Art Schools	...	1	1	61	...	173
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	1	239	...	169
Normal and Training Schools	...	...	32	854	2	1,044
Engineering and Surveying Schools	...	...	...	60	...	45
Technical and Industrial Schools	...	...	12	451	79	1,471
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	35	7	60
Reformatory Schools	...	...	10	6	...	17
Schools for Defectives	...	...	146	13,667	1,203	22,089
Schools for Adults	...	...	...	...	...	...
Other Schools	...	12	31	311	21	145
Totals	...	13	233	15,084	1,317	25,213
<i>Colleges.</i>						
Law	...	...	4	407	...	112
Medicine	...	1	2	233	...	156
Education	...	22	4	82	...	72
Engineering	...	48	1	30	...	41
Agriculture	...	...	2	26	...	52
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	1	29	...	32
Totals	...	66	14	807	...	465
GRAND TOTALS	...	79	247	15,891	1,317	25,678

* The following are included under the heading "Depressed classes": Chamars, Sweepers,

VOCATIONAL AND SPECIAL EDUCATION OF MALES.

Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of agriculturists.
6	7	8	9	10	11
...	1	7	...	244	13
...
...	...	99	...	508	151
...	...	280	1	2,213	1,135
...	...	22	...	127	29
30	...	183	8	2,234	282
...
...
...	...	6	...	108	29
...	...	14	...	47	10
...	...	3,735	638	40,883	17,437
...	...	49	...	569	80
30	1	4,395	647	46,933	19,166
...	...	55	20	598	43
...	...	114	3	509	90
...	...	22	...	202	43
...	...	6	...	121	13
...	...	60	...	140	127
...
...
...	...	9	...	71	41
...	...	266	23	1,641	367
30	1	4,661	670	48,574	19,533

Mazhabis, Ramdasias, Sansi Dumnas, Mochis, Meghs Dhobis, Machhis, Kuchbands and Musallis

V.-B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE VOCATIONAL AND SPECIAL EDUCATION OF FEMALES.

	Europeans/ and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of agricul- turists.
			Higher castes.	De- pressed classes.							
			1	2								3	4	5	6	7	8	9	10	11
<i>Schools.</i>											
Medical Schools	15	98	16	...	12	1	...	19	...	161	...
Normal and Training Schools ..	3	79	155	...	134	...	...	67	...	498	22
Technical and Industrial Schools...	...	297	...	...	...	...	...	...	...	297	115
Commercial Schools	10	1	...	...	...	...	...	...	...	11	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ... ..	...	...	16	...	32	...	...	...	...	48	32
Other Schools ... ..	...	...	...	...	16	...	...	...	13	29	...
Totals	28	475	187	...	194	1	...	86	13	984	169
<i>Colleges.</i>											
Medicine ... ..	...	...	...	...	...	...	...	...	...	...	...
Education	23	2	...	...	...	...	...	...	...	30	...
Totals	23	2	...	...	...	...	...	...	...	30	...
GRAND TOTALS	56	477	187	...	194	1	...	86	13	1,014	169

VI.—TEACHERS (MEN AND WOMEN).

		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS :—				
		A Degree.	Passed Matric or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
		1	2	3	4	5
CLASS OF INSTITUTIONS.						
<i>Primary Schools.</i>						
Government	... ..	...	1	43	...	...
Local Board and Municipal	... ..	...	7	5,427	1,004	2
Aided	... ..	1	35	296	99	...
Unaided	... ..	...	1	21	12	...
	Totals	1	44	5,787	1,115	2
<i>Middle Schools.</i>						
Government	... ..	1	7	33	7	4
Local Board and Municipal	... ..	62	297	3,863	316	11
Aided	... ..	26	113	287	54	5
Unaided	... ..	12	55	111	6	1
	Totals	101	472	4,294	383	21
<i>High Schools.</i>						
Government	... ..	283	293	249	18	10
Local Board and Municipal	... ..	93	77	145	23	3
Aided	... ..	417	462	744	52	17
Unaided	... ..	77	63	106	1	4
	Totals	870	895	1,244	94	34
	GRAND TOTALS	972	1,411	11,325	1,592	57

(MEN AND WOMEN), 1923-24.

UNTRAINED TEACHERS.				Total Train- ed Teach- ers.	Total Un- trained Teachers.	Grand total of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certif- cat:d.	Uncertif- cated.	Certif- cated.	Uncertif- cated.			
6	7	8	9	10	11	12
...	...	1	19	44	20	64
...	...	365	2,636	6,440	3,001	9,441
1	9	139	1,594	431	1,743	2,174
...	...	8	189	34	197	231
1	9	513	4,438	6,949	4,961	11,910
...	1	2	5	52	8	60
11	39	178	1,023	4,549	1,251	5,800
5	14	55	251	485	325	810
8	28	15	140	185	191	376
24	82	250	1,419	5,271	1,775	7,046
20	23	44	52	653	139	992
16	17	24	48	341	105	446
99	145	275	419	1,692	939	2,630
19	45	25	110	251	199	450
154	230	368	629	3,137	1,381	4,518
179	321	1,181	6,486	15,357	8,117	23,474

Total European population	...	...	Male	...	18,078
			Female	...	7,636
			Total	...	25,714

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	22	21	...
High Schools	3	662	627	1
Middle Schools	2	181	171	75
Primary Schools	3	147	154	50
Training Schools	...	...	...	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	9	1,012	973	126
<i>Institutions for Females.</i>				
Arts Colleges	...	...	...	...
Training Colleges	1	28	34	...
High Schools	8	854	855	73
Middle Schools	6	609	550	139
Primary Schools	4	121	83	56
Training Schools	1	4	3	...
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Other Schools	...	...	...	...
Totals	20	1,616	1,525	268
GRAND TOTALS FOR INSTITUTIONS	29	2,628	2,498	394

Expenditure on Buildings includes Rs. 47,984 spent by the Public Works Department.
 "Miscellaneous" includes the following main items:—Boarding Houses, Scholarships and Miscellaneous,

EDUCATION.

Percentage to European population of those at schools—						
		<i>Males.</i>	<i>Females.</i>	<i>Total.</i>		
		6·38	19·3	10·22		
TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
...
2	2	27,990	...	...	...	27,990
33	7	67,998	...	70,358	15,449	1,53,805
12	2	17,530	...	13,378	4,984	35,892
6	3	9,095	...	5,275	3,826	18,196
...
...
...
...
53	14	1,22,613	...	89,011	24,259	2,35,883
...
6	4	19,280	...	2,163	1,495	22,938
65	31	84,292	...	61,103	2,446	1,47,841
18	20	25,208	...	17,307	7,534	50,049
19	1	13,524	...	6,843	4,755	25,122
2	...	2,064	...	930	117	3,111
...
...
...
...
101	56	1,44,368	...	88,843	16,347	2,49,061
154	70	2,66,981	...	1,77,357	40,606	4,84,944
Inspection	...	5,760	...	...	...	5,760
Buildings, etc.	...	51,167	...	...	27,274	78,441
Miscellaneous	...	96,257	...	10,610	2,13,913	3,20,730
Totals	...	1,53,184	...	10,610	2,41,187	4,04,981
GRAND TOTALS	...	4,20,165	...	1,87,967	2,81,793	8,89,935

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public *	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. ....	...	...	...	...	...	...
Ph. D. ....	...	...	...	...	...	...
D. Sc. ....	...	...	...	...	...	...
M. A.	68	48	116	45	24	69
M. Sc.	33	4	37	27	4	31
B. A. (Honours) ...	187	29	207	77	6	83
B. Sc. (Honours) ...	84	6	90	35	0	35
B. A. (Pass)	651	330	981	355	153	508
B. Sc. (Pass)	138	15	153	74	1	75
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	219	44	263	148	38	186
<i>Medicine.</i>						
M. D. ....	...	1	1	...	1	1
M. B., B. S.	79	...	79	63	...	63
L. M. S. (Bombay) ...	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...
M. S. ....	...	1	1	...	1	1
M. Obstetrics ...	...	...	...	...	...	...
B. Hyg. ....	...	...	...	...	...	...
D. P. H. ....	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...
<i>Engineering.</i>						
Bachelor of C. E. ...	...	...	...	...	...	...
Bachelor of M. E. ...	...	...	...	...	...	...
<i>Education.</i>						
B. T.	54	40	94	52	20	72
<i>Commerce.</i>						
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
B. Sc. Final Examination in Agriculture ...	37	2	39	24	2	26

*I.e., appearing from

VIII.—EXAMINATION

EXAMINATIONS.	MALES.					
	NUMBER OF EXMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	965	233	1,198	573	157	730
Intermediate in Science	652	41	693	333	12	345
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching	206	202	408	171	100	271
Intermediate or Diploma in Commerce	38	3	41	29	2	31
Licentiate of Agriculture	7	...	7	6	...	6
Veterinary Examination	58	...	58	40	...	40
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course.</i>						
Matriculation	8,205	936	9,141	5,643	474	6,117
School Final, etc.	805	138	943	453	57	510
European High School	39	...	39	13	...	13
Cambridge Senior	44	13	57	12	3	15
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior	36	...	36	21	...	21
European Middle	101	...	101	51	...	51
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Final	5,213	445	5,668	3,967	269	4,236
<i>(c) On completion of Primary Course.</i>						
Upper Primary ... ..	...	...	...	...	...	...
Lower Primary ... ..	...	...	...	...	...	...
<i>(d) On completion of Vocational Course.</i>						
For Teacher's Certificates.						
{ Vernacular, Higher	383	140	523	336	54	390
{ Vernacular, Lower	1,515	446	1,961	1,180	172	1,352
At Art Schools	23	...	23	23	...	23
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	33	1	34	69	1	70
At Engineering and Survey Schools	...	...	...	...	...	...
At Technical and Industrial Schools	64	1	65	49	1	50
At Commercial Schools	7	...	7	5	...	5
At Agricultural Schools ... ..	...	...	...	...	...	...
At other Schools ... ..	...	...	...	...	...	...

* i.e., appearing from

RESULTS—CONCLUDED.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
10	5	15	9	3	12
...
24	5	29	16	3	19
...
...
...
46	22	68	38	19	57
...
53	2	55	23	1	24
24	1	25	8	...	8
...
28	...	28	14	...	14
150	...	100	73	...	73
...
412	158	570	357	117	474
...
...
48	16	64	44	11	55
159	19	178	105	16	121
...
...
15	...	15	12	...	12
...
...
4	...	4	4	...	4
...
...
...

*recognized institution.

SUPPLEMENTARY TABLES.

I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH 1924.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ...	1,087	17,627	18,714	1,237	4,097	5,334	1,325	2,558	3,883	18,865	40,856	59,751	1,001	6,528	8,129	24,145	71,068	95,911
Middle Schools, English.	...	...	...	6,560	5,920	12,480	4,060	3,862	7,442	6,480	5,902	12,362	1,474	6,210	6,684	18,694	20,403	38,997
Middle Schools, Vernacular.	...	...	...	113,971	32,410	146,000	1,818	820	2,639	708	910	1,018	...	147	147	116,102	33,006	149,888

II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1923.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ...	220	169	389	..	..	..	50	124	174	1,074	827	1,701	90	95	185	1,434	1,014	2,448
Middle Schools, English.	658	161	817	..	..	..	..	..	..	1,034	302	1,336	..	..	..	1,800	493	2,158
Middle Schools, Vernacular.	130	55	184	161	11	175	2,649	424	3,073	5,223	561	5,784	8,372	1,054	9,426

XXXX

.....
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Report on the Progress of Education in the Punjab

FOR THE YEAR 1924-25.



Lahore :

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*Proceedings of the Punjab Government (Ministry of Education),
No. 14613-R., dated 21-12-25.*

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March, 1925.

The opening chapter of the report contains an exposition of the principles which have guided educational policy in recent years. The facts and figures discussed in this chapter bear witness to the progress which has attended the measures adopted for the removal of illiteracy. The Punjab Government attaches the greatest importance to this movement, for the spread of literacy should bring in its train an awakening of the masses in many directions. The net increase in the enrolment during the last four years aggregates 362,660 pupils. The total enrolment on the 31st March, 1925, was 919,649 pupils, or 77,743 more than in the previous year. The percentage of pupils to the total population now stands at 4.44, as compared with 4.07 last year and 2.7 four years ago. If the figures for boys alone are taken into calculation, the percentage is 7.28 as against 6.6 in the preceding year, and 4.26 in 1920-21.

2. In the review of collegiate education, the problems created by the rapid increase in the number of young students collected in Lahore stand prominent. The teaching resources of the colleges are subjected to a heavy strain; the standards of living among students are being raised; and the temptations of a large city are too strong for some to resist. The fact that many of those seeking admission are of immature years and are also ill-equipped for the work before them renders the position still more anxious. It is consequently with relief that Government has read of the successful working of the Intermediate Colleges which have recently been started, and agrees with the Director in his hope that the institution of these colleges, especially those of the four-year type, will go far to solve the problems of student life in Lahore in addition to giving an impetus to progress in the distant parts of the province. Another merit which is claimed in these colleges is the readiness with which they lend themselves to the grafting of vocational training, as is evidenced by the success of the training classes at Multan and Lyallpur. The experiment in the direction of post-matriculation classes in clerical subjects is also one which will be watched with much interest.

3. The College at Multan has owed much to the warm-hearted sympathy and wise tactfulness of its first principal, Mr. F. R. Tomlinson. The Service to which he belonged has suffered a great loss by his untimely death; and the Punjab Government associates itself with the Director in the tribute which he pays to this officer.

4. The enthusiasm evoked by the Diamond Jubilee celebrations of Government College, Lahore, is a matter for congratulation. The skilful and artistic rendering of Twelfth Night gave ample evidence of a wealth of dramatic talent among the students. Equally gratifying is the account of the achievements of the industrial chemistry section of the Forman Christian College under the direction of Mr. Carter Speers. The study of phonetics and of experimental psychology prosper. Government will watch with keen interest these new developments, which are likely to create a healthy diversion from the dull uniformity of purely literary study.

5. Reference was made last year to the reforms in the Secondary Education. secondary system, the main objective being a more equitable distribution of facilities between the several areas and communities. The manner in which effect has been given to the new policy and the results which have been achieved can best be summarised in the words of the report :—

“The first step has been to review the expenditure of all Government institutions with the object of effecting economies. The next step has been to apply the economies thus effected in Government institutions to aided schools by a revision of the grant-in-aid rules. And the third step is to use the money thus rendered available for the expansion and improvement of secondary education in rural areas. A large number of schools in these areas have now been placed on the grant-in-aid list.”

6. In Appendix A of the report are given the names of the schools to which financial assistance has been given since, and in consequence of, the revision of the grant-in-aid rules in 1922-23. It is gratifying to learn also that no school has been removed from the grant-in-aid list in the furtherance of the new policy; and that great care is taken to ensure that no grant-in-aid is materially reduced without good reason. In forwarding the grant-in-aid statements inspectors are required to show in a remarks column the reasons for any marked disparity with the grant of the previous year. The Punjab Government desires, once again, to express its intention that there shall be no dislocation of present arrangements, and that the prospects of those schools which have done valuable work in the past shall not be embarrassed. Another scheme which has proved helpful in meeting the claims of the country-side is the

provincialisation of schools in rural areas. Interesting accounts are given in the report of the working of this beneficent measure, and the scope of these schools as rallying points in the march of progress.

7. In the paragraphs dealing with school organisation, the Director passes in review the perplexing problems of the curricula, and criticises the waste of funds and energy caused by the selection of combinations of subjects which are educationally unsound and which fail to afford to the pupils a foundation of training for their future work and study. As an equitable distribution of educational facilities is essential to the administration of education, so also is a wise grouping of subjects essential to the organisation of a school. There is an economy in time as well as in money ; and misdirected effort is perhaps a more destructive extravagance than the wasteful expenditure of money. It is, therefore, reassuring that the University has since co-operated with the Education Department in its efforts to afford to the pupils a wise guidance in the selection of their subjects of study. In regard to the vexed question of vocational training, Government appreciates the increasing popular interest in this direction, and hopes that the successful introduction of manual and agricultural training will lead to the institution of other centres of a vocational character. The Director speaks somewhat dubiously of the clerical and commercial centres for pupils who have yet to pass the Matriculation examination, but this problem has now been referred to a Committee, in which are included a number of men who have a ripe experience of what is required in this form of training. Perhaps the most cheering feature of this section of the report is the account of the widening scope of the secondary schools. The Play-for-all Movement has been a means of brightening the lives of the boys ; and the Food-for-all Movement, in the founding of which Mr. Atma Ram has played a leading part, opens out great possibilities of improvement. Most exhilarating also is the description of the Boy Scout Movement and its rapid expansion both in numbers and in scope. This movement has already achieved considerable success in many directions. It has given to the boys a means of healthy and happy recreation ; it has placed before them an ideal of social service ; and, by its refusal to recognise racial or religious limitations, it is sowing the seed of a happier and a more united Punjab. The thanks of Government are due to Mr. H. W. Hogg, whose energy and enthusiasm have laid firm the foundations of future endeavour.

8. The passages in the report which deal with primary education indicate the immensity and the complex nature of the problems of mass education. The Punjab Government is in agreement with the Director that the most

Primary Education.

effective means of removing illiteracy is the successful and widespread application of the principle of compulsion, and views with satisfaction the expanding field of its operations. On March 31st 1925, compulsion was in force in 25 urban and 250 rural areas; and the more recent reports of the Education Department show that the number of the latter now exceeds 400. The hesitant attitude of certain municipalities is somewhat disconcerting especially as it appears to be prompted by mistaken forebodings of largely increased financial commitments. As the Director has remarked, compulsion should be regarded as a guarantee that the money devoted to education is spent in the most fruitful manner by ensuring that the boys shall remain at school long enough to gain a firm grasp of literacy. It is felt, therefore, that there is much force in his contention that "the requirements of compulsion (in large urban areas) can probably be met with comparatively slight expenditure by the expansion and improvement of existing schools." With the help of propaganda work on the part of inspecting officers, the fears of these Municipal Committees should soon be dispelled.

9. The progress of the other equally potent agency for the removal of illiteracy—the education of adults—will be apparent from the fact that, in the course of the year under review, nearly 62,000 adults have been enrolled in these schools, but mere instruction by itself will be of little permanent value. It is therefore with great satisfaction that Government notes the measures which are being taken to supplement the work of the schools for adults by the provision of village libraries in middle schools. These libraries should be an admirable means of transforming the village schools into village institutions which will infuse new life into the areas which they serve. The extracts from the reports of Mr. Sanderson, Inspector of Schools, Lahore Division, indicate many means whereby the schools and their teachers may be of benefit to the development of the countryside; in particular, his campaign against disease and improvidence. Government also notes with pleasure the continued success of the policy which has been responsible for associating agriculture with the general courses of instruction in vernacular middle schools in preference to the institution of separate schools of agriculture. An encouraging feature of the school farms is that they not only help to keep alive the interest of the pupils in their ancestral calling, but also have begun to attract the attention of the neighbouring peasantry to improved implements and to more modern methods of agriculture.

10. The Punjab Government hopes that satisfactory measures are being taken to ensure a suitable and sufficient supply of teachers in the future. The criticism of Mr. Sanderson gives cause for anxious thought on this

Training of Teachers.

matter which is so vital to the successful development of education in future years. Improved courses and text-books will be of little avail unless the teachers have imbibed the spirit of the new teaching. A notable achievement, however, is the success of the "Combined Institution" by which large numbers of additional teachers can be trained at comparatively slight expenditure, and suitable action can be taken to meet the needs of backward areas. It is pleasing also to learn that the plan of the combined institution is working satisfactorily in the institutions for girls, to which it was extended last year. Equally encouraging are the reports of the Chelmsford Training Class for European teachers, which has recently been amalgamated with the Lawrence School at Ghoragali.

11. In the matter of the education of girls, Government realises the obstacles in the way of its rapid expansion, especially in rural and distant areas. Though gratifying improvement has resulted from the amalgamation of training classes with some of the high schools for girls, the problem of staffing the village schools is still unsolved. There is, however, a silver lining to the cloud. From far-off Mianwali comes the hopeful news of the favourable attitude of the people towards co-education in the primary classes. Co-education up to this stage appears to be the only satisfactory solution of this complex problem; and it is hoped that an attempt may be made to popularise the practice in other parts of the province. Government is also pleased to notice the continued prosperity of the Lady Maclagan and Victoria schools in Lahore; and of the promising beginnings which have been made by similar schools at Lyallpur and Rawalpindi.

12. The Maclagan College of Engineering has entered on the second year of its history. The keenness of the competition for admission will be apparent from the fact that there were 350 candidates for the fifty vacant places. The accounts of other institutions such as the King Edward Medical College, Lahore, the Veterinary College, Lahore, the Agricultural College, Lyallpur, and the School of Engineering, Rasul, indicate that progress is being maintained.

13. The opening paragraphs of the chapter dealing with the education of special classes record the rapid advance which is being made by the Muhammadan community. Of the total increase in the number of pupils, 44,208 or 5.78 per cent. are claimed by Muhammadans. The effect of the measures recently taken to quicken the progress of the depressed classes is seen in the increased attendance of the pupils in the ordinary schools, which, as the Director observes, is a sign of the diminishing prejudice

against these people. But the fact that, all told, only about 15,000 of the boys and girls are at school gives cause for anxious thought ; as also does the fact that very few of those attending school reach the higher stages of education. The problem is difficult indeed, but it would be unwise, especially in view of the more generous attitude of the people towards these unfortunate classes, to crystallise the reactionary spirit of olden times by an indiscriminate multiplication of separate schools. Perhaps the most fruitful experiment in this field has been due to the devoted enthusiasm of the American Presbyterian Mission in its school at Moga. From this school, to which a well-conducted farm and training class are attached, go forth each year a band of earnest young men fired by a desire to serve the community and to become pillars of strength in its attempts of progress.

14. In conclusion, the Punjab Government desires to place on record its appreciation of the services of the headquarters' teaching and inspecting staffs ; in particular, for their zeal in undertaking duties connected with the promotion of the well-being of the countryside which, by a strict interpretation, might be regarded as outside their scope. Mr. E. Tydeman, who has since proceeded on leave preparatory to retirement, was in charge of the Education Department for the greater portion of the year under review. Sir George Anderson refers to the distinguished part which Mr. Tydeman has played in the educational development of the Punjab for a large number of years. Government cordially joins him in the tribute which he has paid to Mr. Tydeman.

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

By order, etc.,

FAZL-I-HUSAIN,

G. ANDERSON,

Minister for Education.

*Under Secretary to Government,
Punjab.*

The 17th December 1925.

REPORT
ON THE PROGRESS OF
Education in the Punjab
For the year 1924-25.

—
CHAPTER I.
General Summary.

Errata.

Page 10, column 3 of the General Summary of Expenditure on Education, for “-9,633” against “Miscellaneous” read “-99,633”.

In Table II-A, column 10, delete the asterisk against “353,258 (Primary Schools)” and place it against “6,721 (Arts and Science)”.

In Table II-B, column 11, against Normal and Training Schools read “72” for “62”.

Place ** against “691,441” in column 10, Table IV-A and give as a footnote “** Includes 423 scholars reading in the 9th and 10th high classes of Intermediate Colleges, Gujrat, Lyallpur and Campbellpur”.

169 DPI—700—16-1-26—SGPP Lahore.

literacy, have demanded a larger measure of *Efficiency*. The alarming backwardness of several areas and communities have demanded a nearer approach to *Equality* in the advance that is being made.

(i) *Expansion.*

3. The subjoined statistical table shows an increase in the ^{Additional} enrolment by as many as 77,743 pupils; or an increase larger ^{enrolment.} than that of the previous year by 12,815 pupils. As stated in the last report, progress was then retarded by a serious outbreak of plague at the time of collecting the statistics. It may therefore be calculated with some reasonable exactness that the normal annual increase should now approximate 75,000.

B

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS

Area in square miles ...	99,866	PERCENTAGE OF SCHOLARS TO TOTAL POPULATION.				
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>		
		1925.	1924.	1925.	1924.	
		Population—				
Males ...	11,308,265					
Females ...	9,378,759					
Totals ...	20,685,024	Males ...	6·78	6·1	7·28	6·6
		Females ...	·72	·69	1·02	1·01
		Total ...	4·03	3·85	4·44	4·07

	INSTITUTIONS.			SCHOLARS.			Percentage of scholars in each class of institution,
	1925.	1924.	Increase or decrease.	1925.	1924.	Increase or Decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
<i>For Males.</i>							
Universities ...	1	1	0	...	...	...	...
Arts Colleges ...	21	17	+4	6,721	5,527	+1,194	·88
Professional Colleges ...	7	7	0	1,714	1,641	+73	·23
High Schools ...	254	237	+17	101,934	95,811	+6,093	13·28
Middle Schools ...	1,404	1,069	+335	235,895	188,885	+47,010	30·73
Primary Schools ...	5,562	5,679	-117	353,258	351,446	+1,812	46·02
Special Schools ...	2,427	1,579	+848	68,125	46,933	+21,192	8·87
Totals ...	9,676	8,599	+1,067	767,617	690,243	+77,374	100·00
<i>For Females.</i>							
Arts Colleges ...	2	2	0	110	96	+14	·16
Professional Colleges ...	1	2	-1	27	30	-3	·04
High Schools ...	19	18	+1	2,654	2,448	+206	3·92
Middle Schools ...	81	74	+7	12,762	11,579	+1,183	18·87
Primary Schools ...	1,039	1,016	+23	51,162	50,426	+726	75·31
Special Schools ...	18	21	-3	915	984	-89	1·4
Totals ...	1,160	1,133	+27	67,650	65,563	+2,087	100·00
UNRECOGNISED INSTITUTIONS							
<i>For Males</i> ...	2,631	2,712	-51	56,128	56,504	-376	
<i>For Females</i> ...	1,715	1,616	-101	28,254	29,596	-1,342	
Totals ...	4,376	4,528	-152	84,382	86,100	-1,718	
GRAND TOTALS ...	15,212	14,250	+962	919,649	841,906	+77,743	

4. It will also be convenient to give the figures for the last four years :—

				<i>Enrolment.</i>	<i>Increase.</i>
1920-21	..	..	..	556,989	..
1921-22	..	..	..	626,690	69,701
1922-23	..	..	..	776,978	150,288
1923-24	..	..	..	841,906	64,928
1924-25	..	..	..	919,649	77,743

Thus, the enrolment has increased by 362,660 in the space of four years, the numbers having risen from 556,989 in 1921 to 919,649 in 1925.

5. The percentage of pupils under instruction to the total population is now 4·44 as compared with 4·07 a year ago. If the figures for boys only are taken, then the percentage is 7·28 as compared with 6·6 last year. The following tables give the statistics from the year 1917-18, the year in which the five-year programme for the improvement and expansion of vernacular education—the first systematic scheme in this province for the extension of mass education—was inaugurated. The slow progress at the beginning of this period was due mainly to the unsettling effects of the War, to a severe influenza epidemic, and to other causes which need not now be discussed.

<i>Year.</i>					<i>Percentage.</i>
1917-18	..	..	..	..	2·4
1918-19	..	..	..	..	2·4
1919-20	..	..	..	..	2·6
1920-21	..	..	..	..	2·7
1921-22	..	..	..	..	3·0
1922-23	..	..	..	..	3·75
1923-24	..	..	..	..	4·07
1924-25	..	..	..	..	4·44

The percentage for boys only over the same period is :—

<i>Year.</i>					<i>Percentage.</i>
1917-18	..	..	..	..	3·72
1918-19	..	..	..	..	3·78
1919-20	..	..	..	..	4·14
1920-21	..	..	..	..	4·26
1921-22	..	..	..	..	4·77
1922-23	..	..	..	..	6·04
1923-24	..	..	..	..	6·6
1924-25	..	..	..	..	7·28

The task of
the future.

6. If, therefore, the orthodox basis of calculation that 14 *per cent.* of the population should be at school be accepted as correct (and a scrutiny of the census figures bears out this contention), then it follows that, so far as boys are concerned, the Punjab has completed half its task. But it would be idle to expect, even under much more favourable conditions, the complete enrolment. Even in places where compulsion has been the most successful, not more than 90 *per cent.* of the boys are at school; and in other places such as Lahore City a considerably smaller proportion of the boys are enrolled, even though compulsion has been nominally in force for some years. The sparsely populated areas of the province and the migratory habits of large sections of the community should also be borne in mind. By an additional enrolment of 400,000 boys it is calculated that three-quarters of the task will have been completed; and this is all that can be anticipated at present. If the normal rate of expansion be maintained for the next five years, then this goal should be reached. It is also possible to make a rough estimate of the cost of this somewhat rapid expansion. The average cost of educating a boy in a primary school apart from capital expenditure in buildings approximates Rs. 9 *per annum.* After adding an extra rupee per head for meeting the additional expenditure required for the training of teachers and for inspection, the total of the additional recurring expenditure required would amount to Rs. 40 lakhs at the end of five years; or an additional Rs. 8 lakhs in each of the next five years.

Slow progress
in girls'
education.

7. The removal of illiteracy from among girls, however, is a much more perplexing problem. The deep-rooted reluctance of a large proportion of the parents to send their girls to school still persists, while the aversion from sending little girls to school with their young brothers is also most marked. It is strange, though hopeful, that in distant Mianwali there is a distinct tendency towards co-education in the primary classes. The necessity of providing separate primary schools for boys and girls, especially in the sparsely populated areas, tells adversely against the expansion of this branch of education. Equally baffling is the problem of recruiting satisfactory teachers for the primary schools for girls in rural areas. The normal schools and classes are well attended, but few of the students are prepared to face the tedium and difficulty of life in a remote and backward village.

Schools for
adults.

8. A speedy rate of expansion in the education of children, however, is not sufficient. If, for the attainment of literacy, the Punjab has to depend solely upon the education of the young, however speedy the rate of expansion may be, it will have to wait a very long time. It is difficult, therefore, to exaggerate the importance and the urgency of the problem relating to the educa-

tion of the illiterate adult. Moreover, it should be remembered that the general spread of literacy among the parents should tend towards the universal education of the children ; for a parent who has gained literacy in the later years of his life should be the first to ensure that his sons shall do so during the years of their boyhood. Such a movement should also be a death-blow to the suspicion among the cultivating classes that literacy is incompatible with the vocation of agriculture.

9. The experiment of instituting night schools for adults which was started two years ago, has met with a fairly satisfactory measure of success. The number of such schools has risen from 1,531 to 2,374, and the number of pupils from 40,931 to 61,991 during the year under review. The success of the initial stages of the movement was due to the laudable spirit of social service among many of the inspectors and teachers who devoted time and energy, and even money, to the education of the illiterate adult ; and also to the enthusiasm and to the capacity of the early pupils who eagerly took advantage of the opportunity to become literate. But enthusiasm is apt soon to wane ; and it therefore became necessary to place these night schools on a more stable footing. This was done in the terms of the Resolution of the 28th September, 1923. Unfortunately, owing to the serious financial stringency of that time, it was not possible to distribute the grants for adult education until towards the end of the year under review. Sardar Bishan Singh, Inspector of Schools, Jullundur, has spoken of the depressing effects of the tardy support given to the movement, while Sheikh Nur Elahi, Inspector of Schools, Multan, is somewhat pessimistic over the comparatively small number of pupils who have gained literacy certificates. All inspectors, however, report in a spirit of optimism, and are of opinion that the movement is now ready for the next advance.

10. This advance should not take the form of any material increase in the number of schools. A night school (for the purposes of actual instruction) should ordinarily be of a temporary nature. As soon as the adults of an area have been given a reasonable opportunity of becoming literate, the night school should be transferred to another place where there is an urgent need and a keen demand for such an institution. The next advance, therefore, should be the provision of means whereby the adult or the schoolboy, once having gained literacy, shall have the incentive to retain his hardly-won literacy, and the means of using it for beneficial and beneficent purposes. Literacy should never be allowed to go to rust. Village libraries are therefore essential ; and equally essential are lantern lectures and stimulating pamphlets on matters of common and general interest.

11. The night school (as a place of instruction) should therefore give way, in the course of time, to the village library. Such a library might well be the school library, which should be available to the adults as well as to the schoolboys. In the shelves of the library should be suitable books of vernacular literature; on the table of the library should be a number of pamphlets dealing with important topics of the day; and on the walls of the library should be charts and pictures. On certain evenings, a pamphlet might well be read and discussed by the adults under the guidance of the teacher. On other occasions, the appearance of a departmental official with a magic lantern would have a most stimulating effect. Provided that the films were prepared in India and thus had a close resemblance to actual facts and reality, a cinematograph should be a most effective means of stimulating the interest and intelligence of the village folk.

Village play-
grounds.

12. Mr. R. Sanderson, Inspector of Schools, Lahore Division, who has already done much to develop this aspect of the problem, has suggested that provision should also be made for the physical recreation of the adults. The play-for-all movement has been described in previous reports, but the most healthy sign of the last year has been its rapid and successful extension to the vernacular schools. Indeed, the boys in the rural tracts have taken to this movement even more enthusiastically than the boys in urban centres. These boys will soon be passing from the school to the ordinary occupations of the village. Thus, the play-for-all movement could easily be extended to the village. In certain districts, notably Gurgaon under the inspiring influence of Mr. F. J. Brayne, the Deputy Commissioner, advantage has already been taken of this opportunity.

13. Reference should also be made to the valuable support which the Co-operative Department, and in particular Mr. H. Calvert and Mr. C. F. Strickland, have given to the several aspects of this movement. Mr. Strickland writes as follows:—

“The activity of co-operative organisers is constantly impeded by the illiteracy of the people among whom they move. The efficiency of the societies is at the same time reduced by the incapacity of village secretaries to keep clear accounts and by the tendency of circle secretaries to be dishonest. For these reasons and also with a view to the general advancement of the province co-operators have formed adult schools which are registered under the Co-operative Societies Act. The members under the by-laws pledge themselves to establish a school and arrange for their own education. Wherever possible, they are induced to agree to a small monthly fee; a local co-operative credit society occasionally makes a further contribution towards the casual expenses. There

are at present 127 such schools on the register ; some however are not working and will now be cancelled ; there are others which will be registered after a period of probation. Grants-in-aid are given by the Registrar at a rate not exceeding Rs. 5 per mensem from funds placed at his disposal by the Education Department ; the teacher is frequently the village schoolmaster, but literate secretaries of co-operative societies are employed where no school exists. Co-operative officers have no desire to enter into competition with the District Board, and their schools are handed over to the Board for supervision and maintenance wherever the latter is prepared to accept the responsibility. Sialkot district contains 57 co-operative schools, of which 36 are registered ; four are intended for the education of adult women, and the attention of all officers is drawn to this experiment. The pupils in co-operative schools do not usually offer themselves for examination in literacy, though 45 such certificates were issued to them in Montgomery District during the past year. They should be encouraged to undergo the examination in all districts, but the real object before us is to render them literate rather than to distribute proofs of literacy. Harmony has prevailed in the relations between educational and co-operative officers."

14. In a most interesting and valuable report, Mr. Sanderson has developed his theme of expounding the opportunities which lie before the village school and the village teacher in promoting the well-being of the rural communities of the Punjab. That he and his colleagues have already achieved a good measure of success is supported by the generously worded tribute of Mr. B. H. Dobson, Deputy Commissioner, Gurdaspur.

"The Education Department co-operates energetically with the district officers in all matters affecting local welfare, and has set an excellent example. Indeed, in regard to public health, physical training and an intelligent interest in affairs generally, the Department are pioneers not only among schoolboys but among the people at large. The results will be due in no small measure to the practice and precepts of educational workers."

15. Mr. Sanderson is of opinion that a well-devised and well-organised educational policy should be of great assistance to the villager in combating his chief enemies which, in his opinion, are epidemic disease, improvidence, traditional methods of agriculture and a lack of beneficent recreation. By means of his efforts, considerable success has already been gained in fighting the ravages of disease. Plague inoculation was carried out through the agency of the educational staff with the result that 38,104 masters and boys were inoculated. At Kasur, owing to the tact and energy of Lala Diwan Chand, the headmaster of the Government high school, all the boys and masters, amounting to 550 in

all, were inoculated, while the school and hostel buildings were disinfected. In consequence, no death occurred, though many of the boys were living in houses where people died.

(b) Improvi-
dence.

16. The encouragement of thrift is a more difficult matter, but Mr. Sanderson is hopeful that the thrift societies among the teachers which have been organised in the Lahore division will bear good fruit in the future. There are many hundreds of these societies, and the annual savings already amount to Rs. 60,000. Mr. Sanderson feels that "to be a good teacher a man must be contented and free from worry. When he begins to count his rupees in a bank by hundreds, he feels more contented than he was; he is more likely to teach better and to increase in self-respect." Mr. Sanderson hopes also to introduce "penny banks" into some of his schools, and that by their means the future generation will become accustomed in their early years to the value and importance of thrift. Another happy innovation is the growth of co-operative supply societies in schools, the most successful being perhaps that at the Government high school at Kasur. This society has been in existence for the last four years, and is managed by a committee of the boys with the assistance of the masters. The headmaster estimates that, directly and indirectly, a saving of Rs. 2,000 a year is effected.

17. It is also pleasing to report that similar efforts in this direction are being made in other parts of the Punjab. For example, Mr. C. F. Strickland, Registrar, Co-operative Societies, Punjab, has recorded the following opinions on the excellent work that is being done at the Government high school, Kamalia:—

"On the other hand, it is possible to manage an excellent school society. In the Government high school, Kamalia, which has 507 members, there has been a turnover of Rs. 4,200 in 10 months. The society supplies not only books and stationery, but also socks, boot-polish and lamp chimneys. The rates in the local bazar have been forced down, and competition is keen. So successful is the society that surrounding schools are said to be buying from it (contrary to the by-laws) by means of its members. The accounts are in order, share certificates are issued and are taken back when a member withdraws from the society; general enthusiasm prevails; and the highest credit appears to reflect, so far as I can judge, on the headmaster, the master who acts as secretary, and the students who take part in the proceeding."

Agriculture.

18. In regard to the improvement of agricultural methods, Mr. Sanderson feels that the school farms can play an important part. As yet, these farms are few in number and in their infancy, but in one of these farms twelve *marlas* of Coimbatore sugarcane

have been sold to zamindars for seed purposes ; and twenty-five different kinds of wheat are grown on the farm for demonstration purposes so that the farmers may make their selection and order their seed from Lyallpur or elsewhere. In all these farms, every facility is afforded to villagers who desire to learn how to handle the several implements. As a result, Meston ploughs are being used in almost all the neighbouring villages. Much progress has also been made in planting trees and shrubs in the school compounds by the boys.

19. Mr. Sanderson has also hopes that the school can be made Recreation. the pivot for the brightening of village life. " In some places, village schoolmasters read to such villagers as may care to listen to them on certain evenings of the week. Village libraries are progressing. Never before have so many boys been playing games, and playing them with real pleasure. In some places, again, the schoolmasters have been organising games for the villagers. In the Amritsar district, many villagers take delight and pride in playing. In the Gurdaspur district, games for the general public have been organised in sixteen centres ; and in other places physical training clubs have been established. "

(i) *Economy.*

20. The main statistical tables dealing with finance are Main figures. given below.

GENERAL SUMMARY OF EXPENDITURE

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1925.	1924.	Increase or decrease.	Government funds.	Board funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ...	8,90,764	8,94,029	- 3,265	83.7	16.3
Universities ...	6,74,691	6,42,681	+ 32,010	21.0	...
Miscellaneous* ...	50,03,522	51,03,155	- 9,633	52.26	12.57
Totals ...	65,68,977	66,39,865	- 70,888	56.78	13.06
<i>Institutions for Males.</i>					
Arts Colleges ...	19,58,408	11,55,455	+ 8,02,953	30.42	0.09
Professional Colleges ...	10,01,120	8,95,893	+ 1,05,224	89.62	...
High Schools ...	44,58,044	42,12,144	+ 2,45,900	35.53	3.99
Middle Schools ...	35,11,856	30,25,337	+ 4,86,519	47.25	21.28
Primary Schools ...	32,16,184	30,84,176	+ 1,32,008	62.06	30.38
Special Schools ...	9,11,427	8,55,467	+ 55,960	82.76	5.53
Totals ...	1,50,57,049	1,82,26,475	+ 18,28,574	51.95	13.87
<i>Institutions for Females.</i>					
Arts Colleges ...	70,183	58,448	+ 11,735	55.99	...
Professional Colleges ...	24,349	22,938	+ 1,411	70.80	...
High Schools ...	8,77,278	8,10,082	+ 67,246	52.36	6.58
Middle Schools ...	3,99,895	3,73,104	+ 26,791	45.28	24.20
Primary Schools ...	7,06,087	6,98,100	+ 7,987	39.96	42.44
Special Schools ...	2,01,498	2,22,913	- 21,415	63.74	1.33
Totals ...	17,79,240	16,85,535	+ 93,705	47.26	17.94
GRAND TOTALS ...	2,34,05,266	2,15,53,875	+ 18,51,391	50.56	13.47

N.B.—For explanation of certain terms
* Includes expenditure

ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...
70.9	8.1	...	...	...	...	...
5.28	29.91	...	...	...	...	...
4.55	25.61	...	...	...	...	...
56.44	13.05	88 10 3	0 4 5	164 7 3	98 0 3	291 6 2
10.19	.19	523 7 5	...	59 7 7	1 2 5	584 1 5
48.59	11.89	15 8 8	1 11 11	21 4 1	4 15 0	43 12 5
24.15	7.32	7 0 6	3 2 8	3 9 1	1 1 5	14 14 2
2.98	4.53	5 10 5	2 12 3	0 4 4	0 6 8	9 1 7
5.70	6.01	11 1 2	0 11 10	0 12 2	0 12 10	18 6 1
22.76	11.92	9 15 0	2 8 9	6 5 1	1 11 1	20 7 11
13.11	30.99	356 9 4	...	83 10 11	197 12 3	638 0 5
11.66	17.54	698 8 8	...	105 1 2	159 3 7	901 13 0
27.12	13.99	74 7 0	9 4 5	39 8 10	19 14 2	142 2 6
7.62	22.95	14 2 10	7 9 4	2 6 2	7 3 1	31 5 4
1.18	16.42	5 8 3	5 13 9	0 2 7	2 4 3	13 12 10
11.33	23.55	135 14 9	2 13 2	24 4 0	50 3 9	213 3 7
7.89	26.90	17 2 11	6 12 4	2 14 7	9 12 5	36 3 1
22.59	13.38	14 2 8	3 1 2	6 5 8	3 11 11	28 0 4

used in the tables please see overleaf.
on buildings.

The following statistics show the totals of the Educational Budget in each year, excluding the Major Works Budget (which has been reduced) and Education (Reserved) :—

Year.	Amount.
	Rs.
1921	70,35,100
1922	84,29,577
1923	94,00,254
1924	97,71,974

In other words, the cost to Government to educate the additional 283,281 pupils enrolled during these years has been the sum of about Rs. 27½ lakhs; or about Rs. 9 a head. And this includes the increased expenditure under University, Inspection, Training of Teachers, Anglo-vernacular education and so forth.

Retrenchment and economy.

21. If Retrenchment means the abandonment of what exists or the refusal to expand what exists, then there can be no retrenchment in Education. If Economy means the elimination of waste, then there is still a fertile field for economy. In the last report, an attempt was made to explain the several economies which have been effected during the last few years; and there is no need for repetition. A more general explanation, however, is necessary.

Indirect economics.

22. It is the indirect form of economy which is more effective than the direct form of economy. An extravagant principle is infinitely more dangerous than an extravagant school or an extravagant individual. The latter is easy to detect and therefore to correct, but the former is the more insidious because it conceals itself under the cloak of accepted practice. Moreover, the truth contained in the old quotation "*Viresque acquirit eundo*" is undoubtedly correct. Two examples of this contention will suffice.

The extravagance of the one-teacher school.

23. The persistence of the one-teacher school is waste as the expenditure on these schools is out of all proportion to the very disappointing effect which they bring to bear on the removal of illiteracy. It is futile to expect a teacher, and one who is usually none too competent, to grapple single-handed with four classes; and it is thus open to argument that these schools do more harm than good. To multiply indiscriminately this type of school is to exhaust the money urgently required for the expansion and improvement of existing schools, and also to afford admirable support to those who hold that education is of but little value and importance. The apathy of the masses can only be counteracted by good education; and good education is well-nigh

impossible in a one-teacher school. The obvious corollary is that an increase in the number of pupils in existing schools is far more important than an increase in the number of schools.

24. It is significant, therefore, that the large increase of 362,660 pupils during the last four years has been made with an increase only of 577 vernacular schools. In other words, the increase has been due almost entirely to the encouragement and improvement of existing schools. The most potent form of encouragement and improvement is the employment of an additional teacher in each of the one-teacher schools whose increased enrolment has justified this extra support. In consequence, as the figures below indicate, the number of one-teacher schools has been reduced very considerably; and thus one of the most dangerous forms of waste should soon be eliminated.

Year.					Number of one- teacher schools.
1922	..	..	..	..	2,754
1923	..	..	..	..	1,455
1924	..	..	..	..	1,230
1925	..	..	..	..	946

25. It may be urged, however, that this policy may act harshly on those who live in sparsely populated areas; and that a boy living in such an area has perhaps a greater claim on the State than one who lives in a thickly populated area and to whom are already available suitable facilities for his education. But the parents of such an area have a very simple and effective solution of their problem. They have merely to apply for compulsion, as many have, and they will be safe for ever provided that they abide by the spirit of that application. In the second place, the device of branch schools has been very successful in certain places, notably in the colony areas. This type of school should meet the needs of young children who find it too far to walk to and from the main school. A branch school, therefore, does not have a separate existence, but is placed under the supervision of the headmaster of the main school. It comprises only two classes (in some cases only one), and can therefore be placed under a single teacher whose name is borne on the roll of the main school.

26. An unfortunate aspect of the same problem is the attitude of many municipal authorities towards the measures required for the introduction of compulsory education. All seems simplified by the ordinary division sum. The divisor is sixty, which number is supposed to represent the average enrolment of a school; the dividend is the number of boys for whom education is required; and the quotient is the number of new schools required for the

working of the scheme. The average cost of maintaining a school of sixty pupils is then recorded ; and, finally, the total cost of compulsion is estimated. The municipality then looks at the bill and decides that all hopes of compulsion must be abandoned unless Government bears the whole burden. But the requirements of compulsion could probably be met, with comparatively little additional expenditure, by the expansion and improvement of the existing schools. India lacks, almost more than anything else in education, the well-attended, well-staffed and well-equipped primary schools in the large towns of the West. It is by means of compulsion that this benefit should be acquired.

Predominance of the first class.

27. An even more alarming instance of waste is the predominance of pupils in the first class, as is shown by the following figures. The real significance of these figures is that a very large proportion of the pupils do not gain even a semblance of literacy, while a number of those who do so, relapse into illiteracy soon after leaving school. It should be remembered, however, that the figures are somewhat exceptional as the large increase in the number of pupils in recent years has naturally been in the first class :—

		Class I.	Class II.	Class III.	Class IV.
1922-23	..	313,608	99,899	75,402	57,221
1923-24	..	317,520	108,269	78,871	64,229
1924-25	..	338,849	121,505	86,450	67,442

Compulsion the only real remedy.

28. It is probable that the large reduction in the number of one-teacher schools will do much to remedy this defect ; and it is probable also that the improvements referred to in the next section of this chapter and in other parts of this report will also be of assistance. But the most potent and effective means of eliminating this most serious form of waste is the successful and widespread application of compulsion. The main benefit to be derived from the successful application of compulsion is the retention of boys at school for a sufficiently long period of time to enable them to gain a firm grasp of literacy. As such, compulsion should be a guarantee that the money devoted to vernacular education is spent in the most fruitful and effective manner. It is thus not an ideal to be attained in the distant future, but a present and a practical means of improving the existing schools.

29. The means employed in the Punjab to apply compulsion differ in many respects from those obtaining elsewhere. In the first place, though it may appear to be a paradox, compulsion in India can only be effective if it is voluntary. Thus, in the Punjab, the initiative comes from within and is not superimposed from above. It is the villagers who apply for compulsion, and not the local body which enforces compulsion on an unwilling people. The motives which prompt this application for compulsion are many. The parents may be filled by a burning desire for education; or they may have been convinced by the success of a neighbouring school that compulsion is the best means of improving a school; or they may see in compulsion the only means of saving their struggling little one-teacher school; or they may submit to compulsion in order to improve the status of their school from a primary into a lower middle or from a lower middle into a full middle school, for in these respects preference is given to an area which applies for compulsion. The enthusiasm of the inspector and the teacher is also an important factor in this decision. Be this as it may, there is no doubt that the movement is making great strides in the Punjab of to-day; and it is anticipated that the rate of progress will be quicker in the future. On March 31st, 1925, compulsion was in force in 25 urban and in 290 rural areas.

30. Another distinctive feature of the Punjab system of compulsion is that it is applied only to small areas. The prior application of compulsion to the towns is tantamount to the encouragement of the rich at the expense of the poor; for if additional funds are given to the towns for this purpose, a smaller amount must inevitably be given to the villages. The same principle obtains in the application of compulsion to a whole district, for it is the rich or progressive district which would take advantage of such action. It is a pleasing sign, therefore, that on March 31, last, compulsion was in force in a certain number of areas in as many as seventeen districts.

31. The third feature of the Punjab system is the most valuable and effective support which has been given to the movement by the Co-operative Department. By this means there is a pleasing variety in practice. With the encouragement of the Co-operative Department, there have sprung into existence a number of Co-operative Education Societies, the members of which pledge themselves to pay a fine if they do not send their boys to school for the full primary period; and, indeed, in a few instances, that period has been extended. Mr. C. F. Strickland has written as follows on the progress of these Education Societies:—

Compulsory
Education
Societies.

“Whereas the co-operative adult schools are likely to diminish in number and importance when District Boards are in a position to

undertake their organisation and management, the compulsory education societies show signs of vigorous growth. The application of the Primary Education Act to a stated area lays a duty upon those parents also who were opposed or indifferent to its introduction ; caution is therefore required in the use of its penal clauses in order that public opinion may be conciliated. The by-laws of a co-operative society on the contrary apply only to those persons who voluntarily accepted them by seeking membership ; not only is membership open to all, but simple conditions of withdrawal are also laid down. Such a society aims at the formation of a sound public opinion on the subject of compulsory education, and proceeds to associate together all who recognise its value. The parents who become members bind themselves to send their children to school to the end of the four primary classes, the society is governed by an elected committee and has no legal or official authority other than that conferred upon it by the registration of its by-laws under the Co-operative Societies Act. The by-laws provide for the imposition of a penalty not exceeding Rs. 50 on any member who without sufficient cause omits to send his child to school ; the penalty is imposed by the committee, and recovered by the committee. Seventy-nine registered societies have 4,124 parent members, and a number of others are awaiting registration. Sialkot district alone has 57 societies, and has added 103 pupils to the 1,871 who were formerly reading. At Dhamthal in Narowal the roll was raised from 137 to 213, and at Band Bajwa in Pasrur from 110 to 165. An additional master has been granted to the latter school. Instances are given of schools which were on the point of closure for lack of attendance but which have been revived and are flourishing with the support of a compulsory education society. Four such societies have been registered for the education of girls, and five more are only held in abeyance for lack of a teacher.

The attendance is stated by the local co-operative officers to be from 90 to 100 *per cent.* and it is natural that a higher percentage should be secured from this 'voluntary compulsion' of selected persons than from "State compulsion" under the Primary Education Act. The committees found it necessary to utilize their special arbitration procedure against 48 defaulters, and 20 fines were imposed. The fines have been paid, the children are attending school, and the parents have not withdrawn from the societies. A concerted attempt to break up a compulsory society for girls was made by 14 members of a Lyallpur village. The committee stood fire, fined three of the offenders Rs. 50 and eleven Rs. 5 each, and won the battle. The school is working satisfactorily.

The merit of voluntary compulsion is that it guarantees a sufficient and a permanent attendance. This condition should be present where a school is raised to a higher standard, and is desirable wherever the opening of a new primary school is contemplated."

(iii) Efficiency.

32. It has already been urged that a greater efficiency should be the natural outcome of the measures adopted to ensure expansion and economy. Twice one is two, but two teachers in a school should be more than twice the value of one. Again, a school under compulsion with its pupils pledged to complete the primary course and with a consequently larger measure of equality in the numbers of each of the four classes, should be more efficient than one which is not under compulsion.

33. Similarly, a lower middle school (with its six classes) should be more efficient than a primary school with its four classes, while a full middle school (with its eight classes) should be more effective than a lower middle school with its six classes. It is in the full middle school that the main hopes of the future are centered. In the average cost of education per head, it is decidedly economical; and every pupil who has passed through its several classes should have attained a real and a permanent grasp of literacy. And it is from these schools that the vernacular teachers are recruited. The following statistics show that substantial progress has been made in these directions :—

			<i>Lower Middle Schools.</i>	<i>Full Middle Schools.</i>
1921 ..	..	..	400	198
1922 ..	..	..	437	231
1923 ..	..	..	431	255
1924 ..	..	..	585	282
1925 ..	..	..	808	308

34. There are other forms of improvement such as the adaptation of the school hours and courses to the environment of the pupils. These will be discussed in the appropriate chapters of this report. But the mainspring of improvement lies in the teacher of a village school; and it should be remembered that he is drawn from the vernacular middle school. The rapid expansion in the number of the pupils has demanded a large number of additional teachers; the financial stringency has demanded stern economy; and the vitality of the vernacular system of education has demanded a wise selection of teachers possessing sympathy and understanding of the village people. The most urgent need of the village is a headmaster who will transform the village school into a village institution, will be respected and loved by the village people, and "will be passing rich on £40 a year (or Rs. 50 a month)." The immediate production of a thousand such men by a magician's wand would do more good than anything else to the Punjab in general and to Punjab education in particular.

Increased
facility for
training.

35. Some progress has been made towards the attainment of this ideal. The number of teachers under training has advanced from 1,158 in 1916-17 to 2,360 in the year under review. The amalgamation of training classes with high schools has enabled this large expansion to be carried out with but little additional expenditure. The proportion of trained teachers varies considerably in the several districts, but steps are now taken to meet the needs of backward areas by the device of amalgamating a training unit with the local high school. The units at Hissar, Dera Ghazi Khan, Mianwali, Dharmasala and Karnal should be of great assistance to these districts ; and it is the intention to open similar classes next year at the high schools at Kamalia and Kot Adu.

36. The difficulties, however, are immense. In the first place, the academic qualifications of the teachers are very scanty. Some suggest that the normal school course should be extended from one to two years, while others pin their faith in a vernacular high school. The teaching at the normal schools, again, requires much improvement. Mr. Sanderson feels that—

“ We have not realised sufficiently in the past the importance of normal schools in the scheme of education. They are probably the most important factor in educating the people of the countryside. At present, they lie in a backwater and have become stagnant and conventionalised. I hold that the staffing of these schools has never received sufficient attention, and we have not kept clearly in mind the fact that in rural areas the townsman is not quite at home. Further, many of the members of the staffs of these institutions have had no real experience of the art of training teachers. This is particularly the case in physical training. At one time the drill instructors in my normal schools were the worst in my division, whereas they should have been the best ; and they ought to have been trained not only to instruct but also to train instructors, and therefore should have been sufficiently educated to be able to understand the principles of physical training.”

The frequent transfers of village teachers also militate against efficiency and stability. In the Rawalpindi district, in particular, this abuse is most marked. Perhaps the greatest danger is that the best intellect of the villages, from which the village teachers should be recruited, is being tempted along the insidious path of optional English and a high school education which leads them to sedentary pursuits in the towns and away from the villages.

(iv) *Equality.*

Dangers of
inequality.

37. An educational policy which neglects to pay attention to the need of equality is bound, sooner or later, to lead the

country to disaster. Small oases of culture in a desert of ignorance are fatal to real progress. The evil effects resulting from the juxtaposition of wealth and poverty or of intellect and ignorance are writ large in the pages of history. Every community, area and individual has a right to an equality of opportunity in making each its contribution to the development of the province. As the speed of a fleet is regulated by that of the slowest ship, so is the progress of a province regulated by that of its most backward area. The Christian text "To him that hath shall be given, and from him that hath not shall be taken away even that which he seemeth to have" is undoubtedly true in the moral sense, but its material application can only be fatal.

38. In the sphere of vernacular education, to base grants ^{Assessment of grants.} merely on the expenditure of a district board is to accentuate the differences between rich and poor, between the progressive and the backward. Grants are therefore assessed with reference to the needs rather than to the resources of each district. In accordance with this principle each district is graded. To a rich board 50 *per cent.* of its approved additional expenditure is given; but to a poor board anything between 50 and 90 *per cent.* is awarded. The device of attaching training units to the high schools in backward areas has resulted in a larger supply of locally-trained teachers in those areas. In this connection it should be remembered that a teacher from a progressive area is reluctant to teach in a backward and a distant area, while a young man residing in a backward area is equally reluctant to go far afield for his training. This policy of encouraging backward areas can claim at any rate some measure of success. A very large proportion of the largely increased enrolment in recent years has been derived from what used to be considered the backward districts, the Multan division alone accounting for an increase of nearly 100,000 pupils in the short space of four years. The Muhammadan community, once so backward in education, has contributed as many as 219,309 additional pupils out of the total increase of 362,659 in the last four years. It is also pleasing to note that the depressed classes continue to progress in their relation to education. In the sphere of secondary education, there has been the same tendency to encourage the rich, but to discourage the poor. The result is that there has been an ample, possibly too ample, provision of secondary schools in the progressive areas, while in backward areas secondary schools are still painfully few and far between. To counteract this tendency, the expenditure in Government schools was first scrutinised and economies effected. These economies were then applied to aided schools by a revision of the grant-in-aid rules. Thus a large sum of money has become

available for the encouragement of secondary schools in backward and rural areas.

39. One word is necessary on the training of teachers in this connection. One of the most effective means of assisting a backward area or community is the encouragement of its young men to become teachers and, subsequently, to work for the uplift of their community and district. The device of the "amalgamated unit" has already been explained. Another is the practice to reserve at the Central Training College (for the training of anglo-vernacular teachers) 40 *per cent.* of the places for men possessing the minimum qualifications and coming from what the inspector considers a backward district on condition that, if required, they will accept posts in that district.

40. In the region of collegiate education, the tendency has also been to load the dice against the poor and the backward. Whereas the rich often have a college at their doors, the poor almost invariably have to bear the additional railway and hostel expenses in sending their boys to college. The degree stage must necessarily be concentrated to a large extent, but there does not seem the same necessity at the intermediate stage. The new and the proposed intermediate colleges should therefore be a convenience as well as an incentive to the backward areas.

41. Much, however, remains to be done. As many as 400,000 boys should be admitted to school; the education of girls in rural areas has scarcely begun; the qualifications of village teachers need considerable improvement; and the vernacular courses of rural schools should be adapted to rural conditions of life.

CHAPTER II.

Controlling Agencies.

(i) *The Head Office.*

The writer of this report was on leave during the larger portion of the year under review, during which time Mr. E. Tydeman officiated as Director of Public Instruction. Towards the very end of the year, Mr. Tydeman was appointed to officiate in the same capacity in the North-West Frontier Province, after which he will take leave preparatory to retirement. Thus, a long period of meritorious service in the Punjab has come to an end. It was at the Central Model School and the Central Training College that Mr. Tydeman first made his mark as a capable organiser and as one who took a keen and a personal interest in the teachers and students placed under his charge. The number of teachers in the Punjab to-day who have come under his influence and have thus gained an inspiration for life is legion.

Mr. Tyde-
man's
retirement.

2. Towards the end of his service, Mr. Tydeman officiated as Inspector of Schools in the Lahore Division ; he was then posted to the Head Office ; and, finally, he officiated as Director. These were the years of the War and its aftermath ; years of great educational expansion, but also of serious financial stringency. Perhaps the most prominent feature of Mr. Tydeman's work was his thoroughness and his experience. He could prepare schemes for the reconstruction of the secondary system or for the training of teachers because he *knew* by experience. He could effect economies without impairing efficiency ; and again because he *knew* by experience. Moreover, his every action was tempered by a kindly humanity. Though he spared not himself, he was ever ready to give the best interpretation to the action of a colleague. As Director, he earned the confidence of his colleagues who, together with the writer of this report, wish him many happy years of retirement.

3. Mr. D. Reynell continued in his post of Assistant Director of Public Instruction until he went on leave at the close of the year. To him, in the main, is due the smooth working of the office. Year by year, the volume of his work has increased, but he meets all its demands with quiet efficiency and cheerful loyalty. Khan Sahib Syed Maqbul Shah, Inspector of Vernacular Education, has continued his responsible duties of supervising the progress of vernacular education, and has displayed great enthusiasm in his work. Lala Hari Das has been in charge of all departmental examinations, and has also been of great assistance in preparing

this report. Lala Ram Chandra has maintained the high standard of the Book Branch ; and he also undertook the work of Lala Hari Das, on leave for a few months, in addition to his ordinary duties.

4. Under the experienced supervision of Mr. W. E. McMurray, the office staff has coped satisfactorily with an ever-increasing volume of work. Pandit Kesho Ram has shown exceptional capacity in his mastery of financial problems, while Lala Indar Bhan and Mr. Otto have also rendered very good service.

Promotions.

5. A matter which continues to attract much interest and criticism is that of promotions and appointments. Whatever be the merits and demerits of a system of promotion by seniority, such a system is unsuitable to an Education Department with its several spheres of widely differing activities. The main object is to afford reasonable opportunities of promotion to all who deserve it, but ordinarily within the sphere of work for which each is most suited. The conversion of a successful headmaster into an indifferent inspector, for the mere purpose of giving him promotion, is not only harmful to the work but also an unkindness to the individual. To misjudge the competence of another is an error of judgment, but deliberately to put a round peg in a square hole is a crime. An attempt has therefore been made to distribute as equitably as possible the chances of promotion among those engaged in the several spheres of activity, and to ensure that each man shall follow his own bent and receive such reward as he deserves when the occasion arises.

6. There are, however, other factors in this complex problem. Even an Education Department should not pay exaggerated attention to the degrees and qualifications which an officer has gained in his early manhood. On the other hand, an officer who, during his service, has wisely improved his academic qualifications in the light of practical experience should receive his meed of reward. Locality and environment are also factors worthy of consideration. Some posts require from their incumbents powers of physical endurance and of robust activity, while others demand a ripe experience and sound scholarship. The interests of the several communities are also important, for intimate contact and sympathy with the people concerned may well be of greater value than mere attainments. An earnest sense of duty, again, is more laudable than flashy superficiality. In short, academic attainments (especially those gained in the light of practical experience), the legitimate encouragement of all communities, the recommendations of inspectors and of others which are based on personal contact with the candidates for promotion, and the suitability of the candidates for the duties in question, all should be

appreciated in addition to the claims of seniority. Lists are therefore prepared for each grade and sphere of service, in which all these aspects are brought into prominence; and an attempt is made, at stated times and bearing in mind the likely vacancies in the near future, to forecast such promotions and new appointments as are most likely to comply with the requirements discussed in these paragraphs.

(ii) *Inspection.*

7. For the third successive year, there has been no change among divisional inspectors, except that Mr. J. E. Parkinson has been on special duty for a few months to inquire into the system of military scholarships. Khan Bahadur Khurshid Ahmad again officiated as Inspector at Rawalpindi. Shortly after the close of the year under review, he handed over charge to Mr. J. Leitch Wilson, and retired from the service of Government. The Khan Bahadur has thus completed a long period of meritorious service. His wide experience and his stimulating enthusiasm will be much missed. The energy and keenness displayed by the divisional and deputy inspectors are beyond all praise.

Divisional
inspectors.

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

- (a) *District Inspectors* :—Chaudhri Gyan Singh (Gurdaspur), Shaikh Muhammad Nawaz Khan (Sialkot), Bawa Barkat Singh (Amritsar), Lala Rang Bihari Lal (Rohtak), M. Rahim Bakhsh (Hissar), Bhai Bikram Singh (Kangra), Sardar Bhagwan Singh (Ludhiana), Pir Muhammad Yaqub Shah (Shahpur), Mufti Ahmad Said (Mianwali), Rajah Fazil Muhammad Khan (Lyallpur), and Chaudhri Muhammad Hussain (Montgomery).
- (b) *Assistant District Inspectors* :—Lala Prabhu Dyal and Pandit Murli Dhar (Ambala), S. Ajaib Ali Shah (Karnal), Pir Misbah-ud-din (Rohtak), Pandit Ramji Lal (Hissar), Lala Hardyal Chopra and M. Shah Quli Khan (Jullundur), M. Said-ud-din (Ludhiana), Bhai Kahan Singh and Lala Salig Ram (Hoshiarpur), Lala Deoki Nandan (Kangra), Chaudhri Barkat Ali and Bhai Harbans Singh (Gurdaspur), Sardar Jogindar Singh (Amritsar), Sardar Sohan Singh and M. Abdur Rahman (Sialkot), Lala Jagdish Sahai (Gujranwala), Shaikh Nasir-ud-din (Rawalpindi), M. Nabi Bakhsh (Attock), Lala Dharam Chand (Jhang), M. Imam Bakhsh (Dera Ghazi Khan), M. Fazal Ilahi

and Sardar Jawand Singh (Lyallpur), M. Hakim Ali (Montgomery) and Bhai Ujagar Singh (Multan).

(c) *Headmasters*:—Bhai Bishen Das Puri (Karnal), Lala Sohan Lal (Gujranwala), Mr. Marr (Gurdaspur), Mian Fazl-i-Husain (late Amritsar), M. Safdar Ali (Bhera), Lala Harkishen Das (Montgomery), M. Lal Din (Khushab), M. Mahmud-ul-Hasan (Jhang).

Pro Methods of inspection. 9. There is much testimony in support of the contention that the methods of inspection have been considerably improved in recent years; and this is due to the experience of the present inspectors. The two main objects of inspection are the improvement of schools rather than the mere detection of faults and, still less, the examination of pupils. The general review of school methods and organisation by experienced inspectors, again, is far more beneficial than the frequent and embarrassing inspection of individual subjects by specialist scholars. In all school matters, it is a wide and a general experience that is far more effective than a narrow specialisation. The means of improving a school should be by oral advice and discussion rather than by the written word of tedious instructions in the log-book. A clear distinction should therefore be drawn between the duties of an inspector and those of a headmaster. It is the duty of the headmaster to conduct such examination of the pupils as he may consider advisable, and to offer advice to his subordinates in the preparation of their lessons and in their methods of teaching. Thus, he should not be a recluse in his office, but the mainspring of all activity and improvement. It is the duty of the inspector, on the other hand, to provide that the departmental regulations are complied with, and (far more important) to stimulate the headmaster by his experienced advice and criticism. An inspector cannot by himself materially improve a school, except in the negative sense of preventing abuse, for he is powerless without the co-operation of the headmaster; while the headmaster himself is gravely handicapped if he does not receive constructive advice and criticism from the inspector. It is in accordance with these general principles that schools are now inspected.

(iii) *Local Bodies.*

District Boards.

10. The inspectors' reports on the educational activities of the boards indicate a distinct improvement as compared with last year. In most of the districts comprised in the Multan, Jullundur and Ambala divisions, the net expenditure has increased, and the inspectors speak in terms of praise of the readiness and

keenness shown by the majority of these boards and their chairmen to co-operate with them in schemes for the furtherance of mass education. The Sheikhpura and Hoshiarpur districts are especially commended for the efficient and economical working of their building programmes. Sardar Bahadur Bishen Singh, speaks thus of the newly built Hoshiarpur schools:—"Their primary schools built on a special design are models of cheapness and utility. A building holding 80 to 100 boys does not cost more than Rs. 1,900." Of the few apathetic boards, Ludhiana may be mentioned as an extreme case. The Inspector remarks: 'In spite of the warning administered last year, their own expenditure comes to 13.6 *per cent.* only of their net income. This illiberal treatment has not only resulted in a regrettable fall in the number of public schools but also in attendance in spite of the fact.....that the people are extremely keen on education. I am sorry to record that even the people's contributions for buildings have, at least in one instance, been diverted into other channels.....The general condition of school buildings in the district is deplorable.' Another disturbing fact is the nervousness of boards in Jullundur and Rawalpindi divisions about the introduction of compulsion which as yet has made no headway there. Systematic propaganda work on the part of inspecting officers, it is hoped, will soon succeed in dispelling these fears.

11. It is gratifying to read in the Ambala report that almost all the municipalities in that division have decided to introduce compulsion and to provide for the education of adults. Equally encouraging accounts come from Multan where nineteen committees have already enforced compulsion and more are contemplating the step. Municipal Committees.

12. The Inspectors are unanimous in bearing testimony to the uniform sympathy and support which they have received from the officers of the Civil Department, the chairmen of the local bodies and the Department of Co-operative Credit in their efforts to educate the masses. A great deal of the success that has attended their efforts is due to the cordial co-operation of these extra-departmental agencies. While referring to Mr. Brayne's warm personal interest which gave the backward Meos of Nuh their high school, the Ambala Inspector thus speaks of another scheme of his which is fraught with great possibilities. "Mr. Brayne has taken the initiative in starting a very big farm of fifty-five acres in connection with the Government High School, Gurgaon ; it will also serve as a training ground for the village teachers in agriculture." Helpful co-operation.

13. The gratifying feature of private effort in education is the continued progress of the backward classes. The Jullundur Private enterprise.

Inspector remarks : ' The Muslims are fast making up the lee-way and are coming into line with the sister communities. They have now six high schools, three in the Hoshiarpur district and one each in Jullundur, Ludhiana and Ferozepore districts, besides three anglo-vernacular middle schools at Fazilka, Nangal and Nurpur.' The Ambala Inspector also speaks in a similar strain : ' The Sikhs of Kharar and Kurali (Ambala), the Muslims of Kalanaur (Rohtak), the Meos of Nuh (Gurgaon) and the Jats of Rohtak continue to take increased interest and deserve credit for what they are doing to have schools in well developed conditions.' Mr. Sanderson also refers to the keenness of the various classes in these words :—“ All these communities (Muslim, Hindu, Sikh and Christian) are doing useful work in the cause of encouraging anglo-vernacular secondary education among the people.”

CHAPTER III. Collegiate Education.

(i) Introduction.

The following table shows the enrolment in arts colleges affiliated to the Punjab University as it stood on the 31st March in each of the last four years :—

				1922	1923	1924	1925
Arts (Males)	..	..	..	4,341	4,698	5,370	6,583
„ (Females)	..	..	..	35	71	96	110
Oriental	..	..	..	132	158	157	138
Total				4,508	4,927	5,623	6,831

2. More remarkable still is the largely increasing number of candidates for the Matriculation and School Leaving Certificate examination, as is evidenced by the following figures :—

		Number of candidates.	First Division.	Second Division.	Third Division.	Percentage of passes.
Matri- culation Results.	1922 ..	6,276	522	2,918	1,081	72.03
	1923 ..	7,608	730	3,326	929	65.5
	1924 ..	9,209	1,202	3,993	979	67.04
	1925 ..	12,988	1,580	5,428	1,524	65.7

3. These figures give abundant food for thought. In the first place, it may well be asked whether the standards of the Matriculation examination are such as to ensure that these many thousands of boys are fitted to benefit by a university form of instruction. It is difficult to decide whether standards have deteriorated or improved, but it is clear that this very large influx of matriculates must impose inevitably a severe strain on the teaching resources of the colleges. In any case, the standards of teaching in the large intermediate classes must tend towards

deterioration. A general impression exists that the mere division of the intermediate classes into groups of fifty to one hundred students each will solve the problem. With groups of these numbers, the lecture will still remain a lecture, the only advantages being that the strain on the lecturer's voice will be reduced, the maintenance of discipline will be easier, and the students may be grouped to some extent in accordance with their attainments. The stern fact remains that a lecture at the intermediate stage is not a suitable form of instruction for boys who need far more the benefits of class discipline and of class methods of teaching. As is stated elsewhere in this report, India needs in its educational system almost more than anything else the fulness and the richness of school life, such as obtain in many other countries. It is between the ages of fifteen and eighteen that the mental, moral and physical training of boys needs the greatest care and attention, but such care and attention can scarcely be forthcoming in the present conditions of student life in Lahore. A partial solution of this momentous problem would appear to be the raising of the matriculation standards whereby the students would be better equipped to benefit by a university course, and whereby they would be able to enjoy a wider and a more thorough school training.

Opinions of
the London
University
Commission:

4. This matter is of such supreme importance to the welfare of the province that no apology is needed for quoting yet again in this series of reports from the opinions of the London University Commission :—

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

“ In the second place, the work done in a university by teachers and students should differ in its nature and aim both from the work of a secondary school and from that of a technical or a purely professional school. In a secondary school it is expected that a knowledge of many things should be acquired while the mind is specially receptive, and during this stage of education definite tasks are rightly prescribed. But even more important than knowledge is the moral and mental training needed for later success in study or in life, which the pupils gain by the orderly

exercise of all their activities demanded in a well arranged school. In a university the aim is different, and the whole organisation ought to be adapted to the attainment of the end in view. Knowledge is, of course, the foundation and the medium of all intellectual education, but in a university knowledge should be pursued not merely for the sake of the information to be required, but for its own extension and always with reference to the attainment of truth."

5. In the second place, it is clearly inadvisable to congregate such large numbers of students, especially those of immature age, in Lahore. The expense of providing suitable hostel accommodation for such large numbers is prohibitive. It would be interesting to contrast the amount spent during the last ten years in the provision of hostels in Lahore with the amount that has been spent, during a similar period, on the bare necessities of school accommodation for the poor in rural areas. These young students are also subjected to serious temptations which many are unable to resist. It is also impossible to make adequate provision for the physical care and recreation of such large numbers of young students; and it should also be remembered that, only a year after the abolition of the age limit for the Matriculation examination, more than 500 boys under fifteen years of age were candidates for that examination.

Congregation
of young
students
in Lahore.

6. Another unfortunate tendency is the present bias in favour of premature specialisation. A good and a wide general training is the essential basis of specialised training; and, again, the London University Commission has given sound advice:—

Premature
specialisa-
tion.

"It is impossible for any but the greatest minds to gain mastery over more than a small part of human knowledge but, in addition to the mastery of a part, it is possible to acquire a general conception of the whole, a sympathetic understanding of the ideas which guide the work of other men, an almost instinctive sense on the bearing of other branches of knowledge on one's own special work, and a just appreciation of its possibilities and limitations."

It is difficult to believe that many matriculates possess that basis of general knowledge to enable them, after the space of two short years in which they have been trained mainly by means of the mass lecture, to undertake a highly specialised course of study.

7. Bearing in mind that the number of matriculates is rapidly increasing each year, and also that the majority of these matriculates are of tender age, it is essential to maintain and indeed to strengthen the collegiate traditions. On this point the Calcutta University Commission made some pertinent suggestions:—

Collegiate
tradition.

"Another group of correspondents propose that the beginning already made by the university in the provision of post-graduate courses

should be extended, and that the courses for the degree of B. A. and B. Sc. with honours should be separated from the pass courses and undertaken directly by the university. It is added by some of the advocates of this scheme that, in order to cope with its new functions, the university should absorb Presidency College, the whole property and income of which should be transferred by Government. The other colleges would be left to do pass-teaching only. The supporters of this plan are content to assign to them a humble function, for which they might be sufficiently manned with teachers mainly second-rate.

"This scheme is inspired by two sound and praiseworthy motives; in the first place, a desire to draw a distinction between students of exceptional powers and students of only average powers, and to provide for the former a better training than is now open to them, in the second place, a belief that the university ought to exercise a more effective control over the teaching given in its name than it now does.

"One of the difficulties of such a scheme would be that of differentiating in a satisfactory way between the average and the really able, the pass and the honours, students * * *.

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

(ii) *Intermediate Colleges.*

8. Perhaps the most effective means of counteracting these unfortunate tendencies is the creation of Intermediate Colleges, in which the boys of the future should enjoy the benefits of that school training and discipline which India lacks so sadly to-day. A college of this type comprises four classes, the two high and the two intermediate classes. The methods of teaching are those of the class rather than those of the lecture, while the total number of students in each college is such that the boys come under effective

supervision. In the Punjab these colleges can be instituted with a comparatively small expenditure. There are many towns in which the Government high school has become a superfluity owing to the existence already of a large number of well-conducted and well-housed high schools under private management.

9. Reference has already been made in previous years to the Multan and Ludhiana Colleges, but these colleges only comprise the two intermediate classes; and two years are all too short a time for the influence of the institution to be impressed on the boys. An interesting feature of the Multan College is the association of a training class for Junior Anglo-Vernacular students. The progress of the Ludhiana College has been seriously hampered by the absence of suitable accommodation, but this defect will shortly be remedied.

Multan and
Ludhiana
Colleges.

10. During the year under review, new Intermediate Colleges of the four-year type have been instituted at Lyallpur, Campbellpur and Gujrat. The number of students in each year in these colleges is therefore of interest :—

	First year.	Second year.	Third year.	Total.
Campbellpur	63	60	23	146
Lyallpur	68	79	85	232
Gujrat	60	93	54	207

11. Each of the three principals reports in a hopeful vein, though the progress of Gujrat was hampered at first through there being no permanent principal for some months, Mr. Man Mohan having been placed on deputation at the Khalsa College. Mr. W. H. F. Armstrong, Principal of the Lyallpur College, reports that the months of May and June were occupied mainly in the process of settling down; and it was only after the vacation that smooth running and efficient organisation became possible. Since then, the college has got well into its stride and promises soon to be an institution full of life and vigour, catering for all sides of a student's life. He adds later in his report that "the staff is young, enthusiastic, well-qualified and energetic, and they have thrown themselves into the work of a new college with remarkable zeal and no little success. With such a staff and with the record of the past year behind us, we can, without undue optimism, look forward with some confidence to a most useful future for this college." A pleasing feature of the report of the principal of the

Campbellpur College is the award of scholarships by the local Anjuman-i-Islamia.

Multan
College.

12. The Multan College has again made progress but, towards the end of the year, its Principal, Mr. F. R. Tomlinson, was compelled through ill-health to sever his connection with the college ; and, after the close of the year, the sad news of his untimely death was received. To Mr. Tomlinson is mainly due the successful progress of the college. Under his influence, the college was essentially a happy and a friendly institution; and the fact that the college was free from the friction which has prevailed in the vicinity is ample testimony to his wise and tactful guidance. The members of the Education Department deplore the loss of a good friend, a wise counsellor, and a thoughtful student of English literature.

(iii) Degree Colleges.

Tone and
discipline.

13. The reports on the discipline in colleges is satisfactory. Mr. H. L. O. Garrett, officiating Principal, Government College, Lahore, reports that "save in a few instances, the conduct of the students has been good. There is a complete absence of communal jealousy and a keen desire to pull together for the good of the college and to maintain that *esprit de corps* which has always been a distinctive feature of this institution."

Diamond
Jubilee at
Government
College.

14. Mr. Garrett continues as follows :—

"The outstanding feature of the year has been our Diamond Jubilee. Our actual sixtieth birthday was January 1st, 1924, but the celebrations took place in December. The social functions are still fresh in the memory of us all ; the impressive gathering in the hall, the garden party, the feast, and the dramatic performance. The shield which now adorns the hall is a more permanent memorial, but there are others. There is the generous donation of Rs. 1,350 from our sister colleges. This sum is to be devoted to an annual prize for inter-collegiate debating. Then, there is the scholarship fund. The actual contributions up to date will admit of one scholarship only, but it is hoped that the original project of having four scholarships will be completed."

Dramatic
performances.

15. The production of Twelfth Night by the Dramatic Society will long be remembered as one of the most successful in the history of Government College, the main credit of which is due to Dr. H. B. Dunningcliff and Mr. Guru Dutt Sondhi. The Dyal Singh College, Lahore, has also enhanced its reputation in this connection. Under the experienced guidance of Mrs. Richards, the Dramatic Society gave an excellent production of the Merchant of Venice.

16. Another interesting feature of college life is the success of the Co-operative Stores at the Khalsa College, Amritsar. The principal reports as follows :— Co-operative Stores.

“The society is now more than eight years old. It is a matter of great satisfaction that, in spite of the recent disturbances in the college and the great fluctuations in the price of commodities, this society has been able to pay back completely the loan received from the Managing Committee as well as all other loans and deposits from members. On March 31st, 1925, there was a closing balance of Rs. 1,311. The society deals at present in provisions, milk and books. The cloth depôt has been wound up as it was running at a loss.”

17. The principal of the D. A.-V. College, Lahore, has given an interesting account of the class libraries in that college :— Class libraries.

“The library is intended to help the student in his studies by cultivating in him a habit of reading extra books and by placing in his hands literature which will help him in building up his character. The books are therefore selected very carefully and are such as can easily be understood by an intermediate student. The experience of the last two years shows that the students have not been slow in taking advantage of the library. Every student pays one rupee at the time of joining the college and is a member of the library for two years. It has been made compulsory for every student in these classes to read at least two books from the library every month and to prepare a summary of what he has read.”

18. In his report, the principal of the Forman Christian College explains in the following words the achievements of the Industrial Chemistry Department, for the success of which Mr. Carter Speers is mainly responsible :— Industrial Chemistry.

“During the past year the Industrial Chemistry Department has developed along two particular lines. One new line of work, Ceramics, has been undertaken, and the existing work in soap has been greatly extended. In each case the work looks towards semi-commercial development.

“*Pottery Section.*—The Pottery Section was started under the direction of Mr. M. G. Bhagat, M. Sc., in order to carry out experiments on the availability of Punjab material for the ceramic industries, with the additional plan of showing that good pottery work can be done here. We have received a little help from Government to the extent of Rs. 3,000 towards the purchase of machines. During the first year we have applied most of our efforts to the manufacture of fireclay laboratory sinks, this work being done nowhere else in India, and have supplied a large part of the sinks for the new University laboratory as well as to other institutions. Equipment is now on the way to enable us to manufacture

plates, cups, etc. We have also undertaken the manufacture of vitreous floor tiles for the new Electric Supply plant at Shahdara. At the present moment we are negotiating with the authorities at New Delhi for the manufacture of various decorative materials to be used in the building work at Delhi. As a whole, the work in this section shows very great promise, both from the standpoint of industrial value to the Province, and from the standpoint of self-support.

“*Other work.*—In soap we have extended our plant to enable us to turn out soap to the extent of 2,000 lbs. a week, and, if various contracts for which we are bidding come our way, should be in a position not only to make this department self-supporting, but also make it carry the larger part of the expense of the rest of the industrial work. Our emphasis is being placed more and more on giving the student actual factory experience. With the opening of the new Tannery and Dye Factory at Shahdara and our own development here we hope to be able to give the student in future that actual experience that alone can fit him for factory work—actual work in a factory itself.

“A new vacuum pan has been installed in the section devoted to the manufacture of sugar, and other improvements are under way.”

Research
and higher
study.

19. It is disappointing that, in their reports, the principals of colleges make little or no mention of the progress of research and higher study. At the Forman Christian College, Mr. C. H. Rice “has been conducting work of great interest and importance in the way of Intelligence Tests and in preparing the way for the introduction of experimental psychology as an academic subject.” Mr. G. C. Chatterjee of Government College has also been working on similar lines and in close co-operation with Mr. Rice. Mr. J. R. Firth and Mr. A. S. Bokhari have also made progress in the study of phonetics, and held a course in this subject which was attended by the more promising teachers of English in the schools and intermediate colleges. Professor Bhatnagar and Dr. Dunnington have made valuable contributions to the study of Chemistry, while the departments of Zoology and Botany at Government College have continued their investigations under the guidance of Professors Matthai and Kayshap. The D. A.-V. College, Lahore, has also been successful in its collection of valuable manuscripts.

University
examinations.

20. There has again been a large increase in the number of candidates for the several University examinations. The total number of candidates who appeared for all the examinations held in 1925 was 22,488, or an increase of 3,488 over last year's figures. The statistics of the Oriental Titles and Vernacular

Languages Examinations conducted by the University during the year under report are subjoined.

Oriental Titles.

Examinations.	NUMBER APPEARED.		NUMBER PASSED.	
	Male.	Female.	Male.	Female.
Sanskrit	627	12	334	10
Arabic	89	..	31	..
Persian	403	3	162	2

Vernacular Languages.

Urdu	112	6	69	5
Hindi	148	70	83	41
Punjabi	152	31	66	16
Punjabi (Persian script) ..	6	..	3	..
Pushto	2	..	..	..

CHAPTER IV. Secondary Education—Boys.

(i) *The Problems of Secondary Education.*

Favourable
aspects.

In the Punjab, the secondary school problem differs materially from the primary school problem. In the first place, there is by no means the same need of rapid expansion. Indeed, the fact that the number of candidates for the Matriculation and School Leaving Certificate examination has risen from 7,124 in 1922 to 14,144 in April last should give rise to anxious thought in its relation to unemployment. In the second place, the squalor and the discomfort of many primary school buildings are usually absent from the secondary school buildings. The Punjab has possessed for many years a large number of fine secondary school buildings, the main criticism of which is that they may have been unnecessarily costly to construct. In the third place, the number of trained teachers is adequate to the requirements.

The problems,

2. The problem has been, in the first place, to review these favourable assets, and to inquire whether, by a better organisation and by the exercise of economy, they cannot be used to better effect; in the second place, to bring about a fairer distribution of facilities between the several areas and communities as well as between town and country; and, in the third place, to equate the balance of expenditure between the primary and the secondary systems.

3. There is also a perplexing problem which is more peculiar to India. The period of school life is all too short; and it must inevitably become shorter still through the decision of the University to abolish the age limit of fifteen for admission to the Matriculation examination. It is reported that well over 500 boys below the age of fifteen were candidates for the Matriculation examination this year. In consequence, the brightest intellect of the province is in danger of being stunted by the overstrain of premature development. Young boys flock in ever increasing numbers to the colleges in Lahore where they are taught by mass lectures instead of by class instruction, where they are subjected to temptations too strong for many to resist, and where the conditions and ways of life tend to estrange them from the orthodoxy of their homes. These very years at school, which in western countries are perhaps the happiest in life, are in India often a time of drudgery and anxiety. The saddest part of all is that school life makes so little appeal to the affections of the boys that they leave it, with scarcely a pang, to join a

college in Lahore. It would be difficult to describe the feelings of a prospective leader in work and play at an English public school if he were removed from school at the age of fifteen in order to take his degree at the age of nineteen. India needs, almost more than anything else in its educational system, the bracing effects of school discipline, of school happiness and loyalty, of school recreation and friendship. The present task is to ensure that the school shall provide a larger fulness of life and training, and that boys, as in many other countries, shall remain at school after passing the Matriculation examination, during which time they will reap the full harvest of school life.

(ii) *Enrolment and Finance.*

4. The number of boys in all kinds of secondary schools has ^{Pupils.} risen from 283,853 to 336,858, an increase of 53,005 or 18·6 *per cent.* This large increase is liable to misinterpretation owing to the confusing nature of the statistical tables. As soon as a primary school is raised to the status of a lower middle school, *all* its pupils, whether in the primary or the middle classes, are classed under secondary schools. The conversion of a large number of primary into secondary schools is therefore responsible for a very large proportion of the large increase of 53,005 pupils in secondary schools as is shown by the following figures. Pupils in high schools account for 6,055 of this increase ; those in anglo-vernacular middle schools for 2,895 ; but those in vernacular middle schools, lower as well as upper, for as many as 44,055.

5. The direct expenditure on secondary education has risen ^{Expenditure:} during the year under report by Rs. 7,15,710 ; from Rs. 70,47,784 to Rs. 77,63,494 or by 10·1 *per cent.*, as against an increase of 18·6 *per cent.* in the attendance. The contributions from provincial revenues, fees and district boards have increased, whereas there is some falling off in the expenditure from municipal and private sources. This is due mainly to the award of Government grants to an increasing number of schools maintained by municipal and other bodies. The average annual cost of a high school is Rs. 17,119; and that of an anglo-vernacular middle school is Rs. 5,549.

6. The general policy of the last few years in the matter of ^{Financial} finance was explained in last year's report. The first step has ^{policy.} been to review the expenditure of all Government secondary schools ; the next step has been to apply the economies effected in Government institutions to aided schools by a revision of the grant-in-aid rules ; and the third step is to use the money thus rendered available for the expansion and improvement of secondary education in backward and rural areas. A large* number of schools in these areas have now been placed on the grant-in-aid

*See Appendix A which gives the name and locality of these schools as well as the amount paid in grants.

list. With the continuance of this policy for another year, it is hoped that some measure of equality will have been achieved ; and that a halt can then be called. Increased efforts can then be made in the spread of vernacular education.

Provincialisa-
tion.

7. Perhaps the main and the most effective means of encouraging the countryside is the provincialisation of schools in those areas. The schools which have been provincialised are mainly in the backward areas. Thus, by the end of the present year, Shahpur will have five Government high schools instead of one in former days ; Attock will have four instead of one ; Mianwali, Muzaffargarh, Dera Ghazi Khan and Hissar will have three each instead of one. That a Government high school in such backward areas is widely appreciated is evident to anybody who chooses to visit those places. In Khushab, for example, the incentive of a Government high school has been a means of increasing the enrolment of pupils in the town from about 200 to nearly 800 within the space of a very few years.

8. It is more difficult to discuss whether the maintenance of a Government high school is materially more expensive to Government than that of an aided school owing to the confusing nature of the statistical tables prescribed by the Government of India. The pupils in the primary departments of secondary schools are reckoned as pupils in secondary schools. It is therefore misleading to contrast the expenditure per head in Government high schools which have no primary departments with those of privately managed schools, most of which have large primary departments. The following figures are an attempt to give a more correct representation of the case by the elimination of the primary departments from the basis of calculation.

This table will show that the average cost of educating a boy in a Government school in the five divisions of Lahore, Multan, Rawalpindi, Jullundur and Ambala ranges from Rs. 72-0-11 in Ambala to Rs. 48-2-11 in Jullundur ; whereas in an aided school it varies from Rs. 58-5-3 in Lahore to Rs. 43-7-5 in Jullundur. In view of the greater expense of living in Lahore and the high salaries paid to teachers in consequence, the cost in aided schools is highest in the Lahore Division. In Government schools Ambala leads in the matter of expense, perhaps because of their comparatively low attendance.

Division.	GOVERNMENT.					AIDED.				
	Number of schools.	Number of scholars in Secondary Department.	Average attendance per school.	Total expenditure.	Cost per scholar.	Number of schools.	Number of scholars in Secondary Department.	Average attendance per school.	Total expenditure.	Cost per scholar.
				Rs.	Rs A. P.				Rs.	Rs. A. P.
Ambala ..	11	3,174	288	2,28,714	72 0 11	33	5,613	170	3,05,845	54 7 9
Jullundur ..	10	4,788	478	2,30,714	48 2 11	33	10,413	315	4,52,597	43 7 5
Lahore ..	10	3,814	381	2,38,338	62 7 10	10	4,568	456	2,66,463	58 5 3
Multan ..	10	3,345	334	1,98,937	59 7 6	11	3,256	296	1,56,031	47 14 8
Rawalpindi ..	11	3,620	329	1,92,207	53 1 6	11	3,357	305	1,69,401	50 7 9

(iii) School Organisation.

Curricula.

9. An important criticism of the curricula is that their very flexibility has resulted in the adoption of injudicious combinations of subjects which lead to no particular career; nor do they form a sound foundation for higher study in the University in any particular subject. Again, in their anxiety to gain and to retain boys, especially in places where there is keen competition between rival institutions, schools are sometimes tempted to offer a more varied programme of studies than they can carry out consistently with economy. Thus, the important ninth and tenth classes are often split up into fragments in order to cope with an excessive number of elective subjects. Class discipline suffers; economy goes by the board; and the pupils, by yielding to the temptation of soft options, undertake strange combinations of subjects. As stated in last year's report, the School Board had been considering this problem for a long period of time. Its matured recommendations were then tossed from one Faculty to another, but there is reason to hope that they will soon be accepted without material alteration.

Vocational training.

10. Another criticism of the courses and curricula in secondary schools is that they are not sufficiently vocational. The cry for vocational training is on everybody's lips, but the practical response to the provision of separate vocational schools is most disappointing; and the answer to this conundrum is not hard to find. Those who are most vocal in their support of vocational training are indeed the very people who, by their vehement support of the anglo-vernacular system at the expense of the vernacular system, are mainly responsible for the strong bias towards a purely literary form of education. There is little hope that those boys, whose literary bent has been emphasised by attendance in anglo-vernacular schools, will grasp with eagerness the opportunity of turning to practical pursuits. The truth is that, to be successful, vocational training should be grafted on to the vernacular system; and herein lies the success and the popularity of the agricultural training given in vernacular middle schools, which will be described in chapter VII of this report.

Clerical training.

11. The question of clerical and commercial training is discussed in chapter VII of this report. It is sufficient at this stage to state that these centres have not achieved a satisfactory measure of success. The time at the disposal of the pupils is insufficient to enable them to gain a grasp of the principles and practice required. An even greater obstacle to success is that the pupils at this stage (and it should be remembered that the better pupils usually elect to take the Matriculation examination) have an

insufficient knowledge of general subjects, especially English, to enable them to benefit materially by this form of training. The quality and experience of the teaching also leave much to be desired. Yet again, there is often an unwise selection of subjects by the pupils. For example, it seems anomalous that a boy should be permitted to take shorthand and typewriting, but to omit the other subjects of the group such as book-keeping and correspondence. Sardar Bishen Singh is of opinion that this form of training should be taken after, and not before, the passing of the Matriculation and School Leaving Certificate examination.

Manual training.

12. At the same time, it is very necessary to enrich the courses in high and middle schools by the inclusion of subjects, whose aim is to train the eye and the hand as well as to give a more practical bent to the training. Manual training is already provided in a large number of schools by means of "Centres." A centre is a place of instruction, to which boys of all schools in the vicinity are drafted at suitable times for instruction. This happy device is not only economical both in time and money, but it also enables this important subject to be placed in the hands of trained teachers supported by an adequate supply of equipment.

13. In this connection, it will be suitable to quote the opinions of Mr. Atma Ram who has taken a special interest in promoting this form of training in the Ambala Division :—

"There are seven manual training centres in the Ambala Division ; those at Simla, Karnal, Rohtak, Rewari, Jagadhri, Ambala and Rupar. At Rohtak four high schools participate in the scheme ; and at Ambala six. In the latter centre as many as 800 boys receive training. One of the most satisfactory features is that this form of training is welcomed by parents and boys alike. There has been no difficulty about the maintenance of discipline."

14. Progress in the teaching of science and drawing is disappointing. Mr. J. E. Parkinson has offered the following criticism :—

Science and Drawing.

"The teaching of drawing suffers from the want of expert supervision. Drawing masters rarely depart from the scheme prescribed ten years ago, forgetting that this scheme is merely suggestive and was drawn up when the teaching of drawing was reorganised. Too much attention is given to shading to the neglect of correct representation of form. Many drawing masters seem incapable of understanding that incorrect form and faulty perspective are not excused by good tone or colour. It is disappointing that the average standard of attainment in the high classes is not better, seeing that drawing is taught from the fifth class upwards.

Science continues to be taught mainly in the class room, though modern opinion asserts that the laboratory is the most fitting place. But little change is possible until school laboratories are larger and better equipped. Though the Matriculation examination syllabus prescribes courses in practical sciences, yet it is at present impossible to test adequately Matriculation candidates in many centres on account of the lack of equipment. In some privately managed schools, practical science exists merely on the time-table."

General
subjects;

15. Inspectors report that good progress has been made in the teaching of the general subjects. Sheikh Nur Elahi writes as follows :—

"There is a steady improvement in the teaching methods in the schools. A great stimulus has been given to the teaching of English and Urdu on more practical lines by the employment of more competent teachers, by the institution of class libraries, and by the encouragement of more extensive private reading both by the teachers and the taught. The formation of faculties in the various subjects has resulted in a better co-ordination of class-work. Instruction is particularly efficient in the vernacular middle schools."

16. Mr. Sanderson has also recorded his efforts to improve the cultural aspects of education in the following words :—

"During the last few years, and particularly in the year under review, we have attempted to develop the cultural aspect of education in secondary schools. I am convinced that the attempts made in the past to develop this essential part of education have failed because English was made the medium for developing literary taste. It is futile to expect a boy, even in the tenth class, to read an English book for pleasure. If the language be such that he can understand, the subject matter will be so puerile as to bore him. Moreover, if an Indian is to rank as an educated Indian, his culture should be based on the literature and the philosophy of the Eastern races, from which his civilisation has sprung. We have therefore pressed for the development of the oriental library in every school. In the past, where Rs. 75 were spent on new books, at least Rs. 60 were spent on English books and the remainder on oriental books. We are doing our best to reverse this proportion.

Another obvious handicap is the tradition, training and habits of the average oriental language teacher. His one idea is to hammer the text-book into the pupil's head, troubling himself little about understanding and not at all about appreciation. In every school, headmasters have been insisting that the masters of oriental languages shall read every book in the library which is in their own language in the hopes that, being familiar with those books, they will encourage the boys also to read them. Chaudhri Fateh-ud-Din, Deputy Inspector of Schools, has addressed school

staffs on the subject, has inspected school libraries, and has prepared lists of suitable books and magazines for them. I have also lectured myself at the chief educational centres in my division on the importance of the oriental tongues, including Urdu."

(iv) *Education outside the class-room.*

17. In the preliminary section of this chapter, it has been urged that there is much need of a wider and a fuller training in the high schools of the province. The school life of a boy should be happier and healthier than it is at present. Some progress, however, has been made in this direction.

18. First, arises the question of physical training. Originally, this important subject was placed in the hands of the physical instructors who are often illiterate and whose mental capacity is usually unequal to a scientific treatment of the subject. It is also unfortunate that many of the ordinary teachers take little part and but little interest in the physical care of the pupils. Arrangements have now been made whereby all anglo-vernacular teachers under training shall receive a course of physical training, and that those who show special aptitude for the work may take physical training as an elective subject for the Junior Anglo-Vernacular examination. It is hoped that the general course will emphasise the importance of the subject to all teachers, and that the special course will be the means of training a few experts in this subject. Such experts should find ample scope in the vernacular training institutions and in the larger high schools.

19. The most important innovation in this regard is the substitution of the Play-for-all Movement for the old-time tournaments, though the district tournaments are still maintained in a few districts. The old tournament (especially the divisional tournament) was apt to result in the slender games-fund being spent almost entirely on the training of a few boys for success in the tournament. The needs and the recreation of the many were thus overlooked. Moreover, the time and money spent on the divisional tournament, held as it was during the most important and valuable period of the school year, were out of all proportion to the benefits achieved. The tournaments also tended to introduce into school life a most unfortunate and unamiable spirit of competition, which sometimes resulted even in a breach of the peace. The Play-for-all Movement is an attempt to provide healthy recreation for all after the close of, and during, the school session. Indigenous games are being revived in addition to the western games of hockey, cricket and football. In some schools, provision is also made for school-gardening and carpentry.

The Food-for-
all Move-
ment.

20. Mr. Atma Ram has also been paying attention to the adequate nourishment of the pupils :—

“ The absence of nourishment during school hours is one of the main causes of undue fatigue and the poor physique of Indian boys. Most of the boys go without nourishment of any kind for many hours ; and the food that is taken is usually of very poor quality. If a boy takes exercise after school hours, he usually does so on an empty stomach. We have tried to provide a partial solution of this problem by having a recess of an hour so that the pupils can go home for their food. I now find that a good meal can be provided for each boy at school at the small cost of twelve annas a head per month.”

21. Lala Brij Bihari Lal, Headmaster of the Government High School, Gurgaon, gives an interesting account of the Food-for-all Movement in his school :—

“ During the recess, all the boys fall in line and take their refreshment. The food consists of grams which are kept in water during the night, and are boiled and fried in *ghee*, with some salt, pepper and other ingredients in the morning. They are also mixed with potatoes, peas, etc., according to the season. The boys like it and look forward eagerly to the food, especially those boys who come from the adjoining villages. The cost averages one pice per head *per diem*.”

Boy Scouts.

22. Among the most inspiring innovations of recent times has been the rapid and the successful expansion of the Boy Scout movement. This movement has already many achievements to its credit. In the first place, it has gone far to provide means of happy and healthy recreation. It is significant that those very teachers who, in olden days, resented even the suggestion that they should take part in the physical training, now show as scoutmasters an enthusiasm and an interest in their pupils which is beyond all praise. In the second place, the movement has awakened in the boys a desire for social service, which has been proved by the philanthropic work of the scouts in the relief of suffering during the floods, especially in the Muzaffargarh and Gurgaon districts. In the third place, the scout is a member of a world-wide movement which recognises no distinctions of race, caste or creed. It may well be hoped that, in the future, the Boy Scout will do much to counteract the communal rivalries and friction which still persist in this province.

23. To give an idea of the expansion of the movement, it will be convenient to quote the words of Mr. H. W. Hogg, whose energy and enthusiasm have been the mainspring of the movement :—

“ During 1924-25, marked progress has been made in scouting and the number of scouts has more than doubled. The most

encouraging feature has been the spread of the movement to vernacular schools with the result that the villages of the province, like the large towns, now have their scouts troops actively engaged in social service.

Six training camps have been held for anglo-vernacular teachers, and eight camps for vernacular teachers. Four rallies have been held. At Lahore, as many as 2,800 scouts marched past His Excellency, the Chief Scout. At Multan, 3,000 scouts took part. In the rallies held at Lyallpur and Gurgaon, 500 and 600 scouts respectively were present. Special mention should be made of the relief work performed by the scouts of the Ambala and Multan divisions. At Muzaffargarh, in the flood-stricken area, the Multan scouts maintained two relief camps, cleaned up 200 wells, distributed 20,000 quinine tablets, and walked on an average of fifteen miles a day through a rough jungle, swamps and flooded country in a scorching sun. They maintained the highest traditions of the Boy Scout movement, and displayed a spirit of endurance that could well be an example to all."

24. Much, however, remains to be done in the provision of healthy indoor recreation. There is need, in the first place, of a system of organised preparation of home-work. Such preparation should be done in a well-lighted class room under the supervision of a teacher instead of, as so often happens, in a badly-lighted dormitory without any trace of supervision. An hour's good study is far more beneficial than double the time spent in desultory and undisciplined preparation. The time saved by well-regulated preparation would then be available for well-regulated recreation. Indoor games should be encouraged; and above all, the reading of good works, especially those in the vernacular.

Indoor recre-
ation.

25. Inspectors report that good discipline, on the whole, has been maintained by the boys, but that the observance of the inter-school rules leaves much to be desired. Sheikh Nur Elahi refers to "that undesirable form of rivalry in which local schools employ undignified methods to obtain boys from other schools and embitter inter-school relations." Sardar Bishen Singh also refers to the hardship imposed on individual boys:—

Discipline.

"It is only once a year that boys can change schools. If they are deprived of that chance by undesirable tactics, it is a great hardship to them. I have come across cases where the guardianship of the father of a boy was disputed because the grandfather had accompanied the boy on his admission to that school. In another case, an elder brother applying for the transfer certificate of his orphan brother was told to bring his father back (from the grave) before he could get a transfer certificate. Registered letters and ordinary applications by scores are ignored and defied by some influential denominational schools. Poor boys and those coming from the villages are embarrassed a great deal."

(v) Fee concessions.

26. The following table gives the numbers of the pupils in secondary schools (excluding lower middle) of each of the three principal communities in the enjoyment of free and half-rate fee concessions in the several divisions. From next year similar information about agriculturists and non-agriculturists in receipt of fee concessions will also be added.

Statement regarding fee concessions (free and half-rates.)

Division.	MUSLIMS.		HINDUS.		SIKHS.	
	Free.	Half-rates.	Free.	Half-rates.	Free.	Half-rates.
Lahore ..	1,648	797	1,178	972	539	524
Jullundur ..	1,043	478	1,432	1,203	433	316
Ambala ..	394	495	479	967	50	124
Rawalpindi ..	6,520	1,191	4,917	1,354	412	307
Multan ..	1,248	637	870	490	87	75

CHAPTER V.

Primary Education.

Statistics, as shown in the statistical tables prescribed by the Government of India, have ceased to be a true index to the progress of primary education in this province. The pupils in the primary departments or classes of secondary schools are shown as secondary. Thus, when a primary school is raised to the status of a lower middle school, *all* the pupils, who were classed as primary in the previous year, become classed as secondary. As 290 primary schools were converted into lower middle schools during the year under review, it is but natural that the expansion of primary education should appear at first sight to be disappointing. The number of primary schools has declined by 117 to 5,562, and the enrolment has increased by 1,812 pupils only. But if the primary schools and the primary departments of secondary schools are taken together, the enrolment of primary pupils has increased by 42,839. The average enrolment of a primary school is now 63, as against 62 in the preceding year and 44 in 1920-21. This is satisfactory, especially in view of the fact that 290 flourishing primary schools were raised to the status of lower middle schools, and thus ceased to be taken into calculation for estimating the average enrolment of a primary school.

Schools and enrolment.

2. The total expenditure on primary education has risen from Rs. 30,65,980 to Rs. 31,94,897. The following figures show the sources from which this sum is met :—

Expenditure.

	Provincial.	District Board.	Municipal.	Fees.	Subscriptions and endowments.
1923-24	64.7	21.3	6.4	3.1	4.5
1924-25	62.1	22.3	8.3	2.8	4.5

The increased expenditure is due mainly to the annual increments of the teachers, to the replacement of unqualified by qualified teachers, and to the employment of additional teachers in well-attended schools. The average cost of a primary school has been increased from Rs. 540 to Rs. 575 ; and the average cost per pupil has risen from Rs. 8-12-0 to Rs. 9.

3. The position in regard to vernacular school buildings is still unsatisfactory, though some improvement has been made. The municipal authorities still show great apathy in this respect.

Buildings.

The district boards constructed 157 buildings (19 upper middle, 24 lower middle, 109 primary and 5 hostels), and extended the buildings of 75 institutions, at a total cost of Rs. 6,84,980.

4. The rapid increase in enrolment during the last few years, together with the improved status of a large number of primary schools, has imposed a heavy strain on the available accommodation, and many schools are still housed in insanitary and rented buildings. In some places, however, the rented buildings are satisfactory and should be continued. Greater attention should be paid to the planting of trees and shrubs in the school compounds.

Teachers:

5. The Inspector of Vernacular Education reports a considerably improved proportion of trained teachers. In many districts, nearly all the teachers have received training so that the present facilities for training are adequate from the point of view of quantity. The general opinion of inspectors, however, is that the vernacular teachers, and even those who have taken the senior vernacular certificate, have an insufficient store of general knowledge and information. The only effective solution of this problem is that some of the teachers shall have gone beyond the vernacular final examination. Some carefully selected matriculates are now admitted to normal schools, but it is in the proposed vernacular high school that hopes of improvement are centred. The Inspector of Vernacular Education also feels that the enhancement of the several salary scales, which have been made by local bodies in recent years, have had a good effect. The Lahore district, however, is in an unhappy position in that its trained teachers are usually tempted to service in the city of Lahore, where prospects and conditions of service are much more promising. It is hoped also that the several Thrift Societies which are being started among village teachers will be of great assistance to the teachers concerned. Complaints have been received that the salaries of these teachers are not disbursed with sufficient regularity. In some districts, again, the transfers of teachers are too frequent. If a village school master and a village school are to become village institutions, this practice should be reduced to a minimum.

School
organisation:

6. Improvements are much needed in the matter of school organisation and inspection. In the first place, the school hours are often too long and unsuitable. Little boys, only four or five years of age, trudge to school in the early morn, and return home again at dewy eve after long hours of wearisome inactivity relieved by short and spasmodic bursts of arid instruction. The young thus imbibe a distaste for school, while the older boys become divorced from their ancestral calling on the land. In many

schools an excellent practice has grown up of summoning the first class to school before the older boys arrive so that all teaching hands can be devoted, without interruption, to the most difficult and the most important work of all, after which the little ones vanish. A branch school also has its uses in this direction. In the second place, it is essential to emphasise in every possible way the importance of the junior teaching. The headmaster is too prone to confine his energies to the teaching of the handful of boys in the fourth class, while the three other classes are left to his even more inexperienced colleague. He likewise interprets his duties by teaching the second and third classes, and by leaving the little boys to the care of a so-called monitor. Similarly, an inspector is inclined to walk swiftly and proudly past the cluster of little boys playing with the alphabet in the verandah in order to examine the progress of the older boys inside.

7. The main problems of vernacular education have already been discussed in the first chapter of this report ; and it is possible to be optimistic in regard to the future. The replacement of 1,600 untrained, by trained, teachers, the conversion of a large number of primary into lower middle schools, the rapid elimination of the one-teacher school, the simplification of the courses, and the gradual expansion of the practice of compulsion should all tend towards an increased efficiency of the instruction. But success or failure depend on whether or not these and other measures of improvement will result in a lengthening of the period of school attendance so that the predominance of pupils in the first class shall be largely reduced. Improvements in the teaching and in school organisation are all to the good, but the only effective remedy is the successful application of compulsion.

CHAPTER VI.

The Training of Teachers.

(i) Statistics.

Number of
trained
teachers.

The rapid rate at which facilities for mass education have been expanded during the past few years has laid a heavy demand on the agency for the training of teachers. Had it not been for the adoption of the measures discussed in last year's report, it would not have been possible to maintain uninterruptedly from year to year this record of progress. These activities have continued during the year under report. The number of trained teachers now totals 16,948. Table VI—"Teachers (Men and Women)" shows that of 25,025 teachers employed in public schools 16,948 or 67·7 per cent. are trained as compared with 65·4 last year. It should be borne in mind that a large proportion of the untrained teachers are hither comparatively old men to whom it would not be advisable to offer facilities for training, or young graduates who are gaining a little practical experience before receiving a course of training.

Expenditure
on training
institutions.

2. As many as 2,381 teachers were trained during the year—about the same as last year, while the total expenditure, as a result of the economical working of these institutions, has been decreased by Rs. 48,899 to Rs. 4,63,854. This saving has been effected by a close adherence to the new policy for the training of vernacular teachers, as will be seen from the following figures showing the expenditure incurred on the several types of institution :—

Classes.	EXPENDITURE.		Increase or decrease.
	1923-24.	1924-25.	
	Rs.	Rs.	Rs.
Central Training College, Lahore ..	1,39,187	1,05,315	—33,872
Chelmsford Training College, Ghora Gali ..	27,990	24,954	—3,036
Normal Schools and Training Classes ..	3,12,881	3,08,388	—4,493
Junior Anglo-Vernacular Training Classes ..	33,495	25,197	—8,298

The average cost of training men teachers is now Rs. 194 per head as against Rs. 212 in 1923-24, while the cost of training a vernacular teacher in a Normal School or Combined Institution shows a further fall from Rs. 162 to Rs. 160.

Economical
aspects.

3. The saving in expenditure to which reference has just been made is attributable to the successful working of the 'combined institution.' It has not only reduced appreciably the recurring charges, but has also effected considerable economy in the capital expenditure. The successful working of this principle in vernacular

institutions has led to its application to classes for the training of junior English masters since attached to the arts colleges at Multan and Lyallpur. The results have been very encouraging. Further details about 'combined institutions' are discussed in a later paragraph of this chapter.

4. The following table gives the number of men teachers under training during the last four years in the several training institutions. The figures for Europeans and women teachers are dealt with separately in the appropriate chapters of this report :—

Classes.	1921-22.	1922-23.	1923-24.	1924-25.
B. T.	43	60	55	59
S. A. V.	49	53	50	45
J. A. V.—				
(i) Government	71	114	130	121
(ii) Other institutions	84	124	167	171
S. V.	326	327	383	339
J. V.—				
(i) Government	1,204	1,500	1,438	1,556
(ii) Other institutions	22	24	22	29
(iii) Discharged soldiers' classes	46	60	82	..
Oriental Teachers	40	39	40	40
Punjabi Teachers .. .. .	..	19	25	..
Physical Training Instructors	52	55	31	..
Drawing Masters	26	39	31	..
Total	1,963	2,414	2,454	2,360

5. Another scheme which has helped much to reduce the cost of training in the case of vernacular teachers is that of the standardisation of classes whereby candidates for the junior and senior courses are taught in units of forty students, the number of these units depending on the demand for either variety of teacher in the different parts of the province. Units can thus be increased or decreased as the case may be without incurring any extra financial liability. From the above table it will be seen that during the year the Department was enabled to train 397 more men than in 1921-22 under this scheme without additional expenditure.

(ii) Training of Vernacular Teachers.

Combined
Institutions.

6. Reference has been made in previous reports to the practice of associating classes for the training of vernacular teachers with existing high schools. There are now eleven high schools to which such classes are attached : Mianwali, Campbellpur, Multan, Montgomery, Dera Ghazi Khan, Jhang, Kasur, Dharamsala, Rohtak, Hissar and Karnal. There can be no doubt as to the economy of this device, but there are other points also in its favour. In the first place, in many of these institutions it is possible to appoint an experienced principal who is often a member of the Punjab Educational Service. In the second place, the students under training benefit considerably by the wider activities of a high school. But, perhaps, the main advantage is the elasticity of the system. It is a somewhat difficult matter to regulate the provision of training facilities so that the requirements of expansion shall be met and also that the total provision shall be distributed in accordance with the needs of each district. Students from backward districts are reluctant to go far afield for their training; and thus it follows that, unless training is provided locally, it will not be possible for a backward district to obtain its complement of trained teachers. But the needs of such a district will probably be met for some time by the training of about 160 teachers, and thus it would be extravagant to institute a separate normal school in that part of the province. A training class which is attached to a high school, however, can easily be transferred elsewhere. It seems probable therefore that the difficult problem of making suitable provision for the training of vernacular teachers has been solved by the combined institution.

Quality of
students.

7. The general opinion is that the academic attainments of the students under training are inadequate. This is particularly true of those who have taken the anglo-vernacular middle course or have taken optional English in the vernacular course. As a large portion of their time at school has been devoted to the study of English, which subject will not be taught by them as teachers, it follows inevitably that their store of knowledge in general subjects will be considerably less than that possessed by those who have confined themselves to the study of general subjects through the medium of the vernacular. A difficult problem, again, is whether or not matriculates should be admitted to the training classes. The academic qualifications of a matriculate should be greater than those of the boys who have finished their schooling after the completion of the middle stage. On the other hand, a matriculate is less likely to accommodate himself to the life and conditions of a village. As stated elsewhere in this report, the more likely solution of this problem is the institution

of vernacular high schools, in which the boys would concentrate their time on the study of the general subjects taught through the medium of the vernacular, and of those subjects in particular which are concerned with rural conditions.

8. The efforts made in the past few years to attract agriculturists in larger numbers are bearing fruit. In 1923 their proportion was only 38·4 per cent., but in 1924, as a result of these efforts, it rose to 51·2 per cent. The figure for the year under report, *viz.*, 44·0, shows some falling off. It is hoped, however, that endeavours will soon be made to restore the proportion of 1924. As regards the representation of the several communities, Muhammadans contributed 980 pupils, Hindus 693, Sikhs 199, and Christians only 52. In regard to the latter community, however, it should be borne in mind that admirable provision is made for training in the school at Moga, which is maintained by the American Presbyterian Mission. Mr. W. J. McKee, the principal of this school, has now returned to America. Both at Moga and elsewhere his keen enthusiasm and initiative have been of immense benefit to the cause of Indian education.

9. Even more important than the type of student admitted ^{Staff.} to these training classes is the personnel of the staff. Before the advent of the combined institution, there was a natural reluctance on the part of the more experienced anglo-vernacular teachers to undertake duties in a separate normal school. The inevitable result has been that the teaching and organisation of the normal schools have tended to fall into unsuitable hands. An attempt is now being made to place these schools and classes under the control of men who have shown energy and initiative in inspecting work, and are therefore competent to place before the pupils the practical problems and difficulties with which they will be faced when the time comes for themselves to become teachers. For example, it is essential that the teachers of the future shall have received, during their period of training, practical instruction in the measures which they should adopt in regard to compulsory education, the teaching of adults, the organisation of village libraries, the play-for-all movement, and so forth. This is particularly necessary in the case of senior vernacular teachers who, in the course of time, may be in charge of large vernacular middle schools.

10. The same principle applies to the selection of the assistant teachers in these schools and classes. There can be little doubt that senior vernacular teachers who have undertaken successfully the training course in agriculture at Lyallpur would be valuable additions to the staffs of these institutions. It is not so much their knowledge of agriculture, but rather their

attitude towards agriculture and other rural problems which should be of value. If a village teacher is to become a pillar of the countryside, it is essential that he should be trained in an environment which is in sympathy with the countryside. It is also advisable that physical training should be in suitable hands, for the village teacher has to depend upon himself in this respect. He cannot, as in the case of secondary schools, leave this form of training to the specialist instructor.

11. It is pleasing therefore to note that considerable assistance is now given from external sources. Inspectors have been diligent in visiting these schools and classes, and in addressing the pupils on the practical problems and issues which lie before them. Lectures on hygiene and sanitation are delivered by officers of the Public Health Department, while the officers of the Co-operative Department have rendered valuable aid. Thrift and co-operative societies are also encouraged.

(iii) *Training of Anglo-Vernacular Teachers.*

Junior Anglo-Vernacular Teachers.

12. The training of Junior Anglo-Vernacular teachers has been conducted in six institutions; the Central Training and Islamia Colleges in Lahore; the Government Intermediate Colleges at Multan and Lyallpur; the Khalsa College, Amritsar; and the D. A.-V. Intermediate College, Jullundur. As stated in last year's report, there are two types of class: that (of one year) for those with the Intermediate or higher qualification; and that (of two years) for those with the Matriculation or higher qualification. The experience of the last few years now indicates clearly that the former type is the better, and that students with high academic qualifications apply for admission. There is also another variety in the system. Whereas the class at the Central Training College is part of a professional college, the other classes are associated with arts colleges. There is still insufficient evidence to decide which type is the better.

Central Training College.

13. The numbers in the Central Training College compared with last year are as follows:—

		1923-24.	1924-25.
B. T.	.. ..	55	59
S. A.-V.	.. ..	50	45
J. A.-V.	.. ..	37	32
Oriental	{ Arabic	.. ..	.. ..
	{ Persian	.. ..	20
	{ Sanskrit	.. ..	20
Total		182	176

14. Mr. H. G. Wyatt was on leave during the major portion of the year under review, and Dr. R. H. Whitehouse officiated as principal. A feature of the year's working was a further extension of extra-mural interests and activities. The organisation of games benefited considerably by the assistance of Messrs. Earl and Hogg. The Health Club prospered and widened its scope. It is most important that the teachers of the future should realise that the physical care and the promotion of the health of their pupils is a most important part of their duties. In the development of the Boy Scout Movement, again, the Central Training College should play an important part. It is pleasing therefore to report that the courses organised by Mr. H. W. Hogg have shown good results.

15. During the last few years largely increasing numbers have appeared for the several training certificate examinations as private candidates. The fallacy of this practice is that it is the course of training rather than the actual passing of the examination that really matters. A teacher who has passed an examination, but has received no training, can scarcely be termed a trained teacher. The regulations have therefore been altered so as to confine the right to appear as private candidates to those who have received a course of training. In the J. A.-V. examination, only those who have received training in a J. A.-V. class, but have failed in the examination, may appear as private candidates. A similar practice obtains in the S. A.-V. examination, but those who have completed satisfactorily a J. A.-V. course and have also taken a degree have also the right to appear as private candidates in the senior certificate examination. In order that teachers who are still untrained will not be embarrassed in their desire to receive training and subsequently to enter for the certificate examinations, it has been arranged to increase the facilities for training at the Central Training College. It has also been arranged that the award of special certificates to untrained teachers shall be limited to those who were working before the 1st April, 1925.

Special
certificates
and the
admission
of private
candidates to
certificate
examinations.

CHAPTER VII.

Professional, Technical and Special Education.

(i) *Professional Education.*

Law College.

The roll of the Law College has fallen from 598 to 589. Of the noteworthy developments under report may be mentioned the opening of a well-equipped reading room in connection with the library, and the institution of a College journal.

The King Edward Medical College.

2. The number of students on the rolls of the King Edward Medical College was 530, which is the highest ever recorded in its annals. The teaching staff has been strengthened by the appointment of three clinical assistants to the professors of Surgery, Medicine and Ophthalmic Surgery. Great difficulty, however, is still experienced in providing arrangements for the practical training of students in midwifery according to the standard laid down by the General Medical Council. A second hostel for 150 students is under construction.

The Medical School, Amritsar.

3. The number of new admissions to the Medical School, Amritsar, continues the same as in the previous year, and amounts to 85. The fact that as many as 252 applicants were rejected shows how keen is the competition for places in the school. The new hostel and superintendent's quarters will be ready for occupation on the opening of the school after the summer vacation in October next.

The Women's Christian Medical College, Ludhiana.

4. The Women's Christian Medical College at Ludhiana continues to perform its mission of usefulness with increasing efficiency under the capable guidance of Dr. Edith Brown. The event of the year was the completion of the clinical pathology laboratory. A feature of this institution is that the maximum of use is made out of all available space and accommodation.

Ayurvedic Vidyala.

5. The roll of this institution aggregated 83 as against 76 in the previous year. The preliminary educational attainments of the students range from the Matriculation to the B. A. standard on the Arts side, and Visharad and Shastri standards on the Oriental side. In the pharmacy attached to the Vidyala medicines are prepared by the students under the guidance of the staff as part of their training. The attendance at the dispensary was 7,419.

The Unani Tibya Classes.

6. The organisation and staff of the Tibya (Unani) Classes at the Islamia College are reported to have much improved of late. Their increasing popularity is evidenced by the steady increase in the attendance which now stands at 89, or twelve more than last year. The value of the training imparted may be gauged by the fact that some of the members of these classes are graduates or possess high oriental qualifications. It is also interesting to note

that the classes attract students from distant places such as Sind, Bombay and Bengal.

7. The number of applications for admission to the Agricultural College, Lyallpur, has increased by 30 *per cent*. The wide fluctuations in the number of applicants are due mainly to the delayed announcement of the Matriculation results. To meet this difficulty it is intended to alter the date of admission. Twenty-four students obtained the degree of B. Sc. in agriculture. Twenty-two students, as against seventeen last year, took the six months' vernacular course. Most of the fifteen members of the Rural Economy class belonged to the Executive or Revenue Departments of Government. The 'Lohar' class with its one month's course is a new venture. It gives instruction to blacksmiths in driving oil engines, in the carrying out of running repairs, and in the maintenance and repairs of the simpler modern implements. The tutorial system at the College continues to be of benefit to the students. The increased popularity and efficiency of the University Training Corps, to which the college contributes two platoons, is a pleasing feature of the year under review. The College rifle team won the Minto-Inam Ali Challenge Cup; and the college detachment was complimented on being the smartest on parade in Lahore.

8. Colonel G. K. Walker, C.I.E., resumed charge of his duties as Principal of the Veterinary College, Lahore. The post of professor of hygiene, which had been vacant since 1923, has been filled. Of the 125 candidates for admission, 37 were selected, their qualifications varying from the Matriculation to the Intermediate in science. The Principal feels the need for insisting on a higher standard of general educational equipment, especially in the use of the English language. It may not be advisable as yet to raise the standards of admission, but steps are being devised whereby the students of the first year shall attend the special English classes at the Central Model School for certain periods in the week.

9. The number of students at the School of Engineering, Rasul, remained at 123. Out of 54 overseers and ten draftsmen students who qualified in January, 1925, about half the former and all the ten latter quickly gained employment. The Principal expects that the remaining overseers will be successful in finding work during the current year. The special course in reinforced concrete lasted for about six weeks. At the instance of the Chief Engineer, the Principal delivered a course of lectures at Simla on the latest developments in the scientific control of concrete mixes. A well-equipped laboratory for testing the usefulness of cement and concrete materials by modern methods has been installed, the use of which is not limited to the school alone. There has been an increasing demand by engineers on the laboratory for testing samples of cement and other materials.

Maclagan
Engineering
College.

10. There were 174 students on the rolls of the Maclagan Engineering College, this being an increase of 53 over the enrolment of the previous year. For ten A class places and for forty B class places, there were 70 and 280 applicants, respectively. Only a very limited amount of practical instruction in the engineering laboratories could be undertaken owing to the lack of equipment, but the Principal hopes to see a considerable increase in the activities of this department next session as the requisite apparatus has arrived from England and is being installed. The Principal refers to the great popularity of the additional subjects of surveying and automobile engineering.

Mayo School
of Arts.

11. The abandonment of the architectural and process engraving departments, and the transfer of the training class of drawing teachers to the Central Training College have contracted the scope of the Mayo School of Arts, but this has not affected the enrolment. Mr. Lionel Heath resumed charge of the post of Principal on his return from his duties in connection with the British Empire Exhibition at Wembley.

(ii) *Special Schools.*

Reformatory
School, Delhi

12. Mr. Farmer was in charge of the Reformatory School during the year. The conduct and discipline of the boys are reported as satisfactory. Keen effort is made to promote the health and the moral well-being of the inmates. Now that the Reformatory grounds have been connected with the Raisina irrigation system and a regular supply of water assured, the garden and agricultural activities should receive a further impetus. The statistics show that 54 out of the 64 pupils who have been discharged during the last three years are now earning their livelihood by honest means.

Railway
Technical
School,
Lahore.

13. The Railway Technical School, Lahore, continues to advance, the roll aggregating 655 as against 520 in the preceding year. It is satisfactory to note that the majority of the boys succeed in obtaining suitable employment on completing their training in the school.

The School
for the Blind.

14. The School for the Blind is located in the building of the Railway Technical School in Lahore. There were 23 pupils on the roll of the school or two more than in the previous year. Since February last, the pupils have been exempted from the payment of hostel and tuition fees. Good reports are received of the blind matriculate who has been sent to Bombay for his training.

(iii) *Vocational Training.*

Agricultural
training
in schools.

15. In an earlier paragraph of this report it was urged that vocational training should be grafted on to the vernacular system. As far as possible, vocational training should be associated with,

and not divorced from, general training. This is the distinguishing feature of the training in agriculture which is provided in this province. There are no separate agricultural schools, but agriculture now forms an integral part of the curriculum in as many as 67 schools. In the next place, it is essential that this form of training should be as practical as possible. The original intention was that each school which undertook this work should have a farm of three or four acres. Two years ago, mainly in consequence of the financial stringency, it was decided to institute in some of the schools small garden plots. Of the 67 schools which teach agriculture, 27 have farms of three or more acres, and 40 have garden plots.

16. Lala Lachhman Das, Inspector of Agricultural Training, Garden plots:
writes hopefully about these garden plots :—

“ Boys’ interest in the garden plots is even more marked than in bigger farms. In these plots it is a pleasure to see how assiduously these young farmers conduct the necessary operations to raise vegetables, and how they all co-operate in the work of manuring, watering and putting up a fence to protect the garden from the intrusion of cattle.”

17. The farms, though considerably more expensive to start School farms:
than the gardens, have been successful not only in providing a suitable form of training for these rural pupils, but also in attracting the attention of the zamindars in the neighbourhood. Lala Lachhman Das feels that the farms are awakening their interest in improved implements, and are bringing home to them the importance of modern methods of cultivation. The most successful farms are reported to be those at Kalanaur in the Gurdaspur district, Satiana in the Lyallpur district, and Baddowal in the Ludhiana district. The inspector classifies the 27 schools (with farms) as follows :—

NUMBER OF SCHOOL FARMS.

<i>Division.</i>	<i>Satisfactory.</i>	<i>Unsatisfactory.</i>	<i>Total.</i>
Ambala ..	3	1	4
Jullundur ..	4	..	4
Lahore ..	6	..	6
Multan ..	5	1	6
Rawalpindi ..	4	3	7

18. Lala Lachhman Das reports that twelve of these farms are not only self-supporting but show a profit ranging from Rs. 6 to Rs. 181 in the year. The deficit, in the case of seven of the remainder, is less than Rs. 100, and should soon be turned into a profit. The farm attached to the Mission School at Moga records an expenditure of Rs. 1,387, and an income of Rs. 1,627, Financial prospects of the farms.

thus showing a profit of Rs. 240 on the year's working. Perhaps the most remarkable achievement is a profit of Rs. 118 by the school garden at Khurianwala in the Lyallpur district.

Teaching.

19. The teaching of agriculture is in the hands of trained teachers who have first taken the S. V. examination and have subsequently undertaken successfully a year's course in training at Lyallpur. Of the 67 teachers engaged for this work, 58 have been thus qualified. The remaining nine should now be receiving training. The methods of teaching are criticised by the inspector in that the teachers depend too much on dictated notes and too little on the value of experimental work. Lala Lachhman Das thinks that lasting results cannot be achieved without a more effective co-operation of the inspecting staff. He therefore proposes that short courses should be instituted at Lyallpur for the benefit of the inspecting staff.

Moga

20. Even this rapid survey of the progress made during the year would not be complete without a reference to the continued success of the Mission School farm at Moga. It is pleasing to note that the high standard of efficiency which Mr. W. J. McKee, its founder, set before himself has been fully maintained during his absence on long leave in America. Mr. Miller Brownlie pays the farm a high compliment when he says in his review that it would be of considerable advantage if some of the teachers at the less successful farms had an opportunity of visiting this school, even if it were for only a few hours.

Visitors from Bengal.

21. Towards the close of the year, the special delegation appointed by the Bengal Government came to the Punjab to study the system of agricultural education in this province. Visits were made to a number of school farms. The report of the committee is awaited with interest.

Industrial schools.

22. Reference was made in last year's report to the unsatisfactory nature of the industrial primary schools. These schools are either being abandoned or their function limited to general instruction. Shaikh Nur Elahi states that the two remaining schools of this type in the Multan division will shortly be converted into ordinary schools, and thus the industrial primary school which has proved ineffectual will soon disappear. Mr. Atma Ram speaks in a similar strain.

23. There are now thirteen industrial schools of the middle grade with an enrolment of 2,861 pupils as against 2,234 in the previous year. Mr. E. A. Scott, Director of Industries, observes that :—

“ The attendance at these schools remains normal. No major alterations in administration were considered during the year under report, pending the provincialization of these schools. This

has now been approved and funds provided by Government. It is hoped that under the improved conditions the organisation and equipment will be greatly improved during the next year or two."

24. Inspectors are generally pessimistic about the progress of the several centres for clerical training in the province. The solution of the problem appears to be the post-matriculation course in these subjects. The classes at the Central Model School in Lahore have made a good start, and the pupils find no difficulty in obtaining satisfactory posts on good salaries. Clerical
training.

25. The Young Men's Christian Association and the Young Women's Christian Association Continuation Classes report another year of useful work. The figures indicate a gratifying increase in the attendance in the latter class over last year; and there is a keen demand for the services of the girls who have completed their training. The regulations of the Junior Clerical examination were revised during the course of the year in the light of the experience gained since the institution of the test. Both the classes did well in the examination.

CHAPTER VIII.

The Education of Girls.

Enrolment.

The total number of girls in all schools has increased by 952 to 95,569. The most pleasing feature of the increase is that it is due solely to the expansion of the public school system as the attendance in private schools has shown a considerable decrease. The Deputy Directress is of opinion that the rate of advance would be quickened if this form of education received adequate support from local bodies. The more progressive districts are Lahore with 6,689 pupils; Sialkot with 5,124; and Amritsar with 5,078. At the other end of the scale are Simla with only 390 pupils; Gurgaon with 816; and Mianwali with 907. Gujrat has also lost ground during the year under review.

Buildings and equipment.

2. The Deputy Directress likens a girls' school to a younger son of a large family who is never given new clothes of his own, but has to wear out the discarded clothes of his elders. At best, a girls' school has usually to be content with a building or with equipment which is no longer required by a boys' school. Thus, the buildings and equipment are usually very mediocre and scanty. It is reported that for the district board girls' school at Dhorea, district Gujrat, one half of a stable is considered sufficient, while the other half is used by the cattle. There is also a sad lack of text-books, stationery and sewing material.

Teaching in primary schools.

3. The increased facilities for training are beginning, though very slowly, to have effect. The number of untrained mistresses is decreasing. An unfortunate tendency, which has been noted also in the case of boys' schools, is for the trained teacher to devote all her time and energy to the upper classes, and to leave the two junior classes to the mercy of an untrained teacher who may not herself have passed even the primary standard. In primary schools, in particular, the salaries of the teachers are very inadequate, and offer little or no incentive to trained teachers.

4. Under these depressing conditions, it is surprising to hear that the teaching is as good as it is. The language teaching is the best; and arithmetic is fairly satisfactory. An attempt is being made to make the teaching of geography more interesting and more intelligent. The scope of nature study and handwork is limited by the lack of equipment and of a suitably trained staff. Domestic science, which includes cooking and laundry work, is improving; and this is doubtless due to the successful training classes held in these subjects by Miss Graham.

5. Much more satisfactory, however, are the reports on the progress of secondary education. First and foremost, is the continued success of the Lady Maclagan and Victoria Schools in Lahore, under the inspiring guidance of Miss M. Bose. Arrangements were made for largely increased accommodation for the former school after the close of the year. The new high schools at Lyallpur and Rawalpindi have more than realised expectations, especially the former whose successful beginning is due to Miss Levi and her staff. The Deputy Directress is of opinion that the progress of the Lady Maclagan School in Lahore and that of the new high school at Lyallpur are the outstanding features of the year. Among the private schools, the Sikh Kanya Maha Vidayala and the Dev Samaj High Schools at Ferozepore ; the Alexandra School at Amritsar ; the Kinnaird School at Lahore, have all made good progress. It therefore follows that, while the provision of secondary education in the Lahore division is reasonably satisfactory, there is much leeway to make up in the other divisions. The Government schools at Multan and Jullundur need encouragement, while the Deputy Directress feels that Sialkot would be a good centre for a high school.

6. It is pleasing to hear that the girls in schools are taking more and more to the playing of games, though the accommodation is often very inadequate. In the town schools where facilities are more favourable, basket ball, badminton and other outdoor games are most popular. In certain of the mufassal schools the Indian village games are played with great delight by the pupils. Physical instruction is also making headway.

7. The Queen Mary's College has suffered much by the retirement through ill-health of Miss L. Barne, whose efficient teaching of art was much appreciated, and whose kindly supervision of the Boys' Preparatory School was mainly responsible for the success of that institution. The number of girls is 106, of whom 40 are boarders ; and in the Boys' Preparatory School there are 27 on the rolls, of whom 19 are boarders. The result of the examinations was very good ; all four candidates for the matriculation examination having passed, with two of them in the first division.

8. The Intermediate College for Women in Lahore has made great strides. The numbers stood at 72, of whom 26 were boarders. The examination results have been remarkable. In the matriculation examination, all the 19 candidates passed, with seven in the first division. In the Intermediate examination, all the eleven candidates passed.

9. The Kinnaird College has had also a prosperous year, all its candidates passing in the degree and intermediate examinations.

Secondary
education.

Physical
training.

Queen Mary's
College.

Intermediate
College for
Women.

Kinnaird
College for
Women.

Two University medals as well as the prize for declamation were won from this college. The buildings are very unsatisfactory, but the college authorities, with the assistance of large benefactions, are considering plans for moving the college to a more convenient site.

Training of teachers.

10. The scheme of reconstruction, which was discussed in last year's report, came into operation in the year under review. The Deputy Directress reports enthusiastically on the success of the new scheme. The students under training now have sufficient practice in the control and teaching of classes; and they have benefited much by the wider horizon of a high school. Much more attention is paid to healthy recreation and exercise. The students under training in Lahore have gained much by the completion of the new practising school building. Disappointing reports, however, have been received on the progress of the J. A.-V. class at the Kinnaird High School, Lahore. It is hoped that this setback is only temporary as this class has done very good work in the past.

Inspection.

11. The Assistant Inspectresses, who took up their posts at the beginning of the year under review, have fully justified the creation of these posts; and, with increased experience, should be able to improve materially the standards of the teaching. In spite of the inadequate travelling allowances, 900 out of 1,121 schools were inspected; and some of them more than once.

Conclusion.

12. The education of girls presents many difficulties. There is the deep-rooted reluctance of the majority of parents to send their girls to school, while in the case of a large proportion of the girls who do attend school, the period of school life is all too short. Though the recruitment and the teaching in the training classes has been much improved by the recent scheme of reconstruction, many of the students are most diffident in accepting posts in rural areas. Again, very few of the local bodies show much encouragement to the progress of girls' schools. But, in spite of these difficulties, progress is being made. The remarkable examination results in the colleges have already been noted, not a single candidate having failed. The high schools are increasing in numbers and in efficiency, while the normal classes attached to them are supplying much better trained teachers than the old isolated institutions. The main credit for this progress is due to Miss L. M. Stratford, Deputy Directress of Public Instruction, whose perseverance and kindly sympathy are beyond praise.

CHAPTER IX.

Education of Europeans.

Progress during the year under review has been uneventful, but on the whole satisfactory. The number of schools is the same as in the previous year, but the number of pupils has slightly decreased. The number of Indians enrolled in European schools stands at 265. Expenditure (direct and indirect) has increased by Rs. 67,675. This is satisfactory in that an additional Rs. 24,754 were received from fees, an additional Rs. 30,325 were provided from 'Other Sources,' while the increased expenditure by Government, amounting to Rs. 12,496, was due very largely to the inclusion of the expenditure on the Chelmsford Training Class which had been transferred from Sanawar to Ghora Gali in the previous year. The Bishop Cotton School has increased largely its rate of fees, which should go far to relieve its unsatisfactory financial position. Certain other schools increased their revenue by the imposition of an admission fee.

2. The total number of teachers employed in European schools is 189, or 19 less than in the previous year. This, again, is satisfactory in that many schools have been exercising salutary economy in their staffing. The number of untrained teachers amounting to 52 is not as serious as might appear as it includes many members of the several religious orders who, though untrained in theory, are by no means so in practice. The Inspector of European Schools, however, comments adversely on the fact that many teachers are employed on fixed salaries, and that there are no regular increments. But several managing bodies have stated their intention of adopting regular salary scales, with regular increments up to prescribed maxima. This is a move in the right direction as it should tend towards stability of staff and contentment with salary conditions.

3. The results of the departmental examinations were much better than in the previous year. In the High School examination, the percentage of passes among boys has risen by 49 to 82·3; and that among girls by 35·1 to 78·7. In the Middle School examination, the pass percentage has advanced slightly in the case of boys, while in the case of girls it has increased from 73 to 86. Results in the Cambridge examinations have also been satisfactory. An exception to this satisfactory state of affairs in the case of the boys is the Bishop Cotton School, Simla. The Inspector of European Schools is of opinion that in this school class organisation is preferable to the present system of subject teachers. The class teacher is essential to discipline and sound training in the lower classes.

4. In some quarters, it has been suggested that the pupils of high schools are overburdened by public examinations because many schools enter their pupils for both Departmental and Cambridge examinations. This is an old and a thorny problem. In some schools, a certain number of pupils intend to continue their education in England, and therefore desire a certificate which has a value in that country. On the other hand, a large preponderance of the pupils intend to complete their education and to earn their livelihood in India, and thus desire a certificate and a course of studies which have an application to this country. A conference was therefore held during the cold weather to consider this matter; and it was generally agreed that the Departmental examinations should be encouraged and supported in the interests of the large majority of the pupils. On the other hand, it was also agreed that those schools which wish to do so should be permitted to continue sending up their pupils for the Cambridge examinations. Another decision was that the two examinations should not be taken by the same class; and this decision may render it necessary for pupils to take a public examination in four successive years. In order to ease this strain, the Departmental examinations will be more closely related in future to the Cambridge examinations so that, as far as it is possible and desirable, the courses in certain subjects shall be continuous and common to both examinations. As indicated in the report of last year, means have also been devised to give credit, for work done in the school, to candidates who sit for Departmental examinations so that their success or failure in the examination shall not be dependent entirely on the written or practical test. This is particularly necessary in the practical tests. In domestic economy, for example, a candidate, who has done well in the school course, may easily come to grief in the practical test through nervousness or over-anxiety.

Plays and
entertain-
ments.

5. A noteworthy feature of some schools is the excellent work done by pupils in the presentation of plays or the giving of concerts or other entertainments. Some of these were magnificently presented and capably prepared. Of their educative influence on the school pupils there can be no doubt.

Training
classes.
Chelmsford
Training
Class, Ghora
Gali.

6. The Chelmsford Training Class for men at Ghora Gali has made a most excellent beginning, which is due mainly to the devoted services of the Rev. W. T. Wright and Mr. T. G. Prince. It seems probable that its students will, before long, be in as great demand and of such excellent report as those of its sister institution at St. Bede's. Difficulties of organisation which are primarily due to the markedly different academic qualifications of its students, coming as they do from all the provinces of India, have arisen, but these are being overcome.

7. It is to be hoped, therefore, that schools in future will depend far more than in the past on the products of this class in their future recruitment of staff. Recruitment from overseas is still necessary in certain cases, but many of the students now under training at Ghora Gali are quite competent to take their places worthily on the staff of any school in the country. There is, however, one obstacle in the way. It is extremely difficult for the students to take a degree later in life, because there is at present no means of preparing for the Intermediate examination concurrently with the Departmental Training Certificate. It is intended to approximate the training to the intermediate course, and also to provide the necessary teaching, in which case students should be capable of passing the Intermediate in the March following the December in which they have taken the training certificate. The path will then be open to them to take a degree subsequently. By this means, a satisfactory supply of trained graduates should be provided by the members of the community.

8. The teaching thus given up to the intermediate stage at Ghora Gali will also be available to the boys of the school. Experience shows that, the methods of teaching and the conditions of life at an Indian college being so dissimilar from those obtaining in a European school, boys and girls of the community rarely acquit themselves well in their preparation for the Intermediate examination at an Indian college, though beyond that stage it is both advisable and necessary that they should benefit by the instruction given in an Indian college. It is expected, therefore, that the provision of intermediate instruction at Ghora Gali will prove a great boon to the community, and also an incentive to the brighter pupils to pursue higher courses of study, especially in the professional and practical aspects. This problem was under consideration during the year under review.

9. The class for women teachers at St. Bede's, Simla, retains its popularity and continues to make sound progress. Its staff has been considerably strengthened by the appointment of two trained graduates. It is interesting to note that there is rarely any difficulty in obtaining suitable positions for its students after their period of training is over.

10. The most noteworthy addition to the buildings has been the completion of a fine new building at St. Deny's, Murree. At the Bishop Cotton School, the playground has been enlarged and improved. At Ghora Gali, a new playground has been provided, and a start, though much belated, has been made in the provision of better facilities for the teaching of science. Necessary

extensions have also been made to the hospital. The Inspector of European Schools is much disturbed, however, by the lack of precautions against fire in a large number of schools. The sad fatality, some years ago, at the Bishop Cotton School should be a warning.

CHAPTER X. Education of Special Classes.

(2) *Muhammadans.*

The following table gives (for males only) the number of pupils of the three principal communities in the Punjab, who are attending educational institutions of all kinds.

Statement showing the enrolment of males of the three principal communities of the province in educational institutions of all kinds on 31st March, 1925.

	MUSLIMS.				HINDUS.				SIKHS.			
	1924-25.	1923-24.	Increase.	Decrease.	1924-25.	1923-24.	Increase.	Decrease.	1924-25.	1923-24.	Increase.	Decrease.
Professional Colleges.												
Arts	1,461	1,194	267	..	3,587	3,173	414	..	1,018	921	97	..
Colleges.	71	74	..	3	59	70	..	11	8	13	..	5
English	129	112	17	..	391	407	..	16	66	55	11	..
Oriental	168	156	12	..	241	233	8	..	115	114	1	..
Law	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	66	72	..	6	76	82	..	6	30	22	8	..
Commercial	44	52	..	8	29	26	3	..	68	60	8	..
Teaching	28	32	..	4	41	29	12	..	11	9	2	..
Agriculture	51	41	10	..	50	30	20	..	15	6	9	..
Veterinary	..	..	..	..	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	2,018	1,733	285	..	4,474	4,050	424	..	1,331	1,200	131	..
Schools general.												
Secondary stage	48,821	43,161	5,660	..	62,984	58,995	3,989	..	23,942	21,938	2,004	..
Primary ..	287,167	256,818	30,349	..	190,354	181,085	9,269	..	66,969	63,773	3,196	..
Total ..	335,988	299,979	36,009	..	253,338	240,080	13,258	..	90,911	85,711	5,200	..
Special Schools.												
Training Schools	1,085	1,044	41	..	772	856	..	84	273	280	..	7
Medical ..	203	169	34	..	239	239	..	..	88	99	..	11
Mayo School of Arts	170	173	..	3	43	61	..	18	14	7	7	..
Engineering ..	41	45	..	4	59	60	..	1	23	22	1	..
Industrial ..	1,712	1,471	241	..	676	530	146	..	218	183	35	..
Defectives ..	10	17	..	7	5	6	..	1	..	14	..	14
Commercial ..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory ..	54	60	..	6	41	42	..	1	6	6	..	..
Other special ..	32,212	22,234	9,978	..	24,579	14,607	9,972	..	4,790	3,784	1,006	..
Total ..	35,487	25,213	10,274	..	26,414	16,401	10,013	..	..	5,412	4,395	1,017
Total Public institutions.	373,493	326,925	46,568	..	284,226	260,531	23,695	..	97,654	91,306	6,348	..
Total Private Schools.	35,101	37,461	..	2,360	16,285	14,152	2,133	..	4,368	4,442	..	74
GRAND TOTAL	408,594	364,386	44,208	..	300,511	274,683	25,828	..	102,022	95,748	6,274	..

Largely increased enrolment of Muhammadan pupils.

2. A glance at the totals for each community in the main stages of instruction (collegiate, secondary and primary) will indicate the speed of the Muhammadan advance. This gratifying feature of the educational position in the Punjab was discussed in last year's report. Striking as was then the advance, this year's achievement need fear no comparison with it. Of the total increase in the number of pupils which this year's figures show over those of 1923-24, as many as 44,208 are claimed by Muhammadans, or 57·9 *per cent.* of the total as against 33·9 in the case of Hindus and 8·2 in that of Sikhs. Last year, the respective percentages were 49·9, 37·9, and 12·2.

3. The figures for the last four years will be of interest, and show that, out of a total additional enrolment of pupils, 166,851 (or 59·4 *per cent.*) are claimed by Muhammadans :—

				Muham- madans.	Hindus.	Sikhs.	Total.
1922	..	..	..	241,743	212,005	76,373	530,121
1923	..	..	..	334,212	251,766	88,461	674,439
1924	..	..	..	364,386	274,683	95,748	734,817
1925	..	..	..	408,594	300,510	102,022	811,126
Total increase	..			166,851	88,505	25,649	281,005
Percentage	..			59·4	31·5	9·1	100

4. Another pleasing and important feature of these figures is that the large advance has been made almost entirely in rural areas, and particularly in those areas which have long earned the reputation for backwardness. The schools for adults have also contributed, both directly and indirectly, to this achievement. Mr. Sanderson writes as follows :—

“The institution of schools for adults in backward areas should go a long way towards breaking down the old-time apathy of Muhammadans towards education, and should awaken them to the advantage of sending their sons to school.”

5. Similar reports have been received from the other divisions. Sardar Bahadur Sardar Bishen Singh's remarks are of interest and importance :—

“In primary schools the number of Muhammadans has increased by 1,154 against the increases of 922 and 1,140 in the case of Hindus and Sikhs. This shows clearly that the Muslim community is trying its utmost to outstrip the sister communities in taking advantage of the benefits of education.

In secondary schools also, Muhammadans are advancing by rapid strides. There has been an increase of 2,256 Muhammadan pupils against 2,798 and 1,283 in the case of Hindus and Sikhs. Considering that, in the Jullundur division, Muhammadans form only 32 per cent. of the total population, their progress has been very marked indeed."

6. The total number of Jains in public institutions has risen by 479 to a total of 3,186. This is a satisfactory record. Their attendance has nearly doubled in colleges; and the statistics for attendance in schools also indicate encouraging progress.

(ii) *Depressed Classes.*

7. A detailed reference was made in last year's report to the Ministry of Education C. M. No. 210-G. S., dated the 13th June, 1923, in which the position was generally reviewed and suggestions were offered for advancing the education of the depressed classes. These suggestions appear to be beginning to bear fruit. The number of pupils of these classes in the ordinary schools has increased, in the case of boys, from 8,517 to 9,261, and in the case of girls, from 384 to 481. This is satisfactory in that it points to a steady weakening of the old prejudice that has hitherto stood in the way of advancement. It is immeasurably better that these boys and girls should attend the ordinary schools than that they should be provided with separate schools. The slight fall in the number of schools set apart for these children should not therefore give cause to any anxiety.

8. There are, however, elements of weakness in the present position. As yet, the pupils have rarely been able to reach the higher classes. Out of a total of 9,261 boys at school, only 552 are in the middle classes, while the numbers in the high department are less than a score. Another disturbing feature in the problem is the attitude of many municipalities towards these boys. Some municipalities appear to think that the benefits of compulsion can be denied to these boys by their wholesale exemption, especially at times and seasons when they are of value to the labour market. Compulsion loses much of its significance and importance if it is not applied to all.

9. Equally encouraging are Mr. Atma Ram's remarks on the progress of the Mina Criminal Tribe:—

"It is satisfactory to note that Mina youths are reported as giving up crime, and are taking to honest means of earning their livelihood. After receiving education, they obtain employment as teachers, patwaris and policemen, and exercise a wholesome influence on the uneducated members of their tribe."

Jains;

Depressed classes;

Education of Criminal Tribes.

(iii) Education of the Upper Classes.

Aitchison
College.

10. The cloud of financial embarrassment still hangs heavily over the progress of this college. Economies have been effected and attempts have also been made to reduce the personal expenditure of the students, but the problem is not yet solved. A college of this type and of this size is always a difficult proposition, and the difficulty is accentuated by the very limited scope of its rules for admission. An aristocracy tends to become stereotyped; and it is well open to discussion whether the rules should not be reviewed so that the sons of the later additions to the aristocracy shall become eligible for admission.

11. In other respects, the college has had a good year. The enrolment increased by three to 95 boys. The results of the Diploma examination were considerably better than in previous years, seven passing out of nine, with six of these in the second division. The activities of the college have been enriched further by the inclusion of a series of lectures on agriculture and allied subjects such as co-operative credit societies. Mr. Donald's discourses on nature study, which were delivered mainly in Punjabi, were especially appreciated.

12. Messrs. Richey and Wilsdon inspected the college and concluded their report with the following words:—

“The College is always interesting to a visitor. The new ideas which are constantly being tried are healthy signs of adaptability to changing circumstances. This spirit should easily surmount the temporary difficulties with which the college is now faced. Indeed, they may even prove a beneficial stimulus to the vigorous life of the institution.”

CHAPTER XI.

Punjab Text-Book Committee.

The number of books considered by the Committee was 316 as against 328 in the previous year. The efforts of the Committee in the preparation of new books and in the revision of its publications already in use continued as usual.

2. Among the additions made during the year to indigenous literature, the Urdu translation of Cochrane's "Readable School Chemistry" is especially noteworthy. It is the first number of a series of translations of books on biography, travel, discovery, invention and modern knowledge which the Committee has decided to undertake. The Committee has also taken steps to prepare a catalogue of lantern slides. It has also continued to present books to vernacular school libraries. The task of standardising technical terms has also been completed. The glossary will shortly be published in book form.

3. A larger number of books than usual were presented for consideration under the patronage of literature scheme. It is to be regretted, however, that with a few exceptions the standard is not very high. Awards aggregating Rs. 2,750 have been made to five authors.

APPENDIX A.

Schools or Departments brought on the grant-in-aid list since 1922-28.

	<i>Grants paid during 1924-25.</i>
	Rs.
1. Khalsa High School, Kurali (Ambala) ..	2,366
2. C. A. V. High School, Hissar ..	4,674
3. Islamia A. V. Middle School, Simla ..	1,474
4. Islamia A. V. Middle School, Rupar (Ambala) ..	1,019
5. Sanatan Dharm A.-V. Middle School, Simla ..	445
6. Khalsa High School, Kharar (Ambala) ..	4,215
7. Vaish High School, Rohtak ..	2,000
8. Arya Lower Middle School, Rohtak ..	..
9. Muhammadan Rajput Boarding House, Ambala City ..	..
10. Mathra Das High School, Moga (Ferozepore) ..	4,416
11. Khalsa High School, Moga (Ferozepore) ..	5,233
12. Islamia High School, Ludhiana ..	1,534
13. Mission High School, Palampur (Kangra) ..	2,100
14. Z. A. V. High School, Sullah (Kangra) ..	2,160
15. Hindi Parcharak High School, Ludhiana ..	1,013
16. Khalsa High School, Mahilpur (District Hoshiarpur) ..	2,743
17. Rajput High School, Indaura (Kangra) ..	..
18. Islamia High School, Sangla (Sheikhupura) ..	1,200
19. Khalsa A. V. Middle School, Nawanpind (Sheikhupura) ..	900
20. G. D. Islamia High School, Maingri (Gurdaspur) ..	1,200
21. Sanderson D. A.-V. High School, Baramanga (Gurdaspur) ..	600
22. Cross Islamia High School, Fatehgarh (Gurdaspur) ..	..
23. Hindu A. V. Middle School, Sangla (Sheikhupura) ..	..
24. Khalsa A. V. Middle School, Saini Bar Chak 7 (Sheikhupura) ..	..
25. Khalsa High School, Ramdas (Amritsar) ..	..
26. Johnston Memorial A. V. Lower Middle School, Raiwind (Lahore) ..	..
27. Islamia A. V. Middle School, Jalalpur Jattan (Gujrat) ..	2,432
28. S. D. High School, Jand (Campbellpur District) ..	..
29. Islamia A. V. Middle School, Jhelum ..	500
30. Khalsa High School, Tanda (Gujrat) ..	..
31. Islamia A. V. Middle School, Dera Ghazi Khan ..	464
32. Islamia High School, Chak 333, Lyallpur ..	3,727
33. A. S. High School, Karor (Muzaffargarh) ..	726
34. Khalsa A. V. Middle School, Khanewal (Multan) ..	800
35. A.-S. High School, Dera Ghazi Khan
36. Jain A. V. Middle School, Ambala City

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**I.—CLASSIFICATION OF EDUCATIONAL INSTITUTIONS,
1924-25.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
		1	2	3	4	5	6
RECOGNISED INSTITUTIONS.							
Universities	...	...	...	...	1	...	1
Colleges—							
Arts and Science*	...	1	...	...	7	2	10
Law	...	...	...	...	...	1	1
Medicine	...	1	...	...	...	...	2
Education	...	2	...	...	...	...	1
Engineering	...	1	...	...	...	...	1
Agriculture	...	1	...	...	...	...	...
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	1
Veterinary Science	...	1	...	...	...	6	11
Intermediate and 2nd grade Colleges.	...	5	...	...	...	...	...
Totals	...	12	...	...	8	9	29
High Schools	...	58	10	12	151	25	254
Middle Schools	English	2	48	24	67	57	198
	Vernacular	...	1,188	12	6	...	1,206
Primary Schools	...	20	4,260	213	940	129	5,562
Totals	...	78	5,506	261	1,164	211	7,220
Special Schools—							
Art	...	1	...	...	...	...	1
Law	...	...	...	...	...	2	3
Medical	...	1	...	...	3	1	25
Normal and Training	...	21	...	...	...	...	1
Engineering	...	1	...	...	...	2	19
Technical and Industrial	...	1	6	7	3	...	...
Commercial	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	1
Reformatory	...	1	...	...	...	...	1
Schools for Defectives	...	1	...	...	...	...	...
Schools for Adults	...	11	1,431	41	450	440	2,973
Other Schools	...	1	...	...	2	...	3
Totals	...	39	1,437	48	458	445	2,427
Totals for Recognised Institutions	...	129	6,943	809	1,630	665	9,676
UNRECOGNISED INSTITUTIONS	...	...	...	...	...	2,661	2,661
GRAND TOTALS, ALL INSTITUTIONS	...	129	6,943	809	1,630	3,326	12,337

* Includes one

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
...
...	1	...	1
...
...	1	...	1
...
...
...
...
1	1
1	2	...	3
4	...	1	13	1	19
4	9	...	13
2	3	23	39	1	68
9	502	199	296	33	1,039
19	505	223	357	35	1,139
...
...
...	1	...	1
7	5	...	12
...
...	2	...	2
...	1	...	1
...
...
...
...	1	...	1
1	1
8	10	...	13
28	505	223	369	35	1,160
...	1,715	1,715
28	505	223	369	1,750	2,975

Oriental College.

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
IN RECOGNIZED INSTITUTIONS									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science*	1,402	1,328	565	...	...	...	...	...	...
Law ... ..	...	...	...	...	...	...	...	...	...
Medicine	530	523	234	...	...	...	...	...	...
Education	107	180	46	...	...	...	...	...	...
Engineering	174	147	115	...	...	...	...	...	...
Agriculture	142	129	137	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	...	...	...	...	...
Forestry ... ..	...	...	...	...	...	...	...	...	...
Veterinary Science	82	76	70	...	...	...	...	...	...
Totals	2,017	2,383	1,167	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	21,046	10,105	4,214	3,505	3,148	626	4,975	4,202	592
„ Middle Schools { English	503	430	83	14,080	11,873	1,306	6,521	5,635	745
„ Middle Schools { Vernacular ... ..	...	...	...	190,290	146,681	6,150	2,382	2,040	259
„ Primary Schools	1,801	1,434	...	203,406	203,155	100	29,201	23,028	...
Totals	23,350	20,075	4,297	471,971	364,557	8,101	43,070	34,905	1,596
In Arts Schools	230	100	30	...	...	...	...	...	...
„ Law ... ..	...	...	...	...	...	...	...	...	...
„ Medical Schools	366	357	318	...	...	...	...	...	...
„ Normal and Training Schools	1,984	1,804	1,726	...	...	...	...	...	...
„ Engineering Schools	123	126	123	...	...	...	...	...	...
„ Technical and Industrial Schools	655	540	...	405	402	14	1,243	1,062	...
„ Commercial Schools ... ..	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...
„ Reformatory Schools	102	103	102	...	...	...	...	...	...
„ Schools for Defectives	23	18	16	...	...	...	...	...	...
„ Schools for Adults	311	206	...	36,601	28,545	...	1,270	1,241	...
„ Other Schools	62	55	...	...	...	...	...	...	...
Totals	3,856	3,507	2,315	37,066	28,947	14	3,523	2,303	...
Totals for Recognised Institutions	20,823	20,865	7,779	509,037	393,504	8,205	46,601	37,208	1,596
IN UNRECOGNIZED INSTITUTIONS.									
GRAND TOTALS, ALL INSTITUTIONS	20,823	20,865	7,779	509,037	393,504	8,205	46,601	37,208	1,596

* Includes 189 scholars

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
2,830	2,213	1,462	2,390	2,040	1,448	6,721	5,581	3,475	8
...	...	...	569	508	198	589	508	198	...
...	...	...	...	...	...	530	523	234	...
...	...	...	...	...	...	197	180	46	1
...	...	...	...	...	...	174	147	115	...
...	...	...	...	...	...	142	120	137	...
...
...
...	...	...	...	...	...	82	76	70	...
2,830	2,213	1,462	2,988	2,548	1,646	8,435	7,144	4,275	6
64,568	56,300	9,707	7,720	6,096	4,530	101,904	80,541	16,729	11
13,860	12,066	764	6,388	5,635	612	41,952	35,645	3,510	104
1,271	1,123	273	...	...	...	193,943	149,844	6,682	199
53,868	43,718	34	4,982	4,243	...	*353,258	275,578	143	1,304
133,567	113,297	10,838	10,090	16,574	2,142	601,057	550,608	27,064	1,708
...	...	...	...	...	...	230	199	30	...
...
...	...	...	172	122	27	538	479	345	...
150	138	115	41	32	40	2,184	2,064	1,891	...
...	...	...	...	...	...	123	126	123	...
200	220	123	89	64	89	2,750	2,306	225	...
...
...
...	...	...	...	...	...	102	103	102	...
...	...	...	...	...	...	23	18	16	...
13,355	10,538	...	10,415	8,520	...	61,061	40,050	...	...
152	118	...	...	...	...	214	173	...	...
13,935	11,023	238	10,716	8,738	155	68,125	54,518	2,722	...
150,332	120,533	12,538	32,794	27,860	3,043	767,617	612,270	34,061	1,714
...	...	...	56,128	...	...	56,128	...	...	2,811
150,332	120,533	12,538	68,922	27,860	3,943	823,745	612,270	34,061	4,025

In Oriental Colleges.

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
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science* ...	72	62	26	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ..	72	62	26	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ...	499	414	176	...	...	...	202	198	...
„ Middle (English ...	955	590	30	...	...	...	...	...	...
„ Schools. } Vernacular ...	302	230	...	170	154	52	3,517	2,764	...
„ Primary Schools ...	205	188	...	20,150	15,839	...	13,414	9,743	...
Totals ...	1,961	1,422	208	20,320	15,998	52	17,133	12,705	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training Schools.	307	287	207	...	...	...	...	...	...
„ Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	38	27	...	...	...	...	...	...	...
Totals ...	340	314	207	...	...	...	...	...	...
Totals for Recognised Institutions.	2,373	1,798	439	20,320	15,998	52	17,133	12,705	...
IN UNRECOGNISED INSTITUTIONS.									
GRAND TOTALS, ALL INSTITUTIONS.	2,878	1,798	439	20,320	15,998	52	17,133	12,705	...

*Includes 51 pupils reading

EDUCATIONAL INSTITUTIONS FOR FEMALES—CONCLUDED.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
38	35	30	...	...	...	110	97	56	...
...
27	31	27	...	...	...	27	31	27	...
65	66	57	...	...	...	137	129	83	...
1,790	1,745	960	163	157	137	2,654	2,514	1,278	94
1,247	1,090	819	...	...	...	2,202	1,680	349	94
6,421	4,950	772	150	127	...	10,560	8,225	824	53
16,158	12,941	271	1,225	988	...	51,152	39,694	271	141
25,616	20,726	2,322	1,598	1,267	137	66,568	52,113	2,717	382
186	170	152	...	...	...	186	170	152	...
72	62	43	...	...	...	379	359	250	...
297	275	58	...	...	...	297	275	58	...
20	18	...	...	...	...	20	18	...	...
...
30	25	...	...	...	...	30	25	...	...
...	...	...	...	...	...	33	27	...	...
605	560	248	...	...	...	945	874	455	...
23,286	21,352	2,627	1,538	1,267	137	67,650	53,115	3,255	382
...	...	...	28,254	...	...	28,254	...	...	2,531
26,286	21,352	2,627	29,792	1,267	137	95,904	53,115	3,255	2,913

in the High classes.

III-A.—EXPENDITURE ON

GOVERNMENT INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities ...	...	...	...	...	...	...
Arts Colleges ...	1,83,765	...	...	79,504	...	2,63,269
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	3,86,696	...	...	84,768	..	4,21,464
Education ...	1,26,566	...	...	1,728	1,975	1,30,269
Engineering ...	1,90,843	...	...	...	...	1,30,843
Agriculture ...	1,07,480	...	...	...	...	1,07,480
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	1,46,632	...	...	19,937	...	1,65,569
Intermediate Colleges ..	97,873	...	...	62,329	203	1,60,205
Totals ...	11,78,655	...	...	1,93,266	2,178	13,79,099
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	6,44,150	21,848	6,721	6,08,153	3,988	12,84,860
Middle Schools—						
English ...	13,575	...	...	8,864	...	21,939
Vernacular ...	...	...	...	...	...	..
Primary Schools ...	25,310	30	...	13	408	25,759
Totals ...	6,83,035	21,878	6,721	6,16,580	4,394	13,32,559

EDUCATION FOR MALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	..	1,41,700	...
...	...	...	...	...	...	3,14,336	800
...
...
...
...
...
...
...
...
...	...	...	...	...	...	4,56,036	300
58,834	39,014	48,463	1,61,558	7,319	8,15,187	8,80,797	20,965
1,80,968	57,188	37,437	2,21,634	10,793	5,07,990	1,13,415	5,296
13,39,735	5,95,109	36,185	8,47,820	31,787	23,50,086	6,608	1,948
18,64,737	6,66,082	2,21,431	77,246	7,825	28,37,321	1,06,015	45,761
94,44,294	13,57,343	3,43,465	8,07,758	57,724	60,10,534	11,11,335	73,065

III-A.—EXPENDITURE ON

	AIDED INSTITUTIONS— <i>concl.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION— <i>concl.</i>					...
Universities ...	...	4,78,708	54,285	6,74,691	...
Arts Colleges ...	1,561	7,76,217	2,27,494	13,19,848	1,41,152
Professional Colleges—					
Law ...	...	...	...	...	45,505
Medicine ...	...	...	...	...	...
Education ...	...	...	...	...	...
Engineering ...	...	...	...	...	...
Agriculture ...	...	...	...	...	...
Commerce ...	...	...	...	...	...
Forestry ...	...	...	...	...	...
Veterinary Science...	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	46,080
Totals ...	1,561	12,54,928	2,81,719	19,94,539	2,82,737
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	40,648	12,14,508	4,80,011	25,86,924	1,82,061
Middle Schools—					
English...	13,301	1,52,748	1,82,210	4,21,978	1,15,989
Vernacular ...	823	2,385	22,584	84,246	...
Primary Schools ...	48,888	17,462	1,28,304	8,89,425	854
Totals ...	98,666	18,87,048	7,11,059	33,82,568	2,98,904

EDUCATION FOR MALES—CONTINUED.

UNAIDED INSTITUTIONS.		TOTAL EXPENDITURE FROM					
Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	1,41,700	...	...	4,78,706	54,285	6,74,691
...	1,41,152	4,98,101	300	1,561	9,96,873	2,27,434	17,24,269
...	45,505	...	...	...	45,505	...	45,505
...	...	3,86,696	...	...	34,768	...	4,21,464
...	...	1,26,566	...	...	1,728	1,975	1,30,269
...	...	1,30,843	...	...	...	...	1,30,843
...	...	1,07,480	...	...	...	...	1,07,480
...
...
...	...	1,45,632	...	...	19,937	...	1,65,569
27,854	73,934	97,673	...	...	1,08,409	28,057	2,34,139
27,854	2,60,591	16,34,691	300	1,561	16,85,926	3,11,751	36,34,229
89,012	2,71,078	15,88,781	81,627	95,831	21,66,275	5,30,333	44,58,044
59,633	1,75,622	3,12,978	62,434	50,746	4,98,730	2,02,636	11,27,524
...	...	13,46,343	5,97,052	36,961	3,49,655	54,921	23,84,332
12,825	13,679	19,93,062	7,11,973	2,65,314	95,575	1,47,360	32,16,184
1,61,470	4,60,374	52,89,164	14,53,186	4,42,852	31,10,235	9,34,647	1,11,86,084

III-A.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>SCHOOL EDUCATION—</i>						
<i>contd.</i>						
<i>Special.</i>						
Arts Schools ...	81,306	...	...	...	...	81,306
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	99,909	...	...	8,902	...	1,08,811
Normal and Training Schools,	3,15,967	498	...	...	1,887	3,18,297
Engineering Schools ...	64,757	...	...	19,283	...	84,040
Technical and Industrial Schools.	35,065	...	...	1,005	696	36,766
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	41,026	...	...	...	...	41,026
Schools for Defectives ...	2,153	...	...	42	12	2,207
Schools for Adults ...	55	...	...	...	...	55
Other Schools ...	2,786	...	...	...	...	2,786
Totals ...	6,43,024	498	...	29,282	2,545	6,75,294
GRAND TOTALS ...	25,04,714	22,871	6,721	8,44,028	9,117	33,86,951

EDUCATION FOR MALES, 1924-25—CONTINUED.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...	...	...	...	...	...	6,251	...
...
40,790	15,894	23,761	1,436	5,520	87,401	10,214	...
...
...
...
8,495	...	1,700	..	1,118	11,313	1,606	988
34,143	...	3,041	...	...	37,184	2,026	3,458
...	...	...	...	...	...	7,772	...
83,423	15,894	23,502	1,436	6,638	1,35,898	27,869	4,446
85,27,722	13,73,237	3,71,967	8,09,194	64,382	81,46,462	15,95,740	78,711

III A.—EXPENDITURE ON

Expenditure on buildings includes Rs. 8,56,616 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items :—

- (1) Scholarships,
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS— <i>concl'd.</i>				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— <i>concl'd.</i>					
<i>Special—concl'd.</i>					
Arts Schools ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	...	...	...	...	1,774
Normal and Training Schools.	...	1,980	2,954	11,135	3,327
Engineering and Survey Schools.	...	...	...	...	...
Technical and Industrial Schools.	209	7,399	12,063	29,876	...
Commercial Schools ...	...	...	...	...	...
Agricultural Schools ...	..	...	...	...	...
Reformatory Schools ...	...	...	...	...	...
Schools for Defectives ...	43	46	511	3,194	...
Schools for Adults ...	854	46	1,008	7,887	...
Other Schools ...	...	6,749	4,288	18,759	...
Totals ...	1,097	16,170	20,769	70,851	5,101
GRAND TOTALS ...	1,01,824	26,68,136	10,18,547	54,47,458	5,86,742

EDUCATION FOR MALES, 1924-25—CONCLUDED.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	1,42,660	...	...	...	...	1,42,660
Inspection ...	5,42,147	1,23,131	13,150	...	237	6,78,715
Buildings, etc. ...	15,52,329	2,47,335	50,391	46,849	8,37,030	27,93,934
Miscellaneous ...	8,08,681	2,45,604	76,634	1,98,401	3,31,611	16,58,931
TOTALS ...	30,43,817	6,16,070	1,40,175	2,45,250	11,68,928	52,14,240

UNDAID INSTITUTIONS.

Other sources.	TOTALS.						
20	21						
Rs.	Rs.						
...	...	81,306	...	...	...	...	81,306
...
11,213	12,987	99,909	...	...	10,676	11,213	1,21,798
826	4,153	3,22,218	493	...	5,257	5,617	3,33,595
...	...	64,757	...	...	19,283	...	84,040
7,923	7,923	86,069	15,894	23,961	9,340	26,202	1,61,966
...
...
...	...	41,026	...	...	...	...	41,026
2,324	2,324	12,254	938	1,743	83	3,965	19,038
2,497	2,497	36,224	3,455	3,895	46	3,500	47,123
...	...	10,558	...	...	6,749	4,238	21,545
24,783	29,884	7,54,321	20,833	29,599	51,939	54,735	9,11,427
2,14,107	7,60,849	1,06,71,993	20,90,389	6,20,187	50,93,350	24,70,061	2,08,45,980

III-B.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—						
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	32,924	...	...	3,433	...	36,357
Totals ...	32,924	...	...	3,433	...	36,357
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	76,419	...	...	20,049	760	97,223
Middle Schools—						
English ...	65,873	...	...	6,984	...	72,857
Vernacular ...	13,233	...	...	...	...	13,233
Primary Schools ...	830	312	...	...	394	1,536
Totals ...	1,56,355	312	...	27,033	1,154	1,84,854
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	69,815	...	...	...	...	69,815
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	348	...	...	...	...	348
Totals ...	70,163	...	...	...	...	70,163
Grand Totals for Females	2,59,442	312	...	30,466	1,154	2,91,374
Grand Totals for Males...	25,04,714	22,371	6,721	8,44,023	9,117	33,86,951
GRAND TOTALS FOR ALL...	27,64,156	22,683	6,721	8,74,494	10,271	36,78,825

EDUCATION FOR FEMALES,

DISTRICT BOARDS AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	6,800	...
...
...	...	...	...	...	...	17,240	...
...
...	...	...	...	...	...	23,541	...
...	...	16,919	...	...	16,919	1,21,141	...
...	...	...	...	...	...	33,456	1,544
31,747	2,417	63,012	38	...	97,214	36,597	5,974
2,26,431	1,00,251	1,45,163	...	23	4,71,868	54,751	15,066
2,58,178	1,02,668	2,25,094	38	23	5,86,001	2,46,045	22,584
...	...	...	...	...	...	48,689	...
...	...	...	...	...	...	7,273	...
...	...	...	...	...	...	...	2,646
...	...	...	...	...	...	2,280	...
...
...	...	...	...	...	...	40	20
...
...	...	...	...	...	...	58,282	2,666
2,58,178	1,02,668	2,25,094	38	23	5,86,001	2,27,867	25,250
35,27,723	13,73,237	3,71,967	8,09,194	64,362	61,46,482	15,95,740	78,711
87,95,906	14,75,905	5,97,061	8,09,232	64,385	67,32,483	19,23,607	1,03,961

Expenditure on buildings includes Rs. 67,216 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Scholarships,
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS—concl'd.				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.					
Arts Colleges ...	...	5,772	21,754	33,826	...
Professional Colleges—					
Medicine ...	...	2,837	4,272	24,349	...
Education ...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...
Totals ...	...	8,609	26,026	58,175	...
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ...	7,695	82,273	36,022	2,47,131	...
Middle Schools—					
English ...	4,326	15,896	13,858	69,080	...
Vernacular ...	20,088	7,547	75,889	1,45,495	...
Primary Schools ...	38,12	8,224	1,10,148	2,27,081	128
Totals ...	70,321	1,13,520	2,35,917	6,88,787	128
<i>Special.</i>					
Medical Schools ...	...	20,483	27,215	96,392	...
Normal and Training Schools.	...	1,370	12,534	21,177	...
Technical and Industrial Schools.	...	...	7,550	10,196	...
Commercial Schools ...	...	1,058	172	3,510	...
Agricultural Schools ...	...	...	...	60	...
Schools for Adults ...	...	...	...	...	...
Other Schools ...	...	...	...	...	...
Totals ...	...	22,916	47,471	1,31,385	...
Grand Totals for Females	70,321	1,45,445	3,94,414	8,78,297	128
Grand Totals for Males...	1,01,324	26,58,186	10,18,547	54,47,458	5,36,742
GRAND TOTALS FOR ALL	1,71,645	28,03,581	13,22,961	63,25,755	5,36,870

EDUCATION FOR FEMALES—CONCLUDED.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	60,899	3,600	4,890	...	...	69,389
Buildings, etc. ...	1,20,165	2,688	3,087	1,817	72,077	1,99,774
Miscellaneous ...	1,5,880	853	2,528	16,200	55,424	4,10,883
Totals	3,16,884	7,141	10,503	18,017	27,501	6,80,046

UNAIDED INSTITUTIONS							
Other sources.	Totals.						
20	21						
Rs.	Rs.						
...	...	6,360	...	...	5,772	21,754	33,826
...
...	...	17,240	...	...	2,837	4,272	24,349
...	...	32,924	...	...	3,433	...	36,357
...	...	56,464	...	...	12,042	26,026	94,532
16,000	16,000	1,97,560	...	24,614	1,02,322	52,782	3,77,278
...	...	99,829	1,544	4,326	22,880	13,878	1,41,937
2,016	2,016	81,577	7,791	83,100	7,545	7,905	2,57,958
5,424	5,502	2,82,112	1,16,229	1,83,375	8,332	1,15,989	7,06,037
23,440	23,568	6,60,578	1,25,564	2,55,415	1,41,119	2,60,534	14,83,210
...	...	43,689	...	...	20,488	27,215	96,392
...	...	77,088	...	...	1,370	12,534	90,992
...	...	...	2,646	...	...	7,550	10,196
...	...	2,230	...	...	1,058	172	3,510
...
...	...	40	20	...	...	...	60
...	...	348	...	...	...	...	348
...	...	1,28,445	2,666	...	22,916	47,471	2,01,498
23,440	23,568	1,62,371	1,35,371	3,05,918	1,94,094	6,61,532	24,59,286
2,14,167	7,50,49	1,06,71,993	20,90,389	6,20,187	50,93,350	24,70,061	2,09,45,980
2,37,547	7,74,417	1,18,34,364	22,25,760	9,26,105	52,87,444	31,31,593	2,34,05,266

IV-A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muham- madans.	
			Higher castes.	Depressed classes.		
	1	2	3	4	5	
Total Population	18,078	16,208	2,734,878	8,43,354	6,195,733	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ...	I	240	4,008	89,215	5,431	138,623
	II	83	1,048	88,674	1,639	55,743
	III	125	665	29,610	947	36,016
	IV	120	602	24,161	677	26,785
Middle ...	V	...	355	17,591	260	16,652
	VI	107	284	13,364	163	11,356
	VII	93	230	10,332	91	7,917
High ...	VIII	75	153	8,771	38	6,108
	IX	57	133	6,539	8	3,806
	X	57	100	5,530	7	2,982
Totals	957	7,578	244,077	9,261	385,988	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ...	3	35	1,074	...	576
	2nd year ...	3	24	1,164	...	470
Degree classes ...	3rd year ...	...	6	581	...	193
	4th year ...	2	13	606	...	178
	5th year ...	...	1	77	...	26
Post-graduate classes	6th year ...	...	3	85	...	18
	7th year ...	...	...	...	...	...
Research students ...	...	...	...	...	...
Totals	8	82	3,587	...	1,461	
No. of scholars in recognised institutions.	965	7,660	247,664	9,261	397,449	
No. of scholars in unrecognised institutions.	...	244	15,303	483	35,101	
GRAND TOTAL	965	7,904	263,467	9,743	372,550	

* The following are included under the heading "Depressed classes":—

Chamar, Bani, Sweeper, Mazhabi, Ramdasi, Dumna, Kohli, Sarera, Mochi, Magholi,

† Excludes 39 scholars in advanced clerical classes attached to the Central Model School,

‡ Excludes 138 scholars of Oriental College, Lahore, of whom 59 are Hindus (Higher castes),

FOR THE GENERAL EDUCATION OF MALES.

Buddhists.	Parseis.	Sikhs.	Others.	Total.	No. of agriculturists.
6	7	8	9	10	11
1,739	292	1,295,957	18,461	11,306,265	..
28	15	32,912	1,756	302,226	150,238
3	9	13,546	373	111,119	54,084
13	7	10,929	205	78,517	35,521
4	3	9,582	113	62,047	26,856
...	...	6,681	52	41,591	16,188
...	5	5,258	32	30,569	11,364
...	8	3,716	9	22,386	7,650
...	7	3,393	10	18,555	5,964
...	3	2,699	6	13,551	3,840
...	1	2,195	9	10,881	3,051
46	58	90,911	2,565	691,441	314,756
...	2	380	...	2,070	404
...	2	359	...	2,022	328
...	...	123	...	903	156
...	...	130	...	929	130
...	...	11	...	115	15
...	...	15	...	121	10
...
...
...	4	1,018	...	13,160	1,048
46	62	91,929	2,565	697,601	315,799
28	...	4,368	102	56,128	13,539
74	62	96,297	2,667	753,729	329,33

Dhobi, Megh, Sansi, Ghosi, Batwal, Od, Mahtam, Turi, Khatik, Baoria, Hari, Lahore, of whom 33 are Hindus (Higher castes), 3 Muhammadans and 3 Sikhs.
 71 Muhammadans and 3 Sikhs.

IV-B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or creed.	Europeans and Auglo-Indians.	Indian Christians.	HINDUS.		Mubam-madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total Population ...	7,636	187,128	2,237,519	731,979	5,248,538	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ...	I	831	644	19,410	261	10,684
	II	154	311	5,567	123	2,640
	III	147	302	4,220	62	1,900
	IV	157	298	2,833	23	1,217
	V	144	237	1,997	12	803
Middle ...	VI	...	142	405	...	191
	VII	141	116	267	...	122
	VIII	126	66	180	...	95
High ...	IX	60	32	56	...	21
	X	62	17	31	...	14
Total:	1,322	2,365	34,966	481	17,657	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ...	...	8	7	...	1
	2nd year ...	...	9	6	...	...
Degree classes ...	3rd year ...	...	8	4	...	...
	4th year ...	...	6	5	...	...
	5th year ...	...	...	...	...	...
Post-graduate classes	6th year ...	...	...	...	...	...
	7th year ...	...	...	...	...	...
<i>Research students:—</i>						
Totals	...	26	22	...	1	
No. of scholars in recognised institutions.	1,322	2,391	34,988	481	17,688	
No. of scholars in unrecognised institutions.	...	49	2,191	14	24,693	
GRAND TOTALS	1,322	2,439	37,179	495	42,380	

* The following are included under the heading "Depressed classes":—
Dhobi, Mehtam, Od, Ghosi, Sweeper, Ramdas,

FOR THE GENERAL EDUCATION OF FEMALES.

Buddhists.	Paras.	Sikhs.	Others.	Total.	Number of agriculturists.
6	7	8	9	10	11
1,491	201	998,250	15,972	9,378,759	...
11	22	5,022	88	36,623	5,812
6	6	1,572	8	10,387	1,407
8	8	1,283	8	7,933	1,082
6	3	856	2	5,395	627
3	7	687	1	3,841	439
...	...	116	...	854	49
...	6	92	...	744	57
...	1	54	...	522	40
...	2	16	...	187	18
..	...	9	...	133	4
34	55	9,857	52	66,619	9,009
...	1	3	...	20	...
...	...	4	...	19	1
...	...	1	...	8	...
...	...	1	...	12	...
...
...
...
...	1	9	...	59	1
34	56	5,866	52	66,678	9,010
...	...	1,293	16	28,254	...
34	56	10,959	69	94,932	9,010

Sansl, Megh, Chamar, Dumna, Manbabi, Machhi, Kohli.

V-A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE

		Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.
				Higher castes.	*Depressed classes.	
				1	2		3	4	5
<i>Schools.</i>						
Art Schools	...	2	...	48	...	170
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	1	289	...	208
Normal and Training Schools	...	...	54	771	1	1,085
Engineering and Surveying Schools	...	...	...	59	...	41
Technical and Industrial Schools	...	...	144	641	35	1,712
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	1	39	2	54
Schools for Defectives	...	...	8	5	...	10
Schools for Adults	...	...	370	22,819	1,692	32,123
Other Schools	...	4	13	65	3	89
Totals	...	6	591	24,681	1,733	35,487
<i>Colleges.</i>						
Law	...	...	3	391	...	129
Medicine	...	2	4	241	...	168
Education	...	23	3	76	...	68
Engineering	...	57	1	50	...	51
Agriculture	...	...	1	29	...	44
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	2	41	...	28
Totals	...	81	14	828	...	486
GRAND TOTALS	...	87	605	25,509	1,733	35,973

* The following are included under the heading "Depressed classes":—
Bagria, Dhobi, Mahtam, Sansi, Ghosi, Sweepar, Chamar, Masahi, Machhi, Magh, Darang

VOCATIONAL AND SPECIAL EDUCATION OF MALES.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of Agriculturists.
6	7	8	9	10	11
...	1	14	...	280	17
...
...	...	88	7	538	206
...	...	273	...	2,184	961
...	...	23	...	123	30
...	...	218	...	2,750	241
...
...
...	...	6	...	102	25
...	28	7
...	...	4,766	191	61,861	35,849
...	1	24	15	214	38
...	2	5,412	218	68,125	37,374
...	...	66	...	589	179
...	...	115	...	530	100
...	...	30	...	197	59
...	...	15	...	174	21
...	...	68	...	142	135
...
...
...	...	11	...	82	40
...	...	305	...	1,714	534
...	2	5,717	218	69,839	37,908

Batwal, Mochi, Ramdasia, Kohli, Sarera, Toris, Khatiks, Baoria, Hari.

V.B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE VOCATIONAL AND SPECIAL EDUCATION OF FEMALES.

	Europeans and Anglo-Indians.	In Indian Christians.	HINDUS.		Mulamadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agriculturists.
			Higher castes.	*Depressed classes.							
			1	2								3	4	5	6	7	8	9	10	11
<i>Schools.</i>											
Medical Schools	17	125	23	...	12	...	...	9	...	186	...
Normal and Training Schools	6	94	125	...	97	...	...	57	...	379	49
Technical and Industrial Schools ... ..	...	295	...	2	...	...	...	...	...	297	182
Commercial Schools	19	1	...	...	...	...	...	...	...	20	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	30	...	...	...	...	30	30
Other Schools ... ..	...	...	...	1	16	...	...	...	16	33	...
Totals	42	515	148	3	155	...	...	68	16	945	261
<i>Colleges.</i>											
Medicine ... ..	...	...	...	...	...	...	...	...	...	...	...
Education... ..	27	...	...	...	...	...	...	...	...	27	...
Totals	27	...	...	...	...	...	...	...	...	27	...
GRAND TOTALS	69	515	148	3	155	...	...	68	16	972	261

* The following are included under the heading "Depressed classes" :—
 * Kohlis, Turis, Khatiks, Chamars, Sweepers, Baoria, Hari, Sensi, Mahtam.

LXXX

VI.—TEACHERS (MEN AND WOMEN.)

VI.—TEACHERS (MEN AND

		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.				
		A Degree.	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
		1	2	3	4	5
CLASS OF INSTITUTIONS.						
<i>Primary Schools.</i>						
Government	... ..	1	1	35	...	...
Local Board and Municipal	... ..	...	17	5,283	1,124	61
<u>Aided</u>	... ..	2	17	357	103	4
Unaided	... ..	...	1	31	14	...
	Totals	3	36	5,706	1,246	65
<i>Middle Schools.</i>						
Government	... ..	8	15	57	11	3
Local Board and Municipal	... ..	89	316	4,755	415	30
<u>Aided</u>	... ..	87	126	363	64	7
Unaided	... ..	11	76	105	1	4
	Totals	145	533	5,280	491	44
<i>High Schools.</i>						
Government	... ..	359	275	324	23	45
Local Board and Municipal	... ..	89	54	160	14	2
<u>Aided</u>	... ..	457	483	480	66	22
Unaided	... ..	59	58	73	4	2
	Totals	964	870	1,387	107	71
	GRAND TOTALS	1,112	1,489	12,973	1,344	180

WOMEN).

UNTRAINED TEACHERS.				Total Train- ed Teach- ers.	Total Un- trained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
...	...	1	17	37	18	55
1	11	414	2,280	6,485	2,708	9,191
5	14	121	1,519	488	1,659	2,147
...	1	4	200	46	205	251
6	26	540	4,016	7,058	4,588	11,644
...	...	3	5	94	8	102
7	23	219	1,315	5,605	1,564	7,169
13	26	69	309	597	417	1,014
8	36	25	98	197	167	364
28	85	316	1,727	6,493	2,158	8,649
20	16	41	35	1,026	112	1,138
15	18	20	47	319	100	419
105	152	273	416	1,858	943	2,804
19	53	18	85	196	175	371
159	239	352	533	3,399	1,333	4,732
193	350	1,208	6,326	16,948	8,077	25,025

		Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
		1	2	3	4
Total European population				Male ... 18,078	
				Female ... 7,636	
				Total ... 25,714	
<i>Institutions for Males.</i>					
Arts Colleges	...	...	...	...	...
Training Colleges	...	1	21	31	...
High Schools	...	8	700	660	4
Middle Schools	...	8	241	243	102
Primary Schools	...	8	180	176	68
Training Schools	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...
Commercial Schools	...	...	...	...	...
Other Schools	...	...	...	...	...
Totals	...	10	1,142	1,100	174
<i>Institutions for Females.</i>					
Arts Colleges	...	...	...	...	...
Training Colleges	...	1	27	31	...
High Schools	...	8	882	943	67
Middle Schools	...	5	499	479	94
Primary Schools	...	4	92	98	32
Training Schools	...	1	6	7	...
Technical and Industrial Schools	...	...	...	...	...
Commercial Schools	...	1	20	18	...
Other Schools	...	...	...	...	...
Totals	...	20	1,406	1,576	193
GRAND TOTALS FOR INSTITUTIONS	...	30	2,608	2,676	367

Expenditure on Buildings includes Rs. 32,678 spent by the Public Works Department.

"Miscellaneous" includes the following main items: Scholarships, Boarding Houses and Miscellaneous.

EDUCATION.

Percentage to European population of those at Schools.

Males. 8.42 Females. 18.94 Total. 10.14

TEACHERS.		EXPENDITURE FROM					Total Expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.		
5	6	7	8	9	10	11	
		Rs.	Rs.	Rs.	Rs.	Rs.	
...	
2	...	24,954	...	...	...	24,954
33	7	69,329	...	78,543	13,223	1,61,095	
11	6	21,054	...	16,544	7,670	45,311	
6	5	10,113	...	6,083	5,128	21,297	
...	
...	
...	
...	
52	18	1,25,450	...	1,01,213	25,984	2,52,647	
...	
5	1	17,240	...	2,837	4,272	24,349	
65	17	1,07,495	...	82,563	7,516	1,97,574	
16	15	27,961	100	15,047	1,673	44,782	
7	2	10,948	...	5,853	6,910	23,761	
3	...	2,316	...	930	170	3,416	
...	
2	...	2,280	...	1,053	172	3,510	
...	
97	35	1,68,261	100	1,08,288	20,743	2,97,292	
149	58	2,93,711	100	2,09,501	46,727	5,50,039	
Inspection	...	5,290	...	...	...	5,290
Buildings, etc.	...	86,075	...	315	7,472	93,862	
Miscellaneous	...	47,585	...	2,905	2,57,919	3,08,009	
Totals	...	1,36,950	...	3,220	2,65,391	4,07,561	
GRAND TOTALS	...	4,32,661	100	2,12,721	3,12,118	9,57,600	

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. ....	...	...	...	...	...	...
Ph. D. ....	...	...	...	...	...	...
D. Sc. ....	...	...	...	...	...	...
M. O. L. ....	...	1	1	...	...	...
M. A.	91	26	117	55	8	58
M. Sc.	32	2	34	25	...	25
B. A. (Honours) ...	226	23	249	81	6	87
B. Sc. (Honours) ...	104	19	123	30	5	35
B. A. (Pass) ...	728	326	1,054	334	88	422
B. Sc. (Pass) ...	162	36	198	75	19	94
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	322	66	388	270	50	320
<i>Medicine.</i>						
M. D. ....	...	2	2	...	2	2
M. B., B. S.	51	...	51	35	...	35
L. M. S. (Bombay) ...	...	...	...	...	...	...
M. C. P. and S. (Bombay) ...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...
M. S. ...	...	...	...	...	...	...
M. Obstetrics ...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...
D. P. H. ...	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...
<i>Engineering.</i>						
Bachelor of C. E. ...	...	...	...	...	...	...
Bachelor of M. E. ...	...	...	...	...	...	...
<i>Education.</i>						
B. T. ...	58	36	94	51	11	62
<i>Commerce.</i>						
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture (B. Sc.) ...	28	12	40	18	7	25

*I.e., appearing from

RESULTS.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
...
...
...
...
3	...	3	3	...	3
2	1	3	2	...	2
12	6	18	10	4	14
...
...
...
8	...	8	6	...	6
...
...
...
...
...
...
...
...
...
1	...	1	...	...	...
...
...
...

* recognised institution.

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1,454	307	1,761	746	182	928
Intermediate in Science	745	55	800	335	33	368
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
License, Diploma or Certificate in Teaching	242	249	491	218	169	387
Intermediate or Diploma in Commerce	42	...	42	42	...	42
First Examination in Agriculture	46	...	46	30	...	50
Veterinary Examination	103	...	103	78	...	78
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course.</i>						
Matriculation	10,617	2,274	12,891	7,350	1,114	8,464
School, Final, etc.	652	401	1,253	361	133	494
European High School	33	1	34	27	1	28
Cambridge Senior	23	25	48	10	4	14
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior	61	2	63	30	...	30
European Middle	160	...	100	55	...	55
Anglo-Vernacular Middle ... ..	...	...	...	...	...	...
Vernacular Middle	5,288	42	5,695	3,785	235	4,020
<i>(c) On completion of Primary Course.</i>						
Upper Primary ... ..	...	...	...	...	...	...
Lower Primary ... ..	...	...	...	...	...	...
<i>(d) On completion of Vocational Course.</i>						
For Teacher's Certificates						
{ Vernacular, Higher	940	141	481	306	73	379
{ Vernacular, Lower	1,595	495	2,090	1,147	191	1,338
At Art Schools	24	...	24	24	...	24
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools	105	...	105	78	...	78
At Engineering Schools	67	...	67	64	...	64
At Technical and Industrial Schools	60	1	61	50	...	50
At Commercial Schools ... ..	...	...	...	...	...	...
At Agricultural Schools	5	...	5	5	...	5
At other Schools ... ..	...	...	...	...	...	...

*I.e., appearing from

RESULTS—CONCLUDED.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
20	9	29	20	6	26
28	...	28	18	...	18
...
27	5	32	19	2	21
...
...
...
78	19	97	68	5	68
...	1	1	...	...	...
46	1	47	36	1	37
5	...	5	4	...	4
22	...	22	9	...	9
103	...	103	89	...	89
...
484	110	594	373	69	442
...
...
59	21	80	40	8	48
125	24	149	78	13	91
...
...
...
...
...
...
...
...
...

* recognised institution.

SUPPLEMENTARY TABLES.

I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH, 1925.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UN-AIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ...	913	20,133	21,046	760	2,835	3,595	1,600	3,175	4,975	20,376	44,192	64,568	1,423	6,207	7,720	25,272	76,632	101,904
Middle Schools, English .	...	503	503	7,851	6,827	14,680	3,352	3,169	6,521	7,521	6,339	13,860	1,503	4,985	6,388	20,229	21,723	41,952
Middle Schools, Vernacular.	...	...	...	153,090	37,200	190,290	556	826	2,382	710	561	1,271	...	...	...	155,356	38,587	193,943

II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH, 1925.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools	254	112	366	..	..	..	55	147	202	1,118	672	1,790	77	86	163	1,504	1,017	2,521
Middle Schools, English..	748	212	955	...	...	...	...	...	...	1,005	242	1,247	...	...	...	1,748	454	2,202
Middle Schools, Vernacular	252	50	302	148	22	170	3,128	339	3,517	5,357	584	6,421	145	5	150	9,530	1,030	10,560

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Lahore:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB,

1925

68 DPI-704-22-12-25-SGPP Lahore.

Report on the Progress of Education in the Punjab

FOR THE YEAR 1925-26.



Lahore :

Printed by the Superintendent, Government Printing, Punjab.

1927

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*Proceedings of the Punjab Government (Ministry of Education),
No. 1784-R., dated 8th February 1927.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending 31st March, 1926.

The report opens with an introductory chapter, in which the general problems regarding the education of the masses are reviewed. The Punjab Government (Ministry of Education) has noticed with pleasure the rapid advance which has been made in recent years. The year under review is responsible for a further rise of 143,167 pupils in the total enrolment, an increase which has only once been exceeded in previous years. On March 31, 1926, the total number under instruction was 1,062,816, or nearly double of what it was five years ago. The percentage of pupils to the total population now stands at 5·13, as compared with 4·44 last year and 2·7 five years ago. If the figures for boys alone are considered, the percentage has risen to 8·44, as against 7·28 in the preceding year and 4·26 in 1920-21. These figures are an eloquent testimony to the great and growing enthusiasm of the people for education; and to the liberal attitude of the Legislative Council which has furnished ungrudgingly largely increased supplies. The task of Government and of the Council has been facilitated by the remissions in the Provincial contribution to the Central Government. By this means the total expenditure on education from all sources has increased by Rs. 28,91,469 to a total of Rs. 2,56,22,044 within a single year.

2. The Punjab Government (Ministry of Education) therefore views with all the greater concern the very unequal distribution of pupils between the four primary classes. The fact that as many as 409,644 pupils were enrolled in the first class as against only 73,720 in the fourth class indicates only too clearly the wastage and the wastefulness of the present system. The Department of Education is therefore correct in its belief that a more equal distribution of pupils in the primary classes is even more important than a largely increased enrolment in that a mere expansion in numbers may fail to be successful in attaining the object of increased literacy. It is therefore gratifying to note that the large additional enrolment has been due to the expansion and improvement of existing schools rather than to the multiplication of new schools. Equally important is the rapid reduction in the number of one-teacher schools, the progress of the branch schools, and the conversion of primary into lower middle schools. The rapid growth of

the lower middle school is perhaps the most hopeful feature of the voluntary system of vernacular education in the Punjab. The table on page 11 of the report which gives figures of primary pupils enrolled in middle schools for some of the other Indian provinces indicates the advantageous position which the Punjab now occupies in this regard. An idea of the pace at which progress is being made in this direction is given by the fact that 525 primary schools, with 35,000 pupils enrolled in them, have been converted into lower middle schools in the course of the past twelve months. Provided that this rate of progress can be maintained in future years, the Punjab Government is hopeful that, in the course of time, the four-class primary school will have become a relic of the past and that the vernacular system of the future will comprise middle schools (with eight classes), primary schools (with six classes) and branch schools to fill in the gaps. The inauguration of the four-class primary school some eight years ago can only be regarded as the first step towards a better order of things. It is necessary therefore to give a word of warning that the branch school, which is of real value so long as it comprises at the most two classes, should not degenerate through thoughtless impetuosity into the old type of one-teacher school with its four ill-taught classes. The branch school should always be under the general supervision of the main school, and should be regarded merely as a convenience to those little children who find it too far to walk to and from the main school.

3. The Punjab Government (Ministry of Education) is in agreement with the Director in the emphasis which he lays on the importance of compulsory education. It is pleasing to learn that compulsion was in operation in as many as 451 rural and in 42 urban areas at the close of the year, and that since that time the number of such areas has been increased still further. But this measure and rate of progress, satisfactory though they may appear as a beginning, cannot be regarded as satisfactory for the future. The system of vernacular education can be firmly based only on the strong foundation of compulsory education. In the application of compulsion the main object should be that all parents who send their children to school should engage to keep them at school at any rate until the primary stage has been completed. Thus, as the Director has observed, compulsion should not be regarded as an ideal of the distant future, but rather as a present and practical means of ensuring that the sums of money devoted to vernacular education are spent to the most fruitful purpose. It is hoped, therefore, that local authorities and all concerned will take immediate and effective steps towards a more rapid extension of the compulsory principle.

4. An interesting feature of the report are the passages which deal with the education of adults and with the attempt to encourage a spirit of inquiry and of healthy recreation in the villages. At the conclusion of the year, there were 3,208 schools and 85,422 adult pupils. Even more important, however, are the village libraries, the work of the District Community Councils, the magic lantern lectures and so forth. The results of these beneficent activities will be watched with much interest. It is suggested that a travelling cinema might play a large part in these activities, provided that the films are concerned with matters of local and personal interest. The Punjab Government is particularly interested in the steps which are now being taken to prepare for a better system of physical training and recreation in rural areas, and hopes that the young men who are now receiving training at the Central Training College will prove themselves to be pioneers in a movement towards a happier and a healthier Punjab. The village reading room and the village playground should be the rallying points of that movement.

5. The quality and the nature of the training given to the village teachers of the future is therefore the pivot of educational advance. If the teaching in the schools of the province is to be vitalised, if it is to become less of a mystery and more of a reality, if it is to exercise a permanent influence on the pupils after they leave school and enter upon their several occupations, and if it is to lead the boys towards, and not away from, practical pursuits, then it follows inevitably that the methods of training teachers should be placed on a very different footing. The Punjab Government (Ministry of Education) is therefore pleased to read that the type of recruit to the vernacular training institutions of the province has improved, and that the proportion of agriculturists enrolled in those institutions has increased from 44 to 64·5 *per cent.* within a single year. Far more important, however, is the transformation which is being wrought in the nature of the training by the decision to limit it no longer to the prescribed scheme of studies, but rather to widen its scope by the inclusion of activities known under the generic title of Community Work. It is by active participation in the healthful activities of village life during their course of training that the teachers of the future will learn to take their rightful place in the progress of rural conditions. The Punjab Government (Ministry of Education) attaches such importance to this form of work that it has now placed on special duty Mr. R. Sanderson, an officer of great experience and enthusiasm who will visit all vernacular training institutions. He will submit later a report on their present condition and give proposals for their

proper development. Government associates itself with the Director in the acknowledgment which he pays to the authorities of the Mission School at Moga for the training of Christian teachers, from which experiment these new ideas first originated. Government has also heard with keen regret the sad news of the recent death of the Rev. R. H. Carter, who was the founder of this remarkable institution.

6. In the realm of secondary education, progress has been made during the year under review towards the fulfilment of the policy which aims at a wider and a more equitable distribution of facilities of this type of education throughout the several districts in the province, the object being that those who have hitherto been backward shall be encouraged to make their rightful contribution towards the progress of the province as a whole. The measure of the progress which has been made will be apparent from an inspection of the statements of schools which have been provincialised and aided since 1922-23 (*vide* Appendices A and B of the report). But, though much has been done in order to ensure a larger measure of equality of opportunity for all, it is only too true that much more still remains to be done. The Punjab Government (Ministry of Education) therefore takes this opportunity yet again to affirm its belief in this principle of equality and to urge that, in deciding the location of new schools and in regulating grants-in-aid in the future, the claims of equality should be given the first consideration. It should also be borne in mind that these higher grade schools in the countryside have a great mission before them. Khan Bahadur Shaikh Nur Elahi has explained that mission in his stimulating paragraph which has been incorporated in the report (page 43), with the sentiments of which the Punjab Government is in complete accord.

7. Equally important are the efforts which are being made towards a better and a more suitable training of anglo-vernacular teachers. The record of the Central Training College has therefore been read with interest. The Punjab Government (Ministry of Education) feels, however, that there are many features of the present position which demand further inquiry. Among these is the place (if any) which should be taken by the J. A.-V. teacher in the future. It is doubtful whether a teacher of this type is usually of sufficient attainments to grapple successfully with the teaching of English to the junior (and therefore the most important) classes in secondary schools ; still less is he fitted to shoulder single-handed the whole burden of English teaching in those schools which offer English as an optional subject. Another important

Secondary Education.
(a) Equality of opportunity.

(b) Improved training of teachers.

problem is that which has been discussed in the report—the relations between the S. A.-V. certificate and the B. T. degree. The Director of Public Instruction is therefore requested to review these problems more fully and to forward his matured opinions to Government at an early date. The Punjab Government (Ministry of Education) associates itself with the Director in the tribute which he pays to the services of Mr. H. G. Wyatt, and to the loss which has been caused by his retirement.

8. Perhaps the most refreshing feature of the report in its relation to secondary education is the
 (c) Larger activities. account of the attempts now being made to impart a richer and a wider training to the pupils. The more liberal facilities for healthy and vigorous recreation, the improvements in school libraries and the greater appreciation of them shown by the pupils, the increasing popularity of the manual training centres, the encouragement of music and the drama, the brighter school buildings and compounds, the provision of suitable meals at an economical price, are all activities which should form a vital and an integral part of a well-devised system of education ; and the Punjab Government (Ministry of Education) therefore takes a keen and a particular interest in their successful development. The Boy Scout movement has done much already to introduce in school-boy life the elements of joy, health, and vigour. Even more important, it has fostered a spirit of service which shows signs of transcending the limitations of caste and creed. Government joins the Director in his appreciation of the enthusiasm and energy of Mr. H. W. Hogg, to whom the Boy Scout movement owes so much.

9. Another problem whose successful solution is vital to the progress of the province is that of the
 (d) The problem of the communal school. communal school with its somewhat narrow and parochial outlook. While fully aware of the important part which such a school has played in the spread of secondary education in the past, the Punjab Government (Ministry of Education) shares the misgivings of the Director when he raises the question whether it is advisable for boys to be trained in a narrow environment from the cradle to early manhood. Further complications are to be found in the insecure conditions in which many of the teachers live and work, as is evidenced by the opinions cited in the report, and by constant changes in the staffing of these schools. It seems only too true also that some of these schools encourage an unhealthy spirit of competition in the educational world, a spirit which is all the more to be deplored at a time when communal relations in general are none too cordial. The Director of Public Instruction is therefore requested to obtain

more detailed and more reliable information and, after consultation with those concerned, to forward his proposals to Government in due course.

10. Another disturbing feature of the report is the account of the low and deteriorating standards of the Matriculation examination. Educational progress is therefore faced by a great and a very real danger. With low and deteriorating matriculation standards, the prospects of higher study and research must be in jeopardy. The interests of professional education must also suffer, though the difficulty can be removed very largely by substituting the Intermediate for the Matriculation as the qualification required for admission to a professional college. Even more unfortunate is the shortening of school-life with its bracing effects of school discipline, of school happiness and loyalty, of school recreation and friendship. The Director is well-advised in stating that improvements in the mere standards of examination will not by themselves be sufficient to cure the evil. The Punjab Government (Ministry of Education) is glad to hear that the Department of Education is reviewing its procedure for regulating class promotions, and in particular its practice of admitting boys to the ninth class in secondary schools. Another means of remedying the evil has been the successful institution of the new type of Intermediate College with its four classes and its vigorous environment. The optimistic paragraphs in this report relating to the progress of Intermediate Colleges have therefore been read with much interest. The Punjab Government (Ministry of Education) is therefore in agreement with the Director in his suggestion that all schools should co-operate with Government in ensuring that those pupils who so desire shall not wait until the completion of the matriculation stage before entering an Intermediate College, but enjoy the benefit of the complete four-year course. All Government institutions are therefore requested to bear in mind this necessity.

11. More than usual interest is attached to the Director's review of the reports which have been received from the degree colleges. The excerpts from the thoughtful reports of Messrs. Hemmy and Sain Das deserve very careful consideration. Their comments reveal a state of things which should appeal to all those who have at heart the interests of the rising generation ; and they give to the Punjab Government at any rate an uneasy feeling that the colleges in Lahore are experiencing already the baneful effects of a system whereby many of the students in Lahore colleges are young boys who have behind them an insufficient foundation of general knowledge and of

strength of character, which can only be forthcoming if the secondary system of education is both extended and improved.

12. The report under review differs from its predecessors in the fact that much greater attention has been paid to the important, though baffling, problems of girls' education. The Punjab Government (Ministry of Education) has already reviewed those problems and intends shortly to express its views in a separate resolution.

13. The charge of the Department was held throughout the period under review by Sir George Anderson, Kt., C.I.E., and the Punjab Government (Ministry of Education) desires to record its deep appreciation of the energy and care with which Sir George has worked out and watched every line of advance in the striking educational progress of the province. Under his direction the problems of illiteracy, girls' education, training of teachers and rural community work are being attacked with noteworthy success; and there is no question touching the educational life of the Punjab which does not receive his anxious consideration. The Government is indebted to Sir George for the efficient and spirited administration of his department. The thanks of the Government are to be conveyed by the Director of Public Instruction to other officers who have helped him in the work of the department and in the preparation of the Report.

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

By order of the Punjab Government
(Ministry of Education).

MANOHAR LAL,
Minister for Education.

G. ANDERSON,
*Under-Secretary to Government,
Punjab.*

REPORT
ON THE PROGRESS OF
Education in the Punjab
For the year 1925-26.

CHAPTER I.
General Summary.

(i) Rapid Expansion.

It will be convenient, as in past years, to give at the outset the statistics showing the number of schools and scholars, and also the main items of educational expenditure.

2. The general summary shows an increase of 1,703 in the total number of institutions, but the figures are open to misunderstanding. The fact that, in 1924-25, the number of recognised primary schools showed a decrease of 117, and in the year under report an increase of only 152 primary schools, is not due, as might appear, to the closing down of primary schools, but rather to the conversion of 815 primary into lower middle schools during the last two years. This is all to the good, and is in accordance with the views expressed in previous reports that the primary course of four years is insufficient and should be extended to a period of six years.

3. The enrolment figures show a total increase of as many as 1,43,167 pupils during the year under review, but the detailed figures are again liable to similar and even greater misunderstanding. An increase of only thirty-five in the number of recognised primary schools within the space of two years may cause some disappointment, but an increase of only 24,057 in the number of pupils enrolled in these schools will give rise to serious alarm. Yet again the figures are capable of satisfactory explanation. In accordance with the statistical tables prescribed by the Government of India, the pupils in the primary classes or departments of secondary schools are shown as secondary. Thus, when a primary school is raised to the status of a lower middle school, all the pupils who were previously classified as primary, become classified as secondary. As 290 primary schools were converted into lower middle schools in 1924-25, and 525 in 1925-26, it is but natural that the progress of primary education should appear at first sight to be disappointing, while the expansion of secondary education should appear to be ill-regulated and impetuous. If the primary schools and the primary departments of secondary schools are taken together, then the increase in the number of primary pupils was 42,839 in 1924-25, and 95,822 in 1925-26.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

Area in square miles ..	99,866		PERCENTAGE OF SCHOLARS TO TOTAL POPULATION.			
			<i>Recognised Institutions.</i>		<i>All Institutions.</i>	
			1926.	1925.	1926.	1925.
Population—						
Males	11,306,265					
Females	9,378,759					
Totals	20,685,024					
		Males ..	7.96	6.78	8.44	7.28
		Females ..	.80	.72	1.15	1.02
		Total ..	4.71	4.03	5.13	4.44

	INSTITUTIONS:			SCHOLARS.			Percentage of scholars in each class of institu- tion.
	1926.	1925.	Increase or decrease.	1926.	1925.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
<i>For Males.</i>							
Universities	1	1	..	17	..	+17	.002
Arts Colleges	21	21	..	7,383	6,721	+662	.820
Professional Colleges	7	7	..	1,729	1,714	+15	.192
High Schools	285	254	+31	111,166	101,904	+9,262	12.348
Middle Schools	1,942	1,404	+538	311,218	235,895	+75,323	34.572
Primary Schools	5,714	5,562	+152	377,315	353,258	+24,057	41.914
Special Schools	3,268	2,427	+841	91,386	68,125	+23,261	10.152
Totals	11,238	9,676	+1,562	900,214	767,617	+132,597	100
<i>For Females.</i>							
Arts Colleges	2	2	..	84	110	-26	.11
Professional Colleges	1	1	..	32	27	+5	.04
High Schools	21	19	+2	3,516	2,654	+862	4.67
Middle Schools	87	81	+6	14,755	12,762	+1,993	19.59
Primary Schools	1,162	1,039	+123	55,993	51,152	+4,841	74.36
Special Schools	18	18	..	923	945	-22	1.23
Totals	1,291	1,160	+131	75,303	67,650	+7,653	100
UNRECOGNISED INSTITUTIONS.							
<i>For Males</i>	2,589	2,661	-72	54,387	56,128	-1,741	
<i>For Females</i>	1,797	1,715	+82	32,912	28,254	+4,658	
Totals	4,386	4,376	+10	87,299	84,382	+2,917	
GRAND TOTALS	16,915	15,212	+1,703	1,062,816	919,649	+143,167	

4. It will also be appropriate to give the figures of the total enrolment during the last five years :—

Year.			Enrolment.	Increase.
1920-21	..	..	556,989	..
1921-22	..	..	626,690	69,701
1922-23	..	..	776,978	150,288
1923-24	..	..	841,906	64,928
1924-25	..	..	919,649	77,743
1925-26	..	..	1,062,816	143,167

Thus, the enrolment has increased by as many as 505,827 pupils during the last five years, the number having risen from 556,989 in 1921 to 1,062,816 in 1926.

5. The percentage of pupils under instruction to the total population is now 5.13 as compared with 4.44 a year ago. If the figures for boys only are taken into calculation, then the percentage is 8.44 as against 7.28 last year. The following tables give the statistics from the year 1917-18, when a definite programme for the expansion and improvement of vernacular education was formulated :—

Year.			Percentage.	
1917-18	2.4
1918-19	2.4
1919-20	2.6
1920-21	2.7
1921-22	3.0
1922-23	3.75
1923-24	4.07
1924-25	4.44
1925-26	5.13

The percentage of boys only over the same period is—

Year.			Percentage.	
1917-18	3.72
1918-19	3.78
1919-20	4.14
1920-21	4.26
1921-22	4.77
1922-23	6.04
1923-24	6.6
1924-25	7.28
1925-26	8.44

Expenditure,

6. The main figures in regard to finance are given below :—

GENERAL SUMMARY OF EXPEN

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1926.	1925.	Increase or decrease.	Government funds.	Board funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ..	9,27,447	8,90,764	+36,683	85·62	14·38
Universities ..	9,08,337	6,74,691	+2,33,646	28·81	..
Miscellaneous* ..	61,08,427	50,03,522	+11,04,905	51·31	11·08
Totals ..	79,44,211	65,68,977	+13,75,234	52·74	10·2
<i>Institutions for Males.</i>					
Arts Colleges ..	14,35,083	12,83,717	+1,51,366	31·73	·13
Professional Colleges ..	10,65,847	10,01,130	+64,717	87·82	..
High Schools ..	49,29,130	44,58,044	+4,71,086	35·39	4·26
Middle Schools ..	41,73,929	35,11,856	+6,67,073	51·52	21·6
Primary Schools ..	32,74,747	32,16,184	+58,563	66·01	26·51
Special Schools ..	9,56,091	9,11,427	+44,664	79·77	8·84
Totals ..	1,58,39,827	1,43,82,358	+14,57,469	51·85	13·05
<i>Institutions for Females.</i>					
Arts Colleges ..	81,061	70,183	+10,878	57·93	..
Professional Colleges ..	26,930	24,349	+2,581	63·09	..
High Schools ..	4,11,256	3,77,278	+33,978	53·04	5·52
Middle Schools ..	4,08,540	3,99,895	+8,645	42·08	25·86
Primary Schools ..	7,08,969	7,06,037	+2,932	44·24	40·3
Special Schools ..	2,01,250	2,01,498	—248	66·62	2·91
Totals ..	18,38,006	17,79,240	+58,766	49·06	22·85
GRAND TOTALS ..	2,56,22,044	2,27,30,575	+28,91,469	51·93	12·87

* Includes expenditure

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..
66.13	5.06	..	..	..	..	..
4.85	32.76	..	..	..	..	..
11.29	25.77	..	..	..	..	..
47.28	20.86	61 10 8	0 4 2	91 14 4	40 8 10	194 6 0
11.69	.49	541 5 6	..	72 1 2	3 0 6	616 7 2
47.42	12.93	15 11 1	1 14 2	21 0 5	5 11 9	44 5 5
20.37	6.51	6 14 8	2 14 5	2 11 9	0 14 0	13 6 10
2.76	4.72	5 11 8	2 4 10	0 3 10	0 6 6	8 10 10
6.33	5.06	8 5 6	0 14 9	0 10 7	0 8 6	10 7 4
26.15	8.95	9 2 0	2 4 9	4 9 7	1 9 2	17 9 6
11.02	31.05	559 0 2	..	106 6 1	299 9 11	965 0 2
14.10	22.72	530 15 0	..	119 6 0	191 4 0	841 9 0
26.13	15.31	62 0 8	6 7 4	30 9 0	17 14 5	116 15 5
4.28	27.78	11 10 5	7 2 7	1 2 11	7 11 1	27 11 0
.97	14.40	5 9 8	5 1 8	0 1 11	1 13 4	12 10 7
7.21	23.26	145 4 0	6 5 8	15 11 7	50 11 4	218 0 7
8.65	19.44	11 15 7	5 9 3	2 1 9	4 11 11	24 6 6
20.29	14.91	13 10 4	3 6 3	5 5 4	3 14 4	26 4 3

on buildings.

7. An increased enrolment of 143,167 and an increased expenditure of Rs. 14,70,511 by Government within a single year should be regarded as exceptional. The latter is due very largely to the reduction in the provincial contribution to the Government of India, which enabled supplementary estimates amounting to Rs. 21,29,000 (of which Rs. 16,00,000 were devoted to vernacular education) to be presented to the Council after the beginning of the year. This largely increased provision of funds reacted favourably on the enrolment figures, which were themselves enhanced by an increase of 23,431 in the number of adult pupils, and also by a large increase in the number of Branch Schools, a type of school which will be discussed later. In future years, it will not be safe to estimate an annual increase of more than 75,000 pupils in the enrolment.

(ii) *The Problem of Mass Education.*

The import-
ance of Mass
Education.

8. In a very thoughtful and valuable book on Indian Education, Mr. A. I. Mayhew, late Director of Public Instruction, Central Provinces, has written the following words on the importance of mass education :—

“ It has frequently been asserted in the preceding chapters that the political, economic, and cultural advance of India depends largely on a type of elementary education that will ensure, within a measurable period of time, a standard of literacy in the industrial and agricultural population similar to that which prevails in the most advanced parts of Europe, and that will so alter their outlook on life as to enable them to co-operate intelligently with the Government, to assist in the organisation of India for the production of wealth, to derive a higher and more rational kind of enjoyment from their indigenous culture, and to connect that culture more closely with ideals of morality and social service. Even those who move uneasily in so rarefied an atmosphere of aims and aspirations are forced to admit that increase in literacy increases the comfort and convenience of the proletariat and makes them easier to control and govern. If it merely protects them from the extortionate subordinates of the Government and the railway official world and from the wiles of the money-lender, it is so much to the good. If it only instils the most rudimentary ideas of hygiene and ensures a larger and more intelligent reading public for the pamphlets of the agricultural and co-operative credit departments, it is adding to material happiness. If it exposes the villager to the dishonesty of an unscrupulous press, it gives him also the ability to read both sides of a case and makes him less dependent on and susceptible to the oratory of peripatetic agitators. If it tends to make him discontented with his lot and anxious for clerical and sedentary occupation in towns, such discontent is not so destructive or unmanageable as the restlessness of illiterate frontier tribes or

the fury born of superstitious ignorance that may at any time and in any part of India transform a town or village into pandemonium. It is pleasanter and cheaper to mould a literate population by appropriate and intelligent methods of education than to suppress an illiterate mob by machine-guns."

9. Many, besides Mr. Mayhew, have spoken of the importance of education, but few have noticed sufficiently the difficulties of education, especially in India. Education is a complex problem because it is linked to, and bound by, forces over which it has little or no control. Such forces include the abject poverty of many a home ; the persistence of disease, especially of malaria ; the inadequate means of communication ; the conflict of communal interests ; the social conditions which regulate life and human relationships ; the absence of a common medium of instruction ; and the clash between urban and rural requirements. These forces, and many others, have to be taken into account in devising an educational policy. The fact that women do not teach in primary schools for boys is a great obstacle to the rapid extension of vernacular education.

10. It will be pertinent here to quote a few words from the report of the Calcutta University Commission in this regard :—

" Education is always a force, but not always a remedy. In one part of the same field it may build up a structure of new ideas so firmly as to determine conduct in a new direction ; in another, it may simply disintegrate older beliefs and the customs of which those beliefs are the cement, without replacing them with an effective substitute. It is impossible to forbid the entrance of new ideas, for which organised education is but one of the channels. At every period of crisis in human thought, at every turning point in the relationship between class and class or race and race, we can do no more than make such dispositions as will, so far as possible, concentrate the force of the new ideas at the points at which erosion is most quickly followed by fresh and stable growth. But the success of education chiefly depends upon conditions which are themselves remote from education. These the educational reformer cannot control. He has to rely on the co-operation of other agencies, which in turn require his help."

11. Mr. J. A. Richey, Educational Commissioner with the Government of India, stated in his last report that, at the present rate, it will take India another forty years before she reaches the goal of universal primary education for boys ; and he does not dare even to guess the number of years which will be required in the case of girls. Mr. Richey arrived at this conclusion from the fact that " in 1921, 5.1 per cent. of the male population of

British India were attending recognised schools. The corresponding figure for 1925 was 6·05 *per cent.*” Thus, the average annual advance during the four years was a little below ·25 *per cent.* It will, therefore, take 36 years to reach 15 *per cent.*; and if the increase in population since the last census is calculated, the period will be one of about forty years. In the Punjab, the figures for 1921 and 1925, are 4·26 and 7·28 *per cent.*, respectively, thus showing an advance of 3 *per cent.* during the period of four years, or ·75 *per year.* On March 31, 1926, the percentage was 8·44, which is 6·56 short of the required 15 *per cent.* In accordance with the average rate of expansion between 1921 and 1925, a period of nine years will be required. If the increase in population is taken into calculation, then the period would approximate ten years. But, as has been stated in previous reports, it is beyond the range of practical politics to bring more than 80 *per cent.* of the boys to school. To reach this percentage, a period of five years will be required.

Quality of
expansion.

12. Mr. Mayhew is alarmed by the quality rather than by the rate of expansion. He refers adversely to the “irregular admissions, attendance and school hours, the swollen lower classes and sparsely attended upper classes, and the prolongation of time required for the completion of the course.” He therefore concludes that “India is too poor to afford any further extension based solely or mainly on the present wasteful voluntary system.” He therefore pins his faith on a systematic and widespread adoption of compulsion as the only solution of the problem. It is necessary, therefore, to review the figures of enrolment in each of the four primary classes during the last few years :—

Years.	Class I.	Class II.	Class III.	Class IV.
1922-23 ..	313,608	99,899	75,402	57,221
1923-24 ..	317,520	108,269	78,871	64,229
1924-25 ..	338,849	121,505	86,450	67,442
1925-26 ..	409,644	140,249	98,490	73,720

In considering these figures, it is only fair to bear in mind the fact that the large number of new pupils recently admitted must inevitably take their places in the first class; and also that in recent

years (especially in 1925-26) a better proportion has been achieved. Still, the figures are alarming and give some force to Mr. Mayhew's contention. It is difficult to resist the feeling, however, that he is unduly pessimistic in his opinions.

13. In the first place, the largely increased enrolment of recent years indicates that the apathy of the masses towards education is being rapidly broken down, and that parents are far more willing to send their boys to school than was the case a few years ago. The popularity of many of the schools for adults points to the same conclusion, and it may be safely postulated that a parent who attends a school by night will provide that his boys shall attend a school by day. An increased enrolment, however, is only the first, and by no means the most difficult, step towards the attainment of literacy.

14. There are other promising features in the present position. It has often been urged in these reports that the greatest obstacle to progress is the persistence of the extravagant and inefficient one-teacher school. It will be convenient again to quote the words of Mr. Mayhew:—

“ We may assume that the economic attendance for a school is 100 and that, if these 100 were to attend regularly and receive effective instruction, a course satisfying the present needs of India could be completed in four years. Under a compulsory system, with precise regulations for the age of admission and leaving, this number of pupils would be grouped in four classes of 25 each, one class for each school year and one teacher for each class. At the present rate of salaries the annual salary bill for such a school would amount to about Rs. 1,500 per annum, and the annual number of pupils completing the course would be 25. Completion of a course on such a system ought to ensure life literacy. The cost per literate, reckoned on teachers' salaries alone, would then be Rs. 60.

“ But we find that the average number of pupils per primary school in India is not 100, but only 42. And this very low average is obtained from schools situated mainly in towns and large villages, not in the small villages where most of India's population lives and which are, at present, most inadequately supplied with schools. During the last quinquennium an increase of 13,000 schools gave an increase of only 342,000 pupils, and this average of 26 pupils per new school under a voluntary system will be extended over areas of increasing hostility. Taking, however, the present average of 42 pupils per school, and reminding ourselves of the conditions prevalent under a voluntary system, we may estimate the annual output of pupils who have completed the course in such a school at three. The three lowest classes would probably contain the remaining pupils, 20 of whom would be in the infant class. For the instruction of

this number a staff of more than two teachers would be thought excessive. But their work distributed over at least four years and disturbed by irregular attendance is ineffective. There is no guarantee that the three passed pupils will not relapse into illiteracy. Assuming hopefully that they will not, and estimating the annual cost of the two teachers at Rs. 720, we find the cost per literate of a school, with the average enrolment provided under the present system, is Rs. 240, which is four times the cost per literate on the economic minimum of 100 under a compulsory system. This difference in cost is even more marked if we add to the teachers' salary bill such items as the cost of their training and the cost of erecting, maintaining, and equipping school buildings. When we consider the millions in India who have to be raised to literacy, this difference in cost becomes appalling."

The value
of the Branch
School.

15. Considerable progress has been made in the Punjab in the elimination of the one-teacher school. The number of these schools was 2,754 in 1922; it is now below 500 and should soon be eliminated almost entirely. A much more satisfactory alternative is the Branch School. A school of this type has no separate existence, as it forms part of the parent school which is at a distance of a few miles. The work of the school is therefore subject to the supervision and guidance of the headmaster of the parent school. A Branch School includes only one or two classes for the benefit of young children until they are old enough to walk to the main school. Thus, the teacher is not expected to attend to four classes, as is the case in a one-teacher school. It is interesting to observe that Mr. Mayhew has voiced similar opinions:—

"The only way to meet the problem of small villages is to group them for school purposes, making one central school with a full course for an area and arranging feeder schools, which must serve as a rule more than one village, from which the central school is to be fed."

The benefit
of better
attended
schools.

16. The curse to the voluntary system is the prevalent belief that the multiplication of schools (and usually those of the one-teacher type) is the right road to advancement. Progress along this road can end only in failure as regards the main object of removing illiteracy. As has been pointed out by Mr. Mayhew, it is essential that schools should be better attended so that more teachers shall be employed, and by that means the efficiency of the class teaching shall be improved. In the Punjab, the large additional enrolment is due to the expansion and improvement of existing schools rather than to a multiplication in the number of schools. In 1920-21, there were 615 vernacular middle schools (upper and lower) and 5,369 primary schools for boys, or a total of 5,984 schools, with a total enrolment of 320,330 pupils. In 1925-26, there were 1,733 vernacular middle schools (upper and

lower) and 5,714 primary schools, or a total of 7,447 schools, with a total enrolment of 645,192 pupils. Thus, the average enrolment in these schools has advanced from 53·5 in 1920-21 to 82·2 in 1925-26.

17. In the next place, the conversion of primary into lower middle schools, and of lower middle into full middle schools, is a fruitful measure of advance and test of progress. Economy and efficiency both demand a far larger proportion of middle schools to the total number of vernacular schools. The following figures will indicate that progress has been made in the number of vernacular middle schools for boys :—

Year.	Lower Middle Schools.	Upper Middle Schools.	Total.
1920-21	402	213	615
1921-22	412	244	656
1922-23	438	270	708
1923-24	588	299	887
1924-25	883	323	1,206
1925-26	1,342	391	1,733

18. Commensurate with the increased number of middle schools is the increased enrolment in those schools. Reference to Mr. Richey's report will show that in this respect the Punjab is in a stronger position than other provinces. The figures for Bombay and Madras Presidencies are not given as it is understood that a different form of classification is observed in those provinces :—

Province.	Primary pupils in middle schools.	Primary pupils in primary schools.
Bengal	133,356	1,310,064
United Provinces	57,322	921,882
Punjab	235,895	353,258
Bihar and Orissa	43,839	797,469
Central Provinces	71,977	246,256
Assam	25,962	184,141

Compulsion. 19. It is contended therefore that the outlook of education under the voluntary system is not as gloomy as Mr. Mayhew suggests, but he has amply proved his case that the future should lie with a well-regulated and rapid application of compulsion. In the Punjab, some advance has been made. On March 31, 1926, 42 municipalities and 451 rural areas had introduced compulsion. Many other applications have since been received and sanctioned. Reports show that in most of these areas the percentage of the boys at school to those who should be at school has risen very considerably, that attendance is more regular, and that the period of school life is rapidly being prolonged. It is necessary, therefore, to examine carefully the methods which are being adopted for the application of compulsion.

Voluntary compulsion. 20. Reference has already been made to the growing appreciation of the benefits of education, especially in districts which used to be considered apathetic. It is essential that this enthusiasm should not be blunted by any hasty or vexatious system of compulsion. To scatter broadcast over the countryside a horde of subordinate officials in the form of attendance officers and to harass the people by the infliction of fines which they cannot afford to pay, would put the clock backward instead of forward. Education would become a byword of abuse and unpopularity, and life in the province would become a ferment of discontent. Though it may appear to be a paradox, compulsion in India can only succeed if it is voluntary. The initiative should come from within, and should not be superimposed from above by some distant and uncongenial authority. In the Punjab, it is the villagers themselves who apply for compulsion, and not the local authority which enforces compulsion on an unwilling people.

Obligation of the parent to keep his boy at school. 21. In the matter of increased enrolment, the Punjab is probably advancing as rapidly as the provision of funds and the inclinations of the people will admit. The rapid application of compulsion will not therefore assist materially in increasing the number of applicants for admission to school. The main benefit of compulsion is the retention of boys at school for a sufficiently long period of time in which to gain a firm grasp of literacy. As such, compulsion should be a guarantee that the large sums of money devoted to vernacular education shall be spent to good and fruitful purpose. It is not unreasonable to contend that if a parent sends his boy to school, he should engage also to keep him there for at least the full primary course, and also to ensure that his attendance shall be regular. It is far more important that the numbers in the four primary classes shall be uniform than that the annual increase in the number of pupils shall be swollen by more than 75,000 pupils. Moreover, if the period of school life is prolonged,

the enrolment figures themselves will be automatically increased. The real problem is that, though the Punjab parent usually sends his boy to school, he does so for an insufficient period of time.

22. It is also reasonable to urge that if Government is invited to improve the status of a school, the parents on their part should engage to send their boys to school for the full primary period at least. Unless the number of literates is to be increased materially, the increased expenditure is not justified. Therefore, in the Punjab, the motives which prompt an application for compulsion are manifold. The parents may be filled with a burning desire for the education of their boys; or they may have been convinced by the progress of a neighbouring school which has introduced compulsion; or they may see in compulsion the only means of saving their struggling little one-teacher school; or they may submit to compulsion in order to improve the status of their school.

23. Compulsion is therefore an economy and not a luxury ^{Compulsion an economy.} which must wait for better times. Every effort should therefore be used to introduce it as rapidly as possible. But it is neither possible nor advisable to apply compulsion at one and the same time throughout the length and breadth of the province. Much time and money have already been wasted in the preparation of schemes which have been necessarily vague and obviously unreal. Equally inadvisable and unfair is the limitation of compulsion to those areas which can afford to contribute a *fixed* proportion of the additional expenditure involved; for this is tantamount to the encouragement of the rich at the expense of the poor. An imperfectly devised scheme of compulsion may easily result in widening the gap between rich and poor, between progressive and backward. In the Punjab the expenditure on compulsion is included in the ordinary accounts for vernacular education, and Government assistance is regulated by the grading of each board. It is pleasing to note that compulsion is in force in a number of areas in as many as 21 districts of the province. It is curious to note that Jullundur is the most backward division in this regard, though it can scarcely be termed backward in other respects.

24. The outlook is therefore hopeful. Apathy is giving ^{Promising outlook,} way to enthusiasm; waste is being eliminated by the improvement and expansion of existing schools; and the benefits and meaning of compulsion are being most intelligently understood. The pivot figure is the number of boys enrolled in the second, third and fourth classes.

(iii) *The Problem of Rural Education.*

25. The previous sections of this chapter have indicated a ^{Encouragement of rural areas.} rapid expansion of education in point of numbers, and also the

several means which are being adopted to promote the reduction of illiteracy. Almost more important is the necessity of encouraging education in rural areas and among the rural population. The object of this section, therefore, is to enumerate the efforts which are being made to spread widely and equitably the benefits of education and to give effective encouragement to rural and backward areas.

Assessment
of vernacular
grants.

26. To base grants on the expenditure of district boards is merely to encourage the rich at the expense of the poor and thus to accentuate the differences between progressive and backward. Grants are therefore assessed with reference to the needs rather than to the resources of each board. In accordance with this principle, each district is graded. To a rich district 50 *per cent.* of its approved additional expenditure is given in the form of maintenance grants, but to a poor district anything between 50 and 90 *per cent.* is awarded. This policy has resulted in considerable progress having been made in many districts which used to be classed as backward.

Training of
local teachers.

27. Another potent means of encouraging these distant and backward areas is the provision of local teachers. A teacher from a progressive area is reluctant to teach, and is usually unsuited to teaching, in a backward and distant area, while a young man residing in a backward area is equally reluctant to go far afield for his training. The device of attaching training units (a unit is a class of forty students) to high schools in backward areas has gone far to meet the demands of those areas, and in a way better suited to the wishes of the people. The training classes at Mianwali, Campbellpur, Dera Ghazi Khan, Kot Adu, Dharamsala, Hissar and Rohtak have all played a leading part in the policy of encouraging backward areas and communities. Encouragement is also given to graduates residing in backward and rural areas to seek admission to the Central Training College, Lahore, to be trained as anglo-vernacular teachers. In regulating admissions to this college, preference is given up to 40 *per cent.* to such graduates provided that they possess the minimum qualifications, and provided that they engage, if required, to teach in those areas on the successful completion of their training.

Provincialisa-
tion of schools.

28. In the sphere of anglo-vernacular education, there has been the same tendency to encourage the forward, but to discourage the backward. The result is that there is an ample, possibly too ample, provision of anglo-vernacular education in the progressive and urban areas, while in the backward and rural areas schools of this type are painfully few and far between. Perhaps the main, and the most effective means of encouraging the countryside is the provincialisation of high schools in rural areas, which policy

is beneficial to those areas in many ways. In the first place, it relieves an impoverished district board of the expense of maintaining its high school and thus enables it to spend more on anglo-vernacular middle schools. In the next place, it reduces the handicap placed on the brighter boys of those areas in completing their high school course through their ignorance of English. In the third place, a provincialised school, granted an enthusiastic headmaster and staff, should become a rallying point in the march of progress in those areas. During the last five years as many as 44 such schools have been provincialised (*vide* Appendix A.)

29. In order to reduce the congestion of young students in Lahore and in order to encourage boys living in distant parts of the province, Intermediate Colleges have been instituted. The main function of these colleges (which comprise the two high and the two intermediate classes) is to complete the school education of those who do not desire or are unable to proceed to a degree course; and this is best done in school surroundings and in accordance with school methods of teaching and training. Another function of these colleges is the provision of that basis of general training which is an essential preliminary to a course of professional training.

30. Even more important to the uplift of the countryside is the urgent necessity of adapting the scheme of rural education to rural conditions and requirements. The extensive application of an urban system of education to rural areas may be fraught with disaster as it may prove to be an impoverishment rather than an enrichment of the countryside. The Indian university and secondary school systems tend to suck from the countryside its best initiative and talent and to tempt the brighter boys to urban and sedentary pursuits, while conditions of life discourage men of intellect and initiative from returning to the villages and from influencing the villagers in the direction of progress. The religious organisations of Indian communities do not offer to graduates the same opportunities of work and service as fall to a clergyman in England or to a minister in Scotland. An Indian medical graduate does not enjoy the same scope which is afforded to a medical practitioner in the English countryside. The Indian landowner does not ordinarily take a University degree. A rich field of service therefore lies before the village teacher and inspector provided that they are in sympathy and contact with village conditions and requirements. A well-devised system of rural education would therefore appear to be at the root of rural progress and well-being; and even more vital is the training and selection of those whose duty it will be to supervise and to organise the development of that system.

31. The suitable adaptation of the courses in rural schools to rural requirements has therefore engaged attention. The main conclusions which have been arrived at may be summarised as follows :—

- (a) In primary schools, the subject matter taught and the methods of instruction pursued should be such as to bring the work of a primary school into the closest relation to the life and experience of the people. In the second place, the acquisition of suitable knowledge and the attainment of literacy should be the main objects of the course. The central subject should therefore be the reading lesson supplemented by oral instruction, which should have the dual object of imparting to the pupils the capacity to read and to understand simple books, and also of making them familiar with such useful and general knowledge as would equip them for a fuller and wider life than is now possible with the present courses and rigid methods of teaching.
- (b) In middle schools, the central subject of study should be that of Rural Science which should co-ordinate and vitalise many subjects already included in the curriculum. It should therefore embrace physical geography, agriculture, rural economics (mainly the principles of co-operation), rural hygiene and sanitation, and elementary civics.

More suitable
training of
village tea-
chers.

32. The original intention was at once to revise the courses and to prepare more suitable text-books and readers, but it soon became clear that such action would be inadvisable unless and until the village teachers understood the spirit of the New Learning. The only chance of success is to begin with the teacher and to end with the text-book. The Punjab is fortunate to possess a most admirable model in the school and training class maintained by the American Presbyterian Mission at Moga, which owes so much to Mr. W. J. McKee and to the present principal, the Rev. A. E. Harper. In the training class young Indian Christians are being trained not merely to be effective teachers, but also to be the mainstays of their community in its battle for progress. Two important experiments have therefore been started at Gakhar and Gurgaon, very largely in imitation of Moga. The former used to be a training institution of the ordinary type, but its scope of activity has now been expanded very largely by practical training in those matters which should promote the well-being and progress of the Indian village. The School of Rural Economy, Gurgaon, is very similar in its scope except that its pupils are teachers-

who have already received their training and have been specially selected for a further training in community work. It is significant that the students at Gakhar showed the best results in their training examinations, and therefore go to prove that the fuller and the wider training is not only good in itself, but that it also improves the efficiency of the ordinary training for the teaching profession in its limited sense. Steps are now being taken to extend this form of training to all training institutions.

33. Reference has been made in previous reports to the institution of schools for adults. On March 31, 1926, there were 3,208 such schools and 85,422 pupils. It has been suggested that the methods of teaching adult pupils should not be an uninspiring imitation of the instruction imparted to boys. As far as possible adults should be taught through the medium of what is of interest and importance to them. Each pupil should be encouraged to progress at his own pace and along his own bent. The instruction should be largely individual, and the main function of the teacher should be to stimulate and to guide.

34. As in the case of boys, adults are in danger of relapsing into illiteracy. To counteract this dangerous tendency, vernacular libraries have been started in 1,531 middle schools, and they are open to adults as well as to school boys. For the benefit of the adults, pamphlets and journals are provided which deal with matters of common interest and importance. Allowances are given to teachers who supervise the library arrangements and also read pamphlets with the villagers and promote discussions. These discussions are supplemented by magic lanterns and lectures.

35. A Rural Community Board at headquarters and District Community Councils have been instituted to supervise and to organise these forms of activity, and to make arrangements for the preparation of lantern slides, lecture notes, and suitable pamphlets. It is too early to say much about the results of these experiments, but it is hoped that the village libraries and their accompaniments will not only enrich the teaching in adult schools, but will also serve as an incentive to villagers to interest themselves in matters which should uplift the countryside.

36. A word is also necessary in this connection in regard to training in agriculture. The main features of the Punjab system are as follows :—

- (a) It has been decided to include, and to provide for, teaching in agriculture in the ordinary vernacular schools rather than to start separate agricultural schools of a special type. There are many cogent reasons in support of this decision. In the first

place, separate agricultural schools are very expensive. In the second place, specialised training for young boys is premature. Above all, a sound and a suitable measure of general education should be the basis of vocational training. The aim is, therefore, to enrich the middle school course in rural areas by the inclusion of agricultural training, and thus to bring it more in keeping with the environment of the pupils; and the object is to use agriculture as a means of mental discipline and an important accessory to the general subjects taught in the schools.

- (b) The training is of a practical as well as of a theoretical nature. For this purpose, farms of about three acres each are attached to a number of schools.
- (c) The teaching is in the hands of a trained teacher who has first taken a senior vernacular certificate and has subsequently completed a special course of training in agriculture at Lyallpur.

A more detailed account of this form of work will be found in the appropriate chapter of this report.

37. It is realised that many of these innovations are still somewhat crude, and that they have not yet passed beyond the experimental stage, but the beginnings show much promise of improvement. It is suggested that the solution of the problem of rural education is at the root of all rural progress.

CHAPTER II.

Controlling Agencies.

(i) *Direction and Inspection.*

Mr. D. Reynell, Assistant Director of Public Instruction, was ^{Head Office,} on leave during the early portion of the year and, on his return in October, took over charge from Mr. J. E. Parkinson who had officiated for him. Khan Bahadur Syed Maqbul Shah, Lala Hari Das, and Lala Ram Chandra continued in the posts of Inspector of Vernacular Education, Registrar of Departmental Examinations, and Reporter on Books respectively. Towards the end of the year much needed relief was given to the head office by the addition of more clerical posts.

2. Mr. J. Leitch Wilson has succeeded Mr. J. E. Parkinson as Inspector at Rawalpindi. Mr. R. Sanderson has gone on leave, and Khan Bahadur Shaikh Nur Elahi has temporarily taken his place in the Lahore division. Chaudhri Fateh-ud-Din is officiating as Inspector in the Multan division, and Chaudhri Gyan Singh is officiating in his place as Deputy Inspector in the Lahore division. Otherwise, there have been no changes in the more important inspecting posts. Comparatively few changes have been made in the district inspectorate. Much benefit has been derived from the provincialisation of the offices of district inspectors.

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

(a) *District Inspectors.*—M. Rahim Bakhsh (Hissar), Lala Sita Ram (Rohtak), M. Muhammad Hussain (Montgomery), M. Zahur-ud-din (Lyallpur), S. Ghulam Rasul, Shauq (Dera Ghazi Khan), Pir Muhammad Yaqub Shah (Shahpur), M. Mahmud-ul-Hasan (Rawalpindi), B. Bikram Singh (Kangra and Ferozepore), Chaudhri Gyan Singh (Gurdaspur), and Bawa Barkat Singh (Amritsar),

(b) *Assistant District Inspectors.*—Mian Sachdev Singh (Kangra), B. Kahan Singh and B. Gobind Singh (Ferozepore), M. Shah Quli Khan and B. Chanchal Singh (Jullundur), M. Said-ud-din (Ludhiana), S. Sampuran Singh (Karnal), Pir Misbah-ud-din (Rohtak), P. Duli Chand (Rohtak), Pandit Ramji Lal (Hissar), M. Abdur Rahman (Lyallpur), M. Aziz Bakhsh (Montgomery), M. Karim Bakhsh (Dera Ghazi Khan), L. Sundar Lal (Multan), Ch. Nazir Ahmad (Gurdaspur), B. Jogendra Singh

(Amritsar), M. Abdur Rasul (Lahore), S. Gian Singh (Gujranwala), M. Mohammad Sadiq (Shahpur), L. Jaisa Ram (Gujrat), M. Sultan Ahmad (Mianwali),

(c) *Headmasters*.—B. Bishan Das, Puri (Karnal), M. Muhammad Mohsin (Bhera), Mr. Bhanot (Amritsar), L. Dhanpat Rai (Kamalia), Sh. Safdar Ali (Hoshiarpur), L. Sohan Lal (Gujranwala), M. Lal Din (Mianwali), L. Mangoo Lal (Rupar).

Conferences
and Commit-
tees.

4. An Inspectors' Conference was held, as usual, at the end of the touring season; and the divisional conferences were held in the autumn immediately before the touring season began. A Committee was appointed during the year to consider the important question of Clerical and Commercial Education. A Departmental Committee has been scrutinising the vernacular courses and examinations. Mr. Parkinson's report on the award of military scholarships has been considered, and revised rules have been framed for the better administration of these scholarships.

(ii) *Proposals for a Time-scale in the Subordinate Educational Service.*

Proposals for
time-scale.

5. A matter which has aroused considerable interest and discussion during the year is the proposal for the introduction of a time-scale in the Subordinate Educational Service. Several schemes have been investigated. The main objection is on financial grounds. The proposals submitted by the Subordinate Educational Service Association involved an additional annual expenditure to Government of Rs. 8,44,846, or an increase of 57·9 *per cent.* These proposals were scrutinised and revised by the non-official members of the Education Committee of the Legislative Council, whose revised proposals involved an annual additional expenditure of Rs. 2,69,959 to Government, or an increase of 18·4 *per cent.* Thus, the direct additional commitments to Government would amount to a maximum of Rs. 8,44,846 and a minimum of Rs. 2,69,959. But it is probable that these direct commitments would lead also to indirect commitments of indefinite amounts. In another portion of this report, it has been pointed out that service in privately-managed schools is often precarious, and that salaries are only too often fixed and are without grades or annual increments. Be this as it may, it is undoubted that a large proportion of these teachers prefer to enter Government service with its grades and increments at considerably lower salaries. It is undesirable that Government service should be so much more attractive than private service. To widen the gap between the two would accentuate the difficulty. There is an

even more important consideration. The emoluments of the vernacular teachers, the bulk of whom are in the service of local bodies, compare very unfavourably with those of the anglo-vernacular teachers in Government service. Whereas a trained graduate starts his service in the grade of Rs. 80—4—100, a senior vernacular teacher rarely reaches, even at the end of his service, the minimum salary of this grade. Concessions to the teachers in Government service would inevitably lead to similar and equivalent concessions to the vernacular teachers in the service of local bodies.

6. The financial obstacle to the acceptance of these proposals is, therefore, a serious one. It should also be remembered that the Subordinate Educational Service is very large and includes as many as 1,846 members with very varying qualifications and responsibilities. It would be extremely difficult to formulate a time-scale which would take into sufficient account those qualifications and responsibilities. It is essential that young men of high qualifications (such as many of those recently appointed to collegiate posts) should not be discouraged by being linked to a system which depends mainly on seniority. It should also be borne in mind that several grades represent the initial stages of some members of the service and the final stages of others. For example, a trained graduate usually starts in the grade of Rs. 80—4—100, while a J. A.-V. does not usually draw a salary of more than Rs. 100.

7. The examination of the several proposals which have been made for the introduction of a time-scale has brought to light, however, a number of defects in the present system. It is undoubted that there has been a serious block in promotion, and that many men with good qualifications and with a good record of work have been compelled to wait, sometimes for years, until vacancies occur in the grades immediately above those in which they are placed. This is most discouraging and is inimical to a good and contented service. It has also been noticed that men holding posts of great responsibility such as those of district inspector or headmaster have been receiving salaries markedly inadequate to the positions which they hold. After the completion of the year under review, steps were taken to remove these two serious defects. In the first place, the posts in the several grades have been redistributed so that there shall be a more uniform number of posts in the several grades. In the second place, the number of posts in the provincial service and in the grade of Rs. 200—10—250 in the Subordinate Service has been increased so that promotion can be given to certain district inspectors and headmasters who are included in a grade lower than that of Rs. 200—10—250. These changes resulted in eight promotions

to the provincial service, in 23 promotions to the Rs. 200—10—250 grade; in 28 promotions to the Rs. 140—10—190 grade; and in 33 promotions to the Rs. 110—5—135 grade. It is undoubted that much relief has been gained by these changes, but it will only be possible next year to estimate their real effect.

8. It may be urged also that in recent years economy has been applied with excessive stringency. In creating new posts for one purpose or another, it has been the practice to include an excessive proportion in the lower grades, and thus to accentuate in the course of time the block in promotion. This practice has now been abandoned, and for the purpose of any new development the additional posts are regulated so that the claims of promotion in subsequent years shall be duly observed. Such has been the case in arranging the additional posts of assistant district inspector and in making plans for the provincialisation of schools. In the latter matter, uniform staffing has been laid down for large and for small high schools. Thus, if (as often happens) the staffs of the schools about to be provincialised are of insufficient qualifications and capacity, there is an additional opportunity of promotion for the present members of the Subordinate Service.

9. Large and increasing responsibilities are being shouldered by the members of the Education Department; and a competent and contented staff of inspectors and teachers is essential to the successful fulfilment of those responsibilities. A district inspector is responsible for the proper expenditure of very large sums of money. He should be a man of enthusiasm, and one who can stand hard work and long hours of fatigue. He should also be a man of vision who can picture the development of education in his district, and plan a well-devised distribution of schools of the several types. Large numbers of teachers look to him for inspiration and guidance in their work. A headmaster, again, is responsible for the upbringing of large numbers of boys as well as for the guidance of his colleagues in their work and conduct. It is inevitable that, in view of the rapid expansion of education, a large proportion of the teachers are young men who have been stimulated to high endeavour during their course of training. It is essential that these lofty ideals should be preserved and not blunted during their early years of service. Only picked men should therefore be promoted to the posts of headmaster and district inspector.

(iii) *Distribution of Posts and Grants.*

10. Another matter which has aroused much interest and criticism is what is generally termed the communal policy of the

Definition of communal policy.

Education Department. If a communal policy is taken to mean merely the distribution of grants-in-aid and appointments in accordance with the supposed claims or numbers of the several communities, then it may easily end in failure and injustice. If, however, it is interpreted in its wider sense as a legitimate and necessary encouragement of backward areas and communities, then it should be regarded as essential to the well-being and progress of the province. As the speed of a fleet is regulated by the speed of its slowest ship, so should the progress of a province be measured by that of its most backward elements. An oasis of wealth and intellect in a desert of ignorance and poverty is fraught with danger.

11. It will now be appropriate to give and to discuss the ^{Promotions} important figures regarding promotions and grants-in-aid to secondary schools under private management. In the matter of promotions, it will be seen that no marked variation has been made from previous practice. Indeed, it is not possible to do so without injustice to individuals. It is possible however to take into account communal considerations in regulating first appointments to Government service, but even in this direction the Education Department is bound very largely by the admissions to the several training institutions. It is therefore discouraging to find that, as has been discussed in the appropriate chapter of this report, a satisfactory number of Muhammadan recruits to the Central Training College has not been forthcoming. It is pleasing to add, however, that there are a number of young Muhammadan and Sikh recruits to Government service who are showing real initiative and promise. It may be expected with confidence that, in the fulness of time, these men will leave their mark on the educational history of the province.

Postings on January 1st, 1926.

Posts.	Total.	Muhammadans.	Hindus.	Sikhs.	Christians.	Vacant.
(1) District Inspectors ..	30	16	8	5	1	..
(2) Headmasterships (old schools).	30	8	15	4	2	1
(3) Headmasterships (provincialised schools).	37	15	17	5	..	..
Total ..	97	39	40	14	3	1

Promotions and Direct Appointments between January 1st, 1921, and January 1st, 1926.

Promotions and direct appointments.	Total.	Muhammadians.	Hindus.	Sikhs.	Christians.
(1) Punjab Educational Service ..	53	21	22	7	3
(2) 200—10—250 ..	53	23	21	7	2
(3) 140—10—190 ..	82	35	33	13	1
(4) 110—5—135 ..	107	51	39	16	1
(5) 80—4—100 ..	133	57	61	13	2
(6) 55—3—70 ..	42	23	15	4	..
Total ..	470	210	191	60	9

Classical and Vernacular Section.

(1) 140—10—190 ..	5	1	4	..	..
(2) 110—5—135 ..	13	5	8	..	..
(3) 80—4—100 ..	45	23	20	2	..
(4) 55—3—70 ..	130	54	72	4	..
(5) 35—3—50 ..	119	31	71	17	..
Total ..	312	114	175	23	..

12. The following statistical table shows the distribution of grants-in-aid to secondary anglo-vernacular schools under private management. They indicate that some encouragement has been given to backward communities, but that root-and-branch changes could only be effected by a serious dislocation of past endeavour. The more important aspect of the problem is discussed elsewhere in this report. The real question for decision is whether the future should lie with schools under private or public management.

Schools.	Ambala.	Jullundur.	Lahore.	Rawalpindi.	Multan.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
			1922-23.				
1. Hindu ..	61,836	53,376	1,09,272	49,512	43,596	3,17,592	
2. Sikh ..	9,192	35,400	93,576	58,908	21,228	2,18,304	
3. Muhammadan ..	15,732	13,932	59,388	38,328	37,896	1,65,276	
4. Christian Mission ..	17,916	17,988	1,09,644	43,404	696	1,89,648	
5. Miscellaneous ..	7,716	4,356	3,432	..	4,440	19,944	
Total ..	1,12,392	1,25,052	3,75,312	1,90,152	1,07,856	9,10,764	
			1925-26.				Difference between 1922-23 and 1925-26.
1. Hindu ..	82,140	66,204	1,03,776	58,548	52,080	3,62,748	+ 45,156
2. Sikh ..	16,644	41,400	91,476	63,264	22,436	2,35,220	+ 16,916
3. Muhammadan ..	30,332	24,710	68,856	51,316	40,392	2,15,606	+ 50,330
4. Christian Mission ..	17,496	19,489	95,088	39,264	768	1,72,105	- 17,543
5. Miscellaneous ..	8,376	3,948	6,108	..	4,560	22,992	+ 3,048
Total ..	1,54,988	1,55,751	3,65,304	2,12,392	1,20,236	10,08,671	+ 97,907
	+ 42,596	+ 30,699	- 10,008	+ 22,240	+ 12,380	+ 97,907	

13. The previous paragraphs and statistical tables are no intended in any way to suggest that the problem is of little importance ; far from it. The proper encouragement of backward areas and communities is vital to the best interests of the province. By far the best means of doing so is the formulation of a policy which is calculated to achieve this object. Such a policy has been attempted, and has been discussed in the previous chapter. The grading of district boards for the purpose of grant assessment in accordance with their needs rather than with their resources, the rapid and widespread application of compulsion, the attachment of vernacular training classes to distant high schools, the encouragement of graduates from backward areas to seek admission to the Central Training College, the provincialisation of schools, the assistance given to local bodies to institute anglo-vernacular schools, the provision of agricultural training, the attempts which are being made to accommodate education to rural requirements, the creation of Intermediate Colleges, all form part of that policy. It is not suggested that this policy is in any way complete. Criticism and interest are invited towards the successful fulfilment of this policy.

CHAPTER III.

Collegiate Education.

(i) Statistics.

THE following table shows the enrolment in arts colleges Numbers in arts colleges. affiliated to the Punjab University as it stood on the 31st March in each of the last five years :—

	1922.	1923.	1924.	1925.	1926.
Arts (Males) ..	4,341	4,698	5,370	6,583	7,238
Arts (Females) ..	35	71	96	110	84
Oriental ..	132	158	157	138	145
Total ..	4,508	4,927	5,623	6,831	7,467

2. More remarkable still is the large number of candidates Numbers of Matriculation candidates. for the Matriculation and School-Leaving Certificate examination, as is evidenced by the following figures :—

	Number of candidates.	First Division.	Second Division.	Third Division.	Percentage of passes.
1922	6,276	522	2,918	1,081	72·03
1923	7,608	730	3,326	929	65·5
1924	9,209	1,202	3,993	979	67·04
1925	12,988	1,580	5,428	1,524	65·7
1926	12,192	1,333	1,114	4,537	57·28

(ii) Matriculation Standards.

3. In last year's report, it was contended that the rapid Matriculation standards. increase in the number of Matriculation candidates imposes a heavy strain on the teaching resources of the colleges, and that therefore the standards of teaching are deteriorating. During the past year, the School Board of the Punjab University has completed its investigation of the thorny problem of Matriculation standards. The genesis of the investigation was a communication from Mr. J. A. Richey, Educational Commissioner with the Government of India, who pointed out that large numbers of candidates from other provinces had recourse to the Matriculation examination of the Punjab as private candidates because the Punjab standards, specially in English, had the reputation of being low. Mr. Richey went further and stated that it was not uncommon for boys reading in Ajmer schools to leave school after the

ninth class in order to appear as private candidates in the Punjab examination in preference to the Allahabad examination for which these schools prepare.

Private candidates.

4. It has been ascertained that Bombay and Calcutta Universities do not permit such applicants to appear in the Matriculation examination, and that Allahabad University only allowed one such candidate to appear in the last examination. It therefore follows that in these three Universities the admission of candidates from outside territorial jurisdiction either does not exist or is negligible. It is disturbing, therefore, to find that in 1926 as many as 3,365 such candidates appeared for the Matriculation examination in the Punjab.

5. It is understood that the Punjab University is taking steps to alter its regulations in this regard, but even this measure will not remove the uneasy feeling that Matriculation standards are very low. A very large number of boys have preferred to leave school in order to appear for the Punjab rather than the Allahabad examination. The School Board has collected opinions from principals of colleges, from inspectors of schools and from others whose experience is of value. The finding of the Board, after considering these opinions, is that "the standards of the examination in general are low and are deteriorating, specially in English. The attainments of the first year students in colleges are such that very many are unable to follow the lectures adequately."

The marking of papers.

5. One cause of this deterioration is that, whereas in Allahabad University candidates are required to pass in five subjects (three compulsory and two elective), in the Punjab they are required to pass in four subjects only. Apart from this consideration, the School Board is of opinion that the standards appear to be generally satisfactory on paper, and that there is little need to revise the actual courses and curricula. Indeed, this task has only recently been completed, and with satisfactory results. Other means of improving the standards have therefore to be devised. It is suggested that it is in the marking of papers that the present low standard has resulted. In its report, the School Board states :—

"It is believed that head examiners often require an almost uniform percentage of passes from their sub-examiners, and that the sub-examiners are not infrequently told what percentage of passes they should aim at. In the opinion of the Board, the head examiners should confine their instructions to the *standard* required for a pass or a higher position; that is, they should merely give directions regarding the valuation of answers to questions. *They should in no case prescribe or otherwise indicate*

any percentage of passes to be aimed at by sub-examiners as a whole or individually."

6. It will also be of benefit to quote an illuminating extract from the report of a head-examiner in English on this subject :—

"The University can at least remove some of the pernicious ideas that are afloat with regard to the standard of its examinations in English. Most people are under the impression that the University fixes its pass percentage in advance, regardless of the quality of answers presented by the candidates. People are reluctant to believe that we have any absolute standard of examination. Everything seems to proceed from year to year on a scale of relative merit. Perhaps there is some justification for this belief.

Another legend universally believed is that there is a pre-established model of a question paper, to which all question papers must conform; and if in any year the paper does not conform to that model, the candidates have a claim to special consideration from the University. I am not aware of the position in other subjects, but with regard to the test of composition in a language there can be no model paper. I have had vehement protests from headmasters that I had no right to deviate from the papers set in previous years; and that, having deviated, I should stick to the model I had set. Could not the University make it known that the object of the English paper is to test the knowledge of English along lines laid down in the Calendar, and *not* to test whether a candidate can answer questions similar to those of the last year? If the University made this fact widely known, it would certainly remove a gross misunderstanding from the minds both of teachers and students. There would then be some hope that students will be taught to write English and not to prepare themselves to answer particular types of questions."

7. It is also disturbing to hear that some sub-examiners are in the habit of marking papers without scarcely reading them. Another extract from the head examiner's report will be of interest :—

Negligence of examiners.

"Before the sub-examiners started marking the papers, I sent out to them a model answer paper with complete instructions as to the distribution of marks and so forth. Most of the examiners seemed to appreciate this as particularly helpful, but a few complained that their discretion was unduly fettered. Some thought that I insisted on the papers being too closely examined in every detail. This, they maintained, they could ill-afford to do, both because the time and the remuneration were inadequate. I ought to mention in this connection that those who objected to my instructions as being too restrictive, had not cared to attend the conference which I had summoned to explain the answers which I had sent out as models. They did not even care

to read them, or to mark the large limits, within which I had allowed correct variations."

8. The problem of Matriculation standards is therefore both serious and difficult, and the School Board has done good service to education in its attempts to understand the problem. It is open to question whether candidates should not be expected to pass in five subjects instead of in four, as is the case at Allahabad. Greater care should be taken in the selection of examiners, and there should be greater vigilance in supervising their work. The answer papers should be judged on their merits and not on the percentage of past years. The teaching in schools, again, should not be bound by the necessity of reading up past examination papers, and in trying to learn artificial answers to similar questions. There is, however, an alarming indication of present practice, which is conveyed in the quotation from the report of the head-examiner who states that he had received violent protests from headmasters and others. This practice is most irregular and is opposed to a right independence of examiners. Steps should be taken to prevent the continuance of so evil a practice. Unfortunately, again, attempts to influence examiners on behalf of individual candidates are not unknown. The University has recently made arrangements whereby the identity of candidates shall not be disclosed even to examiners. It is also suggested that the percentage of candidates passing in the first division is excessive.

(iii) Intermediate Colleges.

Good progress.
(a) Buildings. 9. It is pleasing therefore to turn to the satisfactory development of the Intermediate Colleges, which comprise the two high and two Intermediate classes. In last year's report, it was urged that in these colleges the boys of the future should enjoy the benefits of that school training and discipline which India lacks so sadly to-day. In the year under report, there were Government colleges of this type at Multan, Ludhiana, Lyallpur, Gujrat and Campbellpur; and colleges were started at Jhang and Dharmsala shortly after the close of the year. Great improvements have been, or are being, made in the material surroundings of these colleges. At Multan, a biology laboratory has been completed, and a fine new hostel to accommodate one hundred students is under construction. Both at Gujrat and Lyallpur a new hostel is being constructed. The new college buildings at Ludhiana will shortly be completed.

(b) Staff. 10. M. Muhammad Ibrahim, who officiated for the late Mr. F. R. Tomlinson, is now in charge of Multan College, and it is

hoped that the harmony and happiness which characterised his predecessor's regime will continue. Mr. A. C. C. Hervey has succeeded Mirza Muhammad Said at Ludhiana, the latter having been transferred to Government College, Lahore, as Professor of English. From Ludhiana comes the complaint of frequent changes in the staff. On its transfer to its new buildings, the college should settle down and make its own history without unnecessary changes. Gujrat College has also suffered from changes in its staff, and greater harmony among its members is required. From the other three colleges, better reports have been received. "My colleagues are a band of cheerful and enthusiastic workers," writes the principal of Campbellpur College. Mr. W. H. F. Armstrong writes thus from Lyallpur College :—

"Once again, I am glad to report that very few changes have been necessary in the staff, those necessary being new appointments owing to the increase in our numbers.....All these new members of the staff entered upon their duties with enthusiasm, and were soon at home in the College. They have already made their mark in the class room and outside it."

The principal of Multan College is almost more enthusiastic on behalf of his colleagues, and claims that his "is one of the best staffed colleges in northern India." The main feature of all these colleges is the life and vigour which pervade them and all their activities. Youth has its good points, whether in an individual or in an institution. The institutions themselves are still young, and most of the members of the staff are young men who see visions and dream dreams. One of the most promising, L. Daulat Ram Bhatia (Lyallpur), has recently gone to Cambridge.

11. The number of students in each class of these colleges during the last two years is as follows :— (c) Numbers.

	MULTAN.		LUDHIANA.		LYALLPUR.		GUJRAT.		CAMPBELLPUR.	
	1924-25.	1925-26.	1924-25.	1925-26.	1924-25.	1925-26.	1924-25.	1925-26.	1924-25.	1925-26.
(a) First year ..	..	..	..	..	68	53	60	36	63	74
(b) Second year ..	..	..	..	..	79	42	93	65	60	65
(c) Third year ..	81	52	52	45	85	113	54	74	23	40
(d) Fourth year ..	62	91	39	56	..	89	..	45	..	24
Total ..	143	143	91	101	232	297	207	220	146	203

There is, however, a danger ahead that boys will remain in their high schools until the completion of the Matriculation stage, and only then apply for admission to an Intermediate College. This practice will strike at the root of all satisfactory progress, and will break the continuity of the four-year course. Government institutions, at any rate, should learn to co-operate with the Intermediate Colleges maintained by Government. It is essential also that these colleges should not encourage a higher rate of living than is desirable among the students. The remarks of the Principal, Multan College, are interesting in this regard :—

“ Though there is already visible an appreciable and a desirable improvement in their dress, our students are generally averse from foppish and expensive habits. This is due, in no small measure, to the precept as well as the example of the staff, who make it a point to place before the students the ideal of plain living and high thinking.”

(d) Tuition
and examina-
tions.

12. Generally speaking, satisfactory results have been recorded in the examinations, especially at Lyallpur where the results in science have been especially creditable. In the matter of tuition, special efforts have been made to improve the teaching of English. A number of the lecturers in this subject benefited considerably by attending a short course in phonetics and language teaching which was organised by Mr. J. R. Firth of Government College, Lahore, and by Mr. A. S. Bokhari of the Central Training College. The division of each class into tutorial groups is also a feature of these colleges. It is pleasing also to hear from Campbellpur that “ almost all the members of the staff take part in the work of all the classes of the college. The boys of the high classes have gained immensely by coming under the better type of intermediate teachers two years earlier.” All principals report that the libraries have been more largely used and appreciated.

(e) Corporate
feeling.

13. Discipline among the students has been satisfactory, and there is a general impression that these colleges provide happy and healthy means of training. Corporate feeling is being cemented. Mr. Armstrong gives a striking example of this happy tendency at Lyallpur :—

“ It is pleasant to record a most graceful act on the part of those students of the fourth class who are taking the Intermediate and are thus leaving the college. They voluntarily gave up their library deposits of Rs. 5 (refundable at the end of the course) to the college, and asked that the money should be used for a special English section of the library.”

(f) College
societies.

14. College societies appear to thrive. At Multan, there is a Dramatic Society which staged a drama “ Sarojni ” during the local Health Week. The Deputy Commissioner, Attock, also

reports that the staff of the Campbellpur College took a leading part in the Health Week of that locality. Many colleges have also started magazines. Mr. Armstrong reports highly of the magazine at Lyallpur.

15. The health of the students has been good. Mr. Arm- (g) Health.
strong reports that :—

“The health in the hostel has been excellent, and there has not been one single case of serious illness. Preventive measures have been taken against malaria. All boarders were vaccinated during an epidemic of small-pox; and recently plague inoculation has been carried out. The Assistant Surgeons in charge of the hostel have been most attentive to their duties, and paid about forty visits to the hostel during the year.”

Mr. Hervey has also made considerable improvements in the same direction, and reports as follows :—

“Measures have now been taken to ensure that all connected with the college shall take quinine regularly during the fever season. The annual medical inspection revealed the very great value of such a system. Cases of defective eye-sight were detected, and the sight of several students has been improved by the use of glasses. Several cases of dilated hearts were discovered, one being that of a member of the hockey team who would probably have done himself serious injury had he continued playing. In one case, preliminary tuberculosis was discovered, and the boy was obliged to abandon his studies and is now in a hill sanatorium.”

16. A pleasing feature of the year has been the progress and (h) Games.
activity shown in the playing of games. The Lyallpur College has been particularly successful, and extracts may be made from Mr. Armstrong's report on the subject :—

“Our first platoon was enrolled in October, 1925, and has had a most remarkably successful training season. The students were exceptionally keen, and two platoons could have been raised. The work of the platoon in camp received the special commendation of the adjutant, and its attendance was 100 *per cent*. All camp sports were won by our platoon, as also was the “D” Company competition for rifle shooting. Finally, the platoon won the “Mesopotamia Cup,” which is open to the whole University Training Corps. The cup is awarded on the work of the training season for smartness, discipline, regularity on parade, musketry attendance, etc. For a single platoon, and that a platoon of recruits, to win the cup was a great achievement. The marks were as follows :—

Intermediate College, Lyallpur	..	..	248
Agricultural College, Lyallpur	..	..	197

Dyal Singh College, Lahore	..	..	174
Islamia College, Lahore	..	..	130
Forman Christian College, Lahore	..	..	94
Government College, Lahore	..	..	81
Sanatan Dharam College, Lahore	..	..	74
Medical College, Lahore	..	..	63
D.-A. V. College, Lahore	..	..	17

In football, we were only beaten by the Agricultural College after a replay in the University Tournament. In hockey, in the same tournament, we only succumbed to Khalsa College in the final. In athletics, our team was placed fourth in the University, a splendid result for an Intermediate College and one that was favourably commented on in the public press and in University circles. In the cross-country race, our team was third in the University. But the University Tournament was not the whole of our sporting activities. Keen matches were played throughout the season."

This is a most creditable record for an infant college, especially when it is borne in mind that the average age of its students must be years lower than that of degree colleges.

(iv) Degree Colleges.

Honours' Schools.

17. A fertile field for discussion has been the institution of honours' schools by the University at the degree stage. There is now a strong feeling that the whole position should be reviewed. The opinions of Mr. A. S. Hemmy are therefore of importance :—

"In the department of mathematics, one thing to be noted is the small number of students (and those by no means the best) who elect to take the honours' schools. In the department of Oriental languages, candidates for the honours' schools have reached vanishing dimensions. In this matter, the instinct of the general public, as represented by the relations of the students, has shown itself a truer guide than the University Senate. The truth is that the standard of attainment at the Intermediate stage is so low that it is too early for the student to specialise immediately afterwards. He needs and profits more by the more general training of the four-year course. The solution is either to raise the standard of the Intermediate, and consequently that of the Matriculation, or to abandon the present system of honours' schools."

18. In his report, Mr. Man Mohan has criticised the policy of honours' schools from the aspect of a mufassal college :—

"It is obvious that even though many students may seek admission to the honours' schools, only a few can be admitted. The rest have to go from pillar to post, for even the M.A., and M. Sc.,

course is not open to them, the only approach to the latter being through the honours' schools. It would have been much better if, instead of instituting these honours' schools, the University had taken the post-graduate teaching in its own hands. But the inevitable result of all these changes is that the Khalsa College must either become a University, or else sink to the position of an Intermediate College."

19. Most reports indicate that the conduct and discipline of the students have been satisfactory. Many interesting side-lights are given, however, in the reports which indicate that, though on the negative side of mere abstention from disorder the position is satisfactory, there are many factors in the problem which deserve greater consideration. Mr. Hemmy's remarks are of importance :—

High standard
of living.

"There is apparent a greater tendency to pleasure, to take life lightly, to slacken all serious effort. Lectures are cut far too often, examinations are not genuinely tried, steady reading is neglected. While the desire for a smart appearance is an aspiration not wholly to be condemned, it reaches at times the point of foppishness and extravagance in dress. Indeed, though discouraged by the staff, extravagance of living is more often to be found than is pleasing and leads to emulation among those less favoured by fortune. Nevertheless, the social amenities of the college must be regarded as a distinct factor in bringing about a more friendly atmosphere among the several communities ; and I am confident that in no other place is a greater absence of communal rivalry to be found."

The writer of this report was once informed by a sad but fond mother that the family had been bankrupted by the shirt bills alone of her charming but extravagant son !

20. In a most interesting and valuable report, L. Sain Das of the D.-A. V. College, Lahore, has tried to analyse the student problem. He first deplors the heavy toll of examination failures, the absence of suitable employment, the physical weakness of the students and their growing extravagance. He then discards the prevalent belief that we should turn our pens into plough-shares and substitute smithy work and tailoring for the arts degree. He then proceeds :—

The student
problem.

"Our real difficulty is that most of our boys are not in earnest for higher education, nor have they the proper equipment mental or physical. They really enter college because they do not know what else to do. They belong to classes which for generations past have never lifted a hammer or hit upon an anvil. For centuries, their ancestors have looked down upon all kinds of manual work as beneath their position. The average Hindu boy who enters a college belongs to one of these classes of

people, to whom a sudden change in their lives, habits or occupations is an almost impossible demand. It is a painful matter for them to consider their children's future and, finding no solution of the problem, they go on postponing a decision from Matriculation to Intermediate, from Intermediate to Degree. Their boys are well labelled, of course, but they possess nothing which is marketable. What is needed is a complete change of mentality before a suitable type of education can be provided for their sons. They have to shake off first their old prejudices against manual labour. They have also to live mentally in the twentieth century, instead of living in ancient times when high caste perhaps did mean something real. The problem of education for these classes is therefore primarily a social problem. In the second place, they have to accustom themselves to the use of muscles instead of depending entirely on their brain power, with which they may not always be well-equipped by nature. In a country such as ours, it should be compulsory for every boy and girl to undergo manual training at school. It is sad to see to-day the light-heartedness, the gaiety, the absence of seriousness among our students; and what pains me most is that the very men for whom the dangers are cast, for whom we beg from door to door, and for whose careers we are devoting our best energies, are ignorant of the situation and laugh at their own misfortunes."

21. Mr. Hemmy and L. Sain Das have done a great service to the student community by their outspoken remarks. There is no royal road, as many seem to think, to improvement. Examination standards may be raised and the efficiency of the teaching may be improved, but these measures alone will not solve the problem. L. Sain Das is correct in saying that it is the mental attitude towards work and exercise which must first be changed. There is an urgent need for a keener training, both mental and physical. Students need to learn rather than to listen, to play rather than to watch. Perhaps the bright future which has been drawn of the Intermediate Colleges in a previous section of this chapter is the silver lining to the dark cloud. As was pointed out in last year's report:—

"There is also a perplexing problem which is more peculiar to India.

The period of school life is all too short; and it must inevitably become shorter still through the decision of the University to abolish the age limit of fifteen for admission to the Matriculation examination. It is reported that well over 500 boys below the age of fifteen were candidates for the Matriculation examination this year. In consequence, the brightest intellect of the province is in danger of being stunted by the overstrain of premature development. Young boys flock in ever-increasing numbers to the colleges in Lahore where they are taught by mass lectures instead of by class instruction, where they are subjected

to temptations too strong for many to resist, and where the conditions and ways of life tend to estrange them from the orthodoxy of their homes. These very years at school, which in western countries are perhaps the happiest in life, are in India often a time of drudgery and anxiety. The saddest part of all is that school life makes so little appeal to the affections of the boys that they leave it, with scarcely a pang, to join a college in Lahore. It would be difficult to describe the feelings of a prospective leader in work and play at an English public school if he were removed from school at the age of fifteen in order to take his degree at the age of nineteen. India needs, almost more than anything else in its educational system, the bracing effects of school discipline, of school happiness and loyalty, of school recreation and friendship. The present task is to ensure that the school shall provide a larger fulness of life and training, and that boys, as in many other countries, shall remain at school after passing the Matriculation examination, during which time they will reap the full harvest of school training."

It may well be that the abolition of the age-limit will prove to be the blunder of a century. It is in the scheme of secondary education that the problem of college education can be solved most effectively. The problem of secondary education is discussed in the next chapter.

(v) *Research and Higher Study.*

22. It is disappointing that, in their reports, principals of colleges make little or no mention of the progress of research and higher study. At Government College, Lahore, Mr. Hemmy refers in appreciative terms to the admirable work of Messrs. Firth and Bokhari in the study of phonetics and language teaching. He supports the appointment of a Professor of Language Teaching who shall be freed from the routine lectures in university courses, and thus be in a position to train a number of young men in this form of work. Messrs. Garrett and Sita Ram Kohli have published a volume on the Muhammadan period of Indian history. Mr. G. C. Chatterjee and the Rev. C. H. Rice of the Forman Christian College have made progress in the region of experimental psychology. On the science side, much new ground has been broken by Dr. H. B. Dunicliff, Professor G. Matthai, Mr. Behari Lal Bhatia and their colleagues. Much of the success in science is due to Dr. Bhatnagar, University Professor in Chemistry.

23. An interesting account has been given of the researches which are being conducted by Professor Matthai :—

"In 1911, Professor Stanley Gardiner, F. R. S., suggested for my research a comparative study of the soft and hard parts of Astracid corals, and placed at my disposal the large collections

which he had made in the Indo-Pacific region. Arrangements were made for the supply of further material from the Red Sea, Ceylon and the Atlantic region. The Astracid corals collected by the British Antarctic ("Terra Nova") Expedition were also sent to me for report.

Substantial financial aid given by the Royal and Linnean Societies of London, by Emmanuel College, Cambridge, and by the University of Cambridge has enabled me to examine coral collections in several museums and universities in Europe and America. At the invitation of the Carnegie Institute of Research, Washington, and of Harvard University, I have been able to study living corals and to make collections at Tortugas (Gulf of Mexico) and in the Bermudas (Atlantic Ocean).

Several papers have been published, the cost of publication having been defrayed by the Royal and Linnean Societies of London, and by the Trustees of the British Museum, London. There is yet a monograph on "A revision of the Meandroid Astracid Corals" to be published by the British Museum at the cost of H. M. Treasury, before the task that I undertook, at first as Research Student of Emmanuel College, Cambridge, and subsequently as Mackinnon Research Student of the Royal Society of London, will be completed.

The coral material, on which I worked at Cambridge, has been transferred to London, and is now the property of the British Museum".

Research
Department
of D.-A. V.
College,
Lahore.

24. Good work is also being done in the Research Department of the D.-A. V. College, Lahore, under the guidance of Pandit Bhagavaddatta. The library has a collection of 5,000 manuscripts which have been received from nearly all parts of India. The preparation and publication of a scientific and detailed catalogue of the collection is a great need. The department intends to undertake a comprehensive source book of ancient Indian history. This study is now reserved for a very limited class of antiquarians as the material lies scattered in various languages in thousands of books and research journals. The idea is to bring this isolated material together in a range of six or seven volumes of (say) 1,000 pages each.

Board of
Economic
Inquiry,
Punjab.

25. In the field of research mention should also be made of the work of the Board of Economic Inquiry, Punjab. This Board was created in 1919, but suffered from lack of funds during the years of financial stringency. It is divided into two sections, rural and urban, and is composed of officials and non-officials who are interested in economic research. The chairman of the rural section is Mr. C. M. King and that of the urban section is Mr. C. A. Barron. The Secretary to both sections is Professor W. H. Myles, M.A., University Professor of Economics. Up to

date, the rural section has been the more active and has published some dozen pamphlets dealing with such subjects as the size of holdings, mortgage debt, rate of food consumption, *Batai* cultivation, Punjab prices. It has further in hand a comprehensive scheme of village investigation on the lines of a questionnaire which has been prepared. It is hoped within the next few years to publish a report on the economic conditions of the province. Fourteen such inquiries are now in hand, and four are now practically ready for the press. The urban section has been less active, but several inquiries are under consideration.

26. Good reports have been received on the progress of ^{Industrial} industrial chemistry at the Forman Christian College, whose ^{chemistry.} department has now been raised to the status of a University department. Mr. M. G. Bhagat has been carrying on extensive experiments with local clays, and has been manufacturing laboratory sinks. New machinery has been installed for the manufacture of dishes. A new oil press has been ordered, as also has additional machinery for the manufacture of sugar.

27. The Dramatic Club at Government College, Lahore, ^{Drama.} gave a successful performance of "Hamlet," in which Mr. G. D. Sondhi took the leading part. The policy of the Club has been to produce plays in the vernacular which have either been specially written or have been translated from good English originals. A library of good English plays has been started, and a commencement made for translating them into Urdu. Occasional lectures on the drama and kindred subjects also form part of the scheme of educating the taste of play-goers

CHAPTER IV.

Secondary Education—Boys.

(i) *Enrolment and Finance.*

Number of pupils.

The number of boys in the several kinds of secondary schools has risen from 336,858 to 421,390, thus showing an increase of 84,532 or 25 *per cent.* As was explained in last year's report, this large increase does not imply a corresponding increase in the secondary stage of education. It is due, in the main, to the conversion of 525 primary into lower middle schools. Pupils in high schools account for 9,214 of this increase ; those in anglo-vernacular middle schools for 1,384 ; and those in vernacular middle schools (upper and lower) for the remainder.

Expenditure.

2. The direct expenditure on secondary education also records an increase of Rs. 11,39,578 from Rs. 77,63,494 to Rs. 89,03,072, or 14·7 *per cent.* as against 25 *per cent.* in the attendance. The conversion of primary into lower middle schools is again largely responsible for the increase.

(ii) *The Problems of Secondary Education.*

Rapid expansion.

3. In last year's report, it was remarked that the problems of secondary and primary education are widely different. In the first place, there is by no means the same need of rapid expansion in secondary education. The number of Matriculation candidates is still very large. In 1922, the number was 7,124 ; in 1925, it was 14,144 ; and in 1926, it was 13,622. It is true that this large number was inflated by the admission of as many as 3,087 private candidates (very largely from outside the Punjab), and also by the admission of candidates from Delhi and elsewhere.

Deterioration of Matriculation standards.

4. The problems of Matriculation standards have already been discussed, but it may be repeated that experienced opinion is nearly unanimous that the standards are rapidly deteriorating, especially in English. One of the root causes of this unhappy state of affairs is the laxity in regulating promotions from class to class. In this connection Mr. Leitch Wilson gives an emphatic word of warning :—

“ I wish particularly here to refer to the great deterioration which is taking place in the standard of education imparted in anglo-vernacular schools. This is partly due to the lowering of the standards of Matriculation. It is also due, to a large extent, to the lack of any sense of responsibility in the headmasters and teachers of our schools. In my opinion, the promotion examinations are almost farcical, and far too many boys are permitted to pass the sixth and eighth promotion examinations.

A scrutiny of the examination results by the inspector is not sufficient to check the evil. My colleagues and I have had an opportunity of examining the answer books in a number of schools. We find that, on the whole, marks are given indiscriminately. In fact, the teachers seem to have no standard at all in marking the papers. A few statistics for this division are interesting. In the Attock district, 230 out of 247 boys passed the eighth class examination ; in the Shahpur district, 520 out of 559 ; in the Mianwali district, 82 out of 100 ; in the Shahpur district, 821 out of 885 boys passed the sixth class examination ; and in the Attock district, 305 out of 319. These figures are illuminating, for they show that a large number of boys are being promoted who are entirely unfit for promotion. The results in the ninth class are almost as wonderful. As all boys who are promoted, to the tenth class are permitted to appear for the Matriculation examination and as the percentage of successful candidates in the Matriculation examination varies little from year to year, it stands to reason that the lack of care in promoting boys in the schools must annually lead to a deterioration in the Matriculation standard."

5. Mr. Wilson is of opinion that the old Anglo-vernacular Middle School examination should be restored. Opinion is generally in agreement with the advisability of this proposal, but the actual conduct of so vast an examination presents many and obvious difficulties. The scrutiny of the Inspector has had some effect in the Jullundur division, and it is hoped that in other divisions the example will be followed with advantage. In some few cases, the promotion examinations have been regulated by the agency of the local Headmasters' Association. The real solution is to build up a greater sense of responsibility in the teaching staff. Outside pressure, whether by managers or by parents, should be removed.

6. Reference was also made in last year's report to the satisfactory condition of most of the secondary school buildings. In the improvement and expansion of the buildings of Government institutions, much has been done during the course of the year through the liberality of Government ; especially in the Rawalpindi division, in which many of the school buildings used to be inadequate. It is possible that in some cases the requirements of hostel accommodation are exaggerated, and that in the course of a few years the demand for such accommodation will be reduced in the case of many schools by the increase in the number of secondary schools in the vicinity.

7. The main problem has been to effect a wide and an equitable distribution of facilities for secondary education throughout the province. As has already been stated in a previous chapter of this report, much has been done in this direction by the policy

Adequate
school
buildings.

Distribution
of secondary
facilities.

of provincialising schools. The distant districts of Attock and Dera Ghazi Khan each have as many as four Government high schools ; and these schools have done much to encourage the backward. An indirect result of the policy of provincialisation has been that local bodies, having been relieved of the burden of maintaining a high school, have been enabled to open schools in other areas in which there is no provision. In this connection, Sardar Bahadur Sardar Bishan Singh remarks :—

“ The backward tahsil of Nakodar in the Jullundur district has received an impetus by the opening of a high school at Nakodar and an anglo-vernacular middle school at Shahkot. The last-named school has about 500 pupils on the roll and, before long, may be raised to the status of a high school. Thus, the Muslim population of the Nakodar tahsil will come into line with other tahsils.”

8. It will take a few years before the policy of encouraging backward areas has been completed. In the Ambala division, the Ambala district receives more than its fair share of Government assistance, though it should be remembered that it includes the advanced educational centres in Ambala City and Cantonment. The position of the Rohtak and Karnal districts has been much improved in recent years. The Gurgaon district now boasts of Government schools at Gurgaon, Rewari and Palwal ; and the Meo School at Nuh should soon be housed in its new buildings. The Hissar district is still in need of expansion. In the Jullundur division, vacant spaces in the Kangra and Ferozepore districts are being filled up by the institution of anglo-vernacular middle schools maintained by the local authority. In the Lahore division, the hitherto neglected district of Sheikhpura is being advanced by the institution of anglo-vernacular middle schools by the district board. In the Multan division, however, the inequality between the several districts is more pronounced. It scarcely seems equitable that the wealthy district of Lyallpur should receive a larger measure of assistance from Government for anglo-vernacular education than the other five districts put together. Still, the balance is being restored by the provincialisation of schools. Dera Ghazi Khan can now boast of four Government high schools ; in Muzaffargarh there will be four ; and in Montgomery there are four already. These local authorities are being encouraged to maintain anglo-vernacular middle schools. In the Rawalpindi division, equality is being restored. It is unfortunate, however, that distribution in the Rawalpindi district is very ill-balanced. Proposals for the removal of this defect are now under consideration.

9. Khan Bahadur Shaikh Nur Elahi has rightly suggested ^{Scope of service in rural areas} that these anglo-vernacular schools in rural areas have a wider scope of service before them than appears to be realised. He writes as follows :—

“ There is another line of advance which promises greater success in the direction of community work than even the one attempted at Gakhar. There are a large number of high and anglo-vernacular middle schools in rural areas. The heads of these institutions are expected to have a wider outlook and broader sympathies than a vernacular teacher, but these men have done little so far to better the lives of their illiterate neighbours. It is not an uncommon sight in the countryside to see a palatial school building which is scrupulously clean (at least on inspection day), but surrounded by filthy and squalid village huts. It is surprising that the teachers who are well-versed in the principles of sanitation, have not even noticed the insanitary condition, in which they and their neighbours live. I have often addressed them on the importance of this aspect of their work. The reply is usually to the effect that they had not thought of their duty in this light, but that they would do so in future. One headmaster wrote to me a month after the inspection that he and his assistants had been talking to the village people and that things had begun to move. The dung-hills adjacent to the school had been removed, and a small committee had been formed to improve the sanitation of the village.”

(iii) *The Problem of the Communal Schools.*

10. Most inspectors repeat the comments made last year in regard to the friction which exists between communal schools and to the laxity which persists in the neglect of inter-school rules. Sardar Bahadur Bishan Singh writes as follows :—

“ The rapid multiplication of anglo-vernacular schools maintained by private bodies has brought in its train unhealthy rivalry and keen competition. Even the institution of vernacular schools is met with great opposition by the supporters of privately-managed schools. The month of April is a trying time for the parents and guardians of the boys as well as for the inspecting staff. Hundreds of complaints, real and bogus, pour in against alleged ill-treatment of guardians by headmasters and teachers in the matter of withholding transfer certificates and kidnapping boys for admission to schools in opposition to the wishes of the parents. A long and endless correspondence not only proves ineffective, but also leads to much waste of time and loss of temper.”

Mr. Wilson writes in a similar strain from Rawalpindi :—

“ In the month of April each year, there is a flow of complaints against headmasters of local schools for not issuing transfer certificates and for violation of school rules. This game of hunting boys

is rampant, and so long as grants are calculated on average attendance and the popularity of a school is gauged by numbers on roll, there is no remedy. The disease is at its highest where there are rival communal schools."

11. Mr. Wilson has also discussed the same problem from a different aspect, and refers to the extravagant competition of rival schools in the prodigal selection of optional subjects :—

" Efforts have been made during the year to avoid injudicious combinations of subjects arising out of the flexibility of the curricula. The matter was discussed in the Headmasters' Conference of September last, but unhealthy rivalries between communal schools stand in the way, and different schools are not willing to co-operate with each other. So long as the Department does not lay down hard and fast rules to control these combinations, there is very little hope of success in combating the evil. It should be one of the conditions of recognition of such schools that they teach only those combinations which are approved by the Department ; or they should not be allowed grants."

12. This state of affairs is most dispiriting and reveals the unhealthy atmosphere in which a large proportion of the rising generation is receiving its training. Much has been said and written in recent years on the subject of communal tension, but it is peculiar that the problem of communal schools has not been subjected to a closer scrutiny. Conditions in the Punjab being what they are, it is at least open to question whether it is advisable for boys to be trained in a narrowly communal environment from the cradle to early manhood. The opinions of Shaikh Nur Elahi are therefore of importance :—

" Being denominational, the staff and pupils of these schools belong in most cases only to one denomination. In theory, of course, they are open to boys of other communities, but in actual practice it is extremely rare that a Hindu boy goes to an Islamia school or that a Muslim boy attends a Hindu institution. The result is that the entire atmosphere in such schools is sectarian to a degree. The product is therefore a starved and narrow-minded bigot who, on entering manhood, finds it difficult to understand and to co-operate with men of other denominations. The present communal tension, when analysed, could be traced, if not directly at any rate indirectly, to these sectarian schools."

Communal
hostels.

13. It is comparatively easy to diagnose the disease, but far more difficult to find a remedy. Reference has already been made in previous reports to the excellent example of the publicly managed school at Gojra with its communal hostels. It is pleasing to record that this admirable example is now being followed at Montgomery and Jaranwala. Applications for recognition, and still more those for admission to the grant-in-aid list, will have to be subjected to closer scrutiny in future, and especially in the

case of those schools where the main motive appears to be that of competition. Greater encouragement should also be given to public authorities to institute schools which will appeal to all communities.

14. Shaikh Nur Elahi, however, suggests a more radical change in the present system :— Bolder proposals.

“ In regard to the existing schools, I would make the bold suggestion that among the conditions of receiving grant-in-aid it should be specified that the school receiving a maintenance grant should employ a mixed staff representative of all important communities living in the area which the school is intended to serve. This proposal, besides softening the sectarianism which pervades these institutions, will render them more acceptable to all communities and thus obviate the necessity of opening schools of all communities in a single area. The latter point will perhaps weigh with the Department which, under present conditions, is compelled to contribute to their extravagance. It is easy to quote a number of instances in which several communal schools have sprung up, not because they were all needed but merely because the school first started could not win the confidence of other denominations, who therefore felt impelled to start schools of their own.”

15. Shaikh Nur Elahi also refers to another serious evil which is connected with most of these schools. He is of opinion that most of the teachers suffer from two grave hardships. In the first place, there are rarely any fixed grades or incremental scales of pay. Thus, the start is the finish so far as the unfortunate teacher is concerned. In consequence, there is little incentive for work. In the second place, the tenure of service is extremely insecure. Shaikh Nur Elahi continues in these words :— Insecurity of teachers in communal schools.

“ I have a number of cases in mind, which have occurred during the past six months. I shall give one instance. A certain high school had a striking headmaster. He had been in charge of the school since its inception. At the annual inspection, I judged the school to be among the best and was well-impressed with its headmaster. The manager of the school was of the same opinion. Yet, after three months, the man was dismissed. He came to me with tears in his eyes and implored my help. I enquired into the reasons of his dismissal and learnt that the manager had a relative, whom he wished to appoint in his place. I subsequently saw the headmaster who appeared to me a nin-compoop.”

16. Shaikh Nur Elahi has collected many opinions from headmasters on the subject, which indicate a serious unanimity among those concerned that the present position is most unsatis- Opinions of those concerned.

factory. A few of these replies may be quoted. The headmaster of a Khalsa school writes :—

“ You have touched the right string in enquiring about the feelings of the teachers working in private schools. The information which you are collecting will bring home the real reason why the teachers generally are not happy in their work and why, not feeling secure, they desire to obtain Government or District Board service.”

The headmaster of an old-established Mission school reports that “ any one of us may be asked to go at any time if the school can do without him.” The headmaster of an Islamia school writes :—

“ We have nothing to apprehend at present, but nothing can be said definitely about the future. Circumstances may change with changes in the managing body, or through lack of funds. Permanent teachers who have executed bonds of service for three years, can be dismissed if the necessity arises at one month's notice.”

The headmaster of an Arya school writes :—

“ The condition of teachers in private schools has been far from satisfactory for a long time, but has gone from bad to worse during the last few years. They are generally ill-paid and have absolutely no security of tenure and very often, even after life-long service in an institution, they are compelled to leave for very paltry reasons. This is sure to tell adversely on the education of the country, as private schools are responsible for the education of the majority of the children. In such circumstances the teachers are unable to live up to the high ideals which are placed before them by the Department and the public. In our province the position has become peculiarly difficult owing to the bitter communal strife, and in many cases schools have been started with motives other than the spread of education. The teachers in such schools are expected to be active supporters of a certain kind of propaganda work, or else they have to make way for persons better fitted to fulfil that task. We may be asked to go away any day if the managers have to make provision for some relative of theirs.”

Constant
change of
staff.

17. Shaikh Nur Elahi proceeds to enlarge on the lack of stability in many of the staffs of these schools, and has collected statistics on the subject. He finds that the changes in the staff are frequent. The average number of changes is two or three in each school within a year ; in some cases there have been five or six ; and in one school there have been as many as fourteen. **Sardar**

Bahadur Sardar Bishan Singh holds the same opinions. He states that—

“ The teachers seldom stick to these schools and prefer to join Board or Government service on much smaller salaries. Some of the Khalsa and Muslim schools are not well-managed. In a Khalsa school, three headmasters changed hands in 1924-25, and again in 1925-26 I am told that the school is headless at present.”

Shaikh Nur Elahi makes a number of interesting suggestions for the cure of this serious evil. All posts should be graded with annual increments. An increment should not be withheld merely on the ground of insufficient funds. A teacher should have the right of appeal to the Department if he feels aggrieved by his dismissal. The school management should also be more representative than they are at present and should include representatives of the teachers and the parents.

18. It is obviously inadvisable that the large proportion of the teachers in the province should be compelled to work under such conditions. It would be well to obtain most authoritative evidence and suggestions for improvement, but the evidence is sufficient already to indicate a serious state of affairs. One step in the right direction has already been taken in insisting that in future a condition of recognition and admission to the grant-in-aid list shall be the acceptance of the standard provident fund rules. It would appear that an insistence on the graded system of appointments with regular increments is of greater urgency than the introduction of a time-scale in the Subordinate Educational Service. Some right of appeal appears justified in the case of those teachers who are dismissed without due notice or without any sufficient reason being given.

Depressing condition of service.

(iv) *School Organisation.*

19. Reference was made last year to the evil effects which proceeded from the adoption by schools of injudicious combinations of subjects; and a hope was expressed that the final acceptance of the recommendations of the School Board by the University would ease the situation. This hope has been realised. Sardar Bahadur Bishan Singh gives the following opinion :—

Better co-ordination of subjects.

“ The strenuous efforts of the School Board have fortunately resulted in stopping the wastage of effort by disallowing all earthly combinations of subjects for the matriculation and school leaving certificate examination. It is pleasing to note that history and geography are being restored to their former position in most schools in the Jullundur division. Wise grouping of subjects has resulted in economy of time and money, and has afforded to the pupils a more suitable foundation of training for future work and study.”

Vocational
training.

Agriculture.

20. In the matter of vocational training, there is not much to add to the remarks which were made in last year's report. The popularity of the farms and gardens attached to schools for practical work tend to strengthen the contention that vocational training should be imparted alongside of the general training, and should not be given in separate schools. Sardar Bahadur Bishan Singh observes :—

“ The steady increase in the number of farms and gardens attached to the middle schools has had a most salutary effect on the educational training of the middle school boys, many of whom may be expected to return to their parental occupations and thus become useful members of the agricultural community.”

21. Chaudhri Fateh-ud-Din is equally optimistic in his opinions :—

“ Increased attention has been paid to the teaching of agriculture in vernacular middle schools. The number of farms and garden plots is steadily rising in all districts, except Dera Ghazi Khan where the difficulty of a regular water-supply stands in the way of progress. The farms in the Lyallpur and Muzaffargarh districts are particularly well-managed. Effort is made to render the training as practical as possible. These farms also serve the purpose of demonstration for the neighbouring zamindars. The experiment of starting a farm at the high school at Renala Khurd will be watched with interest.”

Clerical
training.

22. The important question of clerical training has been the subject of enquiry by a committee appointed by Government during the year under report. A detailed review of its recommendations will be made in next year's report. It will therefore suffice to note here that the pre-matriculation centres have not found favour with the committee ; and it has been recommended that they should be converted into post-matriculation classes of the type of those attached to the Central Model School in Lahore. These latter classes are much appreciated both by the pupils and by the employers.

Manual
training.

23. Satisfactory progress has been recorded in the important subject of manual training, especially from the Ambala division. Mr. Atma Ram reports that exhibits were sent to the Aligarh Exhibition, and that the Ambala division obtained the first prize in spite of competition from industrial schools. The great need of these centres is more effective and experienced supervision.

Science and
drawing.

24. The Jullundur Inspector reports improvement in the teaching of drawing and science ; as also does Mr. Atma Ram from

Ambala. The following extract from Mr. Wilson's report, however, sounds a different note :—

“ Science is gaining in popularity with the parents. But here again the teachers confine themselves to book-lore and primer lessons. Practical work in most cases is done mechanically. Important apparatus is not appreciated and no effort is made among the boys to prepare simple apparatus with their own hands. Knowledge gained in schools is not applied to outside life, and intelligent observation is not encouraged.”

(v) *Education outside the Class-room.*

25. The most marked progress has been made outside the class-room ; and life in schools is becoming much happier and healthier than used to be the case. The “ play-for-all movement ” continues to prosper. Regular exercise has toned up the system of the boys, and has increased the cheerfulness of the school-boy world. The “ food-for-all movement ” is also making progress, especially in the Ambala division. Mr. Atma Ram writes as follows :—

“ The parents seem to have welcomed the movement everywhere. The gleam of joy and satisfaction on the faces of the pupils is sufficient to convince even the most sceptical of the vital need for the provision of refreshment during school hours.”

26. Other healthy innovations are reported from the Ambala division. Much attention is being paid to the cultivation of a love of good music among the boys. School bands are increasing in number, and that at the Muslim High School, Ambala, has reached a high level of attainment. Another happy innovation is the institution of the Ambala Divisional School Journal, whose inception is due to Mr. W. M. Ryburn of the Mission High School at Kharar.

27. The most hopeful sign of the times is the continued progress of the Boy Scout Movement ; and the pivot of success is the enthusiasm of Mr. H. W. Hogg. The movement has already done much for the province. It has given to the boys ample means of healthy and happy recreation. It is instilling in them a desire of service to the community. It may be hoped that, in the future, the Boy Scouts will do much to counteract the communal rivalries and friction which still persist in the province. But a word of warning is necessary. If the Boy Scout movement means anything, it means unity. If once sectional organisations come into existence, then the whole basis of the movement will be undermined.

28. Junior Red Cross Societies have been started in a number of schools, the most successful perhaps being that established at

the Government High School, Amritsar under the guidance of the headmaster, Mr. P. D. Bhanot. The boys are encouraged to interest themselves in matters of health and to assist in the maintenance of hygienic surroundings.

Co-operative
and thrift
societies.

29. Another sign of progress is the extension of Co-operative and Thrift Societies in the educational world. Chaudhri Fateh-ud-Din writes hopefully on the subject :—

“Co-operative shops exist in a number of schools for the supply of books and stationery at cheap rates to teachers and students. Those at the Khalsa High School, Lyallpur, and at the Government High School, Kamalia, are perhaps the most successful in the division. The former did a business of Rs. 3,000 during the year, while the latter earned high opinions from the Registrar, Co-operative Societies, Punjab. Another happy innovation is the institution of thrift societies among teachers. Twenty-eight such societies have been started for the benefit of village teachers. Arrangements have been made with the inspector of the Co-operative Department for the periodical inspection of co-operative shops in schools, and for the delivery of lectures on the subject to the training classes in the division.”

Sardar Bahadur Bishan Singh comments still more hopefully on the progress these thrift societies are making in the Jullundur division where their number now totals 114 with a membership of 2,174, the monthly contributions aggregating Rs. 4,319.

30. The subjoined table gives the number of pupils in secondary schools (excluding lower middle) of the three principal communities enjoying free and half-rate fee concessions in the several divisions. This year columns have been added giving the information in regard to agriculturists and non-agriculturists as well.

Statement regarding fee concessions (free and half-rates).

Division.	MUSLIMS.				HINDUS.				SIKHS.			
	Free.		Half-rates.		Free.		Half-rates.		Free.		Half-rates.	
	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.	Agriculturists.	Non-agriculturists.
Ambala ...	406	620	357	414	1,546	808	510	872	80	56	86	90
Jullundur ...	627	954	347	415	603	1,268	501	905	455	211	387	163
Rawalpindi ...	6,116	3,169	1,134	591	166	2,373	231	834	69	1,002	271	438
Lahore ...	2,802	3,345	441	1,028	560	2,265	84	981	748	572	212	297
Multan ...	2,735	1,803	805	507	478	1,634	320	745	617	287	90	77

CHAPTER V.

Primary Education.

(i) *Facts and Figures.*

The general problem of primary education has already been discussed in Chapter I of this report ; and it only remains to give the main facts and figures.

2. The number of primary schools for boys has increased by 149 and now totals 5711. The number of Government schools ^{Number of schools.} has been decreased from twenty to sixteen, these being in the main practising schools attached to training institutions. The largest increase is among the unaided primary schools. This indicates that the indigenous school still plays a part in the vernacular system of education. The number of district board primary schools, by far the largest agency for the expansion of vernacular education, would seem at first sight to be increasing but slowly, but considering that as many as 525 primary schools (mostly in the Ambala and Lahore divisions) were converted into lower middle schools during the year, the net increase of 149 schools at the close of the year is satisfactory. Expansion by means of existing schools is more advisable than an indiscriminate multiplication of small and inefficient schools. Primary schools maintained by municipalities have increased in number by 25 and now total 238 owing to the introduction of compulsion in 42 municipal areas.

3. There has been a large increase in the number of branch ^{Branch schools.} schools, of which there were 1,179 at the close of the year under report. The object and nature of the type of school have already been explained. It is hoped that it will make suitable provision for young children in villages where the number of pupils is insufficient to justify the institution of a permanent school.

4. The enrolment of primary schools has increased by 24,091 ^{Number of pupils.} to a total of 377,169, as against an increase of 1,812 last year. It must be remembered that this is the resultant increase after deducting about 35,000 boys who were enrolled in the 525 primary schools which were converted into lower middle schools. The number in the primary classes of secondary schools has risen by 71,731 to a total of 271,876, and thus the total enrolment of all primary classes has increased by 95,822 to 649,045, as against an increase of 42,839 last year. This total does not include the enrolment in the schools for adults, which is also a form of primary education. The grand total of increase in primary classes (including the classes for adults) is 119,232 pupils, as against an increase of 64,690 last year, the total figure of enrolment being

734,416. Nearly 86 per cent. of the boys in primary classes are agriculturists. The average enrolment of a primary school has increased from 63 to 66. This is particularly satisfactory when it is remembered that 525 largely attended primary schools have been converted into lower middle schools and thus no longer assist in the maintenance of the average enrolment.

Expenditure. 5. The direct expenditure on primary schools has risen by Rs. 60,690 to a total of Rs. 32,55,587. The cost of each additional pupil therefore works out at an average of Rs. 2-8-3. The average annual cost of a primary school is now Rs. 570, as against Rs. 575 last year. The average cost per boy is Rs. 8-10-1, as against Rs. 9 last year. The following table compares the expenditure from the several sources :—

	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1925-26 ..	21,51,965	5,74,341	2,93,723	84,221	1,51,337	32,55,587
Percentage ..	66·1	17·6	9·1	2·5	4·7	100
1924-25 ..	19,85,949	7,11,873	2,65,314	89,489	1,42,272	31,94,897
Percentage ..	62·1	22·3	8·3	2·8	4·5	100
Actual increase or decrease ..	+1,66,016	-1,37,532	+28,409	-5,268	+9,065	+60,690
Percentage ..	+8·3	-19·3	+10·7	-5·8	+6·3	+1·8

6. It will be noticed that there is little material difference in the figures of the two years except in provincial and district board expenditure, the former having risen by 4 per cent. to 66 per cent. and the latter having decreased by 4·7 per cent. to 17·6 per cent. of the total expenditure. This is due to a tendency among district boards to reduce their contribution to expenditure on education under their control as Government grants increase in volume. Steps should be taken to ensure that all district boards shall contribute at least the normal 25 per cent. of their net income to education.

Adult education.

7. There were 3,206 adult schools with an enrolment of 85,371 at the close of the year, as against 2,373 schools and 61,661 pupils last year. In point of numbers, the Ambala division is the most advanced, but in the attainment of literacy as shown by the award of literacy certificates the Multan division has made the best progress. The Rawalpindi division is the most backward in both

respects. The institution of District Community Councils and of village libraries has already been explained. In this important work it is pleasing to record that many of the vernacular teachers under training have shown considerable energy and initiative.

8. Reference has already been made in Chapter I of this report to the importance and object of compulsory education. There were 42 urban and 451 rural areas under compulsion at the close of the year : or an increase of 18 urban and 161 rural areas. There are now only nine districts out of a total of 29, in which compulsion has not been introduced in any area. The greatest advance is now being made in the Ambala division, while the Jullundur division is the most backward. It is unfortunate that the Ludhiana Municipality has been most dilatory in the introduction of compulsion, even after the sanction of Government has been obtained. Progress has been generally satisfactory in those areas in which compulsion is applied. In some cases, the enrolment has been doubled or more within a few months.

9. During the year under report, Government has distributed the large sum of Rs. 19 lakhs for the construction of vernacular school buildings, and has thus stressed the importance of development in this direction. As a result of these grants, 580 new buildings (335 primary, 198 lower middle and 31 upper middle and 16 hostels) have been constructed ; and extensions have been made to 298 buildings. A large number of buildings and extensions to buildings were under construction at the close of the year and were not therefore included in the total of the year's achievements. The distant district of Hissar has perhaps shown the most initiative and energy in this matter. Delay has occurred in many districts owing to the fact that the preliminary arrangements had not been completed at the time when grants were awarded. It is hoped that, in future, each district will be careful to formulate a well-devised building programme and to complete the preliminary arrangements (including the selection and acquisition of a site) so that there shall be no delay in starting work as soon as funds are made available.

(ii) *General Remarks.*

10. Reference has already been made to the growing enthusiasm of the people for education. At the time of the annual inspection, it is by no means uncommon for the village folk to gather round the school and to watch the inspection. Very often, they collect money for the distribution of sweets and prizes to the pupils. Sites for the school buildings are usually provided free of cost by the villagers, and in some cases the school house is constructed by them at their own expense or on payment of a part

of the cost by the district board. The good old headmaster of the Shahjahanpur vernacular middle school (in the south-eastern corner of the province) made arrangements for the construction of four class-rooms and for converting a dirty ditch of the old fortress into a playground for the boys without any cost whatever to the district board. The inspector calculates that the saving to the district board amounted to Rs. 10,000.

Tuition.

11. Most of the Inspectors report improvement in the matter of tuition, though Mr. Wilson strikes a note of warning from the Rawalpindi division. As has already been observed, the best means of improving efficiency is to stabilise the existing schools rather than to institute new ones; and the best means of stabilisation is the conversion of primary into lower middle schools. It must always be remembered that primary school teachers are men of low qualifications and slender means. They usually have to work in isolated places and do not always rise above the general level of the neighbourhood in which they work. Owing to the rapid expansion of recent years, the majority of the teachers are young men lacking in experience. Increased vigilance is therefore required from the inspecting staff. It is therefore pleasing to record that, after the close of the year, the staff of inspectors has been enlarged. The Inspector of Vernacular Education reports that an excessive number of transfers still persists in certain districts.

The first class.

12. The teaching in the first class is still a serious problem. At the close of the year, about 56 *per cent.* of the boys in the primary classes were enrolled in this class, and only 10 *per cent.* were in the fourth class. This is due mainly to the large enrolment of new pupils who must inevitably take their places in the first class, but the fact that only about 41 *per cent.* of the boys enrolled in this class in 1924-25 have received promotion indicates that insufficient attention is still paid to this class. The application of compulsion is the most effective remedy.

Improvements in school property.

13. Greater attention is now paid to the care of the school compounds by the planting of trees and shrubs. In the Gujrat district, over 1,000 trees have been planted in school compounds; and the Gujranwala district has also shown commendable enterprise in this respect. Shady trees in suitable places not only improve the appearance of the school, but also serve as open air class-rooms during a large portion of the year. By this means the necessity of adding new class-rooms may be obviated.

Co-education.

14. Another pleasing feature is the tendency in some districts (notably Mianwali and Gurgaon) for little girls to be sent to school with their small brothers. As many as 2,058 little girls

attend boys' schools. It is hoped that this tendency will be extended to all districts.

15. In conjunction with the ready co-operation of the Co-operative Department, thrift societies among village school teachers are fast spreading in the province. At the end of July last, there were 334 such societies with a membership of 5,570 teachers and a capital of Rs. 1,36,000. The greatest advance has been made in the Lahore division, particularly in the Sialkot district where every teacher is a member of a society. ^{Thrift Societies.}

16. In spite of the remission of fees and the free distribution of school books, separate schools for the depressed classes are not much in favour in the province. This is due partly to the stigma attached to the name, and partly to the fact that in most places, particularly in the central and western districts, there is practically no opposition to the sons of the depressed classes reading in the ordinary schools. This is all to the good. The main obstacle is the apathy of these classes towards education. There is also a feeling among the public that if these classes become educated, there will be no people left to carry out the duties hitherto undertaken by the depressed classes. So much is this so that there is a tendency to exclude these classes from the benefits of compulsion. This tendency has always been resisted by Government. In these circumstances, the increase in the number at school of boys from the depressed classes from 9,261 to 15,027 is not discouraging ; and many others are classified as Indian Christians. The American Presbyterian Mission at Moga is doing great service in the uplift of these classes. ^{Depressed Classes.}

CHAPTER VI.

Training of Teachers.

(i) Statistics.

Number of
trained
teachers.

The timely adoption of measures to ensure an increased supply of teachers referred to in last year's report has rendered it possible to meet the great and the increasing demand for a larger number of trained teachers. During the past few years, a great strain has been placed on the agency for the training of teachers by the largely increased number of schools and scholars. Thanks to the device of amalgamating training units to high schools, and to the standardisation of classes whereby senior and junior vernacular teachers are taught in units of forty students each, the supply has kept pace with the demand without any additional expenditure.

2. It will be seen from Table VI "Teachers (Men and Women)" that 28,926 teachers are employed in public schools. Of these, 19,210 are trained, or 66·4 *per cent.*, as against 67·7 last year. Of the 9,716 untrained teachers, 1,613 possessed certificates, though they had not undergone a course of training. It was pointed out in last year's report that the regulations have been altered so as to confine the right of appearing as private candidates to those who have received a course of training; and that the award of special certificates to untrained teachers is now limited to those who were teaching before the 1st April, 1925. It should also be borne in mind that a considerable number of the untrained teachers are either men advanced in years who could scarcely be expected to benefit by a course of training, or are young men acquiring some experience of teaching prior to admission to a training institution.

Number of
teachers
under
training.

3. The number of teachers (men and women) who were trained during the year has risen by 176 to a total of 2,963. The following statement shows the number of *men* teachers under training in the several training institutions during the last four years. The figures for European and women teachers are discussed separately in the appropriate chapters of this report.

4. Last year, the proportion of agriculturists in the normal schools and vernacular training classes stood at 44 *per cent.*, which compared unfavourably with the percentage of 51·2 in the previous year. A hope was expressed that efforts would be made to restore the percentage. It is gratifying to record that these hopes have been more than realised as the percentage of agriculturists has now reached 64·5. There were 972 Muhámmadans, 769

Hindus, 191 Sikhs and 39 Christians under training in vernacular institutions.

MEN.				
Classes.	1922-23.	1923-24.	1924-25.	1925-26.
R. T.	60	55	59	61
S. A.-V.	53	50	45	95
J. A.-V.—				
(1) Government	114	130	121	72
(2) Other institutions	124	167	171	222
S. V.	327	383	339	416
J. V.—				
(1) Government	1,500	1,438	1,556	1,509
(2) Other institutions	24	22	29	50
(3) Discharged Soldiers' Class	60	82	..	..
Oriental Teachers	39	40	40	60
Punjabi Teachers	19	25	..	30
Physical Training Instructors	55	31	..	..
Drawing Masters	39	31	..	..
Total	2,414	2,454	2,360	2,515

5. In consequence of the economies effected by the several measures discussed in this and previous reports, the total expenditure has been further diminished by Rs. 28,665 to the sum of Rs. 4,35,189. Last year, the reduction in expenditure amounted to Rs. 48,899, or a total reduction of Rs. 77,564 in two years in spite of the increased number of students under training. The expenditure incurred by the several types of institution will be seen from the following table :—

Classes.	EXPENDITURE.		Increase or decrease.
	1924-25.	1925-26.	
Central Training College, Lahore	Rs. 1,05,315	Rs. 1,00,953	Rs. — 4,362
Chelmsford Training Class, Ghora Gali	24,954	15,787	— 9,167
Normal Schools and Training Classes	3,08,388	2,86,221	— 22,167
Junior Anglo-vernacular Training Classes	25,197	32,228	+ 7,031
Total	4,63,854	4,35,189	— 28,665

Expenditure on training institutions.

6. The average cost of training a man teacher is now Rs. 173 as against Rs. 194 a year ago, while the average cost of training a vernacular teacher in a normal school or training class shows a further fall from Rs. 160 to Rs. 144.

(ii) *The Training of Vernacular Teachers.*

Combined institutions and normal schools.

7. The arrangements for the training of vernacular teachers are shared between "the combined institutions" and the normal schools which are scattered over the province. The achievements of the combined institution, the great part which it is playing in the provision of facilities for mass education, its claims of economy and flexibility, were noticed in last year's report. Suffice it to say that the success so far gained by this type of institution has encouraged the Department to extend its operations still further. The number of high schools, to which training classes are attached, has increased from eleven to twelve; and if the classes since added to the list are taken into account, the number amounts to eighteen. The distribution of these classes will be of interest.

Multan Division—

1. Montgomery.
2. Kot Adu.
3. Dera Ghazi Khan.
4. Multan.
5. Jhang.
6. Taunsa.

Rawalpindi Division—

7. Mianwali.
8. Campbellpur.

Ambala Division—

9. Rohtak.

10. Hissar.

11. Karnal.

Lahore Division—

12. Kasur.

13. Gurdaspur.

14. Pasrur.

15. Gujranwala.

16. Sialkot.

17. Sheikhupura.

Jullundur Division—

18. Dharamsala.

8. It will be noted that "the combined institution" does not apparently thrive in the Rawalpindi and Jullundur divisions, though for different reasons. The inadequacy of most of the high school buildings in the Rawalpindi division has forbidden the addition of training classes to these schools, a defect which is now being rapidly removed. In the Jullundur division, the normal schools at Jullundur, Hoshiarpur and Moga have largely met the requirements.

9. The separate normal schools are as follows:—

Rawalpindi division ..	..	Lala Musa.
Multan division ..	..	Nil.
Lahore division ..	..	Gakhar.
Jullundur division ..	..	Hoshiarpur, Moga, Jullundur.
Ambala division ..	..	Nil.

10. In last year's report was quoted a serious word of warning by Mr. Sanderson on the subject of the training imparted in the normal schools and training classes. Defects in the system.

" We have not realised sufficiently in the past the importance of normal schools and training classes in the scheme of education. They are probably the most important factor in educating the people of the countryside. At present, they lie in a back-water and have become stagnant and conventionalised. The staffing of these schools has never received attention, and we have not kept clearly in mind the fact that in rural areas the townsman is not quite at home. Further, many of the members of the staffs of these institutions have had no real experience of the art of training teachers. This is particularly the case in physical training. At one time the physical instructors in the normal schools were the worst in my division, whereas they should have been the best. They should be trained not only to instruct, but also to train instructors ; and therefore they should be sufficiently educated to be able to understand the principles of physical training."

11. In penning these emphatic words of warning, Mr. Sanderson did a great service to the cause of education. Better recruitment. Without a proper and a suitable means of training the vernacular teachers of the future, the whole edifice of vernacular education is in danger of falling to pieces. Strenuous efforts have been made to remove the serious defects in the present system. Previous paragraphs have indicated that a larger number of agriculturists have been enrolled and that, generally speaking, there is no lack of suitable candidates. Chaudhri Fateh-ud-Din reports that in the Multan division the number of successful candidates in the Vernacular Final examination is steadily increasing and that there is no difficulty in selecting the right type of recruit to the teaching profession. Sardar Bahadur Bishen Singh agrees and states that there is now no dearth of teachers of better quality and of a higher social status. For some reason the position is not as favourable, however, in the Rawalpindi division.

12. The task of improving the staffs of these schools and classes has been rendered easier by the advent of the combined institution. Better staffing. The abler and more experienced teachers, on transfer to a normal school, did not take kindly to their new work. This may have been due to the one-sided nature of the course. It was also due, as has been pointed out by Mr. Sanderson, to the fact that the normal school was regarded, unconsciously no doubt, as a back-water, and thus the scope of service and promotion was contracted. The combined institution, with its varied programme and its enlarged opportunities, has removed this defect so that service in such an institution is welcomed. Outstanding work has been

performed by B. Sohan Singh (Gakhar), B. Bishen Das Puri (Karnai), M. Muhammad Nawaz Khan (Pasrur), Lala Har Dyal Chopra (Moga), M. Nabi Bakhsh (Lala Musa) and M. Sadr Din (Jullundur).

Physical
training.

13. Steps have also been taken to meet Mr. Sanderson's criticism of the neglect of physical training and its importance. A number of anglo-vernacular teachers have selected physical training as their optional subject for their certificate examination at the Central Training College. Some of these men, on the completion of their training, are being drafted to the combined institutions where a rich field of service and opportunity awaits them.

A revised
system of
training.

14. The most potent and healthy innovation has been the revision of the scheme of training, whereby the activities of the students are no longer limited to classroom routine and to the prescribed examination syllabus. Systematic efforts are now made to give a wider and a more suitable training than can be imparted by means of a mere scheme of studies. Students are trained in all those movements which should lead to the uplift of village life and conditions. That the conception of the functions of a village schoolmaster has been widened will be apparent from the words of Sardar Bahadur Bishen Singh :—

“The happiest feature of the year's report is the new awakening given to our normal schools. Lala Har Dyal Chopra, having received the inspiration from the local Mission Normal School, has improved very considerably the Normal School at Moga. The spirit of service has been kindled by interesting the students in the principles and practice of co-operation, health and agriculture, and by suggesting to them that in these directions the village school can be transformed into a centre of enlightenment for the rural community. The same spirit is to be seen at work in the Normal School at Jullundur ; and it is to be hoped that the senior vernacular teachers trained in that institution will be fitted to take their places in charge of vernacular middle schools.”

Life at
Gakhar.

15. Some idea of the efforts which are being made to accommodate the life and work of these schools to rural conditions and requirements will be formed from the remarks of B. Sohan Singh, Headmaster, Normal School, Gakhar :—

“We, the staff and students, live together just like a small community of villagers. Rural conditions predominate. Our needs are few, and our life is self-contained. We are responsible for the entire work of farming, gardening, cooking, washing clothes, cleaning of rooms and roads, building waterways, disinfecting dormitories, attending to sick students, serving meals, and carrying out propaganda work in Gakhar and its vicinity. The school gardens, roads and trees have been placed in charge of various groups of students.”

It is pleasing to record that the students at Gakhar acquitted themselves most creditably in their certificate examinations and have thus proved that the wider form of training is not only beneficial in itself, but that it also improves the capacity of the students in the more limited training for the teaching profession.

16. Mention should also be made of the School of Rural Economy, Gurgaon, which owes its birth to the energy and initiative of Mr. F. L. Brayne, Deputy Commissioner. Its scope differs from that of the Gakhar School in that it is intended to give an additional and a practical course to teachers who have already completed the junior vernacular course of training, but the scope of the training is very similar in the two institutions. The following description of work and life at Gurgaon by Mr. Atma Ram will be of interest :—

School of
Rural
Economy,
Gurgaon.

“ At present, 47 pupils are under training, of whom 42 are District Board teachers. A farm of 52 acres has been leased by the District Board with the result that the students have completed a course in theoretical and practical agriculture. The Civil Surgeon and his assistants have given training in hygiene and first-aid ; and the Tahsildar has explained to the students revenue and administrative problems. The Deputy Commissioner has given addresses on more general matters. The Physical Training Supervisor has expounded the organisation of games for small children. The Divisional Inspector has aroused interest in educational policy and organisation by his discourses on many matters of importance. A scouts' training camp has been held under the supervision of Mr. Hogg ; and the officers of the Co-operative, Veterinary and Public Health Departments have also taken part in the training.”

17. The American Presbyterian Mission continues to maintain its excellent institution at Moga for the special benefit of the Christian community. The Rev. A. E. Harper has been carrying on with marked zeal and capacity Mr. McKee's great work during his absence in America. The school at Moga is still an inspiration and a model to other workers in the same field by its high ideals and achievements. Mr. Harper presided over the prize-giving at the Gakhar School and delivered to the staff and students an inspiring address.

Mission
School,
Moga.

18. The opinion still persists, however, that the preliminary and general qualifications of the students under training leave much to be desired. This important question was subjected to examination in the last conference of inspecting officers. One solution of the problem is the institution of a vernacular high school, but the acceptance of this proposal is beset by many difficulties. Another suggestion is that the senior vernacular course should follow immediately the completion of the junior

Limited
qualifications
of students
under
training.

course. In the present system, the senior vernacular teacher benefits by a few years' experience of teaching before he undertakes the senior course. In the proposed system, he should benefit by a continuous training course of two years instead of one. The question is to decide which is the greater benefit.

Refresher Courses.

19. It is possible, however, that Mr. Leitch Wilson has found a remedy in his "refresher courses," and it will therefore be better for him to explain the courses which he has held at Lala Musa, Campbellpur and Mianwali:—

(a) Model lessons.

"A programme was drawn up for each of the three centres on much the same lines, and therefore a description of the course at Lala Musa will cover all three. Twenty vernacular teachers attended from the Gujrat and Jhelum districts, respectively; or a unit of forty teachers. Every morning model lessons were given by teachers of the Normal School, or by members of the inspecting staff. The main object of these lessons was to show how two classes can be successfully handled by one teacher. The second object of these lessons was to explain to the teachers how to correlate certain subjects; such as geography and science, geography and nature study, and Urdu reading and handwriting. Each lesson was followed by criticism. One of the most promising signs was the large number of teachers who took part in these discussions, and the interest which was shown by all in anything which struck them as being new.

(b) Lectures.

The afternoon of each day was devoted to lectures on a variety of subjects connected with Community work. As far as possible, these lectures were delivered by experts, to whom their success was due. At Campbellpur, the refresher course coincided with the Local Health Week, and the teachers attending the course were thereby afforded the opportunity of witnessing what is being done to spread ideas on health and sanitation.

(c) Games.

An hour each evening was devoted to games, in which the inspecting and teaching staffs, together with the participants in the course, took part. Emphasis was laid on indigenous and scout games, which do not require large playgrounds and which help to develop the mental activity as well as the physique of the boys. The hearty way in which most of the teachers entered into these games showed that they were widely appreciated; and I have every hope that the teachers themselves will introduce them into the villages.

(d) Social talk.

For an hour every evening, there was held social talk, the object of which was that all might be able to mingle freely and get to know each other as well as possible. To the hour spent in social talk and to the participation by all in the games I attribute much of the success of the course. It is particularly gratifying to note that in no centre was there any friction or unpleasantness. Members of the several communities spent the ten days together in harmony; and, I hope, in laying the foundation of friendship which will last for years."

(iii) Training of Anglo-Vernacular Teachers.

20. The class of junior anglo-vernacular teachers at the Central Training College has been abolished, and this type of training is now imparted at five institutions; the Government Intermediate Colleges at Multan and Lyallpur; the Khalsa College, Amritsar; the Islamia College, Lahore; and the D. A.-V. College, Jullundur. Mr. W. H. F. Armstrong reports favourably on the work of the students at Lyallpur, and adds that many of them took a leading part in the several activities of the college. The classes were inspected during the course of the year by Dr. R. H. Whitehouse of the Central Training College.

21. The numbers at the Central Training College, Lahore, during the last two years have been as follows:—

			1924-25.	1925-26.	Junior anglo-vernacular teachers.
B. T.	..	..	59	61	
S. A.-V.	..	..	45	95	
J. A.-V.	..	..	33	..	
Oriental	{	Arabic	..	20	
		Persian	..	20	
		Sanskrit	..	20	
Total			177	216	Central Training College, Lahore : Numbers

22. The following table shows the classification of students according to community and creed:—

Class.	Muslims.		Hindus.		Sikhs.		Christians.		Total.	
	1925.	1926.	1925.	1926.	1925.	1926.	1925.	1926.	1925.	1926.
B. T.	19	19	25	28	11	13	4	1	59	61
S. A.-V.	12	27	19	49	14	16	..	3	45	95
J. A.-V.	13	..	13	..	7	..	..	..	33	..
Arabic	..	20	..	..	..	..	..	..	..	20
Persian	..	20	..	..	..	..	..	..	20	20
Sanskrit	..	..	20	20	..	..	..	..	20	20
Total	64	86	77	97	32	29	4	4	177	216

It will be seen that the number of Muslims in the Senior Anglo-vernacular class is lower than might be desired. This is due to the fact that many Muslims who were admitted, failed to appear at the beginning of the session. It is understood that these students, in the main, desired admission to the B. T. class and finding that they were admitted instead to the S. A.-V. class, proceeded to Aligarh to take the B. T. course of that university. It is disappointing therefore that, though provision was made for the accommodation of 120 S. A.-V. students, only 95 of the vacancies were filled.

Relative merits of B. T. and S. A.-V. courses.

23. This difficulty therefore leads to a discussion of the relative merits of the B. T. and the S. A.-V. courses, a subject on which Dr. Whitehouse makes some interesting observations :—

“ The Bachelor of Teaching class is intended for men who are likely to prove suitable for teaching in Intermediate Colleges, for the inspecting branch, for headmasters of large schools, and possibly for administrative posts. The course does not therefore include the subject matter taught in schools, but deals mainly with the methods of teaching school subjects ; in addition, educational psychology, the history of education and school organisation are studied. . . . The S. A.-V. class trains men primarily as craftsmen in schools. In other words, the students are taught not only the methods of teaching school subjects, but also the actual subjects themselves. This class is therefore the backbone of the college. Inspectors are now beginning to realise that the S. A.-V. certificated teacher is no less valuable than the B. T. ; and in many cases he is the superior.”

It appears to follow, therefore, that the B. T. course should be very different from the S. A.-V. course, and should be taken only by those who have aspirations to be appointed inspectors or to other posts of responsibility. The course should be a training in the broad principles of educational policy and development. It should thus be planned for S. A.-V. teachers with some experience. Both courses therefore have their utility, but the one should succeed, and not be an alternative to, the other.

Lack of general training.

24. Another problem emerges from Dr. Whitehouse's valuable report. The B. T. does not study the subject matter of school subjects, and the S. A.-V. has to do so within the short space of a year in addition to his professional training. It therefore follows that both categories of student, and in particular the B. T., should have a good grounding and knowledge of the subjects which he will be called upon to teach, but this is rarely the case. A young man who has finished his own schooling at (say) fifteen or sixteen years of age, and has then specialised in economics, philosophy or a classical language, is scarcely suited for the work of a class teacher. The problem of the Central Training

College is therefore to combine the study of the subject matter with the professional training. Preference in admission is rightly given to those who have taken history, English, mathematics or science in their graduate course.

25. It is pleasing now to turn to Dr. Whitehouse's estimate of the character and capacity of those who have just completed their course of training :— Improved standard of recruitment.

“ Advance is certainly evident so far as initial qualifications are concerned, and we are now able to fill the college with graduates only. It is not only in initial qualifications, however, that an improvement is visible. The number of really able young men who offer themselves for training has increased. It would be possible to choose fifteen young men, at the end of the session, who should become really first-rate teachers, men immensely superior to the average in the teaching profession and who will most assuredly be heard of later in their career. Very few can be said to have benefited little by their training. The remaining bulk of the men may be safely regarded as showing a standard superior to the average teacher in schools. They will, I hope, be superior in one very important respect ; in personal appearance and smartness.”

26. Another most important innovation has been the change of session. Dr. Whitehouse reports :— Change of session.

“ In previous years, the college session began in May. Students were admitted in the first week in May, and remained in the college for about three weeks only before the summer vacation. (A large number failed to return after the vacation). Thus, serious work did not begin until September, which is the fever period in Lahore. Experience taught us that, to all intents and purposes, college work only began in October, while the examinations took place in March. Thus, only five months remained, and these included the Christmas holidays and the fortnight for school practice. Now that the college session begins at the end of September and the examinations in theoretical subjects are held in April, there is continuous instruction from the beginning of October until the end of March, after which the practical training is undertaken for two months instead of for two weeks.”

27. The methods of training have also been subjected to suitable changes. As an antidote to mass training, the system of assignments has been introduced. This new system has been explained by Dr. Whitehouse :— The Assignment system.

“ The method consists of planning the whole course into weekly assignments in each subject. This is done by the staff during the vacation: The assignments direct the students to the parts of the text-book which are to be studied. The student is also referred to other books (page and paragraph being given) which are contained in the library. Answers to the assignments are brought to the lecturer when finished, and are revised by

him in the presence of the students. When a student has completed his work, he is at once given the next assignment. In this way, different students are at different stages as the year goes on."

In this connection, it is pleasing to record that not only has the library been enlarged, but also that its benefit is more widely appreciated. In 1924-25, the total issue of books was only 1,066, but it had risen to 2,609 during the session of 1925-26 up to the end of April.

**Supervised
preparation
of work.**

28. Dr. Whitehouse criticises the huge dimensions of the Art Room of the college, but he finds that the mistake of the past has become the boon of the present. The room is now used every evening as a place in which the evening work of the students can be held under the supervision of a lecturer. This may prove to be the seed of a great reform in the schools. If only the students who have benefited by this form of preparing their work can introduce it into the schools, the rising generation of school boys will be the gainers. The substitution of supervised preparation in the school hall for the present disorderly and unhygienic system of preparation in a bed-room will be a reform of real magnitude.

**Physical
training.**

29. Much improvement has been made in the physical training, and this is due very largely to the enthusiastic efforts of Mr. H. W. Hogg and Sergeant Shirley. The opinions of Dr. Whitehouse may again be quoted:—

"When the students first enter the college, their slovenliness in movement and lack of smartness are very noticeable, but before a month has passed a wonderful transformation is evident. By the end of the year, a really smart body of men can be seen every evening parading enthusiastically under the direction of the Sergeant. Every Saturday afternoon is devoted to simple athletic tests, in which every student in the college takes part. A record of every man's achievements is kept, and in this way it is possible to form an estimate of the proficiency of every student in games and athletics."

**Extra mural
activities.**

30. The extra-mural activities which were explained in last year's report have been fully maintained; and it is pleasing to hear that the Health Club continues to flourish. There is also evidence of a real public spirit in the college. In the preceding year, the students contributed the large sum of Rs. 1,093 towards the establishment of studentships for the students of the ensuing year, and this admirable example has been followed by the students of the present year. The B. T. students have also contributed Rs. 610 (which the staff increased to Rs. 1,075) towards the establishment of a psychological laboratory to be named after Mr. H. G. Wyatt. Rs. 326 have also been contributed towards the establishment of a Science Teachers' library in connection with the Punjab Association of Science Teachers.

31. Steps have also been taken to bring the college into closer ^{Lectures,} contact with outside activities by means of lectures. The following lectures were given during the course of the year :—

Educational Policy ..	..	Sir George Anderson, Director of Public Instruction, Punjab.
Grants-in-aid ..	..	Mr. D. Reynell, Assistant Director of Public Instruction.
School Building Plans	..	Khan Bahadur Syed Maqbul Shah, Inspector of Vernacular Education.
Play-for-all Movement	..	Mr. Atma Ram, Inspector of Schools, Ambala Division.
Birds and the Agriculturist	..	Mr. C. H. Donald.
Co-operation and the School-master.		Mr. C. F. Strickland, Registrar, Co-operative Department.
Child Welfare ..	..	Miss Simon.
Moral Instruction ..	..	M. Muhammad Din.

32. Dr. Whitehouse pays a well-deserved tribute to the ^{Work of staff,} enthusiasm and competence of his colleagues. It is sad to record the death of two men who had spent many years of devoted service to the college. Pandit Dawlat Ram had recently been promoted to the Provincial Service and been transferred to the Government High School, Gurgaon, but his life was terminated by a sudden and fatal illness. Qazi Zia-ud-Din had likewise been promoted to the Provincial Service and been transferred to the post of District Inspector, Rawalpindi. His end was even more tragic as he died from a fatal riding accident.

33. Dr. R. H. Whitehouse continued to officiate as principal ^{Dr. R. H. Whitehouse,} of the college throughout the year. His energy and enthusiasm are mainly responsible for the improvements which have been discussed in this chapter. He devoted himself unsparingly to the interests of his students, who were by no means slow to appreciate his efforts and leadership. In his own subject, he has been instrumental in designing a science room with the necessary equipment, which serves as a model of simplicity and economy.

34. Mr. H. G. Wyatt, the principal of the college, retired ^{Mr. H. G. Wyatt,} from service during the course of the year ; and his loss will be felt not only in the college, but also throughout the province. The happy combination of sound scholarship and ripe experience made him a most valuable member of the Education Department ; and at the Central Training College he was successful in the introduction of many improvements which have left their mark. He was also well known as a stimulating editor of the " Punjab Educational Journal ".

CHAPTER VII.

Professional, Technical and Special Education.

(i) Professional Education.

Law College.

THERE is a further fall in the roll of the Law College from 589 to 512. The library is well used, and the reading and common rooms for indoor games continue to be appreciated. A feature of the year was the starting of a dispensary with medicines for emergency purposes.

King
Edward
Medical
College.

2. The number of students on the rolls of the King Edward Medical College was 512, or 18 less than last year which was the highest ever recorded in the annals of the College. The staff saw several changes during the year owing to the departure on leave of the principal, Lieutenant-Colonel H. H. Broome and Major J. J. Harper Nelson, I.M.S., Lieutenant-Colonel Bott taking the place of the former and Major T. A. Hughes that of the latter. The second hostel will be ready for occupation when the college re-opens after the vacation.

Medical
School,
Amritsar.

3. The Medical School, Amritsar, continues to be accommodated in temporary buildings. The number of new admissions was 85, or the same as last year. The competition for admission continues to be keen, as will be apparent from the fact that more than 300 applicants were rejected. A feature of the year has been the abolition of the system of stipends and the substitution of merit scholarships. A certain proportion of free studentships has also been sanctioned by Government. The new hostel and the superintendent's quarters were occupied in October last. Lieutenant-Colonel R. A. Chambers, I.M.S., held charge of the post of principal throughout the year. He has since relinquished charge of the institution, with which he has been connected since its transfer to Amritsar. The Inspector-General of Civil Hospitals makes suitable acknowledgments of his efficient administration of the school.

Women's
Christian
Medical
College,
Ludhiana.

4. The year has been one of great building activity at the Women's Christian Medical College at Ludhiana. The clinical-pathological laboratory has been completed, and the sisters' house is nearly ready for occupation. A new block of the college laboratories has also been erected, though fittings, water, light and apparatus are needed to complete the task. A new dispensary is also under contemplation. The principal complains of a severe outbreak of malaria last autumn. It is hoped that with the increased attention given to the drainage of the city, things will improve. Dr. Edith Brown continues to manage this beneficent institution.

5. The roll of the Dayanand Ayurvedic Vidyalā has risen from 83 to 90. Among its students there is a fair proportion of matriculates or men who have read up to the intermediate standard. Noteworthy developments have taken place in the pharmacy and in the arrangements made for indoor patients. In the dispensary the medicines are prepared by the students themselves under the supervision of the staff. The popularity of the dispensary may be gauged from the fact that the attendance has risen from 7,419 to 7,786.

Dayanand
Ayurvedic
Vidyalā.

6. Reference was made last year to the improvements effected in the organisation and staff of the Unani Tibbiyya classes. There is a further rise in the roll from 89 to 100, and it is pleasing to note that graduates in arts and science are enrolled in these classes, some of them coming from provinces as distant as Bengal and Bombay. The Committee of Management which has recently been strengthened hope shortly to supply the long felt want of a library and a dispensary.

The Unani
Tibbiyya
classes.

7. The year was a record one for the number of applications for admission to the Agricultural College, Lyallpur, 375 candidates offering themselves for 74 places. This has been instrumental in improving in a marked degree the quality of the recruits to the college. Twenty-six candidates were this year admitted to the B.Sc. degree in Agriculture. Nineteen as compared with 22 students last year took the six months' course, five of these being sent by the Co-operative Department. The Rural Economy Class was attended by fourteen officers from the Revenue, Co-operative and Irrigation Departments. The principal would like to see more officers sent for this course as it gives them an insight into the work of the various experts at the college. Mr. T. Miller Brownlie makes the following important remarks on this point: "Those who attend will be in a position to direct cultivators to the correct source of information with regard to difficulties that they may be in. Past experience has shown this class to be of considerable benefit to the Agricultural Department and the more the numbers who attend, the greater will be the good to the province."

Agricultural
College,
Lyallpur.

8. Colonel G. K. Walker, C.I.E., continued as principal of the Veterinary College, Lahore, during the year, except for 26 days when Mr. Taylor officiated. As many as 153 candidates offered themselves for admission, of whom 31 were selected after a competitive test. Their qualifications ranged from matriculation to intermediate in science. The examination results were

Veterinary
College,
Lahore.

satisfactory, and the scope of employment is steadily expanding. The concluding remarks of the report are of interest :—

“ There is steady progress in the popularity of the institution on both the educational and hospital sides..... Accommodation and equipment will now bear comparison with any other institution of its kind in the world. The facilities for instruction are very satisfactory.”

Maclagan
College of
Engineering.

9. There were 205 pupils on the roll of the Maclagan Engineering College, or 31 more than last year. Owing to the installation of equipment it has been possible to improve the practical side of the instruction imparted in the college. The pressing difficulty is an inadequate supply of water, but it is hoped that it will disappear now that Government has sanctioned the installation of a tube well on the premises. The general appearance of the college has been much improved by the planting of trees and by the preparation of playing grounds.

School of
Engineering,
Rasul.

10. The attendance at the School of Engineering, Rasul, has increased from 123 to 129. It is gratifying to note that of the fifty overseers and eight draftsmen students who passed out of the school in January last, nearly all succeeded in obtaining employment immediately after passing their examinations. The special course in re-inforced concrete has again been held. The principal reports that “ the testing laboratory is being requisitioned to an even greater degree by engineers for testing samples of Portland cement, and promises before long to pay its way in this direction.”

Mayo School
of Arts.

11. The Mayo School of Arts has been re-organised. The elementary department has been closed down, and admission henceforth limited to men who have passed the Industrial Middle School examination. This, coupled with the discontinuance of some other departments connected with lithography, architectural draftsmanship and the training of drawing masters, is answerable for the steady decline in the roll. But, as the principal remarks, this loss will be made good in three years by boys of better training and education, and the advanced class of the institution will benefit by recruitment from a literate source. Mr. Heath notices immense improvement in the cabinet and lacquer work classes, as also in other crafts such as blacksmithy and jewelry.

(ii) *Special Schools.*

Reformatory
School,
Delhi.

12. Mr. Farmer continued in charge of the Reformatory School, Delhi, during the year excepting the period of nearly two months when he was away on leave. The improvements and extensions carried out during the year have helped much to relieve the overcrowding. Discipline has been generally satisfactory,

and efforts have been made to promote the moral and physical well-being of the boys. As a result of the improved water-supply, gardening and agriculture have received increased attention; and the income from sales of the produce has nearly doubled. Of the 89 boys discharged in the last three years, 61 are reported to be leading honest lives.

13. The Railway Technical School, Lahore, maintains its popularity, the roll aggregating 606. About 250 boys had to be refused admission for want of accommodation, staff and equipment. It is pleasing to note that the students who complete the course find little or no difficulty in securing suitable employment.

14. There were 24 students on the rolls of the School for the Blind, Lahore, which continues to be held in the buildings of the Railway Technical School, Lahore. The school is popular and is reported to attract boys from other provinces also.

(iii) *Vocational Training.*

15. It was in 1919 that the present system of agricultural education was introduced in this province. The experience gained during these years has brought home the truth of the principle that to be successful vocational training should be associated with, and not divorced from, general education. On this principle it has been decided to use the existing vernacular middle schools for the purpose. In the space of these six years, the number of vernacular middle schools in which agricultural teaching is provided has risen to eighty. Testimony to the effectiveness of the scheme adopted in this province comes from distant Bengal. Reference was made last year to the special delegation appointed by the Bengal Government which visited the Punjab to study the provision for agricultural education in Punjab schools. The members of the delegation visited a number of school farms as well as the training class for teachers at the Agricultural College, Lyallpur. The report of the Committee has since been published, and the adoption of the Punjab system has been recommended. It is interesting also to refer to the report of Mr. H. R. Stewart, I.A.S., Professor of Agriculture, Agricultural College, Lyallpur, who has visited certain places in Great Britain during his deputation out of India. In the note which he submits on the rural science teaching in elementary schools in Ireland he remarks :—

“ The review of the various syllabuses above referred to will serve to show that the courses given in the Punjab both to the teachers who come for special training in agriculture and rural science, and subsequently to the boys in the vernacular middle schools in the province are very little, if any, behind those being given in Ireland.”

16. Of the eighty schools in which agricultural teaching is provided, 27 have attached to them farms of three or more acres, and 53 have smaller garden plots. Their distribution according to the several divisions is as under :—

<i>Name of Division.</i>	<i>Number of school farms.</i>	<i>Number of garden plots.</i>
Jullundur	4	16
Ambala	5	10
Lahore	6	12
Multan	6	8
Rawalpindi	6	7

Farms.

17. Lala Lachhman Das refers to the salutary influence which these farms have begun to exercise on the agriculturists of the neighbourhood. Not only is more care bestowed on the selection of seed and on the sowing of more paying crops, but also the ocular demonstration of the superiority of modern implements has led to their larger use by the farmers. Incidentally, these demonstrations have also been helpful in removing prejudices against the cultivation of certain valuable crops. Lala Lachhman Das reports :—

“ At Baddowal (Ludhiana district) the experience gained by the growing of potatoes, garlic and cauliflowers has been so successful that a few of the zamindars in the village have begun to grow these crops for the first time in the history of that village, and good profits have accrued to them. This has served to extend the cultivation of these crops in the neighbouring villages as well. I consider this an achievement because the Hindu cultivators of these villages considered the growing of vegetables as something derogatory to their sense of self-respect. ”

Still more interesting is the extract relating to Kot Sultan (Muzaffargarh district) at the other end of the province.

“ At Kot Sultan in the Thal tract, the village zamindars used to ridicule the idea of starting a school farm with the view of bringing about an improved production of crops. The same zamindars now look at the distinctly superior crops grown on the farm with appreciation.....Potatoes, cauliflowers and other vegetables have been successfully grown on that farm, and this has aroused feelings of wonder among the local people who believed that the growing of vegetables was impossible in the sands of the Thal. In the very first year in which this farm was taken over by the school near the close of 1919, the wheat crop could not be grown without heavy application of manure and without less than fourteen waterings, the soil being almost incapable of retaining moisture, but by persistent cropping and judicious treatment of the soil great improvement has been effected. This year, a fair crop of wheat has been obtained from the same soil without any application of manure and with only five waterings. ”

18. It is clear from the foregoing extracts that a school farm, if properly managed, can do great good not only to the boys of the school, but also to the agriculturists in the neighbourhood. There is much force in the following remark of Lala Lachhman Das :—

“ The chief value of the school farms lies in the fact that they are situated right in the midst of the rural cultivators, and they are ever under their observation. The agricultural teacher is always there ready at hand to offer advice and assistance as a fellow cultivator and in sympathy with the farmers. ”

19. The progress made by the garden plots has also been Garden plots, described in optimistic terms. Their value to the schools concerned is undoubted. The villagers, however, in the absence of large and immediate results, do not seem to favour them as much as they do the farms.

20. Mr. Miller Brownlie, principal of the Agricultural College, Lyallpur, has made an interesting comment on the teachers The teachers employed in these schools :—

“ The influence of the work which is being carried out at the school farms in Shahpur, Patti, Kalanaur, Baddowal, Kot Sultan and elsewhere on the farmers is most interesting, and to my mind it is an indication that the day is not far distant when the teachers of agriculture in these schools will require to be men possessing a very high standard of agricultural training. Otherwise, the local farmers will soon discover that they know considerably more about agriculture than is known by the teachers of their sons, and will lose confidence in any recommendation for the betterment of agriculture which these teachers may make. ”

21. The financial results of the farms and gardens have not The financial position of the farms. been quite as successful as last year owing to the unequal distribution of rainfall and to the fall in the price of cotton, the most valuable of the crops. Still, as Lala Lachhman Das contends, it is satisfactory to find that ten out of 27 farms have shown a profit, as against twelve last year. The farm at Patti (Lahore district) is specially mentioned for its excellent record. Four years ago, the farm was running at a great deficit, and the district board had almost decided to close it down. It went on improving steadily under an enthusiastic teacher with the result that in the year under report its income exceeds the expenditure by more than Rs. 200. Kalanaur (Gurdaspur district) comes next for special mention. Its profits aggregated Rs. 190. Four farms show deficits of less than Rs. 100, and seven from Rs. 100 to Rs. 200. Lala Lachhman Das expects much better results next year.

22. Reference has already been made to the Mission School Mission School, Moga. at Moga with its useful activities. The idea of community work which is now spreading to other parts of the province originated from this school. Another interesting institution to which Lala

Lachhman Das makes a very appreciative reference is Miss McDonald's 30-acre farm at Shahdara for the training of pupils in rural occupations. It is a mixed institution of thirty children, all of whom reside on the premises. Its further progress will be watched with interest.

Agriculture
in high
schools.

23. The report on the progress of agricultural education in high schools is not as satisfactory. Lala Lachhman Das attributes this failure to the low standard of the work required in the Matriculation and School Leaving Certificate examination, most of the candidates securing a pass without doing enough outdoor work on the farm. There is consequently little incentive to work on the plots with the requisite zeal and enthusiasm. Perhaps the experiment started at Renala Khurd in the countryside with more congenial surroundings may succeed better. The subject of agriculture will not be taught for the purposes of an examination, but will be regarded more in the nature of an activity to be cultivated for its own sake, its main aim being to provide suitable training and profitable recreation.

Community
work.

24. Another feature of the year is the introduction in certain normal schools of community work, a description of which has already been given. The training imparted to teachers in normal schools is no longer confined to mere school studies, but it embraces also practical instruction in such useful subjects as hygiene, rural sanitation, the principles of veterinary science, co-operation, rural industry and social service. Education on these lines, it is hoped, will be a good equipment for the positions which the pupils will be called upon to hold in rural areas after the completion of their training.

25. Lala Lachhman Das concludes his report with expressions of sincere gratitude for the unstinted help and advice given him by the officers of the Agricultural Department. No small share of the success which has attended agricultural education in the schools of this province is due to the willing co-operation of that Department.

Industrial
schools.

26. Six new Government industrial schools have been opened during the year, and as many local board schools have been provincialised. In addition to these there are seven private or board schools in receipt of aid from Government. The total roll of the 22 schools aggregates 2,532. Suitable accommodation seems to be the most urgent need of most of these schools, as will be apparent from the following remarks of Mr. Heath :—

“The six new schools have no proper accommodation, and the six provincialised ones still have the same inadequate, unsuitable, insanitary and unsightly buildings. Critics of industrial education have been quick to point out that this form of education does not appeal to the people and fulfils no useful function..... But the other side of the shield is enlightening

and shows that, whereas the schools under the Education Department are well and often palatially housed, well-equipped and amply staffed, industrial school authorities have consistently ignored all those essentials which would appeal to the intelligent mind In the circumstances, we only get the very poor and unintelligent into our schools. It is a marvel, not that we do not get a tithe of the boys wanting a practical form of education, but that we get any at all."

Mr. Heath in a similar tone comments on the work of these schools, but there is a silver lining to the cloud :—

"The promise for the new year now opening is better than it has ever been. We have now fifteen schools under Government control and as soon as an adequate staff is appointed and with the equipment we are providing there are hopes for a definite advance. There is no doubt of the need for industrial education. All my conversations with local men show it, and this is supported by the rising numbers on the rolls."

27. Reference has already been made to the Clerical and Commercial Committee, which was appointed during the year to advise Government on this important question. Their recommendations and the new policy governing the future developments of this species of education will be discussed in next year's report. Suffice it to say that the post-matriculation classes attached to the Central Model School, Lahore, continue to flourish, and similar classes since opened in connection with the Intermediate Colleges at Lyallpur and Multan and the Government High Schools at Jullundur and Amritsar have made a good start. Clerical
training-

28. The Young Men's Christian Association and the Young Women's Christian Association Continuation Classes record another year of steady progress. The rise in the roll of the Young Women's Christian Association Classes is very pleasing, especially when it is remembered that it was decided during the year to limit admissions ordinarily to those possessing a Senior Cambridge or a High School certificate. An idea of the efficiency of the training imparted will be formed from the following extract from Mrs. Williams' report :—

"Our endeavour in the last few years has been to improve the general education of girls who come to us so as to save a good deal of spade work being done in offices in the way of enhancing their knowledge of English and even of ordinary every day facts. We are at last able to say from the results achieved that in each case that a girl with some educational background has come for training she has given satisfaction. One employer has lately asserted regarding one of our students that he would put his steno-typist against any in their London office. And the fact that almost every girl who has passed from our school is employed is sufficient proof that their work is valued. The salaries of the students, who have completed the course, range from Rs 90 to Rs. 500 "

CHAPTER VIII.

The Education of Girls.

(i) *Main Statistics.*

Enrolment.

The total number of girls in schools of all kinds has risen to 109,273, thus showing an increase of 13,704 within the year. This total figure includes 33,094 girls who are reading in unrecognised schools. These schools are not under inspection and return varying and fluctuating totals year after year. The figures, therefore, are by no means reliable. In the schools under inspection, the increased enrolment amounts to 8,644 pupils.

2. As was the case last year, the Central Circle is the most advanced. The Lahore district stands first with 6,639 pupils. It is followed by Amritsar with 5,409 pupils; by Sialkot with 5,324; by Gujranwala with 3,995; and by Ferozepore with 3,941. In the Western Circle, Rawalpindi comes first with 3,666 pupils, and is followed by Jhang with 3,616. In the Eastern Circle, Jullundur has a good record with 3,265 pupils, but the other districts lag far behind. Rohtak has only 1,262 pupils; Karnal has 1,150; Hissar has 1,120; and Gurgaon only 753.

Co-education.

3. Some advance is being shown in the matter of co-education. As many as 5,388 girls are reading in boys' schools, and 2,843 little boys are enrolled in girls' schools. In the Gurgaon district, about 500 girls joined boys' schools within a single year, and the number approximates the total enrolment of girls enrolled in girls' schools in that district. In Mianwali district this healthy practice is being continued.

Expenditure.

4. The total expenditure on girls' education amounted to Rs. 15,66,692, or nearly Rs. 16 lakhs. Government contributed about Rs. 7½ lakhs of this amount; district boards were responsible for Rs. 1,11,000, and municipalities for Rs. 3,10,000. Private contributions amounted to Rs. 3,40,000, but the income from fees was only Rs. 60,000. The education of girls is therefore almost free. The Deputy Directress criticises strongly the ungenerous attitude of many local authorities towards the education of girls. For example, the Multan Municipality has passed a resolution that "all grants to aided schools for girls shall be reduced by half". The Sheikhpura District Board has been similarly ungenerous. This arbitrary treatment is repugnant to the orders and instructions of Government. It should be remembered that these privately managed schools receive no income from fees and are thus dependant on subscriptions and grant-in-aid. If the grant is thus arbitrarily withheld, it follows inevitably that

the progress and even the continuance of a school becomes very precarious. If a school is inefficient and ineffective, the local authority has the right to withhold grant-in-aid, but a school should not be removed from the grant-in-aid list unless and until the management has had an opportunity of offering an explanation. A local body is not justified in doling out a grant or a portion of a grant when it pleases.

5. The Deputy Directress has likened a girls' school to a younger child of a large family who is never given new clothes, but has to be content with the discarded clothes of his elders. This treatment may appear at first sight to be both ungenerous and ungallant, but it has achieved considerable success. For the most part, the high schools for girls are now located in fine buildings and in beautiful surroundings. The Lahore College for Women is housed in a good building and property which used to accommodate the Diocesan High School for Girls and was subsequently purchased by Government. With the expansion of the College, additions to the buildings will be required. The Queen Mary College in Lahore possesses fine buildings and grounds. The Lady Maclagan School in Lahore owes much to the generosity of Sir Ganga Ram. To the original building donated by him have been added the old Masonic buildings, a new block of classrooms for the primary classes and, last year, the property of the old Cathedral School for Boys. The dividing wall between the two properties has been demolished with the result that this important institution with its 600 pupils is now accommodated with a beautiful site, large gardens and playgrounds and several blocks of class-rooms. The Victoria School in Lahore is housed in the beautiful old Sikh Palace which belonged to Nau Nihal Singh, the grandson of Maharajah Ranjit Singh. The Maharani Burdwan High School in Lahore City needs a large building or else separate accommodation for its primary classes. The Kinnaird College is making preparations to move from its unsatisfactory and ill-placed buildings next to the Railway Station to a more suitable site near the University quarter. This will enable the Kinnaird High School to spread itself into the discarded college buildings.

6. Few cities in India can have such ample facilities for the secondary education of girls as are possessed by Lahore. Progress has also been made in outside centres. The Alexandra High School in Amritsar has recently constructed a fine quadrangular block of school buildings, but the Municipality has been most negligent and dilatory in making satisfactory provision for its high school

which is still accommodated in an unsatisfactory rented house. There are no playgrounds whatever. Ferozepore is a promising centre. The Sikh Kanya Maha Vidyalā is gradually constructing class-rooms and hostels on a very elaborate scale on a large estate near the city. The buildings of the Dev Samaj School in the same city, though not as large, are airy and well-planned. The Avalon Mission School at Pathankot has very beautiful surroundings, and each year utilises more of the bungalows for the school. At Rawalpindi, the Government High School has found a pleasant resting place in the buildings which were formerly used by the Normal School for Men ; and such has been the case also at Lyallpur. The Government school at Multan has been removed from its old quarters in the city to the commodious buildings which used to serve as a hostel for the boys' school. The Government schools at Ambala and Ludhiana are still in rented houses. The Government school at Jullundur has a good building, but it is insufficient to accommodate the increasing number of pupils.

7. The picture of middle and primary schools for girls (especially the latter) is sadly different. Local bodies are very ungenerous to the claims of the girls for improved school houses. The buildings are most mediocre and scanty.

Training of
teachers.

8. As many as 334 women received training in the Government training classes during the year under review ; and of these 139 were preparing for the Senior Certificate. The Deputy Directress reports considerable progress in this important direction. She refers in particular to the good work of the classes attached to the Lady MacLagan School in Lahore, which is due very largely to the devoted service of Mrs. Sircar. It is hoped that provision will shortly be made in this institution for the training of a few girls for the S. A.-V. Certificate. There is no dearth of applicants for admission to the vernacular training classes. Indeed, most of the training institutions have a long waiting list of applicants. The examination results have been satisfactory. For the senior examination, 101 out of 127 were successful ; and 70 out of 118 passed the junior test.

Improvement
in secondary
schools.

9. The efficiency of the secondary schools for girls varies considerably. The middle schools, with large primary classes and a mere handful of girls in the secondary classes, show poor results. On the other hand, the secondary schools in the larger towns such as the Victoria School in Lahore show admirable results. Though the passing of examinations is by no means the main objective of these schools, very few pupils fail in their examinations. There were 840 candidates for the Middle School examination, of whom 689 were successful ; or 82 per cent. There were 167 candidates for the Matriculation examination, of whom

92 were successful. An important innovation has been the introduction of science teaching in the Lady Maclagan School in Lahore.

10. On the occasion of the prize-giving, Miss M. Bose gave a most interesting account of the history of the Victoria School in Lahore. As has already been stated, the school is housed in the beautiful old house of Nau Nihal Singh in the city. It will be better for Miss Bose to tell her story in her own words :—

“ No children were sent to school in those old days. A few elderly women were collected together and, with the assistance of stipends, were taught in the hope that they would become teachers in the elementary schools ; but this hope bore no fruit. In the early eighties Miss Chapman and Mrs. Todd did good work in introducing cleanliness, tidiness and discipline, but they had no suitable material at hand for training teachers. A few women received some teaching and were subsequently appointed to branch schools.

In 1887 (when Miss Bose joined the school), a good Urdu and Persian scholar, Bari Ustani Ashrafun Nisa, a lady of good family, had joined as head teacher of the Muhammadan Department ; and Bibi Melo from the C. M. S. School, Amritsar, and Bishan Devi, a good Gurmukhi scholar, were appointed as teachers. These were the three lady teachers in the school when I joined in 1887 ; and there was also an excellent master, Munshi Hargobind. Work was begun in right earnest. My sister and I took up our abode in this building. We soon made friends with the people in the neighbourhood ; and when we gained their confidence, they began to send their children to school. In April, 1887, the school was raised to the middle standard.

In those days there were no inspectresses. Miss Greenfield of Ludhiana, who has just completed fifty years of noble service in the Punjab, inspected all the girls' schools in the province, but there were very few in those days. In the next year, Mrs. F. A. Steel of literary fame was invited to do this work, and I was deputed to be her assistant. I can never forget the time we had to ether. She was a wonderful woman, and seemed to know the people of the country intimately.

In the end of 1889, Miss Francis came out as Inspectress of Schools and was a source of great inspiration and help to me. In this school she took particular interest. By this time, people had begun to send their girls to school, and the need of teachers was felt acutely. Miss Francis and I therefore started a training class in the school. This class developed into the Normal School in Lahore.”

When she spoke these words, Miss Bose thought that it was her last prize-giving. Happily, her health has improved so that she has been able to consent to yet another extension of service

which was eagerly demanded by the public and gladly offered by Government. The story of Miss Bose's service is the story of girls' education in Lahore; and it is difficult to picture the Victoria School without her inspiring presence.

Physical
training.

11. In the large secondary schools, regular drill and games are carried on with enthusiasm and success. Inter-school matches are played in badminton, net and basket ball. In middle schools where space is limited, the time-tables are so arranged that each class enjoys its play by turn. In the primary schools, however, little or nothing can be done. The Deputy Directress records her appreciation of the valuable and honorary services rendered by many lady doctors.

Queen Mary
College,
Lahore.

12. Queen Mary College, Lahore, had 126 pupils on the roll, of whom 52 were boarders; and there were 37 little boys in the preparatory school attached to the College. Good progress was made during the year under the capable guidance of Miss Neve. The College has suffered much in recent years by constant changes in the staff, but it is hoped that stability in this regard has now been attained.

Kinnaird and
Lahore
Colleges
for Women,
Lahore.

13. The numbers at the Kinnaird College have remained practically stationary with 37 students, of whom the majority are boarders. The staff is very well qualified, and the examination results of the last three years have been most satisfactory. The main event in the history of the Lahore College for Women has been the inclusion of classes for the degree. This has necessitated the re-transfer of the matriculation classes to the Lady MacLagan School. The examination results have been particularly good. The library has been extended; and the staff has been improved, notably by the inclusion of Miss G. Harrison and Miss Ashdown, ladies of high qualifications.

Hindu
Widows'
Home,
Lahore.

14. Reference has been made in previous reports to the Hindu Widows' Home in Lahore. This institution was started in buildings which were donated by the generosity of Sir Ganga Ram. The beginnings were humble in that only six widows joined the school in the first year. In the next year, the number advanced to 14. During the year under review, there were as many as 74 inmates of the school, and there were a large number of applicants for admission in the next session. It is pleasing to record that not only have the benefits of the school been much appreciated, but also that those widows who have been trained as teachers have had no difficulty in finding occupation. Training is also given in spinning and weaving, in sewing and in embroidery work. Those who have received this form of training were employed either as teachers or are earning money by private work. Miss Stratford is of opinion that there is much scope for the training of nurses, which matter is under consideration.

(ii) *The Problem of Girls' Education.*

15. The previous section of this chapter has indicated that, in the region of higher education, there is much cause for hope, but that, in the matter of primary education (especially in the villages), the outlook is unpromising.

16. The statistical table (*vide* page 4 of this report) explains the main items of expenditure for boys' and girls' education. These figures are fallacious in one important respect because, in accordance with the Government of India statistical table, the pupils in the primary departments of high and middle schools (and the expenditure incurred) are classed as high and middle, whereas for the ordinary purpose of calculation both the primary pupils and expenditure should be classed as primary. Still, the statistical tables being the same for boys and girls, the comparison between the two has some value.

The expenditure on boys' and girls' education compared.

17. The expenditure figures suggest that, in comparison with the figures for boys, expenditure on girls' education is excessive, but there are extenuating circumstances. In Arts colleges, the average cost for men is Rs. 194-6-0 and that for women is Rs. 965-0-2, but women's collegiate education is in its infancy and therefore needs special and liberal encouragement. The almost equally high cost per pupil (Rs. 841-9-0) in professional colleges for women is explained by the fact that it is incurred entirely by the admirable training class maintained at St. Bede's College at Simla. In the ordinary school, the average cost for boys is Rs. 15-7-8 per head, and that for girls is Rs. 20-9-4. The comparatively high rate for girls in special schools is due very largely to the expenditure incurred on the Ludhiana Medical School and the ordinary training schools for girls. If the inexpensive education of male adults were excluded from the figures, there would be little material difference between the cost for boys and girls.

18. Though alarming at first sight, the expenditure figures in themselves are not open to serious adverse comment provided that this expenditure is effective. It is necessary, therefore, to examine the figures from the educational aspect. In regard to the education of boys, the real weakness in the system is the preponderance of boys who are enrolled in the first class and who fail to reach a higher class. The large and increasing expenditure incurred by the rapid expansion of vernacular education for boys can only be justified if it is accompanied by a rapid and successful application of compulsion, and by a largely increased proportion of boys completing at least the primary stage and by thus becoming literate. Literacy is of far greater importance than enrolment.

To what extent is expenditure on girls' education effective.

19. It has been contended in another portion of this report that this proviso is being met in the case of boys ; and that the proportion of middle schools to the number of primary schools is being rapidly increased. Unfortunately, the same cannot be said in regard to girls' primary schools, and especially those in rural areas. It is impossible as yet to consider the application of compulsion to girls ; and very few primary schools for girls in rural areas are sufficiently attended to justify their promotion to the middle status. It is therefore open to serious question whether the primary schools for girls achieve any material reduction of illiteracy. The following figures tend to confirm these pessimistic opinions. These figures do not include European and Anglo-Indian girls.

	NUMBER OF PUPILS (GIRLS).					
	1925-26	1924-25	1923-24	1922-23	1921-22	1920-21.
Middle VI ..	1,054	854	834	822	} 1,549	1,595
Middle VII ..	656	603	538	491		
Middle VIII ..	420	396	391	368		
High IX ..	167	127	165	88	} 133	118
High X ..	84	71	66	67		
Total ..	2,381	2,051	1,994	1,836	1,682	1,713
Total number of girls in recognised schools.	75,260	66,572	63,925	64,448	60,537	59,839

20. These figures are startling. They indicate that it takes 75,260 girls to produce 2,381 literates and 84 matriculation candidates ; and this may be an optimistic assumption. It is true that Class V for girls is included in the primary stage, whereas this class for boys is included in the middle stage. In 1925-26, there were 3,988 girls reading in the fifth class, and thus, if this number is added to the 2,381 girls in the senior classes, there were 6,369 girls in Class V and upwards. The cost per literate would therefore reach a very high figure.

Difficulties of
the problem.

21. It should be remembered that in India it is not the practice for women to teach in boys' primary schools ; nor is the

practice at all general for little girls to accompany their little brothers to school. It is therefore necessary to employ men to teach little boys ; and it is also necessary to provide separate schools for little girls. These two important considerations increase the cost of primary education very materially, but the difficulties do not end here. Conditions in this province demand a further multiplication of schools for girls by the requirements of the several languages and communities. Reference has also been made to the improved position of the several training institutions for girls in the province, but unfortunately the problem of girls' education in rural areas is by no means solved by this improvement. On the successful completion of their training, the girls are most reluctant to seek service in the depressing conditions of a village school ; and the ungenerous attitude of many local authorities has accentuated that depression. Miss Stratford has explained this difficulty in the following words :—

“ The gradual increase in the number of trained mistresses is having its effect on the methods of teaching and the general management of primary schools. Distribution, however, is a difficulty. It is often found that when one or two girls return to a tahsil, several others apply for training and then find it difficult to obtain work near enough to their homes. For example, in the Muzaffargarh district, seven girls came for training from Kot Adu, and it will be a serious question where to place them on the completion of their training. Moreover, local bodies often prefer to employ untrained and unqualified teachers than to sanction grades for suitable and capable women. Many of the requests which I have received for teachers are on such low salaries and with such poor prospects that it is impossible to recruit satisfactory teachers. Again, the difficulty of finding house room is so great that trained girls will not accept the posts.”

23. The problem is therefore a baffling one. Girls are trained, but they will not seek service in rural areas. It is rarely possible to find enough girls with adequate qualifications in a rural area to justify the institution of a vernacular middle school, and still more a training class. Perhaps the best solution of the difficulty will be to mark down a few favourable centres to institute Government vernacular middle schools, and later to attach to them training classes. But, again, few of these girls will be prepared to accept service far from their own homes.

24. The main problem is therefore to decide the most promising line of advance. For the reasons discussed in previous paragraphs, it does not appear that a rapid development of primary schools for girls will be the most fruitful form of expenditure. The most favourable point of attack will be in the region of secondary schools in large towns. The somewhat depressing figures given in paragraph 19 should be read alongside of the more

The most
promising
line of
advance.

optimistic figures shown in the main table at page 2. These figures record as many as 3,516 girls in high schools and 14,755 girls in middle schools (from which have to be deducted 822 and 491 Europeans and Anglo-Indians respectively). It is true that a large proportion of these girls are still enrolled in the primary classes, but at any rate they are reasonably well taught and cared for ; and many of them may be expected to reach the higher classes within a few years.

Promising
improvement
of secondary
schools in
large towns.

25. There can be little doubt but that the secondary schools for girls in large towns are making a wide and a strong appeal to the urban population. The Lady Maclagan School in Lahore is full to over-flowing. Miss Bose has already told the remarkable and inspiring story of the Victoria School in the same city. The schools at Multan, Rawalpindi and Lyallpur are all showing good progress. The Mission schools in the province have a fine record of work and service. There are many other centres in the province which hold out hopes of advancement if suitable facilities were provided. Success can be achieved in this direction by the improvement of the existing schools and by the establishment of similar ones. A class for the training of senior anglo-vernacular teachers is sorely needed, and it is proposed to institute such a class at the Lady Maclagan School next year.

(iv) *Inspection and Direction.*

26. Miss Stratford reports well on the work and enthusiasm of her colleagues in the difficult and arduous work of inspection. It is necessary, however, to link up the activities of the men and women engaged in this work. The men are usually precluded from entering a girls' school, or at any rate are unable to test the efficiency of the teaching when many of the girls are compelled to be absent. The women, on the other hand, are unable to reach many of the schools which are located in distant parts. The inspectors find it difficult to explain satisfactorily the needs of the girls' schools at the meetings of the District Board, and it therefore follows that insufficient attention is usually given to their needs.

27. In these depressing circumstances, it is surprising that Miss Stratford and her colleagues have been able to achieve so much. All credit is due to them for their enthusiasm and devotion to duty.

CHAPTER IX.

Education of Europeans.

(i) General Statistics.

During the early portion of the year under review, Mr. J. E. Parkinson was in charge of the office of Inspector of European Schools in place of Mr. D. Reynell who was on leave. It was stated in last year's report that Mr. Parkinson was much perturbed by the lack of precautions against fire in a number of schools. He therefore suggested the replacement of wooden by fire-proof staircases in school buildings and boarding houses in which the former existed. It is strange that some schools have resisted this suggestion. Necessary precautions have been taken, however, in the Lawrence School at Ghoragali and in the Ayrecliff School at Simla. In other schools, the matter is still under consideration. It is necessary, therefore, to repeat the warning given last year.

2. The Station School, Ferozepore, has sent no statistics. The total number of schools has however increased by one in consequence of the opening of St. Edward's School at Simla by the Christian Brothers, and by the institution of a primary school at Summer Hill, Simla, by the parish authorities. The number of pupils has increased by 38 to a total of 2,646, and this increase has been shared by a reasonable proportion between boys and girls. There were, however, 297 non-European pupils (178 boys and 119 girls) in European schools, as against 265 last year. This speaks well of the public estimation of the education imparted in these schools. Incidentally, it means that the increase in the number of European pupils is only six.

3. The total direct expenditure has decreased by Rs. 38,791, whereas the indirect expenditure shows an increase of Rs. 44,545, thus recording a net increase of Rs. 5,754. The decrease in the direct expenditure appears to indicate that a commendable degree of economy has been exercised in accordance with certain economical principles which have recently been incorporated in the grant-in-aid rules.

4. The number of teachers has increased by sixteen to 218, of whom 57 are untrained. Last year's figures showed a decrease of nineteen in the number of teachers. This fluctuation is probably due to accidental causes connected with the date on which the figures are ascertained. The net result suggests an economy in staffing which is satisfactory in that there are no signs of decreased efficiency.

5. The Chelmsford Training Class at Ghoragali has done good work in training teachers from various parts of India. The ten students who appeared for the last diploma examination were

Inspection.

Number of schools and pupils.

Expenditure.

Teachers.

Training of Teachers. Chelmsford Training Class.

all successful, seventeen distinctions having been gained in particular subjects as against three last year. Discipline is largely in the hands of the students themselves and is well maintained. Students are members of the Punjab Rifles ; good work has been done in scouting ; and several of the students have distinguished themselves in athletics. The products of the class appear to be in great demand.

St. Bede's
College,
Simla.

6. In the training of women teachers, St. Bede's College at Simla has continued to do admirable work. The students were not as successful in their examinations as in previous years, but this was probably due to an improvement of the examination standards rather than to decreased efficiency of training.

St. Denys'
Kindergarten
class.

7. The Kindergarten training class attached to St. Denys' High School at Murree prepares women teachers for the European Kindergarten examination. Two out of the three candidates were successful.

Buildings.

8. Some improvement has been made in the buildings and property of these schools. The most notable were the completion of the fine new buildings of St. Denys' High School at Murree, towards which Government has given a grant-in-aid ; the improvement of the play-ground at the Bishop Cotton School, Simla ; and much needed extensions and improvements at Ayreliff School at Simla. At the Lawrence School, Ghoragali, electric lighting has been installed. This should be another preventive against outbreaks of fire.

Teaching.

9. In regard to the teaching in the schools, Mr. Reynell reports as follows :—

“ In regard to particular subjects, there is a general insufficiency of oral work in arithmetic, and of the use of concrete objects in the earlier stages. In English the exercises in composition lack variety and definiteness of purpose. There is a tendency to an excess of written work indifferently done. In spite of the instructions in the Code, grammar is often treated formally as a separate subject ; hence its application in practice is incomplete. The “ rough book ” persists to the detriment of general neatness. History and geography tend to be too much a matter of dictated notes which are learnt by heart. In drawing the most noticeable fault is bad perspective, correctness in this respect being often sacrificed in order to spend time on the elaboration of pretty work. There is a general lack of apparatus for kindergarten work, though a few schools are well-equipped in this respect. Urdu continues to be a weak spot, but the importance of the subject is steadily gaining recognition.”

(ii) *The Problem of European Education.*

Intermediate
classes at
Ghoragali.

10. Reference was made in last year's report to the proposal of opening Intermediate classes at the Lawrence School, Ghoragali.

Sanction has since been given by the University to the affiliation of these classes, which have now been started. The new buildings were sanctioned at the very end of the year and are now under construction. The Diocesan Board of Education has engaged to meet one-third of the cost on condition that its number of nomination for admission to the school and college is increased. Good provision is being made for the teaching of science, including botany and zoology.

11. It is hoped that the institution of an Intermediate College will prove to be an epoch in the history of European education in this province. In the first place, arrangements have been made to approximate the training courses to the requirements of the Intermediate examination. By this means, the students under training should be enabled to take that examination concurrently with the Departmental training certificate. It should not be difficult for them subsequently to take a degree, if necessary as private candidates. These men should therefore be eligible and qualified, in the course of time, to undertake the highest posts of responsibility in European schools, and thus be a means of building up the strength and stability of the community.

12. In the next place, the Intermediate classes should be a great boon to the brighter boys and girls of the community. Experience has shown that, the methods of teaching and conditions of life at an Indian College being very dissimilar from those obtaining in a European School, boys and girls of the community rarely acquit themselves well in their preparation for the Intermediate examinations at an Indian College, though beyond that stage it is both advisable and necessary that they should benefit by the instruction given in colleges. With the passing of the Intermediate examination, these boys and girls will have been brought to the very doors of the professional and arts colleges, and therefore the number of graduates should be much greater in the future than it has been in the past. The main problem of European education in India is to equip members of the community for professional work, and it may well be that this problem will have been solved by the institution of the Lawrence College at Ghoragali.

13. A further advance has been made in the same direction. The State Scholarship for Europeans (tenable overseas) having proved less useful than was anticipated, has been replaced by an equivalent allotment for scholarships to encourage professional study in India by candidates educated in European schools. The College should therefore bring boys and girls to the doors of the professional colleges; and the new scholarship allotment should give the much needed assistance to a number of pupils who desire to enter those doors.

CHAPTER X. Education of Special Classes.

(1) *Muhammadians.*

The following table gives the number of pupils (male) of the three principal communities under instruction in the several kinds of institution in the Punjab :—

Large increase in the number of Muhammadians pupils.

Statement showing the enrolment of males of the three principal communities of the province in educational institutions of all kinds on 31st March, 1926.

	MUSLIMS.				HINDUS.				SIKHS.				
	1925-26.	1924-25.	Increase.	Decrease.	1925-26.	1924-25.	Increase.	Decrease.	1925-26.	1924-25.	Increase.	Decrease.	
	Arts Colleges	English ..	1,709	1,461	248	..	3,930	3,587	343	..	1,155	1,018	137
	Oriental ..	79	71	8	..	56	59	..	3	10	8	2	..
	Law ..	100	129	..	29	343	391	..	48	68	66	2	..
Professional Colleges	Medicine ..	176	168	8	..	225	241	..	16	105	115	..	10
	Commercial ..	..	..	..	..	..	..	..	..	..	..	..	..
	Teaching ..	86	66	20	..	97	76	21	..	29	30	..	1
	Agriculture ..	43	44	..	1	39	29	10	..	70	68	2	..
	Veterinary ..	36	28	8	..	58	41	17	..	16	11	5	..
	Engineering ..	54	51	3	..	68	50	18	..	19	15	4	..
	Total ..	2,283	2,018	265	..	4,816	4,474	342	..	1,472	1,331	141	..
Schools General	Secondary Stage	54,857	48,821	6,036	..	67,136	62,984	4,152	..	26,424	23,942	2,482	..
	Primary Stage..	341,690	287,167	54,523	..	219,219	190,354	28,865	..	77,815	66,969	10,846	..
	Total ..	396,547	335,988	60,559	..	280,355	253,338	33,017	..	104,239	90,911	13,328	..
Special Schools.	Training Schools	1,111	1,085	26	..	845	772	73	..	299	273	26	..
	Medical ..	211	203	8	..	249	239	10	..	84	88	..	4
	Mayo School of Arts ..	115	170	..	55	33	43	..	10	8	14	..	6
	Engineering ..	32	41	..	9	74	59	15	..	23	23	..	..
	Industrial ..	1,621	1,712	..	91	594	676	..	82	221	218	3	..
	Defectives ..	7	10	..	3	8	5	3	..	2	..	2	..
	Commercial ..	..	..	..	..	..	..	..	..	..	..	..	..
	Reformatory ..	53	54	..	1	48	41	7	..	2	6	..	4
	Other Special ..	40,758	32,212	8,546	..	37,147	24,579	12,568	..	6,612	4,790	1,822	..
	Total ..	43,908	35,487	8,421	..	38,908	26,414	12,584	..	7,251	5,412	1,839	..
	Total Public Institutions.	442,738	373,493	69,245	..	330,169	284,226	45,943	..	112,962	97,654	15,308	..
	Total Private Schools.	37,721	35,101	..	7,380	12,231	16,285	..	4,054	4,177	4,368	..	191
	GRAND TOTAL	480,459	408,594	61,865	..	342,400	300,511	41,889	..	117,139	102,022	15,117	..

2. The totals for each community in the collegiate, secondary and primary stages of instruction show how steadily the Muhammadans are advancing. Of the total increase in the number of pupils reported during the year, as many as 60,079 are claimed by Muhammadans or 46·9 *per cent.* of the total as against 32·1 in the case of Hindus and 11·5 in that of Sikhs. Last year, the respective percentages were 57·9, 33·9 and 8·2. A glance at the subjoined table will give a more adequate idea of the rapid rate at which Muhammadans have progressed in the past few years. Of the total rise in the roll which has taken place since 1922, 238,716 or 57·1 *per cent.* are claimed by Muhammadans.

	Muham- madans.	Hindus.	Sikhs.	Total.
1922	241,743	212,005	76,373	530,121
1923	334,212	251,766	88,461	674,439
1924	364,386	274,683	95,748	734,817
1925	408,594	300,511	102,022	811,127
1926	480,459	342,400	117,139	939,998
Total increase ..	238,716	130,395	40,766	409,877
Percentage ..	57·1	32·7	10·2	100

3. It is the countryside which has benefited most by this advance. Rai Bahadur Atma Ram's remarks on this point are interesting :—

“ It is gratifying to note that the Muhammadans are gradually awakening to the need of modern education for boys, and the enlightened section of the community is taking active steps to make up for lost time in the matter of anglo-vernacular education.”

Sardar Bahadur Bishan Singh also refers to the satisfactory results of the recent policy of extending facilities for anglo-vernacular education in rural areas, and to the stimulus which it has given to the Muhammadan community. He says :—

“ In the field of secondary education the Muhammadans now hold their own. The opening of new Government and board schools in backward areas, coupled with six high and two middle schools of their own, have afforded good facilities for anglo-vernacular education among Muslim boys in the Julundur division. In anglo-vernacular secondary schools the Muhammadans show an increase of 7·5 *per cent.* against 4·2

per cent. in the case of Hindus. The Muhammadans in the Jullundur division have been taking full advantage of the educational facilities offered, and it is hoped that their progress will not only be maintained but enhanced in future years."

Khan Bahadur Shaikh Nur Elahi, Inspector of Schools, Lahore division, reports in an equally encouraging strain that "the number of Muslim boys in the high and middle stages has risen from 2,423 and 12,296 to 2,617 and 13,473 respectively. This all round increase is satisfactory."

4. The enrolment of Jains in public institutions of all kinds on the 31st March last was 2,849; 40 in colleges, 2,744 in secondary and primary schools and 65 in special schools. This community maintains one anglo-vernacular middle and one high school, both of which are in the Ambala division.

(ii) *Depressed Classes.*

Depressed
classes.

5. Reference was made last year to the policy adopted in 1923 with the object of advancing education among the depressed classes. It was also stated that its good effects had begun to be seen in the increased enrolment and in the diminishing prejudice against the admission of these boys to ordinary schools. Satisfactory progress continues to be made in both these directions. The number of pupils belonging to these classes in the ordinary schools has increased in the case of boys from 9,261 to 15,027; and in the case of girls from 481 to 872. It should also be remembered that many others are enrolled under the classification of Indian Christians. There is a pleasing increase also in the number of these boys who are enrolled in the middle stage, the figure having risen from 552 to 723. In the high department, however, the rate of advance is as yet disappointing. It is poverty which stands in the way, and perhaps this aspect of the question needs further consideration. Chaudhri Fateh-ud-Din offers the following suggestions:—

"It will perhaps be necessary to offer them special inducements. I think the best means of attracting these boys will be to admit them as free students and to provide them with books, writing material and sometimes even clothes at the expense of the Boards which ought to be liberal enough to finance this enterprise."

Education of
Criminal
Tribes.

6. The introduction of compulsory primary education under the Criminal Tribes Act, the exemption from payment of fees and the free supply of text-books are measures which should give a fresh impetus to the spread of education among criminal tribes. Already, there are signs of better times ahead for

them. Mr. Atma Ram reports that the Minas of Gurgaon are giving up their old ways and are qualifying themselves for more honourable occupations.

(iii) *Education of the Upper Classes.*

7. As a result of the economies lately effected in the manage-^{Aitchison}ment of the Aitchison Chiefs College, Lahore, the immediate^{College.} financial circumstances are reported to have improved. It is gratifying also to learn from the principal that the numbers have further increased from 95 to 106. In last year's report it was suggested that the rules of admission might be interpreted more liberally. It is interesting that Mr. J. A. Richey holds similar opinions :—

“ I am inclined to the view that it might be desirable to admit to this College a larger number of students than we have at present, especially those of good families whose parents are prepared to pay full fees and who are prepared also to help in the foundation of endowments. It does seem a pity that these excellent grounds, which remind one of the Oxford “ quads ” more than does any other place I have visited in India, cannot be used by more than 98 students.”

8. The extra-mural activities of the college continue to progress, especially the agricultural side, whose developments will be watched with interest. In the last Diploma examination six out of nine candidates passed.

CHAPTER XI.

Text-Book Committee.

During the year under report, a large number of changes were made in the personnel of the Committee. Those members who had served for many years in continuation were replaced by new members in order to give the Committee the benefit of more varied experience. It was also decided not to nominate again members who are authors of school text-books. The General Committee met thrice, while the various sub-committees held 17 meetings during the year.

2. The number of books considered by the Committee was 405 as against 316 in the previous year, thus showing an increase of 89. Of these books, 233 were approved for use in the schools, whether as text-books or supplementary readers, or for use in libraries, or as suitable for prizes. Publications to the number of 172 were found to be unsuited to the requirements of schools.

3. The Committee continued its efforts in the preparation of new books and in the revision of its own publications. Special reference is made to 'A Book on School-management and Teaching in Normal Schools' which has replaced the 'Ilm-ut-Talim' for the use of vernacular teachers under training. This new book has been compiled by Mr. H. G. Wyatt, and is likely to prove as useful as Mr. Knowlton's 'Ilm-ut-Talim', which has served a very useful purpose for 25 years.

4. A large number of periodicals and books have been presented to vernacular middle schools and other institutions as in previous years, and copies of the Supplement to the detailed list of lantern slides mentioned in last year's report have been supplied to Rural Community Councils, to the members of the Rural Community Board, and to principals of high and normal schools. The importance of the Supplement lies in its usefulness, since it amalgamates the list of all the Slides Circulating Agencies in the province.

5. It is a matter for satisfaction that the competition for the award from the Patronage of Literature Fund has attracted a larger number of writers and that apart from the quantitative improvement, there is also noticeable an improvement in the quality of the books which have been submitted. Awards have been recommended to six authors.

G. ANDERSON,

Director of Public Instruction, Punjab.

APPENDIX A.

List of Schools provincialized since 1st April, 1922.

<i>Serial No.</i>	<i>Name of school.</i>
1.	Municipal Board High School, Jagraon.
2.	Municipal Board High School, Phillaur.
3.	Municipal Board High School, Rupar.
4.	Municipal Board High School, Chunian.
5.	Municipal Board High School, Hazro.
6.	District Board High School, Bhera.
7.	District Board High School, Pakpattan.
8.	Municipal Board High School, Khushab.
9.	Municipal Board High School, Sirsa.
10.	District Board High School, Jaranwala.
11.	District Board High School, Phalia.
12.	District Board High School, Baghbanpura.
13.	District Board High School, Tanda.
14.	District Board High School, Chakwal.
15.	District Board High School, Kahuta.
16.	District Board High School, Dera Baba Nanak.
17.	Municipal Board High School, Palwal.
18.	Municipal Board High School, Alipur.
19.	District Board High School, Akalgarh.
20.	Municipal Board High School, Bahadurgarh.
21.	Municipal Board High School, Pindigheb.
22.	District Board High School, Patto Hira Singh.
23.	District Board High School, Gujarwal.
24.	District Board High School, Taunsa.
25.	Municipal Board High School, Kaithal.
26.	Municipal Board High School, Sahiwal.
27.	Municipal Board High School, Isa Khel.
28.	District Board High School, Naushehra.
29.	District Board High School, Hamirpur.
30.	District Board High School, Kot Adu.
31.	District Board High School, Renala Khurd.
32.	Municipal Board High School, Bhiwani.
33.	Municipal Board High School, Bhakkar.
34.	District Board High School, Shorkot.
35.	District Board High School, Leiah.
36.	Municipal Board High School, Rajanpur.
37.	Municipal Board High School, Shahabad.
38.	Municipal Board High School, Jhajjar.
39.	Municipal Board High School, Murree.
40.	Municipal Board High School, Hansi.
41.	District Board High School, Kulu.
42.	District Board High School, Garhshankar.
43.	District Board High School, Sharaqpur.
44.	District Board High School, Ajnala.

APPENDIX B.

Schools or Departments brought on the grant-in-aid list
since 1922-23.

	<i>Grants paid during 1925-26.</i>
	Rs.
1. Khalsa High School Kurali, (Ambala) ..	2,880
2. C. A.-V. High School, Hissar ..	5,628
3. Islamia A.-V. Middle School, Simla ..	1,488
4. Islamia A.-V. Middle School, Rupar (Ambala) ..	1,152
5. Sanatan Dharam A.-V. Middle School, Simla ..	396
6. Khalsa High School, Kharar (Ambala) ..	3,948
7. Vaish High School, Rohtak ..	3,492
8. Arya Lower Middle School, Rohtak ..	648
9. Muhammadan Rajput Boarding House, Ambala City ..	564
10. Mathra Das High School, Moga (Ferozepore) ..	7,332
11. Khalsa High School, Moga (Ferozepore) ..	5,916
12. Islamia High School, Ludhiana ..	2,088
13. Mission High School, Palampur (Kangra) ..	2,665
14. Z. A.-V. High School, Sullah (Kangra) ..	2,232
15. Hindi Parcharak High School, Ludhiana ..	1,272
16. Khalsa High School, Mahilpur (Hoshiarpur) ..	3,000
17. Rajput High School, Indaura (Kangra) ..	1,200
18. Islamia High School, Sangla (Sheikhupura) ..	2,484
19. Khalsa A.-V. Middle School, Nawanpind (Sheikhupura) ..	1,968
20. G. D. Islamia High School, Maingri (Gurdaspur) ..	1,884
21. Sanderson D. A.-V. High School, Baramanga (Gurdaspur) ..	1,008
22. Cross Islamia High School, Fatehgarh (Gurdaspur) ..	1,392
23. Hindu A.-V. Middle School, Sangla (Sheikhupura) ..	960
24. Khalsa A.-V. Middle School, Saini Bar Chak 7 (Sheikhupura) ..	708
25. Khalsa High School, Ramdas (Amritsar) ..	1,860
26. Johnston Memorial A.-V. Lower Middle School, Raewind (Lahore) ..	828
27. Islamia A.-V. Middle School, Jalalpur Jattan (Gujrat) ..	2,508
28. S. D. High School Jand (Attock District) ..	1,500
29. Islamia A.-V. Middle School, Jhelum ..	2,040
30. Khalsa High School, Tanda (Gujrat) ..	3,000
31. Islamia A.-V. Middle School, Dera Ghazi Khan ..	768
32. Islamia High School, Chak 333 (Lyallpur) ..	3,660
33. A. S. High School, Karor Lalian (Muzaffargarh) ..	1,692
34. Khalsa A.-V. Middle School, Khanewal (Multan) ..	800
35. A. S. High School, Dera Ghazi Khan ..	2,904
36. Jain A.-V. Middle School, Ambala City ..	1,932
37. Islamia A.-V. Middle School, Sukho (Rawalpindi) ..	1,924
38. Khalsa High School, Garhdiwala (Hoshiarpur) ..	3,132
39. A. S. High School, Alawalpur (Jullundur) ..	3,228
40. Khalsa High School, Kalra (Jullundur) ..	3,840

**I.—CLASSIFICATION OF EDUCATIONAL INSTITU-
TIONS, 1925-26.**

I.—CLASSIFICATION OF

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
		1	2	3	4	5	6
RECOGNISED INSTITUTIONS.							
Universities	..	..	..	..	1	..	1
Colleges—							
Arts and Science*	..	1	..	..	7	2	10
{ Law ..	..	..	..	..	..	1	1
Medicine ..	..	1	..	..	..	..	1
Education ..	..	2	..	..	..	..	2
Engineering ..	..	1	..	..	..	..	1
Agriculture ..	..	1	..	..	..	..	1
Commerce ..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..
Veterinary Science ..	..	1	..	..	..	..	1
Intermediate and 2nd grade Colleges.	..	5	..	..	..	6	11
	Totals	12	..	..	8	9	29
High Schools	..	71	12	11	157	34	285
Middle Schools	{ English ..	1	68	19	65	56	†209
	{ Vernacular ..	..	1,718	10	5	..	†1,733
Primary Schools	..	16	4,312	238	959	189	5,714
	Totals	88	6,110	278	1,186	279	7,941
Special Schools—							
Art ..	..	1	..	..	..	..	1
Law ..	..	..	..	..	..	..	..
Medical ..	..	1	..	..	1	1	3
Normal and Training ..	..	21	..	..	4	2	27
Engineering ..	..	1	..	..	..	..	1
Technical and Industrial ..	..	16	1	1	1	3	22
Commercial ..	..	..	..	..	..	..	..
Agricultural ..	..	..	..	..	..	..	..
Reformatory ..	..	1	..	..	..	..	1
Schools for Defectives ..	..	1	..	..	..	..	1
Schools for Adults ..	..	13	2,564	63	421	145	3,206
Other Schools ..	..	2	..	..	1	3	6
	Totals	57	2,565	64	428	154	3,268
Totals for Recognised Institutions ..		157	8,675	342	1,622	442	11,238
UNRECOGNISED INSTITUTIONS ..		..	..	..	..	2,589	2,589
GRAND TOTALS, ALL INSTITUTIONS		157	8,675	342	1,622	3,031	13,827

*Includes one

†This includes 183 Upper Middle and

†This includes 391 Upper Middle and

EDUCATIONAL INSTITUTIONS.

FOR FEMALES.

Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..
1	..	..	1	..	2
..
..	..	..	1	..	1
..
..
..
1	..	..	2	..	3
6	..	1	13	1	21
2	..	..	8	..	10
2	3	26	45	1	77
8	549	199	324	82	1,162
18	552	226	390	84	1,270
..
..	..	..	1	..	1
6	..	..	5	..	11
..
..	..	..	2	..	2
..	..	..	1	..	1
..
..
..	1	..	1	..	2
1	..	..	..	..	1
7	1	..	10	..	18
26	553	226	402	84	1,291
..	..	..	..	1,797	1,797
26	553	226	402	1,881	3,088

Oriental College.
 26 Lower Middle Schools.
 1,342 Lower Middle Schools.

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING									
In recognised institutions—									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Universities ..	..	..	..	..	..	..	..	..	..
Arts and Science (a) ..	1,697	1,464	583	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..
Medicine ..	512	505	228	..	..	..	..	..	..
Education ..	235	221	235	..	..	..	..	..	..
Engineering ..	205	178	91	..	..	..	..	..	..
Agriculture ..	153	148	145	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	112	105	86	..	..	..	..	..	..
Totals ..	2,914	2,615	1,868	..	..	..	..	..	..
SCHOOLS AND SPECIAL EDUCATION.									
In High Schools ..	25,456	23,311	5,097	4,701	4,140	760	4,001	3,564	473
" Middle Schools—									
English ..	358	354	30	18,532	15,674	1,291	5,514	4,568	565
Vernacular ..	..	..	..	264,615	199,465	5,633	2,362	1,889	229
" Primary Schools ..	1,494	1,240	..	276,579	205,816	127	34,980	28,055	..
Totals ..	27,308	24,905	5,127	564,427	425,104	7,820	46,857	38,676	1,267
In Art Schools ..	158	154	49	..	..	..	..	..	..
" Law ..	..	..	..	..	..	..	..	..	..
" Medical Schools ..	354	345	300	..	..	..	..	..	..
" Normal and Training Schools ..	1,907	1,925	1,973	..	..	..	..	..	..
" Engineering Schools ..	129	124	129	..	..	..	..	..	..
" Technical and Industrial Schools ..	1,866	1,592	22	128	85	..	283	284	..
" Commercial Schools ..	..	..	..	..	..	..	..	..	..
" Agricultural Schools ..	..	..	..	..	..	..	..	..	..
" Reformatory Schools ..	104	100	104	..	..	..	..	..	..
" Schools for Defectives ..	24	21	13	..	..	..	..	..	..
" Schools for Adults ..	3,330	1,602	..	61,868	47,325	..	1,710	1,246	..
" Other Schools ..	85	77	41	..	..	..	..	..	..
Totals ..	8,047	5,940	2,631	61,906	47,410	..	1,993	1,480	..
Totals for recognised institutions.	38,269	33,460	9,126	626,423	472,514	7,820	48,850	40,156	1,267
In unrecognised institutions.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS.	38,269	33,460	9,126	626,423	472,514	7,820	48,850	40,156	1,267

(a) Includes 145 scholars

(b) Includes 39,496 scholars in Anglo-Vernacular Upper Middle Schools

(c) Includes 1,01,058 scholars in Vernacular Upper Middle Schools

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
17	17	..	..	..	..	17	17	..	..
8,054	2,622	1,614	2,632	2,282	1,488	7,383	6,368	3,685	5
..	..	..	512	464	292	512	464	292	..
..	..	..	..	..	..	512	505	228	..
..	..	..	..	..	..	235	221	235	2
..	..	..	..	..	..	205	178	91	..
..	..	..	..	..	..	153	142	145	..
..
..
..	..	..	..	..	..	112	105	86	..
3,071	2,639	1,614	3,144	2,746	1,780	9,129	8,000	4,762	7
66,927	59,500	9,998	10,081	8,776	1,499	111,166	99,390	16,936	11
12,789	11,008	661	6,148	5,780	403	(b)43,341	37,384	2,950	191
900	843	243	..	..	..	(c)267,877	202,107	6,105	490
55,982	46,875	99	8,280	6,684	..	377,315	289,270	226	2,058
189,598	118,316	10,101	24,509	21,240	1,902	799,699	628,241	26,217	2,750
..	..	..	..	..	..	158	154	49	..
..
..	..	..	190	126	30	544	471	330	..
234	222	148	68	62	66	2,299	2,209	2,187	..
..	..	..	..	..	..	120	124	129	..
255	243	59	..	..	..	2,532	2,154	81	..
..
..
..	..	..	..	..	..	104	100	104	..
..	..	..	..	..	..	24	21	13	..
14,473	11,990	..	3,990	3,406	..	85,371	65,569	..	..
119	106	..	21	18	..	225	201	41	..
15,081	12,561	207	4,269	3,612	96	61,386	71,003	2,934	..
154,750	133,516	11,922	31,922	27,598	3,778	900,214	707,244	33,913	2,757
..	..	..	54,387	18,939	20	54,387	18,939	20	2,765
* 154,750	133,516	11,922	86,309	46,537	3,798	954,601	726,183	33,933	5,522

In the Oriental College.
and 3,599 scholars in Anglo-Vernacular Lower Middle Schools.
and 166,819 scholars in Vernacular Lower Middle Schools.

II-B.—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In recognised institutions.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Arts and Science ..	54	42	23	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
TOTAL ..	54	42	23	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools ..	1,216	918	253	..	..	..	237	208	..
„ Middle Schools—									
English ..	620	441	..	..	..	..	..	..	..
Vernacular ..	369	266	6	207	167	46	3,997	3,167	..
„ Primary Schools ..	151	123	..	21,921	17,456	786	13,980	9,274	..
TOTALS ..	2,356	1,748	259	22,128	17,623	832	18,214	12,649	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools.	334	306	225	..	..	..	..	..	..
„ Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	20	17	..	..	..	..
„ Other Schools ..	25	20	..	..	..	..	..	..	..
TOTALS ..	359	326	225	20	17	..	..	..	..
Totals for recognised institutions.	2,769	2,116	507	22,148	17,640	832	18,214	12,649	..
In unrecognised institutions.	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS.	2,769	2,116	507	22,148	17,640	832	18,214	12,649	..

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
30	30	25	..	..	..	84	72	48	..
..
32	30	32	..	..	..	32	30	32	..
62	60	57	..	..	..	116	102	80	..
1,848	1,778	1,036	215	200	140	3,516	3,104	1,429	89
1,525	1,327	528	..	..	..	2,145	1,768	528	100
7,881	6,288	634	156	133	..	12,610	10,021	686	33
17,386	13,756	508	2,555	2,147	..	55,993	42,756	1,294	226
28,640	23,149	2,706	2,926	2,480	140	74,264	57,649	3,937	448
142	147	142	..	..	..	142	147	142	..
63	60	59	..	..	..	397	366	284	..
284	256	102	..	..	..	284	256	102	..
24	16	..	..	..	..	24	16	..	..
..
31	26	..	..	..	..	51	43	..	..
..	..	..	..	..	..	25	20	..	..
544	505	303	..	..	..	923	848	528	..
80,246	23,714	3,066	2,926	2,480	140	75,303	58,599	4,545	448
..	..	..	32,912	9,155	..	32,912	9,155	..	2,583
29,246	23,714	3,066	35,838	11,635	140	108,215	67,754	4,545	3,031

III-A.—EXPENDITURE ON

GOVERNMENT INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities .. .. .	..	..	..	..	..	..
Arts Colleges	1,84,000,	..	..	93,154	..	2,77,154
Professional Colleges—						
Law .. .. .	..	..	..	..	..	..
Medicine	3,65,399	..	..	45,835	..	4,11,234
Education	1,11,498	..	..	..	5,242	1,16,740
Engineering	1,89,587	..	..	3,240	..	1,92,827
Agriculture	1,08,304	..	..	..	..	1,08,304
Commerce .. .. .	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science ..	1,61,200	..	..	23,573	..	1,84,773
Intermediate Colleges..	93,866	..	..	88,690	116	1,82,672
Totals	12,13,854	..	..	2,54,492	5,358	14,73,704
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	7,41,214	14,826	15,571	6,98,246	2,426	14,72,283
Middle Schools—						
English	13,788	..	..	6,831	15	20,634
Vernacular .. .. .	..	..	..	..	..	..
Primary Schools	23,559	68	..	5	..	23,632
Totals	7,78,561	14,894	15,571	7,05,082	2,441	15,16,549

EDUCATION FOR MALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	2,61,705	..
..	..	..	..	..	..	1,77,435	300
..
..
..
..
..
..
..
..
..	..	..	..	..	..	4,39,140	300
77,009	55,865	57,119	1,71,842	6,422	3,68,257	9,26,286	18,035
1,56,676	1,35,290	40,518	2,09,338	15,625	5,57,447	1,23,251	5,706
18,55,436	6,81,863	23,973	3,66,881	41,377	29,69,530	3,941	2,377
20,08,901	5,13,533	2,49,398	67,213	11,754	28,50,799	1,29,229	60,740
40,98,022	13,86,551	3,71,008	8,15,274	75,178	67,46,033	11,82,707	86,858

III-A.—EXPENDITURE ON

	AIDED INSTITUTIONS— <i>concl.</i>				RECOGNISED
	Municipal funds.	Fees.	Other sources.	Total.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>concl.</i>					
Universities .. .. .	..	6,00,669	45,963	9,08,337	..
Arts Colleges	1,616	3,10,747	2,24,206	7,14,304	1,19,843
Professional Colleges—					
Law .. .. .	..	..	..	..	51,969
Medicine .. .. .	..	..	..	..	..
Education .. .. .	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..
Intermediate Colleges	..	..	..	..	66,049
Totals	1,616	9,11,416	2,70,169	16,22,641	2,37,861
SCHOOL EDUCATION.—<i>cont.</i>					
<i>General—concl.</i>					
High Schools	48,437	12,53,177	4,96,330	27,42,265	2,14,037
Middle Schools—					
English	11,001	1,48,542	1,10,677	3,99,177	1,17,225
Vernacular	1,651	2,625	34,702	45,296	..
Primary Schools	44,325	22,457	1,25,519	3,82,270	867
Totals	1,05,414	14,26,801	7,67,228	35,69,008	3,32,129

EDUCATION FOR MALES—CONTINUED.

UNAIDED INSTITUTIONS.		TOTAL EXPENDITURE FROM					
Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	2,61,705	..	..	6,00,669	45,963	9,08,337
39,069	1,58,912	3,61,435	300	1,616	5,23,744	2,63,275	11,50,370
..	51,969	..	..	..	51,969	..	51,969
..	..	3,65,399	..	..	45,835	..	4,11,234
..	..	1,11,498	..	..	..	5,242	1,16,740
..	..	1,89,587	..	..	3,240	..	1,92,827
..	..	1,08,304	..	..	..	..	1,08,304
..
..
..	..	1,61,200	..	..	23,573	..	1,84,773
35,992	1,02,041	93,866	..	..	1,54,739	36,108	2,84,713
75,061	3,12,922	16,52,994	300	1,616	14,03,769	3,50,588	34,09,267
1,32,288	3,46,325	17,44,509	88,726	1,21,127	23,37,302	6,37,466	49,29,130
69,620	1,86,845	2,93,715	1,40,996	51,519	4,81,936	1,95,937	11,64,103
..	..	18,59,377	6,84,240	25,624	3,69,506	76,079	30,14,826
17,179	18,046	21,61,689	5,74,341	2,93,723	90,542	1,54,452	32,74,747
2,19,087	5,51,216	60,59,290	14,88,303	4,91,993	32,79,286	10,63,934	1,23,82,806

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— contd.						
<i>Special.</i>						
Arts Schools ..	78,485	..	..	1,175	4,750	84,410
Law Schools ..	..	..	..	..	..	..
Medical Schools ..	93,893	..	..	9,033	..	1,02,926
Normal and Training Schools	2,91,382	..	..	..	3,451	2,94,833
Engineering Schools ..	64,759	..	..	20,373	..	85,132
Technical and Industrial Schools	77,741	16,959	19,704	2,123	9,113	1,25,640
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Reformatory Schools ..	40,552	..	..	..	..	40,552
Schools for Defectives ..	6,209	..	..	..	28	6,237
Schools for Adults ..	82	..	..	..	..	82
Other Schools ..	8,216	..	360	4	..	8,580
Totals ..	6,61,319	16,959	20,064	32,708	17,342	7,48,392
GRAND TOTALS ..	26,53,734	31,853	35,635	9,92,282	26,141	37,38,645

EDUCATION FOR MALES—CONTINUED.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS						AIDED INSTITUTIONS	
Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..	..	..	..	..	..	600	..
..	..	..	..	..	..	6,467	669
..
6,651	9,593	7,312	406	1,217	25,179	11,200	..
..
..
..
..
67,973	23,704	2,452	..	829	84,958	11,423	2,356
..	481	..	..	..	481	7,036	..
64,624	33,778	9,764	406	2,046	1,10,618	36,726	3,025
41,62,645	14,20,329	5,80,772	8,15,680	77,224	68,56,651	16,58,573	90,183

III-A.—EXPENDITURE ON

Expenditure on buildings includes Rs. 11,02,091 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

- (1) Scholarships,
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS—concd.				RECOGNIZED
	Municipal funds	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION— <i>concd.</i>					
<i>Special—concd.</i>					
Arts Schools ..	..	..	..	..	..
Law Schools ..	..	..	..	..	..
Medical Schools ..	..	2,203	202	3,005	570
Normal and Training Schools ..	..	2,653	7,389	17,178	4,743
Engineering Schools ..	..	..	..	..	..
Technical and Industrial Schools ..	..	9,535	5,352	26,087	..
Commercial Schools ..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..
Schools for Adults ..	940	..	1,759	16,478	..
Other Schools ..	..	6,791	1,763	15,590	905
Totals ..	940	21,182	16,465	78,338	6,218
GRAND TOTALS ..	1,07,970	23,59,399	10,53,862	52,69,987	5,76,208

EDUCATION FOR MALES.—CONCLUDED.

TOTAL EXPENDITURE FROM

	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	1,61,566	..	..	..	..	1,61,566
Inspection ..	5,65,519	1,12,437	13,156	..	7	6,96,119
Buildings, etc. ..	20,87,357	2,59,658	66,184	44,076	12,80,088	37,37,343
Miscellaneous ..	8,34,989	2,40,398	94,539	2,25,549	3,82,875	17,78,350
TOTALS ..	36,49,431	6,12,493	1,78,879	2,69,625	16,62,950	63,73,378

UNAIDED INSTITUTIONS.							
Other sources.	TOTALS.						
20	21						
Rs	Rs						
..	..	78,485	..	..	1,175	4,750	34,410
..
8,489	9,059	94,493	..	..	11,806	8,691	1,14,990
1,695	6,438	2,97,849	669	..	7,396	12,535	3,18,449
..	..	64,759	..	..	20,373	..	85,132
..	..	95,592	26,552	27,016	12,064	15,882	1,76,906
..
..
..	..	40,552	..	..	..	..	40,552
..	..	6,209	..	..	..	28	6,237
276	276	69,478	26,060	3,392	..	2,864	1,01,794
2,065	2,970	15,252	481	360	7,700	3,828	27,621
12,525	18,743	7,02,669	53,762	30,768	60,514	48,378	9,56,091
3,06,673	8,82,881	1,21,24,384	21,54,858	7,03,256	50,13,194	31,25,850	2,31,21,542

III-B.—EXPENDITURE ON

	GOVERNMENT INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	42,157	..	..	3,282	..	45,439
Professional Colleges—						
Medicine ..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..
Intermediate Colleges..	..	..	..	..	..	..
Totals ..	42,157	..	..	3,282	..	45,439
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ..	1,19,963	..	..	29,727	762	1,50,452
Middle Schools—						
English ..	41,785	..	..	2,339	..	44,124
Vernacular ..	17,023	..	..	..	..	17,023
Primary Schools ..	603	..	..	..	..	603
Totals ..	1,79,374	..	..	32,066	762	2,12,202
<i>Special.</i>						
Medical Schools ..	..	..	..	..	..	..
Normal and Training Schools.	73,229	529	70	..	..	73,828
Technical and Industrial Schools.	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools...	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other Schools ..	360	..	..	..	..	360
Totals ..	73,589	529	70	..	..	74,188
Grand Totals for Females.	2,95,120	529	70	35,348	762	3,31,829
Grand Totals for Males	26,53,734	31,853	35,635	9,92,282	25,141	37,38,645
GRAND TOTALS FOR ALL	29,48,854	32,382	35,705	10,27,630	25,903	40,70,474

EDUCATION FOR FEMALES.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.	
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	..	..	..	4,800	..
..
..	..	..	..	..	..	16,990	..
..
..	..	..	..	..	..	21,790	..
..	..	16,481	..	..	16,481	98,173	..
..	..	..	..	..	..	38,564	140
34,023	2,282	64,155	4	306	1,00,770	40,513	3,962
2,50,911	84,347	1,51,851	..	442	4,87,551	62,165	15,006
2,84,934	86,629	2,32,487	4	748	6,04,802	2,39,415	19,108
..	..	..	..	..	..	50,629	1,760
..	..	..	..	..	..	5,532	..
..	..	..	..	..	..	1,300	2,878
..	..	..	..	..	..	2,880	..
..
72	..	..	..	..	72	63	21
..
72	..	..	..	..	72	0,404	4,659
2,85,006	86,629	2,32,487	4	748	6,04,874	3,21,609	23,787
41,62,646	14,20,329	3,80,772	8,15,680	77,224	68,56,651	16,58,573	90,183
44,47,652	16,06,958	6,13,259	8,15,684	77,972	74,61,525	19,80,182	1,13,956

III-B.—EXPENDITURE ON

Expenditure on buildings includes Rs. 30,891 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- (1) Scholarships.
- (2) Boarding houses, and
- (3) Miscellaneous.

	AIDED INSTITUTIONS— <i>concl.</i>				RECOGNIZED
	Municipal funds.	Fees.	Other sources.	Totals.	Fees.
	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION— <i>concl.</i>					
Arts Colleges ..	..	5,654	25,168	35,622	..
Professional Colleges—					
Medicine ..	..	..	..	..	..
Education ..	..	3,820	6,120	26,930	..
Intermediate Colleges ..	..	..	..	..	..
Totals ..	..	9,474	31,288	62,552	..
SCHOOL EDUCATION.					
<i>General.</i>					
High Schools ..	6,235	77,726	46,189	2,28,323	..
Middle Schools—					
English ..	6,256	12,144	14,878	71,982	..
Vernacular ..	28,869	2,998	96,174	1,72,516	..
Primary Schools ..	34,524	6,843	97,293	2,15,831	..
Totals ..	75,884	90,711	2,54,534	6,88,652	..
<i>Special.</i>					
Medical Schools ..	605	12,571	30,424	95,989	..
Normal and Training Schools.	..	762	10,380	16,674	..
Technical and Industrial Schools.	..	..	5,852	10,030	..
Commercial Schools ..	..	1,183	150	4,213	..
Agriculture Schools ..	..	..	..	..	..
Schools for Adults ..	..	..	..	84	..
Other Schools ..	..	..	..	..	..
Totals ..	605	14,516	46,806	1,26,990	..
Grand Totals for Females.	76,489	1,23,701	3,32,628	8,78,194	..
Grand Totals for Males	1,07,970	23,59,399	10,53,862	52,69,987	5,76,208
GRAND TOTALS FOR ALL	1,84,459	24,83,100	13,86,490	61,48,181	5,76,208

IV-A.--RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muham-madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total Population	18,078	16,208	2,734,878	874,884	6,195,738	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ..	I	240	4,519	106,209	9,228	204,751
	II	96	1,415	41,531	2,604	66,564
	III	94	885	31,027	1,436	40,286
	IV	120	564	26,174	1,010	30,089
Middle ..	V	..	390	18,887	354	18,329
	VI	108	287	14,763	195	13,407
	VII	100	242	11,157	107	9,065
High ..	VIII	83	171	8,773	67	6,652
	IX	41	125	6,771	15	3,980
	X	72	118	5,995	11	3,420
Totals ..	963	8,716	271,287	15,027	396,543	
<i>University and Intermediate Education.</i>						
Punjab University .. ..	..	..	12	..	2	
Intermediate classes ..	1st year ..	1	48	1,248	..	681
	2nd year ..	1	38	1,209	..	562
Degree classes ..	3rd year ..	2	16	621	..	214
	4th year ..	..	11	687	..	213
	5th year ..	..	1	70	..	28
Post-graduate classes	6th year ..	..	2	83	..	9
	7th year ..	..	..	..	..	..
Research students ..	..	..	..	..	..
Totals ..	4	116	3,930	..	1,709	
No. of scholars in recognised institutions.	967	8,832	275,217	15,027	398,252	
No. of scholars in unrecognised institutions.	..	180	11,950	281	37,721	
GRAND TOTAL ..	967	9,012	287,167	15,308	435,973	

*The following are included under the heading "Depressed classes" :-

Chamar, Weaver, Sweeper, Mazhabi, Ramdasi, Dumna, Kohli, Sarara, Dhobi, Megh,

†Includes 335 scholars reading in IX and X classes of Intermediate Colleges.

‡Excludes 145 scholars reading in the Oriental College, of whom 56 are Hindus (higher

** Excludes 50 scholars in Advanced clerical classes attached to the Central Model

FOR THE GENERAL EDUCATION OF MALES.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agri- culturists.
6	7	8	9	10	11
1,739	292	1,295,957	18,491	11,306,265	..
..	9	40,613	1,996	367,565	190,512
..	9	16,341	481	129,041	63,181
7	5	11,081	333	85,154	38,955
5	3	9,780	214	67,968	30,544
..	..	7,673	44	45,677	19,637
..	1	5,586	35	34,382	14,151
..	6	4,471	22	25,170	9,389
..	7	3,484	12	19,249	6,773
..	3	2,788	8	13,731	4,001
..	4	2,417	10	**12,047	3,536
12	47	104,234	3,155	†799,984	380,679
..	..	3	..	17	1
..	2	468	..	2,448	603
..	2	386	..	2,198	421
..	..	128	1	982	209
1	..	145	..	1,057	188
..	..	12	..	111	24
..	..	13	..	107	15
..
..
1	4	1,155	1	†6,920	1,461
13	51	105,389	3,156	806,904	382,140
..	..	4,177	78	54,387	13,444
13	51	109,566	3,234	861,291	395,584

Sansi, Ghosi, Bagria, Od, Mahtam, Kahars.

castes), 79 Muhammadans and 10 Sikhs.

School, Lahore, of whom 41 were Hindus, 4 Muhammadans and 5 Sikhs.

IV-B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS

Race or creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muham-madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total Population	7,636	137,128	2,237,519	731,979	5,248,583	
<i>School Education.</i>						
	<i>Classes.</i>					
Primary ..	I	361	1,065	21,248	545	12,465
	II	114	420	5,847	102	2,870
	III	179	343	4,369	133	1,857
	IV	131	337	2,990	53	1,227
	V	..	313	2,121	25	819
Middle ..	VI	144	182	484	5	203
	VII	140	116	311	3	144
	VIII	128	82	208	6	82
High ..	IX	54	36	72	..	36
	X	55	29	26	..	13
Totals ..	1,306	2,923	37,676	872	19,716	
<i>University and Intermediate Education.</i>						
Intermediate classes	1st year ..	..	6	10	..	7
	2nd year ..	..	9	4	..	1
Degree classes ..	3rd year ..	..	4	3	..	..
	4th year ..	1	2	4	..	..
	5th year ..	..	..	..	..	..
Post-graduate classes	6th year ..	..	..	..	..	..
	7th year ..	..	..	..	..	..
Research students ..	..	..	..	..	..
Totals ..	1	21	21	..	8	
No. of scholars in recognised institutions ..	1,307	2,944	37,697	872	19,724	
No. of scholars in unrecognised institutions ..	..	69	2,415	42	28,896	
GRAND TOTAL ..	1,307	3,013	40,110	914	48,620	

*The following are included under the heading "Depressed classes." :—
Chamar, Sweeper, Mazhabi, Ramdasi, Dumna, Weaver, Sarhara,
†Includes 23 scholars reading in the X class of the Lahore College for Women, Lahore of

FOR THE GENERAL EDUCATION OF FEMALES.

Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of agri- culturists.
6	7	8	9	10	11
1,491	201	903,250	15,972	9,373,759	..
..	11	6,057	327	42,079	6,700
..	8	1,788	59	11,208	1,660
..	7	1,394	54	8,336	1,103
..	10	973	31	5,752	699
..	1	695	14	3,988	503
..	5	183	..	1,206	100
..	4	85	..	803	64
..	3	43	..	552	39
..	..	24	..	222	15
..	2	16	..	†141	7
..	51	11,258	485	74,287	10,890
..	..	1	..	24	..
..	1	2	..	17	..
..	..	5	..	12	..
..	..	1	..	8	..
..
..
..
..
..	1	9	..	61	..
..	52	11,267	485	74,348	10,890
..	..	1,470	22	32,912	9,825
..	52	12,737	507	107,260	20,715

Dhobi, Mahtam, Ghosi, Bagria, Sansi, and Kahars Kohli.
whom 2 are Indian Christians, 13 Hindus, 3 Muhammadans, 1 Parsi and 4 Sikhs.

V.-A.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE

	Europeans and Anglo- Indians.	Indian. Christians.	HINDUS.		Muham- madans.
			Higher. castes.	*Depressed classes.	
			1	2		3	4	5
<i>Schools.</i>					
Art Schools .. .. .	..	1	33	..	115
Law Schools .. .. .	..	..	..	..	..
Medical Schools .. .. .	..	..	249	..	211
Normal and Training Schools .. .. .	..	40	841	4	1,111
Engineering and Surveying Schools .. .. .	..	..	74	..	32
Technical and Industrial Schools .. .. .	..	91	510	84	1,621
Commercial Schools .. .. .	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..
Reformatory Schools .. .. .	..	1	43	5	53
Schools for Defectives .. .. .	..	7	8	..	7
Schools for Adults .. .. .	..	667	33,998	3,029	40,675
Other Schools .. .. .	..	8	105	15	83
Totals .. .. .	..	815	35,861	3,137	43,908
<i>Colleges.</i>					
Law .. .. .	..	1	343	..	100
Medicine	1	5	225	..	176
Education	19	4	97	..	86
Engineering	62	2	68	..	54
Agriculture .. .. .	..	1	39	..	43
Commerce .. .. .	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..
Veterinary Science .. .. .	..	2	58	..	36
Totals	82	15	830	..	495
GRAND TOTALS	82	830	36,691	3,137	44,403

*The following are included under the heading "Depressed classes"—
Chamar, Sweeper, Mahzabi, Ramdasi, Dumna, Kohli, Weaver, Bagria,

VOCATIONAL AND SPECIAL EDUCATION OF MALES.

Buddhist.	Parsis.	Sikhs.	Others.	Total.	No. of Agri- culturists.
6	7	8	9	10	11
..	..	8	1	158	17
..
..	..	84	..	544	193
..	..	299	4	2,299	1,416
..	..	23	..	129	39
..	..	221	5	2,532	308
..
..
..	..	2	..	104	25
..	..	2	..	24	7
3	..	6,598	401	85,371	48,943
..	..	14	..	225	85
3	..	7,251	411	91,386	51,033
..	..	68	..	512	157
..	..	105	..	512	175
..	..	29	..	235	65
..	..	19	..	205	24
..	..	70	..	153	147
..
..
..	..	16	..	112	62
..	..	307	..	1,729	630
3	..	7,558	411	93,115	51,663

Dhobi, Mahtam, Sansi, Ghosi, Od-

V.B.—RACE OR CREED OF SCHOLARS IN INSTITUTIONS FOR THE VOCATIONAL AND SPECIAL EDUCATION OF FEMALES.

	Europeans and Anglo-Indians.	Indian Christians.	HINDU		Muham-madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total	No. of agriculturists.
			Higher castes.	*De-pressed classes.							
	1	2	3	4	5	6	7	8	9	10	11
<i>Schools.</i>											
Medical Schools	12	105	12	..	3	1	..	9	..	142	..
Normal and Training Schools	6	87	169	..	107	..	..	28	..	397	38
Technical and Industrial Schools .. .. .	..	235	..	2	25	..	..	..	22	284	145
Commercial Schools	24	..	..	..	..	..	..	..	..	24	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	20	..	31	..	..	..	..	51	41
Other Schools .. .. .	..	3	..	11	11	..	..	..	..	25	..
Totals	42	430	201	13	177	1	..	37	22	923	224
<i>Colleges.</i>											
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..
Education.. .. .	32	..	..	..	..	..	..	..	..	32	..
Totals	32	..	..	..	..	..	..	..	..	32	..
GRAND TOTALS	74	430	201	13	177	1	..	37	22	955	224

*The following are included under the heading "Depressed classes." :—

Chamar, Sansi, Kucha band, Bungli, Kobl; Turi, Khatik, Sweeper, Paoria, Hari and Mahtam.

VI.—TEACHERS (MEN AND WOMEN).

VI.—TEACHERS (MEN AND

CLASS OF INSTITUTIONS.			TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					
			A Degree.	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	
			1	2	3	4	5	
<i>Primary Schools.</i>								
Government	2	44	..	..
Local Board and Municipal	57	5,464	872	13	
Aided	1	24	368	133	
Unaided	1	25	5	
Totals			..	1	84	5,901	1,010	13
<i>Middle Schools.</i>								
Government	4	40	47	16	4
Local Board and Municipal	169	361	6,365	546	36
Aided	33	97	398	65	8
Unaided	21	85	90	7	2
Totals			..	227	583	6,900	634	50
<i>High Schools.</i>								
Government	445	338	419	24	41
Local Board and Municipal	114	63	137	27	7
Aided	483	537	827	56	30
Unaided	69	86	94	6	4
Totals			..	1,111	1,024	1,477	113	82
GRAND TOTALS			..	1,339	1,691	14,278	1,757	145

WOMEN).

UNTRAINED TEACHERS.				Total Train- ed Teach- ers.	Total Un- trained Teachers.	Grand totals of Teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.			
6	7	8	9	10	11	12
..	..	2	16	46	18	64
..	247	461	2,804	6,406	3,512	9,918
..	2	129	1,490	526	1,621	2,147
..	..	29	261	31	290	321
..	249	621	4,571	7,009	5,441	12,450
..	2	5	29	111	36	147
5	30	344	2,014	7,477	2,393	9,870
22	16	60	241	601	339	940
12	18	16	89	205	135	340
39	66	425	2,373	8,394	2,903	11,297
16	32	38	70	1,267	156	1,423
11	22	22	41	348	96	444
115	145	281	390	1,933	931	2,864
15	44	30	100	259	189	448
157	243	371	601	3,807	1,372	5,179
196	558	1,417	7,545	19,210	9,716	28,926

Total European population ..	.. Male ..	18,078
	Female ..	7,636
	Total ..	25,714

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges .. .. .	..	..	..	..
Training Colleges	1	19	16	..
High Schools	4	748	723	2
Middle Schools	3	246	211	99
Primary Schools	3	146	132	33
Training Schools .. .. .	..	..	..	..
Technical and Industrial Schools .. .. .	..	..	..	..
Commercial Schools .. .. .	..	..	..	..
Other Schools .. .. .	..	..	..	..
Totals	11	1,159	1,082	134
<i>Institutions for Females.</i>				
Arts Colleges .. .. .	..	..	..	..
Training Colleges	1	32	30	..
High Schools	8	822	936	47
Middle Schools	5	491	456	84
Primary Schools	4	112	81	57
Training Schools	1	6	6	..
Technical and Industrial Schools .. .. .	..	..	..	..
Commercial Schools	1	24	16	..
Other Schools .. .. .	..	..	..	..
Totals	20	1,487	1,525	188
GRAND TOTALS FOR INSTITUTIONS	31	2,646	2,607	322

Expenditure on Buildings includes Rs. 89,882 spent by the Public Works Department.
 "Miscellaneous" includes the following main items :—
 1 Scholarships and Miscellaneous.

EDUCATION.

Percentage to European population of those at schools

Males.	Females.	Total.
6.70	13.76	10.29

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
..	2	..	..	..	..	..
..	..	15,787	..	..	..	15,787
42	6	74,420	..	77,703	12,967	165,090
11	6	20,760	..	14,446	4,691	39,897
10	4	9,724	..	6,321	3,115	19,160
..
..
..
..
65	16	1,20,691	..	98,470	20,773	2,39,934
..
7	1	16,990	..	3,820	6,120	26,930
63	20	88,373	..	78,097	7,678	1,74,148
14	19	33,708	..	11,708	1,035	46,451
6	..	9,132	..	4,079	2,901	16,112
3	1	2,630	..	326	504	3,460
..
3	..	2,880	..	1,183	150	4,213
..
96	41	1,53,713	..	99,213	18,388	2,71,314
161	57	2,74,404	..	1,97,683	39,161	511,248
Inspection	..	5,866	..	..	..	5,866
Buildings, etc.	..	1,41,388	..	..	7,797	1,49,185
Miscellaneous	..	19,601	..	3,506	2,73,948	2,97,055
Totals	..	1,66,855	..	3,506	2,81,745	4,52,106
GRAND TOTALS	..	4,41,259	..	2,01,189	3,20,906	963,354

VIII.—EXAMINATION

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt. .. .. .	..	..	..	..	..	..
Ph. D. .. .. .	..	..	..	..	..	..
D. Sc. .. .. .	..	..	..	..	..	..
M. O. L. .. .. .	..	1	1	..	1	1
M.A.	52	29	81	30	7	37
M. Sc.	38	..	38	31	..	31
B. A. (Honours)	248	26	274	83	4	87
B. Sc. (Honours)	97	14	111	22	2	24
B. A. (Pass)	825	470	1,295	354	132	486
B. Sc. (Pass)	209	36	245	85	16	101
<i>Law.</i>						
Master of Law .. .. .	..	..	..	..	..	..
Bachelor of Law	202	45	247	146	16	162
<i>Medicine.</i>						
M. D. .. .. .	..	..	..	..	..	..
M. B., B. S.	137	..	137	75	..	75
L. M. S. (Bombay) .. .. .	..	..	..	..	..	..
M. C. P. and S. (Bombay) .. .. .	..	..	..	..	..	..
M. S. F. M. (Calcutta) .. .. .	..	..	..	..	..	..
M. S. .. .. .	..	..	..	..	..	..
M. Obstetrics .. .. .	..	..	..	..	..	..
B. Hyg. .. .. .	..	..	..	..	..	..
D. P. H. .. .. .	..	..	..	..	..	..
B. Sc. (Sanitary) .. .. .	..	..	..	..	..	..
D. T. M. (Calcutta) .. .. .	..	..	..	..	..	..
<i>Engineering.</i>						
Bachelor of C. E. .. .. .	..	..	..	..	..	..
Bachelor of M. E. .. .. .	..	..	..	..	..	..
<i>Education.</i>						
B. T.	60	45	105	43	20	63
<i>Commerce.</i>						
Bachelor of Commerce .. .. .	..	..	..	..	..	..
<i>Agriculture.</i>						
Master of Agriculture .. .. .	..	..	..	..	..	..
Bachelor of Agriculture .. .. .	..	..	..	..	..	..

*I.e., appearing from

RESULTS.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
..
..
..
2	..	2	..	..	..
..
2	2	4	2	..	2
..
8	7	15	7	3	10
..
..
..
23	..	23	7	..	7
..
..
..
..
..
..
..
..
..
..
..
..
2	1	3	1	1	2
..
..
..

* recognised institution.

VIII.—EXAMINATION

EXAMINATIONS.	MALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1,297	319	1,616	596	167	763
Intermediate in Science	1,005	79	1,084	396	22	418
Licentiate of Civil Engineering .. .. .	..	..	..	..	..	..
License, Diploma or Certificate in Teaching	280	66	346	241	40	281
Intermediate or Diploma in Commerce .. .. .	..	..	..	..	..	..
Licentiate of Agriculture .. .. .	..	..	..	..	..	..
Veterinary Examination	16	..	16	10	..	10
First Examination in Agriculture	47	..	47	20	..	20
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course.</i>						
Matriculation	10,597	1,451	12,048	6,383	511	6,894
School, Final, etc.	901	673	1,574	290	202	492
European High School	41	..	41	33	..	33
Cambridge Senior	18	21	39	11	1	12
<i>(b) On completion of Middle School Course.</i>						
Cambridge Junior	52	..	52	33	..	33
European Middle	88	..	88	54	..	54
Anglo-Vernacular Middle .. .. .	..	..	..	..	..	..
Vernacular Middle	5,746	505	6,251	3,973	248	4,221
<i>(c) On completion of Primary Course.</i>						
Upper Primary .. .. .	..	..	..	..	..	..
Lower Primary .. .. .	..	..	..	..	..	..
<i>(d) On completion of Vocational Course.</i>						
For Teachers' Certificates —						
Vernacular, Higher	506	56	562	478	43	521
Vernacular, Lower	1,560	478	2,038	1,151	218	1,369
At Art Schools	21	..	21	20	..	20
At Law Schools .. .. .	..	..	..	..	..	..
At Medical Schools	126	..	126	84	..	84
At Engineering Schools	58	..	58	58	..	58
At Technical and Industrial Schools	78	6	84	56	2	58
At Commercial Schools	11	..	11	6	..	6
At Agricultural Schools	31	..	31	25	..	25
At other Schools .. .. .	..	..	..	..	..	..

*I.e., appearing from

RESULTS—CONCLUDED.

FEMALES.					
NUMBER OF EXAMINEES.			NUMBER PASSED.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
11	15	26	11	12	23
21	..	21	15	..	15
..
19	5	24	13	4	17
..
..
..
100	44	144	65	25	90
6	9	15	1	4	5
55	..	55	48	..	48
11	..	11	8	..	8
17	..	17	9	..	9
116	1	117	78	..	78
496	122	618	435	86	521
..
..
78	27	105	63	19	82
78	29	107	52	16	68
..
20	..	20	13	..	13
..
..
6	..	6	6	..	6
..
..

* recognised institution.

SUPPLEMENTARY TABLES.

I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH 1926.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools	866	24,590	25,456	1,229	3,472	4,701	1,201	2,800	4,001	20,622	46,805	66,927	2,327	7,754	10,081	26,245	84,921	111,166
Middle Schools, English	..	358	358	10,524	8,008	18,532	3,080	2,425	5,514	0,942	5,847	12,789	1,680	4,408	6,148	22,235	21,106	43,341
Middle Schools, Vernacular	..	..	..	221,800	42,815	264,615	1,574	788	2,362	554	346	900	..	..	..	223,928	43,949	267,877

II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1926.

	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.	Primary stage.	Secondary stage.	Total.
High Schools ..	828	388	1,216	..	..	..	81	156	237	1,160	679	1,848	149	66	215	2,227	1,280	3,516
Middle Schools, English.	527	93	620	..	..	..	..	..	..	1,267	258	1,525	..	..	..	1,794	351	2,145
Middle Schools, Vernacular.	315	54	369	189	18	207	3,536	461	3,997	7,142	739	7,881	143	13	156	11,325	1,285	12,610

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