

Report on the Progress of Education in the Punjab.

FOR THE YEAR

1935-36.

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Proceedings of the Punjab Government (Ministry of Education), No. 7030-G., dated the 19th March, 1937.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1936.

It is gratifying to note an increase in numbers this year in contrast to the continued decline recorded in the reports of the past five years. Enrolment in educational institutions of all types for boys as well as for girls has risen by 5,958 to 1,274,432. The decrease of 7,832 scholars in recognized institutions for boys has been more than counterbalanced by a rise of 7,127 in the number of girls in recognized schools and 6,667 in unrecognized schools. The percentage of the total population under instruction has risen by .02 to 5.40. In the case of males this percentage has decreased by .02 and increased by .07 in the case of females.

The total expenditure on institutions for boys and girls from various sources has risen by Rs. 10,03,012 to Rs. 3,22,09,044. 50.75 per cent. of the total cost has been met from provincial revenues; 13.79 per cent. by local bodies; 25.41 per cent. from fees and 10.05 per cent. from other sources. The cost per capita in boys' schools has been Rs. 29 and in girls schools Rs. 25. Of this, Government funds have provided Rs. 15 or 52 per cent. and Rs. 12 or 48 per cent. respectively.

The number of primary schools for boys has risen by 48, the enrolment therein by 2,126, and the average attendance by 2,487. It is satisfactory to find that 364,786 pupils, or approximately half the number of scholars in the primary classes, are studying in schools of a higher status, and that steady progress is being maintained in attaining a uniform flow of promotion from class to class with a higher proportion of boys reaching class IV. This year the percentage of pupils in classes I, II, III and IV on the total enrolment in the primary department stands at 46.2, 22.8, 17.2 and 13.8, respectively, and that of boys promoted to class IV at 29—an increase of 4 over last year's figures. Government consider that further strenuous efforts are needed to distribute enrolment more evenly in the primary classes and to check and eliminate wastage in the infant class.

The number of single-teacher schools has risen by 47 to 1,585. They now form almost 28 per cent. of the total number of primary schools. Except in rare cases, where the existence of such schools is necessary

Main statistics. Schools, scholars and expenditure.

Primary Education (Boys).

Single-teacher schools.

in the interests of backward and sparsely populated areas, little encouragement should be given to these institutions, as they lead to inefficiency and wastefulness.

The number of schools, scholars and literacy certificates awarded has further decreased during the year by 55, 1,192, and 225, respectively, and it is regrettable that the province has lost valuable ground in this very salutary sphere of education during the past few years. The Punjab Government (Ministry of Education) would like the Director of Public Instruction to study carefully the causes of the failure of these institutions, and to suggest suitable remedies and appropriate means for the gradual building up of these schools on a surer, and firmer basis.

The number of areas under compulsion has risen by 65 to 3,047, but compulsory education appears still to be faced with the difficulties mentioned in previous reports. Steps should be taken to surmount them and to improve the machinery of enforcing compulsion. It is a relief in this connection to read that the employment of attendance officers has led to an increase in the enrolment of schools situated within the compulsory areas.

During the past few years of economic depression, which led to an alarming fall in the enrolment of vernacular schools, some of the local bodies were compelled to curtail their teaching staffs owing to the necessity of abolishing or amalgamating unnecessary and uneconomical schools. The Punjab Government (Ministry of Education) consider that a closer educational survey of the vernacular schools in other districts also might possibly suggest the advisability of closing down more ineffective schools, thereby leading to savings which might be made available for better use elsewhere.

Government note with satisfaction that the efforts of the Department directed towards the improvement of teaching in rural schools by the ruralization of instruction, the introduction of "play-way" and other modern methods, and by raising the standard of training in the normal schools have continued to bear fruit. Physical training, outdoor games, and cleanliness of the pupils' person and dress have received increased attention; floriculture and other useful hobbies have gained popularity and schools have exhibited a keener interest in rural uplift and propaganda work.

In 1932-33 the decrease in enrolment at the secondary stage was 29,363. During the year under review it was 8,553 only. Enrolment in the middle schools has fallen by 12,080, due partly to the closure or

the reduction in status of 74 schools and partly to the prevailing economic distress in rural areas. In spite of the fall of one in the number of high schools, enrolment has gone up by 3,527.

Physical culture and training, play-for-all, and recreative indigenous games continue to show improvement. The organization of village health and games clubs and of district Olympic sports tournaments has made a rapid advance. The stress laid in schools on personal hygiene and the introduction of medical inspection by school doctors have brought about a noticeable change in the health and vitality of school students. The opening of first-aid classes in rural schools will also prove helpful to the village population. Scouting continues to flourish. Great emphasis is now being laid on the social service aspect of the movement, and Government wish to express their appreciation of the social service rendered by the Punjab Boy Scouts in the Quetta earthquake tragedy. Thrift societies are popular and Red Cross branches continue to do good work.

It seems from the report that, in spite of stringent departmental measures, the position of teachers in private schools continues to be insecure ; payment of salaries is delayed and service rules are ignored. The Director should instruct the divisional inspectors to bring to his notice all obstinate cases of infringement of departmental rules and orders for suitable disciplinary action.

Secondary schools situated in rural areas continue to cater for the needs of the village communities. Farming and gardening afford not merely agricultural training to the pupils, but also give valuable demonstrations to the cultivators. Most of the school farms have been able to show profits chiefly because of regular schemes of cropping and budgetting. The introduction of 'Rural Science' in vernacular lower-middle and upper-middle schools is an important reform in the curriculum of rural schools, and its results will be carefully watched. Several vernacular schools have taken up petty crafts and industries, floriculture, and tree planting as hobbies and have also displayed active interest in rural uplift work.

The growing influx of candidates for admission to professional and technical institutions points to their popularity and to the good work they are doing.

Another very encouraging feature of the year's report is the laudable advance made by girls' education in the province. There is a welcome

rise in the number of schools and scholars by 112 and 11,421, respectively, or of 102 scholars per school. Strenuous efforts appear to have been directed towards the supply of a larger number of trained teachers for girls schools and towards the increase of the number of primary schools in backward tracts. The Department has also succeeded in providing greater educational facilities in rural areas and in increasing the efficiency of schools by opening a larger number of training centres and invigorating the training imparted therein. The opening of middle schools with optional English in two districts and the attachment of Junior Vernacular training classes to three schools in three backward districts will certainly satisfy a great need, and the increase in the number of assistant inspectresses will render supervision of schools much more effective. The experiment of mixed primary schools in the Amritsar district will be watched with interest. The keenness of local bodies in the advancement of girls' education augurs well for the future. Progress has also been made by the Girl Guide movement, and the Junior Red Cross Societies in Girls' schools. Medical inspection and treatment conducted in schools is stated to have received grateful appreciation from parents, and it is suggested that steps should be taken to make medical inspection a regular and permanent feature in girls' schools where its importance cannot be overrated.

The percentage of trained teachers employed in boys' schools of all types shows a further rise from 86·3 to 87·09, but private schools still continue to employ a fairly large proportion of unqualified teachers. In the aided and unaided primary schools the percentage of trained teachers stands at 43 and 46, respectively. Government are of the view that in the interest of efficiency, and with a view to reducing unemployment among trained teachers, steps should be taken to ensure that only trained and competent men are employed in all grades of schools. It is satisfactory to note that the Lady MacLagan Training College, which was affiliated to the University of the Punjab for the B. T. degree during the year, has attracted a fairly large number of girl graduates for training. Equally pleasing are the accounts of the continued progress of the training institutions for men and women teachers.

There has been no increase in the number of institutions providing collegiate education, but there is a slight decrease of 138 in the number of scholars. This fall in enrolment does not give Government any cause for perturbation. An indiscriminate influx of students into colleges has always been viewed with some concern by the Ministry. The direct expenditure on collegiate education has fallen by Rs. 19,969 and the income from fees by Rs. 42,679.

The Punjab Government (Ministry of Education) associate themselves with the warm tribute paid by the Director of Public Instruction to Dr. A. C. Woolner, whose untimely death during the year has been universally deplored. Dr. Woolner was a cultured and gifted scholar of repute, and had endeared himself to the entire student community and to all those connected with higher education. By the retirement of Mr. H. L. O. Garrett, after twenty-three years' meritorious service, the Department has lost a very popular, capable and efficient educationist whose work at Government College, Lahore, will long be remembered.

It gives Government satisfaction to note that the enrolment of children belonging to the depressed classes has this year shown an advance of 1,856—
 Special classes
 1,467 boys and 389 girls. The award of special fee concessions and stipends, the total abolition of separate schools, the gradual dying out of caste prejudices, and the special interest taken by officers of the Department and local bodies appear to have been the chief means of attracting these children to school. Government hope that encouragement will continue to be afforded to the latter by measures likely to lead to their social and educational amelioration.

The number of Muslim scholars has declined by 4,413 to 454,067. In the primary stage Muslims form 51 per cent. of the total enrolment while at the secondary and the collegiate stages the percentage is reduced to 38 and 30, respectively. This decline is attributed to some extent to the poverty of the agricultural population and to economic depression.

In accordance with the recommendations of the Punjab Text Book Enquiry Committee the Punjab Advisory Board for Books was constituted and the Text Book Committee was dissolved in March, 1936. Most of the major activities of the committee were, in consequence, either curtailed or suspended during the year.

The Punjab Government (Ministry of Education) desire to take this opportunity of placing on record their sense of appreciation of the capable and efficient administration of Mr. Sanderson, who remained Director of Public Instruction, until the 31st October, 1935. During his stewardship Mr. Sanderson had to face many difficulties and to work under very trying conditions when economic distress was at its worst and retrenchment was imperative. It stands to his credit that he piloted the Department through these arduous years with care, ability and foresight.

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 submitted to the Government of India in the Department of Education, Health and Lands, together with copies of the report.

By order of the Punjab Government
(Ministry of Education),

· SHAHAB-UD-DIN,

W. H. F. ARMSTRONG,

Minister for Education. Under-Secretary to Government, Punjab.

CHAPTER I.

General Summary

(a) *Preliminary remarks and a general discussion of statistical tables.*

The sub-joined tables show the number of schools and scholars and the main items of educational expenditure. These are given with a view to enable the reader to form, at a glance, an idea of the progress of education in the province during the year under review.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

				PERCENTAGE OF SCHOLARS TO POPULATION.			
				<i>Recognized Institutions</i>		<i>All Institutions.</i>	
				1934-35.	1935-36	1934-35	1935-36.
Area in square miles	99,866						
Population—							
Males ..	12,880,510	Males ..	7.45	7.40	8.03	8.01	
Females ..	10,700,342	Females ..	1.62	1.66	2.19	2.26	
TOTAL ..	23,580,852	TOTAL ..	4.81	4.80	5.38	5.40	

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—concluded.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1934-35.	1935-36.	Increase or decrease.	1934-35	1935-36.	Increase or decrease.	
	1	2	3	4	5	6		7
RECOGNIZED INSTITUTIONS.							
Universities	1	1	..	14	10	-4	..
<i>For Males</i>							
Arts Colleges	32	32	.	13,676	13,650	-26	{ (a) 4,606 (b) 7,320 } *
Professional Colleges	8	8	..	2,365	2,380	+15	{ (a) 1,969 (b) 411
High Schools	339	338	-1	135,622	139,149	+3,527	{ (c) 102,049 (d) 37,100
Middle Schools	3,305	3,231	-74	445,800	433,720	-12,080	{ (c) 106,034 (d) 327,686
Primary Schools	5,627	5,675	+48	367,766	369,862	+2,126	(d) 369,862
Special Schools	358	303	-55	13,356	11,962	-1,394	
TOTALS	9,669	9,587	-82	978,575	970,743	-7,832	

10

<i>For Females.</i>							
Arts Colleges	4	4	..	514	579	+65	(a) 128 (b) 321 (c) 130
Professional Colleges	2	2	..	109	116	+7	(a) 32 (b) 84
High Schools	40	40	..	11,709	11,670	-39	(c) 4,238 (d) 7,362
Middle Schools	163	177	+14	37,986	40,733	+2,747	(c) 6,550 (d) 34,183
Primary Schools	1,679	1,779	+100	101,886	106,453	+4,567	(d) 106,453
Special Schools	62	60	-2	2,792	2,572	-220	
Totals ..	1,950	2,062	+112	154,996	162,123	+7,127	
UNRECOGNIZED INSTITUTIONS.							
<i>For Males</i>	3,390	3,603	+213	78,268	80,641	+2,373	
<i>For Females</i>	3,009	2,973	-36	56,621	60,915	+4,294	
TOTALS ..	6,399	6,576	+177	134,889	141,556	+6,667	..
GRAND TOTALS ..	18,019	18,226	+207	1,268,474	1,274,432	+5,958	..

(a) Graduate and Post-graduate classes ; (b) Intermediate classes , (c) Secondary stage ; and (d) Primary stage.

*Excludes 171 students in the Oriental College of whom 27 attend the Post-graduate classes and 144 Oriental Titles' classes.

GENERAL SUMMARY OF EXPEN-

	TOTAL EXPENDITURE			PERCENTAGE OF	
	1934-35.	1935-36.	Increase or decrease.	Government funds.	Local bodies (D. B. & M. B.) funds.
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection ..	13,94,564	14,48,083	+53,519	91.81	8.19
Universities ..	12,17,770	16,44,642	+4,26,872	12.87	..
Miscellaneous*	32,21,403	30,54,755	-1,66,648	41.22	17.41
TOTALS ..	58,33,737	61,47,480	+3,13,743	57.49	14.44
<i>Institutions for males.</i>					
Arts Colleges ..	25,58,573	25,91,429	+32,856	29.68	.09
Professional Colleges ..	12,78,112	13,04,382	+26,270	77.07	..
High Schools ..	58,78,924	60,36,281	+1,57,357	31.64	5.83
Middle Schools ..	73,79,847	74,80,988	+1,01,141	64.19	19.46
Primary Schools ..	39,90,607	40,73,590	+82,983	61.81	31.70
Special Schools ..	11,01,046	11,89,633	+88,587	71.98	.91
TOTALS ..	2,21,87,109	2,26,76,303	+4,89,194	50.99	13.20
<i>Institutions for Females.</i>					
Arts Colleges ..	1,54,223	1,72,566	+18,343	57.91	.
Professional Colleges ..	43,737	54,907	+11,170	83.57	.
High Schools ..	7,86,323	8,40,309	+53,986	60.94	1.07
Middle Schools ..	7,91,901	8,36,054	+44,153	34.54	26.80
Primary Schools ..	10,93,815	11,49,721	+55,906	46.49	37.69
Special Schools ..	3,15,187	3,31,704	+16,517	61.68	3.82
TOTALS ..	31,85,186	33,85,261	+2,00,075	49.01	18.01
GRAND TOTALS ..	3,12,06,032	3,22,09,044	+10,03,012	50.75	13.79

*Includes expenditure on buildings.

EXPENDITURE ON EDUCATION.

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar.
Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
8	7	8	9	10	11	12
		Rs A. P.	Rs. A P.	Rs A. P.	Rs A. P.	Rs. A. P.
..	..					
80.88	6 25					
8 79	32.58					
5.97	22.10					
53.01	17.24	56 11 4	0 3 0	100 10 2	32 11 6	189 13 7
21.33	1.60	422 7 5		116 14 10	8 10 8	548 0 11
52.71	9.82	13 11 7	2 8 6	22 13 10	4 4 1	43 6 0
13.77	2.58	11 1 2	3 5 8	2 6 0	0 7 1	17 3 11
1 54	4.95	6 12 11	3 7 10	0 2 9	0 8 8	11 0 2
17 84	9.27	71 9 3	0 14 6	17 11 11	9 3 6	99 7 2
27.38	8.43	14 13 3	3 13 4	7 15 4	2 7 3	29 1 2
41.11	.98	172 9 5	..	122 8 5	2 14 10	298 0 8
6.49	9.94	395 8 11	..	30 11 9	47 0 8	473 5 4
30.68	7.31	43 14 1	0 12 4	22 1 6	5 4 2	72 0 1
9 56	29 10	7 1 5	5 8 0	1 15 5	5 15 6	20 8 4
.79	15.03	5 0 5	4 1 2	0 1 4	1 9 10	10 12 9
7.70	26 90	79 6 7	4 14 10	9 15 0	34 11 0	128 15 5
11.49	21.49	12 0 8	4 6 10	2 13 2	5 4 5	24 9 1
25.41	10.05	14 6 10	3 14 8	7 3 8	2 13 8	28 6 10

Institutions.

1. The total number of schools of all types, recognized and unrecognized for boys as well as for girls—has gone up during the year under review by 207 from 18,019 to 18,226. The recognized institutions for boys again record a fall of eighty-two, the decrease being chiefly in the middle and special schools, *viz.*, seventy-four and fifty-five respectively. The girls' schools have increased by 112—middle schools by fourteen and primary schools by 100—while there has been a decrease of two in the number of special schools. The unrecognized institutions for boys have risen by 218, but those for girls show a welcome fall of thirty-six, the contribution of Multan Division being no less than thirty.

The drop in the number of middle schools for boys, chiefly in the Lahore and Rawalpindi Divisions, should not give cause for apprehension; it is due, in the main, to the reduction in status of ineffective and uneconomical institutions on account of retrenchment carried out under the stress of financial depression.

The following table gives the classification of schools according to management :—

Type of institution.	Publicly managed.	Privately managed.
A—Recognized—		
1. Arts Colleges ..	16	20
2. Professional Colleges ..	7	3
3. Secondary Schools ..	3,341	445
4. Primary Schools ..	5,982	1,472
5. Training Schools ..	22	4
6. Special Schools ..	294	43
Totals ..	9,662	1,987
B—Unrecognized Schools ..	1	6,575
GRAND TOTALS ..	9,663*	8,562

*Including the University.

There is one recognized school for general education for boys for every 10·8 square miles and for girls for every fifty square miles. The proportion between primary and middle schools continues approximately to be two to one.

2. There is a further decrease of 7,832 as against **Scholars** 22,362 of the last year in the number of scholars in recognized schools for boys. The contribution of the middle and the special schools to this fall is 12,080 and 1,394, respectively. The high and primary schools record a rise of 3,527 and 2,126 respectively. The girls schools continue to make steady headway in the matter of enrolment. There is an increase of 7,127 scholars for a rise of 112 schools, i.e., of about sixty-four scholars per school. The primary and middle schools register an increase of 4,567 and 2,747 scholars, respectively. Special schools alone, with a fall of two in their number, show a decrease of 220 in their enrolment. The total number of boys and girls in both recognized and unrecognized institutions has, despite the prevailing economic depression particularly in rural areas risen by 5,958.

The decrease in the enrolment of middle schools is shared by all divisions, Ambala alone excepted. Growing and widespread unemployment, slender resources of parents, diminishing faith in the economic utility of education, inadequate housing arrangements and closure of extravagant schools, conversion of and change in the status of some institutions, migration in Multan of the children of military grantees and their tenants in colonies and excessive extra-mural and miscellaneous work (in the estimation of the Inspector, Lahore Division), are chiefly responsible for this decrease.

The rise and fall in the enrolment of all kinds of schools for boys as well as girls for the past five years are indicated in the sub-joined table :—

Year.	No. of scholars.	Plus or minus.
1931-32	1,333,567	—52,274
1932-33	1,295,770	—37,797
1933-34	1,280,754	—15,016
1934-35	1,268,480	—12,274
1935-36	1,274,432	+5,952

The downward tendency noticeable for the last three years has, during the year under review, been definitely checked.

The following table gives the divisional enrolment in recognized schools :—

Ambala	..	..	..	149,124
Jullundur	..	..	..	209,771
Lahore	..	..	..	293,409
Rawalpindi	..	..	..	233,521
Multan	..	..	..	219,962

3. The percentage of pupils under instruction to the total population shows a rise of $\cdot 02$ from $5\cdot 38$ to $5\cdot 40$ in the year under report ; whereas during the four preceding years there had been a steady decline of $\cdot 23$ from $5\cdot 61$ to $5\cdot 38$.

The percentage is as below—

1931-32	..	..	..	5·61
1932-33	..	..	..	5·50
1933-34	..	..	..	5·43
1934-35	..	..	..	5·38
1935-36	..	..	..	5·40

The respective percentage for boys and girls for the corresponding years are :—

Year.	Boys.	Girls.
1931-32	8·82	1·85
1932-33	8·85	2·07
1933-34	8·38	1·88
1934-35	8·03	2·19
1935-36	8·01	2·26

The percentage of girls has steadily been on the increase during the past five years, the year 1933-34 alone excepted, in which there was a slight fall of $\cdot 19$.

The progress
literacy.

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

Year.	I.	II.	III.	IV.
1931-32	393,523	182,898	120,186	97,685
1932-33	375,391	165,393	124,447	96,938
1933-34	361,276	162,080	123,306	99,289
1934-35	343,868	159,780	122,192	98,947
1935-36	332,133	163,845	123,703	99,082

It is gratifying to note that whereas all classes recorded a fall last year, classes II, III and IV show, during the year under report, an increase in enrolment and point to the fact that efforts in the direction of making class to class promotion steady and regular are fructifying. The figures in the case of class I, however, indicate a steady decline from 393,523 in 1931-32 to 332,133 in 1935-36, *i.e.*, a decline of 61,390 during the past five years. In the estimation of the Inspectors of Schools, Lahore and Multan Divisions, this fall is to be attributed to (a) reluctance on the part of teachers to make admissions to this class during one of the two admission seasons and (b) the striking of the names of irregular students off the rolls towards the close of the year. By these means teachers hope to ensure a higher percentage of promotions from class to class and the elimination of stagnation. The following statement shows the percentage of pupils in the four classes to the total enrolment in the primary department for the past five years :—

Year.	I.	II.	III.	IV.
1931-32 ..	49.6	23.0	15.1	12.3
1932-33 .	49.3	21.7	16.3	12.7
1933-34 .	48.4	21.7	16.6	13.3
1934-35 ..	47.4	22.0	16.8	13.6
1935-36 ..	46.2	22.8	17.2	13.8

The above figures show that the primary department still continues to be disproportionately heavy at the bottom and it is depressing to see that a uniform distribution of scholars in the four classes is as yet far from realization. The proportion of boys who reached class IV is, however, 29 per cent. as against 25 per cent. in the preceding year and the officers of the Department, alive as they are to their duties in this regard, will, it is hoped, succeed in checking wastage due to leakage during the next few years.

5. The number of such schools has, during the year under review, risen by forty-seven from 1,538 to 1,585. Divisional figures are :—

Ambala ..	..	..	564
Jullundur ..	..	..	185
Lahore ..	..	..	211
Rawalpindi .	.	.	225
Multan ..	..	..	400

Single-teacher schools

That the number of single-teacher schools in the province for the past five years has been steadily rising is evident from the following table :—

1931-32	1,258
1932-33	1,442
1933-34	1,507
1934-35	1,538
1935-36	1,585

The single-teacher school, though considered ineffective educationally and extravagant from the economic point of view, has yet come to be recognized as a necessary evil ; since, with sparsely populated areas and difficult means of communication in districts like Muzaffargarh, Kangra and Sheikhpura and the general financial depression during the last few years, it cannot possibly be altogether eliminated. Close scrutiny and re-adjustment of staff to secure the prescribed scale of thirty-five scholars to a teacher ; the inability of some of the district boards to sanction additional posts for want of funds even where enrolment justifies it ; retrenchment of teachers to effect economy and balance the budget ; conversion of branch schools distant from their parent institutions into primary schools ; all these point to the necessity of its retention. The number of primary schools and the percentage of single-teacher schools are indicated divisionally in the sub-joined table :—

Division.	Primary schools.	Single-teacher schools	Percentage.
Ambala	1,033	564	54·5
Jullundur	1,048	185	17·6
Lahore	1,252	211	16·8
Rawalpindi	1,012	225	22·0
Multan	1,326	400	30·1

6. A comparative statement of adult schools and scholars and of the literacy certificates awarded during the year under review and the year preceding it is given below:—

Division	SCHOOLS.		SCHOLARS		LITERACY CERTIFICATES.	
	1934-35	1935-36	1934-35.	1935-36	1934-35.	1935-36.
Ambala	49	46	1,303	1,235	212	194
Jullundur	17	15	381	366	46	25
Lahore	62	56	1,425	1,286	68	45
Rawalpindi	23	27	542	632	10	10
Multan	105	37	2,491	1,432	322	159
Total	256	201	6,142	4,950	658	433

The number of schools, scholars and literacy certificates issued has gone down by fifty-five, 1,192 and 225, respectively. During the year under review, 2.15 certificates per school were awarded as against 2.57 the year before. Multan Division, where forty-eight schools, chiefly in the Muzaffargarh and Dera Ghazi Khan districts, have been closed, records, as in the preceding year, the largest fall in the number of adult schools. Nevertheless the number in Multan Division is still the largest, *viz.*, fifty-seven; the smallest number being in the Jullundur Division, *viz.*, fifteen.

The experiment of starting one whole-time adult school in charge of an experienced senior vernacular teacher in each district of the Ambala Division was tried, as in the year before last, in the Rohtak district alone, where, through the agency of this solitary school, twelve adults reached the literacy stage within two years. During the year under report, the Inspector of Schools, Rawalpindi, started such schools in Gujrat, Shahpur and Rawalpindi districts and the success of this experiment will be watched with interest.

The Inspector of Schools, Jullundur, is not satisfied with such schools in his division for they did not appear to him to be very popular and, in the interests of literacy, he would like to make them more attractive than they have hitherto been. In the estimation of the Inspector of Schools, Lahore, the decrease in the number of schools and scholars and in average attendance

and the number of literacy certificates issued, does not furnish any cause for perturbation ; for his endeavour has been to retain only such adult schools as could function properly and to stop all bogus enrolment and unwarranted issue of literacy certificates.

The success so far achieved is indeed not very encouraging, but the appointment of experienced, zealous and efficient teachers, close and careful supervision of the inspecting agency and adoption of effective and attractive devices of teaching are bound in time to make the adult school a successful institution.

Compulsion

7. The number of areas under compulsion has risen by sixty-five from 2,982 to 3,047. The comparative figures for the past two years are given by divisions in the following table :—

Division	1934-35.		1935-36		INCREASE OR DECREASE	
	Urban.	Rural	Urban.	Rural	Urban.	Rural
Ambala	24	880	24	880		..
Jullundur	5	173	5	183		+10
Lahore	9	523	9	520		-3
Rawalpindi	4	632	3	691	-1	+59
Multan	20	712	20	712		
Total	62	2,920	61	2,986	-1	+66

The remarks of the divisional inspectors are generally depressing in so far as they tend to show that compulsion in the areas brought under the operation of the Compulsory Primary Education Act has not been effective in the matter of enrolment, attendance and literacy. Serious efforts have not been made, nor vigorous propaganda carried on, to retain the scholars once admitted till the completion of their primary course with the result that stagnation and leakage continue to predominate as in non-compulsory areas. Not only has the attitude of the local bodies been indifferent or lukewarm—so much so that in one of the districts of the Ambala Division twenty-six areas in which compulsion had been introduced had, till the year under report, gone without a single school—but the procedure for the enforcement of the penal clauses of the Act is also so dilatory and cumbersome that in cases where recourse to coercion is deemed unavoidable, people do not seem to be afraid of the law ; for the disposal

of the cases, in the first instance, is slow and secondly the punishment, if inflicted at all, is light and therefore ineffective. However, the results have been promising, wherever the courts have evinced sufficient keenness in the matter. In the Lahore Division, where notices were issued to several thousand defaulting parents, followed by 559 cases of prosecution lodged in courts and 307 parents punished with fines amounting to a total of Rs. 625, the percentage of children of school-going age in schools of all kinds has risen. The appointment of special attendance officers has proved so useful in the Ambala Division in improving enrolment and attendance that some district boards have already appointed second special attendance officers and others are inclined to follow suit.

8. A refreshing feature of the year's work is the remarkable increase of no less than 112 in the number of girls' schools. The number of arts and professional colleges and of high schools is the same as in the preceding year, but against the decrease of two in the number of special schools there has been a rise of fourteen and 100 in that of the middle and primary schools respectively. Unrecognized institutions, which cannot be depended upon for educational efficiency, happily register a fall of thirty-six. The enrolment has again gone up by 7,127 in recognized and 4,294 in unrecognized schools. Girls' education.

The above figures are re-assuring and show that, despite the prevailing economic depression, girls' education has not been adversely affected by the levy of fees in anglo-vernacular schools; but, in view of the fact that girls' education is restricted mainly to urban areas and that the proportion of girls at school is approximately 22 per cent. of the total number of children under instruction, considerable leeway has yet to be made up. The chief impediment in the way of the progress of female education is an inadequate supply of trained mistresses. The latter belong chiefly to urban areas and are loth to proceed to distant and out-of-the-way places in rural areas. The decision of the Department to make arrangements for providing fresh facilities for the training of the wives and near relations of men teachers and to institute Government middle schools with training classes at suitable rural centres will, it is hoped, meet the urgent problem of the dearth of trained teachers. Local bodies are also becoming keenly alive to the importance of girls' education and efforts have already been made by some from among them to save money by closing down uneconomical and unnecessary schools for boys and to utilize the savings thus effected in the furtherance of the cause of female education. Some of the district boards are even trying to earmark a certain proportion of the funds at their disposal for this most essential factor in the uplift of the rural masses.

Co-educ.
Noa.

9. The figures for co-education by divisions are indicated in the sub-joined table :—

Division.	NO. OF GIRLS READING IN BOYS' SCHOOLS.		+ or —.
	1934-35.	1935-36.	
Ambala .	1,612	1,716	+104
Jullundur .	5,589	4,245	—1,344
Lahore	3,867	3,997	+130
Rawalpindi ..	5,338	4,534	—804
Multan	2,895	2,615	—280
Total ..	19,301	17,107	—2,194

The above figures clearly show that the number of girls reading in boys' schools has fallen due partly to the withdrawal, in the opinion of the Inspector, Ambala, of official pressure as in the case of Gurgaon, once regarded as the birth—place of co-education, and partly to the circumstance that the scheme, though admittedly the most economical form of developing girls' education in rural areas during the present financial stringency has failed to find favour with the popular mind, which is anxious to lend encouragement to boys to seek admission to girls' schools, where the teaching is efficient. The Inspector of Schools, Lahore, is of the opinion that the whole question regarding attendance of girls in boys' schools requires re-examination. He would remove all restrictions imposed by "a vague fear" of the possible occurrences of untoward incidents on the admission of girls to boys' schools in places where girls' schools are conspicuous by their absence, and where the parents are prepared to share the responsibility and to take the risk of their daughters reading with the boys. He thinks that, in refusing to admit girls to boys' schools on the plea of the existing social conditions in the province, a distinct disservice is being done to the cause of girls' education.

The scheme of co-education, in Amritsar district, under women teachers with a common syllabus of study devised to suit

the requirements of both boys and girls, formulated by the Deputy Commissioner and referred to in last year's report, was inaugurated during the year under review with vigour and was attended with encouraging results. The District Inspector of Schools, Amritsar, observed :—

“ We have now four flourishing district board co-educational schools with the total enrolment of 320 scholars—178 boys and 142 girls—and an average attendance of 509. The percentage of average attendance to enrolment in these schools works out to 96.2, which is indeed highly satisfactory. It is also pleasing to record that out of a total number of ten mistresses working in these schools as many as nine are fully qualified and trained : six senior vernaculars and three junior vernaculars. This shows that no effort has been spared to make the experiment a success. Efforts to open a few more such schools will be continued subject to the provision of trained mistresses.”

10. The main figures of expenditure are tabulated at the beginning of this chapter and show the total expenditure on education, the percentage of expenditure from various sources and cost per scholar. The total cost during the year under review has increased by Rs. 10,03,012 from Rs. 3,12,06,032 to Rs. 3,22,09,044. The average cost per scholar in a boys' institution works out at Rs. 29-1-2 and in a girls' school at Rs. 24-9-1. The cost to Government in institutions for boys and girls is Rs. 14-6-10 per scholar or 2.2 per cent. more than that in the previous year. Expenditure.

11. Divisional reports make no mention whatsoever of any serious complaints regarding the embitterment of inter-school relations, malpractices in respect to the scramble for boys in April or of immorality. The discipline and the general tone of institutions of all types in the province have been maintained at a fairly high level. Discipline.

12. The total number of depressed class scholars, boys and girls, in all grades of recognized schools for general education stands at 29,584, indicating a rise of 1,415. The distribution of enrolment for schools for general and special education is shown in the sub-joined table :— Depressed classes.

Institutions.	MALES			FEMALES.		
	1934-35	1935-36.	+ or —	1934-35.	1935-36.	+ or —
Schools (recognized)	26,480	27,913	+1,433	1,172	1,676	+504
Schools (unrecognized)	442	252	—190	76	105	+29
Schools (special) ..	630	655	+25	351	236	—115
Colleges ..	21	30	+9	..	..	..

The enrolment divisionwise in schools for general education is indicated in the following table :—

Division.	MALES.		FEMALES.	
	1934-35.	1935-36.	1934-35.	1935-36.
Ambala ..	8,947	9,455	324	369
Jullundur ..	13,077	11,901	428	600
Lahore ..	3,230	3,029	406	362
Rawalpindi ..	337	709	30	188
Multan ..	1,330	2,814	60	157
Total ..	26,921	27,908	1,248	1,676

The above table shows that there is an increase of 987 in the number of boys and of 428 in that of girls.

The increase in the number of depressed class scholars in the Multan Division is ascribed by the Inspector to the general awakening among these classes, the steady and earnest efforts of departmental officers and to the disappearance of class distinctions and disabilities. The Inspector of Schools, Ambala, attributes the rise in his division to the keen appreciation of the half-fee concession allowed by the Department to the members of these classes, and, with a view to lend them further encouragement, suggests the extension of this concession to the high stage. The fall in the number of scholars in the Lahore Division, is, in the opinion of the Inspector, due to the economic depression which compels the parents "to look upon schooling as uneconomic." He holds these classes themselves responsible for their slowness in profiting by the preferential treatment accorded to them.

Trained
teachers.

13. Out of 33,912 teachers employed in schools of all types for Indian boys 29,535 or 87·09 per cent. are trained. The position in the divisions is :—

Division.	Total	Trained.	Percentage.
Ambala	4,918	4,181	85·0
Jullundur	6,499	5,760	88·6
Lahore	8,367	7,431	88·8
Rawalpindi	7,032	5,916	84·1
Multan	7,055	6,240	88·4

The percentage of trained teachers in schools under various managements is shown by the following table :—

Management,	High,	Middle.	Primary.
Government ..	96·03	94·18	100·00
Local Body ..	90·47	92·87	89·70
Aided	81·40	74·96	48·18
Unaided	69·60	70·00	45·68

Government and local body schools, both Anglo-vernacular and vernacular, are suitably staffed with trained teachers. The figures under 'trained' in the first table above exclude certificated but untrained teachers and drawing, drill and clerical and commercial masters, who have not been trained, for one reason or another, and possess no training qualifications. The aided and unaided schools primary and middle, however, have in some districts still considerable leeway to make up. The Inspector of Schools, Lahore Division, observes that the managements of aided and unaided schools employ distinguished graduates on a mere pittance of Rs. 20 to Rs. 25 a month, which from the point of view of educational efficiency is not at all satisfactory. In his estimation, the Department should insist that in aided institutions, at any rate, every teacher should be trained. He further remarks that the Department encourages the employment of a certain number of untrained graduates and allows their salary to be considered approved for grant-in-aid purposes for two years under Article 69 (e) of the Punjab Education Code. This rule should, in his opinion, be amended now when the supply of trained teachers has outstripped the demand, and the limit of two years be reduced to one. The Inspectors of Schools, Jullundur and Rawalpindi Divisions, and the District Inspectors of Schools, Gujrat and Dera Ghazi Khan, are not satisfied with vernacular teachers, particularly junior vernaculars who in their opinion do not come up to the standard required of them. This is due partly to the kind of training imparted to them and partly to their inadequate mental and moral equipment for the responsible work undertaken by them. The District Inspector of Schools, Lyallpur, would like the period of training of junior vernaculars to be extended to two years. The organization of refresher courses in several districts is, however, calculated to inspire life and vigour among such teachers and the experiment is bound to be attended with no small success.

Rural educa-
tion.

14. Efforts at ruralising education by correlating instruction with every-day life have continued to be made with unflagging zeal and energy. The inspecting officers make it a point to direct such questions to boys on the various subjects in the course of their examination as might lead teachers to impart information of rural utility to their pupils. The District Inspector of Schools, Mianwali, observes:—

“Great stress has all along been laid on lending instruction in village schools a rural bias. Reading of papers and documents of rural interest and utility, writing of the same and knowledge of practical arithmetic used in the every day life of zamindars, local imports and exports, village industries and how to improve them: all these have been the subject matter of instruction in these schools.”

The District Inspector of Schools, Gujrat, remarks:—

“Sums set in arithmetic relate to the life-routine of the villagers. Abstract sums divorced from life are scrupulously avoided. Composition, oral, as well as written, is based on the rural environments of the boys. Handicrafts practised in some of these schools impress upon the young mind the dignity of labour and of rural occupations.”

Instruction has been receiving the attention it deserves and the latest devices in child instruction have been tried with success in primary schools. The Inspector of Schools, Multan, is of the opinion that the infant class, which is of vital importance to the achievement of literacy, should not consist of more than twenty-five to thirty scholars and should be committed to the exclusive charge of a bright and energetic teacher keenly interested in children and thoroughly conversant with child psychology. He also suggests that the time-table of a primary school should be so re-organized as to make a village lad of eight or nine years—“often a valuable economic asset to his poor parents”—available for help in subsidiary industries. He further urges some reasonable increase in the travelling allowance allotment of the deputy inspector of schools in charge of rural education and in that of the district inspectors to enable the former to make a thorough study of the varied problems of vernacular education and the latter to find more time for visits to primary and lower middle schools. Minor village industries continue to receive encouragement in schools and crafts like soap-making, rope weaving, varnishing, ink-making, cot-weaving and basket-making are attempted. Students can mend the school and boarding house furniture and effect ordinary repairs to agricultural implements.

There are 224 recognized agricultural farms attached to local body and Government schools. Agricultural education is gaining in popularity, particularly in village schools. Boys entrusted with the care of maintenance of garden plots and farms have cultivated a taste not only for beautifying the school compound but also for growing flowers in their homes. In the Lyallpur District every school has a flower-garden and from October to April the school compounds are one glorious blaze of colour. The scheme of home-gardening has been tried in several districts. Tree-planting to make the school shady and attractive and in particular the planting of mulberry trees have been encouraged and the district inspectors of schools are keen on observing Arbor day as a regular annual event. Old boys' associations have been organized in most of the schools teaching agriculture and meetings are periodically held where boys compare notes and bring up their difficulties for discussion with the agriculture master. The introduction of rural science, which has lent further impetus to the ruralization of education in villages, has necessitated an increase in the number of farms and garden plots, which means additional expenditure to district boards. The Inspector of schools, Ambala Division, urges the Department to find money for this purpose and to insist on the district boards contributing an equal amount. Most of the farms and garden plots show a credit balance or are self-supporting. The remarks with respect to the Multan Division of the Deputy Inspector of Schools for Rural Science, Western Circle, are an indication of what has been achieved or is being attempted in rural areas :—

“A glance at the statistical return shows that now Multan is the most advanced division in the whole of India, both with regard to the number of schools teaching rural science and agriculture and the financial prosperity of these institutions. The net profit in the Lyallpur District alone exceeds the total net saving of the remaining four divisions in the province.”

15. The total number of libraries in villages is 1,876.

Village Lib-
raries.

All the Inspectors complain about the stoppage of the allowance to librarians, the suspension of grants and of the supply of up-to-date and modern literature. These are considered responsible for the progressive deterioration of village libraries and the gradual waning of the interest of the literate public. It is feared that the upkeep of literacy will become all the more difficult if this useful agency for the prevention of a relapse into illiteracy is not revitalized. The District Inspector of Schools, Attock, offers the interesting suggestion that the time-tables of schools where libraries exist should be so re-arranged that some period might be reserved for library work by the librarian teachers and

their work in this connection considered while endorsing their certificates.

Rural Re-
construction
work.

16. Village uplift and community work continue to be the outstanding features of the extra-mural duties taken up by schools. The services of school children and our inspecting and school staffs have been requisitioned by the beneficent departments—Agriculture, Co-operation, Health and Veterinary—on occasions of fairs, festivals and gatherings. Propaganda has been carried on by means of talks, songs and dramatic performances. Uplift journals edited by the district inspecting staff are published in several districts with a view to disseminate useful information on health, education, agriculture, &c., among the rural masses. Distribution of quinine tablets and posters, disinfection of and construction of parapets on wells, organization of games, clubs and tournaments, ventilation of village homes, enrolment of members of the Dehat Sudhar Committees, preparation of model manure pits and bore-hole latrines, cleanliness of person and environment, celebration of *safai* weeks and the abolition of evil customs are only some of the items of the vast and varied programme followed by our schools and it is gratifying to learn that all these different activities have been carried on without any interference with instructional work or the lowering of educational efficiency. The Deputy Commissioner, Jhelum, comments on the rural uplift work as follows :—

" It is satisfactory to record that the educational staff has been paying a good deal of attention to rural reconstruction work. For its permanent and abiding success the movement must depend ultimately on education. If the principles of rural reconstruction are genuinely instilled into the minds of the school boys at their most impressionable and receptive age, we shall have a changed and enlightened peasantry twenty years hence. I gratefully acknowledge the useful work done in a very large number of schools by propaganda parties and more especially by dramatic clubs. Uplift dramas are performed by school boys at all the important melas and are greatly appreciated by large audiences of zamindars."

The Deputy Commissioner, Gujrat, also acknowledges with thanks the assistance rendered in rural uplift work by the teachers and students of the various schools in his district.

Other
activities.

17. (a) *Games and physical training.*—Physical training has made marked progress throughout the year, thanks to the commendable work done by the assistant district inspectors of schools for physical training, who have amply justified their appointment. Drill, class as well as mass, play-for-all and other physical training activities have all been systematized and placed on a scientific footing by physical training

shows, demonstration lessons and refresher courses held in various districts. Rural games for villages have been organized and the games clubs started at fresh important centres have improved play-ground discipline and helped in the cultivation of a genuine love of sports as a profitable and recreative past-time for villagers.

(b) *Scouting*.—Scouting has been forging ahead throughout the province and has continued to develop with success during the year. Rallies were held in several districts and proper training was given in the development, among scouts, of independence of character, resourcefulness and a real scouting spirit. The social service aspect of the movement has everywhere been emphasized and scouts have taken pride in ministering to the needs of their brethren. Boy scouts from all over the Multan Division responded with more than common alacrity to the call of duty for the alleviation of human suffering, when the great Quetta earthquake tragedy occurred. His Excellency the Viceroy and Lady Willingdon visited Multan *en route* to Quetta and expressed their warm appreciation of the work done by the scouts in exceptionally trying circumstances. Scout troops vied with one another in taking an active part in the provincial rally at Lahore on the occasion of the Silver Jubilee of His late Majesty the King-Emperor George V and ran in the Marathon race from the farthest ends of their divisions to provincial headquarters with messages of loyalty. The Inspector of Schools, Multan, observes—

“The make-up of the casket and the design of the silver plates engraved with the message sent from the Multan Division was highly admired by the authorities at the provincial headquarters and the Multan Division runner was given the first place, among others, on the last day of the Marathon race. His Excellency the Chief Scout was pleased to convey to the Assistant Provincial Commissioner of the Boy Scouts of this division his appreciation of the work carried out and the standard of efficiency shown by the scouts at the Silver Jubilee fair. Scouts all over the division played a very conspicuous part in making the Jubilee celebrations a great success.”

The Chief Justice, Sir Douglas Young, Provincial Commissioner of Boy Scouts was satisfied with the standard of efficiency and the work displayed by the boy scouts of the Ambala and Multan Divisions.

(c) *Medical Inspection*.—The old scheme of inspection of school children and the two different schemes brought to the notice of the school authorities as adverted to in the report of the last year, have been tried in some schools in urban areas. The Inspector of Schools, Multan, observes that the levy of an

additional fee of annas two per mensem per student as in Director of Public Instruction's circular memorandum No. 17508-G., dated the 21st September, 1934, is resented by the parents and doubts if the schools will adopt any of the two schemes " unless it is made obligatory and a part of the expenditure incurred is borne by the Government or by some school funds." In some districts, however, satisfactory arrangements for both medical examination and effective treatment exist, and the Sialkot scheme is being adopted by several urban schools. The depressingly high incidence of sickness, revealed by the medical inspection carried out in so many districts, is disquieting. In the Multan District, for example, 58.4 per cent. of the scholars examined have been found to be suffering from one disease or another. Among those reported unhealthy, the majority suffer from the diseases of the eyes and the teeth and from enlarged tonsils and spleens. The School Children Health League, Sialkot, continues to do useful work under the able guidance of the Municipal Medical Officer of Health. The problem of medical inspection in rural areas, however, still awaits solution and is engaging the urgent attention of the Department, which will, it is hoped, succeed before long in evolving a suitable scheme in consultation with the Health and Medical Departments.

(d) *Red Cross Societies.*—These are gaining in popularity and continue to do useful work in schools in helping the poor and the needy by a free supply of medicines, books, clothing and tuition fees and in fostering a spirit of social helpfulness. Some of these societies have been running petty dispensaries, managed by students trained in First Aid and St. John Ambulance Work, delivering lectures on various topics and taking out processions. The district inspecting and school staffs maintained their interest in the development and proper functioning of these societies. The Red Cross Work in the Rawalpindi Division is distinctly of a very high order due to the "inspiring lead of Mrs. King, the talented wife of the Deputy Commissioner." Miss Norah Hill, A.R.R.C., the Organizing Secretary, Red Cross Society in India, inspected a few centres in the Multan District and expressed her deep appreciation of the work done in the district.

(e) *Co-operative Supply and Thrift Societies.*—The number of thrift societies has risen, but the deposits have, in some cases, gone down owing, probably to the prevailing economic distress. The co-operative supply societies, however, are not so thriving because of competition with unscrupulous shop-keepers, who undersell the school supply societies. The teachers also fight shy of undertaking work which is looked upon

by them as thankless and for which they are "rewarded only by anonymous and pseudonymous complaints." The Inspector, Lahore Division, stresses the importance of the examination of the whole position of these societies by a committee of a few educationists and one or two officers of the Co-operative Department. In his estimation, the societies do not give any training in co-operation, managed as they are by teachers and contributing simply to the spectacular element in the schools. Very few societies function properly, because ordinarily they take the form of supply societies supplying books, exercise books and articles of stationery.

CHAPTER II. Controlling Agencies.

For the first seven months of the year under review the post of Director of Public Instruction and Under Secretary to Government, Punjab, was held by Mr. R. Sanderson, M.A., C.I.E., I.E.S. On the 31st of October, 1935, after long and conscientious service in the province, Mr. Sanderson proceeded on leave preparatory to retirement and Mr. J. E. Parkinson, M.A., (Cantab), I.E.S., Principal, Central Training College, Lahore, succeeded him as officiating Director of Public Instruction and Under Secretary to Government, Punjab. Mr. Parkinson was confirmed in his appointment from the 6th January, 1936.

Head Office
appointments

On the 31st October, 1935, Khan Bahadur Sheikh Nur Elahi, M.A., I.E.S., Assistant Director of Public Instruction, Punjab, succeeded Mr. J. E. Parkinson as Principal, Central Training College, Lahore, and was himself replaced as Assistant Director of Public Instruction, Punjab, by Mr. W. H. F. Armstrong, M.A., (Cantab), F.C.S., I.E.S., Vice-Principal, Central Training College, Lahore.

Miss L. E. Thomas, B.Sc., (Hons.) London P.E.S. (Class I) and Chaudhri Muhammad Husain, B.A., B.T., P.E.S. (Class I) continued to work as Deputy Directress of Public Instruction and Inspector of Vernacular Education, respectively, throughout the year.

Lala Rang Behari Lal, B.A., B.T., P.E.S. (Class I), Registrar, Departmental Examinations, proceeded on four months' leave on the 26th of June, 1935, and M. Abdul Hamid, M.A., P.E.S. (Class I), Inspector of Training Institutions, Punjab, succeeded him.

Dr. Kahan Chand Khanna, M.A., Ph.D., London, F. R. Hist. S. London, M.R.A.S., P.E.S., Lecturer, Government College, Lahore, was appointed to officiate as Inspector of Training Institutions on the 22nd of July, 1935. On return from leave Mr. W. A. Barnes, B.A., P.E.S. (Class I) relieved Dr. Kahan Chand Khanna as Inspector of Training Institutions, Punjab, on the 26th of September, 1935, and was himself replaced on the 28th of October, 1935, by Lala Rang Behari Lal on his return from leave. Mr. M. G. Singh, M.A. (Oxon.), P.E.S. (Class I), Professor, Central Training College, Lahore, took Lala Rang Behari Lal's place on the 14th of February, 1936, when the latter proceeded on leave preparatory to retirement.

Clerical
Establish-
ment.

Under the able guidance of Mr. W. E. McMurray the office put in another year of good and faithful work. The posts of Senior Superintendent and two Junior Superintendents were designated as Registrar, Education Department and Superintendents, respectively. The proposal to create a leave reserve at the headquarters office was also accepted by Government with effect from

the 1st of April, 1936. The services of four temporary clerks for the Examination Branch were availed of for two months only.

The following statement indicates the number of candidates who appeared in the various departmental examinations held in 1935-36 :—

Departmental
Examinations.

1	2	3	4
Serial No.	Name of Departmental Examination.	NO. OF CANDIDATES	
		1934-35.	1935-36.
1	Vernacular Final and Middle School Examination.	16,255	14,556
2	Middle Standard Examination for Indian girls.	3,131	3,619
3	Junior Vernacular Certificate examination for men teachers.	276	248
4	Senior Vernacular Certificate Examination for men teachers.	195	118
5	Junior Vernacular Certificate Examination for women teachers.	455	395
6	Senior Vernacular Certificate Examination for women teachers.	163	217
7	Junior Anglo-Vernacular Certificate Examination for women teachers.	60	67
8	Senior Anglo-Vernacular Certificate Examination for men teachers.	100	125
9	Trained teachers' Certificate Examination ..	26	28
10	Diploma Examination of Chelmsford Training College, Ghoragah.	13	13
11	Middle Standard Examination for Europeans ..	177	189
12	One-year Post Matric Clerical Examination ..	251	257
13	Night Classes Clerical Examination ..	32	17
	Total ..	21,134	19,844*

*If the figures relating to candidates from outside the British Punjab are taken into account, the grand total comes to 21,746 as against 22,948.

It would appear that continued economic depression was the cause of the fall in the number of candidates for the Vernacular Final and Middle School Examination from 16,255 in 1934-35 to 14,556 in 1935-36. The steady rise in the number of candidates

for the Middle Standard Examination for Indian Girls is an indication of the increasing popularity of female education. As the requisite number of candidates from Jullundur for the Night Class Clerical Examination was not forthcoming the class had to be abolished and only one class at Multan sent up seventeen candidates for the year under review. The fall in the number of candidates for Junior and Senior Vernacular Certificate Examinations for men teachers and the Junior Vernacular Examination for women teachers is due, as observed previously, to the waning demand for these teachers in most of the districts of the province.

Committees.

The Committee appointed to revise the courses in history and languages with a view to expunge materials calculated to embitter communal feeling has held a number of meetings and its report is awaited. The revised scheme for the Vernacular Final and Middle School Examination has been put into operation and the first examination under the revised regulations was held in February, 1936. The reports of the committee appointed to overhaul the system of clerical education and of the Punjab Text-Book Enquiry Committee are still awaited. The Report of the Compulsory Education Committee has been considered by Government.

Inspectors.

Rai Bahadur Mr. Man Mohan, M.A., Inspector of Schools, Lahore Division, was on leave from the 4th to the 28th June, 1935, and Mr. U. Karamet, his senior Deputy, officiated for him. Mr. W. A. Barnes, Inspector of Training Institutions, Punjab, became Inspector of Schools, Jullundur Division, on the 1st November, 1935, replacing Mr. J. L. Wilson M.A., on the latter's appointment as Vice-Principal, Central Training College, Lahore, *vice* Mr. W. H. F. Armstrong appointed Assistant Director of Public Instruction, Punjab.

Deputy Inspectors.

Among the Deputy Inspectors, however, there were, unfortunately, more changes. Mr. U. Karamet, Principal, Government Intermediate College, Jhang, was appointed Deputy Inspector of Schools, Lahore Division, on the 16th April, 1935. Lala Bhagwan Das, Head Master, Government High School, Jhelum, was appointed Deputy Inspector of Schools, Rawalpindi Division, on the 20th September, 1935, *vice* Lala Sham Chand who went on three months' leave on the 3rd August, 1935. Sheikh Ghulam Husain who had been officiating as Deputy Inspector of Schools in the Multan Division, *vice* Lala Inder Bhan (on leave) reverted to his substantive post as District Inspector of Schools, Lyallpur, on the 21st September, 1935. Bawa Barkat Singh, Deputy Inspector of Schools, Jullundur Division, was transferred to the Ambala Division in the same capacity on the 23rd of September, 1935, *vice* Sheikh Allah Rakha on the latter's transfer to Multan Division, *vice* Khan Sahib Sheikh Ghulam Mohy-ud-Din who was transferred to Jullundur to replace Bawa Barkat Singh. Dr.

Trilochan Singh, Lecturer, Government College, Lahore, was appointed Deputy Inspector of Schools, Jullundur Division, on the 23rd of September, 1935, *vice* Lala Bhana Ram who was transferred to the Multan Division replacing Sheikh Ghulam Husain who went back to Lyallpur as District Inspector.

There were a number of changes among the District Inspectors of Schools, Malik Muhammad Husain, District Inspector of Schools, Shahpur, was transferred to Gurgaon in his own capacity. Chaudhri Lal Din, District Inspector of Schools, Mianwali, was transferred to Gujrat on the 26th of June, 1935, *vice* Khan-Sahib Sheikh Ghulam Mohy-ud-Din who was promoted to Deputy Inspector. Lala Diwan Chand, District Inspector of Schools, Rawalpindi, was transferred to Sheikhpura on the 9th September, 1935, *vice* Sardar Sahib Sardar Sohan Singh who had retired on the 1st of July, 1935. M. Asghar Ali, Head Master, Government High School, Sargodha, was appointed officiating District Inspector of Schools, Rawalpindi, on the 9th September, 1935, *vice* Lala Dewan Chand transferred to Sheikhpura. M. Sher Muhammad Tirmazi, District Inspector of Schools, Jhang, was transferred to Montgomery, on the 11th of September, 1935, *vice* Chaudhri Ahmad Husain who was sent to Sargodha as Head Master of the Government School, *vice* M. Asghar Ali. Sadrar Iqbal Singh, Lecturer, deMontmorency College, Shahpur, was appointed District Inspector of Schools, Jhang, *vice* M. Sher Muhammad Tirmazi, transferred to Montgomery.

There were no changes among the Inspectresses of Schools for the various circles. Miss I. M. Gascoyne, Inspectress and Supervisor of Domestic Science, Punjab, in the Punjab Educational Service (Class II) (Women's Branch) was confirmed in her appointment and grade with effect from the 19th October, 1935.

There were some changes in the number of posts in the various senior services and a new scale of pay was introduced during the year. In the Indian Educational Service there was one post of European Indian Educational Service Officer fewer than in the previous year. In the Punjab Educational Service (Class I) there was one post more in the Women's Branch (European Section) than in the previous year. In the Punjab Educational Service (Class II) there were two posts more in the Women's Branch than in the previous year, while in the number of Inspecting Officers' posts there was no change. The new time-scale for Punjab Educational Service (Class I) introduced during the year is Rs. 300—25—700/730—30—1,000; Selection Grade; Rs. 1,050—50—1,250 (Overseas pay £30); Director of Public Instruction's pay: Rs. 1,600—100—2,000 (Overseas pay £30). In the Punjab

Educational Service (Class II) (Men's Branch) the new scale is Rs. 200—15—275 (efficiency bar)—15—470 (efficiency bar)—15—500—20—600 and Selection Grade Rs. 625—25—750. There has been no change in the Punjab Educational Service (Classes I and II) grades or the Women's Branch. During the year the special gazetted posts of Principal, Lady MacLagan Training College for Women, Lahore, was converted into a Punjab Educational Service (Class I), post, that of Inspector and Supervisor of Domestic Science, Punjab, into a Punjab Educational Service (Class II) post and that of Mistress, Queen Mary College, also into a Punjab Educational Service (Class II) post.

Local
bodies.

Complaints from Inspectors of Schools regarding non-delegation of powers and intransigence and unnecessary interference on the part of local bodies in the administration of education in their areas are, unfortunately, increasing every year. This dual control tends seriously to undermine discipline among the teachers and makes reform difficult, especially in the case of municipalities and of district boards under non-official Chairmen. The Lahore Inspector, Rai Bahadur Mr. Man Mohan, complains that he has cried himself hoarse over this problem during the last seven or eight years, but, much to his disappointment, little has been done to make the position easier for the Inspector.

On the other hand, the growing difficulties and responsibilities of the local bodies also need sympathetic consideration. Their resources are inelastic and the demands of the various services under their control are steadily increasing without any appreciable improvement in their financial position, while Government grants are being hedged round with more and more restrictions. In particular the problems of communications, public health, water supply, drainage, sanitation, animal husbandry and agriculture call aloud for immediate attention.

Private
enterprises.

Private enterprise continues to hold its own as regards number of schools and number of scholars, but the tendency to run these schools entirely on Government grants and fees and, in unaided schools, on fees alone still persists and seems to be increasing. Nor has the suggested form of agreement given in the Education Code improved matters so far as security of tenure for the unfortunate teachers and regularity in the payment of their salaries are concerned. Even the provident funds of teachers, boys' funds, sports funds, &c., are sometimes irregularly drawn upon to meet expenditure on schools.

Some Inspectors, however, report commendable activity on the part of private bodies in the matter of the provision of *pacca* and *kacha* buildings for their schools, mostly put up through the generosity of liberal-minded local people. In some districts,

particularly in the Multan Division, funds exist for helping poor students with scholarships, stipends, etc., e.g., the Qila Gift Fund in the Lyallpur District.

The following statement showing the total expenditure, both direct and indirect, on all kinds of institutions during the year under review and the previous year, will give an idea of the contributions made by the several controlling agencies and fees and other sources towards the total cost :—

Expenditure
on education

	Government funds	District funds	Municipal funds	Fees	Other sources.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1934-35 ..	1,59,92,885	26,57,975	15,23,341	77,37,573	32,94,258	3,12,06,032
1935-36 ..	1,63,45,765	28,28,778	16,13,897	81,84,380	32,36,224	3,22,09,044
Increase or decrease.	+3,52,880	+1,70,803	+90,556	+4,46,807	-58,034	+10,03,012

CHAPTER III.

Collegiate Education.

Enrolment in
Colleges.*General.*

The following statement shows the number of scholars on the roll of various colleges in the Punjab in the years 1935 and 1936 :—

Statement of Institutions and Scholars.

Particulars.	NO. OF COLLEGES			NO. OF SCHOLARS.		Increase or decrease.
	On 31st March, 1935.	On 31st March, 1936.	Increase or decrease.	On 31st March, 1935	On 31st March, 1936.	
Government Colleges ..	5	5	..	3,894	3,802	—92
Aided Colleges ..	7	7	..	5,750	6,238	+488
Unaided Colleges ..	4	4	..	4,032	3,498	—534
Total ..	16	16	..	13,676	13,538	—138

The number of institutions providing collegiate education has remained stationary but there is a noticeable decrease in the number of scholars. The statistics available bear out the general conclusion that the increasing unemployment of University graduates, is slowly reacting on the numbers being enrolled in colleges, although as yet there is no very marked inclination to turn to technical or other forms of training. There has been a decrease in the numbers appearing for the Intermediate and B.A. examinations causing a noticeable decline in the University income from fees.

It is of interest to note that, unlike last year, there has been a slight increase in the number of scholars in aided colleges while the numbers have decreased in Government colleges. This is difficult to account for, as there has been no increase in fees in

Government Colleges, except at Lahore, where the numbers show no falling off.

Table II presents the University results in different examinations for the year 1935-36 :—

Statement showing examination results.

Name of Examination.	MALES						FEMALES					
	1931-35.			1935-36			1934-35			1935-36.		
	A.	P	PP	A.	P.	PP.	A.	P.	PP.	A.	P.	PP
Matriculation	16,097	11,320	75	11,324	10,568	69.6	1,137	833	72.4	1,249	813	65.1
Intermediate A.	3,306	1,870	56.8	3,101	1,783	55.9	265	183	69.1	342	242	70.8
Intermediate So.	1,175	731	61.4	1,105	753	68.1	41	26	63.4	37	20	74.1
B. A.	2,070	1,566	52.7	2,746	1,437	52.3	145	91	63.8	139	81	61.4
B. Sc.	206	128	62.1	293	157	53.8	4	1	25.0	7	5	71.4
M. A.	272	173	63.6	384	161	63.7	9	6	66.7	14	11	78.6
M. So.	39	32	84.2	49	24	49.0						

A = Appeared.

P = Passed.

PP = Pass Percentage.

It is of interest to study the results of the Matriculation examination. In this examination the pass percentage in 1935-36 fell to 68.6 among the male scholars and 65.1 among the female candidates. The pass percentage of 75, which was attained in 1935 was considered exceptionally high and the decrease in the number of successful matriculates may be welcomed as a slight effort on the part of the University to raise the standard.

The pass percentage in the B.A. still remains approximately fifty. It is surprising to note that in the M.Sc. examination more than half the candidates who appeared were declared unsuccessful. Since this degree is now usually given only on research work carried out in the University laboratories under proper direction and only after the candidates have been successful in one of the Honour's Schools, this fact is difficult to account for.

The following table which deals with the expenditure on collegiate education, needs no comments.

DIRECT EXPENDITURE ON COLLEGIATE EDUCATION
FOR INDIAN BOYS.

Year.	From Government funds.	From District Board funds	From Municipal Board funds.	From fees	From other sources	Total.
	Rs.	Rs.	Rs.	Rs.	Rs	Rs
1934-35 ..	7,21,536	900	1,763	14,06,577	4,27,797	25,58,573
1935-36 ..	7,25,543	975	1,555	13,63,898	4,46,633	35,38,604
Increase or decrease	+4,007	+75	-208	-42,679	+18,836	-19,969

The University of the Punjab.

The University sustained a heavy loss in the sad death of Dr. A. C. Woolner, which occurred on 7th January, 1936. He had been connected with the University first as Registrar and later as Dean and Vice-Chancellor for very nearly thirty years. His tact, kindness, and his deep and genuine love of culture, had made him a worthy head of this institution. His services had been recognized by the University by the conferment upon him of the degree of D.Litt. at the time of the Jubilee celebration in 1934.

The Rt. Revd. G. D. Barnes, C.I.E., O.B.E., V.D., M.A., Bishop of Lahore, was nominated by His Excellency the Chancellor for the office of Vice-Chancellor and Dr. G. Matthai, M.A., ScD., I.E.S., was elected as Dean of University Instruction.

During the period under review, regulations were framed for the institutions of the degrees of Doctor of Philosophy, Master of Science in Technology, and for the Honours Schools in Physics. Consequent on the institution of the former degrees, regulations for the Senior Doctorates (D. O. L., D.Litt. and D.Sc.) were revised.

Regulations were also framed for the establishment of a mofussil board dealing with the problems connected with University education outside Lahore. The Board is to consist of twenty persons with the Vice-Chancellor as Chairman. Except the Chairman and four nominees of the Syndicate, of whom two must be University Professors or Principals of Lahore Colleges, all the other members represent various interests from colleges situated in the mofussil.

The Lady MacLagan Training College for Women, Lahore, has been affiliated to the University for the B.T. examination and the V. B. College, Dera Ismail Khan, has been granted extension of affiliation up to the B.A. standard.

The proposal of the University to recognize the vernaculars as mediums of examination for the Matriculation, has been set aside for the time being, on the advice of Government. Government has intimated that proposals of this nature should form part of a comprehensive scheme of University reform.

The University was once again engaged in considering the question of the length of the school and degree courses. The University Enquiry Committee has suggested nine years lower secondary course, three years higher secondary course and three years University course. Since the new scheme involved the lengthening of the entire course by one year the Senate preferred to adhere to the old scheme. The Academic Council was in favour of the new scheme and the Syndicate, therefore, appointed a Committee to consider the matter in detail, but after long discussion the Committee was unable to arrive at any agreed plan of reform.

A sub-committee of the Academic Council has been engaged in considering the desirability of regrouping subjects for the Intermediate Examination. Academic Council.

Affiliated Colleges.

The Government College, Lahore, has sustained a great loss through the retirement of Principal H. L. O. Garrett, M.A., I.E.S., who has been connected with it for a period of twenty-three years—fourteen years as Professor of History and nine years as its Principal. Government College, Lahore

Principal Garrett will be missed not only in the Government College, but equally in the larger circles of the University where for many years he has been a member of the Senate and Syndicate and Convener of the Library Committee. He was exceptionally popular with his colleagues and with thousands of students. He was also the Officer Commanding the 4th University Training Corps and during his time the Punjab University Training Corps was recognized by the Superior Military Command as the best University Corps in India.

Principal Garrett has been succeeded by Dr. H. B. Dunningcliff, M.A., Sc.D., F.I.C., I.E.S., an equally well-known and respected figure who has for many years been the head of the Government College Chemistry Department, University Professor of Inorganic Chemistry and Member of the Senate and Syndicate.

In the report read by Principal Garrett on the eve of his retirement, he remarked :—

“The rapid Indianization of the various public services has led to the preparation of many more of our students for these various services in the past. We may, I think, look with pride upon the long and consistent list of successes which the college has achieved in this connection in the I. C. S., Imperial Police, Indian Finance and Indian State Railways and last but not the least in the Indian Military Academy. Nor must we overlook the prominent position taken by our students in the political world of the province today.”

These achievements to which Mr. Garrett refers were in no small measure due to his own enthusiasm and zeal for the welfare of Government College, and its many generations of students.

Islamia
College,
Lahore.

Mr. A. Yusalf Ali, C.B.E., M.A., LL.M., I.C.S. (retired), returned to the Principalship of the Islamia College, Lahore, in October, 1935, Mr. Yusalf Ali's return to the Punjab is not only of benefit to the Islamia College, Lahore, but is a fillip to the academic and literary circles in Lahore.

D. A.-V.
College,
Lahore.

Owing to continued ill-health Bakhshi Ram Rattan resigned the Principalship of the D. A.-V. College and has been succeeded by Lala Mehr Chand who was Vice-Principal of the College for several years. Bakhshi Ram Rattan has been a leading figure in the Arya Samaj educational movement for the last quarter of a century, and it is sincerely hoped that relieved from the cares of administering a large college, he will soon recover his health and continue to take an active part in the educational movements of the province.

CHAPTER IV.

Secondary Education—Boys.

(i) *Facts and Figures.*

The total number of secondary schools has decreased by seventy-five to 3,563. The number of anglo-vernacular schools has increased by two and that of vernacular secondary schools has fallen by seventy-six. The Jullundur Division alone is responsible for about half of this fall, as thirty-one vernacular board schools have been reduced to the primary grade. Observations made by the inspectors of schools indicate that in Gujranwala and Sheikhpura districts for every one anglo-vernacular secondary school there are seven and eight vernacular schools, respectively. In the Multan Division every secondary school serves a population of 3,359 males and in the Lahore Division 4 per cent. of the male population is in secondary schools.

The enrolment in the secondary schools has also decreased by 8,593 to 571,619. All divisions except Jullundur report an increase in the number of boys in high schools. Except in the Multan Division, the number of boys in anglo-vernacular middle schools has also slightly increased. The fall is, therefore, mainly registered in the vernacular middle and lower middle schools in all the divisions ; Jullundur alone reporting a decline of 5,140 scholars. This fall is generally ascribed by the inspectors of schools to the low economic condition of the villages. The view of the Inspector of Schools, Multan Division, deserves notice in this respect—

“Some six years back the students passing the vernacular final examination could be employed as teachers or patwaris, but it is very difficult to get these jobs now. Besides, demands of most of the industrial or professional institutions require some knowledge of English and hence Anglo-vernacular students are preferred to purely vernacular students. Mere literacy does not attract the pupils to the pure vernacular middle schools.”

It is, however, gratifying to note that the average attendance has generally increased even though the number of scholars has fallen. The number of agriculturists fell by 2,619 in Jullundur, Lahore and Rawalpindi Divisions, but the Ambala Division made up this deficiency by increasing 2,796.

There was an increase of Rs. 2,47,462 in the total expenditure Expenditure. on secondary schools. The contributions from provincial revenues vary from 59 per cent. in the Rawalpindi Division to 43 per cent. in the Lahore Division, and those from fees from 40 per cent.

in the latter division to 23 per-cent. in the Multan Division. The cost *per capita* is Rs. 23·1. The percentage of boys paying first grade fee is low which indicates that some cases escape detection.

(ii) *The Teachers:*

The total number of teachers employed in the secondary schools has fallen by forty-four to 22,273. The percentage of trained teachers has risen from 89·9 to 90. The percentage varies in the divisions from 86·5 in Ambala to 92·2 in Multan. The percentage of unqualified teachers is not as high as ten; for of these many possess special certificates. The unaided and private schools employ the major portion of this unqualified staff and continue to present many distressing problems connected with the payment, tenure and conditions of work of their employees. Many private schools employ honorary teachers who join these schools merely with the object of appearing subsequently in a University examination, and not only cannot give full attention to their work, but also help to lower the morale, tone, discipline and prestige of the schools. The Inspector of Schools, Lahore Division, has emphatically repeated his suggestion made originally in 1933-34 that the departmental concession under Article 69-(e) of the Punjab Education Code under which untrained graduates can be appointed by aided institutions for two years should be reduced to one year. This step will reduce the number of untrained teachers.

The problem connected with the position, payment of salary, provident fund and the security of tenure of teachers employed in aided schools continue in the same sad state as before. Many of these schools observe standard service rules only in name. They subsist only on tuition fees and grant-in-aid and have no substantial reserve funds to maintain themselves in an efficient condition. Incremental scales in many schools do not exist. The managing committees are factious and interfering and sometimes extort contributions from the teachers which are tantamount to compulsory deductions.

The problems of introducing uniform grades of pay and the maintenance of a divisional seniority list of all teachers employed in local body schools still await solution.

Instructions
and influences
on school
life.

Three out of the five divisions report that instructional conditions have definitely improved and that there is a desire for experimentation in the new methods of teaching and for improvement in general organization. More teachers keep diaries of their preparation for lessons, read books and take pride in their vocation. The assignment system has been tried with success in various schools of the Lahore Division, especially in the teaching of history,

geography, mathematics and science. News-boards have helped to increase the general knowledge of the students and literary societies give them the necessary opportunities to express themselves on various subjects not directly connected with the work in the school. Special attention has been given to the teaching of geography and science, but the teaching of vernacular and oriental languages is unfortunately still carried out by old and conservative methods.

The Inspector of Schools, Jullundur Division, however, deplures the fact that instruction is mainly designed to lead to success in the examination and therefore fails to give proper attention to developing the individuality of the scholars. The Inspector of Schools, Rawalpindi Division, regrets that there is no stimulus for good teachers to work harder than others and suggests that special certificates be awarded to teachers who obtain exceptionally good results and that if these certificates are considered at the time of promotion teachers would get the necessary stimulus to work more effectively.

Class promotions are carried out judiciously in all the divisions, a fact which is evidenced by good results of the M. and S. L. C. and Vernacular Final Examinations.

The instructional condition of the vernacular schools has also improved. There is less leakage and wastage. An endeavour is made to give a rural bias to vernacular education. The newly devised subject of rural science should be of great benefit to village education, but lack of suitable equipment prevents the wholesale introduction of this subject in upper middle schools. Gardening and horticulture receive attention. The various manual training centres and the carpentry and smithy classes teach the boys to appreciate the dignity of labour and help to give a vocational bias to education. The Refresher Course held at Moga has given great impetus to methods of teaching in vernacular schools through the agency of projects in which the boys are interested.

Details of these classes are given in Chapter VII.

Post-Matricula-
tion Classes.

The matriculation results are good both in quality and quantity all over the province. The Jullundur Division has improved its percentage from 50 to 79·2. The Vernacular final results are also satisfactory.

Matriculation
Results.

Physical training and scouting form a very important part of school education in the Punjab and with good results, for the health and vitality of the average school boy have improved considerably of late. The assistant district inspectors of physical training deserve much credit for endeavouring to improve physical

Physical
training and
scouting.

training by introducing modern methods of physical culture, organizing refresher courses and village games and sports and tehsil and district tournaments. Scouting retains its popularity in the province. Almost every school has its troop and takes its share in the annual district and divisional rally. The numerous scout camps which are held from time to time provide excellent opportunities for training. The service rendered by the Punjab Scouts in connexion with the unfortunate Quetta earthquake is a living record of the usefulness of the Boy Scout movement. Indeed, it is now difficult to imagine any function without noticing the boy scouts doing valuable but unobtrusive service. Cubbing is also attracting a great deal of attention in lower middle schools.

**Red Cross
Societies**

Red Cross Societies have done excellent work as before. Largely run by the pupils themselves under the direction of their teachers, these societies have rendered services of many kinds. Deserving poor boys have received money and books and clothes out of their funds, and people at large have received quinine, potassium permanganate and other medicines during the days of disease. These societies serve as an excellent training ground for social service and for organization of relief in time of distress.

**Co-operative
and Thrift
Societies**

These societies continue to do useful work for their members. They make a valuable contribution in promoting good-will, co-operation and self-help.

**Medical
Inspection**

The question of personal hygiene has naturally received more attention in the secondary schools in the larger towns. Departmental permission for the institution of a medical fund and for the inauguration of a medical scheme for secondary schools is giving valuable experience towards the solution of the problem of medical inspection. Various urban schools have put the scheme into action with necessary modifications. The Jullundur scheme is essentially thorough and far-reaching. 95·8 per cent. of the students of local schools were examined at the beginning of the year and their physical defects were noted in the school records. The co-operation of parents was sought towards treatment at home or in the school clinics. The results were very encouraging. 98·7 per cent. of the students recorded an increase in weight and the percentage of students without defects rose from 7·5 in 1931-32 to 31·2 during the year under report. Cases of enlarged spleen, anemia and granular lids were greatly reduced. At Sialkot the local schools combined to run an efficient dispensary under a competent doctor. It is indeed a happy sign of the times that parents and teachers have both begun to attach proper importance to the health of their wards. The free supply of milk to school children is being considered by several local bodies.

The tone and discipline of the students remained satisfactory. Discipline
 No cases of serious indiscipline were reported in any division.
 There was a distinct improvement in the effort to observe inter-school rules.

Owing to financial stringency very few new buildings have been School buildings and hostels
 constructed during the year. The Lyallpur District Board, which has been by far the most active in this respect, put up nine new buildings for middle schools and one for a hostel. In the Jullundur Division seven new buildings have been constructed for aided high schools. Though several old buildings have been extended in the various divisions, yet such buildings under the local bodies have largely been neglected in the matter of repairs. Almost in every division the number of residential scholars has decreased. This is due to the extension of facilities for education in the rural areas and economic distress. Poverty prevents many parents in the rural areas from sending their boys to live at the hostels.

CHAPTER V.

Primary Education (Boys).

(i) Schools.

The following table shows the increase or decrease in the number of boy's primary schools of all types during the year under review :—

Year.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
1934-35 ..	8	4,305	321	856	133	5,623
1935-36 ..	9	4,377	324	838	127	5,675
Increase or decrease	+1	+72	+3	-18	-6	+52

It will be observed that the district board schools have increased by seventy-two. This is due partly to the reduction in status of unsuccessful lower middle schools and partly to the conversion of flourishing branches into full primary schools. In the prevailing financial distress the district boards are reviewing the condition of their existing schools and, where the school is found to be unnecessary or uneconomical it is either closed down or amalgamated with a neighbouring school or, in the case of an ill-attended lower middle school, it is reduced to the primary grade. The increase in the number of municipal board schools is welcome as an indication of the growing desire in towns to expand facilities for primary education. There is a fall of eighteen in the number of aided and of six in that of the unaided private schools. With a network of schools opened by the district boards in the countryside the old indigenous institutions are gradually losing ground. Single-teacher schools have further increased by 47 to 1,585.

(ii) Enrolment and attendance.

The enrolment in primary schools increased by 2,161 to 369,681 and the average attendance by 2,487 to 312,597. The percentage of attendance on enrolment has risen from 84.4 to 84.6. In the primary departments of secondary schools there is a fall of 10,210 in enrolment from 374,338 to 364,128. The net decline in numbers at the primary stage thus amounts to 8,049.

The position in each division in regard to the enrolment of boys alone in primary classes is shown in the following statement :—

Division.	TOTAL ENROLMENT.		Increase or decrease.
	1934-35.	1935-36.	
Ambala ..	104,016	106,057	+2,041
Jullundur ..	134,839	130,915	—3,924
Lahore ..	174,656	174,349	—307
Rawalpindi ..	154,217	153,230	—987
Multan ..	155,673	153,367	—2,306
Total ..	723,401	717,918	—5,483

While the Ambala division shows a satisfactory rise in enrolment there has been a considerable fall in all the other divisions. The largest decrease has been registered in Jullundur and Multan divisions and is attributed to the general financial depression, the extreme poverty and conservatism of the village people, unemployment and the growing lack of faith in the economic value of present-day education. It is, however, gratifying to find that most of the decline occurred in the first class and is not a matter for serious apprehension. The table given below will indicate the flow of promotion from class to class during the year :—

Year.	I.	II.	III.	IV.	Total.
1934-35	342,940	159,661	122,050	98,780	723,431
1935-36	331,747	163,700	123,570	98,931	717,948
Increase or decrease ..	—11,193	+4,039	+1,520	+151	—5,483

The percentage of scholars enrolled in the second, third and fourth classes to the total enrolment in the primary classes has risen from 22, 16·8 and 13·6 to 22·8, 17·2 and 13·7, respectively. The higher percentage of promotions to the second class is due to the restriction of admissions to the infant class to certain months in the year and to the control and supervision by the district inspecting staff. The annual test of the first class is almost everywhere held by the assistant district inspectors of schools.

(iii) Expenditure.

The total cost of maintaining primary schools for boys amounted during the year under review to Rs. 40,39,016 or Rs. 80,184 more than in the preceding year. Towards the total expenditure Government contributed 62 per cent., District Boards 16 per cent., municipal committees 15·5 per cent. and the balance was met from fees and other sources in the proportion of 1 per cent. and 4·7 per cent., respectively. As compared with the previous year contributions from Government and other sources were reduced by Rs. 24,320 and Rs. 7,553, respectively, while expenditure from district board funds increased by Rs. 66,717, from municipal funds by Rs. 42,265 and from fees by Rs. 3,075. The increase in the expenditure by district boards and municipal committees is attributable to the grant of increments and the restoration of the cut in teachers' salaries in many districts. The average annual cost of educating a scholar at the primary stage has risen from Rs. 10-12-4 in 1934-35 to Rs. 10-14-9 in 1935-36.

(iv) Teachers.

The number of trained teachers increased by 266 to 9,459 and that of untrained teachers decreased by 214 to 2,138, so that there is a rise of 52 in the total number of teachers employed in primary schools. The percentage of trained teachers has improved from 79·6 in 1934-35 to 81·5 in 1935-36 in the province as a whole. In local body schools in particular the proportion of trained staff is very high and makes for increased efficiency of teaching. The village schoolmaster has come in for a good deal of criticism during the past few years and the following extract from the Multan Inspector's report is typical of the general feeling, on the subject :—

“ It is complained that an average junior vernacular teacher is not equal to the work he has to do in village schools. Moreover a wrong type of teacher has entered the profession. His outlook is stunted, his interest limited, and his efficiency restricted. After completing his training at a normal school he has a tendency to stagnate or rather deteriorate for extra reading has no charm for him. He has no pride in his profession and does not therefore care to study the technique of the pedagogic art. It is, therefore, highly essential that the district inspecting staff should hold refresher courses and offer necessary guidance to bring them up to the mark.”

The Inspector of Schools, Lahore Division, however, strikes a more sympathetic note and writes, —

“ Our village school teacher is a very hard worked man. His work does not finish at instruction and organization of the school ; but he has to carry on extra-mural activities relating

to village uplift, propaganda work and village reconstruction. He is at the beck and call of practically every officer of all departments. It is heart-rending to see that the compensation for all his work is so meagre and incommensurate with his industry."

(v) *Instruction.*

Efforts to improve the quality of teaching in primary schools and to correlate it with the environments of the pupils have been continued in all divisions. The Multan Inspector writes.—

"The infant class received special attention. Strenuous efforts have been made to improve the method of teaching and to make the class-work more interesting and effective. Instruction has consequently improved to a great extent by means of play and story methods. Teaching in this class has also been based on the boys' previous vocabulary gained by him at home. To accelerate progress in this class group competitions have also been introduced in certain districts."

The Lahore Inspector also observes :—

"I have tried to work some change in the standard and methods of instructions in our primary schools. Circular letters from time to time have been sent to all the districts with instructions to see that every boy knows his date of birth, that some knowledge of the village and district civic life is imparted to the boys who reached the fourth class and that the methods of cramming are replaced by methods of teaching based on understanding and intelligence".

Model schools have been established in the sub-division of almost every assistant inspector of schools where experiments are being made in the new methods of teaching. The assistant district inspectors who were deputed to Moga to receive training in modern methods have held refresher courses especially in Lahore division and the project method has been introduced in some of the better staffed schools.

(vi) *Buildings.*

More than half the primary schools are housed in unsuitable buildings. On account of extreme financial depression neither Government nor the district boards have been able to do anything in the matter of erecting new buildings or improving existing school accommodation. The village people have therefore been thrown on their own resources to provide houses for their schools and it is very encouraging that in many places the public have built *kacha* houses at their own cost or offered monetary assistance

towards the construction of the school houses. Accommodation was thus provided for four schools in Ambala, nine in Gurgaon, seventeen in Lyallpur and seven in Montgomery.

(vi) *Branch Schools.*

Branch schools have further decreased by 270 to 1,192. Thirteen branches were closed in the Ambala division, twenty-six in Multan, sixty-six each in Lahore and Rawalpindi; and ninety-nine in Jullundur. This large reduction in the number of these schools is due to the policy of closing down those branches which did not send an adequate number of pupils to the third class in the parent institutions. (The aim in starting branch schools was to provide a two-year's schooling for very young children in their home village so that on passing the second class they should move to the neighbouring primary or middle school. During the years of wide expansion of education branch schools in large numbers were opened indiscriminately and the main object was often lost sight of: Where the branch school was well-attended and flourishing and the distance separating it from the main school was more than two miles the tendency has been to convert it into a full primary school and thus add to the number of single-teacher schools. Now that the district boards are faced with deficits in their budgets the axe is falling heavily on the branch schools.

(vii) *Compulsion.*

The statement given below shows the number of compulsory areas in each division:—

Division.	31st MARCH 1935.		31st MARCH 1936.		INCREASE OR DECREASE.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	24	880	24	880	..	..
Jullundur ..	5	173	5	183	..	+10
Lahore ..	9	523	9	520	..	-3
Rawalpindi ..	4	632	3	691	-1	+59
Multan ..	20	712	20	712	..	..
Total ..	62	2,920	61	2,986	-1	+66

The number of urban areas under compulsion has decreased by one and that of rural areas has increased by 66. The decline in the case of urban areas is due to the withdrawal of compulsion from the limits of the Town Committee, Gujarkhan, in the Rawalpindi district. The districts of Hoshiarpur and Attock are responsible for a rise of 10 and 59 in rural areas brought under compulsion. Success in the enforcement of compulsion has varied from district to district. In many districts the work has been entrusted to special attendance officers who work in collaboration with the assistant district inspectors of schools and good progress has on the whole been made where the Deputy Commissioners have instructed the magistrates to dispose of the cases expeditiously as in Sialkot, Sheikhupura and Jhelum districts. It is, however, generally felt that the number of compulsory areas is unwieldy and unmanageable and one attendance officer cannot easily cope with the amount of work involved in the launching of prosecutions. The Ambala Inspector, therefore, is of the opinion that there should be one separate attendance officer for each compact-group of 50 areas. The Inspector of Schools, Lahore Division, on the other hand, expresses the view that compulsion should be withdrawn from the areas where its success has been in doubt and that it should be allowed to exist only in a limited number of areas where it has been attended with success and worked with thoroughness and vigour.

(ix) Adult Schools.

Adult education received a further setback during the year under report. The number of adult schools decreased by 58 to 198 and the enrolment in them by 1,229 to 4,913. The number of literacy certificates issued also declined by 225 to 433. The education of the adult population as attempted through night schools in the past has not been successful for various reasons. The importance of this form of education was not fully appreciated by those engaged in rural schools and the work was done in a haphazard and perfunctory manner. The adult school was usually taught by a teacher who had done a hard day's work in the local boys' school and was too tired for duty in the night school. The time chosen for holding the adult class did not always suit the requirements of the pupils, drawn from different classes and occupations, and there was no suitable literature for the adults to read. There is no indication in the reports from Inspectors whether the new experiment of adult schools working under whole-time teachers, which was introduced last year, has any better chances of success. In view of our failures in the past the Lahore Inspector makes a powerful plea for a scientific investigation of the whole problem of adult education as it concerns this province.

(x) *Games and physical training.*

The work done by the assistant district inspectors of schools for physical training has been continued with energy and enthusiasm during the year. Refresher courses for the training of teachers have been held in all the districts and a spirit has been infused in the teachers to encourage games and other physical training activities in schools. Rural games have been revitalised and village games clubs established. The latent love of sport in Punjab villages has manifested itself in the inter-village and inter-tahsil tournaments which are being organized everywhere. In the Lahore division each school maintains charts recording the age, height, weight and chest measurement of its scholars and boys are made to remember these vital facts about themselves and to take a real interest in their physical fitness.

CHAPTER VI.

Training of Teachers.

(2) *Anglo-Vernacular Teachers.*—Junior Anglo-Vernacular training for male teachers ceased three years ago, though such training is still provided for women undergraduates at the Lady MacLagan School and the Kinnaird College. Even this will probably soon come to an end as an increasing number of women graduates apply every year for admission to the B. T. class at the Lady MacLagan Training College, which was affiliated to the University last year. This college affords opportunities to purdah graduates also who never sought admission to the Central Training College. Thus the institution has begun to serve a very real need. The following table gives the number of students under training communitywise :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		CHRISTIANS.		OTHERS.		TOTAL.	
	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.
B.T. ..	8	16	* 9	11	5	5	10	6	..	..	32	38
J. A.-V...	20	20	21	17	6	7	3	3	..	..	50	47

In the Central Training College the number of students under training is given below :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		CHRISTIANS.		OTHERS.		TOTAL.	
	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.	1935.	1936.
B.T. ..	24	21	26	18	10	8	2	3	*1	..	63	50
S. A.-V...	28	34	26	36	13	16	..	1	*1	*2	68	89

*Jains.

The number of admissions is slightly larger than that of last year. It includes the fifteen students deputed for training by foreign administrations and the Punjab States. In making admission due regard was paid to the interests of the various communities and the agricultural classes. The Principal reports that there was no difficulty in making a suitable selection from

each community. Highly qualified candidates applied for admission who, in former years, would have joined other professions and services. This kind of recruitment, however, necessitates the fixation of a reasonable initial salary if highly qualified graduates are to be attracted to the teaching profession as schoolmasters.

It has been planned to hold an admission test in English and other school subjects, so that those who are admitted will not require to be taught as much subject matter as in the years before. More attention could then be given to pedagogic training. During the course of the year the assignment system has been strengthened and made a regular part of the college programme. There are limitations no doubt. The subject libraries are inadequate; the syllabus is heavy; the classes are large; the course is too short. Still the assignment system has worked well and has justified the attention given to it. Great emphasis has been laid on practical work by increasing the number of discussion lessons, arranging additional teaching practice and reorganising the five weeks' external school practice.

The courses of study have continued unchanged though there is a strong feeling in favour of the B. T. course being turned into a two years' course as the present nine months' course is all too short for any ideas to take root and grow. It is hoped that the lengthening of the B. T. course or the institution of a higher teaching degree will improve and stimulate a deeper study of educational problems.

The students have taken a full share in the extra-activities of the college which form an equally important part of the training given to them. The wireless receiver and transmitter, the magic lantern and the cinema projector have been made good use of to train students and assistant district inspectors who came to attend the refresher course. Given the necessary means the wireless activity of the college is capable of very important development.

Games have had their full share of attention. In addition to cricket, hockey and football, mass drill, lectures in physical education and first-aid training occupied the time of the students. Moreover, the swimming club, the boat club, the photo. club, and the health club have all been very usefully busy.

The Punjab Association of Science teachers, centred in the Central Training College, extended its useful activities by affiliating new branches and boys' clubs. The Punjab Geographical Association has also continued to do very useful work by organizing geographical excursions, some of them exclusively for the benefit of girl students.

Talks by outside lecturers were interesting and instructive, and the new education fellowship instituted a local teachers' group which is expected to do very useful work.

The examination results were satisfactory as the following table will show :—

Class.	APPEARED.		PASSED		PASS PERCENTAGE.	
	1935.	1936.	1935.	1936.	1935	1936.
B.T.	67	50	61	43	91	86
S.A.V.	86	89	63	81	95.5	91

A short account of the training classes for women and the Lady MacLagan Training College is given in Chapter VIII.

(Training of Teachers—Vernacular Section).

Training
Facilities.

The number of training institutions is the same in the year under report as last year; three Government Normal Schools, at Gakhar, Lalamusa and Jullundur and two non-Government centres, the training school at Moga and the training class for Punjabi teachers attached to the Khalsa College, Amritsar.

The number of teachers under training has fallen by 69 to 486, 71 per cent. of the fall being registered in the Government Normal School, Jullundur. In the Rawalpindi Division the percentage of trained teachers is 86.8. In the Lahore Division the percentage of trained teachers works out at 90.6 as against 91.8 last year, and in the Jullundur Division the percentage has risen from 86.9 last year to 88.3 this year. The Jullundur Division does not require additional trained teachers at present and accordingly no untrained teachers were recruited for training from this division. This position indicates the desirability of removing the centre at Jullundur to a more suitable place. Altogether about 11.7 per cent. of the teachers in the province are untrained. It is perhaps desirable to maintain this percentage in order to ensure a steady supply to the training institutions, of those who have obtained some experience, short though it may be, of work in schools.

Since the position regarding the number of training centres and trained teachers has remained more or less stationary during the last two years, efforts have been made to improve the existing institutions and to improve the methods of teaching in those institutions.

During the year under report the expenditure on training institutions increased by Rs. 8,417 from Government funds, by Rs. 78 from other sources, whilst the income from fees rose by

Rs. 1,949 to Rs. 5,827. Since 1931-32 there has been a fall of about Rs. 1,62,581 in the total expenditure on training institutions, and this is due to the reduction in the number of such institutions.

Recruitment. There has been no change in the procedure followed for selecting candidates for admission to the training centres. Various considerations have influenced recruitment, such as academic qualifications, communal proportions and the needs of the localities from which the candidates come. The claims of agricultural and depressed classes have been given due consideration. The percentage of agriculturists in all schools including the classes attached to the Khalsa College, Amritsar, increased to 69·7 as against 68·1 of last year. In this connection it is interesting to record the opinion of the Inspector of Schools, Lahore Division, that it is not necessary to exclude candidates with urbanized outlook as such. His opinion is based on his experience of the results obtained in his division with teachers who have passed anglo-vernacular examinations and who not only show sympathy towards village life, but also tackle the more recent methods of instruction with greater intelligence than the teachers who have passed only the vernacular final examination.

Staff. Several changes in the staffs of the different centres were made during the year under report, but the charge of the institutions remained in the same hands. The staff has been reported to be well-qualified for the work which is expected of it.

Teaching Methods. The Government Normal Schools continue to employ for teaching reading the "conglomerate method" which is a combination of the story method, the look-and-say and the alphabetic methods. Infants taught by this method obtain familiarity with words and letters of the alphabet with surprising facility. The success of this method is governed by the ability of the teacher to adapt himself to it. Mr. Harper, the well-known educationist, has continued to manage and supervise the A. P. Mission Training School at Moga. Two refresher courses were held at Moga during the year; one for district board teachers of the Ferozepore district and the other for selected inspecting officers of the Punjab. The Head master, Government Normal School, Ghakhar, reports the great benefit which he derived by attending the latter course, which was mainly conducted on the basis of creative activities of the scholars. He has also expressed his intention to introduce in his school the project method on the lines followed at Moga.

The assignment system has been continued with success in the teaching of the various subjects, especially in mathematics, school management and "extensive" reading in Urdu. The

success of this system, however, depends considerably on good subject libraries, which all the institutions do not yet possess. Still whatever books they have, have been employed to encourage a taste for reading. Calligraphy has claimed special attention. The system of group leaders instituted at Gakhar three years ago for promoting calligraphy has been adopted with success at other places.

Efforts have been continued to relate the oral and written work at the centres with the needs of rural life and to create and foster a rural bias in the minds of the pupil teachers. Staff and students live together like a small community of villagers. In order to co-ordinate instruction and the actual future career of the teachers, each pupil teacher at Gakhar was required to prepare 200 sums in arithmetic based on land measurement, revenue, loan and interest and other rural problems. The same is true of Moga and Lalamusa, though not equally of the Government Normal School, Jullundur, which, by reason of its location in the middle of a large town has been compelled to concentrate more on the actual work of teaching than on developing a rural bias.

Considerable stress has been laid on the practice of teaching. At Jullundur the S. Vs. worked in the local Government high school, where they got two weeks of teaching practice, the J. Vs. worked in the Model School attached to the training centre, and helped to run this large school with one paid teacher only. Similar arrangements for the practice of teaching exist at Lalamusa and Gakhar. In addition to this practice in term time, the pupil teachers worked in their own village school during the summer vacation under the supervision of headmasters of the schools. They were also required to study the local conditions of their villages and to answer a written questionnaire or to prepare a village survey according to directions given. It is hardly possible to exaggerate the value of this kind of work. It fosters that interest and keenness in the problems of the village which it is the purpose of the training institutions to promote. Occasionally the pupil teachers were required to teach two classes simultaneously, which is what they are often actually required to do in service in the village schools. At Jullundur the pupil teachers taught the inmates of the local jail with the result that 80 per cent. of the pupils became literate.

The numerous extra-mural activities of the different training institutions are naturally not shaped after a fixed pattern. Speaking generally, physical training and games claimed a good deal of attention and Mr. H. W. Hogg, Advisor for Physical Education to the Department, commented favourably on the work he inspected. There are co-operative societies for students

and thrift societies for members of the staff. Scouting was encouraged and rovers rendered good service on the occasion of local festivals and exhibitions, etc., At Jullundur the students were trained in first-aid work and the staff and students delivered lectures on health on suitable occasions. A medical examination was held at every centre. Gardening and farming are other activities which are zealously pursued, especially because they are so necessary to promote a rural bias. Several of the farms and gardens are a source of profit. The Government Normal School at Lalamusa showed a net profit of Rs. 116-4-6 as against Rs. 108-12-3 last year. In addition the school distributed free to other Government high schools in the province flower seeds worth Rs. 500. The fruit garden and farm at Gakhar yielded a profit of Rs. 538 as against Rs. 496 last year. The Red Cross Centre at Gakhar did remarkable work and the Gakhar week was as successful as ever. A baby show was organized, an exhibition was held, and Children's Day was a great success. The Lalamusa Centre concentrated attention on village propaganda and community work and observed Zamindar Day, Red Cross Day, Rural Uplift Day, and Scouting Day. A special feature of the Jullundur Centre was the holding of intelligence tests. These may lead to useful results. At Jullundur pupil teachers have been taught the arts of making soaps, black-board paints, oils, frames, and binding books and files. In addition to the above, carpentry, brick-making and painting have engaged the attention of the students at Gakhar. The manual training department of the Lalamusa School prepared several black-boards with permanent outlines of various countries for distribution to the Government high schools in the Rawalpindi Division. An educational tour was organized by the Lalamusa School and the outlook of pupil teachers was broadened by visiting various places of interest in India.

Hostel life
and Dis-
cipline.

Opportunities were given to the pupil teachers to make the fullest use of their life in the hostel. Various kinds of boards were established which were organized and run by the students themselves. This training is invaluable. At Lalamusa weekly tests of cleanliness of the dormitories were held.

Indeed one wonders at the manifold activities carried out by the students of the normal schools, and some critics aver that so much is expected of the rural teacher under training that he has no time to think.

The health of the pupil teachers was good. Mosquito nets were largely used and quinine was regularly administered during the malarial season. It is gratifying to note that the discipline of the pupil teachers at all the training centres was excellent.

The year under report has witnessed steady all-round progress in the training schools. Efforts are being made to re-cast the syllabus in Urdu and to introduce into it a certain amount of modern literature. General.

The results during the year under report were good. The Lal-musa Schools passed 95·4 per cent. of senior vernacular candidates and 92·5 per cent. of junior vernacular candidates. The Gakhar School passed 98·1 per cent. of senior vernacular candidates and 95 per cent. of junior vernacular candidates. The Jullundur School passed 90·5 per cent. of senior vernacular candidates and 98·4 of junior vernacular candidates, and Moga passed junior vernacular candidates 100 per cent. Result.

The following tables show the numbers receiving training, the expenditure from provincial revenues and other sources as well as the distribution of numbers according to communities and professions.

(i) COMPARATIVE STATEMENT REGARDING INSTITUTIONS AND SCHOLARS

Year.	NUMBER OF VERNACULAR TRAINING INSTITUTIONS.			NUMBER OF PUPIL TEACHERS UNDER TRAINING.			
	Government	Private.	Total.	Government institutions.		Private	Total.
				Junior Ver-nacular.	Senior Ver-nacular.		
1934-35	2	1	3	182	270	103	555
1935-36	3	2	5	212	188	86	486
Increase or decrease ..	+1	+1	+2	+30	-82	-17	-69

(ii) COMPARATIVE STATEMENT REGARDING EXPENDITURE

Year.	From Government Funds.	From District Board Funds.	From Municipal Board Funds	From fees.	From other sources	Total.
	Rs.	Rs.	Rs.	Rs	Rs	Rs.
1934-35	65,381	..	..	3,878	4,955	74,214
1935-36	59,365	..	..	5,827	3,387	68,579
Increase or decrease .	-6,016	..	..	+1,949	-1,568	-5,635

(iii) RACE AND CREED OF SCHOLARS UNDER TRAINING IN NORMAL SCHOOLS.

Year.	HINDUS.		Muhammadans.	Sikhs.	Christians.	Others.	Total.
	Higher caste.	Depressed class.					
1934-35 .. .	123	7	283	101	33	8	555
1935-36 . . .	103	3	276	66	34	4	486
Increase or decrease ..	-20	-4	-7	-35	+1	-4	-69

CHAPTER VII.

Professional, Technical and Special Education.

The total number in all classes was 325 as against 280 last year. Eleven professional licentiates, eight compounders, ten nurses, twelve midwives, twenty-two nurse dais and nine indigenous dais passed their respective qualifying tests. The number of patients admitted to the hospital was 3,740 ; 2,826 adults and 914 children.

Women's
Christian
College,
Ludhiana.

As the staff draw missionary salaries, the cost per student per annum works out at Rs. 580 in regard to college teaching, and at Rs. 900 in regard to clinical work. The percentage of students paid for—

(a) by Government	..	15·9
(b) by Local bodies and other agencies, <i>i.e.</i> , District Boards, Municipal Committees, Scholarships from abroad, North-West Frontier Province, and Countess of Dufferin Fund	..	13·7
(c) by students themselves	..	15·9
(d) by College, school and mission scholarships	..	54·5

The Principal stresses the need for a larger sanatorium for Tuberculosis patients. The Eye out-patient department has now been provided with electricity and apparatus ordered from abroad for holding squint Clinics including an Orthoptoscope.

A new Health Centre has been opened at Raipur a few miles out of Ludhiana. Two centres are working satisfactorily in the city and one in the Memorial Hospital.

In regard to admissions the Principal remarks :—

“ It seems to us that the matriculation standard is less satisfactory than it used to be. We are now limiting our admissions to those students who have studied English and have taken mathematics. This year their knowledge of English and mathematics was very poor, six of them proving quite unable to understand lectures or to take them down in English, in spite of some of them having passed in the second division in the matriculation.”

As many as six changes took place in the staff during the year. The O. B. E. was conferred upon Mr. C. E. Blacker, the Principal, in the King Emperor's Silver Jubilee Honours list.

Government
School of
Engineering,
Rasul.

At the end of the session enrolment in the Overseer and Draftsman Training class was 111 ; ninety-six in the Overseer and fifteen in the Draftsman class as compared with 108 in 1935. One hundred and thirty-five candidates competed for admission

as against eighty-five last year. Forty-four of these were admitted to the Overseer class and ten to the Draftsman class. The communal proportions were 50 per cent. Muslims, 30 per cent. Hindus and 20 per cent. Sikhs. Fifty per cent. were agriculturists.

Of the II Year Overseers twenty-four obtained the 'A' certificate; eleven passing with Honours and thirteen with credit. Eighteen obtained the 'B' class certificate. Four failed to qualify in certain subjects, but passed in the aggregate. None failed altogether. Of the four II year Draftsmen all qualified with ordinary certificates. One student of the III year Draftsman class also qualified. The Principal reports that the quality of the work done in the institution was up to standard, and that the students showed keenness, concentration and interest, especially in the practical classes.

At the annual prize-giving held on 16th February, 1936, the Honourable Khan Bahadur Nawab Muzaffargarh Khan, C. I. E., Revenue Member, Punjab Government, presided. In regard to the employment of successful candidates he remarked—

“ It is hard that your students should not have been so lucky in recent years as they have been in the past in the matter of securing Government appointments. I am glad that the clouds of depression are blowing over and I hope that the qualified men turned out by this institution will not only come back into their own, but will also find fresh avenues of employment in certain engineering projects which Government may undertake in the near future. It is pleasant to reflect, however, that notwithstanding the temporary checks to which I have alluded, your school has been able to maintain efficiency and standards unimpaired. I am glad in particular to learn that all the Overseers turned out by the school during the last two years were successful in finding employment and that a considerable proportion of those retrenched had secured employment, and the list pending for re-employment will soon be exhausted ”

A special course in “ reinforced concrete ” was held from 9th October, 1935, to 17th February, 1936. Ten overseers and two draftsmen were sent from the Public Works Department. This course has now been in session for the last fourteen years. The concrete laboratory continued to function successfully in training students, testing work and research. During the year the Punjab Government sanctioned the starting of an Artizan Bricklaying Class in the school. The artizan course lasted eighteen months and was to be followed by the Artificer course for another six months for selected boys finishing the former course.

On the financial side the gross receipts were Rs. 19,188 against Rs. 18,262 last year. Under head "Education" the net expenditure was Rs. 96,672 as against Rs. 95,770 last year. Including all expenses and deducting all receipts the net expenditure on the year's work was Rs. 99,011. The cost per student in the Overseer and Draftsman class was Rs. 850 as against Rs. 827 during the previous year. The expenditure for the Artizan class was Rs. 1,589 and the receipts from fees Rs. 475 only. The net cost to Government works out at Rs. 56 per head which the Principal considers satisfactory for the first year's working.

Mr. W. Taylor, the Principal, was on leave from 2nd May, 1935, to the 31st October, 1935, and Mr. J. S. Garewal officiated. Captain Walker was deputed to officiate as Director of Veterinary Services, Punjab, *vice* Mr. Quirke, on leave *ex-India* from 8th April, 1935, to 7th November, 1935. Chaudhri Mushtaq Ahmad officiated. Mr. Aggarwala was on leave from 1st February, 1936, and Mr. Shirlaw officiated as Professor of Animal Husbandry in addition to his own duties.

One hundred and seventeen applicants applied for admission and only fifty-six were selected: five from the North-West Frontier Province; two from Nabha State and forty-nine from the Punjab. Among the successful entrants there was one B. Sc., one B. A., seventeen F. Sc.'s (Medical), fifteen F. Sc.'s (Non-Medical), nine F. A.'s., and thirteen first class matriculates. Of these twenty-six were statutory agriculturists. At the close of the year the number of students on the rolls was eighty-five.

Out of the twenty-two candidates examined in the IV Year Final class, fifteen passed in June and six in the following September. In the Farriers class twenty-one men were admitted during the year, eight taking the course for cold shoeing only. Twenty-one qualified in June, 1935, and March, 1936.

Twenty-one were trained as dressers.

In the hospital attendance was as follows :—

	In-patients.	Previous year.	Out-patients.	Previous year.
General Ward ..	1,924	2,150	6,212	6,257
Dog Ward ..	406	424	614	579
Contagious Ward ..	350	309	1,123	630

The average daily attendance was 183.5 as against 210 last year. Two hundred and twenty-two 'skiagrams' were taken. The Principal states that the destruction of dogs by electrocution has been found to be very satisfactory being instantaneous and entirely painless.

Chaudhri Mushtaq Ahmad, Hospital Surgeon, was awarded a gold medal by the Imperial Council of Agricultural Research for the invention of certain surgical instruments which were found to be of outstanding merit.

The total cash receipts, etc., amounted to Rs. 25,211 against Rs. 20,466 last year. The increase is due to the enhanced number of students admitted to the I Year class. The total expenditure was Rs. 1,98,391 against Rs. 1,92,405 during the previous year, the increase being mainly due to increments in salaries, the parasitological experiment and the cost of vaccine production for the Department.

Hailey
College of
Commerce,
Lahore

During the year under report twenty-eight students appeared in the B. Com. examination of whom twenty-one were successful; forty-three joined the B. Com. degree course.

The Evening Class for First Examination under Auditors Certificate Rules, 1932, was replaced by a First Year class for General Clerks. It is intended to provide a three years' course leading to a University Diploma in Commerce if a sufficient number of students is forthcoming.

The whole college was in camp for a fortnight, and visits to places of geographical and historical interest were continued.

Law College,
Lahore

The teaching staff consisted of the Principal, four whole-time Law Readers, six part-time Law Readers and twenty-two part-time Lecturers. The maximum number of students on the rolls was 1,083 in the month of November (as against 1,163 last year) of whom 592 were in the F. E. L. class, 463 in the LL. B. class, twenty-two in Conveyancing Class and six in LL. M. class. The F. E. L. students were split up into seven sections and the LL. B. into five sections for lecture classes, and for tutorial work students were distributed over twenty-six groups assigned to different teachers. Enrolment rose from 663 in 1931-32 to 1,083 in 1935-36. Six hundred and thirty-seven candidates, including private students, sat for the F. E. L. examination in May, 1935, and of these 60 per cent. were successful. For the LL. B. examination 433 candidates, including private students, appeared and 377 or 86.8 per cent. passed.

Income from fees, excluding examination fees, amounted to Rs. 1,75,607, and the expenditure was Rs. 1,54,359.

In the hostel the maximum number of boarders was 334 as against 286 in the preceding year.

There were 234 students and twenty apprentices at the commencement of the 12th college year in October, 1935. There were eighty-three students in 'A' class, 151 in 'B' class and twenty in 'C' class. For thirty vacancies in 'A' class twenty-five candidates competed of whom sixteen reached the qualifying standard and fourteen were ultimately admitted. Nineteen external candidates and sixteen railway candidates were admitted to 'B' class. Twenty-five candidates were selected for admission to 'C' class.

Maclagan
Engineering
College,
Moghalpura.

The college remained the examination centre for northern India for the following British institutions :—

- (a) Institution of Mechanical Engineers.
- (b) Institution of Electrical Engineers.
- (c) Institution of Structural Engineers.
- (d) Institution of Automobile Engineers.

To the above was added the Institution of Productive Engineers.

There was an increase in the number of students passing external examinations, such as Associate Membership, Examination of the Institute of Electrical Engineers, Associate Membership Examination of the Institute of Mechanical Engineers, City and Guilds and University of Cambridge. Ten of the 'A' class students sat for the final B. Sc. degree in Engineering of the Punjab University and eight were successful.

The Principal says that efforts continue to be made to find employment for successful students; but that exact figures are not available as old students do not always notify the college of their movements. He is able to state, however, that out of thirty-five students of the 'A' and 'B' classes, who completed their course in September, 1935, twenty-eight are definitely known to be in employment, and that the majority of the remainder is also in employment is evinced by the fact that few applications on the subject have been received. The first batch of 'C' class apprentices joined the college in 1935. The object of the course is to provide a vocational rather than an educational training for young men of good education, who are desirous of seeking careers as artisans and skilled tradesmen or who wish to qualify themselves for employment in workshops or to start work on their own account.

The total expenditure in round figures was Rs. 1,98,000 as against Rs. 2,29,412 last year. The income from all sources was Rs. 22,998 as against Rs. 23,347 last year. The net cost to

Government, therefore, was Rs. 1,74,848. The cost per capita on an average enrolment of 256 was 682·9.

**Tibbia
College
(Anjuman-i-
Humayat-i-
Islam),
Lahore.**

The total number of students on the rolls was 158 ; eighty in the Hakim-i-Haziq I Year class ; seventy-six in the Hakim-i-Haziq II Year class, and two in the Zubda-tul-Hukama class. There were 104 Muslims, forty-six Hindus and eight Sikhs. Fifty-eight out of the eighty-four college students, and seven out of eleven private students passed the Hakim-i-Haziq examination ; and all the four college students passed the Zubda-tul-Hukama examination.

A special ward has been erected by the Anjuman at a cost of Rs 3,000 for indoor patients who are treated free of charge.

**Daya Nand
Ayurvedic
College,
Lahore.**

Enrolment has increased from 175 in 1934 to 211 in 1936. In addition to the students from the Punjab, several come from the United Provinces, Bihar, Central Provinces, Rajputana, etc. Most of the students are matriculates with Sanskrit, but there are two graduates, nine F. A's, seven Shastris, fourteen Visharads and several Pragyas or Prathmas. There are three lady students.

Out of sixty-one students, who appeared at the Vaidya Kaviraj examination, fifty-seven passed and two were placed under compartment. In the V. Vachaspati examination twenty-six candidates out of twenty nine passed and one was placed under compartment. It is interesting to note that so far 584 Vaidya Kaviraj and 170 Vaid Vachaspatis have passed out of this institution. Some of them are stated to be working in dispensaries maintained by local bodies, States and charitable societies, and the rest earn their livelihood by private practice.

The number of indoor patients has risen from 322 in 1932-33 to 378 in 1935-36. In the outdoor dispensary attached to the hospital 54,641 patients received treatment. In the City dispensary the total number of outdoor patients was 21,992 . The college rendered useful social service at the time of the Quetta disaster.

**Victoria
Diamond
Jubilee
Hindu
Technical
Institute,
Lahore**

On account of a strike the institute remained closed from 16th February, 1935 to 8th July, 1935. As a result of the findings of an expert Inquiry Committee, a new Board of Management was constituted and various changes in the staff and curriculum were made.

Enrolment fell from 188 to 120. All the students are Hindus most of whom are drawn from the various districts of the Punjab. In the year under report thirty-one students of the Institute were sent up for the Second Grade Examination in electrical engineering practice of the City and Guilds Institute of London and fifteen

passed. The total expenditure was Rs. 32,653. Government grant was Rs. 12,334 and the Lahore Municipal Committee gave a grant of Rs. 1,650. Income from fees amounted to Rs. 7,864.

The school prepares students for the L. S. M. F. diploma, and Dispensers certificate of the Punjab State Medical Faculty. There were a few changes in the personnel of the staff, the most important change being the transfer of Lieutenant-Colonel Amir Chand, I. M. S., Principal of the school for ten years, to the King Edward Medical College, Lahore. He was succeeded by Captain S. M. K. Mallick, I. M. S., whose services were obtained from the Research Department under the Government of India.

Medical
School,
Amritsar.

The number of students on the rolls increased from 416 in 1934-35 to 435 during the year under report. One hundred and ninety-two were Hindus, 156 Muslims, eighty-five Sikhs and two Christians. For want of accommodation a fairly large number of students were refused admission. There are forty-three women students in the school: twenty-seven Hindus, fifteen Sikhs and one Other. No woman student of the Muslim community has applied for admission so far. The system of co-education is reported to be progressing satisfactorily. The total number of students in the Dispenser-Dresser class is fifty. Out of twenty-five candidates, who appeared in the examination for dispensership twenty-three came out successful. In the final professional examination the pass percentage was 63·5 and in the September examination 61·5 as against 83·9 and 63·5 respectively during the previous year. The low pass percentage during the year under report is due to a higher standard set by the examiners.

The number of scholarship and stipend holders shows a decrease by nineteen to thirty-four. This decrease is due to the discontinuance of the stipends awarded by certain local bodies and the non-admission of military students.

The total income of the school on account of various fees realized during the year was Rs. 41,369 as against Rs. 35,484 last year. The increase is chiefly due to the enhanced scale of fees sanctioned for new entrants. As compared with 1934-35 the expenditure (after deducting the amount of fees, etc.), came down from Rs. 1,18,682 to Rs. 1,17,570 in the present year.

The year under report witnessed the 75th anniversary of the college which was celebrated with éclat during the last week of November, 1935. A double-storied Tuberculosis institute, which owes its existence to the munificence of Rai Bahadur Amar Nath, has come into being. The construction of a Health Centre in association with the Lady Willingdon Hospital was begun towards which Rai Bahadur Amar Nath made a donation of Rs. 17,000.

King-
Edward
Medical
College,
Lahora.

The centre will provide a training ground for the college students in ante-natal work. Government have agreed to the construction of a swimming bath for the students at an estimated cost of Rs. 25,000 with the students own money. Seven new posts of Assistant Demonstrators have been sanctioned and Government have created the appointment of a Medical Officer for the Venereal Diseases out-patients.

The total number of students on the rolls of the college on 31st March, 1936 was 504 as against 487 on the same date of the preceding year. There are 216 Hindus, 181 Muslims, ninety-seven Sikhs, five Indian Christians, one Parsi and four Anglo-Indians. There are thirty-six women students as against thirty-four in the previous year. The system of co-education is reported to be working satisfactorily. The number of scholarships was forty involving an expenditure of Rs. 17,045 from all sources as compared with fifty-five and Rs. 21,174 respectively in 1934-35. The pass percentage in the Final M. B. B. S. examination was fifty-nine and thirty-nine in the April and October examinations as against fifty and thirty-seven in the preceding year.

The total income of the college during the year was Rs. 92,488 as against Rs. 89,939 during the preceding year. The increase is due to a larger number of casual students joining the college. The expenditure went up by Rs. 1,245 to Rs. 4,98,159. This was mainly due to leave salaries and periodical increments.

The college continued to maintain its reputation for research work of great intrinsic value and the Inspector-General of Civil Hospitals, Punjab, particularly mentions the names of the late Lieutenant-Colonel T. A. Hughes, I. M. S., Doctors Vishwa Nath, Mohammad Yusaf, Khem Singh Grewal and K. L. Wig.

Punjab
Agricultural
College,
Lyalpur.

The college completed the 26th year of its existence in May, 1935. During the year under report there were 190 students in the degree class, and nine in the leaving certificate class as against 162 and seventeen, respectively, during the preceding year. There were eleven students in the dairy class, twenty-seven and thirty-nine in the two vernacular classes, and 228 students attended other short courses: the summer vernacular class, the winter vernacular class, teachers' training class, *Lohar* class, summer course in vegetable and fruit preservation, fruit culture course, subsidiary industries class, agricultural assistants' post-graduates course in sugar chemistry, vernacular course in dairying and *Mukaddims* course in diseases and pest control.

A class for *malis* (twelve months' course) was started to meet the increased demand for trained malis.

An alteration has been made in the college terms which will now be as follows :—

1st term — 1st May to 10th July ;

2nd term — 24th September to 22nd December ;

3rd term — 2nd January to 21st April.

There were 180 applications for admission as compared with 137 during the preceding year. Sixty-eight students were admitted as against seventy-nine last year. Only one student was admitted to the M. Sc. agriculture class.

The college detachment of the University Training Corps was maintained at its allotted strength, and three members of the college staff, Messrs. Abdul Hamid, K. C. Bhandari and Abdul Latif (*ex C. S. M.* of the Detachment) joined as cadets.

The annual Rifle Meeting was as usual a great success, the attendance being over 80 per cent. The college won most of the prizes including the first and the second for the highest aggregate score among the N. C. O's as well as the cadets.

The college students continue to do well in games and sports.

The co-operative supply society continues to flourish. There were several changes in the staff, and the head master thinks that some of these changes, at any rate, had a salutary effect in some departments of the school. On the 31st December, 1934, there were 135 boys (including three on license) on the rolls. Twenty-two boys were admitted and forty-two discharged during 1935. Of the new arrivals three were literate. The total expenditure during 1935 amounted to Rs. 43,888-12-0 as compared with Rs. 40,904-0-11 in 1934. Cash receipts amounted to Rs. 2,856-10-9. Net expenditure was Rs. 40,785-9-1.

No formal moral instruction is imparted in the school, but morality is inculcated by teaching the boys to be self-reliant, trustworthy, honest and hardworking. The head master reports that the conducts of the boys was very satisfactory on the whole. Good work was done during the year on the industrial training side. A time limit for the manufacture of articles was emphasised with a fair amount of success, the boys being taught to value the price of the articles in terms of time and labour employed in its production. Good work continues to be done in the black-smith's shop, and in gardening and agriculture. Physical training appears to have had a chequered career on account of many changes in the staff; but some progress has been made in the matter of games. The school did its bit on the occasion of the Silver Jubilee celebrations.

Reformatory
School,
Delhi

The school has an efficient scout troop. In spite of the outbreak of malaria, cholera and cerebro-spinal fever in Delhi, the general health of the boys remained satisfactory.

Young Men's
Christian
Association,
and Young
Women's
Christian
Association
evening
continuation
classes,
Lahore.

During the whole year (ending December, 1935), the number of admissions to the evening classes attached to the Y. M. C. A. was 540, as compared with 418 in the previous year. Of these 116 were graduates, ninety-nine intermediate and 325 martriculates. The enrolment community-wise was 359 Hindus, eighty-two Mushms, sixty-four Sikhs and thirty-five Christians. Owing to an unprecedented influx of students to the shorthand classes (507 against 388 of last year) extra sections had to be opened. The typewriting classes had 495 boys as compared with 366 last year. Besides the usual instruction in touch "typewriting" demonstrations were given to the pupils on the care and proper use of the different types of machines in use in offices. Four hundred and eleven certificates of the first, second and third grades were issued to successful candidates: 169 in shorthand, 127 in typewriting, sixty-seven in book-keeping and forty-eight in correspondence. Sixty-seven students found employment through the Y. M. C. A. The income and expenditure of these classes balanced themselves during the year, and amounted to Rs. 11,835-0-2, as against Rs. 10,672 last year. The income from tuition fees rose by Rs. 2,827 to Rs. 10,541.

Y. W. C. A.—The students attending the commercial classes of the Y. W. C. A, averaged six per month. The Education Committee considered the need for tightening up the regulations under which students could secure admissions to the commercial course. It was found necessary in the interests of efficiency to insist on all students completing the full nine months course. The educational classes continued to increase in numbers during the year. There were on an average seven in the cooking classes and ten in the dress making. The Urdu and English classes had to be closed down, as the number on the rolls was very meagre. An experiment in "Home-making" classes was made in co-operation with the membership group, and six talks were given, followed by discussions on domestic economy subjects.

Commercial
Education.

The number of commercial classes attached to the Government high schools and Government intermediate colleges remained unaltered at eleven during the year. The enrolment stood at 242 as against 217 last year. Two hundred and fifty-seven students appeared in the one-year Post-Matriculation Clerical examination and ninety-six or 37.3 per cent. were declared successful. It appears that these classes are on the whole not as popular as they used to or should be. This is due to several causes, internal and external. The chief reason

seems to be the inability of the successful candidates to secure suitable employment as readily as was possible some years ago, owing perhaps to retrenchment and universal financial shortage. In the second place, due to the low initial qualifications of the candidates and to the lack of practical training of a high standard during the course of instruction they have not been found by offices and business houses to be as competent and efficient as was anticipated. The heads of these schools strongly urge that either the course of training should be extended to two years or the minimum qualification required for admission be enhanced to an intermediate-pass. They further suggest the desirability of arranging a short period of practical training in some office or business-house during the course.

This school continues to be popular and has recorded another year of useful work. Although the second drawing class was also abolished finally during the year under report, the downward tendency in enrolment has been checked; and the number of students on the rolls has increased by five to 198. The commercial painting and fine arts class has been the most popular of all. It had forty-six students as against twenty-eight in the previous year. The annual exhibition of the school was held in the first week of December, 1935, when articles, manufactured in the different departments of the school, were exposed for sale. The exhibition attracted about 3,500 people, and articles worth Rs. 3,000 were sold. Every effort is made by the school authorities to find employment for their students.

The year under report is the second complete year of the working of the school after the introduction of the new scheme of training, namely electro-mechanics and die press-sheet metal work. The old scheme of training in carpentry, smithy, casting, moulding, pattern-making, etc., will expire on 31st March, 1937. There were 120 pupils on the rolls as against 183 during the previous year. This fall is ascribed to the progressive closure of classes under the old scheme, and to the strictly limited recruitment to the classes under the new scheme. The electro-mechanics department is proving very popular. Progress in the die press sheet metal works department has been comparatively slow, mainly because of the difficulty of securing suitable experienced teachers. The machine shop of the school has undergone considerable improvement. A hostel was opened during the year for the convenience of outside students. Out of forty-five students who appeared in the final examination of the industrial schools, only eleven were successful. The low pass percentage is attributed to the fact that the students under the old scheme did not evince much interest in their work throughout the year.

Mayo School
of Arts.

Government
Technical
School,
Lahore.

School for
the Blind,
Lahore.

There were twenty students on the rolls as compared with twenty-six in the previous year. Of these sixteen resided in the hostel. The school provides training in cane and bamboo work ; weaving of *charpais* and *newar*, and also music, in addition to instruction in reading, writing and arithmetic in Braille character. The question of reorganizing the school so as to make it even more efficient and useful is engaging the attention of Government.

Government
Hosiery
Institute,
Ludhiana.

This institution was reopened in September, 1934, after re-organization. Besides giving suitable training to artisans and educated persons, it imparts instruction in the use of modern appliances in the hosiery industry. The total number of students on the rolls was thirty-eight ; twelve in class ' B,' fourteen in the 1st year, and seven in the second year class ' A,' one in work-master class and four casual students. Eleven students appeared in the City and Guilds of London Institute Examination, and nine of them came out successful. One of the students, named K. K. Madan, stood first in the examination, and was awarded a bronze medal by the London Institute. One of the important additions to the equipment of the Hosiery Institute was the installation, by Messrs. Mellor Bromley & Co., Leicester, free of cost, of their high speed multifeeder machine for demonstration purposes.

Government
Tanning
Institute,
Jullundur.

This institute, which was started temporarily in June, 1934, has in deference to the demand of the industry for trained tanners and supervisors, been now placed on a permanent footing. A part of the sum of Rs. 75,920 granted by the Government of India for assisting the tanning industry has been allotted to this institution. This has enabled the Department to purchase a site and also to meet a part of the expenditure on the building and equipment of the institute. There were seventy-one students under training ; twenty-two belonging to the artisan class (Class B) were tested after completing the nine months' course and seventeen were declared successful. Twenty-five students appeared in the examinations in heavy and light leather sections of the City and Guilds of London Institute, and twenty-four passed. It is gratifying to note that all the trained students from the institute have been absorbed in the trade. Research in tanning materials has also been carried on at the institute.

Government
Institute
of Dyeing
and Calico
Training,
Shehdara.

During the year under report 114 students were admitted as against ninety-four in the previous year. Of these eighty-four were regular and thirty casual students, two being graduates, four under-graduates, forty-six matriculates, forty-one literates and one illiterate. Of the thirty-two students who appeared in the final examination, thirty passed. The students appeared in the City and Guilds of London Institute examination and six passed. As in previous years, students were taken round to important

dyeing and calico training centres in and outside the province, such as Delhi, Muttra, Agra, Benares, Lucknow and Cawnpore, under the supervision of the teachers in order to enable them to study on the spot the improved methods of dyeing, bleaching, finishing and calico printing adopted by large scale factories, and commercial concerns in India. During the year the dye house attached to the institute, dealt with 262,594 pounds of cloth and yarn received from the Government Demonstration Weaving Factory, Shahdara, and other commercial concerns or individuals for dyeing, bleaching and finishing. This gave the students an opportunity to receive practical training in large scale operations under actual factory conditions.

The total number of students on the rolls of the institute was fifty-one as against forty-five in the previous year. Fourteen students from the higher class and nine from the artisan class appeared in the final examination and thirteen and six, respectively, were successful. Eighteen out of the nineteen students, who appeared in the City and Guilds of London Institute examination in "textiles" passed. The students were, as in the previous years, shown round the important weaving factories at Amritsar, Delhi, Ludhiana, Cawnpore, Agra, &c., to study the manufacturing methods employed by large factories. A dyeing demonstrator and a finisher were again employed for some months to give practical demonstrations to the students in improved methods of dyeing, bleaching and finishing. The first batch of students in *kimkhab* and artistic weaving finished their course of training at the end of March, 1936. One or two trained *ex-students* are about to set up small factories for the manufacture of artistic silk *saries* and *kimkhab*. The new loom for weaving mosquito net cloth devised by the institute has been so popular that the Co-operative Department has introduced this loom among its weavers' Co-operative Societies. The institute has been able to manufacture Japanese cloth more economically on hand-loom. New automatic arrangements have been devised for the weaving of Turkish towels.

The work of re-organization of the Government industrial schools and institutes to convert them into specialized trade schools, in pursuance of the policy of the Ministry, continued during the year. Specialized trades were sanctioned and introduced in the case of thirteen out of the twenty-three Government industrial schools, and two out of the three Government institutes in the province. The scheme, after the internal organization and over-hauling of the other institutions, is under the consideration of Government. Satisfactory progress is reported from all institutions which have not only attained popularity with the

Government
Central
Weaving
Institute,
Amritsar.

Technical
and
Industrial
Education.

public, but have successfully turned out excellent marketable products. Research has also been carried on in several directions.

The number of pupils in all the Government and industrial institutes at the close of the year was 1,346 as compared with 1,523 in the previous year. This fall is due to the stoppage of recruitment, and the progressive abolition of classes under the old scheme and the limited recruitment to the specialized classes under the new scheme. Four hundred and thirteen candidates appeared in the Industrial Final Standard Examination, of whom 264 passed, giving a pass percentage of 64.23 as against 71.2 of the previous year. From Type II, fourteen students appeared in the final examination and all were declared successful.

For the purpose of rationalizing work and stimulating greater personal interest among the teachers and taught, two interesting experiments have been tried during the year. The first is the introduction of a system of profit sharing, and the second is the method of work by the group, system, under which a group of boys of different classes work together on production, as in manufacturing concerns.

Mr. F. A. Whitefield acted as Inspector of Industrial Schools during the absence on leave for eight months of Mr. Cowie. During his short stay in the Department, Mr. Whitefield effected considerable improvement in the machine shops and advanced the standards of work, particularly in the direction of accurate production of machine parts.

Training
Schools for
Girls.

The number of Government, aided and unaided industrial schools for girls increased from eleven to twelve, and of those which received grant-in-aid from six to seven. The total number of pupils receiving training in these institutions was 761. One hundred and ninety-one students appeared in the final examination and 113 passed. The Government Zenana Industrial School, Lahore, had an enrolment of 192 at the close of the year. Lady Maynard School, Lahore, 134, and Margaret Irving Industrial School for Women, Ambala City, sixty-nine. Machine embroidery and toy-making were introduced as additional subjects in the Lady Maynard School.

Government
Demonstration
Weaving
Factory,
Shahdara.

Eighteen apprentices passed from the factory during the year. All of them have been able to get work in the various mills in the Punjab. Twelve passed out apprentices of the factory are at present working in the Lyallpur cotton mills.

No new scholarship for technical training abroad was sanctioned by the Punjab Government during the year under review. The three scholars under training in England continued to receive their scholarships.

(iii) Vocational Training.

The number of Government high schools recognized for teaching agriculture has remained stationary at nine in the Western Circle and at six in the Eastern Circle. Arrangements for the transfer of the defunct farm at Ajnala High School (Amritsar district) to Pattó Hira Singh could not be completed as the land offered by the village Panchayat could not be mutated in favour of the school owing to the absence from the village of some of the owners. Sanction for the starting of a small hill-farm attached to the Government High School, Hamirpur, and to the starting of agriculture in the secondary classes was obtained during the year. In the Western Circle the cases of eight more Government institutions are quite mature for starting agriculture. In addition to the nine Government institutions in this circle agriculture is taught in five district board high schools and six privately managed high schools.

Agriculture
in High
Schools.

Earnest efforts have been made during the course of the year to improve farm finances, and it is pleasing to note that steadily increasing profits are the result of careful cultivation, effective and vigilant supervision and careful budgetting. It is gratifying that in spite of the fact that the year under report was rather adverse for agriculture, the net results from almost all the farms have been quite satisfactory. The Western Circle shows a very welcome rise in the net saving of the farms from Rs. 588 to Rs. 1,098. In the Eastern Circle the accounts do not show profits, but the net loss on them has been reduced from Rs. 480 in 1932-33 to Rs. 325. The farms attached to the private schools in the Western Circle appear to be gaining in popularity, as they provide, it is stated, a partial solution to the double problem of unemployment in rural areas. Special attention was paid during the year to making the farms effective centres of agricultural education and demonstrations, and a considerable measure of success was achieved in this direction through exhibitions and agricultural *melas*.

Agriculture continues to be popular in the vernacular middle schools. There are eighty-three farms and garden plots in the Eastern Circle, an increase of three on the previous year ; and 172, with an increase of five, in the Western Circle. Most of these farms reveal a satisfactory financial position despite the fact that the year was a bad one for agriculture. The growing of vegetables and fruits is now receiving more attention. All the garden plots, with the exception of a very few, are now paying concerns. The boys are taking more interest in the plot-work and they cheerfully contribute all the labour necessary for running the farms. Floriculture, home-plots, tree-planting, and observance of Arbor days,

Agriculture
in vernacular
middle
schools.

have become regular features in many districts in the province. Flower shows and exhibitions held in several districts have received wide publicity.

Old boys' agricultural associations in the rural schools, are proving useful not only as a connecting link between the school and its past students, but also in rendering all technical assistance to such students as have gone back to their lands.

Rural science has been introduced during the year in the lower as well as the upper middle classes. A large sum was provided by Government for the purchase of science apparatus and other material, and some of the schools have now been satisfactorily equipped.

**Nature study
and
Gardening
in training
institutions.**

As before there were only three normal schools in the province. The farms attached to the Gakhar and Lalamusa schools show a credit balance of Rs. 538-6-3 and Rs. 116-4-6, respectively. During the course of the year the Minister for Local Self-Government paid a visit to the Gakhar School, and the Chief Justice to the Lalamusa School. Both these officers entered appreciative remarks in the school log books on the work being done in these institutions.

**Teachers'
Training
Class,
Lyallpur.**

During the year the number of stipends for this class was raised from twelve to thirty owing to a bigger demand for such teachers, resulting from the introduction of the new scheme of rural science in the Province. There were ninety-seven applications for admission to this class from the Western Circle and twenty-six from the Eastern Circle. Thirty candidates appeared in the examination and all of them were declared successful. Special stress has been laid by the teacher-in-charge of this class on the manufacture and repair of the science apparatus, usually handled by teachers, in teaching the subject in village schools.

**Other
activities.**

In the Western Circle 4,922 home gardens and 1,994 village school gardens have been set up. The number of trees planted in this circle has gone up by 2,150 to 14,829. Subsidiary occupations, like rope-making, soap-making, basket making, fruit growing, poultry farming, lac-culture, sericulture, have been encouraged in schools situated in suitable localities. The planting of mulberry trees has also received increased attention.

CHAPTER VIII.

Education of Girls—Indian.

The following tables show the increase or decrease during the year in :—

(a) the number of schools and colleges of all types together with the number of scholars ;

(b) the expenditure on girls' education :—

(a) Statement showing the number of institutions and scholars.

Kind of institution.	NUMBER OF INSTITUTIONS.			NUMBER OF SCHOLARS.		
	31st March, 1935.	31st March, 1936.	Increase or decrease.	31st March, 1935.	31st March, 1936.	Increase or decrease.
High ..	32	32	..	10,829	10,842	+13
Middle—Anglo-Vernacular and Vernacular.	158	172	+14	37,488	43,212	+5,724
Primary	1,676	1,776	+100	101,778	106,342	+5,464
Special ..	61	57	-4	2,789	2,555	-234
Colleges ..	5	5	..	599	661	+62
Total recognized institutions.	1,932	2,042	+110	153,483	163,612	+10,129
Unrecognized institutions.	3,009	2,973	-36	56,621	60,915	+4,294
GRAND TOTAL ..	4,941	5,015	+74	210,104	224,527	+14,423

(b) Statement showing expenditure on girls' education.

Year.	From Government Funds.	From District Board Funds.	From Municipal Board Funds.	From Fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1934-35	14,16,353	1,63,350	4,74,576	3,06,300	5,44,656	29,05,235
1935-36	15,28,781	1,76,147	5,02,850	3,18,169	5,38,042	30,63,989
Increase or decrease ..	+1,12,428	+12,797	+28,274	+11,869	-6,614	+1,58,754

The statement showing the increase or decrease in the number of institutions and scholars gives cause for some satisfaction in that there is an increase of fourteen recognized middle and 100 recognized primary schools, and a corresponding increase of 5,724 pupils in middle and 5,464 in primary schools. The satisfaction, however, disappears when we remember that the total number of girls in recognized and unrecognized institutions of all kinds is only 224,527, compared with the total number of females of school age in the province which at present is approximately 1,605,051. The distribution of scholars in recognized schools for general education on March 31, 1935 and March 31, 1936, was :—

Division.	On 31st March, 1935.	On 31st March, 1936.	Increase.
Ambala	13,024	13,573	549
Jullundur	26,425	28,675	2,250
Lahore	54,938	55,740	1,402
Rawalpindi	30,818	33,086	2,268
Multan	25,375	26,138	763
Total	1,49,980	1,57,212	7,232

The figures for co-education, as far as they affect schools, indicate that fewer girls are reading in boys' schools. The reason is doubtless that more girls' schools have been opened. Co-educations

Kind of institution.	NUMBER OF BOYS IN GIRLS' INSTITUTIONS.				NUMBER OF GIRLS IN BOYS' INSTITUTIONS.			
	31st March, 1934.	31st March, 1935.	31st March, 1936.	Increase or decrease between 1934 and 1936.	31st March, 1934.	31st March, 1935.	31st March, 1936.	Increase or decrease between 1934 and 1936.
High Schools ..	*278	*200	*305	+27	113	91	93	-20
Middle Schools..	*236	*190	*213	-23	8,477	7,997	8,413	-2,064
Primary Schools	412	331	643	+231	11,774	11,206	10,592	-1,182
Special Schools..	..	..	3	+3	6	13	147	+141
Colleges ..	..	..	..	..	97	119	154	+57
Total (recognized institutions).	926	721	1,164	+238	20,467	19,426	17,399	-3,068
Unrecognized institutions.	6,488	6,583	5,866	-622	13,237	10,079	8,891	-4,346
GRAND TOTAL	7,414	7,304	7,030	-384	33,704	29,505	26,290	-7,414

*In the primary classes.

In a number of villages, however, district boards are not yet able to afford separate schools for boys and girls, and in such places the alternative will not be between co-education and a separate school for girl, but between co-education and no education at all for girls. In the last quinquennial report it was stated that it is for consideration whether co-education could not be better established on the foundation of girls' rather than boys' primary schools as women, provided they are well-qualified and trained, are better teachers of little boys than men. For many years, however, a sufficient number of qualified and trained women teachers cannot possibly be available. An experiment on the lines of training the wives of masters in boys' schools to teach all subjects to both boys and girls in the first class and such subjects as needlework and hygiene to the girls in all classes might help in the immediate future.

A comparison of the examination results for 1935 and 1936 shows an increase in the number of candidates for both the matriculation and middle standard examinations. Any increase in the number of candidates taking the middle standard examination is a cause for satisfaction, as it means that the candidates have received a fair education in general subjects and, what is perhaps even more important, have all been given a fair working knowledge of cookery, sewing and hygiene. The pass percentage for the middle standard examination has decreased from 75 per cent. to 69 per cent. The explanation is that an effort has been made to raise the standard, so that after the lapse of a few years it may approximate to that of the vernacular final examination for boys. When this condition has been attained the pass percentage for the matriculation will almost certainly be higher, as the girls passing into the high department will then be better able to tackle the matriculation syllabus.

Examination Results.

Name of examination	1935.			1936.		
	Appeared	Passed.	Pass percentage	Appeared.	Passed	Pass percentage.
M.A.	9	6	67	14	11	79
M.Sc. .. .. .	..	..	..	..	..	..
B.T.	36	33	92	34	28	82
B.A.	145	91	63	132	81	61
B.Sc.	4	1	25	7	5	71
Intermediate (Arts) ..	265	183	69	342	242	71
" (Science)	41	26	63	27	20	74
Junior Anglo-Vernacular.	60	39	65	67	45	68
Matriculation ..	1,137	823	72	1,248	813	65
Middle Standard Examination.	3,131	2,357	75	3,620	2,508	69
Senior Vernacular ..	163	126	77.	217	116	53
Junior Vernacular ..	450	260	58	395	252	64

The pass percentage in the primary schools examination was lower than that of last year. Very careful consideration of plans for greater uniformity and for raising the standard of this oral examination was part of the programme of the inspectresses' conference in 1935. Suggestions for guidance in conducting the

examination were sanctioned and a decrease in the pass percentage has been the result. It will, however, lead to better work in primary classes after the lapse of a few years.

In April, 1935, the number of assistant inspectresses was increased from twelve to fifteen. The result was that an inspectress became responsible for an average of 118 schools, as against 140 in the previous year. No assistant inspectress is now responsible for more than two districts. One circle inspectress says "with the addition of more assistant inspectresses surprise visits have been possible resulting in checking of attendance, stopping fictitious enrolment and very irregular attendance and preventing teachers from keeping on the roll the names of girls, who attend school once a month or not even that." Also several assistant inspectresses have found it possible to arrange refresher courses, which have proved most helpful to village teachers. Such courses were held at the Government girls schools at Hoshiarpur, Rohtak, Moga, Jhang, Rawalpindi and Dera Ghazi Khan. The position, however, will not be satisfactory until there is an assistant inspectress for each district. Only then will inspectresses be able to pay adequate surprise visits and also to work up enthusiasm in those villages where at present the girls are quite uneducated, so that either a girls school is opened or the girls go to the boys' school, with wherever possible the wife of one of the masters as a full time teacher.

During the year under review a clerical allowance of Rs. 10 per mensem was sanctioned for assistant inspectresses. This has lightened their burden of clerical work.

In last year's report it is stated "the position with regard to the buildings in which municipal, district board and the majority of aided schools are housed, shows no signs of improvement." This statement is still true. The reason for the continuation of this state of affairs is frequently not lack of funds, but that, when a question of moving to a more suitable building arises, most responsible bodies seem to consider the effect on the landlord's pocket rather than the benefit to the girls.

The percentage of trained teachers in primary schools is higher in some districts, but in others it is still so low as to be a matter for grave concern. In Kangra district it is only 20.2 per cent., because it has not been possible to find trained teachers from other districts willing to go there. As soon as a Government girls' school, with a junior vernacular class attached has been opened at Dharmasala, the position will improve. During the year under review junior vernacular classes have been started in the Government girls' schools at Hissar, Jhang, Dera Ghazi Khan and

Muzaffargarh. This will result in an increase in the percentage of trained teachers in these four backward districts.

The teaching in very many primary schools is still most unsatisfactory, but it is hoped that an increase in the inspectorate, the raising of the standard of the 5th primary examination, the opening of junior vernacular training classes in more districts, and the holding of more refresher courses will be contributory factors to a marked improvement. Unsatisfactory accommodation and the appointment of unsuitable teachers by the bodies responsible will, however, contribute to a continuation of the unsatisfactory state of affairs, until local bodies and governing bodies of aided schools better appreciate their responsibility. The existence of a high percentage of one-teacher girls schools is also another factor contributing to the unsatisfactory condition of primary education. In the last quinquennial report this statement occurs: "it is now generally admitted that single teacher schools are of little benefit and make only a small contribution to the reduction of illiteracy." In view of this the opening of two or more one-teacher communal schools, rather than one good school with two or more teachers, should be discouraged. It should also be borne in mind that it would almost certainly be better for girls to attend the boys' primary school, if a woman teacher is on the staff, rather than a poor one-teacher girls' school. Hence efforts might be made by inspecting officers to remove the existing prejudice against mixed primary schools. The Assistant District Inspectors and Assistant Inspectress, Amritsar, have co-operated and started an experiment on these lines at two places in the Amritsar district. In both cases the schools are staffed by trained women teachers and it seems as if they will succeed.

Secondary
Education.

During the year under review Government middle schools with optional English and with junior vernacular training classes attached were opened in Muzaffargarh and Dera Ghazi Khan. These are two very backward districts and the opening of the schools met a long felt need, especially by providing an opportunity for teachers in the districts to get training. The only districts which are still without any Government school for girls are Gujrat, Kangra and Simla. It is hoped that it will be possible to open such schools in Gujrat and Kangra districts next year. A third Government high school is needed in Lahore since both the Lady MacLagan High School and the Victoria Girls' School are overcrowded. Many applicants were unable to gain admission in April, 1935. The Government High Schools at Amritsar, Ludhiana and Sargodha are still accommodated in the same inadequate rented buildings with no playing grounds. In all three cases, however, it has been possible to rent a small plot of land adjacent to the school, so that the girls are now able to play some games.

With very few exceptions all head mistresses of Government girls' schools are keenly interested in their work and give their energy, time and interest unstintingly. Considering that they are responsible for office work and also for the supervision of the school hostel, some of them have to teach longer than is desirable. In some cases the reason for this state of affairs is that, though the school is adequately staffed from the point of view of the number of pupils per teacher, it is difficult to fit in all the subjects without giving some teachers an unduly heavy time-table, because the numbers class-wise, in the high and middle departments are very few and yet at this stage in some subjects it is not satisfactory for two classes to work together.

The increasing number of married teachers in Government girls' schools with the resulting frequency of cases of maternity leave and of casual leave, when a teacher's children are ill, adds very much to the difficulty of administering a secondary school. Vacancies are, wherever possible, filled by officiating teachers, but obviously the pupils suffer from frequent changes on the staff and from an almost inevitable division of interest between school and home duties on the part of teachers who have small children. It has already been pointed out in a previous report that, though this state of affairs is almost certainly inevitable in this province, it should be taken into account, if and when the instructional condition of girls' school is being criticised.

Teachers in Government schools would have less excuse for not preparing interesting and stimulating lessons, especially in such subjects as history, geography and nature study, if the schools possessed adequate reference libraries for the use of the staff. At present hardly a single school has even a moderate number of reference books.

The percentage of trained teachers in primary schools varies widely in different districts. Usually it is relatively high in those, which have had a Government girls' school with a junior vernacular class attached for a number of years. It is always low in those which have never had a junior vernacular training class, either because there is still no Government girls' school or because the accommodation is not sufficient to permit of the addition of such a class. With the opening during the year of such classes in the very backward districts of Hissar, Muzaffargarh and Dera Ghazi Khan the first necessary step towards increasing the percentage has been taken in these three districts.

The type of candidate admitted for training, and consequently of teachers, is definitely improving. The very desire to maintain this improvement is, however, apt to lead to the admission of too many rather young girls some of whom will not be willing to go to

posts in villages. Training such girls is an aid to general rural uplift, but, from the point of view of improving the teaching in primary schools, is money wasted. The problem of the teacher either too old to take the ordinary junior vernacular training or unwilling to do so, because already secure in a post, remains. Refresher courses help a little, but are too short to help much, and in any case it is difficult to mix trained teachers with these elderly untrained ones, as their needs are different. An experiment on the lines of a simple and exceedingly practical course of training lasting a few months might help to solve the problem.

The teachers now passing out of the senior vernacular training class at Hoshiarpur are on the whole better than those, who passed out some years ago. Here again, however, there is the same problem of their finding posts in places to which they can go. Each year a certain number of those trained do not find posts and, after a few years without working, the training has failed in its main object.

Anglo-
Vernacular
Training.

Thirty-two students were on the roll of the B. T. class in the Lady Maclagan College. Miss Sircar, who was the first Principal, retired in June. To her the college owes a debt of gratitude for piloting it so successfully through the early years of its struggle. Miss Wright became Principal in September. The majority of candidates admitted for training are still young graduates with no teaching experience, who consequently are not capable of getting the maximum benefit out of the training. This is reflected in the examination results. Each year, however, more of the candidates admitted will have had at least one or two years' teaching experience.

The Principal reports that the class room and library accommodation is adequate for the present numbers but that the hostel accommodation is insufficient. She also states that neither the equipment nor the library is adequate and that for a period of years a yearly grant for both will be urgently needed.

Junior anglo-vernacular training classes continue at the Lady Maclagan College and the Kinnaird Training Centre with fifty-three and forty, respectively, on the roll. Hostel accommodation for junior anglo-vernacular students in the Lady Maclagan College is inadequate and the fact that their hostel is in a rented building entails extra expense to Government and makes supervision more difficult. A new hostel block on the college premises would solve this difficulty. A library suited to the needs of junior anglo-vernacular students and more apparatus are also urgent needs. The majority of the students taking the training are still matriculates but each year the number who have passed the intermediate examination increases. It seems desirable to admit more of the

latter, especially such as have taken geography, biology or mathematics in that examination.

The Lahore College for Women and the Kinnaird College are still the only degree colleges in the province, and both are still compelled to refuse admission to many students owing to lack of accommodation. In September Miss Wright, who was officiating for Miss Harrison, was transferred to the Lady MacLagan College as Principal, and Miss Tomlinson took over charge of the Lahore College for Women.

Collegiate
Education.

The Stratford College, Amritsar, continues to make satisfactory progress. The Amritsar public is vocal in its desire that the college should be raised to the degree standard.

A second intermediate college was opened in Lyallpur in June, 1934, in response to a long expressed need. It has made satisfactory progress, as it is affiliated for mathematics and geography and will shortly be affiliated for biology. It is hoped that it will produce students who will proceed to take junior anglo-vernacular training. To the energy and enthusiasm of the first Principal, Miss Das Gupta, the college owes its good start. Soon after the beginning of the year under review, however, she was transferred to the staff of the Lahore College for Women and Miss Niaz Husain was transferred from the Queen Mary College to take her place.

The number of girls on roll in the senior and middle school at the end of the year was 115 of whom thirty-one were boarders. In the junior school, which is accommodated in what was the boys' school building, there were eighty children of whom thirty were boys and of whom twenty-eight girls and fifteen boys were boarders. This year, for the first time, at the request of their parents, four students sat for the Senior Cambridge Examination and two passed. One candidate appeared for the F. A. examination as a private candidate and passed. During the year two teachers were sent on deputation to the college for art training; one resigned from Government service during the year, but the other completed the course.

Queen Mary
College.

This year Miss Chrystal has devoted all her available time to training the students in the Bachelor of Teaching and Junior anglo-vernacular classes at the Lady MacLagan College. She went on furlough soon after the end of the year under review and will not be returning to work under the Education Department. This seems, therefore, the time to put on record the debt the colleges and schools owe to the pioneer work she has done in the Punjab in the physical education of girls and women. Her enthusiasm has resulted in raising the standard of play and fostering the right

Physical
Training.

spirit of sportsmanship in games in a way, which is remarkable during so short a period.

The Young Women Christian Association arranged senior and junior netball tournaments. Seventeen schools entered teams for the senior and nine for the junior tournaments. No badminton tournament was arranged as this game is well established in girls' schools: Friendly matches have, however, been arranged between various schools. The inter-collegiate games committee, which has now existed for two years, has put in much good work and has helped to bring the women students of the province together on the playing field. Students have a place on the committee and this is helping to develop initiative and a sense of responsibility. This year for the first time the inter-collegiate sports were held on the University grounds.

With the exception of some of the mission schools very few middle and primary schools have adequate playing space. The majority have none at all.

Girl Guides,

The guide movement continues to make progress. Numbers have increased by 975. Many more companies could be started, if more trainers were available. Again grateful thanks are due to Mrs. Macpherson the Provincial Commissioner and to the divisional, travelling and district commissioners and the provincial secretary and treasurer for the help they have given during the year.

**Junior
Red Cross.**

During the cold weather Dr. Curjel Wilson held Junior Red Cross competitions at a number of centres throughout the province. The result has been to stimulate interest in personal cleanliness and a knowledge of the rules of health. During November, six teachers from Government girls' schools were sent on deputation to attend a course on health and hygiene arranged by Dr. Curjel Wilson at the Punjab Health School. Our grateful thanks are due to Mrs. Mitra, who made it possible for the course to be held there and helped in every possible way, and to all those who gave lectures or helped in other ways.

Health.

During the winter regular medical inspection and treatment have been in progress in the Government High School, Rawalpindi. Grateful thanks are due to Mrs. Cuthbert King for her help in getting the scheme started. Before the close of the year a similar scheme was started in the Lady MacLagan School. In neither case has any opposition from parents been reported. The impression appears to be that they are grateful that inspection and treatment have been introduced.

CHAPTER IX.

Education of Europeans.

One meeting of the Provincial Board was held during the year under review. At this meeting the 1936-37 budget provision for European education was examined and satisfaction was expressed that the budget figures proposed were the same as for the previous year. The position with regard to the appointment of the Chief Inspector of European Schools and the provision for his salary by means of provincial contributions was explained to the Board. A proposal by the Madras Provincial Board to institute an All-India High School Examination for Europeans sent by the Inter-Provincial Board to the Punjab Board for opinion was discussed. The Board unanimously rejected the proposal on various grounds but particularly because the proposed examination offered no outstanding advantage over the Cambridge School Certificate Examination which is at present taken by all high schools in the province. A proposal to substitute a triennial system of grants-in-aid for the present system of annual grants-in-aid was not accepted by the Board in view of the apprehensions expressed by many of the schools that such a change might adversely affect their grants since, whatever method of calculation were chosen, it would almost certainly have to include the low grant figures of recent lean years.

Provincial Board for Anglo-Indian and European Education.

From the above brief summary it will be clear that the Provincial Board has already done useful work and everything points to its continued usefulness in the future.

* The number of schools remains the same as last year, *i.e.*, 26, but the number of scholars attending boys' schools has increased by five to 1,451 and of those attending girls' schools has decreased by 26 to 1,460. The total number of scholars has therefore fallen from 2,932 to 2,911, a decrease of 21. Of these 2,911 scholars, 1,559 are girls and 1,352 are boys.

Schools and Scholars.

The number of Indian pupils enrolled in European schools is 455 against 442 last year, *i.e.*, an increase of thirteen. The figures of admission of Indian pupils for the last three years are given below :—

Number of Indian pupils.

Year.	Number of boys.	Number of girls.	Total.
1933-34	228	168	396
1934-35	240	202	442
1935-36	251	204	455

The number of Indian students this year again exceeds by .6 per cent. the 15 per cent. allowed by Code regulations. Saturation point has definitely been reached in boys' schools and many Indian boys have to be refused admission. In some of the girls' schools also the full 15 per cent. of Indian girls have been admitted. One of the chief difficulties in connexion with the admission of Indian pupils is that requests for admission are not spread evenly over all European schools but are confined chiefly to certain well-known schools in Lahore, Simla and Murree. Great pressure is consequently brought to bear on these schools to exceed the 15 per cent. limit whilst other schools admit less than the 15 per cent. limit prescribed.

Jain pupils. No Jain pupil was reading in any European school during the year 1935-36.

Expenditure. The total direct expenditure from all sources has increased by Rs. 26,662 to Rs. 6,26,241. The share borne by Government has increased by Rs. 26,083 to Rs. 2,70,850 against Rs. 2,44,767 last year. The expenditure from tuition fees has also increased by Rs. 4,168 to Rs. 2,90,301. The expenditure from other sources has decreased by Rs. 3,589 to Rs. 65,090 against Rs. 68,679 last year. The total expenditure from provincial sources (direct and indirect) has increased by Rs. 44,812 to Rs. 3,60,413. The total expenditure (direct and indirect) from *all* sources has also increased by Rs. 94,784 to Rs. 9,17,279 against Rs. 8,22,495 last year.

	Rs.	Rs.
1. Total direct expenditure ..		6,26,241
(a) Share borne by Government	2,70,850	
(b) Tuition fees ..	2,90,301	
(c) Other sources ..	65,090	
2. Indirect expenditure (excluding expenditure on scholarships) ..		2,79,029
3. Scholarships		12,009
		<hr/>
Total ..		9,17,279

Cost per head on direct expenditure.

Kinds of schools.	Number of pupils.	Total expenditure.	Cost per pupil.
<i>1935-36.</i>			
		Rs.	Rs.
Secondary schools for boys ..	1,250	2,98,889	239
Primary schools for boys ..	201	94,576	172
Secondary schools for girls ..	1,349	2,77,044	205
Primary schools for girls ..	111	15,734	142
<i>1934-35.</i>			
Secondary schools for boys ..	1,210	2,87,853	236
Primary schools for boys ..	236	31,775	135
Secondary schools for girls ..	1,378	2,64,535	192
Primary schools for girls ..	108	15,416	143

The amount of assistance towards building grants is Rs. 58,294 Building grants. against Rs. 35,290 last year. The chief items were—

Institution.	Amount.	Purpose.
	Rs.	
1. Convent High School, Dalhousie ..	20,000	Erection of new building.
2. Jesus and Mary Convent School, Sialkot.	5,990	Extensions.
3. Jesus and Mary Convent School, Murree.	9,250	Teachers' quarters.
4. Jesus and Mary Convent School, Simla.	5,000	Erection of the school hall (part payment of Rs. 9,937).

In all, eleven schools received assistance.

During the year under report there was no budget allotment for furniture and equipment grant, but Rs. 150 were sanctioned and paid to the correspondent, Auckland House School, Simla, out of the allotment of maintenance grants for aided European schools.

The total budget allotment for the year was Rs. 50,000 *plus* Rs. 9,280 *re* grant for quarters at Murree. As was pointed out in last year's report the basic grant for European education has been fixed at an amount which is the average of the expenditure of the last ten years in accord with the recommendations of the Irwin Committee. One result of this has been the restoration of the building grant of Rs. 50,000 and the schools have not been slow to take advantage of this fact. The schemes for which assistance was given are eloquent proof of the desire of the school authorities to improve their efficiency by increasing their accommodation, modernising and extending their buildings and adding to their general equipment. Several other important schemes of development are under consideration and will probably mature during the current year.

Scholarships. The total number of scholarships held increased by ten to 90 against 80 during the last year, with an increase of Rs. 2,644 to Rs. 12,009 in expenditure thereon.

Examination results. In 1935-36 in the Middle School and Scholarship Examination out of 184 (94 boys and 90 girls) candidates 148 (79 boys and 69 girls) passed against 177 (78 boys and 99 girls) candidates of whom 150 (66 boys and 84 girls) passed in 1934-35. These results represent 80 per cent. passes as against 84 per cent. last year and call for no particular comment. In the Cambridge School Certificate Examination 46 boys and 22 girls passed out of a total of 61 boys and 42 girls or 68 out of 103. In the previous year 87 pupils out of 109 were successful. The results (66 per cent. passes) compare rather unfavourably with the previous year's results (80 per cent. passes). They are due probably to the failure of a number of the candidates, especially amongst the girls, who obviously took the examination after too short a preparation. It is a mistaken policy to attempt to rush candidates through this examination and the attempt to do so is usually due to parental pressure brought to bear upon school authorities. Unfortunately, in such matters, parents do not always listen to the advice of those who know better than themselves.

Teachers. In 1935-36 the total number of teachers employed in European schools was 227, the same as last year. Of these 152 are trained and 75 untrained against 150 trained and 77 untrained in the year 1934-35. It is a very healthy sign that among secular

teachers, the number trained tends to rise. When it is remembered that most of the untrained non-secular teachers are very experienced and efficient, it is apparent that the teaching in European schools is in competent hands.

NOTE.—The above figures do not contain the statistics of the Lawrence Royal Military School, Sanawar.

There is no change to report. All high schools continue to prepare pupils for the Cambridge School Certificate Examination and facilities are offered for a wide choice of subjects. In the Middle School Examination opinions and suggestions have been called for from all schools in connexion with proposed changes in the syllabuses of geography and history which syllabuses have been widely criticised in the past as being too heavy and of too wide a scope for middle school classes. The suggested changes are under consideration. In the mean time the very much wider question of the abolition of the Departmental Middle School Examination and its replacement by the Junior Cambridge Examination has been raised and steps are being taken to ascertain opinions on this important question. Domestic Science continues to hold its own but no more, and some schools are proving that mathematics can be taken successfully by girls in the middle classes. Science teaching is improving in the boys' high schools and another middle school is planning to teach this subject. The teaching of physiology, botany and nature study in some of the girls' schools is most commendable. Drawing as a subject does not receive the attention it deserves in the schools. It is pleasant to report a tendency in almost all schools to give more attention to games and physical training and to provide better facilities for these essential activities.

This question has been dealt with rather fully in the last two reports on European education and further comment in this report is unnecessary. Little change has taken place although, as already pointed out above, more attention is being given to the physical side of education. The gradual lifting of the clouds of financial stringency has, however, enabled schools to replace and refurnish essential equipment and extend buildings, etc., all of which improvements will eventually bear fruit in better teaching and the better equipment for life of the pupils.

The Chelmsford Training College at Ghoragali reports another successful year although work was carried out under great difficulties owing to the destruction of the college building by fire in February, 1935. A new and better building is under construction. Courses of study have been re-cast and the organization of the two years course very considerably modified. These changes are experimental and may be modified in the light of

experience gained in their working. The question of the raising of the standard of attainment necessary for admission to the college remains in suspense. It is gratifying to know that all trained teachers from this college are able to secure posts.

At St. Bede's College, Simla, there is no difficulty in filling all vacancies and students invariably obtain posts at the end of their training course. The increasing number of young nuns who now undergo training at this college is a very pleasing development, not so encouraging is the small number of students who stay on for a third year to take the intermediate arts examination. Expense is probably the cause of the small numbers in the third year as many of the girls can and do take the examination privately. The recently re-organized course of study in the college appears to be working satisfactorily.

There are no changes to report with regard to the St. Denys Kindergarten Training Class, Murree. There were five students under training, three taking the normal two years course and two working for a third year after failing in one subject in their examination. The class remained small and the trained students readily obtained employment.

**Collegiate
education.**

The Intermediate classes at Lawrence College, Ghoragali and Bishop Cotton School, Simla, remain popular and do good and successful work. There is as yet no sign of any appreciable increase in numbers due most probably to the fact that most parents are still unable to afford further education for their sons after they have passed the Senior Cambridge Examination and can obtain employment of one kind or another.

**Technical
education.**

The classes at the Young Women Christian Association, Lahore, continue their work in secretarial training for women. An improvement introduced this year whereby only those students are admitted who undertake to undergo the full higher secretarial course, should result in much greater efficiency of working and considerably less wastage. The Young Women Christian Association authorities also report with satisfaction that girls of good social position and with higher educational qualifications are now coming forward for secretarial training. The additional classes in domestic science, physical training and dress making, opened recently, are growing popular and useful.

CHAPTER X.

Education of Special Classes.

(i) *The encouragement of backward areas and communities.*

The policy of encouraging education in backward areas and classes of people has been continued during the year. The poor and less progressive districts have received grants for vernacular education at more generous rates than those given to more advanced and richer districts. The districts of Simla, Jhelum and Rawalpindi receive grants, at the rate of 100 per cent., on approved additional expenditure and many districts in the western Punjab and some in the south-eastern parts of the province which are admittedly poor and more needy of financial assistance are graded at eighty and ninety per cent. Great expansion of education took place during the first decade of the reformed era but for the last five years there has been contraction of activities and much needed consolidation. The district boards bravely faced the financial difficulties and there are signs that the worst is behind. Cuts in teachers' salaries have been restored except in a few districts. Government has also given special help to relieve embarrassment in the case of several districts or to carry out repairs to school buildings and supply equipment to schools. The provision of Victoria scholarships and fifty per cent. fee concessions for Muslims in all anglo-vernacular schools, the grant of half-fee concessions to agriculturists in many districts and the institution of special stipends for depressed classes are greatly appreciated.

(ii) *Muslims.*

The number of Muslim scholars in recognized institutions declined by 4,413 to 454,067 and that of Sikhs by 667 to 134,678 during the year. The enrolment of Hindus, on the other hand, increased by 1,541 to 345,023. The main decrease in the case of Muslims has taken place in schools for general education. The community has lost 3,835 scholars in the primary classes and 646 in the secondary. The following statement shows the strength of each of the three principal communities at the various stages of instruction :—

Community.	Arts Colleges.	Secondary.	Primary.
Hindus ..	6,045 or 50·4%	88,993 or 42·4%	248,667 or 88·9%
Sikhs ..	2,067 or 17·2%	35,801 or 17%	94,602 or 13·1%
Muslims ..	3,580 or 29·8%	78,920 or 37·6%	365,016 or 50·7%

It will be clear that the Muslims who constitute more than 50 per cent. of the total population in the province have considerable leeway to make up in secondary and college classes. Even in the primary classes it is probable that by far the largest Muslim enrolment is in the first and second classes where the amount of wastage is enormous. The backwardness of Muslims in higher education which is a persistent feature of every year's report is attributed to their conservatism and apathy towards educational enterprise, the extreme poverty of the agricultural population, and the prevailing economic depression and unemployment.

(iii) *Jains.*

The enrolment of Jain scholars in recognized schools of all kinds advanced during the year under report by fifty one to 3,599. The schools for general education and professional colleges register an increase of fifty-six and fourteen, respectively, while in the professional schools the number of Jains declined by one and in Arts colleges by eighteen. The two high schools maintained by the community in the Ambala Division are flourishing institutions.

(iv) *The Upper Classes.*

The enrolment in the Aitchison College, Lahore, declined from ninety-six to ninety-two but the results in examinations obtained in 1935 and 1936 are a striking indication of the great improvement in the educational standards of the college. In 1935 fifteen candidates were presented for the Diploma Examination and all of them were successful, nine passing in the second division and six in the third. In the Cambridge Examinations five out of five candidates passed the School Certificate and three out of five the Junior Certificate. In 1936 all the six candidates presented for the Diploma Examination were successful. In Cambridge examinations four out of four passed the School Certificate and eight out of eight the Junior Certificate. It has been decided not to present any further candidates for the Chiefs' College Diploma. In future the college will prepare its pupils for Cambridge Junior and School Certificate Examinations. The teaching of Agriculture has been introduced in middle forms and experiments are being made in the teaching of certain subjects on a modified Dalton Plan.

The financial position of the college will continue to be a matter of grave concern until the minimum economic enrolment of 170 as fixed by the College Council is reached and the income from fee and the annual recurrent expenditure are balanced. The rules relating to admission have been subjected to a careful scrutiny and it is hoped that as a result of the new orientation of policy increasing numbers will take advantage of the excellent

education provided and the college will be enabled to continue to play its important role.

Life in the college is gaining in richness and variety. For purposes of games and sports the year has been divided into seasons, no more than one major game being played in each season. An alternative college uniform has been introduced as an experiment. The college scouts and cubs won both the competitions at the Silver Jubilee meal. A beginning has been made with the introduction of hobbies. It is proposed to initiate a scheme for associating a number of senior boys with the masters in charge of the various departments to enable them to understand problems of administration and control. A party of boys had a successful educational tour of Karachi and Bombay. The Prefect system continues to work successfully in the college. English has been adopted as a compulsory medium of conversation for all boys. A thorough medical examination of every boy in the college now forms a regular feature of each year's work. A group of senior boarders meet once a week during winter in the Principal's bungalow to enjoy readings from modern fiction.

(v) Depressed Classes.

The number of boys belonging to depressed classes studying in all types of recognized institutions rose by 1,467 to 28,598 and that of girls by 389 to 1,912. This is a most welcome advance and shows at once the keenness and enthusiasm of the depressed classes for the education of their children and the encouragement they have received at the hands of Government and the local boards. Caste prejudice is fast dying out at least in the educational domain and facilities have been provided for the admission of depressed class scholars to the ordinary schools where they are often observed sitting on the same benches or the same floor with the caste Hindus and rubbing shoulders with them on the playing fields. Boys belonging to these classes are exempted from the payment of tuition fee in the primary and enjoy half-fee concessions in the middle classes. In some districts special scholarships have been instituted for the benefit of the depressed classes. Provision also exists for the training of a certain number of candidates from these classes as teachers for employment in board and private schools.

(vi) Criminal Tribes.

The number of boys of Criminal Tribes attending the primary schools in settlements declined from 1,132 to 1,089 while that of girls rose from 760 to 823 during the year. The fall in the number of boys is partly due to the final release of a large number of persons and partly to relaxation of control over a large number of

agricultural settlements. One hundred and twenty-two boys and twenty girls passed the primary school examination during the year raising the number of primary passed boys to 1,048 and 290, respectively. Three hundred and ninety-five youths whose daily duties did not permit them to attend day schools attended night schools. Five boys passed the Middle School Examination raising the total of middle passed and matriculate boys to eighty-five. One boy is studying in the Intermediate and one reading in the high classes while twenty-eight boys are reading in the middle classes. The number of children attending village schools fell from 6,362 to 6,149, the chief reason for the decline being the grant of exemptions to the members of wandering criminal tribes in the eastern Punjab. The Hissar district alone accounted for a fall of 130 children. The Co-operative Anglo-Vernacular Middle School at Kacha Khuh has an attendance of eighty-three scholars, eighteen drawn from the criminal tribes settlements and sixty-five from the local zamindar families. The scheme receives a grant of Rs. 1,200 from Government. A tailoring class has been added to the school at Kacha Khuh and a Co-operative Industrial School has been established at Kussansar.

To encourage education among these tribes twenty-two stipends of Re. 1 per mensem each, fifty of Rs. 2 per mensem each, twenty-four of Rs. 3 per mensem each and fourteen of Rs. 5 per mensem each were granted to boys belonging to the settlements. One hundred and fifty stipends of Rs. 2 per mensem each and three hundred of Re. 1 per mensem each were also granted to boys attending village schools outside the settlements. Ten stipends of Rs. 10 per mensem each were sanctioned for boys and girls reading in colleges, normal schools and industrial and technical institutions.

Games and scouting are encouraged among the children attending schools. There were 961 boy scouts and 161 girl guides at the close of the year. The boy scouts took part in the Silver Jubilee Celebrations at Lahore. The boy scout patrol of the Reformatory School, Amritsar, was awarded a Sanad by His Excellency the Governor for the highest standard of efficiency in scout craft and cleanliness while in camp at the Scouts' Training Centre, Montmorency Park.

(vi) *Hill Tribes.*

There are five vernacular schools maintained by Government for the benefit of Baloch hill tribes living in the tribal area of the Dera Ghazi Khan district. Three of these schools are lower

middle and two primary. The number of scholars attending them fell during the year from 158 to 149, twenty-one in the lower middle department and 128 in the primary. The enrolment in these schools is sometimes adversely affected by the blood feuds among the tribes. The desire for education is, however, growing in the hill area and the boys are attracted towards the schools by the prospect of enlistment in the Baloch levy where preference is given to literate candidates and of the award of scholarships for higher education. The expenditure on these schools amounted to Rs. 3,640 for the year.

CHAPTER XI.

The Punjab Advisory Board for Books.

In consequence of Mr. A. S. Bokhari's resignation of the Secretaryship owing to his services having been placed at the disposal of the Government of India, Mr. J. B. Seth, M.A., I.E.S., was appointed in his place from 10th March, 1936.

Replacement of the Punjab Text-Book Committee by the Punjab Advisory Board for Books.

In accordance with the recommendations of the Punjab Text-Book Enquiry Committee, the Punjab Government (Ministry of Education) were pleased to constitute the Punjab Advisory Board for Books replacing the Punjab Text-Book Committee. The latter, therefore, dissolved itself in its meeting held on the 11th March, 1936, transferring to the Board all its funds, assets and liabilities and the whole of its existing staff with their provident funds and the same salary and tenure as hithertofore.

The full strength of the Punjab Text-Book Committee was 25 including the Director of Public Instruction, the *ex-officio* President; all members being nominated. The Punjab Advisory Board for Books will consist of not more than 40 members, again all nominated, and made up as follows:—(a) four *ex-officio* members, namely, the Director of Public Instruction (President of the Board), the Deputy Directress of Public Instruction, the Principal, Central Training College, Lahore, and the Secretary; (b) eleven members to be selected from the officers of the Punjab Education Department; (c) eleven members to be selected from among those actively engaged in teaching privately managed institutions in the Province; (d) four members of the Punjab Legislative Council; (e) six members to be selected from among the Fellows of the Punjab University, members of its various Faculties and University Professors and Lecturers and (f) four nominees of the Hon'ble Minister for Education.

All the activities of the old Committee will be, it is expected, continued by the new Board with the sole exception of recommending text-books. This will now be effected according to an elaborate scheme given in the Report of the Text-Book Enquiry Committee and full details of which still remain to be worked out.

Activities.

The Punjab Text-Book Committee having dissolved itself only about the end of the year under review, the present chapter should be regarded to be an account of the activities of the old

Committee. Most of these have remained very considerably curtailed or almost suspended as indicated by the following :—

(i) *Recommendations and preparations of text-books, etc.*

(a) No new alternative text-books were, ordinarily, recommended. Exceptions were, however, made in case of books on subjects newly introduced or on subjects exclusively used in girls' schools. Out of nine sets of books considered in accordance with the above, seven were recommended to and have been approved by the Department.

(b) The printing of Notes on the Teaching of Drawing and Manual Training in Middle and High Schools, which was in the press, has been completed. The Arabic Urdu Dictionary is still being seen through the press.

(c) The wall maps of a few districts (Hissar in Urdu and Hindi and Karnal, Lahore and Sheikhupura in Urdu) have been printed, and the revision of wall maps of the Simla and Attock districts has been taken in hand.

(ii) *Selection of books for school libraries.*

Reviews on 25 books were submitted to the Director of Public Instruction, Punjab, who approved seventeen of these for school libraries.

(iii) *Translation of English books into Vernaculars.*

No new books were selected for translation into the Vernaculars, but the printing of those translations, manuscripts of which had already been sent to the press, was continued. Thus during the year the printing of sixteen books (Urdu, 6; Hindi, 5; Punjabi, 5) was completed and seven translations (Urdu, 2; Hindi, 4; Punjabi, 1) were still being seen through the press. The Hindi and the Punjabi translations of one book (The Story of Mankind) which had already been completed have not been sent to the press.

The expenditure under this head for the year under review was only Rs. 1,601-9-4, which was made up mainly of remuneration to translators and to selectors of books for translation.

(iv) *Cinema Demonstrations.*

No new films were purchased during the year under report. Demonstrations were, however, continued. The Demonstrator visited Hissar, Hoshiarpur, Jullundur City and Cantonment, Karnal, Moga, Rohtak, Sangrur (Jind State), Sargodha, Sialkot, and Simla; besides, of course, giving a large number of shows at Lahore. The total number of shows given during the year was 203, the number of films shown being 1,093 and the total attendance at the shows, nearly 64,000.

As heretofore free loans of cinema films to institutions having their own projectors continued to be given and eight parties took advantage of this privilege, 149 films having been lent.

(v) *Library.*

No new books were purchased. Two thousand three hundred and eighty books were issued to readers during the year as compared with 2,484 of the previous year. One thousand one hundred and thirty-three books which had been either discarded from the library or had been received for consideration by the Committee for adoption as text-books, etc., were presented to boys' and girls' schools.

(vi) *Activities of previous years not continued during the year under review.*

No new books were purchased for distribution among school libraries, nor were any periodicals supplied to schools at the cost of the Committee. No prizes or awards were made for any literary works.

Finance.

As mentioned in the last paragraph of the corresponding portion of the report for last year, the Committee, having assigned its copyright of all its publications to the Government, ceased to get any income from this head. The Government, however, made a grant to the Committee of the amount they received from the contractors for printing, etc.

	Rs.	A.	P.	
The year opened with a balance of	1,94,485	14	3	(including Rs. 89,321-14-11 on account of the Provident Fund of the employees).
Receipts during the year amounted to	48,038	1	0	(including Rs. 41,500 on account of grant made by the Punjab Government).
Making a total of	.. 2,42,518	15	3	
Disbursement amounted to	.. 1,01,508	4	8	
Leaving a balance on 31st March, 1936, of	1,41,010	10	7	(including Rs. 42,427-11-11 on account of the Provident Fund of the employees).

I—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS.

I.—CLASSIFICATION.

	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*	5	..	..	7	4	16
Law .. .. .	..	..	..	..	1	1
Medicine	1	..	..	..	..	1
Education	2	..	..	..	..	2
Engineering	1	..	..	..	..	1
Agriculture	1	..	..	..	..	1
Commerce .. .. .	..	..	..	1	..	1
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science	1	..	..	..	..	1
Intermediate and 2nd grade Colleges	8	..	..	6	2	16
Totals	19	..	..	14	7	40
High Schools	83	32	18	178	27	338
Middle Schools ..	{ English 6 83 20 62 46 (a) 217 { Vernacular 3 2,987 8 14 2 3,014 (b)					
Primary Schools	9	4,377	324	838	127	5,675
Totals	101	7,479	370	1,092	202	9,244
Special Schools—						
Art	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..
Medical	1	..	..	2	1	4
Normal and Training	3	..	..	1	1	5
Engineering	1	..	..	..	..	1
Technical and Industrial ..	32	..	..	7	1	40
Commercial	10	..	..	..	1	11
Agricultural .. .. .	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1
Schools for Defectives	1	..	..	1	..	2
Schools for Adults	4	174	2	11	7	198
Other Schools	37	..	..	3	..	40
Totals	91	174	2	25	11	303
Total for Recognized Institutions ..	211	7,653	372	1,132	220	9,588
UNRECOGNIZED INSTITUTIONS	..	..	..	..	3,603	3,603
GRAND TOTAL, ALL INSTITUTIONS ..	211	7,653	372	1,132	3,823	13,191

* Includes 1 Oriental

(a) Includes 185 Upper Middle Schools

(b) Includes 797 Upper Middle Schools

OF EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..
1	1	..	2
..
1	1	..	2
..
..
..
2	2
4	2	..	6
23	16	1	40
5	..	5	20	..	30
4	25	39	78	1	147
1	1,031	240	421	86	1,779
33	1,056	284	535	88	1,996
..
..	1	..	1
10	1	1	21
..
3	..	1	6	2	12
..	1	..	1
..
..
..
25	25
47	..	1	9	3	60
84	1,056	285	546	91	2,062
..	..	1	..	2,972	2,973
84	1,056	286	546	3,063	5,035

College.
and 29 Lower Middle Schools.
and 2,217 Lower Middle Schools.

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING EDUCATIONAL

	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.									
<i>University and Intermediate Education (a).</i>									
Universities ..	..	..	..	..	..	..	..	..	..
Arts and Science ..	3,806	3,436	1,071	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..
Medicine ..	504	499	228	..	..	..	..	..	..
Education ..	180	151	146	..	..	..	..	..	..
Engineering ..	254	241	123	..	..	..	..	..	..
Agriculture ..	190	175	165	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	85	78	68	..	..	..	..	..	..
Totals ..	5,089	4,577	1,801	..	..	..	..	..	..
<i>Schools and Special Education</i>									
In High Schools ..	24,476	23,512	2,922	9,059	9,418	1,001	9,194	8,451	390
In Middle English ..	1,760	1,705	365	19,144	17,091	509	5,474	5,145	215
Schools Vernacular ..	110	91	..	384,130	324,182	5,048	1,720	1,440	39
In Primary Schools ..	688	621	..	247,116	205,431	108	63,808	46,548	..
Totals ..	27,034	25,929	3,287	660,349	556,172	7,266	70,256	61,534	644
In Art Schools ..	198	199	33	..	..	..	..	..	..
In Law ..	..	..	..	..	..	..	..	..	..
In Medical Schools ..	486	927	320	..	..	..	..	..	..
In Normal and Training Schools ..	400	391	400	..	..	..	..	..	..
In Engineering Schools ..	122	121	122	..	..	..	..	..	..
In Technical and Industrial Schools ..	1,727	1,601	595	..	..	..	..	..	..
In Commercial Schools ..	226	215	41	..	..	..	..	..	..
In Agricultural Schools ..	..	..	..	..	..	..	..	..	..
In Reformatory Schools ..	111	113	111	..	..	..	..	..	..
In Schools for Defectives ..	20	22	16	..	..	..	..	..	..
In Schools for Adults ..	174	120	..	4,077	3,320	..	104	77	..
In Other Schools ..	2,178	1,965	690	..	..	..	..	..	..
Totals ..	5,640	5,674	2,318	4,077	3,320	..	104	77	..
Totals for recognized institutions	37,763	36,180	7,406	664,326	559,492	7,266	70,360	61,661	644
IN UNRECOGNIZED INSTITUTIONS									
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	37,763	36,180	7,406	664,326	559,492	7,266	70,360	61,661	644

(a) Includes 1,553 students (1,551 boys and

(b) Includes 171 students in the Oriental

(c) Includes 41,337 students in the Upper

(d) Includes 162,826 students in the Upper

NOTE.—Figures of the Lawrence Royal Military School; Sanawar,

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
(b) 10 6,250	10 5,620	.. 1,748	.. 8,498 1,049	.. 3,079 397	.. 1,051 537	(a) 10 13,650 1,049 504 100 254 190 138 85	10 12,135 897 496 151 241 175 115 78	.. 3,370 537 328 146 121 165 76 68	.. 119 36
138	115	76	..	..	..	..	..	..	..
6,404	5,745	1,824	4,547	3,076	1,589	16,040	14,298	5,213	153
83,242 15,060 1,933 62,372	78,206 14,166 1,734 55,207	6,887 444 347 96	12,278 4,234 155 5,888	11,546 4,116 185 4,917	803 170 ..	(c) 139,149 45,672 (d) 398,048 369,882	131,133 42,222 327,582 312,864	12,003 1,703 6,034 204	113 464 0,150 10,072
162,607	149,403	7,774	22,505	20,713	973	942,751	818,801	19,944	17,399
.. 372 41	.. 329 40	.. 29 41	.. 43 45	.. 40 45	.. 24 45	198 901 486	199 1,296 476	33 373 496	5 46 ..
.. 599	.. 651	.. 235	.. 43	.. 44	.. 40	122 2,369	121 2,190	122 870	....
.. 44 215 380	.. 37 135 305	.. 44 56	.. 16 343 ..	.. 16 300 ..	.. 8	242 111 64 4,913 2,656	231 113 59 4,002 2,270	49 111 60 736	.. .. .. 9 87
1,651	1,447	405	490	445	117	11,962	10,963	2,840	147
170,662	156,595	10,003	27,542	25,134	2,678	970,753	836,062	27,997	17,701
..	..	..	80,641	50,436	452	80,641	50,436	452	8,391
170,662	156,595	10,003	108,183	75,570	3,130	1,051,394	839,493	28,449	21,592

2 girls) in the high classes of intermediate colleges College, Lahore
 Middle and 4,335 in Lower Middle Schools
 Middle and 225,222 in Lower Middle Schools.
 and the intermediate classes attached to it are not included.

II-B—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.									
<i>University and Intermediate Education.</i>									
Arts and Science ..	412	384	78						
Medicine									
Education . . .	82	78	59						
Totals	494	462	132						
<i>Schools and Special Education</i>									
In High Schools	7,770	6,598	681						
In Middle Schools—									
English	1,241	1,061	26				1,738	1,473	..
Vernacular	400	420	12	3,078	2,666	122	8,549	7,223	..
Primary Schools	24	24		45,191	37,916	8	23,556	19,959	
Totals	9,584	8,098	699	48,269	40,582	130	33,843	28,655	
In Medical Schools									
In Normal and Training Schools	601	559	515	..	..	.	.	.	..
In Technical and Industrial Schools	305	275		..	..	..	38	23	..
In Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..
In Agricultural Schools ..	.	..	..	..	..	.	..	.	.
In Schools for Adults ..	.	.	..	.	.	.	.	.	.
In Other Schools	827	699	.			.			..
Totals	1,629	1,538	515				38	23	
Totals for recognized institutions.	11,851	10,098	1,316	48,269	40,582	130	33,861	28,678	
In unrecognized institutions.							79	75	
GRAND TOTALS ALL INSTITUTIONS FOR FEMALES	11,851	10,098	1,316	48,269	40,582	130	33,940	28,753	
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	40,614	46,278	8,752	712,695	600,074	7,396	104,320	90,414	644

*Includes 130 students in the high classes
 NOTE.—Figures of the Lawrence Royal Military School

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED			Grand total of scholars on roll.	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.	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
167	159	65	..	..	..	*579	543	138	..
34	26	34	..	..	..	116	104	93	..
201	185	99	..	..	..	695	647	291	..
3,546	3,267	1,099	345	299	..	11,670	10,159	1,730	349
3,969	3,183	701	..	..	..	6,948	5,717	727	165
21,367	19,021	1,391	301	281	..	33,785	29,611	1,525	166
32,824	28,061	164	4,858	4,085	..	106,463	90,025	172	683
61,706	53,532	3,355	5,504	4,845	..	158,856	135,512	4,154	1,363
328	328	328	..	..	..	328	328	328	..
38	40	34	4	4	..	643	603	549	..
300	212	..	28	16	..	761	526	..	..
13	11	2	..	..	..	13	11	2	..
..
..	..	..	..	..	..	827	699	..	3
679	591	364	32	20	..	2,572	2,167	879	3
62,586	54,308	3,818	5,536	4,665	..	162,123	136,326	5,264	1,366
..	..	..	60,836	40,735	131	60,915	40,810	131	5,804
62,586	54,308	3,818	68,972	45,400	131	223,038	179,136	6,395	7,232
233,248	210,903	13,321	174,555	120,970	3,261	1,274,432	1,068,634	33,844	..

.. of intermediate colleges.
 Ganawar, and the intermediate classes attached to it are not included.

IV-A.—RACE OR CREED OF MALE SCHOLARS
RECEIVING GENERAL EDUCATION.

IV-A—RACE OR CREED OF MALE SCHOLARS

Race or Creed.	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population	16,553	213,465	2,609,256	836,278	7,241,612	
SCHOOL EDUCATION.						
	<i>Classes.</i>					
Primary ..	I	339	4,213	91,821	12,130	179,135
	II	123	1,755	51,607	5,356	81,939
	III	117	1,255	41,439	3,644	59,010
	IV	126	983	34,718	3,006	44,881
Middle . . .	V	117	615	24,667	1,659	25,962
	VI	123	449	19,742	1,036	19,461
	VII	106	333	14,467	473	13,116
	VIII	48	294	12,609	398	11,364
High . . .	IX	52	152	8,035	119	5,555
	X	.	116	6,579	92	4,105
Totals		1,151	10,165	305,684	27,913	444,528
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	{ 1st year ..	22	50	1,777	10	1,146
	{ 2nd year	36	46	1,773	6	1,098
Degree classes ..	{ 1st year..	2	25	960	5	524
	{ 2nd year..	3	33	1,109	5	636
	{ 3rd year..	..	2	20	..	6
Post-graduate classes	{ 1st year .	2	2	146	.	57
	{ 2nd year..	..	4	133	.	48
Research students— ..	..	..	7	..	2	
Totals ..		65	162	5,925	26	3,517
No. of scholars in recognized institutions.		1,216	10,327	311,609	27,939	448,045
No. of scholars in unrecognized institutions		.	258	11,689	252	59,642
GRAND TOTALS ..		1,216	10,585	323,298	28,191	507,687

*The following are included under the heading "Depressed classes" :—Chamar, Weaver,

†Excludes 171 students in the Oriental College, Lahore, of whom 91 were

Note.—Figures of the Lawrence Royal Military School, Sanawar, and the

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of agriculturists.
6	7	8	9	10	11	12
2,757	339	1,703,584	236,666	12,880,510	..	..
..	3	41,559	2,933	332,133	273,066	168,809
..	1	21,521	1,543	163,845	134,657	78,627
..	2	17,101	1,135	123,703	88,320	57,431
3	..	14,426	939	99,082	76,474	44,686
1	5	10,649	494	64,169	44,069	28,658
..	7	8,578	377	49,773	33,177	22,207
1	3	6,187	286	34,972	20,902	15,265
..	4	5,223	213	30,153	17,308	13,185
..	1	3,101	152	17,167	5,787	5,236
..	..	2,250	127	13,269	4,472	3,843
5	26	130,595	8,199	928,266	698,232	437,947
..	2	618	13	3,638	1,383	1,158
..	3	639	24	3,625	1,276	1,061
1	1	345	11	1,874	647	615
..	..	384	14	2,184	701	762
..	..	9	1	38	7	11
..	..	31	..	238	49	79
..	1	26	..	212	50	58
..	..	1	..	10	..	..
1	7	2,053	63	†11,819	4,113	3,744
6	33	132,648	8,262	940,085	702,345	441,691
..	..	5,656	119	77,616	58,578	43,117
6	33	138,304	8,381	1,017,701	760,923	484,808

Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagra, Od and Kahar.
Hindus higher castes, 65 Mohammadans and 15 Sikhs.

Intermediate Classes attached to it are excluded.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or creed.	Europeans and Anglo- Indians	Indian Christians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes		
	1	2	3	4	5	
Total population ..	6,396	1,73,374	2,142,357	720,697	6,090,848	
SCHOOL EDUCATION.						
	<i>Classes</i>					
Primary .	I	423	2,182	37,766	948	29,553
	II	166	800	12,854	313	8,366
	III	142	654	10,205	169	5,736
	IV	153	605	8,012	122	3,878
	V	155	508	6,505	97	2,873
Middle ..	VI	126	313	1,653	12	1,081
	VII	120	249	1,258	13	772
	VIII	49	186	1,239	2	725
High ..	IX	60	88	232	.	278
	X	..	56	183	..	144
Totals ..	1,394	5,641	79,907	1,676	53,406	
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	{ 1st year .	2	24	86	.	70
	{ 2nd year..	..	8	74	..	42
Degree classes ..	{ 1st year..	..	11	42	..	21
	{ 2nd year.	.	10	31	..	13
	{ 3rd year..	.	1	1	..	
Post-graduate classes	{ 1st year..	..	3	10	..	4
	{ 2nd year .	..	2	6	..	1
Research students— ..	..	..	..	.	..
Totals ..	2	59	250	..	151	
No. of scholars in recognized insti- tutions	1,396	5,700	80,157	1,676	53,557	
No. of scholars in unrecognized in- stitutions.	.	113	7,127	105	52,258	
GRAND TOTALS ..	1,396	5,813	87,284	1,781	105,815	

*The following are included under the heading "Depressed classes" :—Chamar, Weaver,
NOTE.—Figures of the Lawrence Military School, Sanawar, and intermediate classes

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs	Others	Total	Number of pupils from rural areas.	Number of agriculturists
6	7	8	9	10	11	12
2,966	207	1,360,560	197,937	10,700,342	..	..
	10	14,929	691	86,502	35,424	19,562
	6	5,222	238	27,965	11,125	6,015
	4	3,997	216	21,123	7,551	4,090
..	8	2,960	157	15,895	5,139	2,904
	8	2,425	113	12,684	3,754	2,227
	8	707	28	3,928	535	519
..	2	527	7	2,948	333	398
..	..	485	10	2,696	319	345
	..	156	1	815	36	136
..	1	83	1	468	20	101
	47	31,491	1,462	175,024	64,236	36,297
..	4	40	..	226	18	36
	..	28	..	152	12	28
	..	15	..	89	3	10
..	..	12	..	66	3	7
..	..	1	..	3	..	..
..	..	1	..	18	..	..
..	1	2	..	12	..	..
..
..	5	99	..	566	36	31
	52	31,590	1,462	175,590	64,272	36,378
..	3	4,255	79	63,940	50,942	31,208
..	55	35,845	1,541	239,530	115,214	67,586

Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar- attached to it are excluded.

V-A—RACE OR CREED OF MALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

	Euro peans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Mu hamma- dans	Budhists.	Parsis	Sikhs.	Others	Total.	Number of pupils from rural areas	Number of agricultur- ists
			Higher castes.	*De- pressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Art Schools .. .. .	..	3	52	1	107	..	..	30	..	193	..	..
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	..	1	471	2	276	..	..	100	5	855	511	209
Normal and Training Schools .. .. .	..	34	103	3	276	..	..	66	4	486	431	337
Engineering and Surveying Schools .. .. .	..	..	49	..	54	..	..	18	1	122	47	44
Technical and Industrial Schools .. .. .	..	138	1,086	65	813	..	..	243	26	2,369	1,107	537
Commercial Schools .. .. .	..	..	132	..	74	..	..	32	4	242	66	47
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	3	28	..	72	..	..	8	..	111	..	..
Schools for Defectives .. .. .	..	3	52	..	5	..	..	4	..	64	38	13
Schools for Adults .. .. .	..	50	1,386	188	2,639	..	..	602	39	4,904	4,317	2,788
Other Schools	4	52	303	392	908	..	..	398	415	2,472	1,375	1,333
Total	4	282	3,662	651	5,224	..	..	1,501	494	11,818	7,892	5,308
<i>University and Intermediate Education.</i>												
Law .. .. .	..	8	534	2	288	..	1	203	13	1,049	295	343
Medicine	2	5	193	..	176	1	1	90	..	468	170	158
Education	21	4	53	2	54	..	..	24	2	160	52	60
Engineering	8	6	104	..	82	..	..	54	..	254	116	45
Agricultural .. .. .	..	..	76	..	72	..	..	42	..	190	139	115
Commerce .. .. .	..	..	96	..	32	..	..	6	4	138	16	28
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	1	..	32	..	33	..	..	19	..	85	27	44
Total	32	23	1,088	4	737	1	2	438	19	2,344	815	793
GRAND TOTAL	36	305	4,750	655	5,961	1	2	1,939	513	14,162	8,707	6,101

*The following are included under the heading "Depressed classes":—
Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria Od and Kahar.

V.B.—RACE OR CREED OF FEMALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Budhists	Parsis	Sikhs.	Others.	Total	Number of pupils from rural areas.	Number of agriculturists
			Higher castes.	*Depressed classes.								
	1	2	3	4	5	6	7	8	9	10	11	12
<i>School Education.</i>												
Medical Schools	8	191	73	..	61	..	1	40	..	374	..	45
Normal and Training Schools	3	48	263	4	223	..	..	100	2	643	381	180
Technical and Industrial Schools .. .. .	..	2	460	..	242	..	..	62	..	766	14	53
Commercial Schools	13	..	..	..	..	..	..	..	..	13	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	7	2	..	..	..	..	..	..	..	..
Other Schools .. .. .	..	35	34	234	268	..	..	101	239	911	9	7
Total	24	276	837	240	794	..	1	303	241	2,716	749	682
<i>University and Intermediate Education</i>												
Medicine	2	..	20	..	4	..	1	8	1	36	..	..
Education	33	8	33	..	28	..	1	12	1	116	10	21
Total	35	8	53	..	32	..	2	20	2	152	10	21
GRAND TOTAL	59	284	890	240	826	..	3	323	243	2,868	759	703

* The following are included under the heading "Depressed classes":—
Chamar, Weaver, Sweeper, Ramdasi, Dumria, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagina Od and Kahar,
† Includes 5 girls reading in Arts Schools for males.

VI-A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers	Total Untrained Teachers.	Grand total of Teachers.
	A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government	1	3	10	..	..	..	..	..	..	14	..	14
Local Board and Municipal	12	397	7,705	393	96	5	4	288	690	8,603	987	9,590
Aided	2	89	658	39	1	8	28	117	887	789	1,040	1,829
Unaided .. ..	..	5	47	1	..	..	10	10	92	53	112	165
Total	15	494	8,420	433	97	13	42	415	1,669	9,459	2,139	11,598
<i>Middle Schools.</i>												
Government	21	16	38	4	2	..	1	2	2	81	5	86
Local Board and Municipal	298	872	12,264	544	36	5	32	214	824	14,014	1,075	15,089
Aided	82	168	273	10	4	1	15	41	119	527	176	703
Unaided	36	74	56	2	..	5	14	2	51	168	72	240
Total	437	1,120	12,631	560	42	11	62	259	996	14,790	1,328	16,118
<i>High Schools.</i>												
Government	624	273	454	27	25	17	16	13	12	1,403	58	1,461
Local Board and Municipal	276	148	343	30	20	9	15	28	34	817	86	903
Aided	940	673	1,034	65	38	71	126	197	234	2,750	628	3,378
Unaided	122	95	97	2	..	8	29	12	89	316	138	454
Total	1,962	1,189	1,928	124	83	105	186	250	369	5,286	910	6,196
GRAND TOTAL	2,414	2,803	32,979	1,117	222	129	290	924	3,034	29,535	4,377	33,912

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VI.B.—WOMEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS				Total Trained Teachers.	Total Untrained Teachers	Grand Total of Teachers.
	A Degree.	Passed Matric. or School Final.	Passed Middle School	Passed Primary School.	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated.	Certificated	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government	1	..	..	..	..	..	..	1	..	1
Local Board and Municipal	1	709	579	10	6	4	22	778	1,301	810	2,111
Aided	19	279	154	6	5	4	23	589	458	621	1,079
Unaided	1	18	9	..	..	..	..	116	31	116	147
Total	2	1,007	742	16	11	8	45	1,483	1,791	1,547	3,338
<i>Middle Schools.</i>												
Government	9	18	44	..	..	..	..	1	71	1	72
Local Board and Municipal	4	35	212	80	8	..	7	87	339	97	436
Aided	22	100	361	126	7	13	33	255	616	305	921
Unaided	5	..	..	..	..	..	9	5	9	14
Total	35	153	622	206	15	15	40	352	1,031	412	1,443
<i>High Schools</i>												
Government	49	82	187	10	..	7	14	2	14	37	365
Local Board and Municipal
Aided	27	81	34	4	2	3	5	9	148	71	219
Unaided	3	5	4	..	..	2	..	2	12	4	16
Total	79	168	225	14	2	12	19	13	488	112	600
GRAND TOTAL	116	345	1,854	962	33	28	42	98	1,903	2,071	5,381

VII.—EUROPEAN

Total European and Anglo-Indian population		.. Male	..	16,553
		Female	..	6,396
		TOTAL	..	22,949
	Institu- tions.	Scholars on Roll on March 31st	Number of females in institutions for males and vice versa	‡Number of Non-Europ- eans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	112	1	27
Training Colleges	1	21	.	
High Schools	3	610	20	115
Middle Schools	3	640	201	99
Primary Schools	4	201	80	37
Training Schools .. ..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools .. ..	..	..	..	..
Other Schools .. ..	..	..	..	..
Total	13	1,584	302	278
<i>Institutions for Females.</i>				
Arts Colleges .. ..	..	..	..	..
Training Colleges	1	34	.	1
High Schools	8	828	44	95
Middle Schools	5	521	118	92
Primary Schools	3	111	40	17
Training Schools	1	4	..	1
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools	1	13	..	..
Other Schools .. ..	..	..	..	..
Total	19	1,511	202	206
GRAND TOTAL FOR INSTITUTIONS ..	32	3,095	504	484

Expenditure on Buildings includes Rs. 58,765 spent by the Public Works Depart-
ment.

“Miscellaneous” includes the following main items:—

1. Scholarships
2. Boarding Houses.
3. Miscellaneous.

*Local funds include both District and Municipal Funds.

†The teaching staff of the Lawrence Intermediate College, Ghora

‡The term “Non-Europeans” does not include domiciled Europeans

NOTE I.—The expenditure figures of the intermediate classes of the

NOTE II.—The table excludes all figures regarding Lawrence Military

EDUCATION.

Percentage to population of those at schools.

Males. 8·96 Females. 25·19 Total. 13·48

TEACHERS.		EXPENDITURE FROM				Total expenditure.
Trained.	Untrained.	Government funds.	*Local funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
6	1	43,049	..	9,776	..	52,825
† 27	† 17	13,801	..	..	..	13,801
24	7	49,716	..	1,12,948	23,664	1,86,328
11	6	67,367	..	41,648	3,546	1,12,561
..	..	12,980	..	12,408	9,186	34,574
..
..
..
68	31	1,86,913	..	1,76,780	36,396	4,00,089
..
2	1	13,505	..	3,565	5,457	22,527
63	27	1,06,865	..	92,457	18,003	2,17,325
20	17	28,942	..	25,345	5,432	59,719
7	1	4,980	..	5,495	5,259	15,734
1	..	..	..	1,031	1,669	2,700
..
2	2	2,400	..	867	..	3,267
..
95	48	1,56,692	..	1,28,760	35,820	3,21,272
163	79	3,43,605	..	3,05,540	72,216	7,21,361
Inspection ..	..	6,140	..	..	..	6,140
Buildings, etc.	..	117,156	..	..	99,442	2,16,598
Miscellaneous	..	43,257	..	1,318	1,06,638	1,51,213
Total	..	1,66,553	..	1,318	2,06,080	3,73,951
GRAND TOTAL	..	5,10,158	..	3,06,858	2,78,296	10,95,312

Gali have teaching periods with the students of the Chelmsford Training College, Ghora Gali, also, or Anglo-Indians.

Bishop Cotton College, Simla, are included under High Schools. School, Sanawar, and the Intermediate classes attached to it.

VIII—EXAMINATION RESULTS—CONTINUED.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS.												
<i>Arts and Sciences.</i>												
D. Litt .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. .. .. .	..	1	1	..	1	1	..	..	..	..	..	..
D. Sc. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. A.	199	85	284	135	46	181	11	3	14	9	2	11
M. Sc.	49	..	49	24	..	24	..	..	..	..	..	..
B. A. (Honours) ..	301	..	301	122	..	122	12	..	12	5	..	5
B. Sc. (Honours) ..	42	..	42	36	..	36	2	..	2	1	..	1
B. A. (Pass)	1,767	678	2,445	1,090	225	1,315	59	61	120	47	29	76
B. Sc. (Pass)	290	20	250	116	5	121	3	2	5	2	2	4
<i>Law.</i>												
Master of Law .. ..	..	10	10	..	2	2	..	..	..	..	..	..
Bachelor of Law ..	543	..	543	327	..	327	..	..	..	..	..	..
<i>Medicine</i>												
M. D. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. B., B. S.	51	..	51	19	..	19	5	..	5	4	..	4
L. M. S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. O. P. and S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
M. S. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D. O. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering†.</i>												
Bachelor of C. E. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E. ..	3	..	3	2	..	2	..	..	..	..	..	..
Bachelor of E. E. ..	7	..	7	7	..	7	..	..	..	..	..	..
<i>Education.</i>												
B. T.	51	41	92	45	32	77	32	2	34	26	2	28
<i>Commerce.</i>												
Bachelor of Commerce ..	37	1	38	23	1	24	..	..	..	..	..	..
<i>Technology.</i>												
Master of Technology ..	15	..	15	15	..	15	..	..	..	..	..	..
Bachelor of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..

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

†Includes the Diploma Examination of the Thomason College, Roorkee.

VIII—EXAMINATION RESULTS—concluded.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total	Public.*	Private.	Total.	Public*	Private	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS—												
<i>conold.</i>												
<i>Agriculture.</i>												
Master of Agriculture ..	3	..	3	2	..	2	..	..	..	..	..	..
Bachelor of Agriculture ..	32	..	32	17	..	17	..	..	..	..	..	..
INTERMEDIATE EX-												
AMINATIONS												
Intermediate in Arts ..	2,506	685	3,191	1,444	339	1,783	132	210	342	112	190	242
Intermediate in Science ..	1,031	74	1,105	710	42	752	24	3	27	20	..	20
Licentiate of Civil Engineer- ing.	..	..	..	..	..	..	..	..	..	..	..	..
Licence Diploma or Certifi- cate in Teaching	114	35	149	104	23	127	49	18	67	35	10	45
Intermediate or Diploma in Commerce.	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture ..	65	1	66	40	..	40	..	..	..	..	..	..
Veterinary Examination	11	..	11	3	..	3	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course.</i>												
Matriculation ..	13,294	2,030	15,324	9,716	787	10,503	480	768	1,248	373	440	813
School Final, etc ..	..	5	5	..	1	1	..	..	..	..	..	..
European High School	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	61	..	61	46	..	46	42	..	42	22	..	22
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ..	29	..	29	24	..	24	44	..	44	38	..	38
European Middle ..	94	..	94	79	..	79	90	..	90	69	..	69
Anglo-Vernacular Middle	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	13,549	1,006	14,555	9,479	645	10,124	2,692	928	3,620	1,974	534	2,508
<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 ..	97	21	118	95	19	114	125	92	217	86	30	116
Vernacular, Lower ..	252	31	283	235	8	243	207	128	395	199	53	252
At Art Schools ..	36	2	38	35	2	37	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	307	11	318	234	7	241	104	..	104	70	..	70
At Engineering Schools† ..	50	..	50	50	..	50	..	..	..	..	..	..
At Technical and Industrial Schools	594	23	617	438	19	455	191	..	191	133	..	133
At Commercial Schools	238	36	274	92	14	106	..	..	..	..	..	..
At Agricultural Schools ..	30	..	30	30	..	30	..	..	..	..	..	..
At other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..

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

†Includes Survey Schools.

IX—STATISTICS OF EDUCATIONAL

Types of Institutions.	NUMBER OF INSTITUTIONS AND SCHOLARS.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I—RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	289	..	..	1	937	3	1,226
High Schools ..	12	2,345	13	3,856	45	11,511	70	17,712
Middle Schools ..	4	357	3,012	388,922	68	7,863	3,084	397,142
Primary Schools ..	6	303	4,361	239,684	613	31,892	4,980	271,879
Training Schools ..	2	296	..	..	1	45	3	341
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	2	30	163	4,038	18	378	183	4,446
Other Schools ..	3	345	..	..	..	..	3	345
Total ..	31	3,965	7,549	636,500	746	52,626	8,326	693,091
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	131	..	..	..	..	1	131
Middle Schools ..	1	182	21	2,316	14	2,045	36	4,543
Primary Schools ..	1	24	935	38,866	283	13,002	1,219	51,882
Training Schools ..	12	228	..	..	..	..	12	228
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	1	23	..	..	..	..	1	23
Total ..	16	538	956	41,172	297	15,047	1,269	56,807
GRAND TOTAL FOR ALL RECOGNIZED INSTITUTIONS.	47	4,553	8,505	677,672	1,043	67,673	9,595	749,898
II—UNRECOGNIZED INSTITUTIONS.								
For Males ..	..	..	..	..	..	..	3,043	65,841
For Females ..	..	..	..	..	..	..	2,740	52,215
Total ..	..	..	..	..	..	..	5,783	118,056
GRAND TOTAL FOR ALL INSTITUTIONS.	..	..	..	..	..	..	15,378	867,954

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NUMBER OF TEACHERS.			
From Government Funds	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In Private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,46,838		1,55,138	3,01,976	24		48	72
3,05,624	64,046	4,69,776	8,39,446	170	263	593	1,026
46,29,450	13,28,380	7,26,593	66,84,423	14	13,553	412	13,979
22,08,091	6,46,112	82,262	29,36,465	9	7,687	989	8,685
44,360		3,198	47,558	13		2	15
4,435	1,002		5,437	2	72	8	82
1,05,071		3,774	1,08,845	21			21
74,43,869	20,39,540	14,40,741	1,09,24,150	253	21,575	2,052	23,880
48,585		21,374	69,959	12			12
52,864	16,549	39,680	1,09,293	5	87	111	203
3,43,293	1,30,160	49,631	5,23,084	2	1,190	430	1,622
23,945	41		28,986	33			33
196			196	1			1
4,73,883	1,46,750	1,10,885	7,31,518	53	1,277	541	1,871
79,17,752	21,86,290	15,51,626	1,16,55,668	306	22,852	2,593	25,751

Explanatory Notes.—

- (1) Figures for urban areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV—A and B and V—A and B.
- (4) This table includes statistics relating to training schools, whether situated in urban or in rural areas in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

X-A.—SCHOLARS BY

CLASS.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages— Below 5 ..	35	..	..	..	..	..	..	..
5 to 6 ..	59,125	432	100	..	..	..	..	..
6 to 7 ..	97,301	13,496	1,113	12	1	..	..	..
7 to 8 ..	84,207	39,103	8,839	650	13	..	..	..
8 to 9 ..	46,551	42,518	25,168	6,358	256	10	2	..
9 to 10 ..	24,483	32,262	33,200	19,712	2,949	295	18	1
10 to 11 ..	12,552	19,981	25,567	26,437	12,677	3,683	317	10
11 to 12 ..	4,923	9,361	15,664	21,633	17,477	10,308	2,411	193
12 to 13 ..	1,661	4,177	8,134	13,057	14,008	12,509	7,284	2,235
13 to 14 ..	786	1,408	3,498	6,821	8,999	10,483	8,880	6,486
14 to 15 ..	289	616	1,436	2,769	4,888	6,558	7,212	7,204
15 to 16 ..	125	256	672	1,114	1,869	3,597	4,931	6,046
16 to 17 ..	29	125	226	325	725	1,557	2,423	4,171
17 to 18 ..	20	48	51	122	214	523	993	2,233
18 to 19 ..	9	28	21	51	65	180	364	988
19 to 20 ..	16	20	10	14	20	59	123	389
Over 20 ..	21	14	4	7	8	11	14	107
Total ..	332,133	163,845	123,703	99,082	64,169	49,773	34,972	30,153

N.B.—Figures relating to the Lawrence Royal Military School, Sanawar, and
*Excludes 10 research

CLASSES AND AGES.

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	35	..	..	..	..	..	..	..	..	35
..	..	59,657	..	..	..	..	..	..	..	..	59,657
..	..	111,923	..	..	..	..	..	..	..	..	111,923
..	..	132,812	..	..	..	..	..	..	..	..	132,812
..	..	120,863	..	..	..	..	..	..	..	..	120,863
..	..	112,920	..	..	..	..	..	..	..	..	112,920
..	..	101,224	..	..	..	..	..	..	..	..	101,224
15	..	81,985	..	..	..	..	..	..	..	..	81,985
171	18	63,254	..	..	..	..	..	..	..	..	63,254
1,404	154	48,919	13	5	..	..	..	..	..	18	48,937
3,797	1,067	35,926	111	44	1	..	..	..	..	156	36,082
4,219	2,912	25,741	443	128	5	..	..	..	..	576	26,317
3,547	3,110	16,238	886	374	41	10	..	1	..	1,312	17,550
2,086	2,601	8,891	831	856	217	84	2	5	7	2,002	10,893
1,183	1,666	4,555	648	823	570	297	3	23	16	2,380	6,935
536	1,053	2,240	392	663	443	594	7	51	31	2,181	4,421
209	688	1,083	314	732	597	1,199	26	158	158	3,184*	4,267
17,167	13,269	928,266	3,638	3,625	1,874	2,184	38	238	212	11,809	940,075

the intermediate classes attached to it are excluded.
students.

CLASS.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages. Below 5 ..	108	..	..	..	..	..	..	..
5 to 6 ..	18,966	203	8	..	..	..	..	..
6 to 7 ..	21,527	3,830	136	12	..	..	..	..
7 to 8 ..	17,804	5,017	2,422	163	7	..	..	..
8 to 9 ..	11,997	6,252	3,681	1,706	95	40	..	..
9 to 10	7,583	5,148	4,604	2,262	1,363	38	2	..
10 to 11	4,066	3,529	3,832	3,524	2,285	294	35	3
11 to 12	2,500	2,038	3,114	3,206	2,611	659	266	36
12 to 13	1,108	1,049	1,684	2,333	2,450	1,079	544	374
13 to 14	488	607	954	1,527	1,828	847	726	411
14 to 15	173	146	333	650	1,039	466	602	631
15 to 16	115	62	185	305	558	262	382	502
16 to 17	30	39	92	95	199	119	210	307
17 to 18	12	15	27	38	88	73	98	215
18 to 19	8	9	19	13	37	19	39	97
19 to 20	5	6	17	16	53	20	24	61
Over 20	16	15	15	45	71	12	20	59
Total ..	86,502	27,965	21,123	15,895	12,684	3,928	2,948	2,696

CLASSES AND AGES

HIGH		TOTALS	INTER-MEDIATE		DEGREE.			POST-GRADUATE.		TOTAL	GRAND TOTALS.
IX.	X.		1st Year	2nd Year.	1st Year	2nd Year	3rd Year	1st Year.	2nd Year.		
..	..	108	..	..	..	..	..	..	..	..	108
..	..	19,177	..	..	..	..	..	..	..	..	19,177
..	..	25,505	..	..	..	..	..	..	..	..	25,505
..	..	25,413	..	..	..	..	..	..	..	..	25,413
..	..	23,771	..	..	..	..	..	..	..	..	23,771
..	..	21,000	..	..	..	..	..	..	..	..	21,000
..	..	17,568	..	..	..	..	..	..	..	..	17,568
..	..	14,430	..	..	..	..	..	..	..	..	14,430
4	2	10,625	..	..	..	..	..	..	..	..	10,625
70	20	7,478	1	..	..	..	..	..	..	1	7,479
113	37	4,190	4	..	..	..	..	..	..	4	4,194
207	107	2,685	18	2	..	..	..	..	..	20	2,705
183	104	1,378	48	14	3	..	..	..	..	65	1,443
103	72	741	58	32	13	4	..	..	..	107	848
63	49	353	31	41	23	10	..	..	..	105	458
35	43	280	31	36	25	10	2	4	..	108	388
37	34	324	35	27	25	42	1	14	12	156	480
815	468	175,024	226	152	89	66	3	18	12	566	175,590

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON
31st MARCH, 1936.**

Institutions	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	181	24,345	24,476	2,647	7,312	9,959	3,408	5,786	9,194	28,969	54,273	83,242	1,945	10,333	12,278	37,100	102,049	139,149*
Middle Schools (English)	386	1,374	1,760	12,140	7,004	19,144	3,007	2,467	5,474	7,776	7,284	15,060	423	561	4,234	23,732	21,940	45,672
Middle Schools (Vernacular)	89	21	110	301,373	82,757	384,130	1,118	602	1,720	1,288	645	1,933	86	69	155	308,054	84,094	388,048
Total	606	25,740	26,346	316,160	97,073	413,233	7,533	8,855	16,388	38,033	62,202	100,235	2,454	14,213	16,667	364,736	208,083	572,869

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON
31st MARCH, 1936**

High Schools ..	4,771	3,008	7,779	..	..	..	..	..	2,307	1,139	3,546	214	181	345	7,382	4,288	11,670*	
Middle Schools (English)	803	438	1,241	..	..	..	1,446	292	1,738	3,181	788	3,969	..	..	5,430	1,518	6,948	
Middle Schools (Vernacular)	368	122	490	2,716	362	3,078	7,346	1,203	8,549	18,066	3,301	21,367	257	44	301	23,753	5,032	33,785
Total ..	5,942	3,568	9,510	2,716	362	3,078	8,792	1,495	10,287	23,644	5,238	28,882	471	175	646	41,565	10,838	52,403

*Figures regarding the Lawrence Royal Military School, Sanawar, are excluded.

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