

**Report on the Progress of Education in the Punjab for the  
year 1939-40.**

**CONTENTS.**

**CHAPTERS—**

	<b>PAGES.</b>
I.—General Summary .. .. .	1
II.—Controlling Agencies .. .. .	23
III.—Collegiate Education .. .. .	34
IV.—Secondary Education (Boys) .. .. .	42
V.—Primary Education (Boys) .. .. .	49
VI.—Training of Teachers (Men) .. .. .	55
VII.—Professional, Technical and Special Education .. .. .	67
VIII.—Education of Girls (Indian) .. .. .	83
IX.—Education of Europeans.. .. .	98
X.—Education of Special Classes .. .. .	110
XI.—The Punjab Advisory Board for Books .. .. .	114

**TABLES --**

I.—Classification of Educational Institutions .. .. .	i—iii
II-A.—Distribution of Scholars attending Educational Institutions for males .. .. .	iv-v
II-B.—Distribution of Scholars attending Educational Institutions for females .. .. .	vi-vii
III-A.—Expenditure on Education for Males .. .. .	viii-ix
III-B.—Expenditure on Education for Females .. .. .	x-xi
IV-A.—Race or creed of male Scholars receiving General Education .. .. .	xii-xiii
IV-B.—Race or creed of female Scholars receiving General Education .. .. .	xiv-xv
V-A.—Race or creed of male Scholars receiving Vocational and Special Education .. .. .	xvi
V-B.—Race or creed of female Scholars receiving Vocational and Special Education .. .. .	xvii

	PAGES.
<b>TABLES—</b>	
VI-A.—Men Teachers .. .. .	xviii.
VI-B.—Women Teachers .. .. .	xix
VII.—Anglo-Indian and European Education ..	xx-xxi.
VIII.—Examination Results .. .. .	xxii-xxiii.
IX.—Statistics of Educational Institutions in Rural	
Areas .. .. .	xxiv-xxv.
X-A.—Male Scholars by classes and ages ..	xxvi-xxvii.
X-B.—Female Scholars by classes and ages ..	xxviii-xxix.
<b>SUPPLEMENTARY TABLES—</b>	
I.—Distribution of Scholars by stages in Secondary Schools for Males .. .. .	xxx.
II.—Distribution of Scholars by stages in Secondary Schools for Females .. .. .	xxx.

Proceedings of the Punjab Government No. 26475-G.,  
dated the 16th December, 1940.

READ—

The report of the Director of Public Instruction, Punjab for the year ending 31st March, 1940.

General Observa-  
tion .

THE statistics discussed in the opening chapter of the report bear eloquent testimony to the steady progress made in almost all branches of educational effort and development during the 12 months ending on the 31st March, 1940. There has been a very great numerical advance in schools and scholars. Elementary education has advanced on sound lines and has made quite remarkable headway. For instance, the average attendance has not only improved but has outpaced the increased enrolment. The percentage of enrolment in class IV to the total enrolment in primary classes has gone up appreciably, as also the percentage of pupils attaining literacy. Psychological methods and improvised devices are being brought into use for the improvement of instruction in rural schools to make them efficient, effective, and in consequence economical. Model schools have been opened to set an example to neighbouring schools. Refresher courses have been instituted to infuse new ideas and to bring freshness and renewed energy to teachers long cut off from modern trends. The reorganization of the training schools with an extended course and improved curriculum is bound to result in producing a far healthier, brisker and more mentally alert teacher. The year is also noteworthy for vigorous activity in the inauguration of the adult literacy movement, which shows hopeful signs of touching popular imagination. Agricultural training on rural-school farms continues to be successful and popular and has, as before, been instrumental not only in whetting the pupils' interest in their ancestral vocation but also in popularising improved methods of cultivation among the *zamindars*. The Government are gratified to note that the measures taken and facilities provided for the encouragement of less advanced areas and communities have continued to expand, and it is pleasing further to find that these concessions are beginning to bear fruit. No less gratifying is the rapid progress in girls' education. New schools—primary as well as secondary—have been opened, and these have swelled enrolment which in all grades of schools stands at 197,833. Training facilities have also been expanded and improved, while extra-mural activities in secondary schools such as hobbies, crafts, scouting, cubbing, girl guiding, Red Cross and similar other healthy activities have received a strong impetus. All these improvements and developments

are a matter for great satisfaction and Government are confident that the education of the future in the province is being built on sound foundations for which the Department is to be congratulated.

To turn now to facts and figures. During the year under review the number of institutions of all grades has advanced by 688 to 19,713, and the number of scholars in attendance therein by 48,143 to 1,393,687. The increase in the number of pupils in boys' schools is 2.6 per cent and in that of girls' schools 9 per cent, which is very heartening indeed. A very notable feature of the increase of scholars in attendance in all grades of institutions is that the total enrolment for the year has outstripped the peak enrolment of 1930-31 by as much as 7,846. This, Government are pleased to observe, has been achieved in three years of the present quinquennium without slackening efforts at consolidation and elimination of fictitious figures, although the Director only dared to hope that it might be possible at the end of the quinquennium. The existence of as many as 4,328 boys' and 3,137 girls' unrecognised institutions of very doubtful utility is rather perturbing; some of these, it is believed, are awaiting recognition, though this cannot be said of all. The efficiency and effectiveness of unrecognised schools which are not regularly inspected is open to question, and it would thus be interesting to investigate the category and grade to which most of these unrecognised institutions belong. The number of branch schools is about a third of the total number of single-teacher schools. The Government are in full agreement with the Director's remark that this type of school has outlived its utility, and has not proved helpful in the expansion of education in rural areas. The fall in their number, though slow, predicts their natural death. The Government view with pleasure the allotment of larger funds for the expansion and progress of girls' education. They are also pleased to note that income from fees has gone up appreciably while the cost per scholar, both in the case of boys and girls, has fallen. A very refreshing feature of the report is the remarkable increase in enrolment in all stages of instruction, boys as well as girls. With an increase of 256 primary schools for boys and girls, the enrolment in these schools has risen by 22,232 or at an average rate of 80 per school. With a total increase of 42,716 in the enrolment of recognised institutions for boys and girls, the average attendance has gone up by 52,989. There is a striking advance of 3.6 per cent in the average attendance of girls reading in vernacular middle schools. Both these facts

which are a true index of educational progress, reflect credit on the vigilant supervision of the inspecting agency of the Department.

The Punjab University, has, during the year under review, passed some important resolutions, viz., the grant of special concessions to students who cannot take up a University examination on account of military service ; the holding of the B. A. examination twice a year and the prescription of a minimum salary limit for the professorial staffs of colleges. The building of a second storey on the Senate Hall will remove the former congestion in the University building. The Women's Swimming Tank will add a very desirable amenity for women students of the University.

While the number of Arts colleges for boys has remained stationary at 34, the number of scholars in these institutions has gone up by 1,508. It is a little disconcerting to read that an increase in the number of degree colleges in the mofussil has not been instrumental in stopping the drift of students to Lahore, although it is acknowledged on all hands that it has helped to provide cheaper education to the people in the rural areas. The Government are wholly in accord with the remarks of the Director on the inter-relation of the present system of education and educated unemployment.

The Government associate themselves with the warm tribute paid by the Director to Dr. H. B. Dunicliff on his retirement from the Principalship of the Government College, Lahore. He will long be remembered for his close connection with higher education and University instruction in the Province, and for his strenuous labours in raising funds for the Sir Fazl-i-Husain Library at Government College. The province owes a debt of gratitude to Dr. Dunicliff for the lasting work he has done in the sphere of higher education.

The retirement of Principal Ghani and the untimely death of Principal Hem Raj have also been a great loss to higher education in the Punjab.

The number of secondary schools for boys has gone up by 1 to 3,444 and the enrolment therein by 14,079 to 596,371. The fall of 3 in the number of middle schools is obviously due to their elevation to the high standard, but despite this fall the enrolment in these schools has risen by 6,877, which must be due to the

filling up of the existing schools. Similarly, although there has been an increase of only four high schools, the number of pupils in high schools has increased by 7,202. The increasingly healthy and joyous interest of secondary schools in wholesome activities and hobbies of various kinds is a matter for great satisfaction. Medical inspection of school children is being suitably attended to, while physical training is improving steadily. Rural secondary schools continue to be helpful means of expanding literacy among the villagers and in improving the sanitary, economic and social conditions of villages. The growing demand for agricultural, vocational and industrial hands crafts and other ancillary activities in the schools is indicative of their increasing popularity. Village libraries, adult literacy leagues, games and recreation clubs are producing effective results in the rural areas.

The number of primary schools has advanced during the year by 80 to 6,006; the enrolment by 9,115 to 396,044 and the average attendance by 12,023 to 347,468. This is very gratifying indeed, but more pleasing is the welcome rise in average attendance. The introduction of better methods of teaching infants and the improvement of the existing teachers in primary schools through short-time refresher-courses is likely, it is anticipated, to improve matters still further. The introduction of gardening, floriculture, hobbies and interesting games, have added great attractiveness to the schools. There is still a cry of despondency regarding the progress of compulsion in the province. It seems that the haphazard selection of unsuitable areas coupled with inherent defects in the Compulsory Education Act have led to the present position. The Government are in full agreement with the remarks of the Director on page 53 concerning the existence merely in name of several compulsory areas in some parts of the province. The matter might be investigated with thoroughness and a report submitted to Government in due course. It is encouraging to note that the model schools are raising the general level of efficiency, tone, discipline and extra-curricular activities in neighbouring primary schools. The divisional and district refresher courses, along with courses in physical training work, have, Government are pleased to learn, helped in improving the instructional proficiency and broadened the general outlook of teachers. The two years Junior Vernacular course, and the revised syllabi for the normal schools introduced during the year, are certain to improve the training imparted in normal schools and to produce a much better type of teacher in the near future.

The Government are gratified to read the conclusions drawn by the Director in the stimulating paragraph under this caption. The disproportionate base of the pyramid formed by class I of the primary department has gradually been reduced to 39 per cent; only a few years ago it stood as high as 50 per cent. The enrolment in the four primary classes has also begun to be more uniformly distributed. The percentage of boys reading in class IV after admission to the school four years ago has gone up by 2·4 to 36·3. This means that the annual output of literacy is forging ahead rapidly. Another important feature of the report is the average increase of 4,310 per annum during the past four years in the rolls of class IV. A similar increase is noticeable in classes II and III. All this advance is attributed to consolidation and intensive supervision.

Another striking feature of the report is the notable progress made in the important field of girls' education. With a net increase of 159 institutions the rise in enrolment is 17,909. The addition of 176 primary schools alone has brought in a fresh enrolment of 13,117. The proportion of boys to girls studying in different institutions stands as 5 to 1, while the ratio of the institutions for boys and girls is 4 to 1. The vernacular training institutions for girls appear to be gradually to be solving the vital problem of an adequate and continuous supply of training teachers for girls' primary and secondary schools. The newly opened school at Sharaqpur—the gift of the Central Government—and the experiment on training 70 wives of teachers—at four different centres should prove an additional help to the starting of mixed schools. It is disconcerting to read that the high output of women Anglo-Vernacular B. T. teacher is much in excess of the present demand for such teachers in the province. The popularity of mixed schools in the Amritsar district is a matter for great gratification but the Punjab Government would like to see the experiment conducted more enthusiastically and optimistically in other parts of the province. No less interesting is the participation of girls' schools in such useful movements as the literacy campaign among women, Red Cross and the Girls Guides. Physical Training is receiving more attention, although medical inspection of girls still leaves room for great expansion.

The concluding sections of this informing and stimulating chapter deal with four important developments in the field of education, viz., reorganization of normal schools, the initiation of model schools, the institution of refresher courses for vernacular teachers and

the inauguration of the literacy movement on a province-wide scale. No elaboration is needed to stress the improvement and expansion of education in general and of rural education in particular, which these developments will effect. The Government are aware that the efficiency and improvement of the primary school teacher is the pivot of a sound and well-devised system of education and the reorganization of normal schools on sound lines is likely to make a valuable contribution towards the transformation of rural schools in the Punjab. There cannot be the slightest doubt that, imbued with the spirit of new learning that these normal schools will now impart, the newly trained teacher will bear a half-mark of his own and be better equipped in every way for his work as guide, philosopher and friend of the village community.

No less important is the initiation of divisional refresher courses. The primary school teacher has obvious difficulties of his own, such as his initially low academic qualifications, depressing conditions of work, lack of touch with the rapidly growing world of ideas and his isolated life in villages. The Department has been well-advised in refreshing these teachers from time to time. The reports quoted by Director of Public Instruction are encouraging and augur well for the future. The effect of all these innovations and of the increased interest in rural well-being can only be appreciated, accelerated and maintained in their full measure if adults, both men and women, in the village community are made literate, for an educated parent will not allow his child to grow up in ignorance. To achieve this end by the speediest method available and within the minimum of time, a campaign against illiteracy has been instituted on a province-wide scale with great vigour and keenness. The result achieved by the Department through this campaign are remarkable, especially as available funds were so meagre and all effort was voluntary. The purchase of 419,085 books for free distribution and circulating libraries and the enrolment of over a lakh pupils in a year, half of whom have practically attained literacy, are encouraging figures indeed. Rs. 7,000 awarded during the year to some provincial and normal-school journals for bringing out adult supplements, though inadequate, is money well spent. Concentrated efforts in jails, industrial areas, Harijan colonies, criminal tribes settlements and Police lines, seem to have met with unexpected results. The movement, it is pleasing to find, is also gaining ground among women, and literacy centres have been organised in all the four circles. Those figures would be a matter of pride for any beneficent department. Government are greatly impressed by these achievements and innovations and congratulate the Department on the success it has achieved during the year under review.

The direction of the Department, throughout the year has been in the charge of Mr. W. H. F. Armstrong. <sup>Acknowledg-</sup> <sup>ment.</sup> He is mainly responsible for the vigorous drive against illiteracy and the various schemes of educational reconstruction and improvements which will go a long way to build up a sound system of primary and secondary education in the province.

Government are thankful to him for the great ability, tact and initiative he has brought to bear in the discharge of his heavy responsibility.

The Government place on record their appreciation of the efficient discharge of their onerous duties by the headquarter staff, particularly Rai Bahadur Mr. Man Mohan, whose sound advice and hard work have been of great help to the Department and Miss Thomas for her hard work and untiring interest in the advancement of girls' education in the province. Special acknowledgments are also due to the willing response which all inspecting officers have made to the new departmental developments, and to the self-sacrificing way in which they have shouldered the heavy burden of extra work entailed.

The thanks of Government are also due to Rai Bahadur Mr. Man Mohan, Deputy Director of Public Instruction, and Mr. P. D. Bhanot, Inspector of Training Institutions, Punjab, Chairman, and Secretary, respectively of the Normal Schools Reorganization and Syllabus Revision Committees, for the fine work done in producing a very sound syllabus for rural teachers, so ably and expeditiously, and to all who were associated with them in this work as members of the Committee.

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 Governor of the Punjab,

W. H. F. ARMSTRONG,

*Under-Secretary to Government, Punjab.*

## CHAPTER I. General Summary.

(i) *General Tables.*—The sub-joined extracts from the general educational tables are set out here to enable the reader to have a general idea of the work and progress of this Department during the year under review :—

**1939-40.**

### GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

Area in square miles... 99,866	Population— Males ... 12,880,510 Females ... 10,700,342 Total ... 23,780,852		PERCENTAGE OF SCHOLARS TO POPULATION.			
			RECOGNISED INSTITUTIONS.		ALL INSTITUTIONS.	
			1938-39.	1939-40	1938-39.	1939-40
	Males ..	7.62	7.88	8.31	8.54	
	Females ...	1.90	2.07	2.57	2.75	
	Total ...	5.02	5.21	5.71	5.91	

  

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1938-39.	1939-40.	Increase or decrease.	1938-39.	1939-40.	Increase or decrease.	
	1	2	3	4	5	6	
<b>RECOGNISED INSTITUTIONS.</b>							
Universities ...	1	1	...	12	17	+5	
<i>For males</i>							(a) 5,739
Arts Colleges ...	34	34	...	15,275	16,783	+1,508	(b) 10,012 (c) 1,432
Professional Colleges ...	9	9	..	2,370	2,402	+32	(a) 1,863 (b) 539
High Schools ...	361	365	+4	162,282	169,484	+7,202	(c) 124,288 (d) 45,196
Middle Schools ...	3,082	3,079	-3	420,010	426,887	+6,877	(c) 114,982 (d) 311,905
Primary Schools ...	5,927	6,066	+80	386,920	396,744	+9,115	(d) 396,044
Special Schools ...	248	311	+63	12,520	13,796	+1,276	
<b>TOTALS</b> ...	<b>9,660</b>	<b>9,804</b>	<b>+144</b>	<b>999,183</b>	<b>1,025,396</b>	<b>+26,010</b>	
<i>For Females.</i>							(a) 220 (b) 437 (c) 88
Arts Colleges ...	4	5	+1	636	745	+109	(a) 35 (b) 95
Professional Colleges ...	2	2	...	120	130	+10	(c) 6,693 (a) 7,333
High Schools ...	45	4	+4	12,553	14,031	+1,473	(c) 11,372 (d) 41,217
Middle Schools ...	227	219	-8	50,920	52,590	+1,670	(d) 131,212
Primary Schools ...	1,912	,088	+176	118,095	131,212	+13,117	
Special Schools ...	83	80	-3	3,145	3,472	+327	
<b>TOTALS</b> ...	<b>2,273</b>	<b>2,443</b>	<b>+170</b>	<b>185,474</b>	<b>202,180</b>	<b>+16,706</b>	
<b>UNRECOGNISED INSTITUTIONS.</b>							
<i>For Males</i>	3,943	4,328	+385	91,193	95,412	+4,219	
<i>For Females</i>	3,148	3,137	-11	69,479	70,682	+1,203	
<b>TOTALS</b> ...	<b>7,091</b>	<b>7,465</b>	<b>+374</b>	<b>160,672</b>	<b>166,094</b>	<b>+5,422</b>	
<b>GRAND TOTALS</b> ...	<b>19,751</b>	<b>19,771</b>	<b>+20</b>	<b>1,345,655</b>	<b>1,391,490</b>	<b>+45,835</b>	

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

## GENERAL SUMMARY OF

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1938-39.	1939-40.	Increase or decrease.	Government funds.	Local funds.*
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and Inspection	14,81,724	15,27,328	+45,604	93·3	6·6
Universities ...	13,00,441	14,16,886	+1,16,245	16·4	..
Miscellaneous* ...	39,53,076	38,79,127	-73,949	39·9	16·8
<b>TOTALS ...</b>	<b>67,35,241</b>	<b>68,23,141</b>	<b>+87,900</b>	<b>47·04</b>	<b>11·05</b>
<i>Institution for males.</i>					
Arts Colleges ...	27,05,145	28,06,709	+1,01,564	25·70	·18
Professional Colleges ...	13,72,024	13,65,848	-6,176	71·50	..
High Schools ...	64,88,646	65,41,876	+53,230	29·33	5·48
Middle Schools ...	72,24,420	71,78,518	-45,902	63·75	19·18
Primary Schools ...	42,63,938	43,50,394	+81,466	61·44	31·73
Special Schools ...	13,55,920	13,78,906	+22,986	59·94	·34
<b>TOTALS ...</b>	<b>2,34,15,083</b>	<b>2,36,22,251</b>	<b>+2,07,163</b>	<b>49·48</b>	<b>13·22</b>
<i>Institutions for females.</i>					
Arts Colleges ...	2,16,335	2,48,560	+32,225	49·00	..
Professional Colleges ...	56,776	64,407	+7,631	79·57	..
High Schools ...	9,70,550	10,40,213	+69,663	63·84	·41
Middle Schools ...	10,56,010	10,43,155	-12,855	35·94	25·69
Primary Schools ...	12,27,600	13,18,527	+90,927	46·69	39·35
Special Schools ...	4,32,401	4,76,533	+44,132	55·42	2·01
<b>TOTALS ...</b>	<b>39,59,672</b>	<b>41,91,395</b>	<b>+2,31,723</b>	<b>49·91</b>	<b>19·10</b>
<b>GRAND TOTALS ...</b>	<b>3,41,09,996</b>	<b>3,46,36,787</b>	<b>+5,26,791</b>	<b>49·06</b>	<b>13·51</b>

N. B.—For explanation of certain terms used in the tables please see overleaf.

\*Includes expenditure on buildings.

†Local funds include both District Board and Municipal Funds.

## EXPENDITURE ON EDUCATION.

EXPENDITURE FROM				COST PER SCHOLAR TO		
Fees.	Other sources.	Government funds.	Local funds.†	Fees.	Other sources.	Total cost per scholar.
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	·0006	...	..	..	..	..
74·4	9·3	..	..	..	..	..
6·7	36·6	..	..	..	..	..
19·25	22·66	..	..	..	..	..
60·28	13·84	42 15 8	0 4 7	100 13 2	22 2 3	166 3 8
24·65	3·85	406 8 8	..	140 3 6	21 13 10	568 10 0
57·07	8·12	11 5 2	2 1 3	22 0 5	3 2 2	38 9 0
14·74	2·34	10 11 6	3 3 7	2 7 8	0 6 3	16 13 0
1·71	5·12	6 11 11	3 7 9	0 3 0	0 9 0	10 15 8
28·83	10·89	59 14 7	0 5 5	28 13 0	10 14 2	99 15 2
30·36	6·44	11 6 5	3 0 9	7 1 9	1 7 7	23 0 6
43·38	7·62	163 7 9	--	144 11 9	25 6 7	333 10 1
15·59	4·84	394 3 5	--	77 3 9	23 15 9	495 6 11
28·98	6·77	47 5 3	0 5 0	21 7 8	5 0 3	74 2 2
11·54	26·83	7 2 0	5 1 6	2 4 7	5 5 1	19 13 2
·96	12·99	4 11 1	3 15 3	0 1 6	1 4 11	10 0 9
9·14	33·43	76 1 0	2 12 0	12 8 9	45 14 1	137 3 10
14·22	16·77	10 5 6	3 10 6	2 15 1	3 7 6	20 6 7
26·56	10·87	11 6 8	3 3 2	7 4 5	1 14 7	23 12 10

(ii) *Institutions.*—There has been an increase of 688 in institutions of all kinds; last year the increase was 598. Compared with the first year of the present quinquennium which commenced with a drop of 39 in the number of institutions, there is thus a remarkable increase of 1,286 in the total number of institutions of all types, recognised and unrecognised, for boys as well as for girls. The institutions for boys record an increase of 529 against 474 of last year and those for girls of 159 as against last year's figure of 124. Almost half of the increase is in unrecognised institutions, which in the case of boys contribute 385 to the total number. There is a rise of 144 in recognised institutions for boys and of 170 in those for girls.

The following table gives the classification of boys' schools according to managements:—

	High.	A.-V. Middle.	Ver. Middle.	Primary.	Special.
1. Government Schools ..	83	7	3	12	99
2. District Board Schools ..	36	78	2,850	4,816	133
3. Municipal Board Schools ..	24	17	9	335	7
4. Privately managed schools ..	222	98	17	843	72
Total ..	365	200	2,879	6,006	311

There is one school, recognised, or unrecognised, for boys for every seven square miles, while in the case of girls there is one such school for every 18 square miles in the Province.

(a) *One-teacher schools.*—The number of one-teacher primary schools in the province has increased by 66 to 1,986—a rise of 3.3 per cent. During the past decade, that is, since 1930-31, the increase in the number of such schools has continued unabated at an average pace of almost 80 schools per year, as is clear from the following table:—

1930-31	... 1,169
1931-32	... 1,258
1932-33	... 1,442
1933-34	... 1,507
1934-35	... 1,538
1935-36	... 1,585
1936-37	... 1,702
1937-38	... 1,893
1938-39	... 1,920
1939-40	... 1,986

One-third of the total number of one-teacher schools in the province is contributed by the branch schools.

The growing number of these ineffective and, in consequence, extravagant schools has always been a matter of serious and genuine concern to the Department, although, at the same time, it has also to be borne in mind that the geographical conditions of certain districts and the sparse population and educational backwardness of certain other areas is likely at all future times to preclude the possibility of their total extinction. Their continued increase is, however, a matter for regret.

The percentage of one-teacher schools to the total number of primary schools stands at 33 per cent. It is rather curious to note that the number of one-teacher primary schools for boys has almost kept pace with the rise in the total number of primary schools; the former has gone up by 66 and the latter by 80.

The following table gives the position division-wise :—

Division.	No. of single-teacher schools.	Increase or decrease.	Percentage of single-teacher schools to the total number of primary schools.	Increase or decrease.
Ambala ..	549	—26	50·8	—3
Jullundur ..	242	9	21·2	—0·3
Lahore ..	299	+38	22·8	+2·5
Rawalpindi ..	287	+25	27·2	+2·0
Multan ..	609	+38	43·0	+1·9
Total ..	1,986	+66		

Three Divisions show an increase of 101 while the other two give a decrease of 35.

As has been stated above already, the one-teacher schools are a necessity in backward areas and sparsely populated tracts. They are certainly a valuable help in educational expansion. But where inefficient ones exist or even uneconomical ones, an effort may be made to amalgamate with a multi-teacher school or turn it into a mixed school. In this connexion, the Ambala Inspector states that most of the District Boards who had been advised by him from time to time to close down

uneconomical and unnecessary schools and to utilise the teachers thus spared in converting single-teacher schools into multi-teacher ones, have welcomed the suggestion and are trying to close these extravagant schools in spite of local opposition. Another avenue abounding with potentialities for the successful expansion of primary education in rural areas lies in the conversion of one-teacher schools into multi-teacher mixed schools. Here again the Ambala Inspector reports that co-educational schools have gone a long way in helping to reduce the number of one-teacher schools. A careful and detailed enquiry into these possibilities is likely to lead to some useful solution resulting in greater efficiency in the existing schools and in minimising ineffectiveness in the unnecessary ones.

(b) *Branch schools.*—The number of branch schools in the province has gone down from 699 to 620—a decrease of 79. As has already been reiterated in previous reports, branch schools have practically outlived their utility and are ineffective and unprofitable except in very rare circumstances. These schools were encouraged by the Department from the time of their inception for the simple reason that they would, it was anticipated, help not only in attracting to the school in the village a number of little children who owing to tender age could not walk long distances to the main school, but would also act as feeders to the parent school. As a one-teacher-one-class or two-class-school, some of these schools were quite successful in their function, but the temptation of forcing the elevation of the school to a one-teacher primary school later on leads in the case of many to inefficient instruction, and unpopularity. All branch schools that do not contribute properly towards the removal of illiteracy should be eliminated.

(iii) *Expenditure.*—The table on pages 2 and 3 represents a general summary of expenditure on educational institutions of all types, both for boys and girls. The cost of education has advanced by Rs. 5,26,791 to Rs. 3,46,36,787, there being an increase of Rs. 2,07,168 on institutions for boys and of Rs. 2,31,723, or 44 per cent of the total increase, on those for girls, and of Rs. 87,900 in expenditure on Direction and Inspection, Universities, etc. The percentage of expenditure from Government funds on boys and girls institutions has fallen by '86 per cent. (from 50'34 to 49'45) and by '38 (from 50'29 to 49'91) whereas the percentage of expenditure met from fees has increased by 1'28 and '85 and the cost per schola has gone down by Re. 0-6-6 and Re. 0-15-0, respectively.

(iv) *Scholars.*—It is very refreshing to note an all-round increase of 48,143 in all kinds of institutions for boys and

girls, recognised and unrecognised—from 1,345,544 to 1,393,687—there being an advance of 26,010 in recognised institutions for boys, of 16,706 in those for girls and of 5,422 in unrecognised institutions for boys as well as girls. In the case of boys' recognised schools, the high, the middle and the primary schools contribute 7,202 6,877 and 9,115, respectively, to the total increase, whereas over 80 per cent of the total increase in the girls' schools is contributed by a rise of 176 primary schools, adding 13,117 to the total enrolment. It is highly gratifying to observe that no decrease is visible anywhere in any type of institution, from the college standard down to the primary stage.

The position of the various divisions with regard to the rise or fall in the enrolment of the various types of schools is shown by the table reproduced below :—

Division.	High Schools.	A.-V. Middle Schools.	VERNACULAR MIDDLE SCHOOLS.		Primary.
			Upper.	Lower.	
Ambala ... ..	+1,103	+87	+874	+265	+3,131
Jullundur .. ..	+1,442	+659	+1,004	-121	+4,307
Lahore ... ..	+2,913	-252	+2,221	-388	+6,334
Rawalpindi ... ..	+1,163	+859	+1,865	+378	+4,115
Multan .. ..	+1,841	+65	+1,108	+181	+4,382

All the Divisions indicate an increase in the enrolment of high, upper vernacular middle and primary schools. The Anglo-Vernacular middle schools show a small decrease in the Lahore Division and the lower middles in the Jullundur and the Lahore Divisions.

The divisional enrolment in all types of recognised schools is given in the following table :—

Division.	1938-39.	1939-40.	Increase or decrease.
Ambala .. ..	154,809	160,337	+5,528
Jullundur .. ..	220,538	227,780	+7,242
Lahore .. ..	309,670	322,410	+12,740
Rawalpindi .. ..	241,528	249,866	+8,338
Multan .. ..	229,316	236,198	+6,882

Here again it is very pleasing to find that all Divisions show an increase. In the report for the year 1937-38, the following statement occurs:—"The total enrolment this year is less by 83,380 pupils than the peak enrolment in the year 1930-31, and it is earnestly hoped that within the present quinquennium we shall reach the figure, if efforts are continued with present vigour". It is a matter of sincere congratulation that within three-fifths of the anticipated period the enrolment has outstripped the peak figure of 1930-31 by 7,846.

(a) *Percentage of populations under instruction.*—The percentage of pupils, under instruction in all types of schools, to the total population has gone up from 5.71 to 5.91, an increase of .2 per cent. The percentages for boys and girls for the past five years are:—

	Boys.	Girls.	Boys and Girls.
1935-36 .. .. .	8.01	2.26	5.40
1936-37 .. .. .	8.07	2.29	5.45
1937-38 .. .. .	8.12	2.40	5.52
1938-39 .. .. .	8.31	2.57	5.71
1939-40 .. .. .	8.54	2.75	5.91

The above table shows that there has been a gradual progress in the number of boys and girls enrolled in our institutions from year to year and the steadily improving percentages bear eloquent testimony to the unremitting efforts made to expand facilities for the education of the masses.

(v) *Progress of literacy.*—The sub-joined table supplies comparative figures of enrolment in the four classes of the primary schools and departments:—

Year.	I	II	III	IV
1938-39 .. .. .	299,251	172,952	139,304	112,533
1939-40 .. .. .	292,977	180,980	144,022	116,323

It will be noticed that whereas there is a fall of 6,274 in the enrolment of class I, there is a welcome increase of 16,451 in the next three classes, viz., of 8,028, 4,718 and 3,735 in classes II, III and IV, respectively. The increase in these classes is nearly three times the decrease in class I, which is a very

happy augury for the future. This indeed is again a very encouraging sign that stagnation is being reduced from year to year; that wastage is being minimised; and that class to class promotions are being made more regular and steady. The inflated figures of class I of a decade or so ago are fast approaching the normal limit and the enrolment in the four classes is becoming more uniformly distributed.

The tenth quinquennial review of the Government of India observes "The enrolment of class IV gives the clue to the position. Unless the enrolment of this class is steadily increased from year to year no satisfaction can be felt in increasing the number of schools and pupils". The enrolment in class IV during the past five years is given by the following table :—

1935-36	...	...	99,082
1936-37	...	...	101,616
1937-38	...	...	107,527
1938-39	...	...	112,588
1939-40	...	..	116,323

Judged by the above dictum, the provinces can genuinely feel proud of its progress. In four years the enrolment of this class has steadily increased from year to year by 17,241 or at an average of 4,310 per annum and we hope that there will be no turning back from this advance in the future.

The percentage of boys of school-going age in the primary classes is 47·5 while the average strength of a primary school works out at 66. Taking the maximum strength of an average class in a four-teacher primary school as 40, there is yet scope for another 94 boys per school. Thus the existing 6,006 primary schools can easily absorb 564,564 pupils.

Another noticeable feature of the figures of enrolment is that while, during the past four years, the percentage of pupils in class I to the total enrolment has gone down from 41·2 to 39·9, such percentage in classes II, III and IV has gone up by 1·2, 1·4 and 1·6, respectively. The percentage for the year stands thus :—

I	...	39·9
II	...	24·6
III	...	19·6
IV	...	15·8

The increase or decrease, as the case may be, has been very steady and seems to be approaching the ideal classification very rapidly. We are now short of the ideal (worked out in the report for 1936-37) figures by 7·9 in class I, 2·4 in class II, 2·4 in class III, and 3·2 in class IV. The percentage of boys in class I in 1936-37 (317,350) who reached class IV in 1939-40 (116,323) works out at 36·3. The percentage of the output of literates is very high in the Jullundur Division, being 39·2 as the lowest in the Ferozepore district, and 64 (an increase of 15·4 in the year) in the Jullundur district. If out of the total enrolment in class I in 1936-37 20 per cent of the number is deducted as unpromotable boys—part of those admitted during the second session October and November—the number of boys reaching class IV stands at 47 per cent. Even with the ideal classification, allowing a decrease of a sixth of the number annually for incidence of mortality and losses from other causes, class IV can only have 58 boys out of an enrolment of 100 in class I after four years. We are thus not very much short of the ideal.

The remarkable increase in the percentage of pupils reaching class IV during the past four years is shown by the following table :—

1936-37	...	28·1
1937-38	...	31·3
1938-39	...	33·9
1939-40	...	36·3

The average rate of progress thus is nearly 2 per cent per year. Among the Divisions, Jullundur Division leads with 41 per cent while the percentage varies between 33 and 37 in the other four divisions.

(vi) *Average attendance.*—The true criterion of all educational progress is that rise in enrolment be marked by a proportionate improvement in average attendance; in fact regular attendance is far more important than mere enrolment. With an increase of 26,010 and 16,706 in the enrolment of boys and girls institutions the average attendance has gone up by a remarkable figure of 35,675 and 17,314, respectively. This is indeed very encouraging and clearly proved that due emphasis is being laid on regularity of attendance and consequently on the diminution of the evil of wastage. The “family system” and the award of “flags of honour” to classes for good attendance in the Jullundur Division have gone a long way in improving average attendance and class

promotions. With the exceptions of a slight fall of '8 per cent in the average attendance of girls in the high schools, all other types of schools, both for boys and girls, have maintained an upward trend.

	Boys.	Girls.
High .. .	+1.3	—'8
A.-V. Middle ...	+1.1	+1.4
Vernacular Middle .. ..	+0.8	+3.6
Primary ... ..	+1.0	+1.0

The increase of 3.6 per cent (from 87.2 to 90.8) in the case of girls studying in the vernacular middle schools is a matter for great satisfaction. It tends to show that the improved type of teachers, conversant with newer methods of teaching, are proving helpful in the attractiveness of the rural schools.

(vi) *Trained teachers.*—Out of 34,677 men teachers employed in schools of all types 29,969 or 86.4 per cent are trained. Compared with the figures for the previous year the total number has increased by 422 (from 34,255 to 34,677); 129 in primary schools 20 in middle schools and 273 in high schools. The number of trained teachers, however, has gone up by 266 only. Among the untrained teachers are also included 1,424 teachers who have been awarded, for long and satisfactory teaching service, special departmental certificates. If this number is included among those who are duly qualified to teach in schools, the percentage of competent teachers would rise to 90.8. In the case of the primary, middle and high schools, the percentage of trained teachers stands at 72.7, 91.8 and 84 per cent, respectively. The Multan Division has the highest percentage (92) of trained teachers in the secondary schools and the Jullundur Division (85.6) in the case of primary teachers.

The provincial percentage for trained teachers has gone down slightly, from 86.7 to 86.4.

The position with regard to trained teachers is quite satisfactory in all departments of Government and local body schools, both vernacular as well as Anglo-vernacular. They continue to maintain a high percentage of trained and qualified teachers on their staffs. Out of 1,807 and 164 teachers employed in the aided and unaided primary schools 1,069 and 93

or 59 per cent and 56 per cent, respectively, are untrained. As against last year, the position remains unaltered in the case of aided schools, but it has undergone a slight improvement in the unaided schools. In the Multan Division, the percentage of trained teachers in aided and unaided primary schools is as low as 21.7 and 10 per cent. The Lahore Inspector attributes the increasing fall of trained teachers in aided and unaided schools to the fact that as soon as recognition has been secured the managements replace trained hands by untrained teachers. This is a highly unsatisfactory state of affairs and should be checked forthwith. Wherever such a subterfuge is detected disciplinary action should be immediately taken.

It is hoped that the 3-unit normal school started, during the year, at Gujrat will help to reduce the large number of untrained teachers employed in the aided and unaided institutions.

(viii) *Extramural activities.*—It is pleasing to note that the general outlook and the mental horizon of an average pupil in our schools—vernacular as well as anglo-vernacular—are being widened and expanded through extra academic activities. Useful handicraft and hobbies are being started in all types of schools and these are becoming increasingly popular. Gardening and floriculture are helping in developing the æsthetic taste of the boys and a taste for the study of Nature. Music-clubs are instrumental in brightening the otherwise humdrum life of schools. There are 196 co-operative societies in all the Divisions, with a membership of 13,072 and a total annual subscription of Rs. 73,042. The number of thrift societies is 990 with a membership of 15,750 and an annual saving of Rs. 6,32,838. Paisa Banks do not seem to have found favour in general except in the Lahore and Multan Divisions, where there are, 23,155 such banks. There are 5,524 Red Cross Societies with an enrolment of 27,618. Scouting is forging ahead in the province. There are 1,771 troops with a membership of 42,167. Glowing tributes pour in from all quarters on the valuable social service rendered by our troops on all occasions—airs, festivals and other public functions. Cubbing is gaining ground in the rural schools. Radio sets in schools provide very healthy amusement, entertainment and sound education.

(ix) *Physical training and medical inspection.*—The Assistant District Inspectors of schools for physical training continue to give a very healthy impetus to physical welfare in the province. The work of these officers is confined not merely to inspection but also to instruction. Every Division has held refresher courses in physical training for vernacular teachers. The main object of these refresher courses is to give suitable

training to rural teachers so that they may introduce in their own schools interesting games which afford recreation and fun along with proper exercise. From the divisional reports it is clear that the effect is remarkable inasmuch as games have become attractive for an average village pupil.

The total number of village games clubs is 4,275 an increase of 385, their membership being 57,053 with an increase of 3,793 during the year. In the Rawalpindi Division alone there is an increase of 194 clubs with a rise of 2,038 in their membership.

Daily games in the evening and play-for-all during and after the school hours continue to form an integral part of the regular routine of all secondary schools. Tournaments for both the high and middle schools have been revived in some Divisions, and it is reported that untoward incidents and rowdy behaviour are being properly controlled. The normal schools held this year, for the first time after a lapse of over 25 years, a games tournament. The success achieved was remarkable. During their course of training the pupil teachers in the normal schools are taught not only to play games for their own physical development but also to organise them for their pupils and for the village adults. Medical inspection of school children is a vital necessity—as essential as the instructional work itself. It is pleasing to note that parents have begun to evince greater interest in the medical care of their children. As before, a number of high schools have their own dispensaries and their own part-time doctors. During the year 220,893 students were examined, 57,480 declared sick and 37,811 cured.

(x) *Manual training and post matric clerical and commercial education.*—There are 40 manual training centres with an enrolment of 12,701 or an average of 317 per centre. The total expenditure on these centres was Rs. 47,709 or Rs. 1,192 per centre. The work carried on in these centres is mostly carpentry. A detailed account of most matric. clerical and commercial classes will be found in Chapter VII. The number of these classes is 10, their enrolment 229 and the total expenditure on these Rs. 36,385. There is a rise of 3 in the enrolment.

(xi) *Girls education.*—The number of recognised institutions for girls has gone up by 170 to 2,443, the largest increase being in the number of primary schools registering an advance of 176. The number of scholars marks a rise of 16,706 to 202,180 or of 17,909 to 272,862, if unrecognised schools are also included. The total expenditure on girls education has risen by Rs. 231,723 to Rs. 41,91,395. In view of the pressing

need for expansion in girls' education this total increase in expenditure can hardly be considered adequate. There has been an addition during the year of one Assistant District Inspectress for Amritsar where the number of primary schools has gone well above 100. The necessity of a fifth Circle Inspectress is being felt very strongly now. Owing to the large number of districts in the charge of each Circle Inspectress and of long distances they have to travel, it is feared that sufficiently concentrated and personal help and guidance cannot possibly be given by them to the schools they inspect or to the District Inspectresses whose work they check and supervise.

Refresher courses of a short duration of 10 days or more have been held in almost all the districts of the province for vernacular teachers; the Lahore Circle held a refresher course for Anglo-vernacular teachers also. Refresher courses for the teachers of Domestic Science were also held at the headquarters of eight districts.

All the districts except Gurgaon have now a Government high school for girls; three middle schools have been raised to the high standard during the year under report.

The only S.-V. training class for women is attached to the Government High School for Women, Hosbiarpur, while facilities for the training of J.-V. teachers are provided in 24 Government and four privately managed schools. A new Government normal school for women, with a practising school attached thereto, has been opened during the year at Sharaqpur (district Sheikhpura) in a spacious and well-founded building erected with funds provided by the Government of India. Accommodation is provided here for the training of 50 teachers, although this year only 20 students from rural areas have been admitted. Here the students will get the usual J.-V. training but greater stress is going to be laid on Domestic Science, gardening and poultry farming. Much is hoped from this experiment. B. T. training is provided in one Government and four privately managed (unaffiliated) colleges and J. A.-V. at the Kinnaird J. A.-V. Centre and Lady MacLagan Training College, Lahore. It is rather disquieting to read that the supply of B. T.'s is quite out of proportion to the demand; about 140 girls appeared in the B. T. examination during the year. With the opening of more Government middle schools and the raising of local body and aided schools to the middle standard, there is obviously much greater need for J. A.-V.'s than B.T.'s.

It is pleasing to note that physical training and girl guiding are receiving adequate attention in girls' institutions.

The number of girl guides has gone up to 5,996. Medical inspection, highly essential for all girls' institutions, exists only in 10 Government high schools and colleges for women. It is gratifying to learn that adult literacy among women has been taken up with enthusiasm by girls' schools. Village uplift work and lectures on useful rural topics are also delivered by pupils in girls schools. Suitable dramatic performances are also staged occasionally for rural audiences.

(xii) *Co-education*.—The number of girls reading in recognised institutions for boys has gone up by 1,804 to 22,811 while the number of boys in girls' institutions has increased only by 332 to 3,113. Taking the unrecognised schools also into calculation there are 33,814 girls in boys' schools and 12,784 boys in girls' schools. The total number of schools for training wives of teachers has gone up by 1 to 4 with a total enrolment now of 70. These teachers are being trained for work in mixed schools. Co-educational schools do not appear to have attained popularity in the Multan and Rawalpindi Circles. In the Amritsar district there are 11 district board and one aided co-educational schools, and all these have women teachers on their staff, one of them having as many as five.

(xiii) *Rural education*.—Education in the backward rural areas continues to be pushed forward with vigour. Along with this are being carried out experiments in the instructional improvement of vernacular education; in coordinating and harmonising instruction with pupils' needs and environment and in devising interesting and attractive methods of teaching. Such scientific and psychological methods as the playway, the project and the activity tend to add attraction and retentiveness to our schools. Handicrafts and agricultural training are beginning to make education less bookish. Rural uplift propaganda and intensive community work carried out by our rural schools are beginning to effect the desired improvement in the life and outlook of the villagers.

(a) *Village libraries*.—The number of village libraries attached to vernacular middle schools is 2,087 as against 2,021 last year. Owing to financial stringency it has not been possible to replenish the libraries with fresh literature with the result that they have to a large extent lost popularity. If our libraries are unable to stock readable literature it is impossible to impress upon the average villager the advantage of being literate as a form of recreation. It is hoped that during the coming year each district will be provided with circulating

libraries from our model schools and this will to a certain extent meet the public demand.

(b) *Agricultural education.*—A detailed account of this will be found in subsection 3 of Chapter VII on Technical, Professional and Special Education. Agricultural training is now beginning to realise our main aim that the rural child should not after his school career be estranged from his ancestral vocation, nor should he be attracted unnecessarily to the hollow glamour of city life. The farms attached to schools act as demonstration plots for the neighbouring villages, wherein scientific methods of cultivation, newer implements and improved seeds of the staple crops are exhibited, and wherefrom correct and up-to-date information on practical agriculture is disseminated. Old Boys Agricultural Associations, Arbour Days, Flower Shows and Agricultural Exhibitions have now become annual functions in almost all the districts of the province. Home plots started by pupils on their parents farms have increased the interest in field work for the boys. Subsidiary agricultural industries such as poultry-farming, sericulture, vegetable growing, etc., have provided healthy openings to the agriculturists for the use of their leisure.

(c) *Rural Uplift Work.*—One of the most prominent extra-curricular activities of the rurally situated schools—primary, middle as well as high—is the uplift work carried on by them for the village community. Approach to this vast problem has been made from almost all conceivable directions and all phases of a villager's life, namely, the economic, social, moral, educational and hygienic have been touched. In full and cordial co-operation with the other beneficent departments, our schools—their teachers as well as pupils—and the inspecting officers have conducted not only propaganda work but have actually participated in intensive practical work. Through Parents' Days, Farmers' Days, Red Cross Days, etc., people have been induced by means of posters, processions, and performances to keep their houses and premises clean and sanitary, to get themselves vaccinated and inculcated in times of epidemics and to adopt prophylactic measures against malaria after the rainy season. The village schools are truly the centre of all "dehat sudhar" activities. From the various reports received one is led to believe that a gradual but perceptible improvement is being wrought in the conditions of the villages and the villagers.

(d) *Compulsion.*—The number of rural areas under compulsion during the year has gone down by 96 to 2,851; the number of urban areas remains stationary at 65.

The main criterion of the success of compulsion is that it should lead to the minimization, if not to the total elimination or extinction, of waste in educational labour through leakage and stagnation. The reports from the various divisions, though slightly more optimistic than the last few years, still show that the Compulsory Primary Education Act, as it stands has been ineffective and inefficacious in this direction. There is no marked improvement, in the areas brought under the operation of the Compulsory Education Act, in the matter of enrolment, average attendance and of turning out a higher percentage of literates as compared with non-compulsory areas. The percentage of enrolment in the Gujrat district is 59 while the average percentage in the compulsory areas of the Ambala division is 53, which clearly corroborates the statement of the Inspector that the selection of these areas has been extremely injudicious and haphazard. It is regrettable that in five out of the six districts of the Lahore Division the percentage of enrolment, as compared with the previous year, has assumed a downward trend; in the Lahore and Gujranwala districts there is a fall of as much as 10 per cent and 9 per cent, respectively. It is refreshing, however, to find that in some districts of the Jullundur and the Multan Divisions the enrolment and literacy percentages are slightly better than in non-compulsory areas.

The reasons for the failure of compulsion have often been discussed at great length and they need not be repeated here. It is only hoped that the new Primary Education Act will remove some of the very obvious defects in the old Act and open the way for greater success.

The following extract from the Ambala Inspector's report is most disquieting:—

“Most of the areas brought under compulsion in the past were selected in a haphazard manner without any regard being paid either to the suitability of the area or the financial commitments that it would entail upon the local body concerned. Compulsion has been withdrawn in 13 areas in the Ambala district, there are still 11 areas in Karnal and 47 in Rohtak where not a single school exists. The urban areas are not less clear of blame; the Ambala City and Sadar Bazar Municipality as well as Kharar are trying to withdraw compulsion without making any effort for making it effective. Kharar is another instance where the Committee has closed its only primary school and is also applying for withdrawal of compulsion.”

This indeed is a very startling position and is indicative of the fact that some of our compulsory areas exist merely in name or on paper alone. A careful survey of the whole province in this important matter is clearly indicated.

(xiv) *Education of Special Classes.*—Generous financial assistance and special fee concessions continue to be given to educationally backward areas and communities.

It is very pleasing to note that the enrolment of Muslim boys in all types of institutions is marked by an all round increase of 14,449 from 535,424 to 549,873 and that of girls by 7,787 from 124,330 to 132,117.

The enrolment of boys and girls of special classes in institutions of all types records an increase of 1,422 from 30,169 to 31,611 and of 90 from 1,549 to 1,639. In the case of boys the increase is all round and in all types of institutions, whereas in the case of girls there is a fall of 98 in the enrolment of professional schools and of 2 in that of unrecognised schools.

(xv) *New Features and Developments.*—This is one of the most important advances made by the Department in recent years and is now in full swing. Early in the year 1938, the Punjab Government appointed a committee for the organization of the vernacular training schools in the province. The committee made a number of recommendations concerning the duration of the J.-V. and S.-V. training courses; the selection of staffs for the normal schools and special emoluments to be paid, special grants to be paid to the schools for their libraries and for the teaching of handicrafts and Everyday Science; qualifications for admission, and the revision of the syllabus. All these recommendations were implemented later by the Punjab Government and have already been put into force. Another committee was appointed in the year 1939 to overhaul the normal schools' syllabus. The new syllabus recommended by this committee lays far greater stress on the practice of teaching, a better knowledge of child psychology, an extensive study of literature, a knowledge of handicrafts and hobbies, intensive training for the teaching of adults, and an extensive knowledge of newer and more modern methods of teaching infants. This new syllabus has for the first time been introduced in the new J. V. classes formed in the beginning of the year under report. It is hoped that the new syllabus which follows the main lines suggested by the primary schools syllabus will definitely revolutionise the training of vernacular teachers in so far as their intellectual and general outlook is concerned. All the schools are finding the new syllabus exceedingly helpful. The new teacher will, it is hoped, after he

has completed his training, be an improved instructor, besides being able to prove a useful guide, philosopher and friend of the village community in which his work and activity will ultimately centre.

(b) *Refresher Courses.*—Another interesting and highly useful device for the improvement of the instructional efficiency and mental outlook of vernacular teachers is the holding for the first time of refresher courses for a month during the harvest vacation in all the Divisions. Nearly 500 teachers were refreshed simultaneously in the five Divisions. Before the course began a well planned programme was drawn up by the Divisional Inspectors and every phase of a teacher's interest and activity was suitably provided for—physical exercise, extensive study of literature, actual demonstration of class teaching, lectures on teaching and the topics connected with beneficent departments, recreative games, music, news from the radio, dramatic performances, handicrafts and hobbies, problems of rural education, such as adult education, compulsion, flow of promotion, nursery classes, playway devices, improvement of calligraphy and the introduction of phonetics. Every effort seems to have been made not only to guide the teachers but to stimulate them and to urge them to participate in the discussion leading to broad principles and definite decisions. As to the value and the consequent effect of these refresher courses on the vernacular teachers' work, the Inspector of Schools, Jullundur, states—"The value of such a refresher course for village school masters, who ordinarily work in isolation, cannot be over-estimated. The teachers assembled at the central place in the Division thoroughly enjoyed their stay and common life for a fortnight in a happy and inspiring atmosphere, and there is no doubt that they went back to their task in the school very much wiser and better prepared". Similarly the Inspector of Schools, Multan, writes: "In spite of the tendency of vernacular teachers' to stereotyped ideas and practices the refresher courses have undeniably served the purpose of channels whereby quantities of fresh water supplied to the mental pools of the teachers have prevented these pools from becoming stagnant." In a similar strain do the Inspectors, Rawalpindi and Ambala express their views. Writes the former: "The effect of this course on instructional work in primary schools is very encouraging indeed. The teachers who attended this course returned to their work with new ideas, much better equipped, with an insight into the problems of their work and greater enthusiasm for carrying on their duties". The latter remarks: "Needless to say that the refreshers returned to the school not only better equipped to face the problems of class manage-

ment and instruction, but also their outlook on life and its problems immensely widened and clarified".

The Multan Division held 57 refresher courses and 18 teachers' conferences besides the divisional refresher course. At these additional courses 2,816 vernacular teachers were refreshed in addition to 96 refreshed at the divisional course.

Several refresher courses have also been held during the year for women teachers. In the Rawalpindi Circle refresher courses were held in four districts in addition to the refresher courses for girl guides and another for Domestic Science teachers. Fourteen refresher courses were held in the Multan Circle. In the Lahore Circle 323 teachers were refreshed in all the districts. It is reported that stress was laid in all these courses on improving the administrative and instructional efficiency of the teachers.

(c) *Model Schools*.—The number of model schools throughout the province is 56, or almost two per district. The main object of starting these schools two years ago was that they should act as beacon lights and practical and demonstrational guides to the rural schools in the neighbourhood of each such school—in fact it was considered that these schools should stand out as models for other schools to follow. To achieve this high ideal all possible facilities have been provided in these schools and they are expected to achieve a high standard of discipline, tone and instructional efficiency besides organising a large number of extra-academic activities. These schools employ the latest scientific and psychological methods for teaching the three R's to children; hobbies and handicrafts of the locality are taught to all the pupils; radios are supplied free for the educational and recreational use of the school children as well as of the village community; medical inspection is held regularly; milk is supplied free to undernourished children; farms exist for instruction as well as demonstration. In the Lahore Division milk was supplied free to 434 children. Teachers' conferences are held every month in these schools and the model school teachers demonstrate handicrafts, useful activities, physical training work and improved educational methods to the teachers collected. Parents' days are celebrated regularly. Physical Training, scouting and school bands exist in almost all these schools. Co-operative societies have been organised and school magazines are being run by the schools. It is generally reported that even in schools other than model most of these useful activities have already found their way and are being taken up keenly. Each school is trying with the neighbouring school in the improvement of its instruction

and in the practice of these activities. The Inspector of Schools, Multan, states that the product of the model schools is in many respects superior to that of ordinary schools in his Division. The Inspector of Schools, Jullundur, states that the enrolment has increased in model schools and this has resulted in many cases in the decrease in the cost *per capita*. He gives the example of the Nagrota school where the cost *per capita* has come down during two years from Rs. 32 to Rs. 13 in 1939-40.

(d) *Adult Literacy*—The most refreshing feature of the year's work has been the inauguration on a province-wide scale of the campaign to eradicate illiteracy from the province. The new experiment of teaching adults based on the technique and the psychological approach of Dr. Frank Laubach—the method of "Each one teach one" or "Parho aur Parhao"—which was originally started in February, 1937, and was restricted for a year in its initial stages to a few selected areas and localities was pushed forward with full vigour during the year under report. After suitable literacy primers, charts, maps, etc., had been prepared during the experimental year, the Punjab Government decided to embark upon five year programme for the eradication of illiteracy from the province commencing from 1939-40 and sanctioned a grant of Rs. 22,800 for this purpose. Most of this money was utilized in the preparation of primers and follow-up literature for the campaign. During the year 308,000 copies of 7 primers in Urdu, Gurmukhi and Hindi and 56,500 copies of 15 books of follow-up literature were purchased by the Department. In addition to these books 54,585 copies of books suitable for post literacy work were purchased with a view to adding them to 600 travelling libraries in the province.

During the year attempts have been made to solve the problem of the eradication of illiteracy through the medium of (i) old type of regular adult schools started by local bodies in the rural areas, and (ii) adult centres. The number of the old type of adult literacy schools has increased by 56 to 201, and their enrolment by 924 to 6,075. The number of literacy certificates issued is 2,081. It seems that even the old type of adult school has begun to function more vigorously with the inauguration of the new literacy movement, but there seems no reason why the two should not be amalgamated.

Adult Literacy Movement on Laubach's method is being conducted in the province through divisional, district, tehsil and village literacy leagues. So far the work has been carried on with the willing and encouraging help of

Adult  
Centres.

volunteers—teachers and other public spirited gentlemen. A large number of charitable and philanthropic institutions have also been giving their best to the movement. The number of male adults under instruction during the year has been 106,473 and the number of those made literate, 50,779. The actual number of literacy certificates issued was 44,336. In the Jullundur Division 208 villages have been selected for intensive literacy work. Literacy leagues have also been organized. Eight literacy societies have been started in the Jullundur district and 11 in the Ludhiana district. The Multan Division has organised 1,124 literacy leagues with a membership of 7,372. During the year Rs. 2,530 were collected in the Multan Division in small voluntary subscriptions to help forward the movement. About a dozen journals including 5 normal school monthlies have been subsidised by the Department with a view to their bringing out regularly a supplement for adults under instruction. The total amount thus distributed is Rs. 7,360.

It is refreshing to note that the movement is gaining ground among women of the province. The Multan Circle has 124 centres with an enrolment of 1,565 adult women under instruction. The Rawalpindi Circle has 700, and the Lahore Circle 2,836.

Every possible avenue for the approach to adults is being explored by the various literacy leagues in the province. Jails, railway employees, industrial centres, Harijan colonies, criminal tribes settlements, police lines are being tackled in various places. In some places where literacy has been achieved by a large percentage of the population, post-literacy centres have been established. It is hoped that next year with the larger subsidy that is being looked forward to from the Punjab Government circulating libraries will be established and paid teachers and supervisors appointed.

## CHAPTER II.

### Controlling Agencies.

The post of the Director of Public Instruction, Punjab and Under-Secretary to Government, Punjab, was held by Mr. W. H. F. Armstrong, M. A. (Cantab.), throughout the year under review.

Head Office  
Appoin-  
ments.

Rai Bahadur Mr. Man Mohan, M. A., continued to hold charge of the post of Deputy Director of Public Instruction, Punjab, and was promoted to the Senior Selection Grade of Punjab Educational Service (Class I) from 15th July, 1939.

Miss L. E. Thomas, B. Sc., Deputy Directress of Public Instruction continued to hold charge of her post as well as the additional charge of administration and inspection of European Schools.

Malik Ghulam Rasul Shauq, M. A., Inspector of Vernacular Education, Punjab, was transferred and appointed Principal, Government Intermediate College, Dharamsala, and was succeeded by Mr. B. A. Hashmi, M. A., M. Ed. (Leeds), Lecturer, Central Training College, Lahore, from 2nd October, 1939. Mr. P. D. Bhanot, B. A., P. E. S., Inspector of Training Institutions, continued to hold charge of his post throughout the year except for two periods of leave on average pay. Mr. Hashmi worked in his place during the first period of leave, and Malik Ahmad Hussain, M. A., B. T., Lecturer, Government College, Lahore, during the second period. M. Zafar Iqbal, M. A., Registrar, Departmental Examinations, Punjab, continued to hold charge of his post throughout the year.

There was no change among the Inspectors. Mr. S. M. Sharif, M. A. (Cantab.), Bar-at-Law, Inspector of Schools, Lahore Division, was promoted in a substantive provisional capacity to the Junior Selection Grade of Punjab Educational Service (Class I) from 15th July, 1939, *vice* Mr. A. S. Bokhari on foreign service.

Inspectors.

Malik Mohammad Hussain, Deputy Inspector of Schools, Rawalpindi, was transferred to Multan in place of Sh. Safdar Ali, transferred to Lahore as Deputy Inspector relieving Mian Mahmud Hasan, Deputy Inspector transferred to Rawalpindi in the same capacity. Pandit Murli Dhar Moudgill, Deputy Inspector of Schools, Ambala, was granted 28 months' leave from 23rd May, 1939, and L. Lal Chand Nayyar, Head Master, Government High School, Karnal, was appointed in his place with effect from 7th June, 1939.

Deputy In-  
spectors.

As usual, there were several changes among the District Inspectors. Dr. Hamid Khan Gore, District Inspector of Schools, Ferozepore, was transferred to Rawal-

District In-  
spectors.

pindi, in place of Ch. Lal Din appointed Head Master, Government High School, Karnal. He was replaced by Pir Muhammad Nawaz, District Inspector of Schools, Gurgaon, who in his turn was succeeded by L. Shaukat Rai, Head Master, Government High School, Jaranwala. Ch. Sardar Alam, District Inspector of Schools, Montgomery, was transferred to Hissar in May, 1939, in the same capacity, but was later on appointed Head Master, Government High School, Baghbanpura, from 14th October, 1939. Dr. Rashid Ahmad, Head Master, Government High School, Jhelum, worked as District Inspector of Schools, Hissar, from 10th June, 1939, but was transferred to Government College, Lahore, as Lecturer from 21st September, 1939. Hafiz Abdul Karim, District Inspector of Schools, Gujranwala, was transferred in May, 1939, to Jhelum and M. Shah Wali Yamini, Head Master, Government Normal School, Gakhar, was appointed in his place as District Inspector of Schools, Gujranwala, from 31st May, 1939. M. Mohammad Mohsin, District Inspector of Schools, Karnal and Mr. S. F. Dean, District Inspector of Schools, Amlala, changed places with each other during the year under review. Ch. Mohammad Sadiq, District Inspector of Schools, Sargodha, was transferred to Montgomery, and was succeeded by Q. Abdur Rahman, District Inspector of Schools, Multan. Ch. Abdul Ghani, District Inspector of Schools, Dera Ghazi Khan, was transferred to Multan and M. Mohammad Sadiq, District Inspector of Schools, Montgomery, was posted to Dera Ghazi Khan. Sh. Nur Hussain, Head Master, Government High School, Baghbanpura, was appointed as District Inspector of Schools, Hissar, in place of Mehta Harbans Rai, transferred to Jaranwala as Head Master, Government High School. A few officiating appointments were also made during the course of the year in connection with leave arrangements. M. Imam Bakbsh, M. Mohammad Mohsin, Kh. Aziz-ud-Din, and Mr. T. Lazarus, District Inspectors of Schools, Mianwali, Karnal, Sialkot and Amritsar respectively, were confirmed in Punjab Educational Service (Class II), while M. Mohammad Sadiq and Ch. Deva Singh, District Inspectors of Schools, Dera Ghazi Khan and Rohtak were promoted to Punjab Educational Service (Class II) in an officiating capacity during the year under report.

A number of changes were also made amongst the Assistant District Inspectors of Schools in the interest of public service and as a result of promotions, leave arrangements, retirements, etc.

Assistant  
District In-  
spectors of  
Schools.

Circle Inspec-  
tresses of  
Schools.

Miss V.G. Bhan, Mrs. R.M. Durrani and Miss A. Dass Gupta continued to hold the posts of Inspectresses of schools,

Ambala, Lahore and Rawalpindi Circles, respectively, throughout the year. Mis M. B. Khan, B. A., Officiating Inspectress of Schools, Multan Circle, was confirmed in her appointment in the Punjab Educational Service (Class II) (Women's Branch) with effect from 29th September, 1939.

During the year under report an additional post of Assistant District Inspectress in the grade of Rs. 110—5—135 was created for the Amritsar District. District Inspectresses.

The following statement supplies comparative figures of candidates who appeared in the various examinations held by the Department:— Departmental Examinations.

Name of Departmental Examination.	NO. OF CANDIDATES. BRITISH PUNJAB.		TOTAL NUMBER OF CANDIDATES.	
	1938-39.	1939-40.	1938-39.	1939-40.
1. Diploma Examination of the Chelmsford Training College, Ghosagali.	19	15	19	15
2. Trained Teachers Certificate Examination for Europeans—				
(i) Preliminary ...	23	18	23	18
(ii) Final. ...	14	24	14	24
3. Middle School Examination for Europeans.	125	92	129	92
4. Junior Vernacular Certificate Examination for Men Teachers—				
(i) Old Syllabus ...	304	47	341	53
(ii) New Syllabus ...	...	144	...	144
5. Senior Vernacular Certificate Examination for Men Teachers.	91	91	95	101
6. One-year Post-Matric Clerical Examination.	238	236	238	236
7. Junior Vernacular Certificate Examination for Women Teachers.	477	475	561	521
8. Senior Vernacular Certificate Examination for Women Teachers.	33	30	37	38
9. Junior Anglo-Vernacular Certificate Examination for Women.	47	47	47	47

Name of Departmental Examination,	NUMBER OF CANDIDATES.		TOTAL NUMBER OF CANDIDATES.	
	BRITISH PUNJAB.		1938-39.	1939-40.
	1938-39.	1939-40.		
10. Senior Anglo-Vernacular Certificate Examination.	144	134	150	144
11. Vernacular Final and Middle School Examination.	13,784	13,705	14,438	14,409
12. Middle Standard Examination for Indian Girls.	4,506	5,618	5,799	7,003

The steady increase in the number of girl candidates for the Middle Standard Examination is a gratifying feature and shows the increasing popularity of girls education in the province. The drop in the number of candidates for Vernacular Final and Middle School Examination for boys, which is the biggest examination conducted by the Department, is very small. As usual the results were declared punctually on the due dates.

#### *Education in States.*

Lahore  
Division.

Chamba is the only State in the Lahore Division, which invites the Inspector, Lahore Division, for the inspection of the State High School. It has an area of 3,127 square miles with a population of 146,670; 76,059 male and 70,611 females. During the year under report the total number of schools of all kinds rose by 5 from 32 to 37, and the number of scholars by 474 from 1,873 to 2,347. The increase is encouraging. The State maintains 1 High School, 2 Lower Middle Schools for boys, one for girls and 26 boys' primary schools. It also gives grant-in-aid to 2 pathshalas, 1 middle school for girls, 1 primary school (co-educational) and 3 primary schools for boys. The State authorities are alive to the necessity of providing increased facilities for primary education and the opening of 4 new primary schools in the mofussil is a step in the right direction. The percentage of male pupils to the male population has increased by .4 from 2.1 to 2.5, while that of girls to the female population has gone by .03 from .39 to .42. Education is free throughout the State and in rural areas books are supplied free of cost to the scholars.

The enrolment at the State High School, Chamba, has gone up during the year under report, by 53 to 505, and the Inspector reports that the school continues to be run efficiently. Extramural activities are well organised and scouting continues to receive special attention.

The total expenditure on education has increased during the year to Rs. 10,308. The cost *per capita* comes to Rs. 18 against Rs. 24 in the year 1938-39.

Col. Strong, the President of the Council of Administration and Diwan Bahadur Madho Ram the Vice-President continue to take a keen personal interest in the educational progress of the State.

The States of Nabha, Mandi and Suket invite the Inspector, Jullundur Division, to visit their Anglo Vernacular Secondary Schools, but maintain their own agencies for the supervision of vernacular schools.

Jullundur  
Division.

The Nabha State maintains a flourishing High School at Nabha. During the year the enrolment stood at 902 and the annual expenditure was Rs. 27,592. The Inspector reports that the school is well maintained.

Nabha.

The Mandi State maintains one high, four Anglo-Vernacular Middle, seven Anglo-Vernacular Lower Middle and 34 Primary Schools with an enrolment of 3,868 against 2,704 of the last year. Out of 176 teachers working in schools of all types, 123 or 84 per cent. are trained and certificated. The Bijai High School, Mandi, and the Y. A. V. Middle School, Joginder Nagar were inspected by the Jullundur Inspector who was favourably impressed with their progress. The Raja Sahib of Mandi continues to take a keen interest in the educational progress of the State.

Mandi.

There is one Anglo-Vernacular Middle and seven primary schools in the Suket State with a total enrolment of 530 boys against 512 of last year. Eleven teachers are working in the middle schools and 10 are employed in the primary schools. Of the 10 teachers working in primary schools only 2 are trained. The continued employment of untrained staff in the primary schools is proving harmful to instructional efficiency, and the desirability of staffing these schools with trained hands is urged again this year.

Suket.

Out of 28 States comprising the Simla Hill States, only 18 States are reported to have supplied the requisite information and 78 schools of all types exist in these 18 States. The percentage of trained teachers in the high

Ambala Di-  
vision.

schools of these States has decreased from 48.3 to 46.3, while in the middle and primary schools it has risen from 48.7 to 51.8 and from 8.3 to 14.4, respectively. The primary schools still continue to have an overwhelmingly large number of unqualified teachers, though there is slight improvement during the year.

Dujana State continues to maintain 2 Middle and 5 Primary Schools (one for girls). Seven hundred and thirty-six scholars are reading in these schools against 712 of last year. It is regrettable that the percentage of untrained staff continues to be very high.

Kalsia State has shown gratifying progress during the year under report. Six new schools were started during the year bringing their total number to 25—2 high, 3 middle 17 primary for boys and 3 primary schools for girls, with a roll of 1,617 against 1,417 last year. The percentage of trained teachers in the high schools has increased, but in the middle schools it has declined and in the boys' primary schools 20 out of 28 teachers are untrained. In the girls schools all the six mistresses are untrained. It is a pity that so much of the staff should be untrained, and if a full return of educational effort has to be obtained the State would be well advised to employ trained teachers only.

Pataudi State has added two more primary schools during the year bringing the total number to 7, including one State High School. Besides there is another high school under private management. The total enrolment in all these schools is 510. The percentage of trained teachers in the high schools comes to 36 only, while there is not a single trained hand on the staff of one middle and 6 boys' primary schools. The need of engaging properly trained teachers is once again stressed.

Sirmoor State has again not cared to supply any information this year.

The high schools, at Nahan (Sirmoor), Solon (Bhagat) and Rampur Bushahr were inspected by the Departmental inspecting officers during the year.

No State schools are open to the inspection of the Multan and Rawalpindi inspectors.

*Scope and methods of inspection.*—The last few years have witnessed a wholesome change in the scope and method of inspection resulting in improved educational efficiency. Tours are systematically planned and inspections are conducted in a spirit of sympathy and goodwill. The Multan Inspector ob-

erves, " The work of supervising the schools has been put on a very efficient basis. Tours of inspection are not held in a haphazard fashion. At the beginning of the year, the District Inspector and their assistants are required to plan their work of supervision according to the requirements of the schools. The year's work is then conveniently divided into terms and the term's work into months and every endeavour is made to carry out the tour programme so formed. This methodical and systematic planning and execution of work has naturally led to much improvement. It has engendered a greater sense of duty in the inspecting staff and it has undoubtedly helped the head masters and teachers of schools to remain alert....A whole some change has been effected in the attitude of the inspecting officers towards the work of supervision and they go to schools not as mere critics whose presence is feared but as friendly guides whose advice is valued and welcomed. After visiting a certain number of schools in a year the Assistant District Inspectors usually call short meetings of the teachers and explain to them the general defects and the general remedies that are proposed. As a result of such organised and systematic supervision, enrolment has increased, attendance has improved, leakage and stagnation have been more effectively controlled and distinct improvement is noticeable in the flow of promotions from class ".

In regard to the degree of supervision, however, the inspecting staff is considerably handicapped for want of adequate travelling allowance and the Inspectors have once again commented strongly on this matter. It is urged that the present allotment does not permit inspecting officers more than 10 days touring, and that this period is insufficient for the proper performance of their multifarious duties. The Inspectors feel that since supervision is not adequate, full value is not obtained for the vast sums of money spent on vernacular education, and they urge that the Travelling Allowance allotment should be commensurate with the duties and responsibilities of the inspecting officers.

This difficult problem of delegation of powers to educational officers has so far found no satisfactory solution. Delegation is optional, and even where powers are delegated, the delegation is usually hedged round by numerous provisos and restrictions, with the result that in practice it is not always easy to exercise even the delegated powers smoothly and effectively. The Inspectors complain that the consultation clause under Article 48 of Punjab Education Code is defective in that there is no provision for a final authority such as the Director of Public Instruction or the Commissioner of the Division, to arbitrate in the event of a difference of opinion between the Inspector and Chairmen of

Local bodies  
and delegation  
of powers.

the local body concerned. On the general question of delegation, the Inspectors are agreed that there should be full and unqualified delegation or no delegation at all.

As regards the administration of local bodies, adverse comments have been made once again by more than one Inspector. The Ambala Inspector observes, "The District Board members still continue to interfere with the discipline and the District Board teachers find it more advantageous to court the local district board member than to pay much heed to the instruction of the District Inspector of Schools".

The Rawalpindi Inspector is even more emphatic. He observes, "It is indeed a matter of regret that the members of the district boards take more than a healthy interest in the educational activities of the District Boards. District Inspectors are being constantly harassed with recommendations from District Board members in favour of their relations who are either employed in District Board service or are looking forward to securing jobs under it. This places the District Inspectors in a difficult position as they can ill-afford to displease the District Board members. These members are also in the habit of lording over the poor school teachers whom they think they can make or mar by virtue of their influence in the Board. Happily the Chairmen District Boards where they happen to be officials exercise a healthy influence and act as a restraint on the unreasonable attitude of the members. In the absence of such a check it would be impossible to run the administration".

The Jullundur Inspector, however, strikes a more optimistic note. "The relations between the inspecting officers—both Divisional and District—and District Boards have generally been amicable and cordial. It was only at the close of the year that the District Board, Jullundur, decided to reduce the educational budget abnormally against the advice of the officers of the Education Department. This led to some bitterness and the matter had to go up to the Punjab Government".

"The deliberations of the urban committees", says the Lahore Inspector, "are characterised by personal and party factions". The Inspector, Multan, observes, "Most of the urban committees have not delegated powers to the educational officers. Members are generally led by party spirit with the result that the administration and instructional efficiency suffer. It is necessary to adopt effective measures to remedy the defects in this respect".

The following comparative statement shows the number of recognised school for males maintained by the various controlling bodies :—

School and  
scholars.

Year.	High Schools.	Middle Anglo-Vernacular.	Middle Vernacular.	Primary.	Special.	Total.
-------	---------------	--------------------------	--------------------	----------	----------	--------

MAINTAINED BY GOVERNMENT.

1938-39	--	83	6	3	12	92	196
1939-40	..	83	7	3	12	99	204
Increase or decrease	--	--	+1	..	--	+7	+8

MAINTAINED BY DISTRICT BOARDS.

1938-39	..	36	78	2,850	4,748	120	7,838
1939-40	..	36	78	2,850	4,816	133	7,913
Increase or decrease	..	..	..	-6	+68	+13	+175

MAINTAINED BY MUNICIPAL COMMITTEES.

1938-39	--	23	18	7	312	4	364
1939-40	..	24	17	9	335	7	392
Increase or decrease	--	+1	-1	+2	+23	+3	+28

MAINTAINED BY PRIVATE BODIES.

1938-39	..	219	96	18	854	32	1,219
1939-40	..	222	98	17	843	72	1,252
Increase or decrease	..	+3	+2	-1	-11	+43	+33

It will be observed that all the controlling bodies record an increase in the number of institutions maintained by them—8, 75, 28 and 33 for Government, District Board, Municipal Board and Private Schools, respectively.

The following comparative statement shows an enrolment in recognised schools for males maintained by the various controlling bodies during the year :—

Year.	High Schools.	Middle Anglo-vernacular.	Middle Vernacular.	Primary.	Special.	Total.
-------	---------------	--------------------------	--------------------	----------	----------	--------

MAINTAINED BY GOVERNMENT.

31st March, 1939	23,944	1,983	102	712	5,938	35,677
31st March, 1940	27,810	2,042	127	860	6,941	37,680
Increase or decrease	+866	+59	+25	+148	+905	+2,003

MAINTAINED BY DISTRICT BOARDS.

31st March, 1939	12,188	18,277	371,209	266,368	4,399	672,441
31st March, 1940	12,402	18,635	370,468	270,591	3,699	681,795
Increase or decrease	+214	+358	+5,259	+4,223	-700	+9,354

MAINTAINED BY MUNICIPAL COMMITTEES.

31st March, 1939	12,132	5,781	1,651	54,654	226	74,444
31st March, 1940	12,790	5,514	1,945	53,702	212	79,163
Increase or decrease	+658	-267	+294	+4,048	-14	+4,719

MAINTAINED BY PRIVATE BODIES.

31st March, 1939	111,018	18,299	2,708	65,193	1,959	199,179
31st March, 1940	116,482	19,506	2,650	65,891	3,014	207,573
Increase or decrease	+5,464	+1,207	-58	+698	+1,055	+8,394

The above table shows that there has been an increase of 2,003, 9,354, 4,719 and 8,394 in the schools maintained by Government, District Boards, Municipal Boards and Private Bodies, respectively.

The percentage of expenditure from District Board Funds on District Board Schools has increased from 23·9 to 26·2 in the case of Jullundur Division, and 12·2 to 18·0 in the case of Rawalpindi Division, and has decreased from 23·2 to 21·7, from 27·6 to 26·9 and from 31·0 to 30·0 in the case of Ambala, Lahore and Multan Divisions, respectively, during the year. The expenditure of the district boards from their own funds on the District Board Schools has decreased from Rs. 26,15,845 last year to Rs. 25,71,727 this year. Government grants, however, increased in their case from Rs. 74,37,913 to Rs. 75,32,961.

The percentage of expenditure in the case of urban committees decreased in Ambala and Multan Divisions from 57·4 to 55·5 and 57·0 to 56·0, respectively, during the year, and increased in the case of Jullundur Division from 63·9 to 67·6 and remained about the same in Rawalpindi Division. The expenditure from municipal funds on Municipal Board Schools increased from Rs. 13,13,394 to Rs. 14,24,599 this year while Government grants to these committees went up this year to Rs. 6,23,822 against Rs. 6,07,585 last year.

Cantonment Boards received Rs. 30,503 as Government grant against Rs. 30,183 paid to them last year and spent Rs. 55,803 out of their own funds against Rs. 52,090 last year.

Statistics relating to the Schools under private management have been given above. It will be observed that out of a total number of 565 Anglo-Vernacular Schools, 320 are under private management. The contribution of private effort to educational progress is commendable, indeed. But, the administration of some of these schools leaves much room for improvement. The main defects are ; low wages, insecurity of service, irregular payment of salaries and interference on the part of the managing committee in the internal affairs of the schools. These defects are due partly to the poor finances of the schools and partly to party factions in the managements. The Rawalpindi Inspector observes, "It is a well-known fact that the financial conditions of a number of private schools is anything but satisfactory as public donations and subscriptions are not as readily forthcoming as they used to be with the result that certain objectionable malpractices have crept in". The Lahore Inspector observes, "The managing committees interfere too much with the internal economy and administration of schools. Instances are not wanting to show that even in the matter of fee concession, which according to the departmental rules is the sole concern of a Head Master, managers meddle too much.

## CHAPTER III.

## Collegiate Education.

Number of institutions, Statement A below shows the number of Institutions imparting collegiate education in the province during the last 2 years :—

STATEMENT A.

Particulars.	NUMBER OF COLLEGES FOR MALES (INDIANS).		
	31st March, 1939.	31st March, 1940.	Increase or decrease.
Government Colleges ...	12	11	1
Aided .. ..	9	9	..
Unaided -- ..	11	12	+1
Total .. ..	32	32	--

The Government Intermediate College at Gujrat was closed down during the year under report and a new College known as "Zamindara College, Gujrat" took its place. This increases the number of "unaided" Institutions by one.

The drift of policy of the Government for the last few years has been not to increase the number of Government Intermediate Colleges, as this work is being taken up by denominational organisations, but to increase the number of Government Degree Colleges in the mofussil instead. In pursuance of this policy the Intermediate Colleges at Lyallpur, Ludhiana, Multan and later on at Shahpur were raised to the degree standard. Of the two objectives of increase in the number of Degree Colleges, (i) the provision of cheaper education to the people in the mofussil, and (ii) the stopping of drift of students to Lahore, only the first has been realised to some extent. The better type of matriculate and Intermediate pass students and the sons of richer parents still flock to the Lahore Colleges.

Unemployment among the educated classes is one of the evils for which the present system of education has been held responsible. This is not the sole cause of this drawback. There are thousands of technical, industrial and engineering concerns and it is our schools and colleges that are supplying men who are responsible for running all these concerns with daily increasing efficiency. What then is at fault? Education? Surely not. Whenever there is a demand for skilled or educated men, education supplies it. Let trade, commerce, private enterprise, and Indian capital, come out into the open field and create opportunities, and it will be this very educational system of ours, expanded and modified, that will meet the requirements of a developed and industrialised India.

In spite of the growing unemployment among the educated classes, University education continues to attract a large number of students as is evidenced by the increase in the number of scholars from 15,162 in 1939 to 16,677 this year. The number of scholars in 1938 was 13,938 so that there is nearly an increase of three thousand in 3 years.

Statement B gives the comparative figures of the number of scholars under instruction during the past two years :—

#### STATEMENT B.

Particulars.	NUMBER OF SCHOLARS.		
	31st March, 1939.	31st March, 1940.	Increase or decrease.
Government Colleges ..	4,044	4,028	—16
Aided Colleges ..	5,515	7,506	+1,991
Unaided Colleges ..	5,603	5,143	—460
<b>Total</b> ..	<b>*15,162</b>	<b>†16,677</b>	<b>+1,515</b>

\*Includes 330 female scholars.

†Includes 394 female scholars.

Due to the general rise in the enrolment of Colleges, the total number of candidates appearing in the various University Examinations during the year under report has proportionately increased. In the Matriculation Examination also there is a substantial increase. The pass percentages show a slight fall in all the Examinations except in the F.Sc. and the B.Sc. indicating perhaps a welcome rise in standards up to the B.A. stage.

In the M.A. and M. Sc. the standard of the University is quite high in some subjects and considerably higher than that of many other Universities.

Statement C gives the Examination Results for the last two years :—

### STATEMENT C.

#### Examination Results.

##### *Males.*

Name of examination.	1938-39.			1939-40.		
	A.	P.	PP.	A.	P.	P.P.
Matriculation ..	17,317	13,247	76·4	19,614	14,137	72·07
Intermediate Arts ..	3,677	2,287	62·2	3,973	2,291	57·5
Intermediate Science	1,347	796	59·09	1,506	935	62·08
B.A. ..	2,865	1,695	59·1	2,778	1,594	57·3
B.Sc. ..	216	134	62·03	268	180	67·1
M.A. ...	357	237	66·4	447	288	64·1
M.Sc. ..	10	9	90	37	33	89

The figures for 1939-40 show that women students are taking an increasing part in University Education. The number of female candidates has gone up considerably in all the University Examinations. The pass percentage has also improved. Twenty-nine candidates appeared for the Master's degree in Arts as compared with 8 last year and one for the Master's degree in Science as compared with none last year.

**STATEMENT D.**  
**Examination Results.**  
*Females.*

Name of examination.	1933-39.			1939-40.		
	A.	P.	PP.	A.	P.	PP.
Matriculation ..	1,859	1,299	69·8	2,369	1,530	64·5
Intermediate Arts ..	617	362	58·6	7·8	457	60·2
Intermediate Science	77	38	49·3	95	57	60·0
B.A. ..	332	189	56·9	395	232	58·7
B.Sc. —	8	3	37·5	8	6	75
M.A. ..	8	3	37·5	29	20	68·9
M.Sc. ..	...			1	1	100

For some B.Sc. subjects and for all M.A. and M.Sc. subjects the woman students have to join men's colleges. But perhaps in a very small number of cases of purdah women, the young women of the Province do not seem to find that a drawback. Co-education, with all its advantages and disadvantages, is rapidly gaining ground in the science degree classes and in the Science and Arts post-graduate classes.

A notable feature of women's higher education is the number of unrecognised private colleges for women. While the absence of University affiliation enables them to give cheaper education, some University control is desirable in the interest of tone, discipline and teaching efficiency.

Another feature of women's education must be commented on. It is mostly in the Arts subjects. Only one Women's College provides science teaching in Physics and Chemistry up to the B.Sc. standard. This absence of science subject is a serious defect. It is plainly a hardship for those students who want to study medicine and is also educationally unsound.

A specially built Women's hostel, having good accommodation, ample space for recreation, and situated near the educational centres is urgently needed. The present hostel is not ideal as it is at too great a distance, and has not much space for recreation.

Expenditure.

The expenditure on collegiate education for men has increased by over a lakh of rupees during the year under report. The Government grant shows a reduction of nearly seven thousand rupees, the contribution from District Board and Municipal Board Funds having remained almost the same. The increase in expenditure has been balanced by an increase in fees of Rs. 1,06,721 and of Rs. 1,295 from other source.

## STATEMENT E.

*Direct Expenditure on Collegiate Education for Indian (Boys).*

Year.	Government Fund.	District Board Fund.	Municipal Board Fund.	Fees.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1938-39 ..	6,87,642	900	4,083	15,69,814	3,87,108	26,49,547
1939-40 ..	6,80,972	900	3,933	16,76,535	3,88,403	27,50,743
Increase or decrease.	-6,670	..	-150	+1,06,721	+1,295	+1,01,196

The University.

During the year the University granted affiliation to two new Intermediate Colleges, one at Gujrat and the other at Sangrur (Jind State). An I-lamia College for Women up to the degree standard at Lahore has also been affiliated. New applications for affiliation are under consideration.

The finances of the University have improved owing to the restoration of a grant of Rs 70,000 which was reduced by the Government some years ago. The project of moving the Department of Technical Chemistry, which for many years was housed in the Forman Christian College Laboratory, to the University Chemical Laboratories owing to the moving of the Forman Christian College to its new site, has not yet materialised owing to the absence of a suitable building near the University laboratories.

With the rapid expansion of the University administration its original structure was found to be inadequate and necessitated the construction of a second storey on the Senate Hall. A sum of Rs. 30,000 was provided in the current year's budget and the building has made good progress and is now nearing completion.

The University has passed important Regulations with regard to giving special facilities to those students who cannot

take their examination on account of volunteering for military services.

The University has also set up a committee to deal with all cases of students whose studies abroad have been interrupted and who have returned to the Punjab.

Another very important innovation has been the holding of the B.A. examination twice a year, from the current year. This allows a candidate to appear a second time after a lapse of only 5 months if he fails to pass in his first attempt.

The low salaries paid to College teachers have also engaged the attention of the University, as it is rightly felt that a low-paid staff is always anxious to eke out its income through private tuitions, can hardly spare the time for study, much less for research, and must fail to inspire the student-body either with respect or confidence. The attempt of the University to prescribe a minimum pay of Rs. 100 per month, though not erring on the side of generosity, is yet worthy of mention.

The Women's Swimming Bath, mention of which was made in last year's report, has been completed and will be available for University Girl students next term, if the tube well difficulties can be overcome, and some serious structural defects rectified. In this connection the thanks of the University are due to Mrs. H. L. O. Garrett, Mrs. H. B. Dunnieliff and Mrs. G. C. Chatterji for the work they put in raising fund for the bath.

The Punjab University Public Services Examination class under the able guidance of Principal G. C. Chatterji, I.E.S., continues to do excellent work. An attempt has been made also to provide tutorial work in Modern Indian Languages and to give practice to the candidates in the *Viva Voce* Test as in previous years the examination results have been most encouraging and besides numerous successes in the Provincial Services, the Punjab students have secured a large number of places in the All-India Services.

The College suffered a great loss in the retirement, after twenty-two years of service, of which the last three were as Principal, of Dr. H. B. Dunnieliff, C.I.E., I.E.S. As a member of the Senate, as Syndic and as Fellow, Dr. Dunnieliff also rendered notable service to the University. As a scientist, he has been consultant, delegate, and distinguished visitor to innumerable science Conferences and Associations throughout India. He was the father of the present-day Chemistry Honours School in the University and the progress

Government  
College,  
Lahore.

of scientific advancement in the mofussil institutions owes a great deal to his initiative and foresight. During his tenure as Principal the College made notable progress towards increasing its teaching and other facilities.

The magnificent two-storied building of the Fazl-i-Husain Memorial Library, which includes a Library Hall, a reading room, several lecture rooms and retiring rooms for the staff and women students is due almost wholly to his initiative and drive.

Dr. Dunicliff has been succeeded by Mr. G. D. Sondhi, an old Boy of the College who has been associated with the institution for nearly 30 years. A number of improvements in the College Hostels and the College gardens are due to Mr. Sondhi's initiative.

The College sustained a heavy loss in the death of the late Khan Sahib Qazi Fazl-i-Haqq, Head of the Department of Persian. He was a loyal colleague, sincere well-wisher of the College and an inspiring teacher. He was a Fellow of the University for some years and was a member of the Oriental Faculty and of the Boards of Studies in Panjabi and in Arabic, Persian, etc.

The College continues to supply the largest number of officers to the Indian Army, the Civil, the Police, the Railway and other All-India competitive Services as also to the Provincial Services.

Forman Christian College,  
Lahore.

The New Residential project, which was prepared by the College authorities several years ago, and which had been long postponed chiefly owing to financial stringency, has been taken in hand during the current year. The College has already shifted its intermediate classes to the new site on the canal and hopes to shift the degree and M.A. classes next year. This new experiment on the part of one of the leading colleges in Lahore will be watched with interest by all sister institutions.

The Islamic College,  
Lahore.

The College suffered a great loss in the retirement of Principal Sh. M.A. Ghani after meritorious services as Professor and Principal extending over a period of thirty-four years. His place as Principal has been filled by the appointment of Khwaja Dil Mohammad, M.A., Professor of Mathematics.

The Dyal Singh College,  
Lahore.

After the untimely death of Principal Hem Raj Dr. Bhupal Singh acted as Principal of the College till May 1939 when Mr. N. Niyogi took over as Principal.

The War.

Space does not permit any mention of the manifold activities of the other Lahore and Mofussil Colleges. The official call made

by the Punjab Government for the services of students for propaganda work received good response and several batches of students went on tour on this duty. A very large number of student also applied for War service and a number of them have actually joined the Army and received Emergency Commissions.

The appeal of the Hon'ble the Minister for Education to remove illiteracy from the masses has received a wholesome response and Colleges report substantial work in this connection. The Adult Illiteracy Campaign.

The Punjab can justly compliment itself on the high standard of its University and College teams. Sports and Games.

The new College of Physical Education at Kot Lakhpat is bound to make the Province still more keen on sports and physical development.

University life, however, very badly lacks foci of cultural and social activities. Though there is a Union Club, there is no Union Society. The major activities of this Club are ping pong, badminton and listening to the Radio. But though it occupies a building worth Rs. 70,000 its membership at time sinks to 4 or 5 only. Cultural and Social Activities.

A debating hall, suitable for dramatic and other social and cultural functions, is urgently needed and could help considerably in fostering a University spirit among the students of different Colleges.

## CHAPTER IV. Secondary Education (Boys).

(i) *Facts and Figures.*—The total number of secondary schools has risen by 2 to 3,439. The Lahore and Multan Divisions have registered an increase of one and two institutions, respectively, over the figures for the last year, Jullundur has lost one institution during the year under report, while the number of secondary schools in the Ambala and Rawalpindi Divisions was the same as last year. The number of high schools in the Ambala Division stood unaltered, Jullundur and Rawalpindi have each lost one high school while the Lahore and Multan Divisions have gained four and two institutions, respectively. The number of anglo-vernacular middle schools has risen by three while the vernacular middle schools have fallen by five. The following table shows the division-wise number of high, anglo-vernacular and vernacular middle schools :—

Division.	High schools.	MIDDLE SCHOOLS.			Grand total.
		Anglo-Vernacular.	Vernacular.	Total.	
Ambala ...	52 (=)	19 (+1)	521 (-1)	540 (=)	592 (=)
Jullundur ...	83 (-1)	51 (+1)	443 (-1)	494 (=)	577 (-1)
Lahore ...	105 (+4)	40 (-1)	576 (-2)	616 (-3)	721 (+1)
Multan ...	55 (+2)	38 (=)	725 (=)	763 (=)	818 (+2)
Rawalpindi ...	67 (-1)	50 (+2)	614 (-1)	664 (+1)	731 (=)
Total ...	362 (+4)	198 (+3)	2,879 (-5)	3,077 (-2)	3,439 (+2)

Distribution  
of schools.

For every 29·03 miles and for every 3,745 males in the province there is one secondary school. The relevant figures for each division are as follows :—

Division.	Number of secondary schools.	Number of square miles for one school.	Number of males for one school.
Ambala ...	592	24·9	3,761
Jullundur ...	577	33·4	4,318
Lahore ...	721	17·0	4,546
Multan ...	818	38·2	3,392
Rawalpindi ...	731	29·2	2,862

It is very gratifying to note that the number of scholars in secondary institutions has increased by 14,271 to 593,388. The high, anglo-vernacular and vernacular middle schools have each registered an increase. There has been an increase in the high and vernacular middle schools in all divisions. The anglo-vernacular middle schools in Lahore and Multan Divisions have, however, lost 166 and 24 scholars, respectively, while the Ambala, Jullundur and Rawalpindi Divisions have registered an increase of 4,618 and 1,143 scholars, respectively. The following statement gives the number division-wise of scholars attending the various types of schools, the increase and decrease as compared with the corresponding figure for the last year being, in each case, indicated by bracketed positive and negative numbers, respectively :—

Division.	High Schools.	Anglo-vernacular Middle schools.	Vernacular Middle schools.	Total.
Ambala ..	17,594 (+1,099)	2,872 (+4 )	63,238 (+1,195)	83,704 (+2,298)
Jullundur ..	34,152 (+1,099)	10,662 (+618 )	63,466 (+914 )	108,280 (+2,622)
Lahore ..	64,327 (+2,601)	9,720 (-166 )	77,012 (+576 )	141,059 (+3,011)
Multan ..	27,257 (+1,587)	8,025 (-24 )	85,936 (+1,768)	121,218 (+3,331)
Rawalpindi ..	35,593 (+799 )	13,996 (+1,143)	91,638 (+1,067)	141,127 (+3,009)
Total ..	168,923 (+7,176)	45,275 (+1,575)	381,190 (+5,520)	593,388 (+14,271)

The average enrolment of a high and an anglo-vernacular middle school rose to 466 and 228 as against 451 and 224, respectively, for the previous year, while for a vernacular middle school it rose from 130 to 132. The average attendance of high, anglo-vernacular and vernacular middle schools has increased by 9,108, 1,612 and 11,003 to 161,222, 42,213 and 338,540, respectively. The number of agriculturists in the secondary classes of those schools has increased by 6,071 to 101,321.

The total expenditure on secondary education has increased by Rs. 51,230 to Rs. 1,34,47,592. The contribution from fees increased by Rs. 1,93,873, while those from provincial revenues, district board and municipal board funds and other sources declined by Rs. 83,557, Rs. 6,041, Rs. 2,308 and Rs. 50,737, respectively.

(ii) *The Teachers.*—The number of trained teachers rose by 175 to 20,035 while that of untrained teachers increased by 117 to 2,362. The total number of teachers employed in the secondary schools thus rose by 292 to 22,397. The percentage of trained teachers fell very slightly from 89·8 to 89·4 during the year under review.

There has been practically no change so far as the pay and position of teachers are concerned, and the last year's remarks equally apply to this year as well. Divisional Inspectors report that teachers are not satisfied with the revised grades of pay in Government institutions. The Inspector of Schools, Ambala, says, "The junior-most grade of Rs. 45—2—55 for trained graduates is too low and inadequate to provide a living wage. Anything less than Rs. 65—3—80 grade is sure to keep alive discontent in service and lower its prestige in the eyes of the public". In regard to local body schools there is no uniformity in the scale of salaries, the scales varying from district to district and even in the same district under different local bodies. Low grades of pay in Government institutions have induced local bodies to reduce their grades. In some districts drastic cuts in salaries, applied several years ago, have not yet been restored. Almost all local bodies have discontinued payment of annual increments to their teachers with the result that no incentive is left for a really hard-working and conscientious teacher. The main grievance of teachers working in board schools is that while they have been deprived of annual increments, their brother employees working in different departments of the same local body are getting them regularly. The position of teachers in privately managed schools has not yet appreciably improved in spite of the stringent recognition and service rules enforced by the department. In view of the prevailing unemployment and widespread economic depression new entrants are offered ridiculously low salaries. Annual increments and grade promotions are almost unknown in most of these schools. Salaries are not disbursed regularly and teachers of long standing are turned out on very flimsy grounds. Most schools observe Standard Provident Fund Rules while some have adopted their own rules after getting them approved by the department.

(iii) *Instruction and influences on School life.*—Strenuous efforts have been continued to improve the methods of teaching and make the class work interesting and attractive.

These efforts are bearing good fruit in the shape of good pass percentages in the Matriculation and School Leaving Certificate and the Vernacular Final and Middle School Examinations in almost all divisions. Teachers are encouraged to devote more time to the preparation of their lessons and are required to keep preparation note books. Teaching in most schools can no longer be considered as dry and stale. The experiment of mental tests is being extended to a large number of schools and the results are being watched with care and interest. Extra study has been encouraged both among the teachers and the taught by organized use of class, general and centre libraries. In some schools a library period has been provided in the school time table for the study of journals as well as the issue and receipt of library books. To increase the general information of boys, talks lasting for five to ten minutes are given every day in most schools and for this purpose weekly programmes are drawn up in advance. Debating Clubs and literary societies have also been organized in some schools. Excursion Clubs organized in a large number of schools undertook trips to places of historical and geographical importance. Hobbies such as photography, painting, collection of stamps, soap-making, glass-painting, ink-making, etc., were encouraged in several high and vernacular middle schools.

The standard of physical training in schools is steadily improving and the importance of games is being generally appreciated. It has been noticed that young and modern Physical Training Supervisors meet with greater success in enforcing discipline on the playground. The old type of drill master is fast disappearing. All districts except Simla have now got an Assistant District Inspector of Schools for Physical Training, who, besides giving training to teachers by holding refresher courses, organizes games clubs in villages and conducts rural tournaments. Mass drill, play-for-all and mass marching have been regularly practised in almost all secondary schools. Daily class work has been regularly done in addition to the evening major games. With the introduction of bands and gramophone records physical training has become very popular and interesting. In some of the urban high schools gatka, boxing and ruggar touch were attempted.

Physical  
Training,  
Scouting,  
etc.

Both scouting and cubbing continued to receive impetus at the hands of the head masters of schools and district scouts associations which have been fully alive to their responsibilities and have been functioning well. As a result of their efforts training camps both for scout masters and boy scouts have

been held at convenient centres in most districts. The social service aspect of the movement has been its most pronounced feature and the scouts of all divisions rendered very valuable services at the various cattle-shows, fairs and religious and social festivals in most districts and their work was very highly appreciated by public and religious bodies. In Hissar district scouts prepared lists of people deserving of help. The scouts of Lahore Division rendered conspicuous social service in connection with the Nankana Sahib annual fair. The scouts and cubs of the Government High School, Multan, collected Rs. 215-15-0 in aid of the Turkish Earthquake Sufferers.

Red-Cross,  
Co-operative  
and  
Thrift  
Societies.

Red-Cross Societies are being run by students themselves under the guidance of teachers. The budget for the year and items of expenditure are sanctioned by the members of each society in their meetings. This gives students training in administration and social service. These societies have continued their useful and charitable work by extending help to the poor and the needy in the form of free supply of medicines to the sick and books, clothing, etc., to students in indigent circumstances. A small dispensary is also maintained in the school for the benefit of the students. The number of these societies has been steadily increasing in each division.

Co-operative supply societies give practical training to boys in book-keeping. Co-operative methods and purchase and supply of articles. The school boys get stationery, books, etc., conveniently and at cheaper rates than those prevailing in the market. The accounts are regularly checked by the officers of the Co-operative Department and reports received from them indicate that they are being managed and run satisfactorily. Unhealthy competition of unscrupulous local book-sellers has been advanced as the main reason for the unpopularity of these societies in some districts and schools of the Multan Division.

To encourage thrift and economy among students, Thrift Societies and Paisa Banks have been opened in many schools in each district and they are serving a very useful purpose. Ambala, Lahore and Multan Divisions have each registered an increase in the number of thrift societies while Jullundur Division has lost three such societies during the year under report. The Inspector of Schools, Rawalpindi, says, "Thrift Societies have lost a good deal in popularity, their number having fallen from 224 to 177 and membership from 3,672 to 2,361. Ideas with regard to small savings

have undergone a change and people prefer to spend on luxuries whatever little they can spare from their necessities. This is the result of the general rise in the standard of living and the awakening among the masses who like to go in for more and more of the so-called comforts of life."

Many high schools have adopted schemes of medical inspection under which periodical examination of scholars is regularly undertaken and followed by suitable treatment. Medical cards giving details of the ailment and the proposed treatment are maintained. Parents are kept informed of the physical condition of their children. Nearly all Inspectors of Schools, however, complain of the parents' apathy and lack of co-operation in this respect. The Inspector of Jullundur says, "The percentage of healthy students is increasing every year and the reports received from the medical officers in charge of the schemes are very encouraging. But I must point out that in spite of these reports I feel that the follow-up scheme is not rigidly and persistently enforced in most of the schools and certain diseases continue to persist". The Inspector of Schools, Rawalpindi, says, "In rural schools medical aid is a problem inasmuch as in most cases facilities for this are non-existent".

Medical  
Inspection,  
etc.

The milk-bar scheme which is being tried in some schools goes to prove that milk diet not only improves the physical health of the growing children but also ensures better mental development. The question of supplying a mid-day meal or light refreshment in the form of a chapati and a glass of lassi is being tried in a few schools. Personal hygiene and cleanliness have become prominent features in most schools. The class teachers examine the teeth and nails of boys before the roll call.

The general tone and discipline of schools continued to be good. "The withdrawal of recognition", says the Ambala Inspector, "in the case of the Public High School, Rupar, has created a very wholesome effect upon other schools." Inter-school rules have been observed satisfactorily in general, though cases of unhealthy rivalry at Jullundur and Hariana came to the notice of the Jullundur Inspector at the time of new admissions during April last.

Discipline.

In spite of general economic depression and acute financial stringency there, two and twenty-two new buildings have been put up in the Ambala, Jullundur and Lahore Divisions, respectively. High and anglo-vernacular middle

School Buildings  
and  
Hostels.

schools are generally located in suitable buildings and some of the vernacular schools are also housed in good buildings of their own, but the majority of lower middle and primary schools are held in rented buildings which are usually unsuitable, incommodious and insanitary. The number of hostels rose by one, ten and seven in the Ambala, Lahore and Multan Divisions, respectively, and fell by three in the Jullundur Division. The Inspector of Schools, Rawalpindi, says, "Boarding houses attached to schools are almost deserted because of the expansion of educational facilities which have brought education to the door of almost every person. Cheap and easy means of communications and transport enable boys to receive education even in a school situated at some distance from their homes without having to live in the boarding house".

## CHAPTER V.

## Primary Education (Boys).

(i) *Number of Primary Schools managed by different bodies.—*

Year.	Government.	District Boards.	Municipal Committees.	Aided.	Unaided.	Total.
1938-39 ..	12	4,743	312	772	78	5,922
1939-40 ..	12	4,816	335	756	83	6,002
Increase or decrease	=	+68	+23	-16	+5	+80

There was no increase or decrease in the number of Government Schools, during the year under report. The increase in schools managed by Local Bodies is fairly evenly shared by all the five divisions of the Province. Again, this year, it may be said that except in the case of the Nili Bar area in the Multan District, the number of District Board schools has increased not on account of any programme of expansion, but because of the reductions of unflourishing lower middle schools to the primary standard and of the development of branch schools into full primary schools. The number of unaided schools increased by 5 to 83.

(ii) *Enrolment and Attendance.*—Statement A below shows that enrolment in primary schools increased by 9,138 bringing the number to 395,865 on 31st March, 1940, and there was a corresponding increase of 11,987 in average daily attendance. The percentage attendance on enrolment also rose from 86·7 to 87·8. The increase is all the more significant in view of the policy of emphasising increased and steady flow of promotion from class to class rather than the enrolment of more scholars.

(A) Primary schools, their percentage and their increase or decrease as compared with the previous year :—

Year.	No. of Boys' Schools.	Enrolment on March, 31.	Average daily attendance.	Percentage of attendance.
1938-39 ..	5,922	3,6,727	335,481	86.7
1939-40 ..	6,002	395,865	347,468	87.8
Increase or decrease ..	+80	+9,138	+11,987	+1.1

(B) Number of male pupils in Primary classes of both Secondary and Primary Schools, their percentage and their increase or decrease :—

Year.	Class I.	Class II.	Class III.	Class IV.	Total.
1938-39 ..	298,878	72, 20	139,163	112,461	723,322
Percentage ..	41.3	23.9	19.2	15.6	100
1939-40 ..	292,571	180,851	143,8.3	116,1 4	743,499
Percentage ..	39.4	24.	19.4	15.7	100.
Increase or decrease	--6,307	+8	+4,720	+3,733	+10,177

The figures for the year under review record commendable progress in the right direction. The number in Class I has decreased but in every other class the numbers have gone up satisfactorily and the total records a welcome increase of 10,177. It is encouraging to note this increase as the Department's

efforts were directed, as in the last year, not towards a mere increase in numbers but towards securing genuineness, a better flow of promotion and the avoidance of leakage. But sustained efforts to this end must be continued.

(iii) *Expenditure.*—

Year.	Government Fund.	District Board Fund.	Municipal Board Fund.	Fees.	Other sources	Total Expr.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1938-39 ..	25,54,869	8,36,136	6,13,180	50,007	1,80,253	42,34,595
1939-40 ...	26,59,639	7,67,678	6,12,884	58,556	2,17,446	43,16,203
Increase or Decrease.	+1,04,770	-68,458	-248	+8,549	+37,193	+81,808

The total cost of primary schools rose by Rs. 81,808 from Rs. 42,34,395 in 1938-39 to Rs. 43,16,203 in 1939-40. Towards this total cost the Government contributed 61·6 per cent, District Boards 17·7 per cent; Municipal Committees 14·2 per cent and the balance was met from fees and other sources in the proportion of 1·3 and 5·2 respectively. The corresponding percentage for the year 1938-39 were 60·3, 19·7, 14·5, 1·2 and 4·2 respectively. The average cost per scholar (Rs. 10-14-0) was about the same as last year.

(iv) *Teachers.*—There has been a total increase of 129 teachers, the trained teachers having increased by 91 to 9,905 and the untrained teachers by 38 to 2,331 of the total number of 12,236 teachers the trained constitute 81 per cent and the untrained the remaining 19 per cent. The Divisional Inspectors are unanimously in favour of the trained teachers.

During the year under review praiseworthy efforts were made by the Inspecting Staff to refresh teachers. Their efforts have met with considerable success in improving the quality of institutions, increasing enrolment, bettering average attendance and in reducing stagnation. The increased efficiency of the staff considerably reduced the cost of maintaining primary schools. The Divisional Inspectors plead for the continuation of the scheme of Refresher Courses for the coming five years which will, it is hoped, yield excellent results in the future.

The Lahore Inspector, while again making a proposal for reducing the number of scholars entrusted to the care of one teacher, as also for the better academic attainments of the primary teacher, says :—

“ The average number of boys taught by a primary school teacher is between 30 and 35 which is rather high. This high average shows that teachers are being used to the very last limits of economy ”.

(v) *Instruction.*—Commensurate with the efforts of the inspecting staff the methods of instruction have radically changed for the better. The schools have progressed from being watertight and detached institutions towards becoming community centres in vital relationship with the areas they are intended to serve. Play-way, Moga project and other such methods of proved worth share among themselves the credit for making the teaching in primary schools more interesting and attractive. And this has been achieved through holding refresher courses in all the divisions. The Inspector, Ambala Division writes—“ The scheme of annual Divisional Refresher Courses for Vernacular Teachers started by the Department will, it is hoped, help to improve further the condition of our schools”.

The Rawalpindi Inspector says :—

“ Ruralization of education and the co-ordination of study with the surroundings of boys and realities of rural life have added to the attractive powers of schools”.

(vi) *Buildings.*—The lack of adequate accommodation for primary schools is the usual dirge. Generally speaking primary schools continue to be housed in buildings which are unsuitable, ill-equipped and badly-ventilated. The local boards have scarcely funds enough to keep the existing school buildings in a good state of repairs much less to build new ones. As a consequence thereof most of the primary schools are housed in buildings either rented or rent-free. Very often these places are none too safe for the inmates.

The Ambala Inspector writes :—

“ Provision for suitable primary school buildings is the crying need and it is necessary that steps should be taken in this direction, if the general apathy of the people in this direction is to be overcome ”.

(vii) *Branch Schools.*—The following table gives the state of affairs with regard to single teacher and branch schools. The latter have outlived their purpose and are gradually being

eliminated either in favour of primary schools or single teacher schools :—

Divisions.	SINGLE TEACHER.			BRANCH SCHOOLS.		
	31st March 1939.	31st March 1940.	Increase or decrease.	31st March 1939.	1st March 1940.	Increase or decrease.
Ambala ...	575	549	—26	77	73	—4
Jullundur ..	251	242	—9	74	66	—8
Lahore ..	261	299	+38	126	163	—3
Rawalpindi ..	262	287	+25	235	204	—31
Multan	571	609	+38	147	114	—33
Total ..	1,920	1,986	+66	699	620	—79

(viii) *Compulsion.*—

Division.	31st March, 1939.		31st MARCH, 1940.		INCREASE OR DECREASE	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	23	878	23	865	..	—13
Jullundur ..	6	181	6	183	..	+2
Rawalpindi ..	4	703	2	649	—2	—54
Lahore ..	9	479	11	477	+2	—2
Multan ..	23	766	23	677	..	—29
Total ..	65	2,947	65	2,851	..	—96

The number of areas under compulsion has decreased by 96. The decrease can be variously accounted for by the anomalous lack of schools in areas where compulsion has been enforced, ineffective enforcement of compulsion in municipal areas and the difficulties of the existing legislation or compulsion.

(ix) *Adult Schools.*—The number of adult schools on 31st March, 1940, stood at 201 against 145 last year. The following statement gives the number of adult schools and scholars

and the number of literacy certificates awarded in each division.

Division.	No. of ADULT SCHOOLS.		No. of SCHOLARS.		No. of LITERACY CERTIFICATES ISSUED.	
	31st March 1939.	31st March 1940.	31st March 1939.	31st March 1940.	1938-39.	1939-40.
Ambala	44	38	1,261	1,291	283	482
Jullundur ..	8	2	153	37	251	16
Lahore ..	40	97	990	2,856	260	893
Rawalpindi ...	15	11	360	192	685	376
Multan ...	38	53	2,407	1,699	29	314
Total ..	145	201	5,171	6,075	1,409	2,6

(x) *Games and physical training.*—During the year under review much rural uplift work together with physical training and recreative games formed the primary feature of the work in primary schools. The Assistant District Inspector of Schools for physical training helped to refresh the primary school teachers, who in their turn, carried the bright, active message to village children and the village-folk in general. The rural melas arranged frequently are a common cynosure of interest for the young and old of the villages.

## CHAPTER VI.

### The training of teachers (Men).

The only institution for the training of men teachers for the secondary schools of the Punjab is the Central Training College, Lahore. Khan Bahadur Sheikh Nur Elahi, M.A. I.E.S., retired from the principalship of the College, on July 8, 1939, and Mr. G. C. Chatterji, M.A., Dip. Edu. (London), I.E.S., took over charge. He returned to this institution to which he had been originally recruited as Professor of Psychology, and where he had acted as Vice-Principal for a short period, after 18 years spent in the Government College, Lahore, as the head of the Philosophy Department. Mr. Chatterji is conscious of the splendid legacy of tradition left behind by a distinguished line of predecessors and also the part which the Central Training College must play in reforming and revitalising the whole educational system of this province. With a view to bringing our system of training more into conformity with a fast changing social and political structure he has submitted proposals to Government for the re-organisation of the courses provided in this College.

During the year under report the following number of students was on roll at the Central Training College, Lahore:—

<i>Class.</i>	<i>Number of students.</i>	
	<i>1938 39.</i>	<i>1939-40.</i>
B.T.	66	105
S. A.-V.	101	83
Total	<u>167</u>	<u>188</u>

During the last two years there has been a considerable increase in the number of students on the rolls of the College. In spite of the fact that a proportion of the persons trained in this College remains unemployed for varying lengths of time, the pressure on admission continues to increase, and becomes increasingly hard to resist. It is felt strongly, however, that numbers both in the B.T. and S. A.-V. classes must be decreased to some extent if the professional training given is not to deteriorate into mere cramming for another theoretical examination. In view of the very heavy programme of work and extra-mural activities which the teachers under training has to put in his all too short a course of less than a year, it is desirable that, as far as possible, all our students should be resident. The hostel can accommodate only about 125 students. It is hoped, therefore, that it will be possible to bring the enrolment down to nearer this figure during the next two or three years.

Below is given the list of candidates sent up for training by administrations outside the Punjab and admitted to the B. T. and S.A.-V. classes :—

	<i>B.T.</i>	<i>S. A.-V.</i>
North-West Frontier Province.	8	1
Delhi .. ..	...	1
Patiala .. ..	1	...
Jind State .. ..	1	1
Kapurthala State ... ..	..	2
Mandi State .. ..	...	1
Bhagat State ... ..	..	1
Baluchistan ... ..	..	1
<b>Total .. ..</b>	<b>10</b>	

Classification of students on the basis of community.

	Moslems	Hindus.	Sikhs.	Christians.	Total.
Applied .. ..	159	254	88	16	515
Punjab ... ..	140	233	85	15	483
States and other administrations.	9	21	1	1	

Admitted to—

*B. T. Class.*

	Moslems.	Hindus.	Sikhs.	Christians.	Total.
Punjab ... ..	33	38	15	4	95
States and other administrations.	2	6	1	1	10
	40	44	16	5	105

*S. A.-V. Class.*

	Moslim.	Hindus.	Sikhs.	Christians.	Total.
Punjab	30	30	13	2	75
States and other administrations.	2	6	..	..	8
	32	36	13	2	83
Agriculturists admitted to B. T. and S.A.-V. Class.	46	25	20	4	95

Academic qualifications of students under training during 1939-40.

*B. T.*

	M. A.	M.Sc.	B. A. and B. A. (Hons.).	B.Sc.	Total.
	I. II. III.	I. II. III.	I. II. III.	I. II. III.	
Moslims ...	1 8 19	-	1 4 5	0 2 0	40
Hindus ...	2 11 13	1 3 0	1 6 4	0 2 1	44
Sikhs ..	1 4 3	..	1 0 5	0 2 0	16
Christians..	0 0 2	..	0 0 3	..	5
				Grand total ..	105

*S. A.-V.*

	M. A.	M.Sc.	B. A. and B.A. (Hons.).	B.Sc.	Total.
	I. II. III.	I. II. III.	I. II. III.	I. II. III.	
Moslims ..	..	...	0 8 22	0 0 2	32
Hindus ..	0 1 3	...	3 8 16	0 4 1	36
Sikhs ...	..	...	0 4 8	0 1 0	13
Christians..	...	...	0 0 2	..	2
				Grand total..	83

*Examination results :—*

Class.	Appeared.	Passed.	Pass percentage.
B. T. ..	105	101	96 per cent.
S. A.-V. -	83	83	100 per cent.

**INCOME AND EXPENDITURE DURING 1939-40.***Income :—*

	Rs.	A.	P.
1. Fees during 1939-40	30,912	2	0
2. Fee for the training of Foreign students.	9,650	0	0
3. Miscellaneous Income	20	8	9
Grand total	Rs. 40,582	10	9

*Expenditure :—*

	Rs.	A.	P.
1. On the Staff	85,341	1	0
2. On contingencies and travelling	10,871	9	0
3. On Local Allowances	249	0	0
Grand total	Rs. 96,461	10	0

**Practical work.**

The practical work was conducted as during the last year. The number of students being unusually large this year some difficulty was felt in arranging discussion lessons and weekly school practice. But with the very willing co-operation of the Headmaster, Central Model School, and the courtesy of the other Headmasters of local High Schools, we were able to keep up the standard of practical work.

**Hostel.**

The stigma that the rooms of the Central Training College Hostel are barracks has to some extent, been removed this year. The dormitories have been turned into four-seated rooms with cemented floors. Each room has a wooden

partition with an open door in the middle. It is left to the option of the four occupants whether to make two pairs or to study all together in one part and sleep in the other. By this arrangement the Central Training College boarders have been able to have somewhat better conditions for study and residence.

The life of the hostel during the year was quite satisfactory, and discipline commendable. Several attractive features have been added to the Common Room, such as a 12 valve H. M. V. Radio, and a Dramatic Stage.

Quite a number of books in the library are so old that they can be easily discarded. Much as one would like to do this it is necessary to have adequate funds to replenish the empty shelves. A substantial addition to the library grant alone will make the library up-to-date. Library.

The subject of Physical Training is now compulsory for S. A.-V. students. Consequently the interest in it has become much keener. This year the college was able to send teams for University B League Foot-ball and Hockey tournaments. We held our own inter-group tournaments in almost all the major out-door and indoor games in which both the students and the staff evinced great interest. The Boat Club and the Swimming Club had very successful sessions. Physical Training.

The Scoutmaster Training Camp was held as usual in the beginning of the session. The standard of general cleanliness and discipline was very high this year. Scouting and First Aid.

One hundred and sixty students took up the First Aid Examination. All passed. As the result was declared very late it was not possible to send up a team for the University competition. It is proposed to hold the First Aid Class in June this year.

The Swan, run entirely by the students, is edited and published twice a year. About 300 copies are published. This year the Editor-in-Chief received letters of appreciation from some of the Principals of the Punjab Colleges. The Swan.

The Psychology Study Circle was started two years ago with the object of stimulating the study of practical psychological problems. The Circle is open to all local Training Colleges. The response, this year, was remarkable. More papers came in than there was time to discuss. As most of the students are new to the subject the Circle functions from January to the middle of April when the students have made a fair acquaintance with the main topics of Psychology. Psychology Study Circle.

Each paper was followed by discussion and all the meetings were largely attended.

Society for  
the Promo-  
tion of  
Geographi-  
cal Know-  
ledge.

The society remained active throughout the year. A good number of lectures was arranged and trips of geographical and historical interest were organised. The College needs a well-equipped Geography room with modern apparatus and books.

Punjab As-  
sociation of  
Science  
Teachers.

The Association continued its programme of scientific lectures, cinema shows and demonstrations. The membership stood as before. The library of the Association is supplying a real want and is growing in popularity. The total number of books in the library up to date is 2,016.

Photographic  
Club and  
other Activi-  
ties.

Training in the handling of a magic lantern was given to a large number of students as usual. This year again we have won the first medal offered by the Society for the Promotion of Scientific Knowledge, Lahore, for general science.

Owing to the abnormally high price of photographic material and cameras the Photo Club could not be started this year.

Health.

The general health of the students has been excellent although there was mild epidemic of influenza in the early part of the academic year.

Other Acti-  
vities.

The year has been one of crowded activities not only in the class rooms, and on the play grounds, but also in extra-curricular activities, such as those connected with the New Education Fellowship Conference and Exhibition, held under the presidentship of Mr. John Sargent, Educational Commissioner with the Government of India, and pronounced a great success by all who participated in it. Many extension lectures, seminars, and discussion groups were arranged and in all of these the women's training colleges, the number of which is growing at somewhat alarming speed, were encouraged to take part. The college staff also helped the Inspector of Schools Lahore Circle to organise a Refresher Course for Women Teachers. In fact the major portion of the actual lecturing work was done by the staff of this College, and help was also given in arranging cinema entertainments.

### Training of Vernacular Teachers (Men).

*Training Facilities.*—Arrangements for the training of vernacular teachers continue, as before to be divided between Government Normal Schools and the training units attached to privately managed secondary schools. There has been an increase of two in the number of institutions during the year; one Government School at Gujrat, and another privately managed centre at the Christian High School at Kharar. The total number of institutions providing training facilities for primary teachers thus is 7; four Government normal schools at Gakhar, Karnal, Lalamusa and Gujrat and three training centres attached to the Mission Schools, Moga and Kharar and the Khalsa College School, Amritsar. In addition to these an Agricultural Teachers' Training Class is attached to the Punjab Agricultural College, Lyallpur, for an intensive course in the teaching of Agriculture and Rural Science, where about 30 S. V. teachers are admitted and trained annually. A brief account of the work and activities of this class will be found at the end of Chapter VII of this report.

*Re-organized Scheme.*—At the close of the year 1937-38, the Punjab Government appointed a committee consisting of six officials of the Education Department and four non-officials to make suitable suggestions for the re-organization of the normal schools in the Punjab. The Committee made, *inter alia*, the following recommendations :—

- (i) that the S. V. course be reduced from two years to one, and the J. V. course be extended from one year to two years ;
- (ii) that the courses of study be overhauled ;
- (iii) in order to attract and select men of ability, endowed with rural sympathies and conversant with rural problems an allowance of 10 per cent be given to the Headmasters and members of the normal school staffs ;
- (iv) that to improve the libraries and to give an impetus to the introduction of handicrafts in these schools a special grant be sanctioned by the Department for at least three years ;
- (v) that although the Vernacular Final is the minimum qualification for admission, men with higher acade-

mic qualifications should invariably be given preference.

All these recommendations were implemented later by the Punjab Government and suitable action has already been taken on them all. A special Syllabus Committee was appointed in the year 1939 and the courses of studies suggested have been approved and put into force with effect from the session of the year under report.

*Method of Recruitment.*—The procedure adopted in the recruitment of candidates for admission has undergone a radical change following the recommendations of the Reorganization Committee. The Department fixes the divisional quota on the basis of accommodation available in the several normal schools and the Inspectors are requested to forward twice the number of candidates fixed for their Divisions to the Head Masters of the schools where the candidates are to be admitted. A written test in Arithmetic, Urdu and General Knowledge is given by the Head Masters to all the candidates, followed by a *viva voce* test. The final selection is made by the Inspector of Training Institutions and the Inspector of the Division in which the school is located. No candidate is admitted who is declared physically unfit by the medical authorities of the district. Every effort is thus being made to select the best available candidates and it has been possible this year to select Matriculates, Intermediate passés and those possessing an Honours Diploma in the Oriental and Vernacular Languages. Agriculturists and members of Special Classes and Criminal Tribes receive, as usual, preferential treatment. It has been possible not only to improve the qualifications for admission, but also to raise the standard of instructions and training.

*Revised Syllabus.*—The Syllabus Revision Committee has completely overhauled the scheme of studies, which has been introduced in the new classes started during the year under report. The recommendations of the Committee accepted by the Punjab Government lay far greater stress than before on—

- (i) Practice of teaching;
- (ii) greater and more intimate knowledge of child psychology;
- (iii) extensive study of the vernaculars;
- (iv) a more detailed knowledge of the various modern methods of teaching infants.
- (v) Handicrafts.

One of the Head Masters expresses his opinion of the new syllabus in the words. "The new J. V. and S. V. syllabi are practically the S. A.-V. and B. T. courses in Urdu". Another Head Master writes "We are finding the new syllabus extremely helpful. Its emphasis on the professionalised study of subject-matter will make it possible, we hope, to graduate next year a class of teachers fully prepared to develop and improve teaching in village primary schools."

*Untrained teachers.*—A reference to the statistical table VI (A) (Men Teachers) shows that the number of teachers employed in all types of primary schools for Indians—Government, local body, aided and unaided—has gone up by 127 to 12,286, there being an increase of 91 among trained teachers and of 36 among untrained ones. The percentage of trained teachers by managements is—

Government	...	100
Local Body	...	88.5
Aided	...	41
Unaided	...	43

Out of a total of 1,969 teachers employed in privately managed schools in the province, 1,160 or almost 60 per cent are untrained yet. It was in view of these startling and disquieting figures and also with the object of meeting the demand and need for trained teachers that the Punjab Government opened, as a temporary measure, a three-unit normal school in the building vacated by the defunct Government Intermediate College at Gujrat. It is hoped that the newly trained teachers from Gujrat and the privately managed schools will help to fill the large gap to some extent.

*Enrolment and expenditure.*—The number of teachers under training in the J. V. Classes in both Government and privately managed schools has gone up by 253. The enrolment in the S. V. classes has fallen by 93 to 87, owing mainly to the fact that the outgoing units of these classes are not being replaced by fresh admissions in compliance with the Government orders that for the next five years no admissions are to be made to the S. V. Class. The number of Muslims, who form about 55 per cent of the total enrolment in all schools, has gone up by 77 to 387. The total expenditure has gone up by Rs. 23,144 to Rs. 94,391.

*Staff.*—The 10 per cent enhancement in the ordinary emoluments of teachers of normal schools has naturally necessitated the judicious selection of the best men available for

the staffs of these schools. The teachers are selected not merely on grounds of their proficiency and experience as instructors, but also for their knowledge of the requirements of rural teachers and schools and for carrying out experimental and research work in the educational problems connected with vernacular education. The vernacular Training Institutions cannot now with all the facilities that the Department has so generously provided be called the cinderella of the Department; on the contrary, it is being increasingly realised that training experience and the actual management of a normal school should be considered a vital and essential qualification for being appointed on the inspecting staff of the various districts. The teachers trained by the Rural Reconstruction Department two years ago have helped a good deal in infusing fresh inspiration among the other members of staff as well as the teachers under training.

*Instruction and Extramural activities.*—Considerable stress is being laid, as before, on the art of teaching, particularly on the carrying on of teaching in consonance with the conditions ordinarily prevailing in village schools. Before the pupil teachers actually deliver lessons in the class-room, the members of the staff give a number of model lessons, in their subjects, under class-room conditions, pointing out at the close of this the educational principles borne in mind. Lessons are also delivered by the pupils in the model schools, as also during the vacation in village schools. Every pupil teacher is required to prepare carefully an economic, geographical, historical, social and educational survey of the village in which he has spent his vacation. This is based on a questionnaire prepared and issued by the school staff. The greater emphasis laid on an intensive practice in the art of teaching has helped in evolving a much larger number of interesting devices for teaching children. The play-way and the activity methods are being practised on a much larger scale. Every endeavour is being made to give instruction a rural and vocational bias and to connect it with the pupils' environments. Maps, charts, compositions and stories are written out by the pupils for their future use. A large number of mechanical devices are improvised and constructed by the pupils themselves for use in their schools after training. The assignment system is being used with greater enthusiasm and vigour. To develop power of expression and public speaking and to encourage literary debates all schools have Academic Literary Societies called Bazm-i-Adab. Physical Training, Scouting and Cubbing now form a part of the pupil teachers' daily routine, and they are required to teach and give effective lessons to the pupils in these subjects. First Aid and Red Cross Lectures are

given and pupil teachers are put to a written and practical test which during the year has been passed with success by almost 90 per cent of the candidates. Lalamusa has started four Ambulance Divisions which attended the Ambulance Rally at Lahore and won praise and appreciation from Sir Ernest Burdon, All India Commissioner, for their conduct and work. Daily games—Foot-ball, Volley-ball, Rugger Touch, Hockey and Indian Games—are compulsory for all. To foster an industrial bias and to create a healthy attitude towards manual labour each pupil teacher takes up three handicrafts out of a prescribed list of a dozen activities. All normal schools possess extensive farms and agricultural training consists of work in the agricultural farm, the fruit garden and the flower garden. The farm activities are again spread over vegetables, crops and fodder. The Lalamusa farm, which was running at a loss of over Rs. 200 per year in the beginning has during the past two years been realising a profit of Rs. 190 per year. This school has also supplied to a large number of schools in the Rawalpindi Division over 2,000 packets of seed free of cost. The school has also been supplying free seeds of Japanese turnips and of wheat of improved quality. The Co-operative Society of the Gakhar School invested Rs. 6,132 during the year and secured a profit of Rs. 572. The poultry Farm of this school has yielded a profit of Rs. 63: its Red Cross Society has spent over Rs. 1,000 on the sick and the needy. The farm has brought in a profit of Rs. 273. The other extramural activities of these institutions have been educational excursions, sericulture and war publicity. All the normal schools have educational journals of their own, and these with the help of the departmental subsidy are regularly bringing out adult literacy supplements for use of the newly made literates of the various adult centres of the Punjab.

*Refresher Courses.*—A Refresher Course for the teacher of girls' schools of the Gujrat district was held with great success in the Lalamusa School. A Course of training for Maulvis and Pandits willing to do adult literacy work in the villages and in their respective spheres of influence was held at Karnal.

*Adult Education.*—The teaching of adults forms an integral part of the new syllabus. Every pupil teacher has not only actually to teach adults but has also to prepare literature—stories, anecdotes, folk-tales and charts for teaching—suited to adults. Attached to all the normal schools are a

number of centres where pupil teachers actually teach adults. During the summer vacation Gakhar school pupil teachers taught 683 adults and the Lalamusa school 1,500 adults in their villages. Gakhar has been able to issue 378 literacy certificates in its 56 centres. The Superintendent of Police, Karnal, was pleased to award a prize of Rs. 15 and a commendatory certificate to a pupil teacher of the Karnal Normal School for excellent educational work done in the police lines in Karnal.

*Hostel.*—The pupil teachers in all the normal schools, Government or private, live in hostels attached to these institutions. Here the inmates are afforded ample opportunities and are being suitably grounded in the art of self-Government. Several boards, such as, cleanliness, kitchen, discipline, etc., are organised and allotted well-defined duties. Cleanliness of environment, rooms, and person is specially insisted upon. Every pupil teacher has to keep a soiled-linen bag and a mosquito net. The Radio, the music club and the school orchestra brighten the lives of the hostellers. The common room provides in-door games like ping-pong, chess, draughts, etc.

*Normal Schools Tournament.*—After quite a quarter of a century the normal schools tournament was revived during the year and it is hoped that this will continue to be an annual function. The tournament was held at Lalamusa in the month of March and the success achieved was truly great; it created a great enthusiasm for games, concerts and dramatic performances. An educational exhibition and a farmers' *mela* were also held. A striking innovation of the tournament was the replacement of cash-prizes by commendatory certificates.

*Discipline and results.*—Strict discipline, highly essential for prospective teachers who are to form the character of the future generation, has been maintained in all the normal schools and no case of breach of discipline or of moral turpitude has been reported to the Department. The general tone has left little to be desired.

The Examination results shown by all the institutions have been highly satisfactory. The S. V. results are 95 per cent and J. V. 93.6 per cent.

## CHAPTER VII.

### (i) Professional, Technical and Special Education.

The teaching staff consisted of the Principal, four whole-time Law Readers and eighteen part-time Lecturers. The maximum number of students on rolls during the year under review rose by 93 to 598, of whom 179 were in the P. E. L. Class, 165 in the F. E. L. Class, 149 in the LL.B. Class (New Regulations) and 15 in the LL.B. Class (Old Regulations). The total income from fees excluding the examination, special University and Registration fees for the financial year ending the 31st March, 1940, amounted to Rs. 88,760-10-5 and the expenditure was Rs. 127,455-3-3. In May, 1939, 121 (New Regulations) and 176 (Old Regulations) candidates including private students sat for the LL.B. examination, of whom 82 or 67·7 per cent (New Regulations) and 125 or 71 per cent (Old Regulations) were successful. A sum of Rs. 1,932-7-6 was spent on the purchase of new books. The College subscribed to a large number of current Law Reports and Periodicals. The students and the members of the staff took out 3,129 volumes for home use and 22,765 volumes were consulted in the library.

The University Law College, Lahore.

The high standard of education required of a first class teaching institution has not only been maintained but considerably enhanced by improvements made in the various departments of College. The improvements that have already been effected are the addition of twenty-two new microscopes in the Pathology Department and the provisions of chemicals and apparatus for the Pharmacology and Therapeutics Departments at a cost of Rs. 7,910. The question of increased accommodation in the Mayo Hospital which is an attached hospital of the College for practical and clinical training of students was examined by the Lahore Medical Relief Committee. A self-contained Ophthalmic Hospital, a new Maternity Hospital with 200 beds on the Beadon Road site, an Orthopaedic Hospital, a Children's Hospital and a hospital for skin diseases are the important needs of the College. The District Midwifery Work which has been started in association with the Lady Willingdon Hospital, Lahore, has enabled some of the students, who would otherwise have been deputed to Madras, to complete their training locally.

The King Edward Medical College, Lahore.

The total number of regular students on the rolls of the College on the 31st March, 1940, was 571 (520 men and 51

women) as compared with 556 including 52 women students on March 31, 1939. Of the 571 students, 158 were from the rural areas in the Punjab and 195 were agriculturists as against 140 and 168, respectively, in the year 1938-39. The pass percentages in the various examinations were as follows:—

Examination.	Percentage in 1938-39.	Percentage in 1939-40.
<b>1. First Professional Examination—</b>		
May .. .. .	56.86	57.69
October .. .. .	46.66	62.23
<b>2. Second Professional Examination—</b>		
May .. .. .	50.46	56.31
October .. .. .	58.82	68.88
<b>3. Third Professional Examination—</b>		
May .. .. .	80.95	90
October .. .. .	94.44	100
<b>4. Fourth Professional Examination—</b>		
May .. .. .	39.28	48.71
October .. .. .	35.84	29.16

The total number of scholarships held in the College during the year under report remained unaltered at 56, but the expenditure rose from Rs. 16,588 in 1938-39 to Rs. 17,041 in the year 1939-40. The increase is due to the enhancement of the value of scholarships by the Countess of Dufferin's Fund, Punjab Branch, from Rs. 25 to Rs. 30 and Rs. 35 per mensem in deserving cases. The income of the college during the year under review was Rs. 99,712 as compared with Rs. 99,350 in the previous year. The total expenditure (after deducting expenditure on the swimming bath) incurred on the maintenance of the College during the year 1939-40 was Rs. 5,62,751 as against Rs. 5,65,003 in the previous year. The library contains 9,021 books including many valuable works of reference. Two

hundred and seventy-five books were added during the year under report. The patriotic spirit shown by the students of the College in volunteering themselves for war services is much appreciated. A special Ambulance Corps of the King Edward Medical College students has been formed which is now a first class Corps. It has undergone the necessary training under a Sergeant-Major specially deputed by the Military authorities for the purpose.

The standard of education in the Medical School, Amritsar, has been raised to conform to the requirements of the Indian Medical Council. The successful students of the new five-year course will be awarded the diploma of L.M.S. of the Punjab State Medical Faculty instead of L.S.M.F. as at present. The curriculum has been revised and brought in line with that in the King Edward Medical College, Lahore, for the M.B., B.S. students. The minimum standard of qualification for admission has been raised to F.Sc. (Medical Group) Examination and a pre-medical class with one year's course has been started for those who have passed the Matriculation examination. The standard of the pre-medical Course is almost the same as for the F. Sc. (Medical Group) Examination of the Punjab University. The staffs of the Medical School and the attached hospital were re-organized during the year under report. The post of the resident Medical Officer, Civil Hospital, Amritsar, has been brought under reduction and a new appointment of a whole-time Lecturer on Clinical Surgery has been created. The Civil Surgeon, Amritsar, has been relieved of the administration of the hospital and one of the lecturers in the School has been appointed Medical Superintendent of the Hospital in addition to his other duties. The posts of twelve demonstrators on Rs. 70—4—130 per mensem *plus* special pay at Rs. 40 per mensem have been converted into posts of nine demonstrators on Rs. 55—3—100 per mensem *plus* allowance at Rs. 40 per mensem, five assistant demonstrators on Rs. 50—5—75 per mensem and three student demonstrators on Rs. 50 per mensem. A whole-time appointment of Lecturer on Midwifery has also been created. A separate Eye Hospital with 150 beds has been provided but these have not yet been fully equipped. The total number of students on the rolls of the Medical School on the 31st March, 1940, was 493 in the Licentiate Class and 58 in the Dispenser-Dresser Class as against 478 and 54, respectively on the same date in the previous year. The total number of students who were in receipt of scholarships rose from 66 in 1938-39 to 81 during the year under review with the corresponding increase in the amount spent on scholarships from Rs. 13,210 to Rs. 14,912. Three scholarships were awarded to the Dispenser-

The Medical  
School,  
Amritsar

Dresser Class during the year under report at a cost of Rs. 408. The pass percentages in the various examinations of the L.S.M.F. are as follows:—

Examination.	Percentage in 1938-39.	Percentage in 1939-40.
1. First Professional Examination—		
May .. .. .	60	79.4
September .. .. .	100	93.3
2. Second Professional Examination—		
May .. .. .	50	48.2
September .. .. .	63.6	54.5
3. Third Professional Examination—		
May .. .. .	33.3	68
September .. .. .	50	66
4. Fourth Professional Examination—		
May .. .. .	<i>Nil.</i>	56.6
September .. .. .	83.3	61.4

The total expenditure incurred on the maintenance of the school was Rs. 1,43,407-1-3 as against Rs. 1,44,648-10-10 for the previous year. The income on account of fees realized from students rose from Rs. 59,219-11-2 to Rs. 70,120-8-0 during the year under review. The average cost per student per annum to the Government during the year worked out at Rs. 149-9-0 as against Rs. 170-14-0 in the previous year. During the year under report 172 new books were added to the library which is not yet quite up to date.

The Arya  
Medical  
School,  
Ludhiana.

All laboratories have been rearranged. In each laboratory more than forty students can work at a time. The Physiological Chemistry Laboratory has been separated from the general Chemistry laboratory. During the year under review

a record number of applications for admission were received, but for want of accommodation only half the number could be admitted. At the end of the 1939-40 session as many as 107 students were on the rolls. The attached hospital, formerly located in a rented building, has been shifted to the new building recently erected near the school building at a cost of Rs. 50,000. There are about seventy beds at present, but when it is completed, it will accommodate more than 100 beds. Patients from the neighbouring districts and states visit this hospital for medical and surgical aid. As many as 13,801 Hindus, 15,708 Muslims, 3,162 Sikhs and 67 other out-door and in-door patients were treated in the hospital. The students' hostel is in a rented building under the charge of whole-time superintendent.

Some alterations have been made in the attached hospital providing small rooms for clinical laboratory work in connection with the medical and surgical wards. The dark rooms for eye examination have also been improved. In the school a museum has been built for Pathological Specimens. A new class room for Physiology and Pharmacology classes and practical demonstrations and a room for the preparation of physiological and pharmacological experiments have also been added. Alterations have been made in the anatomy Dissecting Hall.

The Punjab  
Medical  
School  
for Women,  
Ludhiana.

During the year under review there were 60 students in the Hakim-i-Haziq first year and 39 in the second year class. The students of the private practical class numbered four. A new post-graduate class has been opened for the benefit of qualified Hakims for practical training. During the year under review two students joined this new class. Forty-one out of 63 college students, 10 out of 13 private students and 27 out of 29 Multan College students were declared successful in the Hakim-i-Haziq examination. Out of five private candidates for the Zubdat-ul-Hukama course, four were declared successful. A botanical garden called Dar-ul-Aqaqir containing plants of various important drugs has been organized. It contains about one thousand pots. The clinical laboratory has been further strengthened. Books in Arabic, Persian and Urdu worth Rs. 500 have been added to the library. The Unani free hospital has been, due to rush of patients, further extended. Lectures by various renowned Hakims and doctors were arranged under the auspices of the College debating society called Majlis-i-Muzakara.

The Tib-  
biyyah  
College,  
Anjuman-is  
Himayat-i-  
Islam,  
Lahore.

The Dayanand Ayurvedic College, Lahore.

The enrolment fell from 155 to 153. Fifty-one students appeared in the Vaid Kaviraj Examination, of whom 48 passed. Thirty-five sat for the Vaid Vachaspati Examination, of whom 34 were declared successful. Sale-proceeds of medicines prepared in the Pharmacy Department have gone up to Rs. 43,811 as against Rs. 39,520 for the preceding year. The sum of Rs. 10,500 was paid as profit to meet the expenses of the Ayurvedic College and Hospital. Three hundred and thirty-nine cases were treated as in-door patients while 100,652 patients attended the three out-door dispensaries attached to the College. The number of books in the library rose from 1,002 to 1,069.

deMontmorency College of Dentistry, Lahore.

The Council of the Royal College of Surgeons of England have granted provisional recognition to the Dental Faculty of the University of the Punjab so that the graduates of the Faculty may be admitted to the final examination for the L.D.S. on completing six months' general medical and surgical hospital practice in Great Britain. The total number of students rose from 30 to 40. The college library was further improved by the purchase of books on Dentistry and a greater number of journals on dental and allied subjects are now obtained. The appointment of four graduates with dental and medical qualifications as assistant demonstrators in the College has to some extent facilitated the teaching work in the institution. With 37,813 patients attending the Punjab Dental Hospital annually, abundant clinical material is now available for teaching purposes.

The Punjab Veterinary College, Lahore.

Two hundred and seventy-nine candidates applied for admission to the College, of whom 66 were selected: 60 from the Punjab, 4 from the United Provinces, 1 from Delhi and 1 from an Indian State. Among the admitted candidates 4 were B.Sc.'s, 19 F.Sc.'s (Medical group), 9 F.Sc.'s (Non-medical group), 21 F.A.'s and 13 Matriculates of the first division. Out of the 60 new students admitted from the Punjab 48 were agriculturists against 42 out of 86 last year. Of the 254 candidates who appeared in the annual examinations from the first to the fourth year classes, 117 passed in June and 87 in September. Seventeen candidates joined the Farriers' Course as against sixteen last year. Eleven candidates took the Dressers' Course as against 56 last year. Two Veterinary assistants belonging to the Civil Veterinary Department, Punjab, completed their training in the Refresher Course during the year under review. Two candidates were trained in the new method of Goat Virus inoculation work against Rinder-

pest. The attendance in the various wards of the hospital was as follows :—

	IN-PATIENTS.		OUT-PATIENTS.	
	1938-39.	1939-40.	1938-39.	1939-40.
General ward .. ..	2,865	2,609	7,725	7,853
Dog ward .. ..	406	328	937	705
Contagious ward .. ..	203	211	781	1,145

The total number of patients treated as in-door and out-door patients during the year under report was 12,941 as against 12,917 last year. The average daily attendance at the hospital was 151.11 as against 186.4 last year. Two hundred and sixty-nine skiagrams were taken during the year under report as against 251 last year. Forty-six dogs and other small animals were destroyed by the electrocution apparatus as against 25 last year. Thirty-seven cases were treated by X-Ray and electricity. Sixty-six gallons and 4 pints of electrolytic chlorogen were prepared and supplied to the hospital as against 63 gallons last year. The net income was Rs. 61,383-3-6 as against Rs. 57,986-8-0 last year. The total expenditure during the year was Rs. 2,07,765-13-10 as against Rs. 2,06,035-8-0 last year.

On the recommendation of the College Advisory Council, Government decided to change the name of the College from "The Maclagan Engineering College, Moghalpura" to "The Punjab College of Engineering and Technology, Lahore" as being in conformity with Government policy to develop and expand the activities of the College so as to make it serve the Province as a central engineering and technological institute. A post of Junior Professor in Civil Engineering was created and filled during the year. Competition for entry to the various classes of the college was much keener than last year. In the "A" class 162 candidates competed for 34 vacancies as compared with 54 candidates for 30 vacancies in the preceding year. Four extra vacancies were sanctioned by Government during 1939-40 to cater for those students who had arranged to study in England and elsewhere but were ultimately unable to proceed abroad due to the outbreak of war. In the "B" class 249 candidates competed for 40 vacancies as compared with 165 last year. In the

The Punjab  
College  
of Engineering  
and Technology,  
Lahore.

"C" class 158 candidates appeared for selection for 25 vacancies as against 91 last year. The results of the final examinations in 1939 were satisfactory. Out of 18 "A" class students who sat for the B.Sc. (Engineering) Degree Final Examination of the University of the Punjab 12 were successful. Of the 25 "B" Class students who sat for the final examination 24 were successful. In external examinations of the Institution of Mechanical Engineers, City and Guilds Institution for Electrical Supervisors, Punjab, 27 "A" and "B" Class students proved successful. There were no changes in the courses of study of work of the "A" and "B" Classes. In the case of the "C" Class, however, Government sanctioned a full three years course instead of the usual two years as hitherto. Promotion to the third year is, however, limited to the apprentices showing good merit and progress in their work. The new Civil Engineering branch of the B.Sc. (Engineering) course has now been instituted and the first batch of candidates will sit for their final examination in Civil Engineering in June, 1941.

The Govern-  
ment School  
of Engineer-  
ing, Panjab,  
Basul.

Competition for entrance to the school continued to be very keen, 342 candidates competing for 68 vacancies as against 235 in the previous year. The results of the final examination of the overseer class at the end of the second year were again very satisfactory. Of the 41 students who appeared 30 obtained the "A" Certificate (2 with "Honours" and 28 with "Credit") and 10 obtained the "B" Certificate. One student failed to qualify. The results of the final examination at the end of the second year for the draftsman class were also good. All the ten candidates passed, four obtaining the "A" certificate (1 with "Honours" and 3 with "Credit") and 6 the "B" Certificate. Of the 31 overseers and 5 draftsmen who took the special course in Reinforced Concrete 28 overseers and 5 draftsmen passed. A retest in the Reinforced Concrete Course of students who failed in the school during 1938 and 1939 was held during February, 1940. Out of 10 students who appeared 7 were successful. All the 25 students in the Bricklayer Artizan Class qualified. Twenty passed students were recruited in the year under review by the Irrigation Branch and five by the Buildings and Roads Branch in the Subordinate Engineering Service. Three draftsmen were also employed in the Irrigation Branch. Every effort was made to keep the running expenses of the school as low as possible. Due to the absence of the Principal and a lecturer on military duty the cost of establishment has fallen considerably and the net cost of training per student in the overseer and draftsman classes fell to Rs. 414 as against 696 in the previous year.

The institute turns out mechanical and electrical engineers and trained mechanics. A four years' course has been fixed for the engineers and three years' course for the trained mechanics. The number of students rose from 129 to 182. The growing strength of classes made it necessary to increase the number of teachers in engineering. Accordingly four new lecturers in mechanical and electrical engineering have been appointed. During the year under review 94 students were admitted to the mechanical and electrical engineering course and 13 students to the trained mechanics and electricians course. Of these, 12 students belonged to the Indian States, 7 to the North-West Frontier Province and 2 to the United Provinces. Eighty-seven out of 94 passed in the annual examinations of the senior classes and 17 out of 18 from the junior classes. The total recurring expenditure during the year under report amounted to Rs. 41,425-9-7, out of which a sum of Rs. 22,677-3-0 was spent on establishment. The main items of income were Punjab Government grants amounting to Rs. 16,334, and tuition and other fees amounting to Rs. 19,811-10-0. The excess on the income side during the year was Rs. 4,016-9-4 excluding Rs. 1,781-10-2 written off as depreciation charges.

The Victoria  
Diamond  
Jubilee  
Hindu Techni-  
cal Insti-  
tute, Panjab,  
Lahore.

The demand for agricultural education at this institution remained as keen as ever. Last year there were 347 students taking the degree and the leaving certificate course. The total number of students receiving instruction in the College including the various short courses was 702 as against 708 last year. There were 380 applicants for admission in 1939, of whom 84 were admitted to the first year class. The College results in the University examinations of 1939 were satisfactory. F.Sc. 83.3 per cent B. Sc. (Part I) 76.3 per cent, B.Sc. (Part II) 88.5 per cent. Forty ladies attended the short course in fruit and vegetable preservation. The college University Training Corps continued to maintain its splendid record and won a number of prizes at the annual rifle meeting.

The Punjab  
Agricultural  
College,  
Lyalpur.

There is nothing special to report on the working of the college. The number on rolls has risen from 126 to 137 during the year under report. The total expenditure on the college was Rs. 65,450 of which about 63.5 per cent was met out of the Government grant.

The Hailey  
College  
of Commerce,  
Lahore.

### (ii) Special Schools.

Work of lasting value is being done for the reformation and uplift of borstal boys at the Reformatory Farms, Burewala. The most remarkable features of the year were the inauguration of the literacy and rural uplift campaigns. In the beginning of the year only 50 borstal boys

The Borstal  
Reformatory  
Farms,  
Burewala.

were attending the school but in September, 1939, the number of pupils went up to 70. During the short space of six months 21 passed the literacy test. A library of 200 books and a vernacular newspaper are provided in the Borstal School to make literacy permanent. Approved religious preachers and members of the staff impart religious instruction and deliver useful talks to the boys on moral, religious and other topics every Sunday. The boys receive training in improved methods of agriculture, gardening, vegetable-growing on the demonstration plots maintained at the farms.

The Re-  
formatory  
School,  
Delhi.

The Reformatory School, Delhi, being a special institution combines literary education with technical training and is run on the lines of a public school. The average number of boys on the rolls was 109 who were distributed over six industries and five educational classes. Besides the 3 R's there is elementary drawing for the boys of the second class and above. One boy has passed his anglo-vernacular middle examination and one has been promoted to the sixth class in the Anglo-Arabic High School, Delhi. The school was inspected by the Inspector of Schools, Ambala, and the Inspector of Industrial Schools, Punjab, and both found the work satisfactory on the whole. The quality of class instruction and workshop training has definitely improved. Records are being kept of individual intelligence testing of these boys which may afford a basis for adopting some new method of teaching like the Dalton Plan which is so admirably suited for individual work. Extra-curricular activities are greatly emphasized. The whole school is divided into four houses. The prefect system has been introduced for maintaining discipline in the various houses and the Prefects' Panchayat supervises all houses. Each house has a library of its own, conducts its own matches, prepares its own playlets, assembles its own stage equipment and gives annual performances to the whole school and outside public.

The Mayo  
School of  
Arts,  
Lahore.

The Mayo School of Arts continued to render useful service to the art industries of the province. The improved standard of work was maintained in all departments of the school. A new department known as the Designs Department was started during the year. It is hoped that this section will prove useful in the production of skilful designers who are badly needed by most industries of the province. The total number of students on the rolls of the school during the year was 169 as against 148 in the previous year. The total amount of sale-proceeds of goods manufactured in the school amounted to Rs. 3,434 as against Rs. 5,560 last year.

This school, which specialises in electro-mechanics and die press sheet metal work, registered another year of useful activity. The number of students rose from 146 in the previous year to 159 during the year under report. The number of applications for admission to the Electro-Mechanics section exceeded the available seats. The Die Press Sheet Metal Works section is also becoming increasingly popular. The demand for students turned out by the Die Press section exceeded the supply. The technical work of the school was well maintained at a satisfactory standard.

The Govern-  
ment  
Technical  
School,  
Lahore.

The total number of students on the rolls of the institute during the year under report was the same as last year, viz., 27. The institute continued to render an effective humanitarian service to the unfortunate blind, who came to its fold. The music department of the school continued to gain increasing popularity and the craft classes showed steady progress. The Advisory Committee started functioning during the year. It held one meeting. The Committee consists of prominent public men and editors of certain well-known newspapers. The Department will look up to it for advice in running the school and for active help in creating interest and sympathy in the minds of the public to improve the lot of the blind. Funds have been provided to carry out the necessary additions and alterations to the building of the Institute.

The Emerson  
Institute  
for the  
Blind,  
Lahore.

This Institute which provides training in dyeing and printing to educated young men and artisans had another very successful year. The number of students admitted during the year reached the record figure of 172 (140 regular, and 32 casual students) as against 156 last year and 114 in the year 1937-38. They included four B.A.'s, four B. Sc.'s, four F.Sc.'s, 108 Matriculates and 48 illiterates. One of the four B. Sc. students was at the same time preparing for M. Sc. (Tech.) of the Punjab University. Forty-two students passed out of the Institute during the year, as against 37 in the previous year. Of these, 10 got employment before the completion of their course of studies, 2 joined mills as apprentices, 6 joined laundries as apprentices and the rest are stated to be contemplating starting their own business. Nineteen students appeared in the City and Guilds of London Institute examination of whom 12 were successful. Of the successful candidates two secured 2nd and 3rd positions in dyeing of cotton and associated fibres in Grade I, in competition with the Empire candidates. As usual, the final year students of the Foreman Dyer Class were taken out on an educational tour to Delhi

The Govern-  
ment Insti-  
tute of  
Dyeing and  
Calico  
Printing  
Shahdara.

Agra, Farrukhabad, Cawnpore, Bombay, Baroda and Ahmedabad with a view to give them an insight into the work carried on in large scale dyeing and calico printing concerns. The Dye House attached to the Institute dealt with 277,181 lb. of yarn and cloth from the public and Government Departments including the Government Demonstration Weaving Factory, Shahdara. The dry cleaning and garment dyeing section showed good progress: it turned out 13,027 garments as against 7,014 in the previous year. The work in connection with the glazing of collars and dinner shirts was also undertaken on a fairly large scale. Commercial orders to the value of over Rs. 1,000 in calico printing were undertaken. The Institute specialised in the printing of flags and was able to supply to the Director, Information Bureau, flags of the Allied nations for use by the War Propaganda Party and certain other associations and bodies. There was an income of Rs. 35,115 in addition to surplus stocks of colours and dyes and chemicals which had been accumulated to meet the emergency due to the war.

The Govern-  
ment Central  
Weaving  
Institute  
Amritsar.

It is the premier institution for training in handloom weaving both to educated persons and artisans. During the year under report it admitted 103 students of whom 95 were regular and 8 casual. During the last three years the number of trainees has steadily gone up, viz., from 67 to 103, in spite of the fact that the premises are cramped. During the year under report, 24 students of the higher class appeared in the final Diploma Examination, of whom 22 passed and were awarded diplomas in Textile manufacture. In addition, 16 out of 21 artisan students were granted Departmental Certificates after completing one year's training. Twenty-seven higher class students were sent up for the examination of the City and Guilds of London Institute, of whom 16 passed. It is a matter of satisfaction that the students passing out of the Institute, felt little or no difficulty in finding suitable employment in factories or in starting work of their own. Out of the 22 successful students of the higher class, 3 have started their own weaving factories, while 13 have been employed as weaving masters, designers and workers in private factories and mills. Nearly all the artizan students are working in mills or factories and their average earnings range from Re. 1-0-0 to Rs. 1-8-0 per day.

The Govern-  
ment Tan-  
ning Insti-  
tute,  
Jullundur.

The Tanning Institute continued to provide training in tanning on modern lines to educated young men, chamars and artisans. In class B which is intended for chamars there were at one time during the year 20 students on the rolls. Owing to an unfortunate strike by chamar students, which

Government after due inquiry declared unjustified, those strikers who did not return to the Institute within 48 hours after due notice, were struck off the rolls and new students were taken in their place. In class A which is intended for matriculates, there were 11 students as against 12 in 1938-39 and 16 in 1937-38. During the year under report, 6 students of Class A and 12 students of Class B appeared in the final examination, of whom 6 and 10, respectively, were declared successful. The Institute sent up 7 students from class A for the City and Guilds of London Institute Examination, all of whom were successful.

A casual class to give training in the manufacture of glue was also run at the Institute during the year. Students were taken in three batches, and 23 persons were trained. Of the trained persons, 4 have already started their own independent business for the manufacture of glue, and one student has been employed on a monthly salary of Rs. 20 per month in a glue making factory.

This institution, besides giving training to artisans and educated persons in the production of knitted fabrics, gave the lead in the use of modern appliances for the benefit of the hosiery industry generally. The number of students admitted during the year was 48, as against 33 in the previous year. In addition, a larger number of casual students joined the Institute during the year under report than in any one of the previous years, with a view to improve their technical efficiency by working on the new types of machines at the Institute. The casual students included two factory owners, who wanted to familiarise themselves with the working of different types of machines to be able more profitably to guide the working of their factories. Twenty-six students appeared in the final examination of whom 24 were declared successful.

A commercial section was started at the Institute towards the end of the year 1938-39 with a view to give training to the students under actual commercial conditions and at the same time to get full value from the most up-to-date machines installed therein. That section continued to work during the year under report. A sum of Rs. 40,000 was allotted for the working of the commercial section and the accounts show a net profit of Rs. 15,000 after allowing for the usual incidental charges, a reasonable charge on account of depreciation of the machinery and fees of the Audit Department. About 20 old students were employed in this section as operators, who received Rs. 2,650 as wages. The cotton vests turned out by the commercial section are likely to give a lead in a new kind of manufacture which had not so far been effectively taken up in the Punjab.

The Govern-  
ment Hosi-  
ery Insti-  
tute,  
Ludhiana.

The Institute continued to give technical advice to local and mufassil manufacturers in the running of various types of hosiery machines and in the production of new designs.

The Govern-  
ment In-  
dustrial  
Schools and  
Institutes.

In addition to the Government Technical School, Lahore, and the Emerson Institute for the Blind, there were 22 Government Industrial and Trade Schools and 3 Institutes, besides 11 private industrial schools working through the intermediary control of the Inspector of Industrial Schools. These showed an all-round progress. The total number of students in the Government Industrial and Trade Schools and Institutes rose from 1,499 in 1938-39 to 1,635 during the year under report, the sale-proceeds from Rs. 41,634 to Rs. 77,477, while the direct expenditure fell from Rs. 5,58,632 to Rs. 5,25,846 and the *per capita* cost on the whole from Rs. 334 to Rs. 274.

The Metallurgist who was appointed to advise and help the foundry sections of the schools of the department, conducted many valuable experiments and succeeded in making semi-steel castings, malleable iron, chilled castings, and galvanised cast iron. The matter of setting up a Metallurgical Laboratory to enable him to handle his problems in a scientific manner, is receiving serious consideration.

During the year under report certain outside experts in different trades were appointed to visit these schools to advise headmasters and teachers how to deal with their respective technical problems and difficulties. These visits, particularly those by the tailoring experts, generally proved helpful.

The Train-  
ing Schools  
for Girls.

The number of industrial schools for girls fell by 1 to 26. There were six Government schools including peripatetic institutions with 650 students on rolls. The number of students admitted to the 14 aided schools was 530. Eighty-five students studied in two private recognised schools and 100 in two private whole-time unrecognised schools. The number on rolls in two private short-term unrecognised schools was 650. Thus, the number of students receiving instruction in these 26 institutions was 2,015. Six Government institutions consisted of three Government Zamana Industrial Schools, one Teachers' Training Institute and two peripatetic school of travelling demonstration parties for women. Eighty-two, 116 and 15 candidates appeared in the certificate, diploma and teachers' training class examinations, of whom 65, 85 and 13, respectively, were declared successful. The standard of work in all details has improved. In 1939, sixty-four students out of a total of 236, i.e., 27 per cent, failed in all the departmental examinations, whereas in 1940 only 9 students, i.e., 5 per cent,

failed. The number appearing for the certificate examination has gone down while that of candidates appearing for the diploma examination has increased from 97 in 1939 to 116 in 1940.

### (iii) Vocational Training.

During the year under report eight high school farms were maintained by Government in the Eastern Circle and twelve in the Western Circle. Agricultural instruction was also provided in three denominational high schools in the Eastern Circle and seven local body schools and seven denominational institutions in the Western Circle. Suitable facilities have been provided at these farms for training students in the practical processes of agriculture. Floriculture was also encouraged and this activity is getting increasingly popular among students. Farms with large areas and satisfactory irrigation arrangements incidentally serve for cultivators in the immediate neighbourhood as demonstration centres for the use of improved methods of cultivation and of better varieties of seeds.

Agriculture  
in  
High  
Schools.

In spite of the acute famine conditions prevailing over a greater part of the Ambala Division, the losses on the farms in the Eastern Circle were not so heavy during the year under report, as the net aggregate loss has been reduced from Rs. 497 in 1938-39 to Rs. 76 in 1939-40. The financial position of high school farms in the Western Circle, however, was very sound, there being a net profit of Rs. 2,026 as against Rs. 1,473 in 1938-39.

In the Eastern Circle arrangements for teaching Rural Science and Agriculture were made in 96 District Board Middle Schools as against 87 last years. These subjects were also taught in the Mission High Schools at Moga and Kharar. Of the 98 schools in the Eastern Circle, 39 had farms and 59 garden plots. The total number of Middle Schools teaching these subjects in the Western Circle rose by four to 215 including the three Mission Schools at Martinpur (Sheikhupura), Khushpur and Montgomerywala (Lyallpur), during the year : of these 54 had farms and 161 garden plots.

Rural  
Science  
and Agri-  
culture in  
Vernacular  
Middle  
Schools.

In the Eastern Circle the aggregate net profits on Middle School farms amounted to Rs. 1,000 as against Rs. 1,430 last year, and on garden plots to Rs. 742 as against Rs. 832 last year. The Middle School farms and plots have together added during the year under report Rs. 1,742 to the net income of the District Boards in the Eastern Circle as against Rs. 2,262 last year. In the Western Circle the total net profits on the middle school farms and garden plots amounted to Rs. 4,434 and

Rs. 2,899, respectively, as against Rs. 2,794 and Rs. 2,191 respectively, for the previous year. Thus, the middle school farms and plots in the Western Circle added Rs. 7,333 to the income of District Boards as against Rs. 4,985 last year.

**Nature Study  
and Garden-  
ing in Nor-  
mal Schools.**

The Normal Schools at Lalamusa and Gakhar have their own farms of 3 and 7 acres, respectively, while those at Karnal and Gujrat have been secured on lease. The area of the Karnal farms is a little over 6 acres, but only  $3\frac{1}{2}$  acres could be put under cultivation. The area could not be irrigated by canal water and during the last two years there has been scarcity of rain. The only source of irrigation has, therefore, been a well which runs dry after being worked continuously for three hours. The farms at Gakhar and Lalamusa have registered another year of very useful activity. The net profit of the Gakhar farm rose by Rs. 142 to Rs. 270, while that of Lalamusa farm rose by Re. 1 to Rs. 179.

**The Teachers'  
Training  
Class, Lyall-  
pur.**

During the year under report there were 16 applications from the Eastern Circle and 43 from the Western Circle for admission to this class. Thirty students were admitted during the year under report. One withdrew and 29 appeared in the final examination, all of whom were declared successful.

## CHAPTER VIII.

## Education of Girls (Indian).

In the report of the year 1938-39 it was stated that rather more than in the previous year had been done to make up the leeway, which the last quinquennial report mentioned. It was added, however, that the advance had been relatively greater in the matter of middle schools, and that the amount achieved in primary education for girls in rural areas was not sufficient to be a cause for much satisfaction, and that it had been impressed on the minds of those responsible for the progress of girls' education that, if an appreciable number of new primary schools for girls in rural areas is to be opened, financial help would have to be given to the district boards. It is a matter for congratulation that during 1939-40 Government sanctioned the total expenditure for 80 new district board girls' primary schools in rural areas, on condition that in each case a rent-free building was forthcoming. It must, however, be remembered that 80 schools are not many, when spread over the 29 districts of the Punjab. Owing to financial stringency there has not been the advance in secondary education, which had been planned.

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 Institutions and Scholars.*

Kind of institutions.	NO. OF INSTITUTIONS.			NO. OF SCHOLARS.		
	On 31st March, 1939.	On 31st March, 1940.	Ino. or Dec.	On 31st March, 1939.	On 31st March, 1940.	Ino. or Dec.
Arts Colleges ..	4	5	+1	636	745	+109
Professional Colleges	1	1	..	89	93	+4

Kind of institutions.	NO. OF INSTITUTIONS.			NO. OF SCHOLARS.		
	On 31st March, 1939.	On 31st March, 1940.	Inc. or Dec.	On 31st March, 1939.	On 31st March, 1940.	Inc. or Dec.
High schools --	38	41	+3	11,752	13,038	+ 1,286
Anglo-Vernacular Middle Schools.	26	23	-3	6,777	6,620	-157
Vernacular Middle Schools.	196	191	-5	43,622	45,489	+1,867
Primary Schools ...	1,909	2,085	+176	117,988	131,119	+13,131
Special Schools --	81	79	-2	3,133	3,462	+329
Total (recognised institutions).	2,255	2,425	+170	183,997	200,666	+16,569
Unrecognised institutions.	3,148	3,137	-11	69,479	70,682	+1,203
GRAND TOTAL --	5,403	5,562	+159	253,476	271,348	+17,77

(b) Direct 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.
1938-39 --	18,38,867	2,14,690	5,40,468	4,02,744	6,46,679	36,43,446
1939-40 ..	19,32,159	2,12,804	5,87,883	4,49,874	6,56,678	38,39,398
Increase or decrease	+93,292	-1,886	+47,417	+47,130	+9,999	+1,95,952

In recognised secondary schools there has been no increase, but on the contrary a slight decrease of 5 schools. On the other hand there has been an increase of 2,996 in the number of pupils. This is a very inconsiderable increase in view of the number of girls of school age, and of the insistent demand for education at any rate up to the middle standard. The explanation is lack of funds. In the end only one new Government middle school was opened. Local bodies were unable to open more schools, and private schools were not opened in the absence of any hope of grant-in-aid. An increase of 176 recognised primary schools, with a corresponding increase of 13,131 pupils, is encouraging.

A total increase of Rs. 1,95,952 in the expenditure on girls' education cannot be considered at all satisfactory, if it is compared with the need for expansion.

The distribution of scholars in recognised schools for general education on March 31st, 1939, and March 31st, 1940, was :—

Name of Division.					On 31st March, 1939.	On 31st March, 1940.	Increase or decrease.
Ambala Division	..	..	..	..	16,472	18,322	+1,850
Jullundur Division	..	..	..	..	33,596	36,938	+3,342
Lahore Division	..	..	..	..	62,537	67,307	+4,770
Rawalpindi Division	..	..	..	..	36,123	39,956	+3,833
Multan Division	..	..	..	..	31,411	33,743	+2,332
Total	..	..	..	..	1,80,139	1,96,266	+16,127

*Examination Results.*

Examinations.	1938-39.			1939-40.		
	No. appeared.	No. passed.	Pass percentage.	No. appeared.	No. passed.	Pass percentage.
M. A. ..	8	3	37.5	29	20	68.9
M. Sc. ...	..	..	--	1	1	100
B. A. ...	332	189	56.9	395	232	58.7
B. Sc. ..	8	3	37.5	8	6	75.0
Intermediate (Arts)	617	362	58.7	758	457	60.2
Intermediate (Science)	77	38	49.3	95	57	60.2
Matriculation ..	1,859	1 99	69.8	2,369	1,530	64.5
Middle Standard Examination.	4,508*	3,402	75.5	5,618(a)	3,839	68.3
<i>Professional Examinations.</i>						
B. T. ..	85	75	88.2	141	122	86.5
J. A.-V. ..	47	45	95.7	47	43	91.5
S. V. ...	33	29	87.8	30	26	86.6
J. V. ...	477	386	80.9	477	394	80.5

\*Includes 3 candidates appearing in the Vernacular Final and Middle School Examination for boys.

(a) Includes 12 candidates appearing in the Vernacular Final and Middle School Examination for boys.

With the exception of the Junior Anglo-vernacular and Junior Vernacular Certificate examinations, in which the numbers remained the same as the previous year, and the Senior Vernacular Certificate examination in which there was a decrease of 3, there has been an increase in the number of students taking all examinations. In several University examinations the pass percentage is still not satisfactory. As in previous years the private candidates are chiefly responsible.

*Co-education.*

Kind of institution.	No. OF GIRLS IN BOYS INSTITUTIONS.			No. OF BOYS IN GIRLS INSTITUTIONS.		
	On 31st March, 1939.	On 31st March, 1940.	Increase or decrease.	On 31st March, 1939.	On 31st March, 1940.	Increase or decrease.
Colleges ..	383	394	+11	..	..	..
High Schools ..	197	199	+2	448	461	+13
Middle Schools ..	5,984	6,912	+928	393	365	-28
Primary Schools ..	14,044	14,945	+901	1,748	1,972	+224
Special Schools ..	96	140	+44	..	..	..
Total Recognised schools.	20,704	22,590	+1,886	2,589	2,897	209
Unrecognised schools	12,303	11,603	-1,800	10,795	9,671	-1,124
GRAND TOTAL ..	33,007	33,593	+586	13,384	12,568	-816

These figures show that there is an increase in the number of girls reading in all types of recognised boys' institutions. The increase in the number of girls reading in primary boys' schools, and boys reading in primary girls' schools, is chiefly due to an increase in the number of mixed primary schools. During the year another class of training the wives of masters in primary schools was opened in the Lady Anderson High School, Siakot. This brings the number of such classes up to 4, providing training for a total of seventy women. With regard to one of these classes the inspectress writes, "it is a source of great satisfaction that, whereas

these women at the time of admission seemed inert and thoroughly uninterested in life, eleven months' training in a big school has been an eye-opener for them, and they have become reasonably smart and generally conduct themselves very creditably. We hope that they will go back, and establish cleaner and tidier homes, and be helpmates to their husbands both at home and in school." On the whole co-educational schools are not yet popular in the Multan and Rawalpindi circles, owing to the preponderance of Muslims. They are, however, increasing in popularity in certain districts in the Lahore and Ambala Circles. They are particularly successful in those villages of the Amritsar district where Sikhs preponderate. The district inspectress writes, "there are eleven district board and one aided co-education schools in the villages of Amritsar district, and all are staffed by women teachers. One of the schools has as many as 5 women teachers. Parents do not object to sending girls of 15 and 16 years to read with the boys. They sit together in class and play together. Not once has there been any trouble between boys and girls. The boys are polite and well-behaved."

**Inspectorate.** This year there has been no increase in the number of either circle or district inspectresses; but an assistant district inspectress was sanctioned for Amritsar district, where the number of primary schools was well over 100. Four circle inspectresses with headquarters at Lahore, Ambala, Rawalpindi and Multan have been responsible for the supervision of girls' schools in the province. It is in the interest of progress that, as soon as possible, there should be 5 inspectresses, each responsible for one division. One district inspectress has again been responsible for Gurgaon and Karnal, and another for Ambala and Simla. With these two exceptions, however, each inspectress has been responsible for only one district. Several districts, where the number of primary schools exceeds 100, need an assistant district inspectress, if the existing schools are to get the constructive help they need, and the needs and possibilities of villages, where girls' schools do not exist, are to be explored. Some district inspectresses have a real sense of responsibility, and some vision of what they can do for their district, if they work not only with energy but with intelligence. It must, however, be confessed that there are others, whose sense of duty and of the possibilities of their posts are both extremely limited. They do the minimum of work. In some cases it is due to youth and inexperience. Circle inspectresses are so busy that they are unable to give them the guidance they need, in order to

start them off on sound lines. When there are 5 inspectresses the position should improve. It is not always easy to replace mediocre district inspectresses by others, partly because most parents are not willing for their daughters to inspect, and partly because the effort to make the inspectorate more representative of the different communities has necessitated putting in relatively young, trained graduates, because so many of the more senior and experienced anglo-vernacular teachers are Christians. A district inspectress with a vision of what needs to be done, and with tact to enable her to persuade people to carry out her plans, is an almost incalculable power for general uplift in her district. The following extract from the report of a district inspectress is relevant, "one interesting feature of the year under report has been the holding of women's meetings in twelve villages, where women crowded to watch dramas and hear songs, all giving instruction about hygiene and the discontinuance of foolish customs prevalent among village women. In every village the men gave much help, and requested the district inspectress to hold more such meetings, as their women had never had any kind of entertainment planned for them before."

It is encouraging to find more than one inspectress referring to the co-operation, which is possible, between village girls' schools and the women workers appointed by the Department of Rural Reconstruction.

The following extract from the report of one of the circle inspectresses is of interest, "it has been impressed on the inspecting staff that criticising faulty methods is not enough. Constructive suggestions for the improvement of work are far more valuable than wholesale destructive criticism. Hence district inspectresses often themselves teach games to children, give model lessons, and explain errors in filling in registers and forms. Specimens of handwork are sometimes taken round to the schools, so that the teachers may get an idea of the kind of work that is required. District inspectresses find it helpful, whenever possible, to address the women in villages. Sometimes at the time of their inspection the pupils stage Red Cross dramas."

During the year 3 inspectresses of domestic science have continued to be responsible for the teaching of that subject in all secondary schools. One has been in charge of the school in Ambala circle, one of those in Lahore circle, and the third of those in both the Rawalpindi and Multan circles. Short refresher courses have been held by all three inspectresses.

**Primary  
Education.**

Though in some places there is considerable improvement in primary education, in others it is distressingly poor, and, in the absence of compulsion, one wonders why children trouble to go to such overcrowded, dirty, dark and uninteresting schools. The cause of the low standard is often that the teacher is old, untrained, and has no real love for small children. Often, however, the work of trained teachers is poor. It may be that they are slack and not interested in children. In many cases it is that the burden of teaching, and at the same time being a wife and mother is more than their physical strength and their enthusiasm can stand. The apathy of local bodies in the matter of buildings and equipment shows little, if any, signs of decreasing. A few extracts from the reports of inspectresses will be enlightening :—

“ All district inspectresses are unanimous in condemning the buildings of district board primary schools. Often the teachers hold the classes in their own houses. In other cases the teacher lives in the school building, and, if the owner has a grudge against her, he turns her out, when it pleases him to do so. Unless district boards lay down more rigid rules about the offer of rented and rent-free buildings, these irregularities will continue.”

“ Primary schools managed by municipal boards could easily be accommodated in good, airy buildings; but experience shows that the case is just the reverse. Almost all municipalities pay no heed whatever to the suggestions made by inspecting officers with regard to buildings, staff, etc.”

“ Instruction in the infant classes still needs considerable improvement. It is not unusual to find the worst, untrained teacher in charge of this class.”

On the other hand, in another report the following occurs, “ teaching in general, and that of the infant classes in particular, has been made interesting and effective by the introduction of play-way methods.”

Two inspectresses specially mention the unsatisfactoriness of single teacher schools, because one teacher cannot teach 5 classes satisfactorily, even if numbers are low. Yet in a number of places, especially in backward areas, the number on roll does not justify the appointment of two teachers.

During the year under review short courses for ten days or more have been held in the following districts :—

All districts in Lahore circle, all except Ambala and Simla in the Ambala circle, at Gujrat, Sialkot, Jhelum and Attock in the Rawalpindi circle, and at

**Refresher  
Courses.**

Dera Ghazi Khan, Mianwali, Jaranwala, Samundri and each tehsil of Jhang district in the Multan circle.

In Gujrat district the course was held in the Government Normal School for men, and through the help and co-operation of the headmaster of the normal school, the teacher in charge of the model school, and the district officer of health, it was a real success. One inspectress mentions the fact that special attention was paid to registration work, teaching of simple games, and the need of inculcating clean and hygienic habits. A refresher course for anglo-vernacular teachers of the Lahore circle was held at Guide House, Lahore. It was much appreciated.

Refresher Courses for teachers of domestic science have been held in Rawalpindi, Gujrat, Sialkot, Lyallpur, Sargodha, Ambala, Rohtak and Jagraon. The Principal of the Punjab Agricultural College, Lyallpur, very kindly arranged a course of a week to teach fruit and vegetable preserving in Government High School for Girls, Jullundur. The teachers in the class for masters' wives and teachers from some of the Government schools in the circle attended it.

During the year Government girls' schools at Fazilka, Kasur and Dera Ghazi Khan have been raised to the high standard. Secondary  
Education. The only district in the whole province, which has not at least one high school, is Gurgaon, and it is hoped that this school will be raised to the high standard in April, 1941. The Sikh girls' school at Sidhwan Khurd in Ludhiana district has also been raised to the high standard. The Islamia vernacular middle girls' schools with optional English in Lahore and Gujranwala have been permitted to add high classes to the existing vernacular schools. Had these two schools been converted into high schools of the ordinary type, there would have been two difficulties. Firstly, the schools would have lost their grants-in-aid from the municipal committees, and yet could not, owing to the existing embargo, have been brought on to the provincial grant-in-aid list. Further, in the near future they cannot hope for more than a relatively small special grant for the high department. Secondly, some girls at present attending classes 4 to 8, and only wishing for a vernacular education, would be forced to leave the schools owing to their inability to pay fees. This arrangement is in the nature of an experiment.

The only new Government school which has been opened during the year is the Government vernacular middle school, Abohar. The municipal committee put up a building according to the standard plan for Government vernacular middle girls' school, and have handed it over to the department. If other local bodies would emulate Abohar, the department's scheme for having, as soon as possible, one Government vernacular middle school, in every tehsil where a good middle does not already exist, would make more rapid progress. At present a factor, which more than any other limits the rate of progress, is Government's inability to provide funds for more than a few buildings. For some years the department has been using available buildings belonging to this and other departments or to local bodies, wherever they were more or less suitable for the purpose. But the supply appears to be almost exhausted, though all likely avenues continue to be explored. It was a great disappointment that, although funds had been approved by the Assembly for the construction of a new building for Government anglo-vernacular middle school for girls. Chauburji Gardens Estate, owing to financial stringency, the work could not be undertaken. The condition of overcrowding in this school is a source of grave anxiety to the department. It is also still very much concerned about the inadequacy of the accommodation for the Government High schools in Ludhiana, Amritsar and Sargodha. In many existing Government schools for girls much is still required in the way of alterations and additions. This is not surprising, when it is remembered that, with the exception of Government high school for girls, Hoshiarpur, and the six recently erected Government middle schools, all other Government girls' schools are housed in buildings, which are legacies, usually from boys' schools. Since the department's allotment for minor works not only has not increased, but this year has been cut, it is not possible to carry out urgent work. This is in spite of the fact that the amount of the minor works allotment, which has yearly to be used for girls' institutions, is such as to give reason for anxiety from the point of view of the amount remaining for the upkeep of boys' schools.

The compounds of many girls' schools have been much improved during the year by the planting of trees including shady trees, flowering trees, and in some cases fruit trees. The schools are indebted to the two deputy inspectors of schools for rural science for their help and co-operation in this respect. In most Government girls' schools the headmistress and staff do their best to make the compound bright with flowers wherever possible. This is especially important in those schools to

which training classes are attached, as if teachers under training learn to appreciate flowers, they may try and have small patches of flowers in the compounds of the primary schools, in which they will later teach. In even the smallest compound it is possible, during certain months, to have at least one patch of flowers or a few flowers in pots. Since several inspectresses mention the fact that small flower patches are becoming increasingly common in primary schools, it would appear that the appreciation of flowers, as a means of brightening up a compound, is spreading.

In the last few reports it has been mentioned that the problem of married teachers is assuming more serious proportions. Even at the risk of being tedious this fact must be mentioned again. Recently not only teachers are involved, but also inspectresses. In the early days of Government schools for girls, work was often much below the standard, because many of the anglo-vernacular teachers, more especially the graduates, were untrained. Owing to the limited nature of the supply, teachers, frequently had to teach subjects, which they were not qualified to teach. For example, it was not uncommon for a teacher, who had herself only studied the subject as far as Matriculation, to be responsible for the mathematics of the high classes. Now the department has no untrained teachers, except a few graduates, who may be employed for a period not exceeding two years before taking B. T. training. Also it only happens as a temporary arrangement in a leave vacancy, and that infrequently, that a teacher is asked to teach a subject for which she is not qualified. The department might now reasonably expect then that the standard of work in girls' schools will be satisfactory. It seems, however, that the standard will inevitably be lowered, owing to the fact that in every school the very teachers, who should be an asset owing to their better qualifications and greater advantages, are now proving a hindering factor. The reason is that, just as they have a little experience and are fit to take some responsibility, they marry and, owing to the cares of a family of small children, the department even when they are present gets only their divided strength and interest. During the first few years of married life they are absent for considerable periods, and the schools suffer from constant substitutes. Inspecting staff after marriage usually ask to be put back into teaching work, as they wish to avoid touring. Their grades of pay, however, are such that they can only be posted as headmistresses. Another aspect of the case which is serious, although it does not affect the department, is that, owing to divided interest and divided loyalties, the children of married teachers do not get the care

and attention that they have a right to expect. In the majority of cases it is obvious that they do not get as much care and training as many children get from mothers who have commonsense, even though they may not have had much education. For years well-wishers of this province have been longing for the day, when more mothers would be educated, and have some sound knowledge of child psychology and the needs of children. The day has come when, in Lahore and some of the larger cities, there are enough such women to have an influence; but alas a very large proportion of them are engaged in the various professions, and for long periods their children are left to have their habits formed by illiterate servants.

**Vernacular  
Training.**

The only class for senior vernacular training is still the one attached to the Government High School, Hoshiarpur. In addition to the usual staff, this school has a domestic science teacher, and a teacher for physical work. The students passing out after training should, therefore, be capable of doing good work.

Throughout the year junior vernacular training classes have been attached to the Government schools at Palwal, Hissar, Rohtak, Karnal, Dharamsala, Moga, Fazilka, Amritsar, Gurdaspur, Kasur, Gujranwala, Gujrat, Rawalpindi, Chakwal, Jhelum, Campbellpur, Sargodha, Montgomery, Miaowali, Jhang, Multan, Muzaffargarh, Dera Ghazi Khan and to the Hindu Widows' Home, Lahore. In most of these classes there are 20 students. In addition there are recognised training classes attached to the mission schools at Clarkabad, Sialkot and Ambala, and to St. Joseph's Convent School, Lahore. During the year a Government normal school for women, with a practising school attached, has been opened at Sbarappur, district Sheikhpura, in an excellent new building, funds for which were given by the Government of India. This year only 20 students were admitted; but there is accommodation for 50 students, in 5 separate cottages. Students will take the ordinary course for junior vernacular training, but great attention will be paid to domestic subjects, and to such activities as simple gardening, including vegetable gardening, and possibly later to keeping a few hens. Students will be admitted to this normal school from all districts of the province, but only those from rural areas will be eligible for admission.

During the year classes for training masters' wives have continued at Government High School, Jullundur, Government Middle School, Lyallpur, Government Normal Class for Women, Ghakhar. The Junior Vernacular Class attached to Lady

Anderson High School, Sialkot, was discontinued this year, and in its place another class for training masters' wives was started.

The number taking the bachelor of teaching course at the Lady MacLagan Training College during the year was 35. This number included two students from Delhi, one from Kashmir and one from the North-West Frontier Province. The number of students taking junior anglo-vernacular training was 58; 27 in the second year and 31 in the first year. The reason for the increase is that there has been an increase of 5 in the number of stipends to be awarded annually. The class included 2 students from Baluchistan, and 3 from the North-West Frontier Province.

Anglo-Vernacular  
Training.

In addition to the Lady MacLagan Training College, Sir Ganga Ram College, Mahavidyala College, Rai Bahadur Sohan Lal College, and the Private College, Abbott Road, Lahore, all unaffiliated institutions, are now sending up students for the B. T. examination as private candidates. In addition some students appear as private candidates without taking a course of training in any college. This year 141 women students sat for the B. T. examination. The secondary schools of the province cannot yet absorb yearly so many trained graduates. The effect will be to force down rates of pay and, as there is a shortage of junior anglo-vernacular teachers, trained graduates will tend to accept posts intended for the former, and for which junior anglo-vernacular training is a much better preparation.

During the year the Kinnaird Training Centre has continued to train junior anglo-vernacular students.

This year a junior anglo-vernacular class attached to R. B. Sohan Lal Training College has been recognised, with permission to admit 25 students a year. The first set will complete their training in March, 1941.

With the opening each year of more Government middle schools, and the raising of local body and aided primary schools to the middle standard, there is an increasing demand for junior anglo-vernacular teachers, and it is anticipated that students from the three institutions offering this training will have no difficulty in securing posts.

The three degree colleges for women—Kinnaird College, Lahore, College for Women and Stratford College, Amritsar, have continued. In response to the insistent demand of the Muslim community the Anjuman-i-Himayat-i-Islam, Lahore, started the Islamia College for Girls in May, 1939. It is affiliated

Collegiate  
education.

to the University up to the degree standard. The only Government intermediate college for women is still the one at Lyallpur. In October Kinnaird College moved into a commodious new building, with spacious grounds, on the canal bank. During the year Lahore College for Women has been affiliated for geography and political science for the B. A. examination. Four rooms have been added to the college to make the addition of these classes possible. The accommodation is, however, still inadequate, and the neighbourhood of the college becomes more unsuitable each year. The department hopes that funds for a building, on the new site, will be available in the near future.

Queen Mary  
College.

During the year the number on roll increased. The junior school continues to be popular. The number of boys in the boarding house has increased.

Physical  
Training.

Miss Morrison, Physical Training Supervisor, held classes three days a week with the B. T. and junior anglo-vernacular students at the Lady MacLagan College. She also took games coaching twice a week at Lahore College for Women, and once a week at Stratford College, Amritsar. She paid one or two visits to give some coaching to the students at the Intermediate College, Lyallpur. She has also visited several normal schools when refresher courses for vernacular teachers were in progress and has given help in the matter of games suitable for primary school children. Inspectresses would like her to give much more time to such work, if she could fit it in.

A swimming gala was held in June at Queen Mary College under the auspices of the Women's Conference and the Y. W. C. A. The demonstration work was carried out by the pupils of the college.

Girl Guides.

The total numbers given in the most recent report are 5,996, showing an increase of 270 over the numbers of the previous year. Three 'training weeks' were held during November at Guide House. A number of camps have been held during the year at various places, usually district headquarters. Both Lyallpur and Ambala now have local guide advisers. The funds for the former have been supplied chiefly by the Killa Gift Fund. The Rural Reconstruction Department has helped in supplying funds in the second place.

Girl guides are increasingly realising that such social work as is possible for them to do, is to be considered as part of their normal activities.

Health.

Medical inspection has continued in 10 Government high schools for girls, as well as in the Government colleges for

women. At present the department is not satisfied that in the majority of cases this inspection is followed by treatment. This can only be effected through the co-operation of parents. Medical inspection is needed in all Government schools. A few municipal committees have established a system of medical inspection for their girls' schools, and a few provide milk for poor pupils. Some system of medical inspection followed by treatment is needed in all local body and aided schools. It is, however, a cause for some encouragement that the principal of one of the colleges states in her report, "on the whole, the physique of candidates presenting themselves for admission seems to be improving, and the annual medical examination makes it possible to discover and correct small defects in health at any early stage." She, however, continues, "the greatest present needs for the welfare of students are a better organised physical training course, and more space for air and exercise."

In last year's report it was mentioned that one of the most encouraging features of the education of girls is the way that pupils in both schools and colleges are beginning to respond to the call for social service. Further evidence of this is apparent in reports from inspectresses and heads of colleges. A few extracts from reports will serve as illustrations.

Social-  
service

"The junior vernacular training class has taken a keen interest in rural reconstruction and adult education. A village has been selected for work for the whole of next year. Reading, writing and needlework are being taught to the women".

"This year we started an adult literacy campaign in the college. The students were divided into groups and taught the women servants."

"Some social activity has been maintained, including our visits to the female jail, where both women and children are very glad to see us. We obtained permission to take the children out for a few hours in January, and hope to do so again in the summer."

The principal of a Government degree college writes. "The college rural uplift society visited many villages in the district, and staged dramas on topics of special interest to the rural population. As many as 14 lectures were delivered on various topics, such as illiteracy, the present war, health and sanitation."

The number of garments for the troops, which have been knitted by some schools is a credit to their enthusiasm.

In many schools plays and entertainments have been arranged to earn money to be used to organise small centres, where illiterate women can be taught to read and write, as well as some simple sewing and knitting.

## CHAPTER IX.

**Education of Europeans.**

Provincial  
Board of  
Anglo-Indian  
and European  
Education.

A meeting of the Provincial Board was held in October, 1939. Several of the topics discussed were connected with the Cambridge examinations. The board decided that from 1939 middle school scholarships should be awarded on the results of both the Junior Cambridge Examination and the European Middle School Examination, the available scholarships each year to be divided in proportion to the number taking the two examinations. The question of the maintenance of a register giving full details of the qualifications and service of Anglo-Indian and European trained and qualified teachers was considered. It was decided that the Inspectress of European Schools should compile such a register, and that it should include the names of all trained and qualified teachers, whether working in schools or not. By the close of the year nothing had been done in the matter, as a standard form for use in all provinces was still awaited from the Secretary, Inter-Provincial Board. The board considered a note from the Chief Inspector of Anglo-Indian and European Schools regarding the desirability of further concentration in the distribution of European schools, and decided that no action is required at this stage, as the distribution in this province is on the whole satisfactory.

Schools and  
Scholars.

The number of schools is the same as at the end of last year, namely 25. This figure does not include the boys' and girls' schools at Sanawar. The primary school at Summer Hill, Simla, continues to be very small; but, as in previous years, its existence seems to be justified in that it caters for children, who are too small to make the long journey into Simla daily. During the year a high department, for girls' only, has been added to the Cathedral School, Lahore. The high classes were permitted in response to a sufficiently convincing representation that, on the whole, the financial position of the Anglo-Indian and domiciled community has deteriorated, with the result that many parents in Lahore can no longer afford to send their daughters to boarding schools in the hills, even with the assistance of scholarships and boarding grants. In the absence of any high school for girls in Lahore, therefore, girls, who were anxious to study for the Cambridge School Certificate examination, have been prevented from doing so. Similar representations have also been made from Rawalpindi, and the need of a high school there has been emphasised. Since a pass in the Cambridge School Certificate examination is gradually becoming the minimum qualification for consideration for many posts and for admission to courses of training,

not only for teaching but also for nursing, commercial work, etc., it is desirable that all keen and intelligent pupils should be enabled to study beyond the middle department.

*Classification of Schools and pupils during the years  
1938-39 and 1939-40.*

Kind of institution.	1938-39.		1939-40.	
	Boys.	Girls.	Boys.	Girls.
High .. ...	3	7	3	8
Middle ... ..	3	5	2	5
Primary .. ..	4	3	4	3
Total .. ..	10	15	9	16

*Pupils attending Schools for boys and girls.*

Year.	NO. OF PUPILS IN BOYS SCHOOLS.			NO. OF PUPILS IN GIRLS' SCHOOLS.			Grand total.
	Boys.	Girls.	Totals.	Boys.	Girls.	Total.	
1938-39	1075	302	1377	192	1242	1434	2811
1939-40	994	168	1162	315	1252	1567	2729
	-81	-134	-215	+123	+10	+133	-82

An increase of 133 pupils in girls' schools and a decrease of 215 pupils in boys' schools is partly accounted for by the fact that the Cathedral School, Lahore, which was included as a middle school for boys in previous years, has now been raised to the high standard and included as a high school for girls.

The figures for the number of Indians reading in the schools for the years 1938-39 and 1939-40 are given below :—

Year.			Boys' Schools.	Girls' Schools.	Total.
1938-39	..	...	215	185	400
1939-40	...	--	192	239	431
			-23	+54	+31

**Expenditure.** The total direct expenditure from all sources has decreased by Rs. 6,346 to Rs. 6,34,234. The share borne by Government has decreased by Rs. 1,432 to Rs. 2,61,494. Tuition fees have increased by Rs. 602 to Rs. 3,02,666. The expenditure from other sources (private funds, donations, endowments, subscriptions, etc.), has decreased by Rs. 5,516 to Rs. 70,074. The total expenditure (direct and indirect) from provincial revenues has decreased by Rs. 32,118 to Rs. 3,20,689. The indirect expenditure, excluding expenditure on scholarships has decreased by Rs. 19,178 to Rs. 2,44,596. The amount spent on scholarships is almost the same as last year, namely, Rs. 11,119 as against Rs. 11,102. The total expenditure (direct and indirect) from all sources has decreased by Rs. 25,507 to Rs. 8,89,949. The above figures do not include figures for Lawrence Royal Military School, Sanawar.

Year.	TOTAL DIRECT EXPENDITURE.				TOTAL INDIRECT EXPENDITURE.				Grand total.
	Share borne by Government.	Fees.	Other sources.	Total.	Scholarships.	Miscellaneous.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1938-39	2,62,026	3,02,064	75,500	6,40,590	11,102	2,63,774	2,74,876	9,15,456	
1939-40	2,61,494	3,02,666	70,074	6,34,234	11,119	2,44,596	2,55,715	8,89,949	
	-1,432	+602	-5,516	-6,346	+17	-19,178	-19,101	-25,507	

Year.	SECONDARY SCHOOLS FOR BOYS.			SECONDARY SCHOOLS FOR GIRLS.			PRIMARY SCHOOLS FOR BOYS.			PRIMARY SCHOOLS FOR GIRLS.		
	No. of pupils.	Total expenditure.	Cost per pupil.	No. of pupils.	Total expenditure.	Cost per pupil.	No. of pupils.	Total expenditure.	Cost per pupil.	No. of pupils.	Total expenditure.	Cost per pupil.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1938-39 ...	1,175	9,16,704	270	1,327	2,74,410	207	202	34,543	171	107	14,914	140
1939-40 ...	963	2,72,802	275	1,474	3,12,452	212	179	34,191	191	93	14,789	15

The budget allotment for building grant for 1939-40 was Rs. 46,000 as against Rs. 50,000 in the previous year. Of this amount Rs. 41,382-10-0 has been expended.

Building grant.

The following schemes for improvement and development were carried out :—

Serial No.	Institution.	Amount.			Purpose.
		Rs.	A.	P.	
1	Loreto Convent School, Simla	5,566	0	0	Alterations and additions to the school building.
2	Bishop Cotton School, Simla ...	4,832	0	0	Two class rooms and one assembly hall.
3	Jesus and Marry Convent Schools, Simla.	545	0	0	Rebuilding the latrines.
4	Mayo School, Simla	725	0	0	Additions and alterations to the School building.
5	Auck and House School, Simla	5,971	0	0	New servants' quarters.
6	Presentation Convent School, Rawalpindi.	110	0	0	Improvement to the School playground.
7	Christ Church School, Simla ...	1,331	0	0	Extensive repairs to the School building.
	Total	17,882	10	0	
	Amount surrendered	23,500	0	0	
	Total	41,382	10	0	

During the year the following much needed buildings have been completed at the Lawrence College, Ghora Gali :—

- (1) A block for the Intermediate College consisting of two rooms to be used primarily for geography.
- (2) A new block in the Girls' School containing domestic science rooms, a library and music cubicles.
- (3) A new block containing a dining room and a play room for the Junior School, and replacing the old temporary wooden building used for these purposes.
- (4) A new building in the Boys' School containing a room for handwork and art.

No amount was sanctioned for equipment during the period on account of financial stringency.

**Scholarships.** The total number of primary and middle scholarships held was 112 as against 87 last year. The total expenditure on scholarships was Rs. 11,119, which is Rs. 17 more than in the previous year.

Scholarships awarded by the department were allotted to boys and girls during the year under report as below :—

Primary school scholarships—

Boys	..	10
Girls	...	10

Middle school scholarships—

Boys	..	8
Girls	...	12

High school scholarships—

Boys	..	9
Girls	...	1

Collegiate scholarship—

Boys	...	1
Girls	...	..

Silver Jubilee scholarship—

Boys	..	1
Girls	...	..

## Professional scholarships—

## Boys—

Chelmsford Training College	..	5
Medical College	..	4

## Girls—

Medical College	...	5
Domestic Science Course	...	1
Commercial Course	...	2
Music Course	...	1
Stipends held at St. Bede's Training College.		10

The figures for professional scholarships and stipends for students taking teachers' training give some idea of the number of students qualifying for different professions. As has been mentioned previously the expenditure on professional scholarships may be regarded as money very well spent. Some students who, without a scholarship, would be quite unable to take degrees and training, and others who would do so with great difficulty are unable to prepare themselves for a career.

The following table shows that the percentage of trained Teachers-  
teachers is a little higher than in the previous year:—

Year.	Total number of teachers.	NUMBER OF TRAINED TEACHERS.			NUMBER OF UNTRAINED TEACHERS.			Percentage of trained teachers.
		Men.	Women.	Total.	Men.	Women.	Total.	
1938-39	209	29	120	149	14	46	60	71.3
1939-40	218	29	135	164	15	39	54	75.2

*Examination results*

Year.	EUROPEAN MIDDLE.						CAMBRIDGE JUNIOR.		
	Boys.			Girls.			Boys.		
	Appeared.	Passed.	Pass percentage	Appeared.	Passed.	Pass percentage	Appeared.	Passed.	Pass percentage
1938-39	60	45	75	65	58	89	44	32	72.7
1939-40	55	47	81	28	19	67.8	40	34	85

  

Year.	CAMBRIDGE JUNIOR.			CAMBRIDGE SCHOOL CERTIFICATE.					
	Girls.			Boys..			Girls.		
	Appeared.	Passed.	Pass percentage	Appeared.	Passed.	Pass percentage	Appeared.	Passed	Pass percentage
1938-39	66	55	83	64	50	78	43	31	72
1939-40	98	72	73.5	83	70	84.2	51	39	76.5

The number of pupils sent up for the European Middle School Examination is considerably less than in 1938-39. It is anticipated that shortly so few pupils will wish to take this examination that the department will have to consider discontinuing it. Now that middle school scholarships are awarded on the result of the Junior Cambridge Examination, a school can discontinue the Middle School Examination without the pupils being deprived of the chance of gaining scholarships.

**Courses of study.**

All high schools continue to prepare pupils for the Cambridge School Certificate. Most of the high schools are no longer sending pupils in for the middle school Examination, but are preparing them for the Junior Cambridge Examination. Most schools send pupils in for this examination from standard VIII, but a few are sending them in from standard VII. One or two of the middle schools have discontinued taking the Middle School Examination, and are sending up for the Junior Cambridge Examination from standard VII those pupils who

are ready to take it. One effect of the decision that the Middle School Examination is no longer compulsory, which was not foreseen, is that in a few girls' schools domestic science has been discontinued. It was compulsory for the Middle School Examination, but is not one of the optionals for the Junior Cambridge Examination, and is not compulsory in the School Certificate Examination. This is regrettable as, in the absence of science, domestic science is almost the only subject providing ample scope for practical work of a kind which must be useful to all girls, whatever their future is to be. Every effort is made to persuade schools to include it as a compulsory non-examination subject in the Middle Department.

In most European schools in this province it is not possible to provide alternative courses, or even much scope for individual choice of optionals, as the schools are not large enough for it to be possible to provide staff for many optionals. Most schools are, however, able to provide some alternative subjects.

Acquaintance with schools over a period of several years leaves an inspecting officer with the impression that good, steady work is going on in all the schools. Methods may in some cases be rather uninspired and remote from life; but in other cases there is a real effort to make the teaching interesting, and to bring it into line with real life. Through supervision and constructive suggestions principals in practically all cases endeavour to get all their teachers to make contributions commensurate with their powers and knowledge. It must, however, be remembered that in this country teachers in European Schools do not have opportunities either of attending refresher courses, or of visiting institutions where experiments are being tried, and the lack of such stimulus is a handicap. For most the only way of keeping themselves abreast of new ideas is by reading. Unfortunately in many schools, due to lack of funds, the staff reference library is poorly equipped. Obviously any money spent on more books is money very well spent. In most girls' schools very good work is done in the kindergarten and transition classes, and the children have ample opportunity for various forms of self-expression. In some schools this class tends to be the best part of the school. The reason is probably that, even if they once begin it, few continue teaching young children unless they really enjoy it. As in this country there are limited opportunities for women in professions other than teaching, nursing and medicine some drift into the teaching profession,

Teaching-

who have no real sense of vocation, and for financial reasons continue in it.

**Physical  
education.**

As in previous years during the year under review physical education including games has received due attention in most of the schools. Boy scout and cub troops, and girl guide companies and blue bird flocks do good work. During the summer months of 1939 the physical training supervisor again spent some time in Girls' Schools in Murree, Dalhousie and Simla. The largest period was devoted to coaching the students under training at St. Bede's College, as they will be going out into the various schools of the province as teachers. As in previous year she has found these students very keen and responsive.

**Training  
institutions.**

There are still 3 institutions for training teachers in the province :—

- (1) Chelmsford Training College for Men, Ghora Gali.
- (2) St. Bede's College for Women, Simla.
- (3) The Kindergarten Training Class attached to St. Denys' School, Murree.

In the Chelmsford Training College for Men, Ghora Gali, the number on roll for the year ending December, 1939, was 24 from the Punjab, United Provinces, Bombay, Bihar and Bangalore. The majority of the students were as usual from the Punjab and the United Provinces—the numbers being 8 and 12, respectively. Fifteen candidates sat for the diploma examination, and 13 passed in all subjects. Fifteen distinctions were obtained in different subjects. The students of the Training College are members of the College detachment of the Punjab Rifles, and undergo the full annual training, which includes camp. They act as assistant Scout masters and cubmasters of the school troops and packs, and thus gain valuable experience in dealing with boys outside the classroom. They assist in the chapel choir, and are members of the madrigal society.

The number of students in St. Bede's College, Simla, during the year was 41, of these 18 in the first year took the preliminary examination for the departmental Trained Teacher's Certificate Examination and all passed. Twenty-three students took the final examination—21 passed in all subjects and 1 student was in compartment. As is now usual, a number of the students, who passed out of the college in December, took the F. A.

examination of the Punjab University as private candidates in April. The principal reports :—

“ The students organize games for the school and coach the girls in tennis, hockey, netball, and badminton. They also give them physical training for half an hour daily. Besides taking part in the annual school concert the students frequently give impromptu shows, acting scenes from their English classics, miming poems, and delighting their audience with song and dance. The posters advertisting these concerts are executed by the students themselves. The junior students delight in long nature rambles. ”

Three students were studying during the year in the kindergarten training class attached to St. Denys' School, Murree, one in the second year, and two in the first year. The second year student passed in part two of the National Froebel Union Examination in all subjects except mathomatics.

A new venture this year has been the opening in May-1939 at St. Denys' School, Murree, of a Nursery Training Centre to train girls as children's nurses. It is in charge of a Truby-King nurse. The centre opened with 5 students and 4 babies varying in age from 10 months to 4 years. It was soon felt, however, that younger babies were necessary, and as soon as opportunity offered 3 more were added, the youngest of whom was only 2 weeks old. The course consists of the practical care of the babies, including making and washing their clothes, and also the care of the youngest children in the school. It also includes first aid and home nursing, and methods of teaching reading, writing and arithmetic to beginners. The students also get practice in the kindergarten class in telling stories, playing games with small children, and in directing handwork. The course is for two years and at the end an examination will be conducted by the department and a certificate issued to successful candidates. This year the training school has been housed in temporary quarters, but a new building is in course of construction. It is hoped that this training class will meet the needs of some girls, who do not wish to continue their studies up to School Certificate Examination and then take some professional course. The principal reports that already she is frequently asked to supply a trained children's nurse, and so does not anticipate that there will be any difficulty about finding work for students, as soon as they complete the course.

College Edu-  
cation

The number on roll in the intermediate classes at the Lawrence College, Ghora Gali was—

I Year.	II Year
21	17 =38.

Examination results were as follows :—

	Appeared.	Passed.
F. A.	9	8
F. Sc. (non-medical)	9	8
F. Sc. (medical)	6	5.

The number in the intermediate classes attached to the Bishop Cotton School, Simla was—

I Year	II Year.
9	11 =20

and the examination results were as follows :—

	Appeared.	Passed.
F. A.	6	5
F. Sc.	4	2.

Technical  
Education.

The classes at the Young Women's Christian Association, Lahore, have continued their work in the secretarial training of women. The number on roll has fluctuated during the year, the maximum number having been 15. During the year 6 students have completed the course, and 5 have obtained posts.

The enrolment in the classes at the Young Men's Christian Association, Lahore, has shown a slight decrease as compared with the previous year. The number of students who have attended classes was 753, but the average daily attendance was 235.76, as compared with 234.2 in the previous year. The income from fees was sufficient to make the classes entirely self-supporting. As usual the Young Men's Christian Association Final Examinations have been arranged by the educational committee of the Young Men's Christian Association, and 777 certificates were issued during the year as below :—

Shorthand	...	251.
Typewriting	...	283.
Book-keeping	...	173.
Correspondence	...	70.

Students have participated in usual activities, namely a debating society, a clay modelling class, and indoor and outdoor games programmes. During the year 351 students used books from commercial library. As usual many students, especially those from out-stations, have secured employment through their own or their parents' efforts after completing the course. During the year 80 students secured employment through the efforts of the association. The latter has also been able to help many old students, who were thrown out of employment on account of war conditions, to secure work in other firms.

## CHAPTER X.

## Education of Special Classes.

(i) *Encouragement of backward areas and communities.*—Unstinted efforts for the encouragement of education among backward classes and areas continued to be made during the year under review. Children of depressed classes, besides receiving other concessions and facilities continued to be admitted as free students in primary schools and as half free students in the secondary department of middle or high schools. Victoria Scholarships for Muslims and similar special stipends continued to help a number of them through school.

(ii) *Muslims.*—During the year under review, male Muslim students in recognized institutions increased by 14,539 to 549,873, Hindus by 9,160 to 346,360 and Sikhs by 4,528 to 151,105. Female scholars showed an increase of 7,787 among the Muslims, of 8,364 among the Hindus and of 2,098 among the Sikhs and the depressed classes showed an increase of only 90. The following statement shows the strength of each of the three principal communities at the various stages of instruction :—

Name of community.	COLLEGIATE STAGE.		SECONDARY STAGE.		PRIMARY STAGE.	
	Enrolment.	Percentage.	Enrolment.	Percentage.	Enrolment.	Percentage.
	1939-40.	1939-40.	1939-40.	1939-40.	1939-40.	1939-40.
Hindus (including depressed classes).	7,138	48.3	1,03,417	43.2	2,50,369	34
Muslims ..	4,532	30.6	90,563	37.4	3,1,424	50.6
Sikhs ..	2,741	18.5	41,858	17.4	98,088	13.4

The enrolment of Muslims in primary classes continued to be satisfactorily large but the enrolment in the secondary and collegiate stages is still at a level which is far from satisfactory.

The Rawalpindi Inspector writes :—

“ The backwardness of this community is mainly due to its appalling poverty in the countryside. I am doubtful whether the measures of coercion under the Compulsory Education Act would make much difference in case of this community. What is needed is a substantial relief in the

form of remission of fees, provision of free books and writing material.

(iii) *Jains*.—The total number of Jain boys in recognized institutions of all kinds during 1939-40 has been 3,414, and of Jain girls, 1,642, the largest number of them being as last year in Ambala Division.

(iv) *Upper classes*.—On the 31st March, 1940, the enrolment in the Aitchison College, Lahore, stood at 153, as against 157 last year. Of these 115 were boarders. Community-wise the division was—Hindus 44, Muslims 59, Sikhs 49 and one European. One hundred and ten boys came from British India and forty-three from Indian States. Twenty-eight were the sons or relatives of ruling princes. Regarding the financial position of the college, the Principal writes :—“The Budget for the financial year 1939-40 anticipated a surplus of Rs. 10,500 but the year actually closed with a credit balance of Rs. 21,980-15-4. This most encouraging position has been largely due to the exercise of rigid economy since October, 1939, when it became apparent that enrolment would not reach the figure on which the estimates had been based. The fee income in the financial year 1939-40 amounted to Rs. 1,84,194-14-3, out of a total expenditure of Rs. 2,30,671-3-10. Adding to the fee income that from the Dairy Farm, rent and investments, which totals Rs. 17,387-0-11 the difference between direct income and total expenditure is only Rs. 29,089-4-8 which is more than covered by contributions from States (Rs. 23,000), the Government of India grant (Rs. 16,130) and the grant from the Punjab Government (Rs. 11,880).

The excellent results which have been the feature of the college examinees for the last few years were repeated again this year.

It has been decided to prepare boys for whom the Cambridge Junior Certificate is a difficult examination, for the Punjab Matriculation. The college is seriously thinking of affiliation to the Punjab University up to the Intermediate standard.

(v) *Depressed classes*.—The number of boys belonging to depressed classes in all kinds of institutions, recognized and unrecognized, rose by 1,442 to 31,611 and that of girls rose by 90 to 1,639. Except two schools at Muzaffargarh in the Multan Division, there are no separate schools for the children of depressed classes—an index of the healthy

attitude towards education which the public have been gradually persuaded to adopt. Government, local bodies and philanthropic private individuals share the laurels as regards the achievements of success to this extent. Besides the remission of fees and the provision of stipends and scholarships, the scholars are supplied with reading and writing material free of charge. Special consideration is paid to their claim for admission to Normal Schools.

(vi) *Criminal tribes.*—The Department continued to pay increased attention to the education of Criminal Tribes. The Government intends to increase the number of stipends from 570 to 610, within the budget allotment of Rs. 11,600.

The number of boys and girls attending schools in Settlements, Colonies and villages under direct control on the 31st March, 1940, was 1,469 boys and 972 girls. The total number of children at school in the districts was 5,939 at the close of the year.

One hundred and eighty-seven boys and fifty-eight girls passed the primary school examination in the year 1939-40, raising the number of primary passed boys and girls to 1646 and 489, respectively. Besides these 577 boys and 22 girls, whose daily duties did not permit them to attend day schools, attended the night schools provided for this purpose. Seventeen boys passed the Middle School Examination raising the total number of Middle passed boys to 145. Boys and girls are every year selected for admission into colleges, normal schools and technical and industrial institutions and are allowed stipends of Rs. 10 per mensem each. Efforts are not spared in securing employment for those who finish their courses successfully.

Agricultural education continued to be imparted in the schools in the Agricultural Settlements; books and pamphlets containing useful agricultural information, modern methods of agriculture, improved varieties of crops, plants, diseases of animals and the destruction and control of pests were supplied.

Games, drill and scouting have been encouraged; trained scout masters have helped to raise the number of boy scouts to 666 and of girl guides to 66.

(vii) *Baluch Hill Tribes.*—Below is reproduced the statement of the Inspector of Schools, Multan Division, regarding the education of Hill Tribes of Dera Ghazi Khan:—

*Table showing the number of schools and enrolment.*

Schools.	1939-40.	Increase Or decrease.
Vernacular Middle .. .. .	1	--
Lower Middle .. .. .	2	--
Primary .. .. .	3	--
Number of scholars in all schools .. .. .	198	+21

It is evident from the above table that the number of schools in the Tribal Area has remained stationary while the total enrolment has gone up by 21 to 193. Failure of rain has stood in the way of further expansion. The special scholarships from Provincial revenues together with stipends from Political and Border Military Police Thrift Society funds continue to popularise secondary education among these semi-nomadic backward tribes. To promote collegiate and professional education, the Border Military Police Thrift Society has instituted 34 scholarships of the total value of Rs. 837.

But something imperative needs be done regarding unemployment among the educated of these tribes. It is apprehended that this factor might become a potent source of discontent among them.

## CHAPTER XI.

**The Punjab Advisory Board for Books.****Personnel.**

During the year under report 4 members, who had completed their terms of membership, were renominated for a further period of two years, and six other vacancies caused by the retirement of six members were filled by the appointment of the following gentlemen :—

1. Mr. Abdur Rahim, I.C.S., Officer on Special Duty, Rural Reconstruction Department, Punjab, Lahore.
2. Pandit Narsingh Lal, B.A., B.T., Head Master, Sanatan Dharam High School, Lahore.
3. Khan Bahadur Mian Mushtaq Ahmad Gurmani, M.L.A., Village Thatta Gurmani, P. O. Sanawan, Tehsil Kot Adu, District Muzaffargarh.
4. Rao Pohop Singh, M.L.A., Guraora, Tehsil Rewari, District Gurgaon.
5. Bawa Harkishen Singh, Principal, G. N. K halsa College, Gujranwala.
6. Mr. U. Karamet, M.A., Principal, deMontmorency College, Shahpur Sadr.

Mr. G. C. Chatterjee, M.A., I.E.S., on his appointment as Principal of the Central Training College, Lahore, became an ex-officio member of the Board.

**Meetings.**

During the year under review the General Board met once and there were fourteen Subject Committee and Special Committee Meetings. The total number of meetings was 15, as compared with 13 last year.

**Books considered.**

In view of Punjab Government orders directing that no new text-books should be considered by the Board until further orders, no new books were received for consideration.

The total number of books, submitted to the Board for consideration, with a view of their inclusion in the list of books approved for school libraries, was 295, as against 183, during the previous year. Of the 295 publications considered 128 were approved, 87 for school libraries, 6 for the libraries of high schools with Kindergarten Classes, 19 for the libraries of Anglo-Vernacular Girls' Schools, and 3 for Teachers' Libraries.

During the year under review, the Punjab Government sanctioned the levying by the Board, of an admission fee at the rate of two annas per page from the authors or publishers

who submitted their publications for consideration by the Board for inclusion in the list of books approved for school libraries. The fee thus realized will be spent as honorarium paid to the reviewers of these books.

The Urdu translations of "A Book on Nature Study", by Miss F. R. Camozzi and "Stories from Indian History", by Miss T. E. M. Wright are being revised by the translators in the light of suggestions made by the reviewers. The Urdu translation of a "A Book on Geography", by Miss O. C. Cooks, has been printed. The revised draft of Adult Urdu Reader is ready for the press. The revised drafts of the Wall Maps of the Multan and Montgomery districts have been printed. Owing to want of funds the Board could not undertake to have any new book translated.

Publications.

One thousand and forty-three copies of "Nau-i-Insan ki Kahani" (bound in leather and cloth) which is an Urdu translation of the publication entitled, "The Story of Mankind", were sent to the District Inspectors of Schools, Punjab, for free distribution among recognized Anglo-Vernacular and Vernacular Middle Schools and Village Libraries not attached to schools. One hundred and five copies were also supplied to Upper Middle Schools for Girls. It has also been decided to send one copy to each of the Colleges, High Schools (both for boys and girls) and Normal Schools in the Punjab.

Presentation of books.

Besides the above, 2,777 books left over from the books submitted to the Board for consideration from time to time were distributed mostly among Girls' Schools and Adult Schools.

Five new films were purchased at a cost of Rs. 186-15-0 and added to the library of Educational Films and seven old and worn out films were replaced by new ones. One hundred and eighty-six cinema shows were given, exhibiting 867 films to about 80,905 persons. The Board continued to lend films free of charge to Educational Institutions having their own projectors.

Purchase of Cinema films.

In response to the Board's advertisement inserted in the leading papers of the province asking authors and publishers to submit works published during the year for consideration, 22 books were received; 6 in Urdu, 5 in Hindi and 11 in Punjabi. These books were considered by the various Subject Committees and the Special Committee and finally by the

Encouragement of Vernacular Literature.

General Board. Three prizes each of the value of Rs. 500, Rs. 300 and Rs. 500 were recommended for Urdu, Hindi and Punjabi books, respectively. The award of 10 other prizes of Rs. 50 each was recommended for the production of books intended for the use of adult literates.

**Library.**

The number of books added to the library was 338 as against 66 last year; the cost amounting to Rs. 638-7-9. Two thousand four hundred and fifty-nine books were issued to readers and the number of gramophone records lent was four.

**Literacy Campaign.**

The Director of Public Instruction, Punjab, entrusted to the Punjab Advisory Board for Books the work of selecting books for the use of newly literate adults. The Urdu and Hindi Editors in the service of the Board registered and read about 911 books in Urdu, Hindi and Punjabi with a view to selecting books for the use of adults. As a result thereof 600 copies each of 73 Urdu and 19 Hindi and Punjabi books were purchased by the Department. These books were bound in limp cover and placed in steel boxes for circulation among adult centres. Out of Rs. 3,000 provided by the Punjab Advisory Board for Books in the budget for the year ending 31st March, 1940, for expenditure in connection with the campaign to eradicate illiteracy, only Rs. 887-13-0 were spent.

**Contract for the printing, publication and sale of text-books.**

The Director of Public Instruction, Punjab, Lahore, invited tenders for the printing, publication and sale of text-books, the copyright of which is owned by the Government. Rai Sahib M. Gulab Singh & Sons, Lahore, and Messrs. Uttar Chand Kapur and Sons, Lahore, offered tenders, the tender of the former offering Rs. 13,800 for the year 1940-41 was accepted by the Director of Public Instruction, Punjab.

**Finance.**

The total balance at the credit of the Board at the commencement of the year stood at Rs. 67,617-12-1. The receipts during the year were Rs. 17,895-9-6, but the disbursements amounted to Rs. 28,273-12-1, leaving a balance of Rs. 57,239-9-6 at the close of the year.

---

**I—CLASSIFICATION OF EDUCATIONAL  
INSTITUTIONS, 1939-40.**

---

I - CLASSIFICATION

		FOR MALES.					
		Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
		1	2	3	4	5	6
<b>RECOGNIZED INSTITUTIONS.</b>							
Universities	.. ..	..	..	..	1	..	1
Colleges—							
Arts and Science*	.. ..	5	..	..	7	9	21
Law	.. ..	..	..	..	..	1	1
Medicine	.. ..	2	..	..	..	..	2
Education	.. ..	2	..	..	..	..	2
Engineering	.. ..	1	..	..	..	..	1
Agriculture	.. ..	1	..	..	..	..	1
Commerce	.. ..	..	..	..	1	..	1
Technology	.. ..	..	..	..	..	..	..
Forestry	.. ..	..	..	..	..	..	..
Veterinary Science	.. ..	1	..	..	..	..	1
Intermediate and 2nd grade Colleges	.. ..	7	..	..	3	3	13
Totals	.. ..	19	..	..	13	13	44
High Schools	.. ..	83	36	24	185	37	365
Middle Schools	{ English ..	7	78	17	69	39	200
	{ Vernacular ..	3	2,850	9	16	1	2,879
Primary Schools	.. ..	12	4,816	335	760	83	6,006
Totals	.. ..	105	7,780	385	1,029	160	9,459
Special Schools—							
Arts	.. ..	1	..	..	..	..	1
Law	.. ..	..	..	..	..	..	..
Medical	.. ..	1	..	..	4	..	5
Normal and Training	.. ..	4	..	..	2	1	7
Engineering	.. ..	1	..	..	..	..	1
Technical and Industrial	.. ..	31	..	..	9	1	41
Commercial	.. ..	10	..	..	..	..	10
Agricultural	.. ..	..	..	..	..	..	..
Reformatory	.. ..	2	..	..	..	..	2
Schools for Defectives	.. ..	1	..	..	1	..	2
Schools for Adults	.. ..	10	133	7	..	51	201
Other schools	.. ..	38	..	..	2	1	41
Totals	.. ..	99	133	7	18	54	311
Total for recognized institutions		223	7,913	392	1,050	227	9,805
UNRECOGNISED INSTITUTIONS		..	..	..	..	4,328	4,328
GRAND TOTALS, ALL INSTITUTIONS		223	7,913	392	1,050	4,555	14,133

\* Includes one Oriental College.

OF EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
7	8	9	10	11	12
..	..	..	..	..	..
2	..	..	1	1	4
..	..	..	..	..	..
1	..	..	1	..	2
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	..	..	..
1	..	..	..	..	1
4	..	..	2	1	7
33	..	..	15	1	49
7	..	5	16	..	28
14	35	42	98	2	191
5	1,390	268	378	59	2,098
59	1,415	313	507	62	2,358
..	..	..	..	..	..
..	..	..	..	..	..
29	..	..	1	..	1
..	..	..	1	1	31
6	..	..	..	..	..
..	..	1	13	2	22
..	..	..	1	..	1
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	..	..	..
24	..	..	..	..	..
59	..	..	..	..	25
122	1,415	314	566	66	2,443
..	..	..	..	3,137	3,137
122	1,415	314	628	3,203	5,580

## II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Universities	...	...	...	...	...	...	...	...	...
Arts and Science	4,114	3,730	1,147	...	...	...	...	...	...
Law	611	507	227	...	...	...	...	...	...
Medicine	207	190	147	...	...	...	...	...	...
Education	226	320	95	...	...	...	...	...	...
Engineering	338	310	268	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	265	257	160	...	...	...	...	...	...
Totals	5,891	5,413	2,052	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools	27,810	26,906	2,911	12,402	11,946	1,032	12,700	12,108	527
" Middle Schools—	2,048	1,042	317	19,685	17,155	561	5,514	5,091	132
English	127	114	...	378,418	334,946	5,341	1,945	1,743	14
Vernacular	...	...	...	270,611	231,927	39	52,702	51,956	...
" Primary Schools	860	778	...	...	...	...	...	...	...
Totals	20,639	20,740	3,238	678,096	608,174	6,772	78,051	70,923	643
In Art Schools	160	181	22	...	...	...	...	...	...
" Law	...	...	...	...	...	...	...	...	...
" Medical Schools	574	542	369	...	...	...	...	...	...
" Normal and Training Schools	569	541	509	...	...	...	...	...	...
" Engineering Schools	207	206	207	...	...	...	...	...	...
" Technical and Industrial Schools	1,917	1,768	573	...	...	...	...	...	...
" Commercial Schools	229	228	63	...	...	...	...	...	...
" Agricultural	...	...	...	...	...	...	...	...	...
" Reformatory	130	116	140	...	...	...	...	...	...
" Schools for Defectives	27	25	21	...	...	...	...	...	...
" Schools for adults	818	656	...	3,000	2,931	...	212	108	...
" Other Schools	2,211	2,036	733	...	...	...	...	...	...
Totals	6,611	6,279	2,710	8,009	2,931	...	212	103	...
Totals for recognised Institutions.	43,571	41,432	7,979	681,705	601,105	6,772	78,163	71,034	643
In unrecognised Institutions	...	...	...	...	...	...	...	...	...
Grand totals, all institutions for males.	43,571	41,432	7,979	681,705	601,105	6,772	78,163	71,034	643

(a) Includes 1,432 students including one girl in the high classes of Intermediate but excludes figures of the Intermediate classes attached to

(b) Excludes figures of the Lawrence Royal Military School,

(c) Includes 40,091 students in the Upper Middle and 4,706

(d) Includes 316,303 students in the Upper Middle and 64,527

EDUCATIONAL INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
17	17	...	...	...	...	17	17	...	...
7,526	6,753	1,902	5,143	4,611	1,370	(a) 16,783	15,094	4,519	384
...	...	...	488	410	278	488	416	278	1
...	...	...	...	...	...	611	597	237	53
...	...	...	...	...	...	277	193	147	...
...	...	...	...	...	...	326	320	66	...
137	121	79	...	...	...	338	310	266	...
...	...	...	...	...	...	137	121	79	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	295	267	160	...
7,680	6,591	1,981	5,681	5,027	1,548	19,302	17,331	5,581	447
100,428	95,416	6,956	16,054	15,497	1,056	(b) 169,484	161,741	12,483	203
11,434	13,543	460	5,072	6,849	140	(c) 45,837	42,500	1,381	643
2,614	2,311	376	136	126	...	(d) 381,160	338,540	5,731	6,307
60,471	55,204	31	5,430	4,867	...	306,044	347,782	69	15,007
177,847	166,464	7,223	26,693	25,349	1,196	992,415	800,653	19,663	23,224
...	...	...	...	...	...	169	161	23	3
365	330	48	...	...	...	919	872	447	126
101	97	67	40	0	40	711	678	696	3
...	...	...	...	...	...	207	206	207	...
633	630	363	69	69	35	3,003	3,386	971	...
...	...	...	...	...	...	329	228	65	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	140	116	140	...
62	45	51	...	...	...	79	70	72	...
...	...	...	1,344	1,056	...	6,075	4,751	...	10
229	222	115	219	236	...	2,659	2,494	648	...
1,350	1,22	681	1,664	1,420	75	18,796	11,962	3,453	140
166,007	174,579	10,468	33,977	31,796	2,819	1,025,413	919,946	28,681	22,911
...	...	...	95,412	78,552	519	95,412	73,552	649	11,003
166,907	174,579	10,468	129,380	110,348	3,888	1,130,825	998,493	29,330	33,814

colleges and 199 students including one girl in the Oriental College, Lahore, the Lawrence Royal Military School, Sanawar.

Sanawar.

In the Lower Middle Schools,

In the Lower Middle Schools,

## II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Arts and Science ...	498	4	120	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	93	92	54	...	...	...	...	...	...
Totals ...	591	5	174	...	...	...	...	...	...
<i>School and special education</i>									
In High Schools ...	10,685	9,565	684	...	...	...	...	...	...
In Middle schools—									
English ...	981	808	36	...	...	...	1,807	1,751	...
Vernacular ...	1,269	1,101	65	4,605	4,118	105	9,551	8,005	14
In Primary Schools ...	163	170	...	62,003	53,575	...	29,075	25,107	...
Totals ...	18,098	11,704	785	66,608	57,668	105	41,723	35,613	14
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	686	6	534	...	...	...	...	...	...
In Technical and Industrial Schools.	658	450	...	...	...	...	42	30	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In Other Schools ...	1,050	949	...	...	...	...	...	...	...
Totals ...	2,304	2,030	634	...	...	...	42	30	...
Totals for recognised institutions.	16,093	14,800	1,493	66,608	57,668	105	41,765	35,643	14
■ unrecognised institutions	...	...	...	...	...	...	...	...	...
<b>GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.</b>	16,093	14,800	1,493	66,608	57,668	105	41,765	35,643	14
<b>GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.</b>	59,654	55,732	9,473	745,403	656,703	6,877	120,928	106,717	687

(a) Includes 68 students in High

NOTE.—Figures relating to the Lawrence

## EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
209	196	110	38	32	13	(a) 745	693	243	...
...	...	...	..	...	...	...	...	...	...
37	30	37	..	...	...	130	131	91	...
248	235	147	38	32	13	675	634	834	...
2,994	2,855	1,120	372	310	...	14,031	12,730	1,804	629
4,723	3,858	617	...	...	...	7,101	6,475	663	155
29,458	27,270	1,365	278	238	...	45,469	41,336	1,549	209
21,265	20,130	...	4,786	4,169	...	131,212	119,341	...	2,020
70,908	64,120	3,102	5,436	4,707	...	197,833	173,652	4,066	...
402	400	354	...	...	...	402	400	354	...
38	36	32	2	3	...	726	679	566	...
400	390	...	85	60	...	1,275	930	...	...
11	6	3	...	...	...	11	6	3	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
8	5	...	...	...	...	1,058	954	...	...
940	837	360	67	63	...	3,472	2,909	923	...
72,163	65,162	3,638	5,501	4,802	13	202,180	177,075	6,263	3,113
...	...	...	70,962	61,067	...	70,962	61,067	...	9,671
72,163	65,162	3,638	70,243	65,869	13	272,862	238,742	6,263	12,784
269,070	239,771	14,106	205,632	179,217	3,361	1,303,657	1,237,240	34,40	...

Classes of intermediate colleges for women.

Royal Military School, Sanawar, and the

to it are excluded.

III-A.- EXPENDITURE ON EDUCATION FOR MALES

Expenditure on buildings includes Rs. 4,71,770 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items:-

1. Boarding houses.
2. Scholarships.
3. Miscellaneous.

Direction  
Inspect on  
Buildings, etc.  
Miscellaneous

TOTAL INDIRECT EXPENDITURE FROM					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,24,933	27,508	12,418	..	..	2,64,859
10,07,768	1,29,711	9,433	71,197	6,38,016	14,76,305
6,47,446	2,12,001	1,61,341	1,69,072	3,44,663	17,00,173
8,17,017	..	..	..	..	..
<b>TOTALS</b>	<b>4,25,107</b>	<b>2,65,204</b>	<b>2,40,269</b>	<b>6,83,277</b>	<b>40,00,933</b>

	GOVERNMENT INSTITUTIONS.					DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.					AIDED INSTITUTIONS.					RECOGNISED UNAIDED INSTITUTIONS.					22	23	24	25	26	27	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.							Totals.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20							21
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<b>UNIVERSITY AND INTERMEDIATE EDUCATION.</b>																											
Universities .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges .. .. .	2,94,411	..	..	4,56,117	..	7,50,528	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Professional Colleges .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Medicine .. .. .	4,07,276	..	..	70,833	..	4,78,109	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Education .. .. .	67,578	..	..	28,441	9,871	1,05,889	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Engineering and Technology .. .. .	1,92,857	..	..	24,582	..	2,17,439	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Agriculture .. .. .	1,13,422	..	..	60,344	..	1,73,766	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Veterinary Science .. .. .	1,53,817	..	..	53,949	..	2,07,766	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Intermediate Colleges .. .. .	2,10,427	..	..	1,24,246	601	3,41,274	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
<b>Totals</b> .. .. .	<b>14,45,783</b>	<b>..</b>	<b>..</b>	<b>7,67,693</b>	<b>10,222</b>	<b>22,63,648</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>4,84,478</b>	<b>900</b>	<b>3,933</b>	<b>3</b>	<b>4,60,788</b>	<b>26,4,732</b>	<b>6,59,079</b>	<b>1,01,784</b>	<b>7,80,861</b>	<b>19,30,221</b>	<b>900</b>	<b>3,033</b>	<b>30,91,348</b>	<b>8,72,844</b>	<b>60,89,343</b>
<b>SCHOOL EDUCATION.</b>																											
<b>General.</b>																											
High Schools .. .. .	10,23,384	..	..	7,76,299	2,897	18,02,580	2,20,918	1,38,039	1,27,478	4,79,035	7,895	9,68,360	6,74,585	17,108	80,749	20,87,715	4,54,600	32,64,757	4,40,220	65,959	5,06,179	19,18,882	1,50,147	3,08,227	37,33,260	8,31,361	65,41,876
Middle Schools—																											
English .. .. .	1,00,440	..	..	58,531	88	1,59,058	1,90,077	1,49,068	46,697	2,11,123	6,400	6,03,403	61,174	3,894	13,478	1,75,360	68,853	3,22,414	1,01,576	39,069	1,31,644	3,51,660	1,53,660	67,174	5,46,770	1,08,499	12,16,474
Vernacular .. .. .	4,304	..	..	..	..	4,361	42,07,16	11,41,262	17,506	5,03,179	32,708	58,9,806	12,758	6,924	224	6,793	28,713	55,412	1,679	784	2,463	47,4274	11,48,186	16,730	8,11,671	62,201	69,62,044
Primary Schools .. .. .	12,676	..	..	1	..	12,676	34,84,304	7,31,974	5,43,618	38,078	10,110	38,08,104	1,75,928	35,694	69,266	31,702	1,82,424	4,95,004	4,410	30,244	34,654	26,70,267	7,67,678	6,12,884	74,197	2,32,778	42,43,494
<b>Totals</b> .. .. .	<b>11,40,822</b>	<b>..</b>	<b>..</b>	<b>8,34,821</b>	<b>2,985</b>	<b>19,78,628</b>	<b>71,02,446</b>	<b>21,55,361</b>	<b>7,33,299</b>	<b>12,31,455</b>	<b>57,111</b>	<b>1,12,78,672</b>	<b>9,24,405</b>	<b>63,310</b>	<b>1,63,717</b>	<b>22,51,670</b>	<b>7,34,560</b>	<b>41,37,592</b>	<b>5,47,841</b>	<b>1,27,055</b>	<b>6,74,896</b>	<b>91,67,671</b>	<b>22,18,671</b>	<b>8,97,016</b>	<b>49,65,687</b>	<b>9,31,741</b>	<b>1,80,70,768</b>
<b>Special.</b>																											
Art Schools .. .. .	64,164	..	..	..	..	64,164	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	55,472	..	..	58,153	..	1,13,625	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Normal and Training Schools .. .. .	76,481	..	..	31	..	76,512	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technical Schools .. .. .	28,634	..	..	30,561	..	59,195	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technical and Industrial Schools .. .. .	3,24,313	..	..	13,530	63,015	3,41,353	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Commercial Schools .. .. .	20,471	..	..	10,914	..	31,385	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	45,169	..	..	..	..	45,169	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives .. .. .	8,444	..	..	..	826	9,270	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Schools for Adults .. .. .	1,601	..	..	..	..	1,601	3,080	1,835	91	..	..	5,008	702	253	..	..	..	..	..	..	..	..	..	..	..	..	
Other Schools .. .. .	1,49,610	..	..	..	..	1,49,610	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
<b>Totals</b> .. .. .	<b>7,54,439</b>	<b>..</b>	<b>..</b>	<b>1,21,976</b>	<b>63,511</b>	<b>9,60,926</b>	<b>3,080</b>	<b>1,835</b>	<b>91</b>	<b>..</b>	<b>..</b>	<b>5,008</b>	<b>48,025</b>	<b>723</b>	<b>2,000</b>	<b>2,58,091</b>	<b>77,517</b>	<b>3,86,358</b>	<b>17,470</b>	<b>9,109</b>	<b>26,779</b>	<b>8,26,644</b>	<b>2,878</b>	<b>2,091</b>	<b>3,97,646</b>	<b>1,20,167</b>	<b>11,78,506</b>
<b>Totals (direct)</b> .. .. .	<b>33,62,044</b>	<b>..</b>	<b>..</b>	<b>17,84,399</b>	<b>76,705</b>	<b>51,43,241</b>	<b>71,06,526</b>	<b>21,57,196</b>	<b>7,33,399</b>	<b>12,31,455</b>	<b>57,111</b>	<b>1,12,84,678</b>	<b>14,56,868</b>	<b>64,933</b>	<b>1,69,650</b>	<b>41,64,334</b>	<b>12,72,895</b>	<b>71,27,680</b>	<b>11,94,270</b>	<b>2,37,948</b>	<b>14,32,338</b>	<b>1,19,44,438</b>	<b>22,22,129</b>	<b>9,07,640</b>	<b>51,44,678</b>	<b>16,44,762</b>	<b>1,80,34,037</b>
<b>GRAND TOTALS (DIRECT AND INDIRECT).</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

\* Represents expenditure on schools which were closed before the end of the year.



---

IV-A--RACE OR CREED OF MALE SCHOLARS.

---

## IV-A—RACE OR CREED OF MALE SCHOLARS

Race or Creed.	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muslims.	Buddhists.	
			Higher castes.	*Depressed Classes.			
	1	2	3	4	5	6	
Total population ..	16,553	213,465	2,609,256	85,278	7,241,612	2,757	
<i>School Education.</i>							
	<i>Classes.</i>						
Primary	I	351	3,581	82,91	10,779	156,060	1
	II	99	1,801	52,271	6,812	89,955	..
	III	120	1,419	46,129	4,754	70,682	..
	IV	105	1,069	37,453	3,215	54,727	..
Middle	V	116	673	28,425	1,722	30,783	1
	VI	113	529	22,823	1,094	21,778	..
	VII	92	379	16,664	688	14,654	..
	VIII	63	302	14,024	595	11,860	1
High	IX	59	193	9,223	260	6,533	..
	X	..	147	7,756	141	4,955	..
Totals ..	1,118	10,038	323,696	30,090	461,987	3	
<i>University and Intermediate Education.</i>							
Intermediate classes	1st year..	25	67	2,326	21	1,64	..
	2nd year..	27	45	2,222	11	1,466	..
Degree classes ..	1st year..	4	29	1,066	5	618	..
	2nd year..	5	39	1,026	5	563	..
	3rd year..	..	..	35	..	2	..
Post-graduate classes	1st year..	1	6	216	..	119	..
	2nd year..	1	8	194	..	88	..
Research students—	..	..	11	..	4	..	
Totals ..	63	193	7,096	42	4,532	..	
No. of scholars in recognized institutions.	1,181	10,231	330,792	30,132	466,519	3	
No. of scholars in unrecognized institutions.	..	367	10,716	454	56,062	..	
Grand totals ..	1,181	10,598	341,508	30,586	522,581	3	

\*The following are included under the heading "Depressed Classes":—Chamar, Weaver, Muntam, Ad-Dharmi, Bawaria, Dahi, Marija (Marcha), Bangali, Barar, Bazigar, Bhanjawa, Sirkib nd.

†Includes 1,421 students in the high classes of intermediate colleges.

‡Excludes 193 male scholars of the Oriental College, Lahore, of whom 92 are Hindus.  
NOTE:—Figures of the Lawrence Royal Military School, Sandwar, and the intermediate

## RECEIVING GENERAL EDUCATION.

Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agriculturists.
7	8	9	10	11	12	13	14
339	17,03,584	2,36,666	12,830,510				
4	37,133	2,158	292,977	234,062	1,015	..	140,882
2	24,486	1,554	180,980	143,915	1,287	9	77,093
1	19,682	1,225	144,022	112,120	1,722	14	73,458
3	16,787	988	116,323	88,389	1,886	26	53,616
3	12,660	567	74,950	51,791	1,509	56	34,388
4	9,761	453	56,555	36,288	1,323	130	25,264
1	6,852	343	39,673	21,592	1,626	227	15,895
5	5,893	232	32,975	18,055	1,807	437	13,668
4	3,794	169	20,242	7,198	1,279	533	6,820
2	2,888	139	16,038	5,399	1,223	768	5,266
29	139,916	7,828	7974,735	718,809	15,177	2,200	446,350
2	997	37	5,117	1,733	179	117	1,805
1	834	32	4,668	1,690	230	136	1,807
1	420	18	2,161	686	138	68	698
..	364	14	2,016	677	127	109	712
..	14	..	51	13	6	5	15
..	52	1	391	139	49	44	156
..	58	4	353	82	43	22	77
..	2	..	17	..	..	..	..
4	2,741	106	14,777	5,020	772	501	5,270
33	142,687	7,834	989,512	723,829	15,949	2,701	451,620
..	6,382	99	94,080	67,770	679	186	48,844
33	149,060	8,033	1,063,592	791,599	6,628	2,887	5,00,464

Sweyer, Ramdasi, Dumas, Koli, Sarcra, Jhobi, Megh, Sansi, Ghosi, Bagria, OI, Kabar, Chanal, Dhanak, Gagra, Ganibila, Khatik, Kori, Nat, Pasi, Perna, Sapela, Nazrabi Siku and

01 higher castes and one Depressed Class), 82 Muslims, 23 Sikhs and one Indian Christian. classes attached to it are excluded.

## IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or Creed.	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muslims.	Buddhists.	
			Higher castes.	*Depressed Classes.			
	1	2	3	4	5	6	
Total Population ...	6,398	178,371	2,142,357	720,697	6,090,848	2,966	
<i>School Education.</i>							
<i>Classes.</i>							
Primary ]	I	280	1,862	44,269	637	34,922	2
	II	136	777	16,725	158	11,060	1
	III	121	699	12,850	120	7,656	..
	IV	138	645	10,472	79	5,587	..
	V	135	500	7,913	47	3,763	..
Middle ]	VI	137	444	3,300	16	1,754	..
	VII	106	346	2,392	10	1,326	..
	VIII	75	313	1,980	4	1,180	..
High ]	IX	79	104	399	..	381	..
	X	..	59	296	1	288	..
Totals ..	1,226	5,749	100,596	1,122	67,917	3	
<i>University and Intermediate Education.</i>							
Intermediate classes	1st year ..	3	21	154	..	130	..
	2nd year ..	4	24	140	..	67	..
Degree classes ..	1st year ..	1	14	99	5	39	..
	2nd year ..	..	4	73	1	44	..
	3rd year ..	..	1	1	..	..	..
Post-graduate classes	1st year..	..	..	12	..	4	..
	2nd year..	..	2	15	..	5	..
Research students—	..	..	..	..	..	..	
Totals ..	8	66	494	6	289	..	
No. of scholars in recognized institutions.	1,234	5,815	101,090	1,128	68,206	3	
No. of scholars in unrecognized institutions.	..	120	5,895	91	62,641	..	
Grand totals ..	1,234	5,935	106,985	1,219	130,847	3	

\*The following are included under the heading "Depressed classes":—Chama, Weaver Mahtam, Ad-Dharmi, Bawaria, Dagi, Marja (Marooha), Bangali, Brar, Bazgar, Bhanjra, and Sirkiband.

†Includes 89 students in the high classes of Intermediate Colleges.

‡Excludes one Hindu girl of the Oriental College, Lahore.

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

## RECEIVING GENERAL EDUCATION.

Parsis.	Sikhs.	Others.	Totals.	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years.	Number of agriculturists.
7	8	9	10	11	12	13	14
207	1,360,560	197,937	10,700,342	..	..	..	..
4	17,006	790	99,841	43,107	206	43	25,909
3	6,723	340	35,923	14,337	130	31	16,447
5	5,021	277	26,749	10,452	180	62	6,021
2	3,947	231	21,101	7,873	264	105	4,578
6	2,765	173	15,307	4,679	347	140	3,189
3	1,076	36	6,766	1,571	113	76	1,510
4	927	33	5,149	561	112	69	884
11	708	17	4,288	463	106	79	695
5	163	1	1,132	103	33	27	233
1	131	1	777	71	33	25	153
44	38,467	1,909	217,633†	83,217	1,524	657	59,610
1	56	..	365	34	2	2	64
3	61	..	209	25	8	2	50
..	29	1	188	12	5	3	21
..	27	..	149	11	9	8	24
..	2	1	5	1	..	..	..
1	2	1	20	1	..	..	6
..	1	..	23	..	1	1	4
..	..	..	..	..	..	..	..
5	178	3	1,049†	84	25	16	169
49	38,645	1,912	218,082	83,301	1,549	673	59,788
..	3,247	20	72,014	51,183	263	141	38,236
49	41,892	1,932	200,006	134,484	1,812	814	98,024

Sweeper, Ramtasi, Duma, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagra, Od, Kaha, Cuanal, Dhanak, Gogra, Gandula, Khatak, Kori, Nat, Pasi, Perna, Spela, Mazhar, Sikh

classes attached to it are excluded.

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

	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muslims.	Buddhists.	Parasis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agriculturists.
			Higher castes.	*Depressed classes, etc.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education.</i>														
Art Schools ... ..	1	2	69	..	70	..	..	25	..	167	84	21	21	34
Law Schools ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools ... ..	1	1	443	2	251	..	..	99	2	799	291	111	111	222
Normal and Training Schools ... ..	..	4	172	24	387	3	..	69	11	709	681	455	447	429
Engineering and Survey Schools ... ..	..	1	70	..	105	..	..	81	..	207	123	40	40	80
Technical and Industrial Schools ... ..	..	142	1,276	03	790	..	..	295	12	1,608	1,190	302	251	577
Commercial Schools ... ..	..	3	137	..	71	2	..	14	2	223	86	43	30	63
Agricultural Schools ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools ... ..	..	3	23	2	93	..	..	18	1	140	87	41	33	30
Schools for Defectives ... ..	..	2	61	..	12	..	..	4	..	79	42	..	..	33
Schools for adults ... ..	..	78	1,181	19	3,849	10	12	862	98	6,059	5,294	3,159	3,099	3,558
Others Schools ... ..	3	18	405	722	1,045	157	..	199	107	2,659	1,532	197	175	1,492
Total ... ..	5	293	3,849	1,022	6,463	172	12	1,316	233	13,655	9,410	4,339	4,210	6,568
<i>University and Intermediate Education.</i>														
Law ... ..	..	3	251	2	124	..	..	97	10	497	175	129	129	200
Medicine ... ..	3	9	229	..	212	..	1	100	5	559	156	48	48	188
Education ... ..	19	7	81	..	71	..	..	29	..	207	96	108	108	85
Engineering and Technology ... ..	12	5	111	..	144	..	..	54	..	326	49	..	..	60
Agricultural ... ..	..	..	110	1	159	..	..	67	1	338	284	35	35	277
Commerce ... ..	..	2	110	..	11	..	..	10	4	137	25	9	9	15
Forestry ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science ... ..	..	4	120	..	108	..	..	63	..	295	167	55	55	173
Total ... ..	34	30	1,012	3	829	..	1	420	20	2,349	952	384	384	998
GRAND TOTALS ... ..	39	323	4,862	1,025	7,292	172	13	2,036	253	16,005	10,362	4,753	4,594	7,566

\*The following are included under the heading "Depressed classes":—Chamer, Weaver, Sweeper, Ramdasi, Dumra, Kobby, Sarena, Mech, Sami, Ghosi, Bagra, Cd. Kahar, Mahtam, Ad Dharm, Bawaria, Lagi, Maija (Marecha), Bangali, Barar, Bazigar, Bhanjara, Chahal, Dhanak, Cogra, Gandhila, Khatia, Kori, Nat, Fasi, Perna, Sapela, Mazhabi Sikh and Sirkiband.

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

	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muslims.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	Number of pupils from rural areas.	To a number of married pupils.	Number of married pupils of above the age of 14 years.	Number of agriculturists.
			Higher caste.	* De-pressed classes.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education.</i>														
Medical Schools ..	11	194	132	16	102	..	..	67	..	522	87	87	62	62
Normal and Training Schools ..	2	45	245	1	326	25	..	84	..	728	410	272	236	236
Technical and Industrial Schools ..	..	3	32	10	371	..	..	43	818	†1,277	83	241	86	86
Commercial Schools ..	..	..	..	..	1	..	..	..	..	11	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	11	..	..	..	..	5	..	16	..	..	..	..
Other Schools ..	8	7	60	393	421	..	..	9	80	1,058	503	4	3	719
<b>TOTAL</b> ..	<b>31</b>	<b>249</b>	<b>480</b>	<b>420</b>	<b>1,221</b>	<b>25</b>	<b>..</b>	<b>288</b>	<b>898</b>	<b>3,612</b>	<b>1,083</b>	<b>604</b>	<b>577</b>	<b>1,103</b>
<i>University and Intermediate Education.</i>														
Law ..	..	..	1	..	..	..	..	..	..	1	..	..	..	..
Medicine ..	..	..	28	..	12	..	..	11	1	52	12	1	1	16
Education ..	35	6	39	..	37	..	1	12	..	130	2	17	17	34
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total</b> ..	<b>35</b>	<b>6</b>	<b>68</b>	<b>..</b>	<b>40</b>	<b>..</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>183</b>	<b>37</b>	<b>18</b>	<b>18</b>	<b>50</b>
<b>GRAND TOTALS</b> ..	<b>66</b>	<b>255</b>	<b>548</b>	<b>420</b>	<b>1,270</b>	<b>25</b>	<b>1</b>	<b>311</b>	<b>899</b>	<b>3,795</b>	<b>1,120</b>	<b>622</b>	<b>595</b>	<b>1,153</b>

111X

\*The following are included under the heading "De-pressed classes".—Chama, Weaver, Sweejer, Samdasi, Dumon, Kuchi, Sareri, Duchi, Megh Sansi, Ghosi, Bagria, Od, Kshar, Mahtam, Ad Dharm, Bawaria, Dag, Marija (Marecha), Bangali, Barar, Bazigar, Bhanjara, Chanal, Dhausk, Gagra, Ghanbila, Khatik, Kori, Nat, Pasi, Ferna, Sepela Mazhabi Sikh and Sikhiband.  
 †Includes 2 girls (one Hindu higher caste, and one muslim) reading in Arts Schools.

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.	Middle Passed School.	Primary Passed 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	...	8	13	...	...	...	...	...	21	...	21	
Local Board and Municipal	...	625	7,918	453	62	4	20	296	851	9,076	1,171	10,246
Aided	...	124	558	47	4	12	15	198	844	738	1,069	1,807
Unaided	...	11	56	3	...	3	3	17	70	71	93	164
Totals	...	768	8,545	502	68	19	38	511	1,765	9,905	2,333	12,238
<i>Middle Schools.</i>												
Government	...	12	49	3	...	1	1	2	3	92	7	99
Local Board and Municipal	...	1,020	11,613	451	43	18	21	232	742	13,465	1,013	14,478
Aided	...	115	250	17	3	17	22	43	70	463	162	615
Unaided	...	69	46	3	8	10	10	17	44	171	81	252
Totals	...	1,216	11,958	474	59	46	54	294	859	14,191	1,253	15,444
<i>High Schools.</i>												
Government	...	278	430	35	37	19	14	18	11	1,440	62	1,502
Local Board and Municipal	...	204	395	29	26	35	5	53	48	978	141	1,119
Aided	...	774	1,016	72	38	118	118	230	266	3,000	732	3,732
Unaided	...	129	95	18	7	26	32	56	74	455	187	642
Totals	...	1,375	1,936	154	108	198	169	356	399	5,873	1,122	6,995
GRAND TOTALS	...	2,767	3,369	22,439	1,131	233	261	1,161	3,023	29,969	4,708	34,677

1111

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 Metric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.					
						Certificated.	Uncertificated.	Certificated.	Uncertificated.				
													6
1	2	3	4	5	6	7	8	9	10	11	12		
<i>Primary Schools.</i>													
Government ..	..	1	6	1	..	..	..	2	8	2	10		
Local Board and Municipal Aided ..	..	20	1,166	639	3	1	6	52	727	1,828	2,614		
Unaided ..	..	27	365	126	3	..	2	37	486	623	1,048		
Totals ..	..	4	28	12	1	..	1	5	82	45	133		
Totals ..	..	2	51	1,565	778	7	9	94	1,297	2,404	3,805		
<i>Middle Schools.</i>													
Government ..	..	46	76	..	..	1	..	..	131	1	132		
Local Board and Municipal Aided ..	..	5	334	55	1	..	3	8	419	80	499		
Unaided ..	..	33	580	64	9	10	10	47	798	301	1,099		
Totals ..	..	..	3	..	..	..	..	9	3	9	12		
Totals ..	..	47	184	991	119	10	14	55	312	1,351	1,742		
<i>High Schools.</i>													
Government ..	..	109	221	1	1	1	6	5	8	437	20	457	
Local Board and Municipal Aided ..	..	..	..	..	..	..	..	..	..	..	..		
Unaided ..	..	39	29	1	1	4	11	9	20	151	44	195	
Totals ..	..	3	4	..	..	..	2	2	2	12	4	16	
Totals ..	..	151	191	254	2	2	5	19	14	39	68	668	
GRAND TOTALS ..	..	200	427	2,810	899	19	16	42	163	1,639	4,355	1,860	6,215

## VII.—ANGLO-INDIAN AND EUROPEAN

Total Anglo-Indian and European population..		Male	16,553	
		Female	6,396	
		Total	22,949	
	Institutions.	Scholars on Roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	106	..	23
Training Colleges	1	19	..	..
High Schools	3	561	3	120
Middle Schools	2	422	103	43
Primary Schools	4	179	62	29
Training Schools	..	..	..	..
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	..	..	..	..
Totals	12	1,287	168	215
<i>Institutions for Females.</i>				
Arts Colleges	..	..	..	..
Training Colleges	1	37	..	2
High Schools	8	993	168	158
Middle Schools	5	481	99	62
Primary Schools	3	93	48	19
Training Schools	1	2	..	..
Technical and Industrial Schools	..	..	..	..
Commercial Schools	1	11	..	1
Other Schools	1	8	..	..
Totals	20	1,625	315	242
GRAND TOTALS FOR INSTITUTIONS	32	2,912	483	457

Expenditure on buildings includes Rs. 60,967 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

1. Scholarships.
2. Miscellaneous.

The term non-Europeans does not include Anglo-Indians and domiciled Europeans. Local teachers of the Lawrence College, Ghoragali, have teaching periods with the NOTE I. The teachers and the Expenditure figures of the Bishop Cotton College, Simla, NOTE II.—The table excludes all figures re Lawrence Royal Military School, Sanawar, and

EDUCATION.

Percentage to Anglo-Indian and European population of those at schools—

Males. 8-66		Females. 23-11		Total. 12-69		
TEACHERS.		DIRECT 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	40,404	..	15,562	..	55,966
†	‡	13,703	..	..	..	13,703
27	13	50,820	..	1,11,435	20,294	1,82,549
18	1	53,885	..	33,660	2,768	90,253
15	4	13,218	..	15,641	5,332	34,191
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
66	19	1,72,030	..	1,76,298	28,334	3,76,662
..	..	..	..	..	..	..
3	..	14,963	..	3,076	3,118	21,157
73	23	1,11,150	..	1,04,975	19,364	2,35,439
24	11	28,521	..	31,905	16,537	76,963
7	2	3,900	..	5,050	5,833	14,789
1	..	..	..	815	985	1,800
..	..	..	..	..	..	..
2	..	1,104	..	1,037	31	2,172
1	..	1,200	..	197	403	1,800
111	36	1,60,838	..	1,47,055	46,277	3,54,170
177	55	3,32,868	..	3,23,353	74,611	7,30,832
INDIRECT EXPENDITURE.						
Inspection	..	6,153	..	..	..	6,153
Buildings, etc.	..	78,850	..	..	1,07,797	1,86,647
Miscellaneous	..	41,580	..	16,098	97,930	1,55,608
Totals indirect	..	1,26,583	..	16,098	2,05,727	3,48,408
GRAND TOTALS DIRECT AND INDIRECT.		4,59,451	..	3,39,451	2,80,338	10,79,240

funds include both District and Municipal Funds.  
 Chelmsford Training Class, Ghora wali.  
 are included under "High School,"  
 the Intermediate classes attached to it.

VIII—EXAMINATION RESULTS.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<b>DEGREE EXAMINATIONS.</b>												
<i>Arts and Science.</i>												
D. Litt	...	...	...	...	...	...	...	...	...	...	...	...
Ph.D.	...	...	...	...	...	...	...	...	...	...	...	...
D.Sc.	...	...	...	...	...	...	...	...	...	...	...	...
M.A.	332	115	447	230	68	298	11	18	29	9	11	20
M.Sc.	36	1	37	33	...	33	1	...	1	...	...	1
B.A. (Honours)	310	8	327	155	3	158	16	...	16	...	...	8
B.Sc. (Honours)	51	...	51	43	...	43	...	...	...	...	...	...
B.A. (Pass)	1,078	763	2,451	1,088	249	1,436	165	314	279	125	99	224
B.Sc. (Pass)	192	25	217	127	10	137	...	...	...	6	...	6
<i>Law.</i>												
Master of Law	...	7	7	...	1	1	...	...	...	...	...	...
Bachelor of Law	199	1	200	113	1	141	1	...	1	...	...	1
<i>Medicine.</i>												
M.D.	...	...	...	...	...	...	...	...	...	...	...	...
M.B., B.S.	80	...	86	47	...	47	16	...	16	10	...	10
L.M.S. (Bombay)	...	...	...	...	...	...	...	...	...	...	...	...
M.C.P. and S. (Bombay)	...	...	...	...	...	...	...	...	...	...	...	...
M.S.M.P. (Punjab)	...	4	4	...	2	2	...	...	...	...	...	...
M.S.	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
O.P.H.	...	...	...	...	...	...	...	...	...	...	...	...
D.O.	...	...	...	...	...	...	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...
D.T.M. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
B.D.S. (Punjab)	6	...	6	5	...	5	...	...	...	...	...	...
<i>Engineering.†</i>												
Bachelor of E.E.	18	...	18	14	...	14	...	...	...	...	...	...
Bachelor of C.E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of M.E.	4	...	4	4	...	4	...	...	...	...	...	...
<i>Education.</i>												
B.T.	105	44	140	101	33	134	35	106	141	34	88	122
<i>Commerce.</i>												
Bachelor of Commerce	45	5	50	2	3	32	...	...	...	...	...	...
<i>Technology.</i>												
Master of Technology	11	...	11	11	...	11	...	...	...	...	...	...
Bachelor of Technology	...	...	...	...	...	...	...	...	...	...	...	...
<i>Agriculture.</i>												
Master of Agriculture	...	1	1	...	1	1	...	...	...	...	...	...
Bachelor of Agriculture	118	2	120	83	1	84	...	...	...	...	...	...

\*I.e. appearing from a recognised institution.  
 †Includes the Diploma Examination of the Thomason College, Roorkee.  
 ‡Complete results are not yet out.

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	
<b>INTERMEDIATE EXAMINATION</b>												
Intermediate in Arts ...	3,025	953	3,978	1,797	404	2,291	360	378	768	261	106	467
Intermediate in Science...	1,380	126	1,506	673	63	935	69	26	95	44	13	57
Licentiate of Civil Engineering.	...	...	...	...	...	...	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	98	51	149	96	47	143	65	3	71	32	3	6
Intermediate or Diploma in Commerce.	...	...	...	...	...	...	...	...	...	...	...	...
Licentiate of Agriculture	9	...	9	7	...	7	...	...	...	...	...	...
Veterinary Examination...	33	...	33	33	...	33	...	...	...	...	...	...
<b>SCHOOL EXAMINATIONS.</b>												
<i>(a) On completion of High School Course.</i>												
Matriculation ...	16,417	3,197	19,614	12,670	1,467	14,137	860	1,569	2,369	627	903	1,530
School Final, etc. ...	...	3	3	...	...	...	...	...	...	...	...	...
Anglo-Indian and European High School.	...	...	...	...	...	...	...	...	...	...	...	...
Cambridge Senior ...	63	...	63	70	...	70	51	...	51	39	...	39
<i>(b) On completion of Middle School Course.</i>												
Cambridge Junior ...	40	...	40	34	...	34	98	...	98	72	...	72
Anglo-Indian and European Middle.	58	...	58	47	...	47	28	...	28	19	...	19
Anglo-Vernacular Middle	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular Middle ...	12,563	50	13,663	10,279	535	16,814	1,115	1,515	5,630	3,049	799	3,847
<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 ...	116	4	120	111	3	114	14	16	30	12	14	26
Vernacular, Lower ...	172	17	189	167	10	177	327	50	477	357	29	386
At Art Schools ...	22	...	22	22	...	22	...	...	...	...	...	...
At Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Medical Schools ...	367	18	385	272	14	286	121	...	121	90	...	90
At Engineering Schools†	96	...	96	92	...	92	...	...	...	...	...	...
At Technical and Industrial Schools.	367	9	376	263	5	268	302	...	302	264	...	264
At Commercial Schools...	216	20	236	160	15	175	...	...	...	...	...	...
At Agricultural Schools...	...	...	...	...	...	...	...	...	...	...	...	...
At other Schools ...	119	...	119	110	...	110	...	...	...	...	...	...

## 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
<b>I.—RECOGNISED INSTITUTIONS.</b>								
<i>For Males.</i>								
Arts Colleges ..	1	86	..	..	..	..	1	86
High Schools ...	12	2,772	16	5,201	46	12,719	74	20,692
Middle Schools ...	4	359	2,800	373,544	59	7,918	2,923	381,821
Primary Schools ...	7	535	4,779	262,507	511	28,035	5,197	291,137
Training Schools ...	4	569	..	..	3	142	7	711
Agricultural Schools	..	..	..	..	..	..	..	..
Schools for Adults	4	250	116	3,287	36	959	156	4,496
Other Schools ...	2	311	..	..	..	..	2	311
Total ..	34	4,882	7,771	644,599	655	49,773	8,460	699,254
<i>For Females.</i>								
Arts Colleges ...	..	..	..	..	..	..	..	..
High Schools ...	1	136	..	..	..	..	1	136
Middle Schools ...	3	219	31	3,893	14	2,031	48	5,943
Primary Schools ...	3	115	1,291	55,225	200	10,679	1,494	66,019
Training Schools ...	20	402	..	..	..	..	20	402
Agricultural Schools	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ...	2	207	..	..	..	..	2	207
Total ..	29	1,079	1,322	58,918	214	12,710	1,565	72,707
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	63	5,961	9,093	703,517	869	62,483	10,025	771,961
<b>II.—UNRECOGNISED INSTITUTIONS.</b>								
For Males ..	..	..	..	..	3,280	71,094	3,280	71,094
For Females ...	..	..	..	..	2,801	60,764	2,801	60,764
Total ...	..	..	..	..	6,081	131,858	6,081	131,858
GRAND TOTAL FOR ALL INSTITUTIONS.	63	5,961	9,093	703,517	6,950	194,341	16,106	903,819

## INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS (DIRECT AND INDIRECT).				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.				
74,653	..	..	74,653	7	..	..	7
3,13,172	81,095	5,08,479	9,07,746	171	244	599	1,014
44,00,951	12,60,072	7,37,229	63,98,252	16	13,488	380	13,884
23,01,215	7,41,679	88,321	31,31,215	11	8,443	813	9,267
97,100	..	11,213	1,08,313	31	..	29	60
..	..	..	..	..	..	..	..
3,871	1,842	154	5,867	4	69	13	86
1,12,423	..	..	1,12,423	21	..	..	21
<b>73,08,435</b>	<b>20,84,688</b>	<b>13,45,396</b>	<b>1,07,38,519</b>	<b>261</b>	<b>22,244</b>	<b>1,834</b>	<b>24,339</b>
..	..	..	..	..	..	..	..
49,498	..	28,573	78,071	13	..	..	13
73,055	20,624	32,474	1,26,123	15	140	100	255
4,52,551	1,72,198	71,286	6,96,035	6	1,770	365	2,141
36,300	..	..	36,300	32	..	..	32
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
9,740	..	..	9,740	4	..	..	4
<b>6,21,114</b>	<b>1,92,822</b>	<b>1,32,333</b>	<b>9,46,269</b>	<b>70</b>	<b>1,910</b>	<b>465</b>	<b>2,445</b>
<b>79,29,549</b>	<b>22,77,510</b>	<b>14,77,729</b>	<b>1,16,84,788</b>	<b>331</b>	<b>24,154</b>	<b>2,299</b>	<b>26,784</b>

## 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 column 11 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.—MALE SCHOLARS

CLASS.	PRIMARY					MIDDLE		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	57	1	...	..	..	...	..	..
5 to 6 ..	43,501	469	12	9	..	..	...	...
6 to 7 ..	94,565	16,690	759	126	1	..	...	..
7 to 8 ..	76,954	41,872	13,824	1,495	40	..	..	..
8 to 9 ..	42,778	49,429	31,420	9,472	787	47	...	...
9 to 10 ..	18,608	35,873	37,755	25,344	6,250	80	14	2
10 to 11 ..	9,014	20,456	30,307	31,553	16,061	4,330	435	36
11 to 12 ..	4,489	9,511	16,618	23,632	21,005	12,902	2,963	258
12 to 13 ..	1,948	4,352	8,051	13,571	15,258	15,486	9,853	2,672
13 to 14 ..	713	1,501	3,394	6,724	8,466	10,934	10,509	7,878
14 to 15 ..	253	499	1,176	2,833	4,373	6,276	8,145	9,026
15 to 16 ..	67	216	473	1,080	1,754	3,374	4,369	6,260
16 to 17 ..	24	61	141	339	644	1,509	2,176	3,677
17 to 18 ..	3	35	63	95	211	564	852	1,861
18 to 19 ..	1	11	20	42	72	253	394	908
19 to 20 ..	2	4	9	8	28	65	105	300
Over 20 ..	..	...	..	..	..	6	13	97
Total ..	292,977	180,980	144,022	116,323	74,950	56,555	39,673	32,975

\*Excludes 17 research

BY CLASSES AND AGES.

HIGH.		TOTALS.	INTERMEDIATE		DEGREE			POST-GRADUATE.		TOTAL.	GRAND TOTAL.
IX.	X.		1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.		
..	..	58	..	..	..	..	..	..	..	..	58
..	..	43,991	..	..	..	..	..	..	..	..	43,991
..	..	112,141	..	..	..	..	..	..	..	..	112,141
..	..	134,185	..	..	..	..	..	..	..	..	134,185
..	..	133,933	..	..	..	..	..	..	..	..	133,933
..	..	124,655	..	..	..	..	..	..	..	..	124,655
3	..	112,195	..	..	..	..	..	..	..	..	112,195
21	..	91,339	..	..	..	..	..	..	..	..	91,339
185	12	71,393	3	..	..	..	..	..	..	3	71,396
1,753	2.4	52,076	19	2	..	..	..	..	..	21	52,097
4,604	1,414	38,499	162	40	..	..	..	..	..	202	38,701
5,452	3,687	26,732	854	248	21	1	..	..	..	1,124	27,856
3,906	3,984	16,461	1,410	754	137	40	..	5	3	2,394	18,810
2,318	3,110	9,112	1,169	1,186	328	209	..	26	21	2,939	12,051
1,269	2,030	6,000	770	1,083	673	441	4	33	18	3,022	8,022
520	1,099	2,140	438	647	496	402	9	65	47	2,244	4,384
211	498	825	292	658	506	833	38	265	264	2,856	3,681
20,242	16,038	974,735	5,117	4,668	2,161	2,16	51	394	353	*14,760	989,495

scholars.

## X.-B.—FEMALE SCHOLARS BY

CLASS.	PRIMARY.					MIDDLE.			
	Agcs.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Below 5 ..	92	..	..	..	..	..	..	..	..
5 to 6 ..	19,732	265	6	..	..	..	..	..	..
6 to 7 ...	27,034	4,107	546	7	..	..	..	..	..
7 to 8 ...	23,858	7,365	2,320	376	..	..	..	..	..
8 to 9 ...	14,559	9,198	6,047	2,064	291	7	..	..	..
9 to 10 ..	7,122	7,115	6,365	4,418	1,185	52	6	..	..
10 to 11 ..	4,056	3,875	5,211	5,100	2,451	507	110	10	..
11 to 12 ..	1,866	2,207	3,282	4,193	3,894	1,441	489	92	..
12 to 13 ...	956	982	1,704	2,556	3,461	1,860	1,020	496	..
13 to 14 ...	315	488	761	1,376	2,109	1,403	1,311	838	..
14 to 15 ..	130	221	318	648	1,082	782	1,026	962	..
15 to 16 ..	67	57	116	229	484	397	599	817	..
16 to 17 ..	25	13	40	84	176	185	281	490	..
17 to 18 ..	17	9	8	12	79	58	145	276	..
18 to 19 ..	2	1	8	19	31	32	76	147	..
19 to 20 ..	2	4	4	6	24	19	42	97	..
Over 20 ..	6	6	13	13	31	23	44	63	..
Total ..	99,841	35,913	26,749	21,101	15,307	6,766	5,149	4,288	..

CLASSES AND AGES.

HIGH.		Totals.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		Totals.	GRAND TOTAL.
IX.	X.		1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	6th Year.	7th Year.		
..	..	92	..	..	..	..	..	..	..	..	92
..	..	20,003	..	..	..	..	..	..	..	..	20,003
..	..	31,694	..	..	..	..	..	..	..	..	31,694
..	..	33,919	..	..	..	..	..	..	..	..	33,919
..	..	32,166	..	..	..	..	..	..	..	..	32,166
..	..	26,263	..	..	..	..	..	..	..	..	26,263
..	..	21,330	..	..	..	..	..	..	..	..	21,330
1	1	17,466	..	..	..	..	..	..	..	..	17,466
27	1	13,063	..	..	..	..	..	..	..	..	13,063
96	8	8,705	..	..	..	..	..	..	..	..	8,705
249	44	5,462	10	3	..	..	..	..	..	13	5,475
259	172	3,197	79	38	..	..	..	..	..	117	3,314
207	189	1,700	97	68	9	3	..	..	..	177	1,877
129	144	879	85	71	38	7	..	..	..	201	1,080
6	79	470	41	62	45	21	1	1	..	171	641
40	74	312	28	32	47	35	..	5	1	148	460
48	65	312	25	25	49	83	4	14	22	222	534
1,132	777	217,033	365	299	188	149	5	20	23	1,049	218,082

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH, 1940.**

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARDS.			MANAGED BY MUNICIPAL BOARDS.			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...	850	27,460	27,810	8,518	8,864	12,402	4,736	8,064	12,700	34,341	66,044	100,428	2,708	13,816	14,054	45,196	1,24,288	*160,484
Middle Schools (English).	611	1,541	2,042	10,307	7,724	18,035	3,473	2,011	5,414	7,418	7,010	14,481	911	4,141	5,072	23,220	22,477	45,697
Middle Schools (Vernacular).	103	24	127	285,052	90,816	376,408	1,302	653	1,045	1,567	917	2,554	71	65	198	268,685	92,505	381,100
Total ...	964	29,155	29,070	300,077	107,424	437,506	9,511	10,718	20,310	43,300	74,007	117,370	3,190	14,022	21,242	337,101	230,270	600,371

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH, 1940.**

High Schools	5,338	5,327	10,055	...	...	...	...	...	1,502	1,502	2,001	203	140	372	7,333	6,608	*14,031	
Middle Schools (English.)	655	326	941	...	...	...	1,406	401	1,807	3,178	1,015	4,223	...	...	..	5,120	1,772	7,101
Middle School (Vernacular)	770	530	1,340	3,697	708	4,005	7,710	2,062	6,651	23,345	6,311	29,400	247	31	278	35,868	6,001	45,480
Total	6,723	6,183	12,015	8,407	704	4,605	9,265	2,463	11,744	28,215	8,488	36,703	450	200	650	48,550	18,071	66,621

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