

**Report on the Progress of Education in the Punjab
during the quinquennium ending 1941-42.**

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**Proceedings of the Punjab Government No. 381-G. S., dated 24th
June 1943**

READ—The report of the Director of Public Instruction for the quinquennium ending 31st March 1942.

I—GENERAL OBSERVATIONS

(a) *Statistics*—The opening chapter of this report which recounts the salient features of educational advance in the province is its most interesting and illuminating section. The facts and figures quoted in the concluding paragraphs bear pleasing testimony not only to steady and unimpeded progress by all types of institutions during a period overshadowed by famine and the world war, with their consequent financial stringency, but also to the marked success that has resulted from the adoption of suitable measures for the improvement of education generally and particularly of elementary education. For instance, the distribution of enrolment by classes in primary departments has now been rendered more uniform than at any previous time; the rise in the roll of classes II to IV is double the fall in class I and the percentage of boys reaching class IV has risen from 28.1 to 42.2. This is a real achievement, which is undoubtedly the direct outcome of greater insistence on more vigilant and vigorous supervision by the inspecting agency, and of the effective means adopted for consolidation and elimination of wastage. Numerical advance in institutions of all types and in their enrolment is another striking point. With an increase of 1,226 institutions in all, enrolment has advanced by 143,946. To an increase of 81,696, in boys' recognised institutions, high and primary schools contribute 41,293 and 33,929, respectively, and out of a rise of 47,432 in institutions for girls, the share of the primary and middle schools is 29,582 and 11,288, respectively. This expansion is heartening and creditable, particularly because it has resulted from a policy of concentration whereby only a comparatively small number of new schools have been able to cope with the great increase in enrolment. The success of the ameliorative measures adopted for the encouragement of less advanced areas and communities is apparent from the figures of Muslim advance. To the total increase of 85,758 in the enrolment of the 3 principal communities in all types of schools, the Muslims have contributed 45,712 or almost 53 per cent. Equally pleasing is the rise of 3,143 in the number of children of special classes studying in all institutions as also the gradual awakening to the benefits of education among the Baloch hill tribes of Dera Ghazi Khan district.

(b) *Achievements*—The Punjab Government are highly gratified to read the long list of departmental achievements during a period when the claims of famine and war came first and funds for educational development were difficult to provide. Few aspects of educational reform seem to have been neglected and, as the Director aptly states, educational reconnaissance has invariably been followed by the planning and launching of a successful attack. In the case of the Education Department, therefore, it cannot be asserted that special committees and their reports are generally the alternatives to action. The syllabi of the primary and the middle departments, which had remained unchanged for 25 years, have been completely overhauled; the training schools and the training college for anglo-vernacular teachers have been radically re-organised and their syllabi suitably revised; model middle schools have been established in almost

all the tahsils of the province; divisional refresher courses for vernacular teachers have been instituted with marked success; the anti-illiteracy drive has been continued with intensified vigour; a large number of well-planned school buildings have been erected despite financial stringency; Government grants to institutions and associations have in many cases been liberally enhanced; generous financial assistance in the form of scholarships and stipends has been extended to the sons of soldiers and to the children of backward communities and measures have been adopted for improving the health of children reading in the schools. The facts and figures enumerated by the Director in these informing paragraphs show very clearly that the educational system has within this short period been thoroughly overhauled on sound and up-to-date lines. Progress on the lines adopted should result in greater educational efficiency and further progress in the future. One sign of what we may expect is shown in the notable increase in the percentage of literacy. According to the Indian Census Report published recently, the Punjab returned the most remarkable figures with a 140 per cent increase to a present literacy of 13 per cent covering a 110 per cent increase for males and no less than 390 per cent for females. Government take a special pleasure in offering their congratulations to the Director and to his officers on these new developments which do credit to their untiring efforts.

(c) *War Effort*—This brief account of the activities of the Department would be incomplete without a reference to its fine war effort. The achievements of this poor Department with its vast majority of low paid teachers and poor pupils are indeed remarkable. Large sums have been given by the teachers to the various war funds and subscribed to Government war loans; teachers and pupils have volunteered and have been accepted for active military service; war propaganda has been carried on through posters, pamphlets, processions and dramatic performances; authentic news has been disseminated among illiterate village folks; large contingents have been trained in schools for First Aid, A. R. P. and Civic Guards, and valuable help has been rendered in recruitment campaigns. The Department can take a very legitimate pride in this successful war effort for which the Punjab Government offer their grateful thanks and high appreciation.

II—THE UNIVERSITY AND COLLEGIATE EDUCATION

The number of Arts colleges for men and women has advanced by 6 to 42; their enrolment by 3,850 to 17,630. It is encouraging to note that the number of girl students studying both in men's and women's colleges has risen from 797 to 1,360. The expenditure on collegiate education has gone up by almost 12 per cent to Rs. 31,67,040. The Sir Fazli-Husain Memorial Library erected in the premises of the Government College is a worthy monument to the memory of a versatile scholar and a gifted statesman. The Kashyap Research Laboratory is proving a valuable boon to the University. The shifting of the Forman Christian College and the Kinnaird College for Women to their spacious new buildings and grounds is a lead which could profitably be followed by other colleges, some of which are located in congested areas of the city. The new regulations passed by the University offering special facilities in examinations to students in general and to those taking up military

service are very welcome. It is pleasing also to note that music, art and home science classes are attracting girls in large numbers. The war effort of the University is laudable.

III—SECONDARY EDUCATION (Boys)

The number of secondary schools has gone down during the period by 109 to 3,395, there being an increase of 41 high schools and a decrease of 150 middle schools. This numerical decline need not cause alarm; the fall is partially attributable to the elevation to the high school status of some flourishing middle schools and to a much larger degree to the closure, or reduction to the primary stage, of uneconomical and ill-attended lower middle schools. Government note with pleasure an increase of 29 per cent in the enrolment of high schools. A very pleasing feature of the advance in secondary education is the popularity of rural schools and the greater and more persistent demand for English by the rural public. The popularity of these schools is doubtless due to their location in a rural environment, the encouragement in them of farming, gardening and flori-culture and the introduction of agricultural and industrial handicrafts and other ancillary activities. The organisation of village games, recreation clubs, scouting, village libraries and adult literacy centres are a few of the important and healthy interests that have added to their popularity. The introduction of these wholesome activities has further tended not only to make life in schools more congenial, pupils healthier and happier, and the schools more attractive, but also to promote a spirit of social service and love of active outdoor work among the pupils. These innovations have also brought school instruction into closer relation with rural life and pursuits and have thus added a reality previously lacking. The rural secondary school and its teacher are paying a great part in the spread of literacy, and in the building up of a well-balanced public opinion on economic, social, political and educational matters.

IV—PRIMARY EDUCATION (Boys)

Very gratifying advance has been made in the number and strength of primary schools; the number of schools has risen by 352 to 6,163; enrolment by 33,929 to 410,616 and the average attendance by 37,710 to 360,296. Government notice with particular pleasure that average attendance has outpaced enrolment. It is satisfactory also to note a drop of 492 to 480 in the number of branch schools which have definitely failed to achieve the object for which they were originally instituted. It is not so satisfactory to find that out of an aggregate of 6,163 primary schools the number of one teacher schools is 2,117 or almost 34 per cent. Owing to paucity of pupils in sparsely populated backward areas and to the very limited funds at the disposal of local bodies for expansion in primary education, such schools are undoubtedly a necessity in some areas for some time to come, and the alternative often is a one-teacher school or no school at all. Despite obvious handicaps it is gratifying to read the stimulating paragraphs describing the progress of literacy in the province. The large fall of 26,620 in class I and the welcome increase of double this number in the next three upper classes lend strong support to the Director's assertion that leakage has been checked and wastage successfully curbed. The increase of 24 per cent in the enrolment of

class IV; a balanced and even division of enrolment in the 4 classes the regular flow of promotion and the increase of 14·1 per cent in the number of boys reaching class IV are incontrovertible facts to show that the more modern and scientific methods of teaching, teachers' increased interest in their work and improved methods of inspection have all added to the attractiveness of elementary schools. The re-organization of training schools and their curricula, resulting in improved methods of teaching and training, the initiation of model schools and the institution of refresher courses for vernacular teachers have further had the cumulative effect of rendering primary education more efficient and effective, and at the same time economical.

V—TRAINING OF TEACHERS

Another great advance during the quinquennium has been the complete reorganization of the vernacular teachers' training in the province. The Punjab Government consider this measure of vital moment as they are fully convinced that the efficiency of the teacher is the pivot of any sound and well devised system of education. It is reassuring, therefore, to read that the form and spirit of the new training has produced a better equipped teacher, who, it is hoped, will be better fitted to offer helpful assistance, guidance and leadership to the village masses in their social, agricultural and industrial problems. Equally interesting is the re-organisation of the Central Training College which is likely to bring about a corresponding improvement in the teaching in secondary schools. The changes introduced in the training of teachers are confidently expected to accelerate the progress of literacy and the advancement of higher education in the province. The percentage of certificated and trained teachers in all types of boys' schools is 90·7. The low percentage of such teachers in unaided primary schools (46·3) is, however, a matter of some concern.

VI—GIRLS EDUCATION

Yet another refreshing feature of the period under review is the striking progress of girls' education. An addition of 339 institutions has brought a most welcome rise of 52,144 to 279,880 in enrolment. The numerical advance at the higher stages is no less encouraging. In Arts colleges and high schools the increase is about 50 per cent; the number of girls appearing in the Middle School examination has also risen during the past 5 years from 3,721 to 6,315. This is clear proof of the increasing popularity of more advanced education among girls both in urban and rural areas. Other notable features of girls' education are: the addition of one more Circle Inspectress and of 9 District Inspectresses to the existing cadre; the appointment of 3 Domestic Science Supervisors and an increase of 379 primary schools, 52 vernacular middle schools and 14 high schools. The vital problem of an adequate supply of suitably trained teachers for primary as well as secondary schools is being successfully tackled by the Department. The reorganisation of Junior Vernacular and Senior Vernacular courses for women teachers, which was long overdue, is being taken up and necessary changes will be made in the courses of study to suit changed requirements. It is hoped that, with an adequate inspecting staff and with the employment of a larger number of trained teachers in the schools, girls' institutions will become

more attractive and girls' education will attain increasing popularity. Physical training and girl guiding continue to be popular. Very welcome is the healthy and continued interest evinced by girl students in extra-mural activities such as literacy work in women's jails, visits to villages, help in women's welfare leagues and teaching illiterate adult women at home and in schools and colleges. These beginnings, however small, are significant and should be encouraged with zeal as they are full of promise for the future. The Punjab Government desire that their appreciation may be conveyed to Miss Thomas, Deputy Directress and her loyal team of workers for the most encouraging advance in girls' education which is the result of the skill and energy with which they have carried out their difficult duties.

Acknowledgments—The direction of the Department throughout the quinquennium has been in the charge of Mr. W. H. F. Armstrong, C.I.E., whose status was raised to Secretary to Government in 1941.

He is mainly responsible for the all-round progress and expansion of education recorded during the quinquennium. The intensive drive against illiteracy, the many schemes of educational reconstruction and improvement, the revision of the syllabi of the primary and middle departments and of the vernacular training schools and the training college for anglo-vernacular teachers and the tremendous war effort of the Education Department are a striking tribute to his leadership, organising ability and grasp of educational problems. Government are thankful to him for the great ability and fact he has brought to bear in the discharge of his heavy responsibility.

Government wish to place on record their great appreciation of the work of the officers of the Department who have shown zeal and efficiency and have laboured successfully in unfavourable circumstances to achieve results of great significance to the future of education in the Punjab. Particular mention is made of Rai Bahadur Man Mohan, Deputy Director of Public Instruction, for work of outstanding merit throughout the quinquennium; of Miss Thomas, Deputy Directress of Public Instruction, for her work in the advancement of women's education; of Khan Bahadur S. M. Sharif, Inspector of Schools, Lahore Division, for services of a very high order whose sound advice has been of great help in formulating educational programme; and Mr. Bhanot, Inspector of Training Institutions, Punjab, for good work in his own post and as secretary of the various Revision Committees and Officer-in-charge of the compilation of the annual and quinquennial reports. The thanks of Government are also due to the inspectorate, both divisional and district, for much quiet and effective work in their respective spheres.

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 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,
 Secretary to Government, Punjab
 Education Department

CHAPTER I—General Summary

The size of the present review, though a quinquennial one, has perforce had to be curtailed considerably owing to demands of economy; as was done in the case of last year's report. A number of tables have been omitted, and observations have not only been abbreviated but rigidly restricted to salient topics and matters demanding special mention.

The quinquennium under review synchronises with the first five years of provincial autonomy after the coming into power of a popular Government in the province. It is no exaggeration to assert that with the inception of many new educational ventures and the fruition of several schemes these five years have given the province gratifying indications of all-round progress and solid development in almost every sphere of education. The pages which follow will give, it is hoped, ample proof that this brief period has not only marked a distinct advance in the process of reconnaissance, but has also been successful in planning and launching an attack on some of the very vital educational problems that have for years awaited solution.

Before presenting the main features of progress as revealed by statistics the outstanding events and achievements of the quinquennium are briefly set forth below :—

(A) REVISION OF COURSES OF STUDY—(a) *Primary and Middle Classes*—For many years past there had been considerable discontent with the system of education in vogue—with the content of instruction, the methods of teaching and the product.

In May 1938, therefore, Government appointed a committee under the Chairmanship of Rai Bahadur Mr. Man Mohan to suggest and define broad principles in the planning of suitable syllabi and curricula for the primary and middle departments. The committee met in Simla for a week from the 10th to the 16th June and the recommendations, after approval of the Punjab Government, were published in November 1938. The Syllabus Committees worked on the principles enunciated and recommendations made by the Syllabus Revision Committee and drafted detailed courses of study which were also finally approved by the Punjab Government, printed and published in 1941. On the basis of these syllabi text books are being invited by the Department and after these have been reviewed and approved the new scheme will gradually come into force in all types of schools, vernacular, anglo-vernacular, boys as well as girls. Some of the outstanding recommendations of the Revision Committee were :—

(i) A clear-cut definition of the aims of instruction in the primary and secondary stages.

(ii) Simplification of the content of instruction of the subject taught in classes I to VIII.

(iii) Introduction of every-day science, Civics, Sanitation, Arts and handicrafts and improved methods of physical training in these syllabi of primary and middle classes.

(iv) Curtailment of the subject matter in certain subjects of study in the middle department to avoid duplication in the high classes.

(v) To give a more practical bias to the aims and methods of instruction.

(b) *Re-organisation of the training system for vernacular teachers (Men)*—It is unnecessary to emphasise here the truism that the success of any educational system depends primarily on the efficiency of its teachers. Great importance has in consequence always been attached to teacher-training in the province. In 1938, the Punjab Government appointed another committee under the Chairmanship of Rai Bahadur Mr. Man Mohan for the better training of teachers. A detailed account of the recommendations of this Committee will be found in Chapter VI on the "Training of Vernacular Teachers" (page 28). Two batches of about 400 teachers trained under the new scheme have already passed out of the normal schools during the years 1941 and 1942 and from the reports received from schools and inspecting officers, one is gratified to learn that the high promise held out by the new syllabi and the re-organised system has been amply fulfilled. There is general agreement that these new teachers are proving better instructors of children and more useful village guides to the rural public in all matters, social, economic and educational.

(c) *Training College re-organisation*—Closely inter-related with the revision of syllabi for middle classes was the necessity of re-organising the courses and system of training for secondary school teachers. This important reform was necessary and long overdue. A committee was set up by the Punjab Government in October 1941 under the chairmanship of Mr. G. C. Chatterji, I.E.S., to consider this important question of the re-organisation of the A. V. secondary training system and of the revision of the syllabi for the course. A detailed account will be found in Chapter VI on the training of A.-V. teachers (page 25).

(B) INTRODUCTION OF THE PUNJAB PRIMARY EDUCATION ACT.

As a necessary corollary to the modification of the existing courses of study in the primary and middle departments and to the improvement of teacher-training in the normal schools and the Training College the enactment of a new Punjab Compulsory Education Act, with a view to making compulsion for boys and girls real was considered to be a very important factor in the effective and popular expansion of vernacular education in the Punjab, and for the attainment of as permanent a literacy as possible. The actual working of the Punjab Primary Education Act, 1919, clearly showed that it had failed to achieve its main objective of rendering compulsion effective at the primary stage. The main criterion by which could be judged the success of compulsion anywhere is certainly the minimisation. If not the total elimination of wastage in educational labour through leakage and stagnation. The reports received from the various divisions for many years past had shown by incontrovertible statistics that in the matter of enrolment, average attendance and of turning out a higher percentage of literates the areas brought under the operation of the Compulsory Education Act had shown no better results than non-compulsory areas. The main causes of the failure of compulsion have been discussed in many previous reports and in order to

remove the defects in the old Act and to make better provision for the compulsory attendance of children in the primary schools, the Government have passed a new Primary Education Bill which, when it comes into force, will, it is hoped, prove more effective than the 1919 Act.

(C) ADULT LITERACY.

One of the most refreshing features of the quinquennium has been the inauguration, on a province-wide scale, of the campaign against illiteracy in the province.

In February, 1937, an adult literacy conference was held at Moga where the technique of Dr. Laubach's new method of "each one, teach one" was discussed. In May 1937, another conference was held and it was decided *inter alia* that the experiment of teaching adults on the lines and technique of Dr. Laubach's method should be conducted by the Mission School, Moga, under the guidance of Dr. and Mrs. Harper and a small committee. Experimental work was carried on in several stations—Jullundur, Kharar, Sangla, Sialkot and Kasur—and very hopeful results were reported from all these places as also from the Government Normal Schools at Gakhar, Karnal and Lalamusa.

On the expiry of this experimental stage, the Punjab Government decided to embark upon a five years' programme to fight illiteracy commencing from 1939-40 and sanctioned a recurring sum of Rs. 22,800 for the purpose. This campaign was launched for the benefit of illiterate adults, and illiterate boys of school-going age whose parents did not find it possible or worth their while to send them to school. In June 1939, the Hon'ble Minister of Education, Punjab, made another province-wide appeal to all institutions, public and private, their pupils and teachers, and to all literate persons, to co-operate with him in eradicating illiteracy from the province.

During 1939-40, 308,000 copies of adult primers and 57,500 copies of follow-up literature were purchased by the Department for free distribution. In addition, 54,585 copies of other books were purchased with a view to distributing them to 600 travelling libraries in the Punjab—20 in each district and 4 to each of the four normal schools in the Punjab. A sum of Rs. 7,380 was also spent in giving a subvention to some journals for supplying adult supplements to various District-Inspectors of Schools in the Punjab.

In the budget for 1940-41 provision was made for Rs. 65,000 (non-recurring) in addition to Rs. 22,800 (recurring) for four years and Rs. 1,000 contributed by the Punjab Advisory Board for Books and Rs. 10,000 from the Special Development Fund to further the progress of literacy. A slightly different line of action was adopted to accelerate progress. As all activities connected with adult literacy had in the past been conducted on a purely honorary basis it was felt that the peak of such effort had been reached and it was not considered possible to maintain this level for long. Twenty teachers at Rs. 7 per mensem each were, therefore, employed in each district to undertake the teaching of illiterate adults. A training course was organised in each district at a cost of Rs. 100 per district. For effective supervision of teaching work two teachers on a special allowance of Rs. 15 per mensem each were selected from the staff of each district board to act as adult education supervisors.

Each District Inspector of Schools was given an additional sum of Rs. 15 per mensem to cover his travelling expenses in connection with the supervision of literacy centres. A sum of Rs. 100 was placed at the disposal of each District Inspector to be distributed as prizes among deserving voluntary workers. A sum of Rs. 150 per annum was placed at the disposal of each district to meet contingent expenditure on lighting arrangements, black boards, writing material, etc.

Early this year 220,000 copies of primers and 148,000 copies of follow-up literature were stocked by the Department at a cost of Rs. 34,881 for free distribution and 21,550 books were purchased for distribution among the 600 travelling libraries. Two lakh adult literacy certificates and pledge cards and 10,000 honorary workers' cards were also stocked. A sum of Rs. 7,362-8-0 was given as subvention to different journals for bringing out and supplying adult supplements. Eight literacy centres for women were opened in the Ambala Circle at a cost of Rs. 454-12-0. In all a sum of Rs. 98,446 was spent on adult literacy work during 1940-41.

The sub-joined statement gives the number of adults under instruction and that made literate during the five years :—

		1937-38	1938-39	1939-40	1940-41	1941-42	Total
1	Number of adults under instruction	5,127	41,546	94,030	117,705	116,204	374,612
2	Number of adults made literate	628	11,106	49,298	68,723	69,666	109,511

There were 2,833 literacy leagues and 3,243 literacy centres on 31st March 1941 as compared with 2,432 and 2,407 on 31st March 1940.

For the year 1941-42 the aggregate amount available for expenditure was cut down to Rs. 49,105. In consequence of this the number of teachers had to be reduced from 20 to 10 and that of supervisors from 2 to 1 per district and the contingent grant to the districts to Rs. 75 per annum.

(D) OTHER SCHEMES FOR THE IMPROVEMENT OF INSTRUCTIONAL EFFICIENCY IN VERNACULAR SCHOOLS.

Two very interesting and useful schemes introduced during the quinquennium for the improvement of instructional efficiency and the better professional equipment of vernacular teachers have been (i) the opening of model schools in each tahsil and (ii) the holding of refresher courses for vernacular teachers in all the five divisions during the harvest vacation:—

(i) *Model schools*—Since 1938-39, the Department has opened 113 model schools in the province. The following amounts have so far been spent on the maintenance of these schools :—

	Rs.		Rs.
1938-39	.. 50,000	1940-41	.. 1,50,000
1939-40	... 1,00,000	1941-42	... 1,56,000

The opening of the model schools is in fact a part of the general Special Development Scheme inaugurated by the Punjab Government for the benefit of the rural areas. In co-operation and collaboration with other beneficent departments efforts have been made to bring about an all round efficiency in these schools.

The chief features of these schools are that they have a high enrolment and average attendance; they possess up-to-date equipment and educational appliances; they teach agriculture on an attached farm; they give a definite rural bias to all instruction in the various classes; they have a milk bar and a medical officer holds regular inspections which, in most cases, are followed up by suitable treatment. Many of these schools run their own school magazines and co-operative supply shops. They have a radio set each. They endeavour to give a rural, practical and prevocational bias to formal instruction with the help of the agricultural farm, hobbies, handicrafts and small industries. In addition to the above, each school is taking an active part in rural uplift work, war propaganda and the adult literacy campaign. These schools also serve as centres to which teachers and others come from surrounding schools and neighbouring villages and learn improved modern methods of instruction and obtain inspiration for better and more fruitful living. As a result of this contact a distinct improvement is visible in the methods of instruction employed particularly in the primary classes.

(ii) *Refresher courses*—The Punjab Government have sanctioned a recurring grant of Rs. 3,670 for a period of five years with effect from 1939-40 for the purpose of holding a month's refresher course for vernacular teachers in each division. The first course was held during the year 1939-40. So far three of these courses have been held during the quinquennium and about 1,500 teachers have been refreshed. Before the commencement of these courses, the Divisional Inspectors draw up a well-planned programme for the course. Every effort is made therein to provide for every phase of teachers' interest and activity—physical exercise and recreative games; demonstration of class teaching; lectures on methods of teaching and on subjects connected with the beneficent departments; extensive study of literature; news from the radio; dramatic performances; concerts; debates; handicrafts and hobbies; problems of rural education such as adult education, compulsion, flow of promotion, nursery classes, play-way devices. An earnest endeavour is also made not only to guide the teachers, but to stimulate them, and to urge them to participate in the informal discussions leading to the formulation of broad principles and definite decisions. From the reports received from the Inspectors it is refreshing to note that the teachers usually go back to their schools not only better equipped for their work, but also with their outlook on their vocation and its problems broadened and clarified. One Inspector remarks that the utility of the refresher courses is unmistakable as it is fully reflected in the teachers' instructional work which has improved appreciably. Besides these divisional

refresher courses, every district has been holding 10 to 15 days' refresher courses in physical training and other special subjects.

(E) **NEW BUILDINGS**—During the period under review, in spite of War difficulties, quite a large number of buildings have either been acquired or built and in some cases sites have also been purchased. The following is the list :—

Girls' institutions—Five new buildings for the Government vernacular middle schools; 3 new hostels for Government high schools for girls; a building for the Government Girls' Schools at Chauburji Gardens Estate; the building and site of the old National Bank of India purchased at a cost of Rs. 4,18,000 for the construction of new buildings for Lahore College for Women, Lahore; a new site purchased for the construction of new buildings for the Startford College for Women, Amritsar; completion of a building for Normal School for Women Teachers at a cost of Rs. 48,960.

Boys' Institutions—A new hostel block at the DeMontmorency College, Shahpur Sadr, new buildings in place of the old wooden buildings at the Lawrence College, Ghora Gali, a residence for the Principal, Government College, Lyallpur, and land measuring 4 acres for the Normal School, Lalamusa.

Libraries—An additional block built at the Punjab Public Library and the Sir Fazl-i-Husain Memorial Library at the Government College, Lahore, at a cost of rupees 1½ lac.

(F) **GRANTS TO VARIOUS INSTITUTIONS**—Generous financial assistance has invariably been given to needy institutions, useful movements and beneficent purposes. During the quinquennium the following amounts have been awarded :—

(a) Additional grants amounting to Rs. 35,000 to the Punjab University for various purposes including the salary of the paid Vice-Chancellor;

(b) Grant paid to the Girl Guide Association raised to Rs. 7,000 and Rs. 10,000 given for the construction of a Headquarters building for Girl Guides;

(c) Rupees 2,000 non-recurring given to the Indian Gymkhana Club, London, and Rs. 1,340 per annum for the Indian Students' Union and Hostel London.

(d) Rupees 6,000 per annum for the maintenance of M. A. O. College, Amritsar, from 1941-42;

(e) A special grant of Rs. 71,000 to the Zamindara College, Gujrat;

(f) Grant to the Punjab Olympic Association raised to Rs. 1,500 and special grants of Rs. 6,000 and Rs. 2,500 to meet the increased expenditure in connection with the Open Air Theatre;

(g) The grant of the Punjab Public Library raised to Rs. 24,000 and a special grant of Rs. 8,430 for furniture;

(h) The Kinnaird College for Women given a loan of Rs. 20,000 repayable without interest in 1944;

(e) Rupees 20,000 per annum for equipment grants to schools belonging to poorer and more backward communities ;

(f) In addition to the schools on the regular grant-in-aid list special and compensatory grants were given to the following number of schools :—

Year	No.	Amount Rs.	Year	No.	Amount Rs.
1937-38 ..	60	53,960	1940-41 ..	91	90,329
1938-39 ..	56	62,868	1941-42 ..	121	1,26,762
1939-40 ..	87	80,840			

(k) The annual grant to A.-V. secondary schools has been increased by Rs. 35,000 per annum since 1941-42.

(G) EDUCATIONAL FACILITIES TO THE CHILDREN OF SOLDIERS AND EVACUEES—Sanction was accorded during 1940-41 to the remission of fees and subscriptions to the pupils' funds, up to the 8th class of the children and dependant brothers and sisters of all serving soldiers. The term "soldier" includes clerks, doctors, compounders, motor drivers, etc., subject to the Indian Army Act.

Towards the end of the present quinquennium instructions were issued to heads of all educational institutions to give preference to the sons, daughters, brothers and sisters of serving soldiers and to afford facilities to students evacuated from theatres of war, in the matter of admission to all institutions.

During the year 1940-41 the scope of the fee concession for teachers' children was extended so as to include the children of teachers employed in recognized schools in Baluchistan or Punjab states studying in the Punjab schools.

(H) SCHOLARSHIPS TO SONS OF SOLDIERS, CHILDREN OF WEAVERS AND SPECIAL CLASSES AND HINDUS DEPRESSED CLASSES AND TO THE MUSLIM, HINDU AND SIKH AGRICULTURISTS—During the quinquennium liberal financial assistance was extended to the sons of soldiers and to children of backward communities :—

(a) Sanction was accorded to the creation and award of the following scholarships to the sons of soldiers domiciled in the British Punjab :—

(i) One hundred scholarships of the value of Rs. 10 per mensem each tenable in the K. G. Royal Indian Military Schools, Jhelum, Jullundur and Ajmer.

(ii) Ninety-three scholarships (62 for Anglo-Vernacular and 31 for Vernacular candidates) of the value of Rs. 10 per mensem each tenable in high classes.

(iii) Sixty scholarships of the value of Rs. 7 per mensem each tenable in middle classes.

(iv) Vocational scholarships—The cost to Government in the first year was estimated at Rs. 26,800 which will ultimately rise to Rs. 1,25,000 per annum.

(b) The following scholarships for the children of Hindu depressed classes were sanctioned during the year 1940-41 :—

(i) Twenty-nine middle school scholarships for boys of the value of Rs. 4 per mensem each.

(ii) Twenty-nine high school scholarships for boys of the value of Rs. 6 per mensem each.

(iii) Eighteen middle school scholarships for girls of the value of Rs. 4 per mensem each.

(iv) Three high school scholarships for girls of the value of Rs. 8 per mensem each.

(v) Seven scholarships of Rs. 20 per mensem each tenable in intermediate classes and 2 scholarships of Rs. 20 per mensem each in degree classes.

The total cost of these scholarships finally will be Rs. 19,968.

(c) The vast majority of tribesmen in the tribal area of Dera Ghazi Khan is completely illiterate, but there have been signs lately of an increasing desire to get more promising boys educated. The difficulty however, is that practically none of the boys has enough money to continue studies beyond the school stage. It was, therefore, decided to award special scholarships to these boys from 1941-42. The ultimate cost to Government on these scholarships will be Rs. 3,360 per annum.

(d) In view of the fact that a very large number of Muslim, Hindu, and Sikh agriculturist boys were unable, on account of poverty, to continue their studies beyond the primary stage, it was considered necessary that special efforts should be made to encourage at least the brightest type of boy to continue his studies at school and college. The following scholarships were, therefore, created with effect from 1941-42 for the children of Muslim, Hindu and Sikh agriculturists :—

(i) Ten middle school scholarships for boys (5 for Muslims and 5 for Hindu and Sikh agriculturists) of the value of Rs. 4 per mensem each.

(ii) Ten high school scholarships for boys (3 vernacular and 2 anglo-vernacular for Muslims, and 2 vernacular and 3 anglo-vernacular for Hindu and Sikh agriculturists) of the value of Rs. 6 per mensem each.

(iii) Eight middle school scholarships for girls (four for Muslims and 4 for Hindu and Sikh agriculturists) of the value of Rs. 4 per mensem each.

(iv) Four high school scholarships for girls (one vernacular and one anglo-vernacular for Muslims, and one vernacular and one anglo-vernacular for Hindu and Sikh agriculturists) of the value of Rs. 8 per mensem each.

(v) Five scholarships (3 for Muslims and 2 for Hindu and Sikh agriculturists) of the value of Rs. 20 per mensem each for Intermediate classes.

(vi) Three scholarships (1 for Muslims and 2 for Hindu and Sikh agriculturists) of the value of Rs. 20 per mensem each for B. A. classes.

The total cost to Government when all scholarships are awarded will be Rs. 30,740.

(I) HEALTH OF CHILDREN—(i) *Medical inspection*—During the period under review the problem of the health of students has received considerable attention. In the urban areas, two different schemes of medical inspection of school children have been in operation. One exists in larger areas where schools have combined and opened a students' clinic, engaged a whole-time doctor, and the medical inspection and treatment of the pupils of the associated schools has been regularly conducted. The other type will be found in smaller areas with single schools which arrange with a local practitioner for his part-time services. The adoption of these schemes has shown encouraging results in the improvement of health of school children. In rural areas medical inspection of students is in charge of medical officers working in local or neighbouring dispensaries. In the case of girls the scheme of medical inspection is in force in 25 schools and the cases of some four or five more schools are under consideration.

In the year 1936-37, 104,699 pupils were medically examined. Of these 92,850 were declared to be suffering from one ailment or another, and 15,626 or 48 per cent were cured. In 1941-42 of 246,690 (plus 141,991) were examined, 72,516 (plus 39,666) declared sick and 47,848 (plus 32,222) or 66 per cent were cured.

(ii) *Free supply of milk*—An interesting scheme of free supply of milk to poor school children has been encouraged and several Municipal Committees, notably in the Multan division have made provision in their budgets for the supply of milk to school children. An interesting experiment was tried at the District Board High School, Morusipur in the Lyallpur district. Government placed at the disposal of the school 6 acres of waste land to enable the school authorities to grow fodder for 4 buffaloes to be kept in the school. This set of buffaloes will be replaced every 6 months, and will be provided free by philanthropic people. A regular supply of fresh and pure milk to needy school children will thus be ensured. Milk is supplied free to indigent and underfed boys in Model schools and their progress chart of weight and general health is carefully preserved. In almost all cases improvement is surprisingly good.

(J) WAR EFFORT—Before this section on the special activities of the Department during the quinquennium is brought to a close, it seems highly desirable to present a tabular statement of the War effort in men and money made by the educational institutions since the commencement of hostilities in 1939. The sub-joined table gives the main figures :—

(a) Loans to the various war funds—		Rs.
(i) Loans from pupils funds	...	47,210
(ii) Loans from teachers' provident funds in local body schools	...	66,32,510

(ii) Loans from teachers' provident funds in privately managed schools	...	Rs. 3,62,146
(iv) Contributions to the Defence Savings Provident Fund	...	2,52,381
(v) Investments by teachers and students in Defence Savings Certificates	...	1,83,962
Total	...	<u>74,78,209</u>
 (b) Contributions for free gifts—		
(i) Contributions from pupils' funds	...	2,25,279
(ii) Contributions by teachers	...	2,37,867
(iii) „ by students	...	50,182
(iv) „ out of the income of concerts, etc.	...	99,645
Total	...	<u>6,12,973</u>
 (c) Recruitment to Military Services—		
(i) From amongst boys on rolls	...	16,226
(ii) From amongst teachers	...	2,394
Total	...	<u>18,620</u>
(d) Number of students and teachers enrolled in Civic Guards	...	2,268
(e) Number trained for A. R. P.	...	7,524
(f) Number trained in First Aid	..	25,903
(g) Number trained in St. John Ambulance work	...	3,847
(h) Number of lectures delivered for war propaganda	...	141,073
(i) Number of posters, leaflets, booklets, etc., distributed as war propaganda	..	249,924

The institutions have done all they can through every available means to carry on war propaganda, participated in recruitment campaigns and disseminate correct news. For so spontaneously, generously and ungrudgingly responding to the national call, the Department takes a very legitimate pride in its institutions, and offers to one and all its grateful and sincere thanks.

(K) OBSERVATIONS ON MAIN STATISTICS—Educational institutions of all types and grades, recognized and unrecognized, for boys as well as for girls, have increased during the quinquennium by 1,226 to 19,692 and the enrolment therein by 143,946 to 1,429,628. Commenting on the enrolment figures of 1937-38, it was observed that the total enrolment was then 83,380 short of the peak enrolment of 1930-31, but a hope was expressed that if efforts were conti-

nued with unabated vigour we should reach that figure before the close of the quinquennium. It is highly gratifying to note that the peak figure of 1930-31 has been outstripped by 43,787, the total increase during five years being over 3·3 times this figure.

The total cost of public instruction has advanced by Rs. 35,03,007 to Rs. 3,54,61,219 or almost 11 per cent. Of the total expenditure on education in 1941-42, 47·86 per cent was contributed by Government; 13·35 by local bodies; 28·45 was met from fees and 10·34 from other sources. In 1936-37 the corresponding percentages were—Government 51·14; local bodies 14·32; fees 24·86 and other sources 9·68.

The number of branch schools has been more than halved from 972 to 480. It can easily be foreseen that at the present rate of reduction the ensuing quinquennium will see the complete extinction of these inefficient and ineffective schools. These schools have not been instrumental in attracting or contributing additional numbers to the primary schools. They have generally been a failure in the promotion of literacy. The number of one-teacher schools has gone up by 315 to 2,117. Owing to such unavoidable circumstances as the limitation of local body funds for unrestricted expansion and the paucity of pupils in backward and sparsely populated areas, it seems, almost impossible to envisage their elimination or even their reduction in the immediate future.

Statistics are undoubtedly a very encouraging indication of the numerical advance in the primary system of education, but genuinely steady and effective progress can only be judged from such facts as the reduction of stagnation, elimination of leakage, regular flow of promotion from class to class, improved average attendance and the gradual increase in the total number of pupils who continue to the end of the primary course. Tested by these unassailable criteria we can boast of very solid progress. The comparative figures of enrolment in the 4 classes of the primary department show that whereas there is a fall of 26,620 pupils in class I, there is a welcome rise of 11,264, 24,354 and 24,766 in the next three classes and a net increase of 33,764 in all the four classes. This means, in other words, that the total increase is more than double the fall in class I. Further, the enrolment in class IV now is 24 per cent more than that in 1936-37, and this is a clear sign of the progress of literacy in the province. The comparative percentage of classwise enrolment to the total strength of the primary department stands thus :—

	1936-37	1941-42		1936-37	1941-42
I	44·8	38·7	III	18·1	20·6
II	23·5	23·9	IV	14·1	16·8

A conspicuous feature of these figures is a more balanced distribution of numbers among the four classes than in the previous year. The disproportionate base of the pyramid has thus been appreciably reduced. Then again, the percentage of pupils who reach class IV after 4 years was 23·1 in 1936-37; now in the year 1941-42 it is 42·2. This increase, almost 3 per cent per annum, is another very gratifying feature. Another noticeable point that leads to the irresistible conclusion that wastage through leakage and stagnation is being minimised is the improvement in average attendance.

With an increase of 33,929 (8 per cent) in enrolment, the average attendance has gone up by 37,710 (14 per cent).

Teachers—There are 35,142 teachers of varied qualifications employed in all types of boys' schools and 7,119 in girls' schools. The increase in this number as compared with the figures for 1936-37 is 1,382 and 1,416, respectively. The number of trained teachers in boys' and girls' schools is 30,287 and 5,303, respectively. If to this number is added the number of teachers who for long and satisfactory service are awarded special departmental certificates from time to time, the number of qualified teachers would be 31,866 out of a total of 35,142 (90·7 per cent) in boys' schools and 5,479 out of 7,119 (77 per cent) in girls' schools.

The number of rural areas under compulsion has gone down by 64 to 2,917 but that of urban areas has increased by 2 to 66. The number of villages under compulsion has increased by 2,546 to 11,354. The enrolment in compulsory areas of both types has advanced by 43,716 to 366,655. Although the percentage of enrolment in most of the divisions is yet far from satisfactory, Multan Division records an advance of 3·7 per cent from 79·3 per cent to 83·0 per cent.

The number of village libraries opened in vernacular middle schools for the use and benefit of village populations has advanced by 550 to 2,279. The popularity of these libraries has undoubtedly waned considerably for the simple reason that, owing to financial stringency, it has not been possible to replenish them with fresh literature. For adult literates in the villages 600 circulating libraries or 20 per district containing over 100 books have been provided. These are being put to good use.

At all stages of education, primary, middle, collegiate and training institutions, physical training continues to receive adequate attention, and the standard of efficiency achieved is quite high. Every institution has a set programme for class and mass drill, callisthenics, play-for-all, and major games. To provide recreation for villagers, village games clubs have been organised and tournaments are held from time to time. The number of games clubs has increased from 3,554 to 4,144, and their enrolment from 39,119 to 49,724 or by 10,605.

There are 39 Manual Training Centres, one less than in 1936-37 with an enrolment of 10,221 (—287), average attendance of 9,701 (—253) and the total expenditure of Rs. 47,242 (Rs. —6,086). The total number of Post-Matric Clerical and Commercial classes attached to high schools and Intermediate College is 10 (—1), the number of pupils enrolled therein 220 (—26) and the total expenditure on these classes amounted to Rs. 34,373 (Rs. —13,900).

Extra-academic activities continue to be popular in all types of schools. Gardening and flori-culture are taken up with great keenness wherever good soil and an abundant supply of water are available. Dramatic clubs, chorus singing, concerts, etc., help in making school life brighter and more varied. Scientific and industrial hobbies such as the manufacture of soap, ink, scented oil, chalk, toys, Newar, baskets, ropes, etc., are becoming increasingly popular.

There are 180 (plus 10) Co-operative Societies with enrolment of 15,803 (plus 4,145) and a total annual subscription of Rs. 1,01,142 (plus

Rs. 56,487). In the case of Thrift Societies although their number has increased by 78 to 1,090, and the membership by 186 to 16,978 the subscriptions have decreased by Rs. 18,259 to Rs. 5,57,445. The number of Red Cross Societies has increased by 82 to 5,379; their membership by 48,543 to 288,324 and the annual subscription by Rs. 42,302 to Rs. 1,46,500. The number of Scout Troops has dwindled by 6 to 1,777, but their enrolment has increased by 3,649 to 42,829. The total number of Cub Packs shows a gratifying increase of 928 to 1,606 and their enrolment of 14,205 to 27,983.

CHAPTER II--Controlling Agencies

The following Headquarters officers continued to hold charge of their respective duties:—

Head Office appointments

1. Mr. W. H. F. Armstrong as Director of Public Instruction. His status as Under-Secretary to Government was raised to Secretary in 1941.

2. Rai Bahadur Man Mohan as Deputy Director of Public Instruction.

3. Miss L. E. Thomas as Deputy Directress of Public Instructions.

4. Mr. P. D. Bhanot as Inspector of Training Institutions.

5. Mr. B. A. Hashmi as Inspector of Vernacular Education.

6. M. Zafar Iqbal as Registrar, Departmental Examinations.

Sheikh Muhammad Zahur-ud-Din, Inspector of Schools, Rawalpindi

Inspectors.

Division, retired from the service of Government on the 16th June 1941 and Malik Ghulam Rasul Shauq, Principal, Government College, Dharmasala, was appointed in his place.

The following officers have been holding charge of their respective divisions during the major portion of the quinquennium.

1. Mr. S. M. Sharif (Lahore).

2. S. Deva Singh (Jullundur).

3. Rana Abdul Hamid Khan (Ambala).

4. Dr. K. C. Khanna (Multan).

The total number of candidates including those from outside British Punjab, who appeared in the various examinations in 1941-42 was 24,833 as compared with 21,672 in 1936-37, thus showing a rise of 3,211. The number of candidates appearing in the Vernacular Final and Middle School Examination for Boys shows a decrease of 114, while the Middle school examination for Indian Girls shows a rise of over 3,000 over the figures for 1936-37. The Middle Standard Examination for Europeans was held for the last time in 1940-41, and only 4 candidates appeared in 1941-42 as against 225 in 1936-37.

Departmental Examinations

Education in Indian States

Lahore Division.—Chamba is the only State in the Lahore Division which invites the Inspector of Schools, Lahore Division, to inspect the State High School. During the quinquennium under report the total number of

schools in this State rose from 30 to 35 and the number of scholars by 583 from 1,713 to 2,296. The State maintains one high, two lower middle, and 30 primary schools for boys. Increased facilities for vernacular education in the interior of the State have been provided. Education is free throughout the State and in rural areas books are supplied free of cost to the pupils. Manual training has become popular and scouting continues to receive special attention.

The total expenditure on education in the State has increased by Rs. 11,274 from Rs. 34,468 to Rs. 45,742.

Ambala Division—In the Simla Hill States the number of high, middle, primary and girls' schools stood at 4, 14, 55 and 11, respectively, as against 4, 13, 40 and 3, respectively, in 1936-37. The number of scholars in these schools on 31st March 1942 was 746 (high), 1,230 (middle), 1,698 (primary) and 381 (girls), as against 1,000, 1,212, 1,200 and 102, respectively, on 31st March 1937. The total number of pupils reading in these schools rose from 3,514 in 1936-37 to 4,055 in 1941-42.

In addition to the Simla Hill States the following other States maintain different types of schools :—

Dojana, Kalsia, Pataudi and Sirmoor.

The total number of schools in these States rose from 93 in 1936-37 to 137 in 1941-42, and the total number of scholars from 5,932 to 8,081.

The percentage of trained teachers in the Simla Hill States and other States mentioned above is very low, particularly in the primary schools where it is 14.7 in the case of girls' schools.

Jullundur Division—There are only three States, viz., Mandi, Nabha and Suket, which maintain high and anglo-vernacular middle schools and the inspection of which is held by the Inspector of Schools, Jullundur Division, on invitation. A new high school was opened in 1940 at Phul in the Nabha State. The Faridkot State has established its own inspectorate during the quinquennium under report, and no longer requires the services of the Inspector of Schools, Jullundur Division. In all there are three high schools and one anglo-vernacular middle school in the three States mentioned above. The enrolment in these State schools is indicated below :—

Bijai High School, Mandi	742
State High School, Nabha	927
State High School, Sundar Nagar ..	285
State Middle School, Jogendar Nagar (Mandi)	180

The Inspector remarks that on the whole all these schools are well managed.

There are no State schools in the Rawalpindi and Multan divisions.

In every division special attention has been paid to the scope and method of inspection, so that distinct improvement is visible. There was a time when inspections used to be dreaded. Now, inspectors do not go to schools to criticise but to give real guidance and useful help. Special stress is

laid on improving the method of instruction in every possible way and on improving colloquial English, imparting general information and the employment of various devices and means to make the teaching attractive and instructive. The inspecting staff meet the teachers of schools after each inspection and there is a free discussion in regard to difficulties and their solution.

Divisional and district educational conferences were held as usual with a view to improving general efficiency and acquainting the teachers with new problems and their solutions. In the District Inspectors' conferences a large number of topics relating to educational problems pertaining to each district were discussed. The District Inspectors in their turn held conferences of Assistant District Inspectors of Schools to discuss the position of the various sub-divisions, their problems and their difficulties. Likewise, the Assistant District Inspectors of Schools held teachers' conferences at convenient centres. All Divisional Inspectors have taken good care to ensure that the visits of the district inspecting staffs to schools are systematic, well-planned and evenly distributed; the most backward receiving the greatest attention.

In view of their increased responsibility and varied duties, the Divisional Inspectors could not be expected to hold detailed inspections of all the high schools in their respective divisions every year. It was, therefore, considered necessary in 1940-41 to effect a change in the policy and system of inspection of high schools. It was decided to put these schools in three categories so that all good schools, which did not require inspection every year, were put in Group 'A' and they were to be ordinarily given a full dress inspection once in three years. Group 'B' consisted of those schools which were not so good as those included in 'A' and were to be inspected once in two years. Group 'C' included all those schools which required constant watch and guidance and were to be inspected annually. The new system is working well and has made it possible for the inspecting staff to discuss more elaborately the problems and difficulties confronting schools.

The question of delegation of powers by the local bodies to Divisional Inspectors and District Inspectors still remains unsolved. It is a thorny problem and no satisfactory solution thereof has been found yet. Under the existing system, many administrative difficulties are experienced in deciding the cases of teachers working in local body schools. For instance, there are so many restrictions and limitations in the matter of transfers of teachers from one local body school to another that it often becomes difficult to order even urgent changes. A solution of this problem of delegation will have to be found sooner or later.

The number of high schools managed by Government has risen by 2 to 85 since 1936-37 and enrolment has risen from 24,744 to 28,837. In the case of anglo-vernacular middle schools the number remains constant at 6 but enrolment has increased by 74 from 1,798 to 1,872. The number of vernacular middle schools remains constant at 3 since 1936-37. Enrolment in these schools has improved from 119 to 129 during the last five years. The number

of primary schools has gone up from 9 in 1936-37 to 47 in 1941-42. Of these 47 schools, 35 are Criminal Tribes schools. The total number of special schools has gone up from 84 to 118, and the enrolment therein has risen from 5,318 to 6,631.

In regard to District Board schools, the position during the quinquennium was as follows :—The number of high schools rose by 4 to 36 and enrolment therein rose by 2,608 to 12,588. There were 83 anglo-vernacular middle schools in 1941-42 as against 84 five years ago. Enrolment therein rose by 171 to 19,524. The number of vernacular middle schools went down by 151 from 2,921 to 2,770, and enrolment therein decreased by 245 to 374,442. Primary schools managed by District Boards show an increase of 432. In 1941-42 the number was 4,978. Enrolment in such schools has improved by 29,001 to 283,394. There has been a fall of 72 in the number of special schools from 164 in 1936-37 to 92 in 1941-42, with a corresponding decrease of 1,566 to 2,714 in enrolment.

The number of Municipal Board high schools has gone up from 19 to 27, and since 1936-37 there has been a rise of 6,969 in enrolment which stands at 16,822. The number of anglo-vernacular middle schools has gone down by 4 to 15 and there has been a fall in enrolment from 5,386 to 4,868. The number of vernacular middle and primary schools has gone up by 2 and 15 to 11 and 335, respectively, and enrolment therein shows an increase of 589 and 5,778, respectively. The number of special schools has risen from 2 to 8, and enrolment therein has increased from 119 to 229.

In the case of Ambala Division, the percentage of expenditure from District Board funds for the quinquennium under report has decreased from 23·4 in 1936-37 to 20·5, while it has gone up from 23·2 to 27·2; from 24·4 to 25·4; from 29·8 to 31·0 and 13·4 to 13·8 in the Jullundur, Lahore, Multan and Rawalpindi divisions, respectively. The total grant given to District Boards has gone up from Rs. 74,40,727 to Rs. 78,10,754.

The percentage of expenditure in the case of urban committees has increased in all the divisions during the quinquennium, viz., Ambala from 53·6 to 71·5; Jullundur from 58·6 to 75·4; Lahore from 65·0 to 68·3; Multan from 55·0 to 73·1 and Rawalpindi from 54·3 to 61·7. The total Government grant given to urban committees during the quinquennium has gone up from Rs. 5,87,166 to Rs. 7,78,095.

The Government grant to Cantonment Boards has increased from Rs. 25,729 to Rs. 49,897, and the expenditure from Cantonment Board Funds has gone down from Rs. 74,372 to Rs. 72,237.

There has been an increase of 28,137 in the number of scholars reading in the various categories of recognised schools for males maintained by private bodies.

An encouraging note has been struck by at least two Divisional Inspectors in regard to the administration of private schools. The Inspector of Schools, Jullundur, says that on the whole these denominational schools in his division are being run on sound and proper lines, and the tendency to violate the departmental rules and instructions is on the decrease.

The Multan Inspector remarks—"It is encouraging to note that as a result of proper checking of accounts of privately-managed aided schools and definite departmental instructions regarding the regular payment of salaries and provident fund, the condition of service of teachers serving in these schools is improving".

The award of special Government grants to some of the unaided institutions of backward communities is described by the Lahore Inspector as a God-sent blessing.

The statements given below give the composition of the Provincial Inspectorate and the P. E. S. Class I at the end of the quinquennium under report :—

Provincial Inspectorate

Designation	No. of posts	Scale of pay
Divisional Inspectors	.. 5	P. E. S. (Class I). Old grade Rs. 360—40—720/760—40—800—50—1,000 (pause for one year)—50—1,150. Revised grade Rs. 300—25—700/80—1,000
Assistants to Inspectors of Schools	of 10	P. E. S. (Class II) Old grade Rs. 250—25—500/25—600. Revised grade Rs. 200—15—275/15—470/15—500—20—600.
Inspector of Vernacular Education	1	P. E. S. (Class I) (revised grade).
Inspector of Training Institutions	1	Ditto
Deputy Inspectors of Schools for Rural Science	2	{ 1 in P. E. S. (II) old. 1 in P. E. S. (II) revised.
District Inspectors	.. 29	2 P. E. S. Class II (old). 12 P. E. S. Class II (revised); 10 Rs. 200—10—250, S.E.S., A.-V. Section. 5 Rs. 140—10—190, S.E.S., A.-V. Section.
Deputy Directress of Public Instruction	1	P. E. S. (I) Women's Branch (Rs. 400—25—625/650—25—850).
Circle Inspectresses	.. 4	P. E. S. (II) Women's Branch (Rs. 200—20—400/25—500).
District Inspectresses	.. 27	{ 4 Rs. 200—10—250. 22 Rs. 140—10—190. 1 Rs. 110—5—135.
Assistant District Inspectress	1	Rs. 110—5—135.
Assistant Inspectresses for Domestic Science	3	{ 1—Rs. 140—10—190. 2—Rs. 110—5—135.

<i>Designation</i>	<i>No. of posts</i>	<i>Scale of pay</i>
Assistant District Inspectors of Schools	5	Rs. 200—10—250, S.E.S., A.-V. Section
	84	Rs. 140—10—190, S.E.S., A.-V. Section
	1	Rs. 140—10—190, S. E. S., Classical and Vernacular Section.
	2	Rs. 110—5—135 S. E. S., Classical and Vernacular section.
	1	Rs. 80—4—100, S. E. S., Classical and Vernacular Section.
	2	Rs. 55—3—70, S. E. S., Classical and Vernacular Section.
	2	Rs. 55—3—70 S. E. S., Classical and Vernacular Section.
	79	Rs. 110—5—135 S. E. S., A.-V. Section
	54	Rs. 80—4—100 (revised) Rs. 80—4—100 S. E.S., A.-V. Section.
	4	Rs. 65—3—80 (revised) Rs. 55—3—70 S. E. S., A.-V. Section.
		Rs. 45—2—55 (revised)

**STATEMENT No. 2—Provincial Educational Service, Class I
MEN'S BRANCH**

Total No. of posts	HELD BY				No. of posts held in abeyance
	I. E. S. officers.	Promoted officers	Direct recruitment	Officiating arrangements	
*27	6	17	3	6†	6‡
WOMEN'S BRANCH					
5	..	4	1	..	..

*Includes the post of Director of Public Instruction in P. E. S. (I).

†These officiating arrangements were made in place of six P. E. S. (I) officers who are included among promoted officers and direct recruitment.

‡Equivalent number of posts held by I. E. S. officers is vacant in P. E. S. (I).

CHAPTER III—Collegiate Education

Statistics—During the quinquennium under report the number of collegiate institutions for men and women has gone up from 34 to 40, there being an increase of 7 and 1 in the number of unaided colleges for men and women, respectively, and a decrease of 1 each in the number of Government and aided colleges for men. The number of unaided colleges stood at 8 in 1937; it is double that number now—15 for men and 1 for women. The enrolment in the three types of colleges for men and women—Government, aided and unaided—aggregates 17,564 giving an increase of 4,048 during the five years. The share of these institutions in the total increase is Government 230, aided 181 and unaided 3,637. A noteworthy feature of this increase is the advance in the number of girl students reading in colleges; from 149 to 454 in men's colleges, and from 648 to 906 in women's colleges.

The number of male candidates appearing in the Matriculation examination has gone up by almost 25 per cent from 16,566 to 20,651; in the Intermediate Arts from 3,271 to 3,959, in the B. A. from 2,510 to 3,843, in the B.Sc. from 343 to 435 and in the M.A. from 289 to 466. The increase in the number of Intermediate Science candidates from 1,056 to 2,126, is notable. There is, however, a falling off in the number of M. Sc. candidates from 32 to 26. The number of girl candidates for the Matric, Intermediate Arts and B.A. shows a notable rise from 1,394 to 3,201, 337 to 983 and from 152 to 649, respectively. In the other examinations the increase is: Intermediate Science 65 to 107; B.Sc. 4 to 23 M.A. 12 to 63.

The total expenditure on collegiate education for men and women has gone up during the quinquennium by Rs. 3,51,540 to Rs. 31,11,027. During the past year it has increased by Rs. 1,02,764.

The "Fazl-i-Hussain" Library built at the Government College, and including a library hall, a reading room, several lecture rooms and retiring rooms for the staff and women students, was completed during the present quinquennium at a cost of 1½ lac rupees. Two-fifth of the total expenditure was met by Government grant and the remainder by subscriptions from admirers and friends of the late Sir Fazl-i-Hussain. The foundation stone of the library was laid by His Excellency the Viceroy in October 1937.

The residential project of the Forman Christian College which for several years had to be held in abeyance owing to financial stringency was pushed through during the quinquennium, and the college has now shifted to its new spacious buildings and grounds near the Model Town. This experiment which is being watched with great interest promises good results. Much the larger proportion of the students are now to be in residence. A portion of the college and hostel buildings has been handed over to the Military authorities for the preliminary training of Officer Cadets and is called the "Datta Training School".

To supply adequate accommodation for its increasing administration a second storey was constructed on the Senate Hall at a cost of Rs. 33,000. The Kashyap Research Laboratory which has been built as a memorial to Dr. S. R. Kashyap, I.E.S., Head of the University Department of Botany by funds contributed by friends and old pupils was opened in 1933. A life size statue of Dr. A. C. Woolner generously donated by Mrs. Woolner has been erected opposite the Union building. A hostel for girls and women students studying in colleges was opened on the Masson Road by the Punjab Education Department, and this has met an urgent demand. A swimming tank for girl students on the Chauburji Grounds was completed and opened for use in 1939 at a cost of about Rs. 22,000 out of which the University contributed Rs. 10,000 in addition to the site. The University has undertaken all liabilities in this connection including an abundant supply of water free of charge.

**The University—
(a) Building and other additions**

(b) New Regulations and other changes

A very large number of new regulations have been promulgated by the University. Special facilities have been given to the students on military service who cannot take their examinations. The cases of students whose studies abroad have been interrupted owing to their return to the Punjab have been entrusted to a special committee. To eliminate avoidable wastage and to relieve economic pressure, supplementary examinations have been introduced for a number of Degree examinations. These permit a candidate to appear in the same examination a second time after a lapse of 4 to 5 months if he has failed at the first attempt. The University has prescribed a minimum salary of Rs. 100 per mensem for all teachers working in affiliated colleges. The degree of Bachelor of Dentistry has been instituted. Another important innovation has been the running as an experimental measure of a certificate course in Journalism, admission to which is open only to graduates and post-graduates who have a flair for writing. The number of University scholarships for the Matriculation examination has been raised from 40 to 80. In order to make University education more realistic and attractive for girls, the options of Music, Art and Home science as elective subjects in Intermediate and B. A. examinations have been given to girl candidates. The experiment has proved such a great success that, owing to increasing admissions, assistants to the teachers in Art and Music have had to be appointed.

After the death of Dr. Woolner the University had a succession of part-time honorary Vice-Chancellors who could not, owing to their own official responsibilities spare enough time to cope with the multifarious and growing activities of the University. In 1938, however, K. B. Mian Afzal Hussain was appointed a whole-time paid Vice-Chancellor. This appointment, with which was also amalgamated the office of Dean of University Instruction, has resulted not only in uniform control and continuous direction, but also in several essential internal reforms.

The Directress of Physical Education whose chief duty is to organise, conduct and supervise physical education in Women's colleges joined her post in March 1941 and started "activity classes" which, on the whole, were enthusiastically received by the students.

The Educational world of the Punjab has sustained a number of heavy losses through the death or retirement of several eminent educationists. Amongst these mention must be made of the death of Sir Mohd. Iqbal, Mahatma Hans Raj and Principal Hem Raj, and of the retirement of Dr. Dunnicliff and Principal M. A. Ghani.

Personalia.
The University placed its entire resources at the disposal of His Majesty's Government for war purposes at the very outbreak of the War. Special regulations were framed offering adequate facilities to students who volunteered for war services. Some University Professors were allowed to accept important positions in connection with the war effort. A large number of University Officers and employees have been working in A. R. P. and as Civic Guards. University officers have made large contributions to the War Fund and subscriptions are being made regularly to the Defence loan. The strength of the U. T. C., which has supplied a number of Commissioned Officers to the Army, has been increased by 50 per cent. A special preparatory army class was held at Dharamsala last year with an enrolment of about 30. More such classes are now being held in Lahore with an enrolment of about 30. Each session lasts for 8 weeks. Similar classes have been started in 6 Government Colleges at Lahore, Ludhiana, Multan, Lyallpur, Campbellpur and Rohtak, and in Khalsa College, Amritsar, and Gordon College, Rawalpindi.

War efforts
The Punjab maintained its excellent record in athletics and won the Inter-University Championship in cricket three times. Physical training, which is compulsory now for all students, boys as well as girls, studying in intermediate classes, is being adequately taught by qualified Physical Training Supervisors appointed in all colleges. The student community has also begun to take a much healthier and keener interest in cultural and social activities, and there is not a single college now that cannot boast of a number of clubs and societies for the encouragement of this side of the students' college life. Public speaking and dramatic art have attained a high standard. Cordial relations and friendly inter-course exist among the different communities. Co-education continues to increase in popularity which is evidenced by a much larger number of girls reading in men's colleges, despite the fact that Government has provided two degree colleges and one intermediate college for girls alone. The keenness of girls for higher education can be judged by the larger number of unrecognised colleges for women which have appeared in almost all the big cities of the Province.

CHAPTER IV—Secondary Education (Boys)

Sports and cultural and social activities.
During the quinquennium the number of secondary schools has dropped by 108 to 3,390. High schools have increased by 40 to 380, and anglo-vernacular middle schools by 6 to 212, while vernacular middle schools have decreased by 154 to 2,798.

For every 29.5 square miles and for every 3,800 males in the province there is one secondary school.

Facts and figures
Distribution of schools

It is very encouraging to note that the number of scholars has, during the quinquennium, risen by 44,808 to 612,145, the increase in the high, anglo-vernacular middle and vernacular middle schools being 40,899, 3,287 and 622, respectively.

Since 1940-41 the average enrolment of a high, anglo-vernacular middle and vernacular middle school has risen by 8, 22 and 6 to 488, 222 and 136, respectively. The average daily attendance of high and anglo-vernacular middle schools has, since 1940-41, risen by 7,104 and 2,543 to 175,671 and 43,766, respectively, while it has dropped by 2,935 to 332,585 in the case of the vernacular middle schools. The number of agriculturists in the secondary classes of these schools was 108,285 as against 105,378 in 1940-41.

The total direct expenditure on secondary education has, during the quinquennium, increased by Rs. 5,39,963 to Rs. 1,38,16,382. The contributions from Municipal board funds and fees increased by Rs. 14,484 and Rs. 8,13,602, respectively, while those from the provincial revenues, District Board funds and other sources declined by Rs. 97,115, Rs. 1,01,302 and Rs. 89,706, respectively. The expenditure on high schools rose by Rs. 7,82,657, while that on anglo-vernacular and vernacular middle schools dropped by Rs. 81,973 and Rs. 1,60,721, respectively.

The number of trained and untrained teachers rose, during the quinquennium, by 572 and 264 to 20,229 and 2,505, respectively. The total number of teachers employed in the secondary schools thus rose by 836 to 22,734. The percentage of trained teachers has dropped from 89.7 in 1936-37 to 89 in 1941-42.

CHAPTER V—Primary Education (Boys)

(i) The following table shows the increase or decrease in the number of boys' primary schools of all types during the quinquennium under review :—

Primary schools	1936-37	1940-41	1941-42	VARIATION SINCE	
				1936-37	1940-41
Managed by Government	9	46	47	+38	+1
Managed by District Boards	4,546	4,878	4,978	+432	+100
Managed by Municipal Boards	320	339	335	+15	-4
Aided Schools	819	740	725	-04	-15
Unaided Schools	113	85	74	-39	-11
Total	5,807	6,088	6,159	+352	+71

It is apparent from the above table that there is an increase of 38 in the number of Government primary schools, which is due to the inclusion, under this category, of criminal tribes schools which in the past were classified as special schools. There is also a very satisfactory increase in the number of district board and municipal board primary schools. This increase may partly be explained as due to the conversion of most of the uneconomical and wasteful branch schools into primary schools and partly due to the taking over of some of the important primary schools by the local boards. The large decrease, on the other hand, in the number of schools, both aided and unaided, managed by private enterprise is once more an obvious indication of the fact that private enterprise is totally inadequate to cater for primary education and that the initiative and the responsibility for the spread of primary education rests wholly with the district boards and municipal committees.

Single-teacher schools, though often denounced as inefficient and undesirable, have increased in number in areas of scattered population where means of communication are difficult or where uneconomical and unsuccessful branch schools have been converted with advantage into single-teacher schools.

(ii) Enrolment in primary schools increased during the quinquennium by 33,952 to 410,437 and average attendance by 87,536 to 360,122. These figures compare very favourably with those reported for the quinquennium ending 31st March 1937, when in spite of an increase in the number of schools, a fall in enrolment, in average attendance and in the number of boys per teacher was reported. The present satisfactory improvement has been the outcome of persistent efforts at consolidation and of making the classroom instruction interesting and attractive particularly in the infant classes. It is due to these measures that a better flow of promotion from lower to higher classes has been secured. The scheme of restricting admission to the infant class to the 1st term only in certain selected districts has proved to be helpful in this respect.

(iii) The total cost of primary schools increased by Rs. 3,23,193 from Rs. 40,55,657, in 1936-37 to Rs. 43,78,850 in 1941-42. Towards the total expenditure during the year the Government contributed 60.5 per cent, District Boards 18.9 per cent, Municipal Committees 14.2 per cent and the balance was met from fees and other sources in the proportion respectively of 1.3 per cent and 5.1 per cent. The corresponding percentages for the year 1936-37 being 60.9, 18.7, 14.7, 1.4 and 4.3, respectively. All the District Boards in the province, except Jullundur, have increased their expenditure on primary education. The average cost per scholar, in spite of the introduction of new methods of teaching necessitating more equipment, has decreased from Rs. 10-12-4 in 1936-37 to Rs. 10-10-8 in 1941-42.

(iv) The scheme for the training of Senior and Junior Vernacular teachers has been revised and the course of training for Junior Vernacular teachers has been extended from one to two years. The inspecting staff has been busily arranging refresher courses to refresh the

professional and subject knowledge of teachers in out-of-the-way places where they have little chances of coming into contact with progressive ideas about education. These efforts have met with considerable success in improving the quality of the day to day teaching which in turn has resulted in a better flow of promotion from class to class, in increasing enrolment and in reducing stagnation and also leakage.

More and more co-ordination is being achieved in classroom instruction and the environment of the pupils, and it has been possible to effect improvement in the general class teaching by the appointment of a large number of freshly trained teachers, who have undergone a two-years course of training. Every effort is being made, and with success, at stopping wastage and stagnation. Stress continues to be laid on caligraphy, dictation and arithmetic, both mental and written. Plentiful illustrative material, play-way devices and purposeful recreative games have been introduced. Model middle schools, one in each tahsil throughout the province, have successfully given a lead in setting higher standards of instruction and in making the school an interesting and attractive place for children. Commenting on the improved methods of instruction in his division, the Inspector of Schools, Lahore Division, writes " Teachers take their pupils to railway stations, factories, fields, canals, etc., and explain to them the various points of interest. Several refresher courses in physical training and general methods of teaching have been held in every district. The members of the district inspecting staff generally hold meetings of teachers after they have inspected the schools of a centre and explained to them some of the defects noticed at inspection, and how to remove them ".

Most of the primary schools continue to be housed in rented or rent-free buildings, which had not been built to serve as school houses, and consequently primary schools continue to suffer for want of adequate, good and sanitary buildings. It is feared that no improvement in this state of affairs is possible unless the Government come to the rescue, but it is doubtful whether the Government can do anything substantial at the present moment when a world war is raging. There are schools which have not even sufficient matting for boys to sit on, and often boys have to provide themselves with mats or pieces of gunny bags to sit on. It is to the credit, however, of both the teachers and the pupils that life in schools has gradually become more interesting and cheerful. Rural uplift work has become a prominent feature of our schools and our teachers are awakening to their responsibility to the society in which they live.

The number of branch schools decreased during the quinquennium from 972 in 1936-37 to 480 during 1941-42. These schools which were meant to provide educational facilities for the first two years to young children who could not travel far from home, were originally opened to feed the centre schools. But they soon proved to be failing in their purpose and consequently to be wasteful. These branch schools, therefore, wherever there is a strong enthusiasm for education, have been converted into full primary schools.

But in districts where the means of communication are difficult, or where the paucity of funds and the apathy of the people stand in the way of opening a primary school, some of these branch schools have been converted into single-teacher schools.

There has been an increase of three urban and a decrease of 64 rural areas under compulsion. The returns for compulsion are not at all discouraging, and there is a tendency towards improvement in various parts of the Province; but it cannot be said with any degree of certainty that compulsion is really making headway in the Province. Some of the causes that militate against real success are the difficulties in the way of the preparation of lists of boys of school-going age, in checking their accuracy, the indifference of some of the attendance committees, the ineffectiveness of the fines levied under the Punjab Primary Education Act, the long and dilatory proceedings in the decision of cases, the lack of provision of whole-time Compulsory Education Officers, and the increasing demands on the time and energy of our Assistant District Inspectors. A good deal of the ineffectiveness of compulsion is also due to the paucity of funds and the economic depression in general.

Games and physical training have been receiving due consideration during the quinquennium under report. Every district in the province has an Assistant District Inspector for Physical Training posted to it. The Assistant District Inspector for Physical Training, well-versed in modern games and methods of physical training, as he is, holds frequent refresher courses for the benefit of the village teachers who are trained in the most up-to-date methods of looking after the health of those under their care. In order to make this "health effort" interesting for young children the old mass drill exercises have been replaced by the best modern methods such as the motion story method.

CHAPTER VI—Training of Teachers

Anglo-Vernacular Teachers (Men)—The Central Training College, Lahore, as usual, provided two courses—the B.T. and the S.A.-V. for the training of men graduates for the teaching profession. During the quinquennium under review the Punjab University granted affiliation for the B.T. Degree to the Islamia College, Peshawar, and the Prince of Wales College, Jammu. This will meet the persistent demand of North-West Frontier Province and the Jammu and Kashmir State for a larger number of trained secondary school teachers. The opening of these classes has not affected the admissions to the Central Training College, Lahore.

In the first year of the quinquennium under report 469 candidates applied for admission and 115 were enrolled; in 1941-42 the number of applicants decreased to 402 but the total strength of the college rose to 168.

The admission to the college, however, has been adversely affected in quality owing to the large number of new avenues of employment

which have been thrown open by the war. In 1937-38 out of an enrolment of 115, 60 were M.As. or M.Scs. and 17 B.A. 1st class or Honours; in 1941-42, there were 33 M.As. or M.Scs. and 14 B.A. 1st class or Honours out of a total strength of 168. The danger is that training colleges, for financial reasons, may be tempted to maintain their numbers at the pre-war level. It is desirable that this tendency should be resisted, for otherwise the market is bound to be flooded with inferior teachers.

During the quinquennium 84 students were deputed for training by the Punjab States and other administrations. The income from this source during the last five years amounted to Rs. 44,177. The total income and expenditure of the Training College have gone up by Rs. 6,248 to Rs. 33,296 and by Rs. 6,998 to Rs. 1,03,163, respectively.

Students at the Central Training College, Lahore, have a busy time. During the quinquennium special emphasis was laid on the practical side of training. At the commencement of the session demonstration lessons were given by members of the staff. The number of discussion lessons was increased and a week of school practice during the session for each student was introduced beside a month of external school practice at the end of the year. The high percentage of success in the final examination was uniformly maintained.

All the dormitories were partitioned into four-seated rooms with wooden partitions. Floors of 6 dormitories and verandahs, all dining rooms, all kitchens, all servants' quarters inside the hostel, the guest room and the dining room for guests were laid with cement concrete. In spite of these improvements the hostel is still quite unsuitable for post-graduate professional students. The University Inspection Committee which visited the college in November 1941, condemned it in uncompromising terms. We trust that funds will be available immediately after the war to provide the college with a new hostel.

The standard of physical fitness was kept high. Students of both classes—B.T. and S.A.V.—came for morning jerks and evening games every day till the end of March every year. Group tournaments were successfully organised. Almost all students of the college had training in Scouting, First Aid and Air Raid Precautions. During the last five years 607 students passed the First Aid examination and 577 were awarded St. John Ambulance Certificates. Six members of the staff and 129 students passed the general Air Raid Precautions course in 1942. A very successful Scout Masters Camp was held every year at the Boy Scouts Headquarters at Montmorency Park.

Cultural activities comprised the activities of the Dramatic Club, the Psychology Study Circle, the Society for the Promotion of Geographical Knowledge, the Punjab Association of Science Teachers, the Photo Club and the Swan, the college magazine. All of these maintained their reputation for good work.

The Old Boys Association was revived in 1940. The membership at the end of 1941 stood at 150. An attempt has been made to set up an employment Bureau under the auspices of this association.

The college has acted as a centre for the activities of the New Education Fellowship. The Punjab section has done excellent work in educating the general public in New Education ideals, which aim at drawing out the best in the child based on "activity methods." In February 1940 a very representative educational conference was held which was presided over by Mr. John Sargent, the Educational Commissioner with the Government of India. An exhibition of educational handwork from schools all over the Punjab was also organised in conjunction with this conference. In 1941 a Conference of Geography Teachers in the Punjab was held in the college under the Presidentship of Dr. G. S. Matthai, Sc.D., I.E.S. and did much to stimulate interest in this important subject and to modernise its teaching. An exhibition of geographical maps, charts and other appliances was held simultaneously with the conference and attracted shoals of children from all the Lahore schools. A geographical play produced by the Central Model School was a great success.

The Punjab Government appointed a strong committee of experts in October 1941, under the chairmanship of Mr. G. C. Chatterji, Principal of the Central Training College, Lahore, to go into the question of the re-organisation of courses for secondary school teachers. Its terms of reference included the desirability or otherwise of abolishing the Senior Anglo-Vernacular Certificate Examination, and amalgamating it with the B. T. Degree, with consequent modification in the B. T. Course, the institution of a post B. T. Diploma in School Organisation, designed to give training in problems of management and inspection, the opening of a Junior Model School under the supervision and control of the Principal, Central Training College, and other relevant matters. The committee submitted a comprehensive and unanimous report which has received the approval of Government. Proposals have now been made to the University to set up a Faculty of Education, and to modernise the B. T. Course. It is hoped shortly to start a Junior Model School.

In conclusion it will not perhaps be out of place to touch upon the unfortunate divorce which has existed—and persists even now to some extent—between the principles and methods taught in the Training College and those which are actually operative in our schools. School-room practice is unfortunately too often dictated almost exclusively by examination demands and methods prevail conducive to that end alone. No serious effort has generally been made to stimulate interest, to arouse curiosity or to encourage activity and initiative. Newly trained graduates on joining the staff of a school have often been urged to forget much that they had learnt in the Training College and to fall into line with the prevailing conditions. It is gratifying, therefore, to report that steps have been taken during the quinquennium to minimise—if not eliminate

altogether—some of these serious defects and short-comings. The syllabuses of the primary and middle departments of boys' and girls' schools have been overhauled completely, and books written in accordance with these new syllabuses are likely to be introduced in schools in a year or two. A move is now afoot to tackle the Matriculation syllabus in a similar manner. The courses of training for J. V. and S. V. men teachers have been re-organised, and the new syllabuses framed for them have been enforced since 1939. The changed method of inspection of schools give the inspectors more time to think and plan for their divisions, and to act more as co-ordinating guides of the schools and staffs than as mere critics as was formerly the case.

Training of Vernacular Teachers—One of the most notable achievements of the present quinquennium in the sphere of educational reform has indubitably been the complete re-organisation of the training system of the vernacular teachers; a thorough overhaul of the syllabi for the J. V. and S. V. Courses for men teachers and the consequent modification of the method of recruitment of candidates for admission to normal schools. These radical changes were brought about with the utmost expedition. Late in the year 1937-38 the committee for the re-organization of the normal schools was appointed by the Punjab Government; early in 1938-39 the syllabus committee was formed, and in the May session of 1939-40 after a lapse of little over a year the re-organized scheme and the revised syllabi were enforced. The main recommendations of the Re-organization Committee were:—

(1) The S. V. course should be reduced from two years to one and the J. V. be extended from one year to two years.

(2) In order to select men of ability and those endowed with rural sympathy and conversant with rural problems a special allowance of 10 per cent of their salary be paid to the normal school staff.

(3) A special grant for 3 years be awarded to all the Government Normal Schools for the improvement of their libraries and the introduction of arts and handicrafts.

(4) Vernacular Final pass may continue as the minimum qualification for admission, but men with higher qualifications should invariably be given preference.

Another important recommendation of the committee was that the courses of study should be overhauled. The Syllabus Revision Committee drafted the new syllabi for J. V. and S. V. Courses, the outstanding features of which are that far greater importance is to be attached to (1) Practice of teaching, (2) a more intimate and practical study of child psychology, (3) an extensive study of Urdu language and literature; (4) a wider acquaintance with modern methods of teaching children and adults and (5) the learning of practical arts and handicrafts during the course of training.

In pursuance of the recommendations of the Re-organization Committee some essential changes had also to be made in the procedure of recruitment of candidates for admission to the normal schools. A divi-

sional quota is now fixed annually by the Department on the basis of accommodation available in the several normal schools, and Inspectors are required to forward to the head master of the school concerned the names of twice the number of candidates fixed for the division. A written test is given to all the candidates in Arithmetic, General Knowledge and Urdu and this is followed by a *viva voce* test and a medical examination. The final selection is made by the Inspector of Training Institutions, Punjab, and the Inspector of Schools of the division, due weight being given to the physique, bearing, initiative and personality of the candidates, to the territorial and communal requirements and to an adequate representation of backward communities and special classes.

These reforms have led to an improvement not only in the qualifications for admission but also in raising the standard of instruction and training.

Another noteworthy feature is the increase during the past 5 years in the number of normal schools by 3 from 5 to 8; one Government Normal School at Gujrat, and two privately managed ones—Mission Normal School, Kharar, and D. A.-V. Normal School, Lahore, the latter meant solely for urban teachers called upon to teach the primary classes through the medium of Hindi. The Vernacular Teachers' Training Class at Lyallpur admits 30 S. V. students every year for a year's training in agriculture and farm work.

Two other matters of interest are (1) The revival of the Inter-Normal-School Tournament for the first time after a lapse of over a quarter of a century in 1939-40. It is pleasing to find from the reports received that the tournament has been instrumental in giving a great impetus to major and minor games in these schools. Besides the usual contests and races at these rallies, educational exhibitions and farmers' *melas* are held; concerts and dramatic performances are organized and competitions in educational activities such as drawing, painting, calligraphy, handicrafts, public speaking, etc., are also held. Commendatory certificates are given in place of cash prizes to individual winners and the winning teams. (2) The organization of divisional and district refresher courses, whenever possible, in normal schools where staff, equipment and accommodation are readily available. Those held so far in these institutions have been an unqualified success.

Facilities for the training of vernacular teachers are divided between the Government Normal schools (4) and the training units attached to privately managed secondary schools (4). Their number is the same as last year, but is 3 in excess of the number during the last year of the previous quinquennium. The total number of pupil teachers under training in the 8 schools (including 2 women teachers in the Moga Mission School) is 823—an increase of 8 over last year's figures, and of 350 over the figures of 1936-37—512 in Government Normal schools and 311 in privately managed ones. Communitywise enrolment is—

Hindus	...	279
Muslims	..	375
Sikhs	...	83
Christians	...	64
Special Classes	...	22

The total expenditure on these institutions has increased from Rs. 88,122 to Rs. 92,111, there being a fall of Rs. 616 in expenditure from Government funds and a rise of Rs. 4,464 and Rs. 141 in fees and other sources, respectively.

The staffs working in these schools are efficient in qualifications and sufficient numerically. The teachers are invariably selected not merely on grounds of their proficiency and experience as teachers alone, but also for their knowledge of the requirements of rural teachers and schools and for ability to conduct experimental and research work in the problems connected with vernacular education.

Strict discipline has been maintained in all schools throughout the period, and the general tone has been high. The examination results continue to be excellent. They vary between 93.3 per cent and 100 per cent for the various institutions and the total average of successful candidates works out at 97.5 per cent.

All the pupil teachers have to be in residence in the hostels attached to the normal schools. Life here is made as cheerful and happy for them as possible. Stress is laid on a clean and sanitary way of living. A large variety of wholesome cultural recreations such as radio receiving sets, concerts, dramatic performances, debates, in-door games and journals help further to brighten the life in the hostels. Regularity is enforced in morning exercise and bath and in supervised study and games, while strict punctuality is observed in all matters of routine. The internal management of mess, library and matters of discipline, cleanliness, etc., are controlled entirely by elected boards which afford excellent opportunities in self-Government.

The Revised Syllabus lays much greater stress on practice of teaching and in consequence ample time and attention are devoted to this work. Before the pupil teachers actually commence handling various classes in teaching, the members of the staff give model lessons which are meant to impress upon the pupil teachers the salient points of a good lesson and the pedagogical principles kept in view so that they may not only be warned of the pit-falls but also be saved the necessity of eradicating undesirable habits. Apart from the discussion and criticism lessons delivered in the classroom or the practising schools the pupil teachers have to work as full-fledged form masters in the practising school under the supervision of the teacher-in-charge or a member of the school staff. Then again during the summer vacation they have to put in a further period of a fortnight's intensive work in village schools under the supervision of the head teacher. Here besides the teaching work they have to study not only important items of school organization such as time tables, courses of study and registration work but have also to master actual problems of rural education, causes of stagnation and leakage, difficulties in attracting pupils, obstacles in the introduction of compulsion, reasons for the irregular flow of promotion from class to class, etc. All this gives the pupil teachers annually at least two months' intensive practice of teaching and the much desired insight into rural problems and requirements.

The new syllabus, which was devised with the explicit object of widening the outlook of the pupil teachers has already begun to show

results. Such subjects as child psychology, handicrafts, rural reconstruction work, adult education and stress on physical training work are making the teachers more useful, more self-reliant and hardier than the previous generation. As an integral part of their training pupil teachers have actually to instruct a number of adults in their villages during vacations and have also to prepare a detailed survey—educational, social, economic, geographical and historical—of the village in which they spend their vacation. A number of methods of teaching Urdu—the Story Method, the Moga Method and the Visual Method—are being tried in all normal schools, Training in First Aid, Scouting, Cubbing, A. R. P. and Civil Defence is received compulsorily by all pupil teachers with the result that it is possible to turn out at a moment's notice no less than seven hundred fully trained First Aiders and A. R. P. Workers from these schools. Red Cross and Co-operative Societies continue to make excellent progress. Gakhar Co-operative Society invested Rs. 7,367, and realized a net profit of Rs. 84 after supplying provisions at prices much below the market rates. Every pupil teacher has to take up and acquire proficiency in three out of a prescribed list of 14 handicrafts. Educational excursions, war effort and war publicity are some of the other laudable features of these schools. Lalamusa has published three brochures on war, and these have been appreciated by the Civil and Military authorities. All normal schools have farms attached to them where agricultural operations are based on scientific methods. The Gakhar farm has had an income of Rs. 611 against an expenditure of Rs. 340. Lalamusa and Gakhar can legitimately take pride in their flower gardens. The educational journals, with which are published adult literacy supplements, are doing very valuable work. Gujrat Normal School sent up 9 of its pupil teachers for the various University Language Examinations and all passed. Karnal has 12 literacy centres in the city with an enrolment of 260, Gujrat has 18 with 319, and Gakhar has 10 with 227.

In instruction, tone and efficiency the normal schools have through out the period under review exhibited remarkable improvement all round. The transformation that has been brought by the new syllabus in the method and context of instruction and the vital significance that has been attached therein to handicrafts, adult education, physical training and village uplift work are unmistakable signs of the success of a much needed reform. Our sole aim now is to produce from our schools that type of teacher who by his ungrudging service and helpfulness to his rural brethren will call forth affection, esteem and confidence and thus take his rightful place in the village community and a full share in the social and educational uplift and economic prosperity of the people among whom he is called upon to work.

CHAPTER VII—Professional, Technical and Special Education

(i) Professional Education

There has been a gradual decline in admissions. The number of students on rolls was 597 on the 31st March 1937, and 313 on the same date in 1942. This considerable drop in the number of students has led to reduction in the strength of the teaching staff. The part-time staff has been reduced from 26 to 10. The library has been greatly improved

The University
Law College,
Lahore

with the addition of nearly 2,760 volumes. The college has ceased to be a self-supporting institution. During the year 1941-42 the income from fees was Rs. 63,410 and expenditure Rs. 1,08,292.

The slight drop in the total enrolment of students from 545 (505 men and 40 women) in 1936-37 and 564 (508 men and 56 women) in 1940-41 to 510 (451 men and 59 women) in 1941-42 is due to the inauguration of a Special Supplementary Final M.B. B.S. Examination, with the result that a larger number of students passed out of the college than in previous years. There is, however, a steady increase in the number of women students on the college rolls. Of the total number of 510 students on rolls on the 31st March 1942, 185 were agriculturists as against 194 in 1940-41 and 156 in 1936-37. One hundred and sixty-one students came from rural areas and 349 from urban areas as compared with 188 and 376, respectively, in 1940-41 and 128 and 417, respectively, in 1936-37. During the year under review the number of scholarship-holders was 51 involving an expenditure of Rs. 14,660 as against 52 and Rs. 14,600, respectively, in the preceding year and 49 and Rs. 16,827, respectively, in the year 1936-37. The apparent disparity is due to the reduction in the value of most of the scholarships. The total income of the college during the year under review was Rs. 99,020 as compared with Rs. 97,937 during the previous year and Rs. 99,648 in the year 1936-37. Owing to the reversion of several I.M.S. Professors of the college to Military duty, the expenditure on the maintenance of the college came down from Rs. 5,61,969 in 1940-41 to Rs. 4,82,455 in the year under report, while the expenditure for 1936-37 was Rs. 5,40,566. The total number of library books is 9,283 as compared with 9,076 in the previous year and 7,799 in the year 1936-37.

The total number of students on rolls of the school on the 31st March 1942 was 573, viz., 524 in the Pre-medical and Medical classes and 49 in the Dispenser-Dresser class as compared with 598, viz., 543 in the Licentiate Classes and 55 in the Dispenser-Dresser class on the same date of the previous year. Of these 573 students 462 are men students and 111 women students as compared with 493 men students and 105 women students in 1940-41. The drop in the total number of students on rolls is due to the large number of students declared successful in the Special Supplementary Final Examination held in January 1942. The number of applications for admission to the L.M.S. class far exceeds the number of seats available for them, but only 24 applications were received for 30 seats in the Dispenser-Dresser class. The total expenditure incurred on the maintenance of the school rose from Rs. 1,60,137 to Rs. 1,67,557, giving an increase of Rs. 7,000 odd. The total number of books in the library is 3,629.

The number of students on rolls on the 31st March 1942, was 69 as against 48 on the same date in 1937. In 1936-37 the total income from fees amounted to Rs. 15,000 and expenditure on salaries and equipment of the school and hostel to Rs. 22,430. During the year 1941-42 the total

income from fees was Rs. 34,701 and the expenditure on salaries and equipment of the school and hostel Rs. 48,608.

During the quinquennium the standards of medical education have been greatly raised in all classes. The college has been affiliated to the University of the Punjab for the First Professional M.B. B.S. Examination. In 1940, 11 students appeared in this examination and 5 were declared successful. In 1941, 14 out of 17 were declared successful. Of these 19 successful candidates 16 were transferred to other colleges to continue the M.B. B.S. course. The applications for admission to the Dispensing Course were fewer than before owing to the fact that candidates were required to meet their own expenses while undergoing training.

There were 34 students in the 1st year, 28 in the 2nd year and 34 in the 3rd year of Hakim-i-Haziq course. As the admission qualifications for the Zubdat-ul-Hukama course were raised, there was no admission to this class in 1941-42. In the post-graduate class the average admission is 2 students a year. In 1937 the college library contained 279 books. The number has now increased to 540 out of which 16 are in Arabic, 20 in Persian, 94 in English and 410 in Urdu. Medical journals and periodicals are also received in the library.

On the 31st March 1942, 27 students were on rolls in the 1st, 38 in the 2nd, 16 in the 3rd and 29 in the 4th year of the Vaid Vachaspati Course. Sale-proceeds of the Pharmacy amounted to Rs. 64,000 against Rs. 54,270 of the previous year. The number of books in the college library has risen to 1,209.

The number of students on rolls for the year ending the 31st March 1942, was 54 as against 16 for 1936-37. The institution of a four year B.D.S. Course is responsible for the large increase in the number of students. The staff of the college has been considerably increased during the quinquennium. Constant efforts have been made to improve the library and the college museum and much modern dental equipment has been added to the various teaching departments of the college.

Seventy-three applications were received for admission and 36 candidates were admitted. Out of 29 newly admitted students from the Punjab 16 were agriculturists. Fourteen students underwent a course of training in the Farriers' Class. Five students joined the Dresser's Course. All completed the training and were awarded certificates. The total number of in-door and out-door patients during 1941-42 was 14,476 as against 15,271 last year. Two hundred and thirty skiagrams were taken during the year.

Competition for entry into the college continues to be keen. In the A class 297 candidates competed for the normal 30 vacancies while in the B class 115 candidates competed for 40 vacancies. In the A class 2 extra students were admitted as a special case. The num-

The Women's Medical College, Ludhiana

The Tibbiyyah College, Anjuman-i-Himayat-i-Islam, Lahore

The Dayanand Ayurvedic College, Lahore

deMontmorency College of Dentistry, Lahore

The Punjab Veterinary College, Lahore

The Punjab College of Engineering and Technology, Lahore

ber of candidates for the C class was 58. Forty-two were found suitable for enrolment and were offered admission, but 3 failed to join, leaving 39 actually enrolled. The paucity of candidates for this class may be attributed to the greater attraction and demand for technical war students. The net cost to Government on the year's working amounted to Rs. 2,78,195 as compared with Rs. 2,66,546 last year and the capital cost per student was thus reduced from Rs. 773 in 1940-41 to 754 in 1941-42.

Three hundred and seventeen candidates competed for 70 vacancies as compared with 499 in the previous year. Of the 65 students who sat for the final examination of Overseers 52 obtained A certificate (18 with Honours and 39 with Credit) and 13 obtained the B. Of the 10 students who sat for the examination for Draftsmen, 5 obtained the A certificate with credit and 2 the B certificate. All the 47 Overseers and 5 Draftsmen who took the special course in Reinforced Concrete passed. All 29 students in the Bricklayer Artizan Class qualified.

The demand for agricultural education at this institution remains as keen as ever and the number of students taking the various courses continues to be large. There were 225 and 323 students in 1936-37 and 1941-42, respectively, in the Degree and the Leaving Certificate Courses. The total number of students receiving instruction in the college, including the various short courses, was 664 as against 462 in 1936-37 and 677 in 1940-41. There were 275 applicants for admission in 1941 and 35 were admitted to the 1st year class. The college results in the University Examinations of 1941 were satisfactory (F. Sc. 85.8 per cent, B.Sc., Part I, 84.09 per cent and B.Sc., Part II, 95.7 per cent). During the year under report 46 applicants sought admission to the Teachers' Training Class of whom, 30 were admitted.

Special Schools

(ii) The number of boys in the school varied between 100 and 117. Besides agriculture 5 industries, viz., Leather-work, Cane-work, Carpentry, Tailoring and Iron-work are taught in the institution. Each shop is controlled by a prefect under the supervision of a teacher. Government have amended the school rules and the boys are now allowed 15 days' home leave during each year to visit their parents and friends.

The number of students in this school is generally very small and as they are mainly agriculturists, their energies are mostly directed towards Agriculture and consequently it is not possible to show spectacular results in education. The number of adolescent pupils declined from 62 in 1940 to 28 in 1941. The Borstals recognised that education was an important item of the reform and showed a keen interest in their studies. Thirty Borstals qualified themselves in the literary test and 35 adolescents received training in First Aid. The strength of the Scout Troop fell from 40 in 1940 to 15 during the last year.

Vocational Training

(iii) For instruction in agriculture in high schools two schemes were in vogue; (i) the high school centre scheme in which boys from more than one local high school studied agriculture at a known centre, the teacher and a suitably equipped central farm being provided by Government, and (ii) individual Government high schools teaching agriculture.

Of the 3 high school centres that operated during the previous quinquennium in the Eastern Circle only two at Jullundur and Ludhiana continued to work during the quinquennium under report. The third at Ferozepore ceased to work as a centre when the Harbhagwan Memorial High School discontinued teaching agriculture to the Matriculation classes. An agricultural farm was started at Fazilka in April 1937, thus bringing the number of individual Government high school teaching agriculture in the Eastern Circle from 4 during the last quinquennium to 5 during the quinquennium under report. The aggregate loss of Rs. 1,441-7-0 shown by all high school farms in the Eastern Circle during 1937-38 decreased from year to year and was converted into an aggregate profit of Rs. 73-13-9 during 1941-42, the last year of the quinquennium under report.

In the Western Circle the number of high schools with farms and plots for the regular teaching of agriculture stood unaltered at 22, while the number of high schools in which gardening was taught as a hobby rose from 33 to 40 during the quinquennium under report. The financial position of high school farms and garden plots in this circle was further improved during the quinquennium and the net profit rose by Rs. 1,616-7-0 to Rs. 2,564-13-0.

The total number of middle schools teaching Rural Science and Agriculture in the Eastern Circle has, during the quinquennium under review, increased by 27 to 108, of which 43 had farms and 65 garden plots. On account of most discouraging weather conditions obtaining in this circle the net aggregate profits on farms and plots dropped from Rs. 2,604-3-6 in 1937-38 to Rs. 1,668-6-0 in 1941-42.

The total number of middle schools with farms and garden plots in the Western Circle rose by 57 to 231 as compared with the last year of the quinquennium. The total net profit on the middle school farms and garden plots in this circle amounted to Rs. 9,479-10-0 in 1941-42 as against Rs. 5,863 in 1936-37.

The total net profit of the farms in the three normal schools in the Western Circle amounted to Rs. 616-7-0 as against Rs. 464-14-0 for 1940-41 and Rs. 527-3-9 in 1936-37. The farms at Gakhar and Gujrat continued their farming and gardening activities with laudable results, but the Lalamusa school further deteriorated agriculturally and educationally during the quinquennium under report and its net profit fell from Rs. 120-6-0 to Rs. 64-5-0.

CHAPTER VIII—Education of Girls (Indian)

The period 1937—1942 has on the whole been an encouraging one for those who watch with interest the progress of the education of

women and girls. Increased interest in the subject by the public has been a marked feature of the period. In the last quinquennial report it was said that during the period under review "there has been marked evidence, not only of a decrease in the apathy of parents with regard to the education of their daughters, but of a very definite and widespread desire to get them educated". It was, however, regretted that, owing to financial stringency, funds were not available for expanding as rapidly as was desirable and possible. During the past 5 years the evidence of increased interest in girls' education has continued and though there have been lean years, there have also been good ones, so that on the whole more has been achieved in this quinquennium than in the previous one.

The following table shows the increase or decrease during the 5 years in the number of schools and colleges of all types together with the number of scholars :—

	INSTITUTIONS			SCHOLARS		
	1936-37	1941-42	Variation since 1936-37	1936-37	1941-42	Variation since 1936-37
Arts Colleges	4	5	+1	648	906	+258
Professional Colleges	1	4	+3	84	520	+436
High Schools	34	48	+14	10,728	16,327	+5,599
Anglo-Vernacular Middle Schools	23	19	-4	6,926	6,205	-721
Vernacular Middle Schools	162	214	+52	36,048	48,736	+12,688
Primary Schools	1,830	2,209	+379	108,337	137,911	+29,574
Special Schools	66	60	-6	2,955	2,495	-460
Total recognised institutions	2,125	2,559	+434	166,326	213,100	+46,774
Unrecognised Schools	3,118	3,023	-95	61,410	66,780	+5,370
GRAND TOTAL	5,243	5,582	+339	227,736	279,880	+52,144

The statement showing the increase or decrease in the number of institutions and scholars gives cause for satisfaction in that there has been an increase of 4 arts and professional colleges and 379 primary schools, with a corresponding increase of 29,574 pupils in primary schools, 16,966 in secondary schools and 694 students in colleges. The increase in the number of primary schools and pupils in them is to a considerable extent accounted for by the opening of 270 District Board primary schools entirely financed by Government, with the object of increasing facilities for primary education in rural areas. Similarly, of the 57 new secondary schools, 30 are Government schools. The increase, however, is all too meagre, when it is remembered that out of approximately 1,498,000 girls of school age in the province only 279,880 are in institutions of any kind. An increase of Rs. 8,97,516 in expenditure on girls' education is a cause for some satisfaction, even though the increase is very far from commensurate with the need.

In almost all University examinations, including the professional Examination results B.T., the pass percentages are lower than at the end of the previous quinquennium. This is not peculiar to the year 1942, but has been a feature of the quinquennium. In addition to this it is a fact that the percentage of those who pass in the

3rd class is disproportionately high. The private candidates are to a large extent, but not wholly, responsible. The main cause is that students too often pursue courses of study which are beyond their capacity. The decrease in the number of students taking S. V. training is partly due to the fact that J. V. teachers are no longer permitted to take the S. V. examination as private candidates without undergoing a course of S. V. training, and partly to the fact that candidates for admission to the S. V. course now have to be middle passed J. V. teachers, with three years' satisfactory experience of teaching. Obviously, however, the standard of the S. V. teacher now passing out after training is considerably higher. The steady increase during the quinquennium of the number of girls taking the Middle Standard Examination is a most encouraging feature. It not only means that an increasing number of girls are staying longer in school and getting a reasonable education and incidentally a longer girlhood, but it also means that more candidates are available to meet the increasing demand for vernacular teachers and nurses.

The figures for co-education show a relatively slight increase in the number of girls reading in institutions for boys. The relative increase is far higher at the college stage. This is largely accounted for by the fact that at the M. A. and M.Sc. stage, in the case of all subjects except English, women students are compelled to join a men's college, owing to the absence of the required courses in women's colleges. The Department continues to encourage girls to read in primary boys' schools in places where there is no girls' school. It is, not, however, the present policy to encourage girls to read in secondary schools for boys except under certain specified conditions. In the previous quinquennial report the opening of classes for training 20 masters' wives in classes attached to the Government High School for Girls, Jullundur, and Government Middle School for Girls, Lyallpur, was mentioned. It was explained that it was hoped that the presence of these women in the primary boys' schools, in which their husbands taught would encourage parents to send their daughters to boys' primary schools in the absence of a girls' school. In some districts, e.g., Amritsar, Jullundur and Ludhiana, it seemed as if these mixed schools could be made popular, and classes for training masters' wives were started at the Government schools for girls in Lyallpur, Sialkot and Pakpattan, as well as a class in Gakhar. Before the end of the quinquennium, however, it was evident that, at any rate for the present, these classes could no longer serve a useful purpose. Women so trained were not succeeding in finding work in the boys' schools, where their husbands were teaching, and so others were not willing to join. This scheme can only succeed if both the circle inspectresses and the district inspectors are convinced of its possibilities, and, in spite of the many difficulties involved, on the one hand select suitable women for admission to the course and on the other hand find them posts with their husbands after the course of training has been completed. All the classes were closed by the year 1941-42 and until such time, as it seems likely they could, in this form or in some other form, serve a useful purpose.

During the 1st year of the quinquennium a fourth circle inspectress was sanctioned with headquarters at Multan. The former Western Circle, including nearly all the districts of both the Rawalpindi and Multan divisions, had for a long time been so unwieldy that no inspectress could adequately help the existing schools, explore the needs of the districts, and stir up interest in girls' education over so wide an area. Some of the outlying and backward districts, especially in the Multan Division, did not get the attention they so sorely needed. It is hoped that during the next quinquennium a 5th inspectress will be sanctioned with headquarters at Jullundur, so that there will be one inspectress for each division. Even now, however, it is possible for four inspectresses to keep the Department aware of the needs of their districts, and to encourage enthusiasm for girls' education.

When the quinquennium opened there were 18 district inspectresses and hence eleven were responsible for two districts. At its close the number had increased to 27, so that with the exception of the inspectresses of Gurgaon and Ambala, who are also responsible for Karnal and Simla, respectively, no inspectress was responsible for more than one district and Amritsar, owing to the large number of schools also had an assistant district inspectress. A few more districts now have a sufficiently large number of schools to necessitate an assistant district inspectress and Karnal needs a district inspectress of its own.

The relatively rapid increase in the inspectorate during the last two quinquenniums, and the attempt to have all the communities adequately represented has resulted in there being too many inexperienced and rather young inspectresses. Some adapt themselves quickly; others, however, even after several years have a very inadequate conception of what a really capable district inspectress could do for a district.

Another important change, which occurred during the first year of the period, was that instead of one inspectress of domestic science being responsible for the inspection and supervision of that subject in all the secondary schools for girls, as well as for 12 European secondary girls' schools, three assistant inspectresses were appointed, who are responsible for the Indian schools only. This has made possible far more supervision and constructive help for this very important subject. It has coincided with the appointment of domestic science teachers, trained at the Lady Irwin College, Delhi, to several of the large Government high schools, and the consequent introduction of domestic science as a possible optional for the Matriculation examination.

By the end of the last quinquennium it was quite apparent that most district boards were neither willing nor able to finance more primary schools for girls in rural areas. So pressing, however, was the need that it was clear that something must be done. Government, therefore, undertook to finance completely a certain number of new District Board girls' primary schools on the condition that rent free buildings were provided. During the period 270 such schools have been opened, the preference, where possible, being given to backward areas. It is hoped that it will be possible to continue this policy during

the next quinquennium, as 270 new schools in 5 years for 29 districts is rather less than an average of two a year per district. In view of the area, especially of some of the large districts, this is not more than a very modest beginning. With an increase in the percentage of trained teachers, with more inspectresses to supervise and to give constructive help both at the time of inspection and through refresher courses, there is undoubtedly in many schools a higher and more cheerful atmosphere, and the children are encouraged to be as active as space and other conditions permit. Municipal committees, district boards and managing committees however, still far too often think that, if they have opened a school, that is all that is required. Criticisms by inspectresses are all too often completely unheeded. Schools are accommodated in inadequate and cheerless buildings, with no space for the simplest games, and in most unsuitable surroundings, even where better accommodation is available. Old, untrained and unsuitable teachers are retained on compassionate or less permissible considerations, when trained and more suitable teachers are available. It is still too often true that instead of the wellbeing of the pupils being the first consideration, it is the last. Even with reasonable accommodation and good teachers, however, many children, more especially at the primary stage, neither learn nor play, because they are underfed on account of poverty, or unsuitably fed on account of ignorance. It is an axiom that a hungry child cannot work.

Most district inspectresses now consider it part of their routine duty to organise a refresher course in their districts after every two or three years. As courses are usually only for 10-15 days, they would often be more fruitful in result if only one main subject were dealt with in one course, instead of dealing sketchily with most of the subjects of the primary school curriculum. Contact with staff and pupils of the secondary schools, where the refresher courses are held, and discussion of difficulties with teachers from other primary schools is, however, stimulating especially for teachers working in remote rural areas.

Refresher courses for anglo-vernacular teachers and district inspectresses remain an urgent need. But with the present accommodation at the Lady MacLagan College, it is not possible to arrange them.

The outstanding feature of the five years under review has been the opening of 24 Government vernacular middle schools for girls with optional English. With the exception of one or two places, all these schools have been opened at the headquarters of tahsils or at fairly flourishing *mandi* towns. Most have a small hostel attached, and it is hoped that village girls will increasingly join as boarders, and complete the middle course. Most of the schools include classes 4 to 8. Anglo-vernacular middle schools were also started in Kasur, Fazilka and Rewari, and later raised to the high standard. The middle schools at Muzaffargarh, Mianwali and Dera Ghazi Khan were also raised to the high standard. High schools were opened at Gujrat, Ravi Road (Lahore), Ferozepore and

Okara. By the end of the period therefore every district except Simla had at least one Government high school. The needs of Simla are catered for by two good aided high schools.

During the period Government constructed a commodious new building for Chauburji Gardens' school. Of the vernacular middle schools, 4 were started in new buildings constructed by Government. The middle school at Shahpur opened during the previous 5 years was also moved into a new building constructed by Government. The school in Abohar was from the beginning accommodated in a new building, erected by the Municipal Committee, Abohar, on the same plan as Government middle schools. The school in Rewari was started in a house lent by Rai Sahib Lala Banwari Lal and when after about 2 years it moved into a new building, he generously donated Rs. 10,000. The other schools were opened in the hostels of Government boys' schools, where these could be spared, in Municipal Board and District Board school buildings handed over to Government by the local bodies, in one case in a Government building, which had for a number of years been used as a hospital, and in several other cases in rented buildings. The school at Mandi Baha-ud-Din is accommodated in a house the rent of which is being paid by the Small Town Committee. Up-to-date, the 8 schools mentioned above, Government High and Normal School, Hoshiarpur and Government Normal School, Sharaqpur, are the only institutions for girls, which are housed in new buildings from the time the first Government school for girls was opened more than 20 years ago, all others have been opened in buildings formerly used for some other purpose. Because of financial stringency, and recently because of the difficulty of obtaining building materials on account of the war, Government has not been able to do much building since expansion in girls' education started. It has, therefore, been most fortunate that "left over" buildings have been available, even though in some cases far from ideal. Very shortly, however, no more such buildings will be available. Though Government has for a number of years now been willing to finance girls' schools, if buildings were available, with few exceptions it has not been prepared to build. During the years immediately ahead, it is likely that suitable places would be very favourably considered for new Government girls' schools, if local bodies and private individuals would emulate Abohar and Rai Sahib Lala Banwari Lal.

A good supply of trained teachers, both graduate and non-graduate, is now available for Government schools. Most of them have been trained comparatively recently, and so should be reasonably up-to-date in their methods. On the whole the standard of teaching in Government schools is improving in most subjects. Improvement would, however be more noticeable if there were not frequently a marked lack of continuity owing to teachers being on leave. It is impossible to avoid the impression, that there is a lack of a proper sense of responsibility in more than a few cases of sick leave. Though substitutes are available, there is often unavoidable delay in appointing them, and in any case there must be a lack of continuity in teaching, which dislocates work and disconcerts pupils, especially when, as so often happens, the leave is taken shortly before departmental and University

examinations. Although it has been mentioned in more than one report during the period, it seems necessary to say again in the quinquennial report that, though the existing shortage of women and social customs render the employment of married women inevitable, the Department must face the fact that their increasing number in Government girls' schools, with the resulting frequency of cases of maternity leave and of casual leave, when small children are ill, adds greatly to the difficulties of administration and lowers the standard of efficiency very considerably. In very many cases it is readily understandable that a combination of economic pressure and a desire to raise standards of living is responsible for the decision to continue teaching after marriage. This is, however, by no means always the case. Now that so many trained teachers are without work, some teachers, who neither need for financial reasons to work after marriage, nor can be said to have an outstanding contribution to make to the cause of education, would almost certainly do a greater service to the province if they resigned and did some of the voluntary social work, which now cries out to be done, and for which so few volunteers are forthcoming.

During the quinquennium S. V. training has continued only in the normal school attached to Government High Vernacular training School for Girls, Hoshiarpur. Now that candidates for admission to this training have to be middle passed J. V. teachers, with 3 years' approved teaching experience and also have to be selected by the circle inspectresses, a better type of student is admitted. The normal school is well staffed and some very capable S. V. teachers pass out.

During the period primary passed candidates have still been admitted for a two-years course in certain normal schools. By the end of the quinquennium, however, out of 26 normal classes, middle passed students have been admitted for a one-year course of training in 17 schools. It has, however, become increasingly apparent that one year is an insufficient period, even for middle passed students. For other reasons the training of J. V. women teachers needs overhauling. Especially in backward areas, there are advantages in having a normal school in almost every district, because women, who will not go farther afield for training, will go to the headquarters of their district. It is however, obviously not possible to provide a really satisfactory course for a unit of 20 or fewer attached to a Government high or middle school, which can often ill spare the limited accommodation allotted to the J. V. class. Moreover, if the school is not very adequately staffed, the J. V. class sometimes tends to be neglected.

In 1939 a Government normal school capable of accommodating 50 J. V. students was opened at Sharaqpur in an excellent new building, the money for which was sanctioned by the Government of India from a fund for rural work. This normal school consequently trains girls from rural areas from all districts of the province. The building was planned on the "Cottage" system with five separate hostel blocks. The intention was that students should, as far as possible, live like a normal family and, along with their teachers' training, also get training in running a home.

During the period J. V. classes attached to St. Josephs' Convent School, Lahore and to the Mahavidyala, Lahore, have been recognised. The training classes attached to the Mission schools at Ambala, Clarkabad and Sialkot have continued.

It continues to be true that too few women from rural areas are willing to take the J. V. course of training, while urban girls are frequently unwilling to teach in rural areas, and are not very acceptable in villages even if they are willing to go there. Even though at present it may be difficult to staff them, the remedy seems to be more schools in rural areas.

The course of training for the B. T. examination has continued to be taken at the Lady MacLagan College. Numbers have remained about the same, as accommodation does not permit any increase. Students have been sent up for the B. T. examination from the Sir Ganga Ram Training College, the Mahavidyala College, the Rai Bahadur Sohan Lal College, the Islamia College for Women and the Khalsa College for Women, Lahore. In addition a certain number have sat for the examination as private candidates, without undergoing any course of training. In 1942, 226 candidates sat for the B. T. examination. With expansion at its present rate, the supply is in excess of the demand, and the consequence has been to force down rates of pay in schools of all types. Another serious consequence is that a number of trained graduates are either unemployed, or working in temporary vacancies.

J. A.-V. training has continued to be given at Lady MacLagan College and at the Kinnaird Training Centre. A J. A.-V. class at the Sohan Lal Training College has also been recognised. The opening of classes at the Islamia High School, Lahore, and the Khalsa College, Lahore, has been sanctioned provisionally. The supply of J. A.-V. teachers is slightly in excess of the demand. With the opening each year of new middle schools most of them find employment. During the period the curriculum has been revised, and a wider choice of optional subjects provided. J. A.-V. trained teachers if active and adaptable, are very valuable members of the staffs of middle schools, and the middle departments of high schools.

At the beginning of the quinquennium the only affiliated degree colleges in the province were the Kinnaird College and the Lahore College for Women, while the affiliated intermediate colleges were the Stratford College, Amritsar, and the Government Intermediate College, Lyallpur. During the quinquennium the Stratford College, Amritsar, has been raised to the degree standard, and the Islamia College for Women, Lahore, has been opened and affiliated as a degree college. In 1939, the Kinnaird College moved into a commodious new building with spacious grounds. Lahore College has remained in the same building to which a few classrooms have been added. The accommodation becomes increasingly inadequate to meet the need. Government has, however, been able to secure a site for a new

building in a suitable locality. Building has been impossible owing to the war. During the period both Kinnaird and Lahore College have been affiliated for geography up to the B. A. standard. Lahore College has also been affiliated in Political Science and in response to a very vocal demand in 1940 an M. A. (English) class was started. It is hopeful for the future that among students passing out of colleges there seem to be slight signs of more variety in their plans for future work and study. At present the possibilities in this respect are very limited, and there is little, if any, guarantee of employment, if courses other than the normal are undertaken. In these circumstances, it is not surprising that few are able and prepared to show much initiative.

During the first three years of the period Miss Morrisor, Physical Training Supervisor, held regular classes for the B. T. and J. A.-V. students at the Lady MacLagan College. She also took games coaching at Lahore College, and at the Stratford College, Amritsar. In addition she took short courses for teachers at several Government high schools. When she resigned, owing to war conditions it was not found possible to recruit another physical training supervisor. The lack of teaching by a well qualified teacher was keenly felt, especially at the Lady MacLagan College. As a provisional measure, a special temporary post has been created and a teacher appointed, who had taken a 9 months' course of physical training in the Y. W. C. A. Physical Training College in Calcutta. Teachers who had taken a similar course in Madras have also been appointed at Kinnaird College and the Rai Bahadur Sohan Lal College.

In 1940, the University appointed a Directress of Physical Education and the result in the course of a few years should be to raise the standard of games in the colleges. When some of these college students become teachers, they will help to raise the standard in the high schools, and in consequence the standard of first year college students will be higher. Inter-school tournaments and sports have been arranged in all circles during the period. The general standard is higher and a larger number of girls participate in games, chiefly netball and badminton. Inter-collegiate matches and sports have been arranged by the Punjab University Women's Tournament Committee. An outstanding feature of the quinquennium has been the opening in the summer of 1942 of a University Women's Swimming Bath. The greater part of the funds were collected by subscriptions from the public. The remainder, and the site and tube well, were provided by the University.

The figures given below show how the movement continues to progress :—

Girl Guides

Year	Blue Birds	Guides	Guiders	Rangers and Cadets
1937	1,992	1,865	325	391
1941	3,975	2,693	596	508

Girl Guide House has been much used for training camps for rangers, guides and blue birds, as well as for local guide activities. In 1942, the All-India General Council was held there. Guides have taken an active part in activities in connection with the war. The most important innovation during the period has, however, been the appointment of Local Guide Advisers for Multan and Ambala divisions.

By 1941-42 medical inspection had been introduced into 26 Government schools and into all the Government colleges, as well as into some of the good aided schools. A few municipalities have established a system of medical inspection for their girls' schools, and a very few provide milk for poor pupils. Some system of medical inspection followed by adequate treatment is an urgent need in all recognised schools. It must, however, be recognised that, while it is relatively easy to arrange medical inspection, until parents realise the importance of the subsequent treatment the inspection is of little value.

During this quinquennium each year the activities of the colleges and some of the schools in the way of social service have been mentioned. Such activities have included teaching in the Women's Jail, visits to villages, help to local Women's Institutes and Women's Welfare Leagues, teaching illiterate women on college and school compounds and in their homes, helping to keep order on purdah days at exhibitions, etc. Activities may have been on a small scale, and the numbers participating may have been relatively few, but it is hoped that the tradition will spread. If this hope should materialise, these small beginnings of an interest in social work will have been significant.

CHAPTER IX—Education of Europeans

A meeting of the Provincial Board has been held every October except in 1940, when there were no important topics to discuss. The topics discussed have included changes in syllabuses, especially for the Cambridge examinations, the possibility of Inter Provincial co-operation in the training of teachers, the introduction of an All-India register of teachers, etc.

The number of schools is the same as at the end of the last quinquennium, namely 26.

Pupils attending schools for boys and girls

Year	Number of pupils in boys' schools	Number of pupils in girls' schools	Total
1936-37	1,473	1,403	2,886
1941-42	1,412	2,122	3,534
	-61	+650	+508

The slight increase in the total number of pupils attending schools is not sufficient to warrant comment. It is partly due to evacuees.

The figures for the number of non-Europeans reading in the schools for the years 1936-37 and 1941-42 are given below :—

Year	Boys' schools	Girls' schools	Total
1936-37	249	202	451
1941-42	138	262	400
	-111	+60	-51

As in the previous quinquennium, it is still a fact that requests for admission are by no means spread evenly over all European schools; but are confined chiefly to certain schools in Lahore, Simla and Murree.

The total direct expenditure from all sources in 1941-42 has increased by Rs. 28,762 to Rs. 6,67,804 as compared with 1936-37. The share borne by Government has decreased by Rs. 11,958 to Rs. 2,49,675. The tuition fees have increased by Rs. 24,563 to Rs. 3,33,682. The expenditure from other sources, private funds, donations, endowments, subscriptions, etc., has increased by Rs. 16,157 to Rs. 84,447. The total expenditure from provincial revenues (direct and indirect) has increased by Rs. 34,381 to Rs. 9,05,565. The indirect expenditure excluding expenditure on scholarships has increased by Rs. 6,571 to Rs. 2,27,820. The amount of scholarships has decreased by Rs. 952 to Rs. 9,941. The amount of building grant was Rs. 30,432 in 1941-42 against Rs. 49,896 in 1936-37. The above figures do not include figures of the Lawrence Royal Military School, Sanawar.

The cost per pupil in secondary schools for boys has gone down by Rs. 9 to Rs. 234, and that in primary schools for boys has gone up by Rs. 40 to Rs. 209. In the case of secondary and primary schools for girls the cost has gone down by Rs. 46 and Rs. 8 to Rs. 162 and Rs. 136, respectively. Government has aided the schools as liberally as possible, in spite of financial stringency due to the war and other causes. As far as their resources have permitted, managing bodies have been keenly interested in the maintenance and improvement of the schools under their control.

The budget allotment for building grant for the year 1941-42 was Rs. 21,000 against Rs. 50,000 in 1936-37. A sum of Rs. 9,432 was met by reappropriation from the allotment under maintenance grant to secondary schools during the year 1941-42.

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

Furniture grant

The number of scholarships, excluding professional scholarships has gone down during the period by 10 to 77, and the expenditure has decreased by Rs. 952 to Rs. 9,941.

Scholarships

In 1942 professional scholarships were awarded as follows :—

<i>Boys</i>			<i>Girls</i>		
Medical course	..	2	Medical course	...	2
Veterinary course	..	1	Teachers' Training course	...	4
Science course	...	2	Commercial course	...	3
Engineering course	...	1	Public Health course	...	1

In addition one Silver Jubilee scholarship has been awarded, and ten stipends have been allotted to St. Bede's College, Simla. The figures for professional scholarships and stipends give some idea of the number of students studying for different professions. Unquestionably money so spent is exceedingly well spent.

The percentage of trained teachers has gone up by 3.5 to 78 during the quinquennium. It is still true that untrained teachers are chiefly non-secular, and most of them are efficient.

Examination results

Year	EUROPEAN MIDDLE			JUNIOR CAMBRIDGE			CAMBRIDGE SCHOOL CERTIFICATE		
	Appeared	Passed	Pass per-centage	Appeared	Passed	Pass per-centage	Appeared	Passed	Pass per-centage
1936-37 ..	216	171	79	67	55	82	103	69	67
1941-42 ..	4	4	100	252	183	72	175	132	75

The Middle School examination was arranged by the Department in 1941 for the last time, and only four girls from a middle school sat for it. In 1938 it ceased to be compulsory for schools to send in pupils from standard VII for the examination. The Department came to this decision, because schools were generally of the opinion that a pass in the Middle School examination was no longer of value to pupils in getting employment, or as a qualifying examination for admission to further courses of study or training. During the quinquennium schools have been preparing pupils to take the Junior Cambridge Examination from either standard VIII or standard VII. It has, however, been decided that from 1944 schools should prepare pupils to take the examination from standard VII.

All high schools continue to prepare pupils for the Cambridge School Certificate examination. By the end of the period all high schools and most middle schools were entering pupils for the Junior Cambridge examination from either standard VIII or standard VII. No changes in curriculum and syllabus have been introduced in the primary department. As schools have ceased to send in pupils for the Middle School examination, this has naturally had some effect on the syllabuses in standards VI and VII, as pupils have been working with the Junior Cambridge examination as the immediate end in view. Domestic Science was compulsory in the Middle School examination. It is, however, not a subject for the Junior

Cambridge examination, and is an optional in the School Certificate examination. The result has been that some girls' schools no longer include it in the curriculum. It certainly should be a compulsory subject for middle classes in girls' schools, even though a non-examination subject. During the quinquennium science has been introduced in the Cathedral School, Biology is taught in the School Certificate class, and at the end of the quinquennium the brighter pupils in standard VII were taking chemistry for the Junior Cambridge examination. Biology has also been started in the Jesus and Mary Convent School, Simla, Botany is taught in some other girls' schools. It might be possible to introduce Biology as a School Certificate examination subject in other girls' schools, where there is any demand for it, because pupils wish to take the F.Sc. (medical group). More girls are now taking Mathematics in the Cambridge School examination.

During the quinquennium steady work has been done in all schools. At the same time it must be pointed out that some teachers, and sometimes the younger ones, make little or no effort to try new experiments and to keep up-to-date in their methods of teaching. Such teachers give the impression that they teach as a means of earning a living, and do not intend to do more than they must. On the other hand many teachers, including a number who have taught for a considerable period of years, spare themselves no effort and try to introduce new methods of approach to their subjects. Principals in almost, if not all, cases do their best to arouse enthusiasm and keep teachers up to the mark. As has been pointed out several times, in the absence of refresher courses and visits to see experiments being carried on in other schools, it is most essential that the staff library should be up-to-date. Even though funds may be limited, it is short-sighted policy to be too economical in this respect. During the period under review it was found that in some schools the break between the comparative freedom of the kindergarten and transition classes and standard I or II was too abrupt. In most cases a change of teacher, the allotment of a larger class room, and increased emphasis on activities such as handwork, nature study, gardening, etc., have resulted in a change for the better.

In those boys' schools, where the staff is entirely or chiefly non-secular, problems have arisen on account of the lack of continuity of teaching, because masters have joined the army.

There are still three training institutions for Europeans in the Province :—

Training Institutions

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

In the Chelmsford Training College for Men, Ghora Gali, the average number on the roll for the period has been 22, coming from the Punjab, United Provinces, Central Provinces, Bombay, Madras, Bengal, Bihar, Sind, Delhi and Hyderabad (Dacca). For students, who have

passed the school certificate examination, the course is a two-years one. The first year is devoted mainly to academic subjects, and students take the Intermediate Examination of the Punjab University in the following April. The second year is devoted entirely to professional subjects. If students have passed the Intermediate or Degree examination before admission, they take the diploma examination after one year.

St. Bede's College, Simla, has continued to send in pupils for the Trained Teacher's Certificate examination. The average number, who have passed out during the period, has been 20 a year. The full course is devoted to professional subjects. As the syllabuses in certain subjects are now almost the same as those for the Intermediate examination of the Punjab University, most of the better students, after sitting for the Trained Teacher's Certificate examination, take the Intermediate examination as private candidates in April.

A kindergarten training class was opened at St. Bede's College for Women, Simla, with effect from 6th March 1942.

To meet the need for trained children's nurses, and to provide a career for girls, whose interests are more practical than academic, a nurses' training class was opened in May 1939, attached to St. Deny's School, Murree. A new building was completed in 1941 to house both the class and the babies, as well as the kindergarten training class. At the end of the course students take a departmental examination and obtain a certificate. Up-to-date 7 have obtained this certificate. After completing the course, girls readily obtain posts. In fact there are more good posts than there are applicants to fill them.

Intermediate classes have continued at the Lawrence College, Ghora Gali, and at Bishop Cotton School, Simla. A few students from the latter institution, mostly evacuees, have taken the Cambridge Higher School Examination.

Throughout the period European and Anglo-Indian students studying in Lahore colleges, and whose homes were not in Lahore, have lived in the Younghusband Collegiate Hostel. The average number of students in the hostel for the five years under review has been 11.

The classes at the Young Women's Christian Association, Lahore, have continued their work in the Secretarial training of women. The number of students taking the course has fluctuated. The lowest number was 15 in 1939, and the highest 25 in 1938. Most of the students take the full course of commercial and secretarial training. Commercial classes at the Young Men's Christian Association have continued to be popular. In 1938 the number studying in the school was as high as 803. The classes are self-supporting.

CHAPTER X—Measures adopted for the encouragement of backward areas and communities

Generous financial assistance to backward areas—In view of the policy of the Government to encourage education among backward classes and areas, both the Government and the local bodies have done their best. All the concessions under article 121 of the Punjab Education Code have been fully enjoyed by the students. The district boards have liberally

provided close scholarships for agriculturists and other special communities. It is to be noted with regret, however, that the boys of the depressed classes are still not forthcoming in sufficient numbers to avail themselves of all the scholarships. The grading of the district boards in the matter of Government grant for vernacular education continues to be the same as reported in the last quinquennium.

Muslims—During the quinquennium under report the enrolment of Muslim boys in all kinds of recognized and unrecognized institutions, has gone up by 45,712 (8 per cent increase) to 562,340, that of Hindus by 26,284 (or 7·3 per cent) to 386,517 and that of Sikhs by 13,762 (or 9·7 per cent) to 155,572. In institutions of all kinds, there has thus been an increase of 85,758 in the enrolment of the three principal communities to which Muslims have contributed 45,712 (or a little more than 53 per cent).

The arts colleges (excluding high classes of intermediate colleges) and the professional colleges show an increase of 990 and 121, respectively, in the number of Muslims; Hindus increased by 1,951 in arts colleges while their number showed a decrease of 82 in professional colleges. There was an increase of 840 Sikh students in arts colleges, their number decreasing, on the other hand, by 21 in professional colleges.

Jains—The total number of Jain boys in attendance in all types of recognized institutions increased during the quinquennium under review by 428 (or 12·3 per cent) from 3,475 to 3,903. The number of pupils enrolled in 1941-42 in schools for general education is 3,645; in schools for professional education 128; in arts colleges 112, and in professional colleges 18. The number of Jain girls attending schools for general education increased from 1,104 in 1936-37 to 1,601 in 1941-42; this increase being shared by Ambala, Lahore and Rawalpindi divisions to the extent of 328, 284 and 119, respectively, the Multan and Jullundur divisions showing a decrease of 206 and 28, respectively. During the quinquennium under review an intermediate college was opened by the Jain community at Panipat, in which division it was already supporting a flourishing school at Panipat, besides one high school, one anglo-vernacular middle school and three primary schools in the Jullundur division.

Upper Classes (Aitchison College, Lahore)—During the quinquennium under review there has been a substantial rise in the total enrolment due to the adoption of a revised statute relating to admissions. The absence of a permanent waiting list of candidates for admission which is an essential feature of every well-established school still makes things not quite what they should be.

As foreseen in the previous report the enrolment went up from 115 in 1936-37 to 157 in 1941-42. The Principal, however, still feels concerned by the apparent inability of the college to achieve and maintain a steady enrolment of not less than 170. The much lamented frequent withdrawals result in dissatisfaction both to the parents as well as to the fair name of the college. The Principal very much regrets the absence of a really satisfactory Indian preparatory school in the Punjab, which would reduce the withdrawals to a minimum.

The college has done whatever it is capable of in contributing to the war effort: the most striking feature of this contribution being to admit English boys evacuated from British schools to this country. A large bungalow close to the college, was leased in January 1941 to accommodate such English boys who had at first been admitted only as day scholars. The college further leased four houses in Simla at the far end of the East Ridge, where an attempt was made to continue as far as practicable the normal curriculum and routine for these English boys. The college set itself to be of service in war time, without thought of financial advantage, thus providing a considerable number of English boys opportunity of continuing their education under circumstances which will maintain their academic standards, while enlarging their general outlook and experience. The college has, besides this encouraged the collection of scrap, curtailed the award of prizes and given the sum thus saved to war funds and charities, encouraged regular contributions from boys and staff, maintained a Ladies Work Party, and finally invested nearly 99·8 per cent of all college funds in Government loans, Bonds or Certificates. The last, but most important contribution of this college to the War effort is the large number of old boys who have volunteered for Emergency Commissions in His Majesty's Land, Sea and Air Forces.

The financial condition of the college has not been very satisfactory during the quinquennium. The period closed in the shadow of financial anxiety aggravated by the War, and by the withdrawal of all support from Central Revenues, so that in the next five years there are sure to be many grounds for anxiety calling for measures of courage and vision which may well extend to a further revision of the statute governing admissions, and to other considerations of policy affecting the stability of enrolment.

Depressed Classes—During the quinquennium under review there was a rise of 3,143 in the number of Depressed class boys in all kinds of educational institutions recognized and unrecognized. Ambala, Jullundur and Multan record an increase of 1,723, 1,153 and 318, respectively, in boys' recognized schools. Lahore and Rawalpindi on the other hand show a decrease of 74 and 210, respectively. Due to certain inherent defects in the social structure enumerated in the report for the last quinquennium the results achieved have not been commensurate with the efforts expended.

Criminal Tribes—Education being, as it is, the chief means whereby it can be hoped to wean the criminally predisposed from ways evil and unsocial, has been receiving increased attention from the Criminal Tribes Department. It has been proposed by the Deputy Commissioner, Criminal Tribes, that education be made free for children of these tribes. Six hundred and forty stipends of the value of Rs. 11,600 were granted to the boys belonging to the criminal settlements and also to those attending schools outside the settlements. The number of boys and girls attending schools in the settlements and colonies was 2,139 and 1,115, respectively. Education has been made compulsory for girls between the ages of 6 and 12 residing in criminal tribes settlements. Thirty-nine boys received

training in tailoring at the Kacha Khuh and Kussamsar Industrial Schools. The Amritsar and Burewala Reformatory Schools continued teaching carpentry, shoe-making, soap-making, weaving and agriculture, in addition to giving these boys a training in general education.

Hill Tribes—During the quinquennium under report the number of schools for the education of the Baloch Hill Tribes increased by one while the number of scholars increased by 180. But in spite of special facilities in the nature of stipends, scholarships and the supply of free reading and writing material, the progress in education has not been great. The extreme poverty of the parents has persistently been cited as a formidable foe against progress.

A further increase in the number of scholarships and stipends and preferential treatment in employment might induce a desire for education in these people.

CHAPTER XI—The Punjab Advisory Board for Books, Lahore

The Punjab Advisory Board for Books, started functioning under the shadow of reduced income, financial stringency, the “no change” circular and consequent abandonment of a large number of the beneficent activities that its predecessor, the Punjab Text Book Committee stood for. No new text-books were considered or approved during the quinquennium under report.

The main source of income during the present quinquennium was the amount of royalty paid by the contractors for the printing, publication and sale of text books the copyright of which is owned by the Punjab Government. The total amount of royalty received by the Punjab Advisory Board for Books for five years, 1937—1942, amounted to Rs. 82,300. In the year 1940, the Punjab Government fixed the minimum royalty acceptable at Rs. 20,000.

As pointed out above, reduced income and the “no change” circular combined to diminish the beneficent activities of the Punjab Advisory Board for Books. Text-books having been taken away from the cognizance of the Punjab Advisory Board for Books as a result of the “no change” circular, the Board considered during the present quinquennium 788 books for school libraries and teachers’ libraries, etc. In 1939 the Punjab Government sanctioned the levying of an admission fee of annas 2 per page on all books submitted for approval as library books, the money thus realised to be distributed among the reviewers. There was a serious fall in the number of books submitted for approval, and in view of the protests from the publishers, therefore, the Punjab Government thought it advisable to abolish the levying of an admission fee on library books.

Owing to the paucity of funds the very elaborate and progressive scheme for the translation of educationally useful books into Urdu, Hindi and Punjabi could not be carried out in entirety. However, the following publications, which had been prepared in manuscript or which were in the press at the beginning of the present scheme were

Preparation, translation and publication of books

published or made ready for the press during the present quinquennium :—

(1) " Arabic-Urdu Dictionary " which is a translation of Arabic English Dictionary by William Thomas Watabet. The Board, with a view to encourage the use and publication of such useful books placed it for sale in the market at Rs. 4 although the actual cost was Rs. 6-10-0. per book.

(2) " Notes on the Care of Eyes ". by Lieut.-Col. Dick was translated into Urdu, Hindi and Punjabi, printed and published, and supplied free of cost to authors and publishers for incorporation in their text-books and readers.

(3) " Soil Erosion and How to Prevent It " by Dr. Gorrie— Urdu, Hindi and Punjabi translations of this were printed and supplied free of cost to writers, printers and publishers of readers for 5th Class.

(4) " A Book of Nature Study " by Miss F. R. Camozzi.

(5) " Stories from Indian History " by Miss Wright.

(6) Hindi and Punjabi translations of " Science " an introductory text-book by E. J. Holmyard.

(7) Hindi and Punjabi translations of " The story of Man Kind " by H. Van Loon.

(8) Urdu translation of " A Book of Geography " by Miss O. C. Cocks.

During the quinquennium under report wall maps of the Gujrat, Gujranwala, Multan, Montgomery, Simla and Campbellpur districts were revised and printed off. Preparation of Maps
In 1941-42 the Government of India prohibited the printing and publication of district wall maps and consequently the printing of the revised wall maps of the Sheikhpura, Gujrat and a few other districts was abandoned.

During the quinquennium under review the Board gave away 3,987 Urdu books, 634 Punjabi books and 202 Hindi copies of its publications, to vernacular upper middle, high and normal schools and village libraries of the Province. Besides this, 2,777 copies of books received for consideration were distributed among the educational institutions of the Province. Free distribution among schools of the Vernacular Translation and other publications of the Board

During the present quinquennium a sum of Rs. 3,050 was distributed among authors, printers and publishers of books of merit, considered worthy of prizes from the Patronage of Literature Fund. Patronage to authors

The Board continued giving a subsidy of Rs. 1,000 per annum to the Punjab Educational Journal. A sum of Rs. 1,500 which was paid annually during the previous years to the Young Men Christian Association, Lahore, as a contribution towards the cost of Broadcasting station was stopped owing to the opening of the All-India Radio Department. Other Patronage

During the quinquennium under review the Cinema Demonstrator in the employment of the Board gave 966 shows in various educational institutions of the Province where 3,813 films on several educational subjects were exhibited to a total audience of 365,865. Thirty-nine new films were added to the Board's already well stocked library of educational films while 29 worn out films were replaced by new copies. A New Projector Kodascope Model L. and a silver coated exhibition screen were also bought at a total cost of Rs. 5,133-12-6.

The Board maintains a well stocked library and a reading room for the use and benefit primarily of school teachers. The library has continued its normal function during the quinquennium under report. The sub-joined table supplies the figures for the quinquennium :—

library	(1) Number of new books purchased for the	1,113
	(2) Cost of above	Rs. 3,284
library.	(3) Number of books issued from the	11,703
library.	(4) Number of journals subscribed to for the	103
	(5) Amount spent on the above ..	Rs. 1,141

The total balance at the credit of the Board at the commencement of the quinquennium stood at Rs. 1,00,796 and on 31st March 1942, at Rs. 46,441, the total receipts during the five years being Rs. 95,685 and disbursements amounting to Rs. 1,50,040.

**GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS
AND SCHOLARS.**

			PERCENTAGE OF SCHOLARS TO POPULATION						
			<i>Recognised Institutions</i>			<i>All Institutions</i>			
			1936-37	1940-41	1941-42	1936-37	1940-41	1941-42	
Area in square miles.	99,866								
Population—									
Males ..	12,880,510								
Females ..	10,700,342	Males..	7.42	7.96	8.03	8.07	8.72	8.74	
Total ..	23,580,852	Females	1.72	2.16	2.21	2.29	2.82	2.84	
		Total..	4.83	5.33	5.39	5.45	6.04	6.06	

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—concluded.

RECOGNISED INSTITUTIONS	INSTITUTIONS					SCHOLARS					Stages of instruction of scholars entered in column 8.
	1936-37	1940-41	1941-42	Increase or decrease since		1936-37	1940-41	1941-42	Increase or decrease since		
				1936-37	1940-41				1936-37	1940-41	
	1	2	3	4	5	6	7	8	9	10		11
Universities ..	1	1	1	--	..	8	18	16	+8	-2	--
<i>For Males</i>											
Arts Colleges ..	32	35	37	+5	+2	13,132	16,512	16,724	+3,592	+212	{ (a) *6,394 (b) 10,526 (c) 597
Professional Colleges	8	9	9	+1	--	2,032	2,328	2,077	+45	-251	{ (a) 1,491 (b) 586
High Schools ..	343	371	384	+41	+13	144,986	177,303	186,279	+41,293	+8,916	{ (c) 136,400 (d) 49,879
Middle Schools ..	3,161	3,065	3,011	-150	-54	423,622	427,073	427,099	3,477	+26	{ (c) 116,923 (d) 310,176
Primary Schools ..	5,811	6,092	6,163	+352	+71	376,687	402,730	410,616	+33,929	+7,850	(d) 410,616
Special Schools ..	289	493	247	-42	-216	12,360	19,151	11,720	-640	-7,431	
Totals ..	9,644	10,065	9,851	+207	-214	972,819	1,045,163	1,054,515	+81,696	+9,352	

<i>For Females.</i>											
Arts Colleges ..	4	5	5	+1	..	648	844	906	+258	+62	{ (a) 278 (b) 536 (c) 94
Professional Colleges.	2	3	5	+3	+2	119	479	502	+443	+83	{ (a) 131 (b) 431
High Schools ..	42	53	58	+16	+5	11,558	16,277	17,887	+6,329	+1,610	{ (c) 8,387 (d) 9,500
Middle Schools ..	195	233	237	+42	+4	44,113	54,918	55,401	+11,288	+493	{ (c) 12,799 (d) 42,602
Primary Schools ..	1,830	2,199	2,212	+382	+13	108,431	136,179	138,013	+29,582	+1,834	(d) 138,013
Special Schools ..	68	66	63	-5	-3	2,989	2,802	2,621	-408	-281	
TOTAL ..	2,141	2,559	2,580	+439	+21	167,858	211,499	215,290	+47,432	+3,791	
UNRECOGNISED INSTITUTIONS.											
For males ..	3,562	4,474	4,237	+675	-237	33,587	97,434	93,027	+9,440	-4,407	
For females ..	3,118	3,197	3,023	-95	-174	61,410	69,532	66,780	+5,370	-2,752	
TOTALS ..	6,680	7,671	7,260	+580	-411	144,997	166,966	159,807	+14,810	-7,159	
GRAND TOTALS	18,466	20,296	19,692	+1,226	-604	1,285,682	1,423,646	1,429,628	+143,946	+5,982	

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

*Excludes 207 students in the Oriental College, Lahore, of whom 54 are in the Degree class and 153 in Oriental Titles Classes.

GENERAL SUMMARY OF EXPENDITURE

	TOTAL EXPENDITURE				
	1936-37	1940-41	1941-42	Increase or decrease since 1936-37	Increase or decrease since 1940-41
	1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.	Rs.
	Direction and Inspection	14,56,838	15,10,882	14,92,548	+35,710	-18,334
Universities ..	11,75,083	14,78,239	17,57,921	+5,82,838	+2,79,682
Miscellaneous* ..	30,87,098	33,87,121	35,89,935	+5,02,837	+2,02,814
Total	57,19,019	63,76,242	68,40,404	+11,21,385	+4,64,162
<i>Institutions for Males</i>					
Arts Colleges ..	26,18,909	27,99,713	29,07,322	+2,88,413	+1,07,609
Professional Colleges ..	12,66,040	13,84,364	12,69,990	+3,950	-1,14,374
High Schools ..	61,98,755	67,89,271	70,04,997	+8,06,242	+2,15,726
Middle Schools ..	73,86,161	71,53,375	71,00,148	-2,86,012	-53,227
Primary Schools ..	40,88,593	44,15,381	44,16,267	+3,27,674	+886
Special Schools ..	11,56,027	14,12,457	14,52,719	+2,96,692	+40,262
Totals	2,27,14,484	2,39,54,561	2,41,51,443	+14,36,959	+1,96,882
<i>Institutions for Females</i>					
Arts Colleges ..	1,94,180	2,64,789	2,59,718	+65,538	-5,071
Professional Colleges ..	50,161	2,86,787	2,73,787	+2,23,626	-13,000
High Schools ..	8,87,916	11,07,014	11,44,298	+2,56,382	+37,284
Middle Schools ..	9,14,867	11,03,755	11,34,881	+2,20,014	+31,126
Primary Schools ..	11,43,118	14,06,176	14,59,386	+3,16,268	+53,210
Special Schools ..	3,34,467	1,95,729	1,97,302	-1,37,165	+1,573
Total	35,24,709	43,64,250	44,09,372	+9,44,663	+1,05,122
GRAND TOTALS	3,19,58,212	3,46,95,053	3,54,61,219	+35,03,007	+7,06,166

*includes expenditure

†Local funds include both District

ON EDUCATION

PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar
Government funds	Local funds†	Fees	Other sources	Government funds	Local funds†	Fees	Other sources	
6	7	8	9	10	11	12	13	14
				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
92.79	7.21	..	-	..	..	..	-	..
12.70	..	76.60	10.70	..	..	..	..	..
41.90	16.41	10.93	30.76	..	..	..	..	..
45.51	10.19	25.42	18.89	..	..	..	..	..
25.72	.08	60.25	13.95	44 11 5	0 2 1	104 1 20	24 3 11	173 13 5
71.51	..	24.27	4.22	437 3 10	..	148 6 11	25 12 6	611 7 3
28.77	5.55	57.88	7.80	10 13 1	2 1 5	21 12 3	2 14 11	37 9 8
63.95	18.80	15.09	2.16	10 10 1	3 2 0	2 8 2	0 5 9	16 10 0
60.26	32.83	1.66	5.25	6 7 8	3 8 6	0 2 10	0 9 1	10 12 1
51.07	.31	30.98	17.04	63 4 10	0 6 1	38 6 5	21 13 11	123 15 3
48.00	13.17	31.93	6.81	11 0 2	3 0 3	7 5 0	1 9 0	22 14 5
43.94	..	45.62	10.44	125 15 2	..	130 12 7	29 14 10	286 10 7
59.33	3.20	8.10	29.37	289 0 8	15 9 1	39 7 1	143 1 9	487 2 7
58.25	2.65	30.71	8.39	37 4 2	1 11 2	19 10 3	5 5 11	63 15 6
38.46	21.55	11.10	28.89	7 14 1	4 6 8	2 4 4	5 14 8	20 7 9
48.04	39.16	.72	12.08	5 1 3	4 2 3	0 1 3	1.4.5	10 9 2
84.32	.95	4.45	10.28	65 15 10	0 11 11	3 7 8	8 0 9	78 4 2
50.27	19.18	14.26	16.29	10 7 0	3 15 8	2 15 4	3 6 1	20 12 1
47.86	13.35	28.45	10.34	13 5 11	3 11 8	7 15 1	2 14 2	27 14 10

on buildings.
Board and Municipal Funds.

I—CLASSIFICATION OF

	FOR MALES.					Total
	Government	District Board	Municipal Board	Aided	Un-aided	
	1	2	3	4	5		6
RECOGNISED INSTITUTIONS.						
Universities .. .. .	..	..	..	1	..	1
College—						
Arts and Science* ..	7	..	..	9	12	28
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 Colleges ..	75	..	..	1	3	9
Total	19	..	..	11	16	46
High School	85	36	27	192	44	384
Middle Schools .. { English ..	6	83	15	54	55	213
{ Vernacular ..	3	2,770	11	13	1	2,798
Primary Schools	47	4,978	335	729	74	6,163
Total	141	7,867	388	983	174	9,538
Special Schools—						
Art	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..
Medical	1	..	..	2	1	4
Normal and Training ..	5	..	..	2	2	9
Engineering	1	..	..	..	..	1
Technical and Industrial ..	31	..	..	11	2	44
Commercial	10	..	..	..	1	11
Agricultural .. .. .	..	..	..	..	..	..
Reformatory	5	..	..	..	..	5
Schools for Defectives ..	1	..	..	1	..	2
Schools for Adults	61	92	8	..	5	166
Other Schools	2	..	..	1	1	4
Total	118	92	8	17	12	247
Total for Recognized Institutions	278	7,959	396	1,017	202	9,852
UNRECOGNIZED INSTITUTIONS	..	..	..	..	4,237	4,237
GRAND TOTALS, ALL INSTITUTIONS	278	7,959	396	1,017	4,439	14,089

*Includes—Oriental

(a) Includes Punjab Medical School for Women, Ludhiana, which,
†Excluding intermediate classes attached to the Lawrence

EDUCATIONAL INSTITUTIONS

FOR FEMALES					
Government	District Board	Municipal Board	Aided	Unaided	TOTAL
7	8	9	10	11	12
..
2	..	..	1	1	4
..
1	..	..	1	..	1 (a)
..	..	..	1	2	4
..
..
..
..
1	..	..	..	..	1
4	..	..	3	3	10
36	..	2	19	1	58
4	..	4	16	..	23
25	38	43	102	6	214
28	1,497	272	361	54	2,212
93	1,535	321	497	61	2,507
..
..
27	..	..	1	3	31
..
11	..	..	13	2	26
..	..	..	1	..	1
..
..
2	2	..	..	..	4
..	..	..	1	..	1
40	2	..	16	5	63
137	1,537	321	516	69	2,530
..	..	..	..	3,023	3,023
137	1,537	321	516	3,092	5,603

Colleges.
 is a part of the Women's Christian Medical College, Ludhiana.
 Royal Military School, Banawar.

II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT			DISTRICT BOARD			MUNICIPAL BOARD		
	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
<i>University and Intermediate Education.</i>									
University	...	...	...	...	...	...	...	...	...
Arts and Science	3,016	3,500	854	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	664	524	264	...	...	...	...	...	...
Education	183	169	137	...	...	...	...	...	...
Engineering	317	291	115	...	...	...	...	...	...
Agriculture	323	379	264	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	236	204	127	...	...	...	...	...	...
Totals	5,538	5,073	1,771	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools	28,837	27,723	3,056	12,888	11,016	789	16,822	15,963	609
Middle (English)	1,872	1,792	240	10,514	17,870	432	4,868	4,467	55
Schools (Vernacular)	129	115	44	374,432	327,668	5,089	2,502	2,265	12
Primary Schools	2,169	2,005	58	283,394	216,166	43	60,024	53,913	...
Totals	33,037	31,635	3,404	669,918	603,555	6,353	84,216	76,938	676
In Art Schools	172	162	23	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medical Schools	528	500	460	...	...	...	...	...	...
Normal and Training Schools	539	510	539	...	...	...	...	...	...
Engineering Schools	232	230	232	...	...	...	...	...	...
Technical and Industrial Schools	1,060	1,557	462	...	...	...	...	...	...
Commercial Schools	220	212	37	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...
Reformatory	371	272	310	...	...	...	...	...	...
Schools for Deaf-mutes	25	22	21	...	...	...	...	...	...
Schools for adults	2,264	2,000	...	2,714	2,310	...	229	212	...
Other Schools	622	622	622	...	...	...	...	...	...
Totals	6,031	6,160	2,705	2,714	2,310	...	329	212	...
Totals for recognised institutions,	45,206	42,814	7,880	692,602	605,865	6,353	84,445	76,160	675
IN UNRECOGNISED INSTITUTIONS.									
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	45,206	42,814	7,880	692,602	605,865	6,353	84,445	76,160	675

(a) Includes 507 students in the high classes

(b) Includes 31,776 in the Upper

(c) Includes 261,881 in the Upper

NOTE—Figures relating to the intermediate classes attached to the Lawrence

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
10	18	1	..	..	..	10	10	1	..
5,356	4,017	1,678	7,453	6,024	2,055	(a) 16,724	14,747	4,787	464
..	..	..	818	254	209	813	254	209	60
..	..	..	..	..	..	584	524	154	..
..	..	..	..	..	..	162	189	137	..
..	..	..	..	..	..	317	301	145	..
..	..	..	..	..	..	333	379	254	..
142	121	75	..	..	..	142	121	75	..
..
..
..	..	..	..	..	..	336	204	127	..
5,513	4,754	1,954	7,761	6,578	2,263	18,817	16,705	5,089	514
100,733	103,000	7,343	13,309	17,462	1,052	160,270	178,673	13,858	380
12,353	11,125	315	8,501	8,500	158	(b) 17,500	43,600	1,345	510
2,763	2,534	241	117	103	..	(c) 370,878	332,681	6,398	6,377
60,045	54,300	33	5,054	4,433	..	410,018	360,200	134	15,900
184,732	172,128	8,073	32,071	30,197	1,318	1,023,004	913,463	10,723	23,260
..	..	..	..	..	..	172	162	23	..
..	..	..	..	..	..	600	751	400	110
206	102	40	08	50	..	850	910	195	2
150	151	146	132	140	110	..	..	..	..
..	..	..	..	..	..	532	280	232	..
781	604	387	141	134	27	2,382	2,303	876	..
..	..	..	109	208	..	410	430	37	..
..	..	..	..	..	..	371	272	310	..
..	..	..	..	..	..	70	73	75	..
54	50	54	..	..	..	..	..	..	..
..	..	..	100	74	79	5,307	4,620	803	..
208	200	163	73	74	..	908	806	..	..
1,403	1,257	700	738	713	215	11,720	10,628	3,710	113
101,013	178,160	10,817	40,575	57,789	3,606	1,054,631	940,790	20,421	23,803
..	..	..	03,027	81,324	980	03,027	81,324	080	12,375
101,013	178,160	10,817	103,002	110,012	4,685	1,147,658	1,022,010	30,410	36,207

of Intermediate Colleges and 207 students (including 9 girls) reading in the Oriental College, Lahore.
 Middle and 15,430 in Lower Middle Schools.
 Middle and 138,012 in Lower Middle Schools.
 Royal Military School, Banawar are excluded.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT			DISTRICT BOARD			MUNICIPAL BOARD		
	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
In Recognised Institutions									
University and Intermediate Education	...	...	...	...	...	...	...	...	...
Arts and Science ...	138	402	127	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	93	89	51	...	...	...	...	...	...
Totals	632	591	178	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	11,312	10,028	871	...	...	...	1,064	999	16
In Middle Schools—									
English	867	790	65	...	...	...	1,759	1,553	...
Vernacular ...	2,115	1,078	142	5,304	4,777	120	9,441	8,945	...
In Primary Schools.	1,120	1,113	...	67,008	56,987	...	31,546	29,075	...
Totals	15,004	13,909	1,078	72,312	61,764	120	43,809	37,672	15
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	692	674	602	...	...	...	...	...	...
In Technical and Industrial Schools.	1,054	783	...	...	...	...	...	...	...
In Commercial Schools.	...	...	...	...	...	...	...	...	...
In Agricultural Schools.	...	...	...	...	...	...	...	...	...
In Schools for Adults	17	17	...	40	30	...	...	...	...
In other Schools ...	...	...	...	...	...	...	...	...	...
Total	1,703	1,424	602	40	30	...	...	...	...
Totals for recognised institutions.	17,999	15,914	1,658	72,352	61,794	120	43,809	37,672	16
In Unrecognised Institutions.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES,	17,999	15,914	1,658	72,352	61,794	120	43,809	37,672	16
GRAND TOTALS, ALL INSTITUTIONS—Males and Females	63,235	58,728	9,738	765,014	667,659	6,479	128,254	114,022	600

(a) Includes 94 students in the high classes of
 (b) Includes 281 students reading in the Women's

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 1c
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
...
211	109	109	150	136	68	(a) 906	820	304	...
203	224	298	...	...	...	(b) 203	224	203	...
42	40	42	134	120	80	269	240	173	...
540	450	444	300	250	148	1,468	1,268	770	...
5,039	4,553	1,301	473	410	...	17,887	15,990	2,187	716
4,020	3,700	550	...	...	...	6,005	6,040	615	194
30,738	28,513	1,346	1,068	929	8	48,736	44,541	1,621	100
34,385	30,715	162	3,850	3,317	...	138,013	110,107	182	2,126
74,180	67,687	3,378	5,300	4,665	6	211,301	185,087	4,605	8,235
...
44	41	37	40	39	33	778	754	668	...
530	470	...	80	66	...	1,064	7,100	...	...
18	16	1	...	...	...	18	10	1	...
...
...	...	...	...	...	...	57	47	...	...
0	8	...	...	...	...	0	6	...	...
508	465	38	130	105	23	2,521	2,074	669	...
78,324	68,408	3,660	7,800	5,010	170	215,200	180,004	6,038	3,235
...	...	...	60,780	58,174	...	60,780	58,174	...	10,782
75,824	68,408	3,800	72,580	63,190	170	3,92,070	247,178	6,038	14,017
266,087	240,577	14,077	266,189	182,202	4,804	1,420,028	1,300,168	80,448	...

Intermediate Colleges for Women.

Christian Medical School, Ludhiana, which is a part of the Women's Christian Medical College, Ludhiana.

III-A—EXPENDITURE ON EDUCATION FOR MALES

Expenditure on buildings includes Rs. 3,04,298 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items —

1. Boarding house.
2. Scholarships.
3. Miscellaneous.

																											TOTAL INDIRECT EXPENDITURE FROM																											
																											Government funds	Board funds	Municipal funds	Fees	Other sources	GRAND TOTALS																						
																											22	23	24	25	26	27																						
																											Rs.	Rs.	Rs.	Rs.	Rs.	Rs.																						
																											2,26,682	83,997	17,844																						
																											9,98,259	1,15,383	53,229	41,641	4,28,430	11,00,127																						
																											3,84,470	1,92,476	1,52,690	2,91,080	3,60,509	18,86,191																						
																											8,89,436	1,92,476	1,52,690	2,91,080	3,60,509	18,86,191																						
																											TOTALS	24,98,847	3,01,856	2,23,703	3,32,721	7,88,966	42,36,153																					
																											Direction																											
																											Inspection																											
																											Buildings, etc.																											
																											Miscellaneous																											
																											TOTALS																											
																											TOTALS																											
UNIVERSITY AND INTER-MEDIATE EDUCATION																																																						
Universities																																																						
Arts Colleges																																																						
Professional Colleges—																																																						
Law																																																						
Medicine																																																						
Education																																																						
Engineering																																																						
Agriculture																																																						
Commerce																																																						
Technology																																																						
Forestry																																																						
Veterinary Science																																																						
Intermediate Colleges																																																						
Totals																																																						
SCHOOL EDUCATION																																																						
GENERAL																																																						
High Schools																																																						
Middle School—																																																						
English																																																						
Vernacular																																																						
Primary Schools																																																						
Total																																																						
SPECIAL																																																						
Arts Schools																																																						
Law Schools																																																						
Medical Schools																																																						
Normal and Training School																																																						
Engineering Schools																																																						
Technical and Industrial Schools																																																						
Commercial Schools																																																						
Agricultural Schools																																																						
Reformatory Schools																																																						
Schools for Defectives																																																						
Schools for Adults																																																						
Other Schools																																																						
Totals																																																						
GRAND TOTALS (DIRECT)																																																						
GRAND TOTAL (DIRECT AND INDIRECT)																																																						

NOTE.—(1) Figures relating to the Royal Military School, Bangalore and the intermediate classes attached to it are not included in this table.
 (2) The expenditure figures of the Bishop Cotton College, Simla, which is an aided intermediate college, are included under "High Schools".
 (3) The table does not include expenditure of the King George Royal Military School, Jullundur, under "Other Schools".

111.8—EXPENDITURE ON EDUCATION FOR FEMALES

Expenditure on buildings includes Rs. 59,428 spent by the Public Works Department on Educational Buildings.

* "Miscellaneous" includes the following main items—

1. Boarding house.
2. Scholarships.
3. Miscellaneous.

	TOTAL INDIRECT EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	1,00,022	1,692	4,025	..	..	1,06,739
Buildings, etc.,	97,311	1,515	40,835	8,405	1,15,630	2,69,586
Miscellaneous	1,32,915	3,886	23,319	51,094	1,99,791	4,11,005
TOTALS	3,90,248	7,093	73,979	59,589	3,15,421	8,46,330

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS						AIDED INSTITUTIONS						RECOGNIZED UNAIDED INSTITUTIONS*			TOTAL DIRECT EXPENDITURE										
	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	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27					
UNIVERSITY AND INTERMEDIATE EDUCATION																																
Arts Colleges ..	93,612	..	..	53,107	..	1,46,719	..	..	..	..	..	..	9,900	..	..	43,253	14,419	67,572	11,196	12,605	23,891	1,03,512	..	..	1,07,556	27,114	2,38,182
Professional Colleges —																																
Medicine ..	..	..	..	..	..	..	..	..	..	..	..	..	1,03,014	1,550	7,198	350	74,291	1,86,403	..	..	..	1,03,014	1,550	7,198	350	74,291	1,86,408*
Education ..	46,207	..	..	3,260	..	49,467	..	..	..	..	..	..	13,220	..	..	6,034	6,138	23,392	12,525	..	12,525	59,427	..	..	21,819	6,138	87,384
Intermediate Colleges ..	10,599	..	..	10,937	..	21,536	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,599	..	..	10,937	..	..	21,536
Totals ..	1,50,418	..	..	67,304	..	2,17,722	..	..	..	..	..	..	1,26,134	1,550	7,198	49,637	94,848	2,79,307	23,721	12,605	36,416	2,76,562	1,550	7,198	1,40,662	1,07,543	5,83,506
SCHOOL EDUCATION																																
General																																
High Schools ..	5,50,682	..	..	1,65,229	6,719	7,22,630	150	..	23,165	4,131	..	27,446	1,15,665	615	6,588	1,58,880	78,619	3,00,367	23,153	10,702	33,855	6,66,497	615	29,753	3,51,393	96,040	11,44,298			
Middle Schools —																																
English ..	32,564	..	..	6,173	..	38,737	6,214	..	19,298	3,704	..	29,216	48,831	432	7,054	48,536	60,627	1,55,477	..	..	..	87,600	432	26,340	58,413	50,627	2,23,430
Vernacular ..	1,23,657	..	1,600	6,932	..	1,32,189	91,079	16,018	121,089	8,876	1,845	2,37,907	1,34,124	12,163	67,969	50,978	2,59,560	5,24,704	790	15,771	16,561	3,48,860	27,181	1,90,659	67,578	2,77,176	9,11,451					
Primary Schools ..	13,681	..	..	..	..	13,681	5,95,290	1,88,167	3,22,096	852	2,118	11,08,613	92,100	17,225	44,032	6,264	1,43,867	3,03,488	3,458	30,246	33,704	7,01,061	2,05,392	3,46,128	10,574	1,76,231	14,59,386	
Totals ..	7,20,584	..	1,600	1,78,334	6,719	9,07,237	6,92,723	2,03,185	4,85,048	17,563	3,963	14,03,082	3,90,720	30,435	1,26,040	2,04,658	5,32,673	13,44,126	27,401	56,719	84,120	18,04,027	2,33,620	6,12,888	4,87,956	6,00,074	37,38,563					
Special																																
Medical Schools				
Normal and Training Schools ..	80,081	306	..	..	..	80,477	..	..	..	..	..	..	3,112	..	..	2,406	2,553	8,071	2,495	2,847	5,342	83,193	396	..	4,901	5,490	93,890
Technical and Industrial Schools ..	73,300	..	..	..	..	73,300	..	..	..	..	..	..	7,200	..	1,450	427	11,100	20,177	388	3,764	4,152	80,600	..	1,450	815	14,864	97,629
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	720	..	..	2,540	20	3,280	..	..	..	720	..	..	..	20	3,280
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schemes for Adults ..	84	..	..	..	..	84	60	42	..	..	102	..	..	..	..	..	..	..	..	..	..	144	42	..	..	..	186
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	1,800	..	..	617	..	2,317	..	..	..	1,800	..	..	..	..	2,317
Totals ..	1,53,465	396	..	..	..	1,53,861	60	42	..	..	102	12,832	..	1,450	5,800	13,673	33,845	2,883	6,611	9,494	1,66,357	438	1,450	8,773	20,284	1,97,302	
TOTAL (DIRECT) FOR FEMALES ..	10,24,467	396	1,600	2,45,638	6,719	12,78,820	6,92,783	2,03,227	4,85,648	17,563	3,963	14,03,184	5,29,686	31,985	1,34,288	3,20,185	6,41,194	16,57,338	54,005	70,025	1,30,030	22,46,936	2,35,608	6,21,636	6,37,391	7,27,901	44,69,372					
TOTAL (DIRECT) FOR MALES ..	32,58,938	..	..	17,26,881	2,13,040	61,99,769	70,77,382	21,06,381	7,90,395	12,89,829	60,097	11,384,084	16,01,345	80,511	1,43,718	47,13,629	12,82,520	77,21,623	13,26,301	2,77,597	16,03,898	1,18,37,665	22,46,892	9,34,113	90,66,540	18,34,154	2,59,09,364			
GRAND TOTAL (DIRECT) FOR ALL ..	42,83,405	396	1,600	19,72,519	2,20,659	64,78,579	77,70,165	23,09,608	12,76,043	13,07,392	64,060	1,27,87,268	20,31,031	1,12,496	2,78,006	80,33,714	19,23,714	93,78,961	13,80,306	353,622	17,33,928	1,40,84,601	24,82,500	16,55,649	98,93,931	25,62,055	3,03,78,736					
GRAND TOTALS (DIRECT AND INDIRECT) FOR FEMALES ..																						26,37,184	2,42,701	6,95,515	6,96,980	10,43,322	32,16,792					
GRAND TOTALS (DIRECT AND INDIRECT) FOR MALES ..																						1,43,36,512	26,38,748	11,67,876	93,89,261	26,23,120	3,01,45,517					
GRAND TOTALS (DIRECT AND INDIRECT) FOR ALL ..																						1,69,73,696	28,81,449	18,63,391	1,00,86,241	36,66,442	3,54,61,219					

*Includes expenditure of the Punjab Medical School for Women, Ludhiana, which forms a part of the Womens' Christian Medical College, Ludhiana.

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

IV-A.—RACE OR CREED OF MALE SCHOLARS

Race or creed	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Moham-madans.	Bud-hists	
			Higher caste.	*Depressed classes.			
	1	2	3	4	5	6	
TOTAL POPULATION	16,553	2,13,465	2,609,256	856,278	7,241,612	2,757	
<i>School Education</i>							
	<i>Classes</i>						
Primary	I	386	3,289	81,916	10,129	154,923	78
	II	140	1,699	54,074	6,308	91,946	67
	III	172	1,460	49,537	5,453	75,417	61
	IV	162	1,055	43,149	3,844	58,383	48
Middle	V	149	777	30,120	1,940	32,211	51
	VI	182	545	13,716	1,234	23,597	41
	VII	143	393	17,154	706	15,766	43
High	VIII	103	313	14,767	516	12,291	27
	IX	92	172	9,638	265	6,713	17
	X	13	116	7,841	203	5,109	5
Totals	..	1,542	9,809	332,112	30,598	476,556	438
<i>University and Intermediate Education</i>							
Intermediate classes	1st year	17	47	2,694	27	1,704	1
	2nd year	18	45	2,344	15	1,346	..
Degree classes	1st year	2	22	1,184	6	628	..
	2nd year	..	22	1,002	4	575	..
	3rd year	1	2	90	..	10	..
Post-graduate classes	1st year	1	3	203	..	93	..
	2nd year	..	6	194	..	80	..
Research students	..	..	..	9	..	4	..
Totals	..	39	147	7,690	52	4,440	1
Numbers of scholars in recognized institutions.	1,581	9,956	339,802	30,650	480,906	439	
Numbers of scholars in unrecognized institutions.	..	287	10,504	383	76,414	36	
GRAND TOTALS	..	1,581	10,243	350,306	31,033	566,410	475

*The following are included under the heading "Depressed Classes":—
 Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi,
 Banzali, Barar, Bazigar, Bhanjara, Chanai, Dhanak, Gagra, Gandhila, Khatik,
 †Includes 597 boys in the high classes of intermediate colleges.
 ‡Excludes 204 male scholars of the Oriental College, Lahore, of whom 101 are
 Note.—The table excludes figures of the intermediate classes attached to the

RECEIVING GENERAL EDUCATION.

Parisis	Sikhs	Others	TOTAL	Number of pupils from rural areas.	Total Number of married pupils.	Number of married pupils of and above the age of 16 years.	Number of agriculturists.
7	8	9	10	11	12	13	14
330	1,703,584	226,666	12,980,510				
4	37,890	2,115	290,730	231,201	591	5	147,281
1	23,864	1,362	179,461	141,603	1,002	17	87,981
1	21,091	1,179	154,571	120,797	1,513	30	74,813
1	18,774	966	126,382	94,959	1,718	52	59,967
1	13,251	549	79,049	52,999	1,517	73	36,023
1	10,866	446	60,628	38,667	1,551	98	27,280
5	7,309	293	41,812	24,567	1,513	115	18,030
3	6,156	254	34,420	18,925	1,523	238	14,590
2	3,849	168	21,116	7,363	1,145	326	7,019
..	2,972	132	16,391	5,689	1,070	468	5,338
19	146,022	7,464	†1,004,560	736,770	13,143	1,422	478,332
1	1,082	31	5,604	2,130	176	140	2,001
1	896	29	4,694	1,777	145	131	1,635
..	470	23	2,335	887	115	110	892
1	431	15	2,050	871	124	122	872
..	19	3	95	37	5	5	25
..	58	5	363	109	31	31	128
..	43	5	328	100	37	37	114
..	2	1	16	4	5	4	..
3	3,001	112	†15,485	5,915	638	580	5,667
22	149,023	7,576	1,020,045	742,685	13,781	2,002	483,999
..	4,693	217	91,434	80,676	5,047	2,548	54,313
22	153,616	7,793	1,111,479	823,361	18,828	4,550	538,312

Ghosi, Bagria, Od, Mahtam, Kahar, Ad Dharmi, Bawaria, Dagi, Koli, Matija (Mareecha), Kori, Nat, Pasi, Perna, Sapela, Sirkiband and Mazhbi Sikhs.

Hindu (higher caste), 82 Muslims, 19 Sikhs and 2 Christians.
Lawrence Royal Military School, Sanawar.

IV-B—RACE OR CREED OF FEMALE SCHOLARS

Race or creed.	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muham- madans	Buddhists	
			Higher castes	*Depres- sed classes			
			1	2			3	4	5	6
TOTAL POPULATION	6,306	178,374	2,142,357	720,097	6,090,848	2,966	
<i>School Education</i>							
	<i>Class</i>						
Primary	I	419	1,875	41,081	868	35,302	65
	II	168	814	18,017	343	12,940	41
	III	176	652	14,879	204	9,446	43
	IV	291	611	11,862	148	6,806	21
	V	181	559	8,703	75	4,484	20
Middle	VI	171	412	3,639	14	2,055	13
	VII	152	350	2,818	10	1,557	5
	VIII	89	318	2,443	9	1,437	10
High	IX	79	95	468	1	371	..
	X	1	55	337	--	355	..
Totals	..	1,647	5,768	104,277	1,672	74,813	217
<i>University and Intermediate Education.</i>							
Intermediate classes	1st year ..	..	20	174	..	133	..
	2nd year ..	1	7	172	1	130	..
Degree classes	1st year ..	2	10	103	..	83	..
	2nd year ..	1	18	75	..	49	..
	3rd year ..	..	2	3	..	..	..
Post-graduate classes	1st year..	..	..	22	..	8	..
	2nd year	1	1	23	..	5	..
Research students	..	..	..	..	..	..	..
Totals	..	5	58	572	1	408	..
Number of scholars in recognized institutions.	1,652	5,826	104,849	1,673	75,251	217	
Number of scholars in unrecognized institutions.	..	81	6,967	60	57,436	2	
GRAND TOTALS	..	1,652	5,907	111,816	1,733	132,687	219

*The following are included under the heading "Depressed Classes":— Chamar, Weaver, Kahar, Ad Dharmi, Bawaria, Dagi, Koli, Marija (Marceha), Bungali, Barar, Bazigar, Sirkiband and Mazhbi Sikhs.

†Includes 94 girls in the

‡Excludes 3 girls (one Hindu and 2

RECEIVING GENERAL EDUCATION

Parsis	Sikh	Others	Total	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	197,037	10,700,342	..	..	..	..
7	16,634	806	97,057	43,171	259	18	25,987
3	7,443	352	40,120	18,411	189	35	10,978
2	5,905	291	31,598	12,777	190	43	7,801
2	4,500	237	24,478	8,887	200	69	6,215
3	3,049	158	17,231	5,720	279	85	3,792
5	1,253	40	7,646	1,042	70	39	1,368
2	988	42	5,924	931	86	46	1,027
3	821	15	5,175	587	86	72	934
6	256	..	1,276	93	25	20	263
-	170	3	921	68	29	24	196
33	41,019	1,950	231,426†	91,687	1,413	451	58,471
2	72	..	401	36	3	3	70
..	52	..	363	36	5	5	58
..	36	..	234	17	2	2	28
..	41	..	184	16	3	2	25
1	1	..	7	..	..	..	..
..	5	..	35	..	2	2	6
..	9	..	39	3	3	3	8
..
3	216	..	1,263‡	108	18	17	195
36	41,235	1,950	232,689	91,795	1,431	468	58,666
..	3,608	219	68,378	54,955	1,863	848	43,490
36	44,848	2,169	301,062	146,750	3,294	1,316	102,156

Sweepor, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od, Mahtam, Bhanjara, Chanal, Dhanak, Gagra, Gandhila, Khatik, Kori, Nat, Pasi, Perna, Sapela,

high classes of intermediate colleges.
Muslims) in the Oriental College, Lahore.

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

	Anglo-Indians and Europeans	Indian Christians	Hindus		Muhammadians	Buddhists.	Parseis	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										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education</i>														
Art Schools .. .. .	..	2	79	..	61	..	..	30	..	172	41	11	7	18
Law Schools .. .. .	..	..	..	1	..	..	..	..	..	..	..	..	..	..
Medical Schools	1	2	379	1	214	..	..	88	5	690	292	104	104	188
Normal and Training Schools .. .. .	..	62	268	14	397	..	..	85	22	848	575	486	446	639
Engineering and Survey Schools .. .. .	..	1	75	..	117	..	..	39	..	232	109	36	36	103
Technical and Industrial Schools	1	141	1,384	83	670	..	..	286	17	2,682	1,204	950	214	679
Commercial Schools	1	4	243	..	102	..	..	58	11	419	134	18	13	114
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	2	36	109	152	..	..	16	66	371	149	23	..	96
Schools for Defectives .. .. .	..	3	61	..	10	..	..	4	1	79	38	..	..	24
Schools for Adults .. .. .	..	20	1,105	313	3,037	..	..	749	83	5,307	4,416	2,908	2,861	3,255
Other Schools .. .. .	..	40	214	..	397	..	..	250	..	908	771	69	68	748
Totals	49	218	3,844	620	5,157	..	..	1,605	195	11,608	7,729	3,905	3,749	5,664
<i>University and Intermediate Education</i>														
Law .. .. .	..	4	167	..	79	..	..	57	6	313	105	75	76	128
Medicine .. .. .	..	6	201	..	200	..	3	85	5	604	164	31	31	170
Education	14	10	71	..	58	..	..	25	4	182	76	71	79	76
Engineering .. .. .	..	8	88	1	157	..	..	56	..	317	99	1	1	120
Agricultural .. .. .	..	1	97	2	153	..	..	70	..	323	267	29	26	279
Commerce .. .. .	..	1	122	..	13	..	..	3	3	142	20	6	6	23
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	1	65	..	113	2	..	65	..	236	97	49	49	135
Totals	27	29	811	3	773	2	3	351	18	2,917	818	270	267	931
GRAND TOTALS	76	267	4,655	623	5,930	2	3	1,956	213	13,625	8,547	4,175	4,016	6,595

*The following are included under the heading "Depressed Classes" :—
 Chamars, Weavers, Sweepers, Roudasis, Dumna, Koli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od, Malham, Kabar, Ad Dharmi, Bawris, Dagi, Koi, Marja (Marceha), Bangali, Barar, Bazigar, Bhanjara, Chanal, Dhanak, Gagra, Gandhila, Khatik, Kori, Nat, Pasi, Peras, Sapela, Siki and and Mozhi Sikhs.

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

	Anglo-Indians and Europeans	Indian Christians	Hindus		Muhammadians	Buddhists	Parsees	Sikhs	Others	Total	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
			Higher castes	Depressed classes										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education</i>														
Medical Schools ..	..	1	46	..	40	..	..	22	1	110	36	1	1	53
Normal and Training Schools ..	..	53	274	1	328	12	..	107	1	778	370	287	267	298
Technical and Industrial Schools ..	..	4	946	21	528	..	..	157	8	1,664	244	326	326	248
Commercial Schools ..	..	18	..	..	..	..	..	..	..	18	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	41	..	..	15	1	57	37	60	45	32
Other Schools ..	..	6	..	..	..	..	..	..	..	6	..	..	..	..
Totals ..	26	58	1,266	22	937	12	..	301	11	2,633	687	664	639	631
<i>University and Intermediate Education</i>														
Medicine ..	9	146	65	..	88	..	..	44	1	(a) 353	61	72	72	62
Education ..	41	9	121	1	55	..	1	40	1	269	27	37	37	48
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	50	155	186	1	143	..	1	84	2	622	88	109	109	110
GRAND TOTALS ..	76	213	1,452	23	1,080	12	1	385	13	3,255	775	773	748	741

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N. B.—The following are included under the heading "Depressed classes" :—
 Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi Megh, Sansi, Ghosi, Bagria, Od, Kahar, Mahtam, Adharmi Bawria, Dagi, Koli, Marija (Marecha), Bangali, Barar, Bazigar, Banjara, Chanai, Dhanak, Gagra, Ghandhila, Khatik, Kori, Nat, Fasi, Perna, Sapela, Mazhbi Sikh and Sirkiband.

(a) Includes 281 students of the Medical School for Women, Ludhiana, which forms a part of the Women's Christian Medical College, Ludhiana, and 60 girls who are reading in Medical Colleges for men.

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 Metric or School Final	Passed Middle School	Passed Primary School	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
						1	2	3	4				5	6	7	8	9	10	11	12
<i>Primary Schools</i>												
Government	1	21	58	1	..	..	..	..	..	81	..	81
Local Board and Municipal	11	681	8,013	352	09	8	3	375	851	9,126	1,237	10,363
Aided	3	111	509	58	3	9	12	237	744	744	1,002	1,746
Unaided	2	16	40	..	..	1	2	8	85	67	96	183
Totals	17	829	8,689	411	72	18	17	620	1,680	10,018	2,335	12,353
<i>Middle Schools</i>												
Government	27	15	60	1	..	..	..	2	2	93	4	97
Local Board and Municipal	380	999	11,348	314	82	37	30	282	863	13,123	1,212	14,335
Aided	65	106	230	14	10	5	22	31	66	425	124	549
Unaided	58	102	91	5	6	11	23	19	54	282	107	389
Totals	530	1,222	11,710	334	98	53	75	334	985	13,903	1,447	15,350
<i>High Schools</i>												
Government	692	278	437	35	19	16	14	20	7	1,481	57	1,518
Local Board and Municipal	385	223	456	33	24	25	14	58	42	1,121	139	1,260
Aided	1,196	827	1,094	70	48	117	103	230	237	3,285	687	3,922
Unaided	256	149	137	5	2	20	30	62	72	549	190	739
Totals	2,520	1,477	2,124	143	93	184	161	370	358	6,306	1,073	7,439
GRAND TOTALS	3,976	3,528	22,532	888	203	255	253	1,324	3,023	30,287	4,855	35,142

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VI-B—WOMEN TEACHERS

CLASS OF INSTITUTIONS	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS					UNTRAINED TEACHERS				Total trained teachers	Total untrained teachers	Grand Total of Teachers
	A Degree	Passed Matric or School Final	Passed Middle School.	Passed Primary School	Lower qualifications.	Possessing a degree		Possessing no degree				
						Certified	Uncertified	Certified	Uncertified			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools</i>												
Government .. .. .	..	2	15	19	..	..	..	1	..	36	1	37
Local Board and Municipal..	..	16	1,460	809	43	..	1	38	748	2,328	787	3,115
Aided	5	25	395	117	11	..	..	44	451	553	495	1,048
Unaided .. .. .	..	4	31	12	1	..	..	2	71	48	73	121
Totals	5	47	1,901	957	55	..	1	84	1,271	2,965	1,356	4,321
<i>Middle Schools</i>												
Government	16	66	93	1	..	..	..	..	4	176	4	180
Local Board and Municipal..	10	32	377	72	..	..	1	3	69	491	73	564
Aided	53	115	652	74	4	18	9	45	213	898	285	1,183
Unaided	2	..	14	8	..	..	..	..	13	24	13	37
Totals	81	213	1,136	155	4	18	10	48	299	1,580	375	1,964
<i>High Schools</i>												
Government	130	139	217	5	2	1	6	5	5	403	17	510
Local Board and Municipal..	5	3	18	1	1	..	..	9	28	28	9	37
Aided	53	103	49	6	..	4	9	16	29	211	58	269
Unaided	7	5	5	..	..	..	1	..	17	17	1	18
Totals	195	250	289	12	3	5	16	21	43	749	85	834
GRAND TOTALS	281	510	3,326	1,124	62	23	27	153	1,613	5,303	1,816	7,119

VII—ANGLO-INDIAN AND EUROPEAN

Total Anglo-Indian and European population	..	..	Male	16,553
			Female	6,896
			Total	22,949]

	Institutions	Scholars on Roll on March 31	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	66	..	7
Training Colleges ..	1	14	..	..
High Schools ..	4	1,003	5	100
Middle Schools ..	1	230	..	7
Primary Schools ..	4	170	64	31
Training Schools ..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	..	..	..	..
Other Schools ..	..	..	..	..
Totals ..	12	1,492	69	145
<i>Institutions for Females</i>				
Arts College ..	..	..	..	..
Training Colleges ..	1	42	..	1
High Schools ..	10	1,560	217	176
Middle Schools ..	4	460	108	61
Primary Schools ..	3	102	41	25
Training Schools ..	1	2	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	1	18	..	..
Other Schools ..	1	6	..	..
Totals ..	21	2,190	366	263
GRAND TOTALS FOR INSTITUTIONS.	33	3,682	435	408

Expenditure on Buildings includes Rs. 18,300 spent by the Public Works Department ..

"Miscellaneous" includes the following main items—

1. Boarding house	..	..	..	..	..
2. Scholarships	..	..	..	..	..
3. Miscellaneous	..	..	..	..	..

*The term non-Europeans does not

†Local funds include both District

‡The teachers of the Lawrence College, Ghoragali, have

NOTE 1—The number of teachers and expenditure figures of the

NOTE 2—The table excludes all figures relating to the intermediate classes attached to the

EDUCATION

Percentage to Anglo-Indian and European population of these at school						
		Males 10'81	Females 29'59	Total 16'04		
TEACHERS		DIRECT EXPENDITURE FROM				Total expendi- ture
Trained	Untrained	Government funds	†Local funds	Fees	Other sources	
5	6	7	8	9	10	11
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5	2	44,528	..	11,485	..	56,013
‡	‡	12,927	..	..	..	12,927
40	18	44,460	..	1,43,275	27,976	2,15,711
8	..	50,505	..	22,547	..	73,052
14	4	12,840	..	15,597	8,980	37,417
..
..
..
..
67	24	1,65,260	..	1,02,904	38,958	3,95,120
..
7	..	13,220	..	6,034	6,138	25,392
115	23	1,15,296	..	1,26,626	32,871	2,74,793
20	9	22,398	..	19,967	10,608	52,973
6	3	4,170	..	5,670	4,012	13,858
1	..	..	..	255	1,545	1,800
..
1	..	720	..	2,540	20	3,280
1	I	1,800	..	517	..	2,317
151	36	1,57,610	..	1,61,609	55,194	3,74,413
218	60	3,22,870	..	3,54,513	92,150	7,69,533
<i>Indirect expenditure</i>						
Inspection ..	..	6,329	..	..	..	6,329
Buildings, etc. ..	..	48,932	..	..	29,353	78,285
Miscellaneous ..	..	51,971	..	13,813	1,46,679	2,11,463
TOTAL (INDIRECT)	..	1,07,232	..	13,813	1,75,032	2,96,077
TOTALS (DIRECT AND INDIRECT).		4,30,102	..	3,68,326	2,67,182	10,65,610

includes Anglo-Indians and domiciled Europeans.
and Municipal Funds.
teaching periods with the Chelmsford Training College, Ghoragali.
Bishop Cotton School, Simla, are included under high schools.
Lawrence Royal Military School, Sanawar and the expenditure figures of the school.

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	
DIGREE EXAMINATIONS												
<i>Arts and Science</i>												
D. Litt. ...	...	10	10	...	7	7	...	...	...	...	...	...
Ph. D. ...	...	...	...	...	...	...	...	...	...	...	...	...
D. Sc. ...	...	...	...	...	...	...	...	...	...	...	...	...
M. A. ...	344	122	466	235	64	299	42	21	63	34	9	43
M.Sc. ...	26	...	26	25	...	25	...	...	...	...	...	...
B. A. (Honours) ...	384	2	386	208	...	208	25	1	26	15	...	15
B. Sc. (Honours) ...	81	2	83	57	...	57	4	...	4	4	...	4
B. A. (Pass) ...	2,410	1,047	3,457	1,225	390	1,615	203	420	623	135	208	343
B. Sc. ...	327	39	366	168	11	179	17	2	19	5	1	6
<i>Law</i>												
Master of Law ...	...	5	5	...	1	1	...	...	...	...	...	...
Bachelor of Law ...	135	4	139	85	3	88	...	...	...	...	...	...
<i>Medicine</i>												
M. D. ...	...	2	2	...	1	1	...	2	2	...	2	2
M.B., B.S. ...	179	...	179	103	...	103	88	...	36	23	...	23
L. M. S. (Bombay) ...	...	...	...	...	...	...	...	...	...	...	...	...
M.C.P. and S. (Bombay) ...	...	...	...	...	...	...	...	...	...	...	...	...
M. S. F. M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
M. S. ...	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstetric ...	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...	...	...	...	...	...	...
D. P. H. ...	...	...	...	...	...	...	...	...	...	...	...	...
D. O. ...	...	...	...	...	...	...	...	...	...	...	...	...
B. Sc. (Sanitary) ...	...	...	...	...	...	...	...	...	...	...	...	...
D. T. M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
B. D. S. ...	12	...	12	8	...	8	...	...	...	...	...	...
<i>Engineering †</i>												
Bachelor of E. E. ...	10	...	10	6	...	6	...	...	...	...	...	...
Bachelor of C. E. ...	23	...	23	20	...	20	...	...	...	...	...	...
Bachelor of M. E. ...	3	...	3	3	...	3	...	...	...	...	...	...
<i>Education</i>												
B. T. ...	107	122	229	88	90	178	144	62	206	116	60	176
<i>Commerce</i>												
Bachelor of Commerce ...	55	8	63	34	1	35	...	...	...	...	...	...
<i>Technology</i>												
Master of Technology ...	18	...	18	13	...	13	...	...	...	...	...	...
Bachelor of Technology ...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Agriculture</i>												
Master of Agriculture ...	2	6	8	2	2	4	...	...	...	...	...	...
Bachelor of Agriculture ...	143	7	150	97	4	101	...	...	...	...	...	...

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

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

VIII—EXAMINATION RESULTS—CONCLUDED.

Examinations	MALES						FEMALES					
	Number of examinees			Number passed			Number of examinees			Number passed		
	Public	Private	Total	Public*	Private	Total	Public	Private	Total	Public	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS												
Intermediate in Arts ..	2,939	1,020	3,959	1,800	570	2,370	303	678	983	220	448	668
Intermediate in Science ..	1,982	144	2,126	1,252	63	1,315	85	22	107	52	3	55
Licentiate of Civil Engineering	98	27	125	9	24	118	97	5	102	89	2	91
Licence Diploma or Certificate in Teaching	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate or Diploma in Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture..	49	..	49	49	..	49	..	..	..	..	..	..
Veterinary Examination..	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EXAMINATIONS												
<i>(a) On completion of High School Course</i>												
Matriculation ..	16,257	4,304	20,561	13,602	2,234	15,836	805	2,306	3,201	6	1,443	2,207
School Final, etc. ..	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Indian and European High School	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	108	..	108	76	..	76	67	..	67	56	..	56
<i>(b) On Completion of Middle School Course</i>												
Cambridge Junior ..	121	..	121	92	..	92	131	..	131	91	..	91
Anglo-Indian and European Middle	..	..	..	..	..	..	4	..	4	..	..	4
Anglo-Vernacular Middle..	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	13,386	693	14,079	10,008	393	10,401	5,113	1,675	6,788	4,021	1,064	5,085
<i>(c) On completion of Primary Course</i>												
Upper Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>(d) On completion of Vocational Course For Teacher's Certificates—</i>												
Vernacular Higher ..	57	..	57	55	..	55	31	1	32	30	1	31
Vernacular, Lower ..	387	7	394	378	..	378	310	108	418	410	44	454
At Art Schools ..	26	..	26	26	..	26	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	306	10	316	193	7	200	164	..	164	138	..	138
At Engineering Schools† ..	127	..	127	127	..	127	..	..	..	..	..	..
At Technical and Industrial Schools	177	39	216	135	8	143	120	114	234	118	97	215
At Commercial Schools ..	200	27	227	102	14	116	..	..	..	..	..	..
At Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	113	..	113	111	..	111	..	..	..	..	..	..

*i. e., appearing from a recognized institution.
 †includes Survey Schools.

IX—STATISTICS OF EDUCATIONAL

Types of Institutions	NUMBER OF INSTITUTIONS AND SCHOLARS.					
	Government		District Board		Private	
	Institutions.	Scholars	Institutions	Scholars	Institutions	Scholars.
	1	2	3	4	5	6	7
I—RECOGNISED INSTITUTIONS						
<i>For Males</i>						
Arts Colleges	1	61	...	...	...	...
High Schools	13	2,997	16	4,908	53	10,074
Middle Schools	4	359	2,728	377,241	66	9,493
Primary Schools	7	202	4,785	274,778	466	28,220
Training Schools	5	539	...	...	3	237
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults	30	1,189	92	2,714	1	20
Other Schools	1	290	...	...	...	...
Total	61	5,167	7,618	659,701	608	52,463
<i>For Females</i>						
Arts Colleges ... ..	...	...	...	...	...	...
High Schools	1	307	...	...	1	327
Middle Schools	5	243	33	3,944	14	2,339
Primary Schools	2	39	1,409	89,512	101	9,258
Training Schools	22	533	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults ... ..	...	...	1	20	...	...
Other Schools ... ..	...	...	...	...	...	...
Total	30	1,121	1,443	93,526	106	11,924
Grand Total for all Recognised Institutions.	91	6,708	9,061	7 3,227	804	64,377
II—UNRECOGNISED INSTITUTIONS.						
For Males ... ..	...	...	...	...	3,855	80,093
For Females ... ..	...	...	...	...	3,076	65,954
Total ... ..	...	...	...	...	6,931	146,046
Grand Total for all Institutions.	91	6,708	9,061	723,227	7,735	210,423

INSTITUTIONS IN RURAL AREAS

Total		EXPENDITURE ON INSTITUTIONS				NUMBER OF TEACHERS			Total
Institutions	Scholars	from Govern- ment Funds	From District Board Funds	From other sources	Total expendi- ture	In Govern- ment schools	In District Board schools	Private schools	
8	9	10	11	12	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.				
1	61	51,465	...	22,070	74,435	7	...	...	7
91	24,039	3,42,701	79,244	5,75,301	9,97,286	220	241	1,013	1,473
2,796	387,093	44,38,232	12,29,707	7,66,247	64,24,186	14	13,189	410	13,593
5,277	301,400	22,50,943	7,92,617	77,833	31,61,392	11	8,685	783	9,479
8	776	75,508	...	10,466	95,372	37	...	47	84
...
123	3,881	11,010	2,140	342	13,498	30	79	1	110
1	180	1,12,480	...	...	1,12,480	13	...	...	13
8,257	717,741	73,02,827	21,03,764	14,62,768	1,08,68,649	332	22,174	2,253	24,759
...
2	634	50,782	615	29,855	87,262	13	...	14	27
52	6,526	89,846	19,558	45,441	1,54,845	25	167	104	286
1,522	68,850	4,87,783	1,74,114	33,102	6,94,998	3	3,076	303	3,311
23	532	65,232	396	...	66,638	33*	...	...	33
...
1	20	30	31	...	51	..	1	...	1
...
1,669	76,571	4,60,673	1,94,704	1,08,398	10,02,774	72	2,164	451	2,857
9,956	704,312	60,02,490	22,08,468	15,70,456	1,18,71,423	404	24,338	2,674	27,416

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 *resiny 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.

*Training classes attached to high schools have no separate staff.

X-A.—MALE SCHOLARS BY CLASSES

CLASB	PRIMARY					MIDDLE		
	I	II	III	IV	V	VI	VII	VIII
Below 5 ..	98	..	..	..	..	..	..	..
5 to 6 ..	38,396	637	16	..	..	..	..	..
6 to 7 ..	99,251	17,777	760	64	..	..	..	..
7 to 8 ..	82,151	47,226	13,107	1,016	11	..	..	..
8 to 9 ..	41,512	50,189	37,181	10,602	664	23	..	..
9 to 10 ..	17,704	34,794	43,793	29,667	6,129	607	19	..
10 to 11 ..	7,077	16,234	32,857	35,139	18,496	5,678	387	28
11 to 12 ..	3,607	7,241	15,722	26,643	22,938	14,582	3,630	328
12 to 13 ..	1,042	3,570	6,410	13,014	16,186	16,368	10,682	3,554
13 to 14 ..	322	1,177	2,982	6,313	8,281	11,484	11,248	8,496
14 to 15 ..	116	399	1,134	2,531	3,729	6,760	8,280	9,352
15 to 16 ..	33	156	431	986	1,68	3,185	4,257	6,376
16 to 17 ..	13	42	112	278	468	1,286	2,127	3,530
17 to 18 ..	7	24	53	71	158	439	821	1,781
18 to 19 ..	1	3	13	47	49	169	264	692
19 to 20 ..	..	..	..	10	11	39	82	217
Over 20 ..	..	1	..	1	1	8	15	63
TOTAL ..	29,730	179,461	154,511	129,382	79,049	60,628	41,812	34,420

*Excludes 16 research scholars and figures of the intermediate

AND AGES.

HIGH		TOTAL	INTERMEDIATE		DEGREE			POST-GRADUATE		TOTAL	GRAND TOTAL
IX	X		1st year	2nd year	1st year	2nd year	3rd year	1st year	2nd year		
..	..	98	..	..	..	..	..	..	..	..
..	..	39,049	..	..	..	..	..	..	..	..	39,049
..	..	117,852	..	..	..	..	..	..	..	..	117,852
..	..	143,511	..	..	..	..	..	..	..	..	143,511
..	..	140,171	..	..	..	..	..	..	..	..	140,171
..	..	132,713	..	..	..	..	..	..	..	..	132,713
..	..	115,896	..	..	..	..	..	..	..	..	115,896
24	1	94,116	..	..	..	..	..	..	..	..	94,116
257	41	71,424	3	..	..	..	..	..	..	3	71,427
2,416	273	52,902	32	2	..	..	..	..	..	34	53,026
5,227	1,779	39,298	223	23	..	..	..	..	..	246	39,544
5,653	4,118	26,826	888	205	19	1	..	..	..	1,113	27,939
3,789	4,069	15,714	1,020	805	96	26	5	..	..	2,552	18,266
2,133	2,931	8,488	1,271	1,335	343	153	16	2	1	3,121	11,539
1,086	1,850	4,174	779	1,027	714	396	21	27	2	2,966	7,140
374	924	1,057	410	759	586	552	17	64	24	2,442	4,099
167	405	651	348	538	577	922	36	270	301	2,992	3,643
21,110	16,391	1,004,560	5,604	4,694	2,335	2,050	95	363	328	*15,460	1,020,02

classes attached to the Lawrence Royal Military School, Sanawar.

CLASS	PRIMARY					MIDDLE		
	I	II	III	IV	V	VI	VII	VIII
Below 5 ..	62	..	..	..	..	..	..	..
5 to 6 ..	17,012	345	5	..	..	..	..	..
6 to 7 ..	25,999	5,731	245	18	..	..	..	..
7 to 8 ..	22,404	8,425	3,969	440	6	..	..	..
8 to 9 ..	14,364	9,605	6,448	3,238	297	4	..	..
9 to 10 ..	8,143	7,403	6,498	4,455	1,906	43	..	..
10 to 11 ..	4,650	4,455	5,759	5,334	3,302	655	30	2
11 to 12 ..	2,624	2,504	4,118	5,252	4,327	1,813	429	40
12 to 13 ..	1,298	1,080	2,422	3,044	3,368	2,177	1,398	373
13 to 14 ..	312	342	1,231	1,557	2,114	1,503	1,691	1,310
14 to 15 ..	145	163	553	772	1,112	814	1,149	1,275
15 to 16 ..	27	50	220	222	507	352	604	1,032
16 to 17 ..	5	19	96	83	174	178	321	523
17 to 18 ..	1	5	24	34	73	64	170	333
18 to 19 ..	3	2	5	22	25	24	68	152
19 to 20 ..	4	1	3	4	9	13	43	81
Over 20 ..	4	..	2	3	11	6	1	54
TOTAL ..	97,057	40,120	31,598	24,478	17,231	7,646	5,924	5,176

SCHOLARS BY CLASSES AND AGES

HIGH		TOTALS	INTER-MEDIATE		DEGREE			POST-GRADUATE		TOTAL	GRAND TOTAL
IX	X		1st year	2nd year	1st year	2nd year	3rd year	1st year	2nd year		
..	..	62	..	..	..	..	..	..	..	..	62
..	..	17,362	..	..	..	..	..	..	..	..	17,362
..	..	31,993	..	..	..	..	..	..	..	..	31,993
..	..	35,244	..	..	..	..	..	..	..	..	35,244
..	..	33,956	..	..	..	..	..	..	..	..	33,956
..	..	28,448	..	..	..	..	..	..	..	..	28,448
..	..	24,187	..	..	..	..	..	..	..	..	24,187
..	..	21,107	..	..	..	..	..	..	..	..	21,107
15	..	15,175	..	..	..	..	..	..	..	..	15,175
96	4	10,160	..	..	..	..	..	..	..	..	10,160
293	93	6,359	8	..	..	..	..	..	..	8	6,367
344	233	3,591	87	11	1	..	..	..	..	99	3,690
237	217	1,853	135	83	11	1	..	..	..	230	2,083
150	160	1,023	82	110	57	7	..	..	..	256	1,279
67	116	484	53	71	68	50	1	2	..	245	729
57	57	272	14	48	51	50	2	7	2	174	446
17	32	150	22	40	46	76	4	26	37	251	401
1,276	921	231,426	401	363	234	184	7	35	39	1,263	232,689

SUPPLEMENTARY TABLE I—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH 1942.

Kind of School	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	496	26,341	26,837	3,760	8,512	12,272	7,019	9,401	16,420	36,176	73,930	110,125	2,433	15,876	18,309	49,879	136,400	186,279
Middle Schools (English)	4-5	1,357	1,872	11,397	8,127	19,524	3,151	1,717	4,868	6,737	6,614	12,351	2,514	6,047	8,561	24,294	2,2913	47,306
Middle Schools (Vernacular)	95	34	129	282,379	92,064	374,443	1,700	602	2,302	1,032	1,071	2,103	77	40	117	26,692	94,011	379,993
GRAND TOTAL	1,076	29,762	30,838	397,631	109,033	406,664	11,570	11,920	23,490	44,844	60,635	125,479	5,074	21,963	27,037	300,665	253,323	613,978

SUPPLEMENTARY TABLE II—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31st MARCH 1942.

Kind of School	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	5,371	5,041	11,312	..	..	..	698	306	1,004	3,152	1,887	5,039	270	193	472	9,500	8,387	17,887
Middle Schools (English)	569	318	887	..	..	..	1,454	304	1,758	2,973	1,047	4,020	..	..	..	4,998	1,669	6,665
Middle Schools (Vernacular)	1,167	1,018	2,185	4,431	878	5,304	7,835	2,106	9,441	23,793	6,945	30,738	880	188	1,069	37,606	11,130	48,736
GRAND TOTAL	7,107	7,277	14,384	4,431	878	5,304	9,487	2,776	12,263	29,915	9,870	39,797	1,159	381	1,540	52,102	21,166	73,268

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