

Report on the Progress of Education in the Punjab.

during the quinquennium ending

1936-37.



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Proceedings of the Punjab Government No.
the 21st December, 1937.

READ—

The report of the Director of Public Instruction for the quinquennium ending the 31st March, 1937.

1. The existing financial stringency and economic depression have had unavoidable repercussions on the enrolment and number of schools. Although the number of institutions of all types, recognized and unrecognized, boys' as well as girls', has declined only by 6 to 18,466, the enrolment has gone down by as much as 47,885. The number of schools for boys, recognized and unrecognized, has decreased by 223, whereas that for girls has increased by 217. The prospect, however, is not so gloomy as it might at first sight appear, for it is only the first three years of the quinquennium that record an aggregate fall of 65,087; the last two years mark an increase of 5,952 and 11,250 in the number of scholars and of 207 and 240 in the number of schools. For this heavy numerical decline a number of cogent and convincing reasons have been enumerated on page 8 of the report, but Government hope that, with the changes that have recently been carried out in the curriculum of middle schools, with the improvements that have been effected in the training of teachers and with the gradual lifting of the clouds of economic depression the number of schools and their enrolment should show an upward trend. Although there has been a great fall in enrolment during the quinquennium, the persistent efforts of departmental officers to improve attendance in schools, have, it is encouraging to note, met with success. Average attendance in all types of schools, boys' and girls', has shown considerable improvement.

Main
statistics.
(a) Schools
and scholars

The rise and fall in the percentage of pupils under instruction on the total population naturally follow a similar tendency in enrolment. This percentage, for boys and girls together, fell during the first three years from 5·50 to 5·38, but rose during the succeeding years from 5·38 to 5·45. The percentage of girls has gradually risen from 2·07 in 1931-32 to 2·29 in 1936-37.

The total expenditure on education from various sources during the period under review has increased by Rs. 11,27,069 to Rs. 3,19,58,212. More than half of this increase, viz., Rs. 6,26,103 has been utilized on girls' education. 51·14 per cent. (—2·36 per cent. as compared with the figure for 1931-32) of the total cost has been borne by Provincial Revenues; 14·82 per cent. (+1·29) by local bodies; 24·86 per cent. (+1·46) by fees and

(b) Expenditure.

9.68 per cent. (—39) came from other sources. The cost per capita in boys' schools has gone up by Rs. 2-5-2 to Rs. 23-5-7 and has fallen in girls' schools by Re. 0-1-7 to Rs. 20-15-11. Towards this Government funds provided almost 50 per cent. and fees 25 per cent.

(a) Col-
legiate
education

2. The total number of collegiate institutions has gone up by 1 to 30. Eleven intermediate colleges, situated in mofussil towns, have been raised during the period under review to the Degree standard; 4 Government and 7 belonging to private organisations. The number of scholars in colleges has gone down by about 500. This decrease is by no means unwelcome as it is considered highly desirable that an indiscriminate rush of unsuitable and ill-prepared candidates to University courses should be definitely discouraged and counteracted. It is discouraging to note that the intermediate colleges have dwindled in popularity and have not been very successful as four-year institutions. Government cannot continue to spend large sums of money every year on institutions which have not justified their existence, especially when funds are badly needed for worthier and more urgent objects. Steps should, therefore, be taken at once to review carefully the whole position in regard to intermediate colleges.

(b) Univer-
sity.

The Punjab University has widened its activities by the organisation of an Honours School in Physics, and by the establishment of a department of Political Science and of a Public Service Examination Class. Useful research work has been done by both University and college professors in the departments of Science, Oriental learning and Economics. Government note with particular appreciation the very useful and laudable work done by Dr. S. S. Bhatnagar, O.B.E., Professor of Physical Chemistry and Director of Chemical Laboratories, in the domain of scientific research.

The Punjab Government whole-heartedly associates itself with the warm tribute paid by the Director of Public Instruction to Dr. A. C. Woolner, and to Professors S. R. Kashyap and Devi Dyal, whose deaths during the quinquennium are a heavy blow to education in the Punjab. Another great loss to the department has been Principal Garrett's retirement. All these gentlemen gave of their best to education in their respective spheres and the Punjab owes a deep debt of gratitude to them for the excellent work they did in the cause of higher education in the province.

Secondary
education.
(a) Statistics.

3. During the quinquennium the number and enrolment of secondary schools have decreased by 289 and 70,816, respectively. The fall in the number of institutions is attributable either to the closure or the reduction to the primary status of uneconomical and wasteful lower middle schools, while the decline in enrolment

is ascribed to economic depression, unemployment among the educated classes and the abolition of 1,457 branches. The high schools continue to flourish.

This province has a comparatively large number of anglo-vernacular schools. This is due to the spirit of communal rivalry which has been responsible in the past for an unnecessary duplication of institutions and consequent wastage of funds. It is time that the department discouraged this undesirable spirit by making the application of the "educational necessity" clause of recognition rules more stringent and advised private organisations to divert their attention, energy and money into such desirable channels as the opening of girls' schools or to the starting of boys' schools in backward rural areas, or to the institution where a demand exists of industrial training centres for boys and girls. It is a relief to note that the introduction of new service rules and of agreement bonds has brought about a measure of improvement in stabilising service in private schools. All irregularities committed by managing committees should be dealt with strongly and firmly by the Department.

(b) Anglo-vernacular schools.

It is a matter for great satisfaction that life in schools, is being gradually made more congenial and pleasant by the introduction of a fairly large number of wholesome activities and useful hobbies. Medical inspection is receiving adequate attention and physical education has shown considerable improvement. Manual training centres have helped to impart a useful training of hand and eye. Personal hygiene, cleanliness and general health have received adequate stress. Strenuous endeavours have been made to give instruction an environmental, agricultural and vocational bias in village secondary schools.

(c) Extramural activities.

Secondary schools in rural areas are making a valuable contribution to the spread of literacy, to the creation of a healthy public opinion on important social, economic, educational and political matters, to the introduction of improved methods of cultivation and to the retention of village youths in their natural environment during the impressionable years of their life. The organisation, in or through these schools, of such beneficent activities as village games and recreation clubs, village libraries, centres of village handicrafts and adult classes, is likely to make these institutions potent agencies in the fight against illiteracy, ignorance and superstition.

(d) Rural secondary schools.

4. The number of primary schools has advanced by 200 but the enrolment has declined by 10,193 and the average attendance by 4,384. When to this is added the fall of 63,213 in the enrolment of primary departments of secondary schools, the total loss amounts to 73,406. This is disquieting, for although the decrease in

Primary education (boys).
(a) Statistics

enrolment is mainly due to the prevalence of economic depression in rural areas, the elimination of bogus enrolment, retrenchment in local body budgets and also to the closure of branch schools, yet it is obvious that the desirability of filling existing schools has not been sufficiently and strongly impressed on local bodies which often rush into wasteful educational expansion. All unnecessary and unwarranted waste must be checked and the indiscriminate opening of new schools rigorously controlled by the Department in future.

(b) Progress of literary.

The present position has been very carefully explained and summarised by the Director on page 10—13 of the report. It is gratifying to observe that wastage has continued to diminish in the three higher classes of the primary department and that the flow of promotion has been made regular and the distribution of scholars in the four classes more uniform. Government hope that, with continued and strenuous efforts the calculated maximum, *viz.*, 60 per cent. of pupils reaching class IV after four years' schooling will soon be attained. It is suggested that a well designed five years programme for effecting further improvement should be drawn up and enforced by the Department.

(c) Single teacher primary schools and branch schools.

Government hold the opinion that the one-teacher primary school is a wasteful institution and of doubtful utility in the removal of illiteracy owing to its inefficiency and ineffectiveness. It is, therefore, disquieting, to note that the number of such schools has advanced throughout the period by 564 to 1,802 with the result that the percentage of such schools on the total number of primary schools for boys stands now at 30. Although for obvious reasons the retention or encouragement of such schools may be considered an unwelcome necessity in some sparsely populated backward areas, no encouragement should ordinarily be given to single-teacher schools in future. Branch schools have also failed to achieve the object for which they were instituted. Some districts have abolished such schools altogether with the consequence that their total number in all districts has been reduced from 2,429 to 972 in the past five years.

(d) Adult schools.

The large fall in the number of adult schools and their enrolment is an index of their unpopularity and failure. Government is in full accord with the Director's diagnosis and endorses the suggestion that Dr. Laubach's method of teaching adults, based as it is on sound psychological principles, may be adopted on a wider scale by the Department.

(e) Compulsion.

The unanimous verdict of the inspectors that compulsion under the present compulsory Primary Education Act has failed is a sad commentary on its progress in the province. Government is in complete agreement with the reasons given by the Director

for the failure of compulsion and considers, on the strength of the facts and figures supplied, that the Act should be so amended that a stricter application of compulsion along well-planned lines may prove an effective remedy for eliminating wastage in both boys' and girls' schools.

It is a relief to turn from these depressing facts to the encouraging features of the primary schools. Considerable improvement has been effected, during the quinquennium, in their instructional condition. Interesting methods of teaching infants such as 'activity,' 'playway' and 'project' have made instruction not only pleseant but attractive for children. Increased attention has been paid to the hygienic condition of school buildings and their environments, to the cleanliness of person and dress of pupils, and the introduction of creative work. The supply of better trained teachers conversant with child psychology and children's nature and requirements and the introduction of gardening, floriculture, hobbies and interesting games in school have all had the cumulative effect of attracting and retaining boys in schools longer than before.

(f) Instruction and other activities.

5. One of the most refreshing and striking features of the present quinquennium is the notable advance in girls' education. In contrast to an all-round decline in boys' schools and pupils it is encouraging to note that, with an addition of 279 to their number, recognized girls' schools have registered a welcome increase in enrolment of 30,440. This advance is still more gratifying in view of the acute financial stringency and the levy of tuition fees in anglo-vernacular schools for girls' during the period. This is a clear indication of the growing popularity of girls' education. Another noteworthy feature of this advance is that larger numbers have begun to be attracted to the higher stages. The increase in the number of girls appearing in the Middle School Examination during the quinquennium from 1,952 to 3,721 confirms this view. The vital problem of an adequate supply of suitably trained mistresses for primary as well as secondary schools is being satisfactorily tackled by the Department. The training of wives of teachers at Lyallpur and Jullundur in two batches of 20 is a hopeful experiment aiming at the supply of teachers in co-educational schools. The Lady Maclagan Training College for Women and the Kinnaird Training Centre, Lahore, continue to supply trained graduates and under-graduates for anglo-vernacular schools. Equally pleasing is it to note that the qualification for admission to women's normal schools is gradually being raised and that more intensive and helpful inspection of vernacular schools, with an increase in the number of assistant inspetresses and the organisation of refresher courses for teachers, has contributed to the efficiency of schools. With a better type of teacher, schools are bound to

Girls' education.

become more attractive. The important questions of having girls' schools in sanitary buildings, of providing accommodation for games and physical activities and of introducing a regular system of medical inspection and treatment in all girls' schools should be taken up seriously. Other innovations of note are the opening of co-educational institutions, staffed by women teachers, in the Amritsar and Sheikhpura districts and the opening of a larger number of middle schools with normal classes attached to them in backward rural areas. These experiments will be watched with interest. Physical training, Girl guiding and Junior Red Cross branches continue to flourish.

**Training
of teachers.**

6. It is gratifying to note that the percentage of trained teachers has, during the past five years, gone up by 1.4 to 86.8. This percentage shows a marked decline in private aided and unaided primary schools. Government is of the opinion that in the interests of instructional efficiency, and with a view to reducing unemployment among trained teachers, the employment of untrained teachers in recognized schools should be restricted to the barest minimum. Equally pleasing is the improvement effected in the training of teachers, both vernacular and anglo-vernacular. Imbued with the spirit of a new learning, trained in newer activities and possessed of a wider outlook on life and their vocation, the teachers are causing a commendable transformation in the schools. The reorganisation of normal schools is another important problem to be tackled. Such points as the qualifications of candidates for admission to the classes, revision of the courses of studies to suit changing conditions and requirements and a re-classification of the current courses, are some of the points deserving careful consideration.

**Profes-
sional, techni-
cal and voca-
tional
education.**

7. The popularity of institutions for professional and technical instruction is evidenced by the steadily increasing number of applicants for admission.

Agricultural training has gained popularity in secondary schools situated in rural areas. This is apparent from a steadily growing demand for farms and plots attached to schools and from the keenness with which pupils and their parents interest themselves in this activity. It is gratifying to note that these farms have, on the whole, been able to maintain a credit balance. Some of the notable offshoots of this valuable training are the laying out of flower gardens in school compounds and the growth of 'home plots,' the organisation of arbour days, flower shows and old boys' farming associations in several districts and the introduction of useful activities such as lac-culture, sericulture, vegetable growing, fruit farming, and poultry farming.

Post-matriculation clerical classes do not appear to be very successful. If they are to attain popularity with business houses and offices, the qualifications of candidates for admission and the syllabus should undergo radical revision.

8. The generous financial assistance and other ameliorative measures such as special concessions, etc., awarded to backward communities have continued unabated during the quinquennium. It is disquieting, therefore, to observe a decline of 59,479 in the number of Muslim pupils in the primary and secondary stages. The reasons given are the lukewarm and apathetic attitude of the Muslims towards general education and the economic slump which has hit the Muslims, an agricultural community, hardest. It is depressing also to note a fall of 4,888 in the number of depressed class boys and girls in all types of recognized schools. Here again the main reason is stated to be economic depression. More sympathetic treatment of these children and continued propaganda work among the community are likely to attract a larger number of pupils from this backward class and bring about, as a result, the much-desired social, economic and intellectual awakening among these unfortunate people.

9. One of the recommendations of the Punjab Text-Book Enquiry Committee, appointed on 22nd May, 1934, as a result of a resolution passed in the Punjab Legislative Council, led to the dissolution of the Punjab Text-Book Committee in March, 1936, and the constitution in its place of the Punjab Advisory Board for Books from that date. The recommendations regarding the newly formed Board have already been accepted by Government while others are yet under consideration. Due to uncertainties involved in the evolution of the new Board, most of the activities of the Text-Book Committee had either to be curtailed or suspended. Such activities as the free display of educational films to schools and colleges, the preparation of maps, and the free distribution of books translated by the committee were continued at the previous level.

10. During the major portion of the quinquennium the post services have been suitably acknowledged in last year's report. Mr. Parkinson, now Educational Commissioner with the Government of India, remained Director of Public Instruction from 1st November, 1935, to 6th November, 1936, but during this brief period he exhibited great ability, keenness and insight in the discharge of his duties. Mr. Armstrong held charge with success of the Department for about five months of the last year of the quinquennium. The thanks of the Government are also due to

the other officers who have helped in the work of the Department during the period and also to Mr. P. D. Bhanot, Inspector of Training Institutions for help in drafting the quinquennial report. Government appreciates in particular the services of Miss Thomas as Deputy Directress of Public Instruction, Khan Bahadur Sheikh Nur Elahi, and Rai Bahadur Mr. Man Mohan as Assistant Director of Public Instruction, whose hard work and advice on important matters have been of immense help to the Department.

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

By order of the Governor of the Punjab,

W. H. F. ARMSTRONG,

Under-Secretary to Government, Punjab.

CHAPTER I.

General Summary.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

				PERCENTAGE OF SCHOLARS TO POPULATION.					
				<i>Recognized institutions.</i>			<i>All institutions.</i>		
				1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.
Area in square miles	99,866								
Population—									
Males ..	12,880,510	Males ..		8.25	7.40	7.42	8.82	8.01	8.07
Females ..	10,700,342	Females ..		1.28	1.66	1.72	1.85	2.26	2.29
Total ..	23,580,852	Total ..		5.09	4.80	4.83	5.61	5.40	5.45

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

	INSTITUTIONS.					SCHOLARS.					Stages of instruction of scholars entered in column 8.
	1931-32.	1935-36.	1936-37.	Increase or decrease.		1931-32.	1935-36.	1936-37.	Increase or decrease.		
				Since 1931-32.	During 1936-37.				Since 1931-32.	During 1936-37.	
	1	2	3	4	5	6	7	8	9	10	11
RECOGNIZED INSTITUTIONS.											
A.—Universities ..	1	1	1	..	..	20	10	8	-12	-2	
<i>For males.</i>											
B.—Arts Colleges ..	31	32	32	+1	..	12,900	13,650	13,132	+232	-518	(a) 4,616 (b) 7,240 (c) 1,124
Professional Colleges	8	8	8	..	..	1,952	2,380	2,032	+80	-348	(a) 1,569 (b) 463
High Schools ..	323	338	343	+20	+6	131,655	139,149	144,986	+13,331	+5,837	(c) 106,590 (d) 38,396
Middle Schools ..	3,470	3,231	3,161	-309	-70	507,527	433,720	423,622	-83,905	-10,098	(c) 105,608 (d) 318,014
Primary Schools ..	5,611	5,675	5,811	+200	+136	386,870	369,882	376,687	-10,183	+6,805	(d) 376,687
Special Schools ..	694	303	289	-405	-14	22,258	11,962	12,360	-9,898	+398	
Total ..	10,137	9,587	9,644	-493	+57	1,063,162	970,743	972,819	-90,343	+2,076	

<i>For Females.</i>											
C. Arts Colleges	2	4	4	+2		240	579	648	+408	+69	{ (a) 143 (b) 355 (c) 150
Professional Colleges	1	2	2	+1		29	116	119	+90	+3	{ (a) 37 (b) 82
High Schools	40	40	42	+2	+2	12,263	11,670	11,558	-705	-112	{ (c) 4,487 (d) 7,071
Middle Schools	135	177	195	+60	+18	28,135	40,733	44,113	+15,978	+3,380	{ (c) 6,884 (d) 37,229
Primary Schools	1,627	1,779	1,830	+203	+51	94,050	106,453	108,431	+14,381	+1,978	(d) 108,431
Special Schools	57	60	68	+11	+8	2,701	2,572	2,989	+288	+417	
Total	1,862	2,062	2,141	+279	+79	137,418	162,123	167,858	+30,440	+5,735	
UNRECOGNIZED INSTITUTIONS.											
For males	3,292	3,603	3,562	+270	-41	72,241	80,641	83,587	+11,346	+2,946	
For females	3,180	2,973	3,118	-62	+145	60,726	60,915	61,410	+ 684	+495	
Total	6,472	6,576	6,680	+208	+104	132,967	141,556	144,997	+12,030	+3,441	
GRAND TOTALS	18,472	18,226	18,466	-6	+240	1,333,567	1,274,432	1,285,682	-47,885	+11,250	

(a) Graduate and post-graduate classes.

(b) Intermediate classes.

(c) Secondary stage.

(d) Primary stage.

*Does not include 152 scholars in the Oriental College, Lahore, of whom 26 attend the post-graduate classes and 126 Oriental Titles' Classes.

GENERAL SUMMARY OF EXPEN-

	TOTAL EXPENDITURE.					PER CENT
	1931-32.	1935-36.	1936-37.	Increase or decrease		Government funds.
				Since 1931-32.	During 1936-37.	
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction and Inspection.	12,45,678	14,48,083	14,56,838	+2,11,160	+8,755	..
Universities ...	10,81,075	16,44,642	11,75,083	+94,008	-4,69,559	..
Miscellaneous (including expenditure on buildings).	32,52,233	30,54,755	30,87,098	-1,65,135	+32,343	..
Total ..	55,78,986	61,47,480	57,19,019	+1,40,033	-4,28,461	..
<i>Institutions for males.</i>						
Arts Colleges ..	23,72,703	25,91,429	26,18,909	+2,46,206	+27,480	28.86
Professional Colleges	12,43,352	13,04,382	12,66,040	+22,688	-38,342	76.33
High Schools ..	58,22,730	60,36,281	61,98,755	+3,76,025	+1,62,474	31.0
Middle Schools ..	77,02,125	74,80,988	73,86,160	-3,15,965	-94,828	64.28
Primary Schools ..	37,98,489	40,73,590	40,88,593	+2,90,104	+15,003	60.78
Special Schools ..	14,14,152	11,89,633	11,56,027	-2,58,125	-33,606	73.27
Total ..	2,23,53,551	2,26,76,303	2,27,14,484	+3,60,933	+38,181	51.61
<i>Institutions for females.</i>						
Arts Colleges ..	89,727	1,72,566	1,94,180	+1,04,453	+21,614	57.11
Professional Colleges	21,585	54,907	50,161	+28,576	-4,746	82.06
High Schools ..	8,01,549	8,40,309	8,87,916	+86,367	+47,607	58.71
Middle Schools ..	6,13,171	8,36,054	9,14,867	+3,01,696	+78,813	34.14
Primary Schools ..	9,99,639	11,49,721	11,43,118	+1,43,479	-6,603	48.05
Special Schools ..	3,72,935	3,31,704	3,34,467	-38,468	+2,763	59.37
Total ..	28,98,606	33,85,261	35,24,709	+6,26,103	+1,39,448	49.20
GRAND TOTAL ..	3,08,31,143	3,22,09,044	3,19,58,212	+11,27,069	-2,50,832	51.14

EXPENDITURE ON EDUCATION.

AGE OF EXPENDITURE IN 1936-37 FROM			COST PER SCHOLAR IN 1936-37 TO				Total cost per scholar.
D. B. and M. B. funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
7	8	9	10	11	12	13	14
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..
..
..
..
15	54.90	16.09	57 8 10	0 4 9	109 7 11	32 1 4	199 6 10
..	23.09	.58	475 9 2	..	143 13 4	3 10 3	623 0 9
5.7	53.40	9.90	13 4 0	2 6 11	22 13 4	4 3 9	42 12 0
19.73	13.64	2.34	11 3 4	3 7 0	2 6 1	0 6 6	17 6 11
33.17	1.74	4.33	6 9 6	3 9 7	0 3 0	0 7 6	10 13 7
.74	20.26	5.73	68 8 5	0 11 1	18 15 2	5 5 9	93 8 5
13.99	27.98	6.42	12 0 10	3 4 4	6 8 6	1 7 11	23 5 7
..	42.73	.16	171 2 0	..	128 0 7	0 7 11	299 10 6
..	11.30	6.64	345 14 3	..	47 10 4	27 15 9	421 8 4
1.41	31.20	8.68	45 2 9	1 1 4	23 14 5	6 10 8	76 13 2
26.26	9.10	30.50	7 1 3	5 7 2	1 13 10	6 5 6	20 11 9
38.61	.73	12.61	5 1 0	4 1 2	0 1 3	1 5 3	10 8 8
3.97	6.24	30.42	66 6 10	4 7 3	6 15 7	34 0 8	111 14 4
20.00	13.52	17.28	10 5 4	4 3 5	2 13 5	3 9 9	20 15 11
14.32	24.86	9.68	12 11 5	3 8 11	6 2 10	2 6 6	24 13 8

Institutions.

During the quinquennium the number of schools of all grades, recognized and unrecognized, boys' as well as girls' has declined by 6 to 18,466. The number of institutions for boys has declined by 223 to 13,206 and those for girls has increased by 217 to 5,259. Unrecognized institutions for boys record a rise of 270 or almost 9 per cent. (from 3,292 to 3,562) and those for girls a fall of 62 or 2 per cent. (from 3,180 to 3,118). The number of recognized institutions for boys has fallen by 493 to 9,644, and that for girls has risen by 279 to 2,141 giving a total decrease of 214 from 11,999 to 11,785. The chief fall in the number of boys' schools is noticeable in the case of middle schools (—309) and of special schools (—405). It is very pleasing to note that the girls' schools show an all round increase.

The drop of 493 in the number of recognized schools for boys is wholly due to the closure, and reduction in status of a large number of uneconomical and unsuccessful lower middle schools and to the abolition of unnecessary and wasteful adult schools. It is disquieting to note that unrecognized schools are 27 per cent. and 59 per cent. of the total number of institutions for boys and girls respectively.

The subjoined comparative statement classifies institutions according to management :—

Type of institutions.	1931-32.		1936-37.	
	Publicly managed.	Privately managed.	Publicly managed.	Privately managed.
(A)—Recognized—				
1. Arts Colleges	14	19	16	20
2. Professional Colleges ..	6	3	7	3
3. Secondary Schools ..	3,542	426	3,285	456
4. Primary Schools ..	5,290	1,658	6,256	1,385
5. Training Schools ..	30	8	24	4
6. Special Schools ..	562	151	281	48
Total ..	9,434	2,165	9,869	1,916
(B)—Unrecognized ..	2	6,470	..	6,680
GRAND TOTAL ..	9,436	8,635	9,869	8,596

In 1931-32 there was one recognized school for every 9.8 square miles; now there is one for 10.3 square miles. This is due to a fall in the number of boys' schools from 10,137 to 9,644. With the rise in the number of schools for girls, there is now one girls' school for every 46.3 square miles as against 53.6 square miles in 1931-32.

Enrolment in all types of schools for boys and girls, recognized and unrecognized, shows a decline of 47,885 : from 1,333,567 in 1931-32 to 1,285,682 in 1936-37. The rise and fall in enrolment during the past five years is illustrated in the following table :—

Year.	Number of scholars.	Increase or decrease.
1932-33	1,295,770	—37,797
1933-34	1,280,754	—15,016
1934-35	1,268,480	—12,274
1935-36	1,274,492	+5,952
1936-37	1,285,682	+11,250
		—47,885

It is noticeable that the numerical retrogression of the first three years of the quinquennium which contributed a fall of 65,087 to the aggregate has been definitely counteracted by a steady increase during the last two years. With renewed efforts it should not be long before we regain our position of 1930-31 when enrolment was the highest, *viz.*, 1,385,841. Coming to details, the boys' schools register during the quinquennium a decline of 90,343 while the girls' schools and unrecognized institutions give an increase of 30,440 and 12,030 respectively. The girls' institutions indicate increase at all stages except in the high schools where, despite an addition of 2 in their number, enrolment has gone down by 705. The unrecognized girls' schools have decreased by 62 and yet their enrolment has increased by 684. The primary and middle schools have added 30,359 pupils to the total increase in girls' schools. The Arts and Professional Colleges and high schools for boys record a total increase of 13,643 while the middle, primary and special schools show a decrease of 83,905, 10,183 and 9,898 respectively. The position

of the various divisions with respect to rise or fall in the enrolment of the vernacular schools is :—

Division.	Middle Schools.	Primary Schools.	Special Schools.
Ambala	—2,192	+4,799	—794
Jullundur	—20,156	—1,801	—1,594
Lahore	—18,218	—275	—1,714
Rawalpindi	—10,827	—382	—839
Multan	—32,591	—12,584	—3,788
Total	—83,984	—10,193	—8,729

Multan Division registers the largest fall in enrolment in the three types of schools, while Ambala Division shows the least fall in the case of middle and special schools where decrease is shared by all divisions.

A number of causes have been suggested for the numerical decline. The fall in the enrolment of special schools, which is due to the closure of wasteful adult schools, should not give any cause for perturbation. During the five years 405 of these extravagant—and perhaps bogus—schools were closed down. In the primary schools the enrolment has decreased mainly because of the prevalence of economic depression in rural areas, retrenchment in local body budgets and partly due to the closure of unnecessary schools, to efforts at consolidation and concentration, stricter vigilance over regularity of attendance and genuineness of enrolment and to insistence on an even and well regulated flow of class promotions. In the secondary schools the fall is accounted for by financial stringency and the closure or reduction of a number of unnecessary lower middle schools to the primary status for lack of adequate enrolment. It is hoped that the revised syllabus for the Vernacular Final Examination introducing Rural Science as one of the compulsory subjects may help in popularizing education in rural areas.

The divisional enrolment in recognized institutions for the year 1931-32 and 1936-37 is given below :—

Division,	1931-32.	1936-37.	+ or —
Ambala	144,371	150,885	+6,014
Jullundur	229,004	210,657	—18,347
Lahore	302,111	298,798	—3,313
Rawalpindi	234,342	234,593	+251
Multan	264,114	219,220	—44,894
Total	1,173,942	1,113,653	—60,289

The percentage of pupils under instruction on the total population shows a decline of $\cdot 16$ (from $5\cdot 61$ in 1931-32 to $5\cdot 45$ in 1936-37). For the first three years there was a steady fall of $\cdot 12$ from $5\cdot 50$ to $5\cdot 38$, but during the last two years there was a rise of $\cdot 07$. The rise and fall in the percentage naturally follow the increase and decrease in enrolment. The percentage of pupils under instruction in all institutions for the past five years is as follows :—

Year.	Boys.	Girls.	Boys and girls.
1932-33	8·35	2·07	5·50
1933-34	8·38	1·88	5·43
1934-35	8·03	2·19	5·38
1935-36	8·01	2·26	5·40
1936-37	8·07	2·29	5·45

Much leeway has yet to be made by boys to attain the high percentage of 1930-31 which was $9\cdot 32$. It is pleasing to note,

however, that there has been a steady increase of 2.22 to 2.29 in the percentage of girls during the quinquennium.

Average attendance.

With a decrease of 47,885 in enrolment, the average attendance has kept steady. This clearly shows that efforts at consolidation have in a large measure secured regularity of attendance among boys. The figures below show that average attendance in recognized schools has increased appreciably in all types of schools :—

	1931-32.		1936-37.	
	Males.	Females.	Males.	Females.
Anglo-Vernacular Middle ..	91.0	88.6	91.9	89.1
Vernacular Middle ..	84.9	84.8	85.8	87.5
Primary ..	84.5	83.3	85.5	85.7

Expenditure.

The main figures showing total expenditure on institutions of different types, the expenditure from the various sources, and the total cost per scholar in the various grades of schools are tabulated in the beginning of the chapter. The table shows at a glance that the total expenditure on education during the quinquennium has advanced by Rs. 11,27,069 to Rs. 3,19,58,212 there being an increase of Rs. 1,40,033 in indirect expenditure, of Rs. 3,60,933 on institutions for boys and of Rs. 6,26,103 on that for girls. The percentage of expenditure from Government funds on boys' and girls' schools has gone down by 3.47 per cent. (from 55.08 to 51.61) and 2.47 per cent. (from 51.67 to 49.20) respectively. The cost per scholar in boys' institutions has increased by Rs. 2-5-2 in girls' schools has decreased by Re. 0-1-7.

Progress of literacy.

The following table gives figures of enrolment in the primary classes of schools for boys for the last six years :—

YEAR.	I.	II.	III.	IV.
1931-32 ..	998,528	182,898	120,186	97,685
1932-33 ..	875,819	165,393	124,447	96,938
1933-34 ..	861,276	162,080	128,306	99,289
1934-35 ..	943,368	159,780	122,192	98,947
1935-36 ..	932,133	163,845	123,703	99,082
1936-37 ..	817,850	168,197	130,217	101,616

It is gratifying to note that Classes III and IV record an increase of 10,031 and 3,931 respectively during the quinquennium. This is an unmistakable proof of the fact that wastage has been decreased and class to class promotions have been rendered steady and regular. Class II shows a fall of 14,701. During the first three years of the quinquennium the decrease amounted to 23,118, but in the succeeding two years a gradual rise is noticeable. It is hoped that enrolment will assume an upward tendency in this class also during the next few years. Enrolment in Class I has decreased steadily by 76,173 from 393,523 in 1931-32 to 317,350 in 1936-37 or of almost 15,234 per year. This fall is not disappointing as it is due solely to the weeding out of the inflated figures, the elimination of bogus enrolment, and the cancellation of the names of irregular students. Another reason is perhaps also the reluctance on the part of the teachers in making admissions to Class I during the second session of the year (October and November).

The following table shows another aspect of enrolment, *viz.*, the extent of diminution between the classes :—

Diminution between	1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
Class I and II	209,926	199,196	183,588	168,288	149,153
Class II and III	40,946	38,774	37,588	40,142	37,980
Class III and IV	27,509	24,017	23,245	24,621	28,601

These figures indicate that much improvement has resulted from the persistent efforts to reduce wastage. The amount of wastage between classes I and II, and II and III has almost continued to decrease throughout the quinquennium. The progress was satisfactory between classes III and IV during the first three years of the quinquennium, but the difference has tended to rise during the years 1935-36 and 1936-37 from 23,245 to 28,601. The cause of leakage at this stage is that owing to dire economic distress, pupils in these classes of the department are withdrawn by the parents for their own help in the fields or in house work.

Taking 12 per cent. as the percentage of school-going boys of the total male population we find that 46·5 per cent. of such boys already attend the primary classes of schools. The actual average strength of a primary school works out at 64·7 pupils. If this number could be doubled we shall have practically universal boys' education in the Province.

The following statement gives the percentage of boys in the four classes on the total enrolment in the primary department for the past six years :—

YEAR.	I.	II.	III.	IV.
1931-32 ..	49·6	23·0	15·1	12·3
1932-33 ..	49·8	21·7	16·8	12·7
1933-34 ..	48·4	21·7	16·6	13·8
1934-35 ..	47·4	22·0	16·8	13·6
1935-36 ..	46·2	22·8	17·2	13·8
1936-37 ..	44·2	22·1	18·1	14·1

The above figures show that marked success has been achieved during the quinquennium in reducing the disproportionate base of the pyramid at class I and in producing a slightly more uniform distribution of scholars in the four classes. The percentage of class I on the total enrolment in all the four classes has been reduced in five years from 49·3 to 44·2 or by 5·1. The proportion has increased by ·4, 1·8 and 1·4 in class II, III and IV respectively.

If we approach this problem from another angle, we find that we are slowly but steadily nearing the ideal state of affairs. Reckoning the normal decrease from class to class at a sixth which would include incidence of mortality and losses from other causes, and taking 100 as the enrolment of class I we have the following number in different classes ; class I, 100, class II, 84, class III, 70 and class IV, 58. This ideal classification gives the following proportion to the total enrolment ; class I, 32 per cent., class II, 27 per cent., class III, 22 per cent. and class IV, 19 per cent. We are thus short of these figures by 12 per cent. in class I, 5 per cent. in class II, 4 per cent. in class III and 5 per cent. in class IV. Proceeding at the rate we have done during the past five years it may be possible to achieve this ideal before long.

The percentage of boys in class I in 1933-34 (361,276) who reached class IV in 1936-37 (101,616) works out at 28·1. Divisionwise the position is :—

Rawalpindi 33·5 ; Jullundur 31·5 ; Lahore 27·2, Multan 26·8 and Ambala 25. Here a word of explanation is necessary.

Admissions to class I in the Punjab are made in the months of April, May and June and then again in October and November. It has been estimated that the number admitted in the latter session is about 25 per cent. of the total for the year. Deducting, therefore, at least 20 per cent. of the total admitted, from the total figures, *viz.*, 361,276, as unpromotable, the number who reach class IV after four years stands at 85 per cent.

The prime cause of all wastage at the primary stage is irregular attendance of the pupils, as this leads through unsatisfactory progress to stagnation and consequently to leakage. Irregular attendance is caused by reasons both internal and external. Ineffective and uninteresting teaching methods; infliction of corporal punishment by teachers; over-crowded classes leading to inattention by teachers; inefficient, incompetent and indifferent teachers; wooden and stereotyped methods of instruction and biennial admissions are some of the internal causes. The apathy of an average rural parent towards education, arising from lack of employment for his children after schooling and growth of unemployment among the educated, lack of perceptible effects of literacy on boys and the greater economic value of a boy on the farm or in the house are some of the external reasons. Most of the Inspectors suggest the restriction of admission of boys to class I to one session and the reduction of the number of boys for a teacher in class I to 25.

During the quinquennium under report the number of single-teacher schools has gone up by 564 (or 45 per cent.) to 1,802. Their present number and increase divisionwise is given below:—

Ambala	640	+171
Jullundur	298	+140
Lahore	216	+29
Rawalpindi	258	+67
Multan	450	+157
Total ..	1,802	+564

The increase in the number of these schools in the province throughout the last five years has been unabated as is clear from the following table:—

1932-33	1,442
1933-34	1,507
1934-35	1,538
1935-36	1,585
1936-37	1,802

The year 1936-37 has added the largest number—217—during the quinquennium. The percentage of single teacher schools on the total number of primary schools for boys in the province works out as 30 and is as follows :—

Division.	Primary schools.	Single teacher schools.	Percentage.
Ambala	1,068	640	60
Jullundur	1,125	238	21
Lahore	1,261	216	17
Rawalpindi	1,015	258	25·4
Multan	1,398	450	33
Total	5,807	1,802	30

Efforts at minimising or gradually reducing the number of these schools have not met with much success during this period of financial stringency and economic distress. A single-teacher school admittedly bears the hall-mark of inefficiency and wastefulness educationally and economically, but its retention or even its encouragement in some sparsely-populated backward tracts is bound to remain a necessary evil for some time to come. In the districts of Multan, Muzaffargarh and Dera Ghazi Khan the percentage of such schools on the total number of primary schools in the districts is as high as 41·8, 57 and 51 respectively. The Inspector of Schools, Multan, ascribes this high percentage to the peculiar geographical features of the district, scattered population, difficult means of communication between villages, and to extreme climatic conditions. The elevation of branch schools to the primary status without adequate enrolment is another cause of increase in the number of single-teacher schools. Retrenchment in school staff effected by some district boards for the sake of economy is yet another contributory cause. The Inspector of Schools, Lahore, suggests the reduction in the number of single-teacher schools by converting them into "mixed" schools.

It is significant that wastage is the largest in those divisions where the single-teacher schools preponderate. For instance, in the Ambala Division, with the largest number of single-teacher schools—60 per cent. of the total number of primary schools—the percentage of boys of class I reaching class IV in 4 years is the lowest in the Province—25, whilst in Jullundur, with 21 per cent. of such schools 31·5 is the percentage of literacy.

Out of 33,652 teachers employed in schools of all types for Indian boys 29,241 or 86·8 are trained. If the untrained teachers who have, for their long and satisfactory service, been awarded special departmental certificates be included, the percentage would be enhanced to 90·2 per cent. The total number of teachers has fallen, during the quinquennium, by 621 to 33,652 because of the retrenchment and economy in staffs necessitated by financial stringency. The percentage of trained teachers divisionwise is :—

DIVISION.	Total.	Trained.	Percentage in 1931-32.	Percentage in 1936-37.
Ambala ..	4,816	4,190	84·5	87·0
Jullundur ..	6,462	5,646	85·6	87·3
Lahore ..	8,368	7,330	85·9	87·6
Rawalpindi ..	6,977	5,886	79·0	84·3
Multan ..	7,088	6,239	79·2	87·9

The provincial percentage for the five years is given below :—

1932-33 ..	85·2
1933-34 ..	85·3
1934-35 ..	86·3
1935-36 ..	87·09
1936-37 ..	86·8

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

Management.	HIGH.		MIDDLE.		PRIMARY.	
	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.
Government ..	95·3	97·3	91·2	91·0	93·3	96·4
Local body ..	88·5	93·2	93·4	89·4	89·8	91·9
Aided ..	78·9	78·4	76·0	77·5	42·7	33·6
Unaided ..	64·5	64·1	73·3	71·7	35·4	25·2

Government and local body schools, both anglo-vernacular and vernacular are suitably staffed with trained and certificated teachers. The privately managed schools have yet much leeway to make up. In the Multan Division the number of trained teachers employed in aided and unaided primary schools is 25·7 and 9·1 respectively. The Lahore Inspector suggests that no school should in future be treated as an elementary school. This measure, he thinks, is likely to improve the efficiency of these schools, as also help quite a number of trained unemployed teachers to find employment. The Multan Inspector stressing the need for improving the training qualifications of junior vernacular teachers observes thus :—“ He (the junior vernacular) is only a middle-pass, with a few months' training in a normal school and his mental and intellectual developments is much too poor to enable him to do his work efficiently. This factor is retarding the progress of literacy, and it is strongly urged that the period of training be extended from one to two years”.

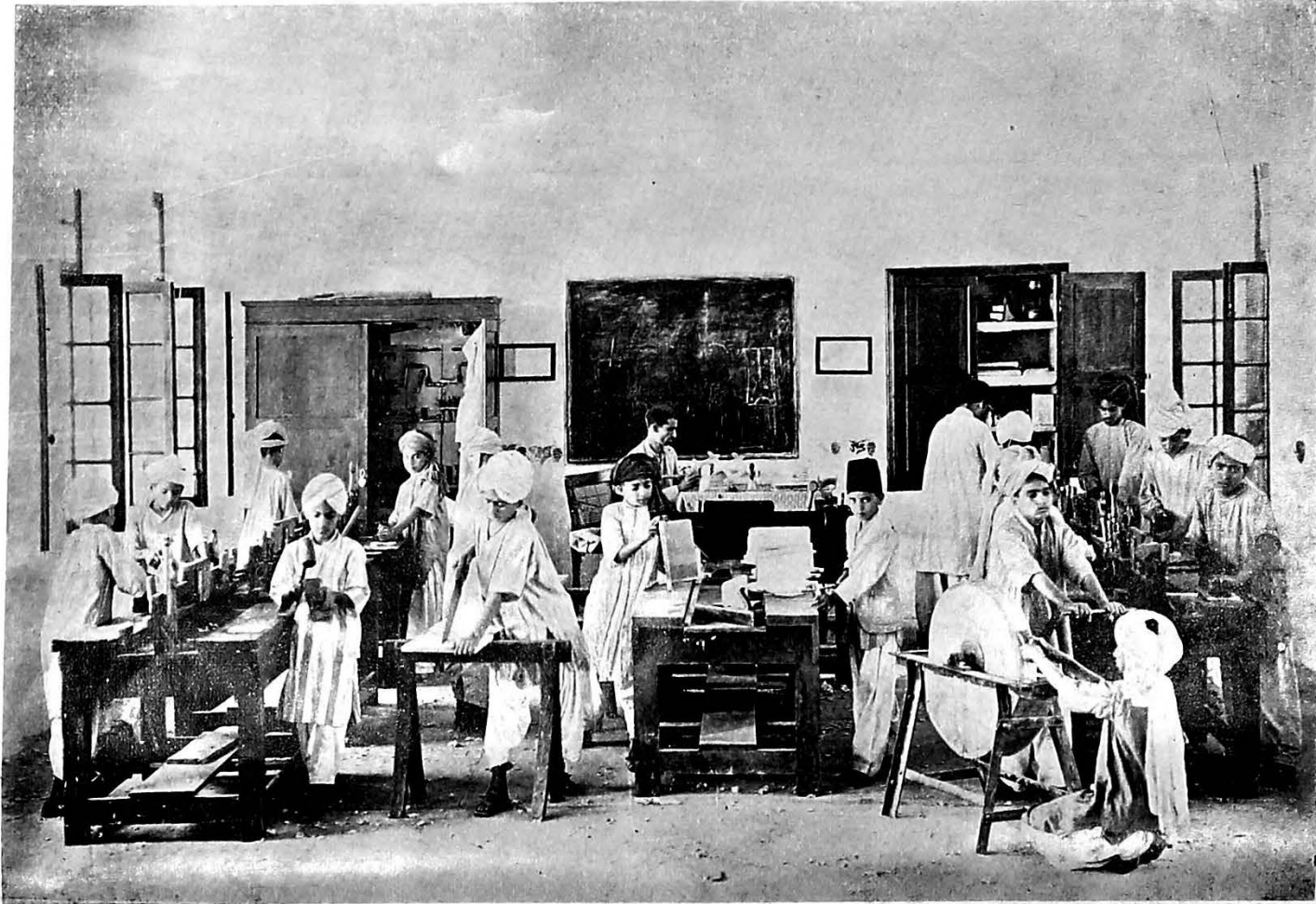
During the quinquennium a large number of refresher courses were organized for the vernacular teachers in almost all districts. Two provincial courses were also held for inspecting officers at the Central Training College, Lahore and Training School, Moga.

Extra mural
activities in
schools.

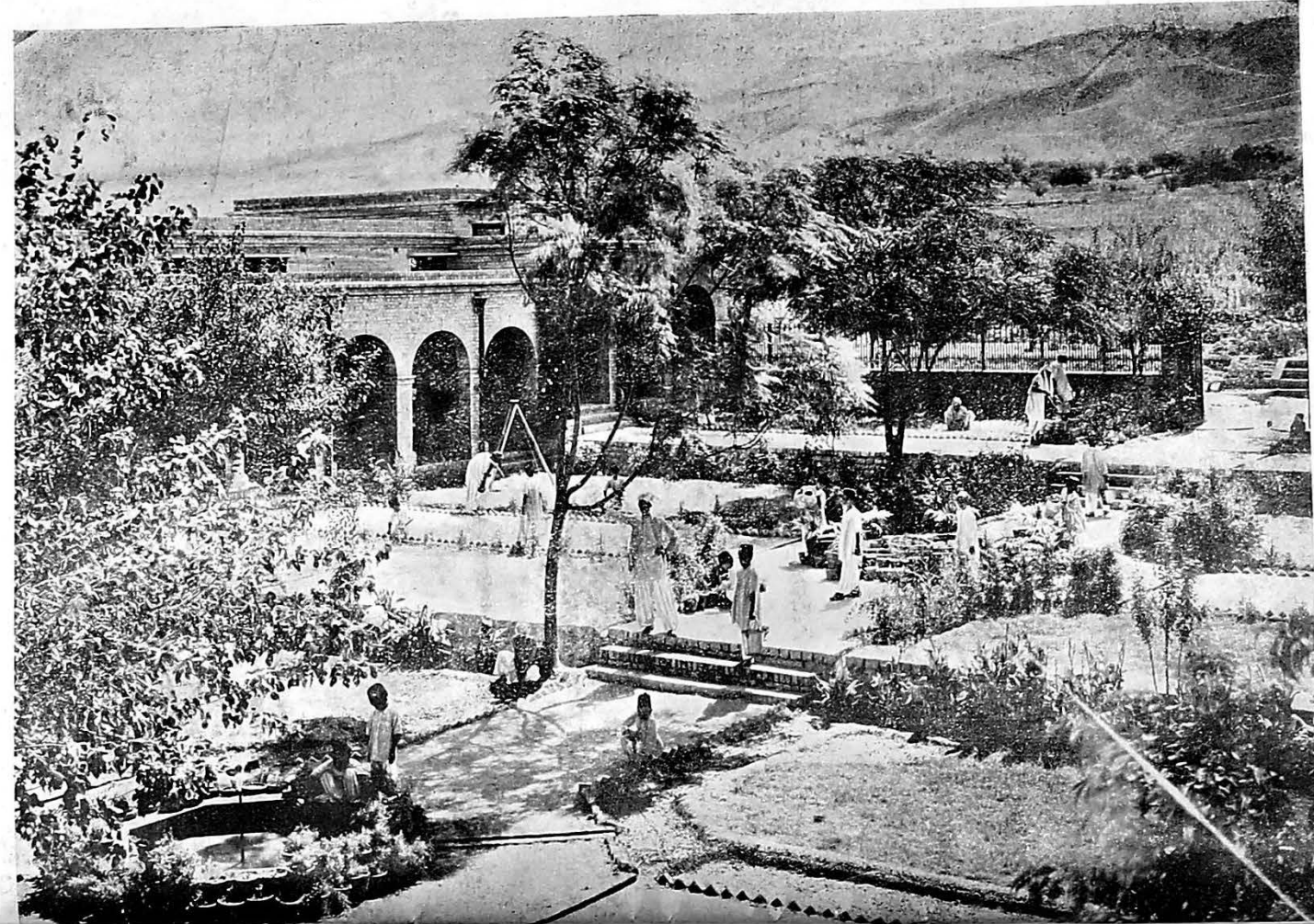
Our schools to-day are full of life and activity and an average boy is happier and healthier, has a larger number of wholesome occupations and pastimes for leisure hours than a boy ten years ago. Modern teaching methods are rendering the process of instruction brighter and more attractive. Useful handicrafts and hobbies tend not only to impress upon pupils the practical aspect of literary studies, but help to remove to some extent the tedium and monotony of book-learning. Physical training and games occupy a prominent place in the daily programme of schools. Minor games are played during school hours while major games are compulsory for all boys in most schools. Gardening and floriculture are beautifying the environments of schools and developing the aesthetic taste of the pupils. Music, both vocal and instrumental, affords healthful recreation. Co-operative, and Red Cross Societies are receiving encouragement; their number in schools of all types is 172, and 5,287 respectively. Rural uplift work is being taken up by most village schools, primary as well as secondary, with zeal and earnestness and intensive work in this direction is carried on in selected areas or villages.

Scouting continues to flourish. There are 1,852 troops with a membership of 54,449. The record of social service rendered by these troops at local or provincial functions, public fairs and festivals is a glowing one, and unsolicited tributes have been

MANUAL TRAINING AND HANDICRAFTS.
(Government High School, Shahpur District).



GARDENING AND FLORICULTURE IN SCHOOLS.
(Government High School, Naushera, Shahpur District).



paid on various occasions by private persons as well as officials of all ranks to the scout's eagerness to help, promptness in service and smartness of bearing and behaviour.

Facilities for the expansion of education in rural areas and experiments in the instructional improvement of vernacular education have been continued with zeal and vigour throughout the period under review. Instruction has as far as possible been co-ordinated and adjusted to the environments and needs of rural pupils. Ruralisation of village schools is being attempted by requiring boys to write receipts, *parwana rahdaris*, money orders, petitions, etc., giving sufficient practice in the reading of patwaris' records and of manuscripts such as post cards and letters; associating geography with the study of local conditions; selecting topics for composition from familiar scenes of village life and basing sums in arithmetic on daily marketing and other problems of rural life.

In actual teaching, the latest scientific and psychological methods for teaching the 3 R's—the "play-way", "the project", "the story", and "the activity"—are being employed with success. Simple games and motion-stories help in attracting boys to school and retaining them there longer than before. The teaching of the 3 R's is being attempted by a large number of improvised and well-designed mechanical contrivances. Handicrafts and agricultural training encourage manual labour among boys. Propaganda work for rural uplift in the primary classes and intensive work in "community welfare" is attempted in rural secondary schools.

A perusal of sub-section III (vocational education) of chapter VII (Technical and Professional education) of this report will bear out the contention that agricultural education in high and vernacular secondary schools of the Punjab is advancing by leaps and bounds and is gaining in popularity among our rural boys. The number of farms and plots attached to the rural secondary schools has increased; farm finances have improved and this activity is being increasingly appreciated by agriculturists. The school farms are gaining in popularity as a means of instruction as well as of demonstration for the adjoining rural areas. The exhibitions and educational fairs held from time to time demonstrate to the illiterate villagers the value of using improved implements, seeds, scientific methods of cultivation and of preserving manure. Agricultural training in schools has led also to some other notable developments, and keenness for floriculture is apparent in the laying out of flower gardens in schools and homes. 'Home plots' have been started by several pupils on their farms. Arbor days, flower shows, and old boys' agricultural-associations have been organized in

Rural
education.
(a) Rural
bias in
instruction.

(b) Agricul-
tural
education.

almost all districts. The introduction of 'rural science'—a subject comprising agriculture, elementary physics and chemistry, civics, sanitation and co-operation—in the Middle Examination is likely to bring about a welcome change in the attitude of the village masses towards education. Several subsidiary agricultural industries are encouraged in schools having farms and plots.

(c) Village libraries.

The number of village libraries is 1,594 as against 1,773 in 1931-32 and they are attached as before to vernacular lower and upper middle schools. As an effective means of counteracting the serious evil of relapse into illiteracy in rural areas, the provision of libraries for village literates cannot be over-emphasised. Unfortunately scant encouragement could be extended to these owing to financial stringency. In spite, however, of these and several other handicaps the teachers have continued to issue books to the literate public, to read aloud useful papers and articles, arrange lectures on village welfare, economic problems and social reforms and to try as far as possible to make the school a really useful and helpful place.

As regards the importance and value of village libraries to the village masses, the Deputy Commissioner, Dera Ghazi Khan, writes thus :

“ If we are to continue persuasive methods we must be more honest about the economic advantages of education and lay more stress on the advantage of being literate as a form of recreation. Until our village libraries stock some readable literature we cannot press this point”.

(d) Adult education.

During the quinquennium, the number of adult schools has decreased from 585 to 189 and the scholars from 12,696 to 4,988. The past decade has witnessed a large fall in the number of these schools; in 1926-27 the number of such schools was 3,784 and of scholars 98,761. The following comparative statement indicates the position in the different divisions :—

Division.	SCHOOLS.		SCHOLARS.		LITERACY CERTIFICATES ISSUED.	
	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.
Ambala ..	75	45	1,867	1,143	234	165
Jullundur ..	89	16	1,864	429	139	17
Lahore ..	111	58	2,804	1,389	590	120
Rawalpindi ..	64	31	1,525	808	166	..
Multan ..	246	39	4,636	1,219	1,156	208
Total ..	585	189	12,696	4,988	2,285	510

In the last quinquennial report a hope was expressed that "with the closing down of unsuccessful schools the remaining schools should be able to do better work as a result of more frequent inspections". The actual facts, however, tell a different tale. In 1931-32 the average enrolment per school was 21.7 : in 1936-37, it was 12. Five years ago 18 per cent. of the total enrolment secured literacy certificates ; in 1936-37, only 10 per cent. In 1931-32 almost 4 literacy certificates were issued per school : in 1936-37, 2.7. This deterioration is very disappointing.

The abnormal decrease in the number of adult schools is partly due to the departmental order of 1932 that grant would not be paid to district boards for more than 10 adult schools per district. But the real causes of the decline appear among others to be : lack of public interest ; application of unsuitable methods of instructor, viz., those used in the case of immature minds ; unsuitable courses of instruction ; non-existence of appropriate literature for the upkeep of adults' interest in reading ; collective teaching and placing the adult in the hands of teachers who are ignorant of adult psychology and who are too tired after a hard day's work in school to do anything substantial later. The Inspectors of Schools, Jullundur and Lahore who started the experiment of placing adult schools in the hands of whole-time teachers in some districts are of the view that even this experiment has not met with any appreciable success. The District Inspector of Schools, Gujrat, suggests that a refresher course for retired trained teachers in the method of teaching adults would partially solve the difficulty. The Inspectors of Schools, Jullundur and Multan, are of the opinion that in view of the vital need of adult education in the scheme of rural economy the problem must be tackled seriously and scientifically on the provincial basis by a committee of departmental officers.

It is gratifying to note that a new experiment was started in February, 1937, and is being tried at Mission School, Moga. It is based on the technique and psychological approach of Dr. Laubach's method of 'Each one teach one'. The reports on the results of the experiment in 12 different centres are very encouraging and give promise of success. The main features of the method are its firm foundation of a sound psychology of the adult mind, the interesting method and matter of instruction and the easy and inexpensive approach of one individual through another. Preliminary charts have already been prepared in Urdu, Hindi and Punjabi and tried on adults. A special refresher course has been held at Moga for village teachers. Basic vocabularies have been collected in the three languages and it is hoped that before the close of the year 1937-38 the scope of the experiment will be widened with the co-operation of the Education Department.

(c) Compulsion.

The number of urban and rural areas, under compulsion has gone up by 9 and 57 to 64 and 2,981, respectively. The position in this respect is as follows :—

Division.	1931-32.		1936-37.		INCREASE OR DECREASE.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	20	900	24	878	+4	-22
Jullundur ..	2	37	8	182	+4	+145
Lahore ..	4	539	9	515	+5	-24
Rawalpindi ..	2	615	4	694	+2	+79
Multan ..	26	333	20	712	-6	-121
Total ..	54	2,924	63	2,981	+9	+57

It is a disappointing commentary on the progress of compulsion in as many as 2,981 rural areas if the Inspectors can arrive at the almost unanimous conclusion that the areas brought under the operation of the Compulsory Primary Education Act have failed to attain a satisfactory percentage either in enrolment or in average attendance and to produce a higher percentage of literacy than in the non-compulsory areas. The distribution of boys in the four classes of schools situated in such areas is uneven, class to class promotions lack uniformity and the percentage of boys reaching Class IV is as low as in non-compulsory areas. The Inspector of Schools, Ambala, frankly admits that "it is only in a few cases that we have been able to bring to school more than 50 per cent. boys of school-going age". The value of compulsion lies primarily in reducing waste brought about by stagnation and leakage. It is fairly clear from the reports that compulsion has failed woefully in this respect. Regularity of attendance which is, perhaps, the most important factor in the progress of children is often neglected both by teachers as well as the attendance committees. The main causes of our failure appear to be inefficient and apathetic attendance committees, unsuitable and indiscriminating choice of localities; uninteresting and wooden methods of teaching; incompetent and indifferent teachers; uninspiring and casual supervision; insufficient propaganda to awaken public opinion; lack of co-operation from the executive authorities in the enforcement of the penal clauses of the Act,

and a cumbersome, dilatory, intricate and expensive procedure for the conviction of defaulting and recalcitrant parents. To illustrate the ineffective enforcement of the Act, the Inspector of Schools, Multan Division, states that out of 3,111 defaulters on whom notices were served in 1934-35, 748 or 25 per cent, were prosecuted and only 331 or 10 per cent, convicted. The total fine imposed amounted to Rs. 76-8-0 or Re. 0-4-0 per conviction.

Persuasion has so far been the main weapon of recruiting boys to schools, but there is a growing feeling among District Inspectors that greater resort should be had to coercion. The Lahore Inspector holds a different opinion. He is of the view that it is not advisable to have recourse to law in every individual case as it will entail unnecessary expenditure and antagonise the rural public of that area. He suggests the summary trial of one or two outstanding persons who are responsible for putting obstacles in the way of the successful operation of the Act. The Amritsar District has selected 16 areas (out of 192) for intensive work and defaulters in these areas are prosecuted by Attendance Committees and tried by village panchayats.

The lukewarm and vacillating attitude of urban areas towards compulsion is very depressing indeed, although encouraging results can easily be achieved in such areas where enrolment and attendance are already high. The main draw-back in their case is reported to be paucity of funds.

Rural uplift and community work have occupied a prominent place among the extra-mural activities of rural schools and in the regular programmes of the District Community Councils throughout the quinquennium. The inspecting and teaching staffs have invariably accorded whole-hearted co-operation to officers of the beneficent departments—Co-operative, Veterinary, Agriculture and Health. There is not a public fair, festival or gathering when the neighbouring schools do not willingly band together and organize themselves for carrying out propaganda work on behalf of the other beneficent departments through processions, posters, dramatic performances, magic-lantern lectures, informal talks and singing parties. The rural public is also urged to do practical work—to pit manure; pave streets, lanes and parapets of wells; get themselves vaccinated and inoculated, take quinine, use mosquito nets during the malarial season; use improved ventilators and bore-hole latrines and keep their houses and environments clean. Parents' Days, Red Cross Days and Zamindar Days are organized for the purpose of collecting the villagers and of talking to them on useful topics, such as the advantages of education, the necessity of employing scientific methods of cultivation, the abolition of evil social customs, the uses of thrift,

(f) Rural
Reconstruction
work.

etc. In the Mianwali District about 1,000 school boys and 200 outsiders discarded ear-rings as a result of propaganda. The use of fire-works by boys at festivals has also been discontinued in some places. The Gujrat District has established 369 uplift societies under the name of "Anjuman-i-Taraqi-i-Islah". The Anjuman has started 7 welfare centres which are in charge of qualified lady health visitors and has trained 200 *da'is*.

Most of the districts have their own uplift journals which are proving very useful in disseminating valuable knowledge on vital matters to the rural masses.

The Education Department does not grudge its co-operation with other beneficent departments in all matters pertaining to the general welfare of the people, but there is a growing feeling that excessive enthusiasm in these activities has a tendency to divert the attention of the teachers and scholars from schools and is thus apt to lower instructional efficiency.

Village games clubs and other recreational activities are also organized by the uplift workers with the co-operation of the assistant district inspectors of schools for physical training. In some districts this success is quite marked. The Lahore Division has a very creditable record in this direction. There are in this division 932 village clubs with a membership of 12,063 (in 1931-32 there were 4,377 members only). The number of rural tournaments arranged and held in 1936-37 was 1,797.

Girls' education.

A refreshing and encouraging feature of the present quinquennium is the remarkable advance in the number of girls' schools and their enrolment. The number of recognized institutions has gone up by 279 or 15 per cent. to 2,141, there being an increase of 3 in the number of colleges, 62 in secondary schools, 203 in primary schools and of 11 in special schools. The number of unrecognized schools, which still form 59 per cent. of the total number of girls' institutions, has dwindled by 62 to 3,118. The total increase in the number of institutions is thus 217. More pleasing still are the figures for enrolment. With the exception of high schools, which register a fall of 705 scholars with an increase of 2 schools, all other types of institutions record a very welcome rise. With the addition of 3 colleges the number of students has gone up by 498, while the enrolment in middle, primary and special schools has risen by 15,978; 14,381 and 283, respectively. In the 217 additional schools of all types the enrolment has gone up by 31,124 or 143 per school. The enrolment in unrecognized schools, despite a fall of 62 in their number, has risen by 634. The increase of 15,978 in the enrolment of 60 additional middle schools or 266 per school is very striking and indicates that girls' education is becoming popular in rural areas. This advance in

education is rendered still more striking by the fact that neither economic depression nor the levy of fees in anglo-vernacular schools during the quinquennium has had any adverse effect on the steady development.

During the quinquennium efforts have been made to remedy the more serious defects and meet the urgent requirements of girls' education. The schools have been staffed with a larger number of qualified and competent teachers. The number of assistant inspectresses has been increased with the result that more intensive supervision is now possible. Government middle schools with normal classes attached to them have been started in rural areas. The Lady Maclagan Training College for women, Lahore was started during the quinquennium for the training of anglo-vernacular teachers. Larger grants are being apportioned by local bodies to girls' education. The Gujrat District Board, for instance, has almost doubled its grant for female education from Rs. 12,000 to Rs. 21,000 during 1936-37.

The following table supplies comparative figures for co-education divisionally:—

Number of girls reading in boys' schools.

Division.	1931-32.	1936-37.	+ or —
Ambala	1,386	1,607	+221
Jullundur	3,720	4,203	+483
Lahore	2,181	4,443	+2,267
Rawalpindi	5,014	4,194	—820
Multan	1,770	2,968	+1,198
Total	14,131	17,420	+3,349

The number of girls reading in boys' schools has gone up by 3,349 or 23·6 per cent. to 17,420. The Ambala Division still lags behind in this respect. The Gurgaon district, which was one of the pioneer districts in the matter of co-education, has now only 252 girls (against 656 in 1931-32) reading in boys schools. With the exception of Rawalpindi all other divisions show an increase. Lahore Division has more than doubled its figures in five years while Multan has gone up by 70 per cent. Mianwali district still leads the other districts in the Rawalpindi Division with 1,966, out of a total 4,194 or almost 50 per cent. girls reading in boys school.

Co-education is at all times, perhaps more so in these difficult times of scarcity of money, the most economical method of

encouraging education among boys and girls in rural areas. Local conditions, social obstacles, caste distinctions and religious feelings are gradually losing their force and people are clamouring for girls education. Times are, therefore, ripe for launching a campaign for co-education in all districts. The ideal condition would undoubtedly be to have mixed schools under the charge of a lady teacher as is being tried with success in certain areas of the Amritsar and Sheikhpura districts, but until a sufficient number of competent women teachers willing to work in rural areas is available, it would be in the interests of economy and efficiency to encourage co-education in boys schools staffed by old and experienced teachers who enjoy the confidence of the people and have an unimpeachable character and reputation. It is better far to have a single strong school for boys and girls with two teachers than to have two small and poor schools—one for boys and one for girls.

During the last two years of the quinquennium co-education has been tried with success as stated above in the Amritsar and Sheikhpura districts. There are now eight flourishing co-educational schools in the Amritsar district with an enrolment of 579 (317 boys and 262 girls) against four in 1935-36 with an enrolment of 320 (178 boys and 142 girls). There are 18 mistresses working in these schools, all trained and qualified (eight senior vernaculars and ten junior vernaculars). The scheme is started only in very carefully selected areas after a written application is received from all the responsible people of the village. The supervision of the schools is entrusted to assistant inspectresses, but the male inspecting staff actively helps and co-operates in educating public opinion and solving local problems.

Education of
Special
Classes.

Backward areas and communities have continued to receive generous financial assistance and special concessions.

The number of Muslim pupils has decreased by 51,902 in the primary stage and by 7,577 in the secondary stage. This decline in their number is due to the fact that the community being mostly agricultural, has been particularly hard hit by the unprecedented slump in prices and by the general economic depression. To a certain extent the slow progress of the community is due also to its own conservatism and apathy towards education in general. It is a matter for satisfaction, however, that at the college stage the percentage of Muslim scholars has gone up from 26.1 to 29.4.

The number of depressed class boys and girls in all types of recognized schools for general education has gone down during the quinquennium by 4,677 from 31,949 to 27,272 and by 211

from 1,309 to 1,098 respectively. The increase or decrease divisionally is shown by the following statement :—

Division.	MALES.			FEMALES.		
	1931-32.	1936-37.	+ or —	1931-32.	1936-37.	+ or —
Amlgla ..	8,094	9,367	+1,273	181	213	+32
Jullundur ..	17,412	11,008	—6,404	459	450	—9
Lahore ...	4,258	2,973	—1,285	621	192	—429
Rawalpindi ..	483	907	+422	31	94	+63
Multan ...	1,700	3,017	+1,317	17	149	+132
Total ..	31,949	27,272	—4,677	1,309	1,098	—211

The fall of 4,888 in the number of boys and girls, despite pecuniary facilities, is very disquieting indeed. The main reason for the drop is the poverty of the parents to whom the economic value of their children as helpers in their work is great. It is gratifying to note that "segregate" schools have been abolished altogether and that the obstacles of social bigotry and religious prejudice are almost extinct. Untouchability, insofar as the schools are concerned, is a matter of the past now. Preferential treatment is given to depressed class children in the matter of training as teachers and their subsequent employment.

The subjoined table shows the enrolment of depressed class students in all kinds of schools :—

Institutions.	MALES.			FEMALES.		
	1931-32.	1936-37.	+ or —	1931-32.	1936-37.	+ or —
Recognized Schools ..	31,949	27,272	—4,677	1,309	1,098	—211
Unrecognized Schools	329	335	+6	57	41	—16
Special Schools ..	903	774	—129	102	374	+272
Colleges (Arts) ..	(a) 14	(b) 31	+17	..	..	..
Colleges (Special) ..	1	1	..	..	..	..

(a) Includes 2 boys in the high classes of intermediate colleges.

(b) " 8 " " " " " " "

CHAPTER II.

Controlling Agencies.

Changes in
the Head
Office.

(a) The
Directorate.

The post of the Director of Public Instruction, Punjab, and Under-Secretary to Government, Punjab (Ministry of Education) was held by Mr. R. Sanderson, M.A., C.I.E., I.E.S., up to 31st October, 1935, when he proceeded on leave preparatory to retirement, and was succeeded by Mr. J. E. Parkinson, M.A., I.E.S., Principal, Central Training College. On the 6th of November, 1936, Mr. Parkinson's services were placed at the disposal of Government of India for employment as Educational Commissioner, and Mr. W. H. F. Armstrong, Assistant Director of Public Instruction, Punjab, was appointed in his place.

Assistant
Director
of Public
Instruction,
Punjab.

Khān Bahadur Shaikh Nur Elahi remained Assistant Director till 31st October, 1935, when on the appointment of Mr. Parkinson as Director of Public Instruction, he was appointed Principal of the Central Training College, and Mr. W. H. F. Armstrong became Assistant Director. On the 10th of November, 1936, Rai Bahadur Mr. Man Mohan, Inspector of Schools, Lahore Division, succeeded Mr. Armstrong as Assistant Director.

Deputy
Directress
of Public
Instruction,
Punjab.

Miss L. M. Stratford, I.E.S., remained Deputy Directress of Public Instruction, Punjab, till 31st March, 1933, when, after a long and distinguished service of 31 years, she proceeded on leave preparatory to retirement and Miss L. E. Thomas succeeded her, and continued to hold the post throughout the period.

Inspector of
Vernacular
Education,
Punjab.

Chaudhri Mohammad Husain continued to work as Inspector of Vernacular Education, Punjab, till the 20th August, 1936, when his tragic and untimely death deprived the Department of the services of a very capable, energetic and enthusiastic officer. This post was filled after his sad demise by the appointment of Malik Ghulam Rasul Shauq, M.A., on the 11th of September, 1936.

Inspector of
Training
Institutions,
Punjab.

With the exception of an interval of about a year and a half (from 26th June, 1935, to the middle of October, 1936) when Lala Rang Behari Lal, Dr. K. C. Khanna, Mr. Barnes and Mr. M. G. Singh, officiated as Inspector of Training Institutions, Punjab,—M. Abdul Hamid, P. E. S. continued to work in the latter capacity till the 2nd January, 1937, when he proceeded on two months' leave preparatory to retirement, and Mr. P. D. Bhanot, Deputy Inspector of Schools, Lahore Division, was appointed in his place.

Registrar,
Departmental
Examina-
tions,
Punjab.

Lala Rang Behari Lal worked as Registrar, Departmental Examinations, up to 26th June, 1935, when he proceeded on four months' leave and the appointment was held by M. Abdul Hamid up to 2nd July, 1936, after which M. Zafar Iqbal officiated for him up to 28th February, 1937. From 1st March, 1937, the post

of Registrar, Departmental Examinations, reverted to P. E. S., Class II cadre and M. Zafar Iqbal was appointed to it permanently.

In 1935 the designations of the Senior Superintendent and of the two Junior Superintendents of the Director of Public Instruction's office were changed into Registrar, Education Department, and Superintendents respectively. Mr. W. E. McMurray held charge of the office throughout and discharged his duties very efficiently. A leave reserve was created in the head office with effect from 1st April, 1936.

The subjoined table supplies comparative figures of the number of candidates who appeared in the various examinations held by the Department:—

No.	Name of Departmental Examination.	No. OF CANDIDATES.	
		1931-32.	1936-37.
1	Vernacular Final Examination ..	19,878	14,208
2	Middle Standard Examination for Indian Girls.	1,952	3,721
3	Junior Vernacular Certificate Examination for Men Teachers.	1,047	216
4	Senior Vernacular Certificate Examination for Men Teachers.	600	95
5	Junior Vernacular Certificate Examination for Women Teachers.	360	438
6	Senior Vernacular Certificate Examination for Women Teachers.	163	166
7	Junior Anglo-Vernacular Certificate Examination for Teachers	258	56
8	Senior Anglo-Vernacular Certificate Examinations for Teachers.	132	117
9	Oriental Teachers' Certificate Examination	1	..
10	Trained Teachers' Certificate Examination ..	14	34
11	Diploma Examination of Chelmsford Training College, Ghoragali.	14	14
12	Giani Teachers' Certificate Examination ..	2	..
13	Middle School Examination for Europeans ..	188	225
14	One Year Post Matric Clerical Examination	358	259
15	Night Classes Clerical Examination ..	..	19
16	Physical Training Instructor Certificate Examination.	..	77
		(a) 24,932	(b) 19,645

If the figures relating to candidates from outside the British Punjab are taken into account the grand total amounts to (a) 26,602, (b) 21,672.

It will be observed that while the number of examinations conducted by the Department has remained unaltered at 14 during the quinquennium, the total number of candidates for the examinations has declined by 5,287 or 21 per cent. to 19,645. There is a fall of 5,665 and 1,336 in the Vernacular Final and Middle School Examination and Junior and Senior Vernacular Certificate Examinations, respectively. The drop in the number of candidates for the Vernacular Final Examination is accounted for by the economic strain in the rural areas and that for the men teachers' certificate examination by the reduction of 15 in the number of training classes. The increase of 1,769 in the number of girl candidates for the Middle Standard Examination is an indication of the expansion and the increasing popularity of girls' education in the province.

Inspectors.

The post of Inspector of Schools, Lahore Division, was held by Shaikh Muhammad Zahur-ud-Din till November, 1932; by Rai Bahadur Mr. Man Mohan till November, 1936, and by Mr. M. G. Singh till May, 1937. In the Jullundur Division Rai Bahadur Mr. Man Mohan worked till November, 1932; Raja Fazil Muhammad Khan till 16th July, 1934; Shaikh Muhammad Zahur-ud-Din, Mr. Wilson and Mr. Barnes and Khan Sahib Shaikh Ghulam Mohy-ud-Din from 16th July, 1934, to 17th October, 1936, when Mr. U. Krāmet was appointed to the post. The charge of the Multan Division was held by Raja Fazil Muhammad Khan till the 1st November, 1932; by Shaikh Muhammad Zahur-ud-Din till 12th July, 1934, and by Mr. Sharif thereafter. Five incumbents held charge of the Rawalpindi Division during the five years. Shaikh Muhammad Zahur-ud-Din, the present Inspector, took charge on 16th November, 1934. Mr. Wilson, Sardar Deva Singh and Mr. Barnes held charge of the Ambala Division from 1st April, 1932 to 22nd December, 1935, and Sardar Deva Singh from 2nd January, 1935, onwards.

Deputy Inspectors of Schools.

Several transfers took place among the Deputy Inspectors. At the end of the year 1936-37 the following officers held these posts in the different divisions :—

Bawa Barkat Singh and Shaikh Rahim Bakhsh at Lahore, B. Bikram Singh and M. Mahmud Hasan at Ambala, Lala Diwan Chand and Shaikh Safdar Ali at Multan; Dr. Tirlochan Singh and Khan Sahib Shaikh Ghulam Mohy-ud-Din at Jullundur and Pandit Murli Dhar and Shaikh Muhammad Husain at Rawalpindi. Of the two deputies in each division, one works as Deputy Inspector for vernacular education. Four out of the five Inspectors holding charge of divisions worked at different times as deputy inspectors, while seven out of the ten deputies were promoted from district inspectorships.

In 1934 the designation of Assistant Inspectors of Agriculture, Eastern Circle, Lahore and Western Circle, Lyallpur, was changed into Deputy Inspectors of Schools for Rural Science, Eastern and Western Circles, Lahore and Lyallpur, respectively.

There were as usual several changes in the district staffs as a result of promotions, leave arrangements, retirements and temporary appointments. The experiment was tried during the quinquennium of recruiting lecturers and teachers from the intermediate colleges and efficient head masters of high schools and normal schools as inspecting officers. Efforts have also been made to cause an interchange between teachers and the district inspecting officers so that the latter might be able to remain in touch with the latest methods of teaching. Refresher courses were held for inspecting officers at Moga and the Central Training College Lahore. It is gratifying to hear from educational as well as district officers, of the commendable work done by the district staffs in the matter of improving and popularising education among all grades of people in the rural areas, in carrying on propaganda and practical work in rural uplift and in co-ordinating the activities of, and co-operating whole heartedly with, the other beneficent departments. Most of the spade work in these activities is invariably done by school masters under the guidance of the district educational staff. A number of physical training supervisors, who are working in high schools, were transferred to districts and posted as assistant district inspectors of schools for physical training. These officers have proved very useful in giving an impetus to physical training work in the districts and have also been extremely helpful in running district tournaments, olympic meets, physical training refresher courses for the benefit of vernacular teachers, organization of scouting, village games and clubs, and allied activities.

Miss K. B. Feroze-ud-Din remained in charge of the Central Circle throughout the quinquennium and Mrs. O'Gorman of the Rawalpindi Circle up till 25th January, 1937, when she proceeded on leave *ex-India* and Mrs. Didar Singh officiated for her. Miss Bhan worked in the Eastern Circle throughout except for the brief period 28th October, 1936, to 27th January, 1937, when she was on leave and Miss Mitra officiated.

The annual Inspectors' Conference for the consideration of educational problems has, as usual, been regularly held in Lahore under the chairmanship of the Director of Public Instruction. Some educational committees were appointed by the Department and the Punjab Legislative Council for the investigation of various educational problems. The report of the committee appointed by the Punjab Government (Ministry of Education) in pursuance of a resolution passed by the Punjab Legislative Council in 1930

to enquire into the possibilities of introducing compulsory education throughout the province and to devise ways and means for achieving this object was published in 1933-34 and the Government resolution thereon in 1935-36. The most important committee of the quinquennium was the Punjab University Enquiry Committee under the chairmanship of Sir George Anderson. The report has been considered by the University, but the Punjab Government has not yet pronounced its final judgment on it. A departmental committee was appointed in 1933-34 for the revision of courses in History with a view to expunging passages calculated to arouse or intensify communal feelings. The report has been submitted to Government. The departmental committee for revising the scheme of studies for the Vernacular Final Examination has devised a fresh syllabus with "Rural Science" as a compulsory subject for all rural schools. This scheme has been put into operation, and the first examination under the new regulations was held in February, 1936. Another departmental committee was appointed in 1933 to overhaul the system of clerical education in the province and its report is under the consideration of Government. Yet another important committee called the Punjab Text Book Enquiry Committee was appointed by the Punjab Government (Ministry of Education) in May, 1934 to examine *inter alia* the existing system of prescribing and providing text books in schools and to suggest a suitable method for the selection of books and for the elimination of canvassing by the publishers. The report has been considered by Government, but final orders have not yet been passed.

Scope and
methods of
inspection
of schools.

The method of inspection of schools has undergone a wholesome change during the quinquennium, and a distinct improvement is reported by all Inspectors. The departmental officers go to schools now as helpers, friends and guides rather than as carping critics and there is, therefore, less of the old fashioned attitude of inflexibility and opinionativeness and more of a spirit of helpfulness and sympathy on the one side and less of fear and suspicion on the other. Full dress annual inspections, which not unoften encourage window dressing and spectacularism are supplemented by surprise visits. Opportunity is taken during visits to schools to discuss with the head-masters their local and other administrative problems and to offer them advice ; of carrying out in the class room demonstrative teaching work ; of scrutinising the teaching methods adopted by teachers and of examining the written work of the pupils. A conference of the teaching and inspecting staffs at the close of the inspection is held to discuss the general impression formed of the instructional condition of classes and also the teachers' difficulties in methods and discipline.

With the appointment of a deputy inspector of schools for vernacular education in each division greater attention has been devoted to vernacular education in rural areas. This officer is expected to co-ordinate the educational activities of the various districts; to visit vernacular schools and to hold conferences of the district staffs and vernacular teachers for the discussion of important problems. Surprise visits to village schools have also been considerably increased. The inspectors themselves have been able to find time to pay more visits to vernacular schools and have thus been able to study at first hand important rural problems. There is, however, a feeling among the inspectors that efficient and effective supervision of schools is handicapped to a great extent by the inadequate provision for travelling allowance.

The vexed problem of delegation of powers by local bodies to educational officers has not yet reached a satisfactory solution and the inspectors continue to comment very feelingly on the subject. The Ambala Inspector reports that all the district boards have delegated powers to the inspector and, in almost all cases, to the district inspectors also, but in actual practice the exercise of these powers is marred by hindrances, obstacles and squabbles. Even petty matters of general routine are given a personal, party or communal complexion, and these differences sometimes culminate in threats of withdrawal of powers. The Inspectors are generally agreed that the delegation of powers should be unqualified, clear and unequivocal or there should be no delegation at all. Delegation of powers.

The Department fully recognises the fact that as responsible local administration is the most suitable training ground for higher political and public life of the country, the local bodies must perforce learn wisdom by making their own mistakes. But there must certainly be limits to the extent to which education can be allowed to form the training ground of our local administrators. There is little evidence to show either that local bodies generally are developing a higher sense of civic responsibility or that the provincial Government exercises the power it possesses in cases of maladministration of local education. In the circumstances it is generally felt that, if it is finally decided to adhere to the accepted policy of transferring complete popular control to local bodies and if delegation of powers regarding appointments, transfers, promotions, etc., is to be made subject to the provision of section 33 of the Punjab Municipal Act and section 19-A of the Punjab District Boards Act, and if powers so delegated are to be

exercised as laid down in Article 48, Punjab Education Code, in consultation with the President or Chairman of the local body concerned, there ought at least to be some provision for an appeal in case there is a difference of opinion between the Chairman or the President and the Inspector or Inspectress concerned. It would, perhaps, be conducive to better administration and would obviate friction to a very large extent if the head of the Education Department or the Commissioner of a division could be made the final authority in case of a difference of opinion.

Educational
administration
by local
bodies.

The efficiency of administration by district boards has been commented on adversely by Inspectors of Schools throughout the quinquennium. Little effort, it is stated, is made to tackle the real problems such as wasteful educational expansion and its financial implications. Efficiency and merit in services are sacrificed at the altar of favouritism. One of the Inspectors states that in spite of the training the district board members have had in administering their own affairs during the past many years no improvement is visible in regard to general administration. Personal considerations and personal interests continue to be frequently placed above merit or efficiency.

As regards the administration of the municipalities the opinion of two Inspectors is quoted below—

“ A few committees have delegated certain powers but, as these have been hedged around by provisos and conditions, effective administration is not possible. Moreover, pressure of local influence is so great that it becomes impossible to take any disciplinary action purely in the interests of efficiency and not merely to please one faction or the other of the local body. Many of the teachers, usually of the inefficient type, cover up their inefficiency by paying homage to individual members of the committee to whom they look for protection and assistance. These teachers defy their headmasters, ignore work and take shelter with the members. Discipline and efficiency accordingly are very poor.”

“ In the case of municipal committees the delegation is only nominal. The teachers serving under these bodies become victims of a factious spirit and their position is made insecure. The schools become the battle-ground of party politics and the resultant mismanagement tells adversely upon the discipline and instructional conditions.”

The following statement gives the number of institutions for males of all types run by district boards and the enrolment therein :—

District Board Institutions (kind of)	INSTITUTIONS IN			SCHOLARS.		
	1931-32.	1936-37.	Increase or decrease. + or -	1931-32.	1936-37.	Increase or decrease. + or -
High Schools ..	28	32	+4	9,824	9,980	+156
Anglo-Vernacular Middle Schools.	91	84	-7	23,111	19,353	-3,758
Vernacular Middle Schools ..	3,224	2,921	-303	454,741	374,687	-80,054
Primary Schools ..	4,191	4,646	+355	200,943	254,393	+53,450
Adult Schools ..	446	164	-282	9,915	4,280	-5,635

Owing to financial stringency and economic depression the number of district board vernacular middle schools has fallen by 303 and that of adult schools by 282. Of the total number of high, middle and primary schools in the province the district boards control and manage 9 per cent., 95 per cent. and 78 per cent., respectively. Enrolment has followed the rise or fall in the number of institutions. Four additional high schools have added 156 scholars to the total enrolment or 39 per school, while the increase of 355 primary schools has added 53,450 scholars or 150 per school. In the middle and adult schools the fall in enrolment per school is 264 and 20 respectively.

The expenditure of district boards from their own funds on schools maintained by them has increased from Rs. 23,42,957 to Rs. 24,59,305 and the Government grants have decreased from Rs. 75,10,920 to Rs. 74,40,727.

The following comparative statement illustrates the position division-wise :—

Division.	FROM DISTRICT BOARD FUNDS.		PERCENTAGE.	
	1931-32.	1936-37.	1931-32.	1936-37.
Ambala ..	3,27,730	3,68,030	21.8	23.6
Jullundur ..	4,18,106	4,64,261	19.0	23.0
Lahore ..	5,38,645	5,26,779	26.0	24.4
Rawalpindi ..	3,26,777	3,05,896	14.0	13.4
Multan ..	7,31,699	7,94,539	28.0	28.3

Municipal
Committees.

The following table shows the percentage of expenditure spent on municipal schools from municipal funds :—

Division.	MUNICIPAL FUND.			PERCENTAGE.	
	1931-32.	1936-37.	Increase or decrease. +or—	1931-32.	1936-37.
Ambala	98,113	1,37,587	+39,474	55.1	56.3
Jullundur	69,393	99,261	+29,868	48.14	58.6
Lahore	4,65,375	5,26,448	+61,073	60.8	65.0
Rawalpindi	75,660	62,675	—12,985	46.4	53.8
Multan	2,26,365	2,92,961	+66,596	56.6	50.2

The financial outlook of the municipal committees during the quinquennium has been gloomier than in the previous one. The abnormal fall in prices of commodities and its depressing effect on business and trade have caused a decline in the total income of the municipal committees. To this may be added the reduction in Government grants due again to financial stringency. Both these factors have compelled the municipal committees to effect retrenchment and to adopt measures of economy on a fairly large scale. Teachers' salaries have been reduced ; equipment, furniture and other appliances have been allowed to deteriorate and buildings have for years remained in a state of total disrepair. This has considerably impaired the efficiency of schools.

Cantonment
Boards.

The cantonment boards have evinced keener interest in the expansion of educational facilities. The total expenditure on schools maintained by these boards has during the quinquennium increased from Rs. 48,826 to Rs. 1,22,635. Contributions from Government funds have also gone up from Rs. 11,769 to Rs. 29,470. The Hindu-Muslim School, Ambala, which was taken over by the Cantonment Board in April, 1932, had to be handed over to the newly constituted municipal committee on the separation of the civil area from the cantonment limits Ambala.

Private
enterprise.

Anglo-vernacular education in the province is largely controlled by private bodies. Out of 627 anglo-vernacular schools for males and females 347 are under private management whether aided or unaided. Five years ago it was anticipated that the levy of uniform rates of tuition fees, introduced with effect from January 1932, would react on the enrolment of private schools. Figures reveal, however, quite a different position. During the quinquennium

the Government and board schools have registered a drop of 1,741 and 515 boys, respectively. The privately managed aided and unaided schools, on the other hand, have recorded an advance of 9,925 or nearly 10 per cent. to 118,223.

The administration of these schools still leaves much room for reform and improvement. Some of the defects noticed by the Inspectors will be mentioned at length in the appropriate section dealing with secondary education.

The comparative statement below gives the total expenditure, both direct and indirect, incurred on institutions of all types, and the contributions made thereto by the several controlling agencies and other sources:—

Year.	Government funds.	District Board funds.	Municipal Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 ..	1,64,92,681	27,21,458	12,97,490	72,15,027	31,04,487	3,08,31,143
1936-37 ..	1,63,44,455	28,92,777	16,84,088	79,43,025	30,93,887	3,19,58,212
Increase or decrease.	-1,48,226	+1,71,319	+3,86,578	+7,27,998	-10,600	+11,27,069

CHAPTER III.
Collegiate Education.

Number of institutions.

Statement A gives the number of collegiate institutions for the last five years :—

Statement A.

Year.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Total.
1932-33 ..	12	11	6	29
1933-34 ..	12	11	7	30
1934-35 ..	12	11	7	30
1935-36 ..	12	12	6	30
1936-37 ..	12	10	8	30

It will appear from the above that the number of Government colleges has remained unaltered, aided colleges have decreased by one, and unaided colleges increased by two, bringing the total number of collegiate institutions to thirty. While the total number of institutions has increased only by one, eleven intermediate colleges have been raised to the Degree standard, four of which belonged to Government, and seven to private organisations. All of these colleges are in mufussil towns. Thus it can no longer be maintained that degree teaching in the main is concentrated in Lahore.

Enrolment of scholars.

Statement B shows the number of scholars in colleges during the last five years :—

Statement B.

Year.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Total.	REMARKS.
1932-33 ..	3,362	6,338	3,607	(a) 13,307	(a) Includes 61 female scholars.
1933-34 ..	3,608	6,017	4,048	(b) 13,673	(b) Includes 71 female scholars.
1934-35 ..	3,790	5,737	4,032	(c) 13,559	(c) Includes 84 female scholars.
1935-36 ..	3,802	6,238	3,498	(d) 13,538	(d) Includes 119 female scholars.
1936-37 ..	3,707	5,189	3,972	(e) 12,868	(e) Includes 149 female scholars.

It is noteworthy that in spite of the increase in the number of colleges, and the transformation of several intermediate colleges into Degree institutions, the number of scholars has decreased by more than five hundred. The decrease in the male scholars is still more striking, when it is borne in mind that the total includes 149 women students reading in men's colleges, whereas the number of such students in 1932-33 was only 61. This decrease will be welcomed by all interested in the question of university reform, the greatest obstacle in the way of which is the influx of unsuitable and ill-prepared candidates for University studies. The University authorities themselves have so far done nothing to counteract this evil, but are still prepared to recognize new institutions without enforcement of stricter standards. Nor can the problem be really solved by the mere imposition of more stringent standards of affiliation and examination, though of course these are desirable for the elimination of the laxity which has so long prevailed. The real solution can only come with a complete recasting of the educational machinery of the Province, and with the expansion not only of vocational and technical education, but also of industry and commerce, so that those trained for these purposes, find ready absorption.

Statement C gives the number of candidates appearing in the different University examinations and the pass percentages for the last quinquennium :—

Statement C.

			1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
Matricula- tion.	Male	Appeared ..	14,872	14,969	15,097	15,324	16,566
		Passed ..	10,746	10,399	11,329	9,503	12,351
		Pass percentage ..	72.4	69.4	75.0	68.6	77.6
	Female	Appeared ..	658	865	1,137	1,248	1,394
		Passed ..	456	590	823	813	1,176
		Pass percentage ..	69.3	68.2	72.4	65.1	84.4
F. A.	Male	Appeared ..	3,335	3,245	3,306	3,191	3,271
		Passed ..	1,556	1,771	1,879	1,783	1,944
		Pass percentage ..	46.6	54.5	56.8	55.9	59.4
	Female	Appeared ..	162	233	265	342	337
		Passed ..	105	160	183	242	244
		Pass percentage ..	64.8	68.6	69.1	70.8	72.4

			1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
F. Sc.	Male	Appeared ..	1,482	1,327	1,175	1,105	1,056
		Passed ..	668	787	721	752	681
		Pass percentage ..	45.1	59.3	61.4	68.1	64.5
	Female	Appeared ..	34	46	41	27	65
		Passed ..	23	34	26	20	51
		Pass percentage ..	67.6	73.9	63.4	74.1	78.5
B.A.	Male	Appeared ..	2,541	2,783	2,970	2,746	2,510
		Passed ..	1,048	1,404	1,566	1,437	1,402
		Pass percentage ..	41.2	50.4	52.7	52.3	55.9
	Female	Appeared ..	73	109	145	132	152
		Passed ..	42	73	91	81	130
		Pass percentage ..	57.5	66.9	62.8	61.4	85.5
B.Sc.	Male	Appeared ..	126	157	206	292	343
		Passed ..	62	94	128	157	217
		Pass percentage ..	49.2	59.9	62.1	53.8	63.3
	Female	Appeared ..	1	2	4	7	4
		Passed ..	..	..	1	5	3
		Pass percentage ..	..	..	25.0	71.4	75.0
M.A.	Male	Appeared ..	298	260	272	284	289
		Passed ..	189	168	173	181	174
		Pass percentage ..	63.4	64.6	63.6	63.7	60.2
	Female	Appeared ..	3	6	9	14	12
		Passed ..	1	5	6	11	8
		Pass percentage ..	33.3	83.3	66.7	78.0	66.7
M.Sc.	Male	Appeared ..	22	..	38	49	32
		Passed ..	17	..	32	24	30
		Pass percentage ..	77.3	..	84.2	49.0	93.8
	Female	Appeared ..	..	..	..	..	..
		Passed ..	..	..	..	..	..
		Pass percentage ..	..	..	..	..	..

It is not possible to comment on all these in the course of this brief report. It is, therefore, necessary to confine our attention to the Matriculation, and the Degree examination alone. The number of candidates for the Matriculation examination has increased by 1,694, and the pass percentage has improved from 72·4 to 77·6. Another remarkable feature of this examination is the excessively high aggregate of marks obtained by an ever increasing number of students. In the absence of evidence that there has been any increased efficiency in teaching, the conclusion seems obvious that the standard is steadily deteriorating. In the B. A. examination after a considerable rise during the intervening period the number of candidates in 1936-37 has practically come back to the level of 1932-33, and the pass percentage has improved from 41·2 to 55·9. In the B.Sc. examination in which the numbers have always been small, the number of candidates has more than doubled itself during the last five years, and the pass percentage has improved from 49·2 to 63·3. Here again it is highly doubtful if the improvement in the pass percentage is any indication of the improvement in the quality of candidates, but the more likely explanation is that standards have deteriorated. It must be noted that the figures quoted and the comments made in this paragraph are confined to male candidates.

During the quinquennium the Punjab Government appointed the University Enquiry Committee, under the Chairmanship of Sir George Anderson. The recommendations of this Committee have been commented upon in previous annual reports of this department, and are well known in all education circles. The Senate of the University, however, has not been in favour of any of the major recommendations, and apart from a few very minor readjustments, the report of the Enquiry Committee still remains abortive. The Uni-
versity.

In 1933 the University celebrated its Jubilee, and as a memorial of this event funds were collected for the erection of a University Union Hall, and the building was finally opened by His Excellency the Chancellor in the winter term of 1936-37. It has been appropriately named Woolner Hall. The Union Society however is still a constant source of anxiety to the University, as it has failed to attract a representative body of students, or to have developed a programme of activities at all suitable for a body of this nature.

In the domain of scientific research the work of Dr. S. S. Bhatnagar, the University Professor of Physical Chemistry and the Director of the Chemical Laboratory, has been particularly valuable in a practical scheme for the extension of research work in petroleum and allied subjects, through the co-operation of Messrs. Steel Brothers & Co., of London. This firm has placed Research.

a sum of Rs. 1,50,000 at the disposal of the University to be spent in equal instalments during a period of five years. This period has now been extended for another five years. Arrangements of a similar kind on a smaller scale have been entered into with Birla Brothers, Limited, of Bombay, and Lala Sibri Ram of Delhi. The services of Dr. Bhatnagar in these laudable enterprizes have been duly appreciated by Government by the conferment on him of the Order of British India. Useful research work has also been carried out in the other science departments, as well as in the departments of Oriental Learning, and in Economics.

University Teaching.

The Honours teaching on the Science side has been made complete by the organization of the Honours School in Physics which has been housed in the Government College Physics Laboratory. The school is still in its infancy, and its existence has been somewhat insecure owing to financial stringency. The teaching is mainly arranged for on an Inter-collegiate basis, the University being responsible for two whole-time lecturers. It has also sanctioned an annual recurring grant of Rs. 5,000 for apparatus and contingencies, and a non-recurring grant of Rs. 40,000 spread over a period of several years. Professor J. B. Seth, M.A., I.E.S., has been appointed Head of this Department.

On the arts side the Honours School in History has failed to attract a sufficient supply of students, showing once again, that specialised schools on the arts side make little appeal to the more intelligent students who wish to obtain a broader course of liberal education. The unpopularity of the Honours School in History has resulted in the re-introduction of the old type of honours in History through additional papers. A new department of Political Science has been organized by the University mainly on an Inter-Collegiate basis. Professor G. D. Sondhi, M.A., I.E.S., is the Head of this Department and the University has appointed a part-time lecturer.

Other developments of University activities include the organization of a Public Service Examination class under the charge of Professor G. C. Chatterji, M.A., I.E.S., of the Government College, Lahore. An attempt is made to advise students who wish to appear in the Indian Civil Service and Indian Finance Service Examinations on the choice of subjects, and actual instruction is provided during winter term in the compulsory subjects for these competitive examinations.

Intermediate Colleges.

The position with regard to intermediate colleges has become much worse during the last quinquennium. As already remarked in the opening paragraph of this chapter, eleven of these have now been raised to the Degrée standard, four of this number

being Government institutions. This step has been forced upon the Government and the University owing to the impossibility of attracting sufficient numbers to the IXth and Xth classes of the intermediate colleges, and the pressure of local public opinion which clamoured for Degree colleges. The remaining intermediate colleges are also anything but successful and their position will have to be seriously considered especially in the light of the recommendations made by Messrs. Abbott and Wood in their Report on Vocational Education.

The University sustained a heavy loss through the death of Personalia. Dr. A. C. Woolner, C. I. E., who at the time of his death, in January, 1936, held the Office of Vice-Chancellor and Dean of University Instruction. His association with the University has extended over a period of more than thirty years. After his death the offices of Vice-Chancellor and Dean of University Instruction have been separated, and the former was held by the Right Rev. G. D. Barne, C. I. E., Bishop of Lahore, for one year. In January, 1937, the Bishop resigned, and was succeeded by Mr. M. L. Darling, C.I.E., I.C.S., Financial Commissioner, Punjab. The office of Dean of University Instruction which has been made elective, is held by Professor G. Matthai, M.A., Sc.D., I.E.S., the Head of the University Department of Zoology.

Mr. H. L. O. Garrett, the well known and popular Principal of Government College, Lahore, retired from public service in 1936 and has been succeeded by Dr. H. B. Dunningcliff. Government conferred on Mr. Garrett the C.I.E. as a recognition of his splendid services to the cause of higher education.

The Educational world in the Punjab has sustained a heavy loss through the death of several eminent educationists. Amongst these we must mention the late Professors Shiv Ram, Kashyap, I.E.S., of Government College, Lahore, and Devi Dyal, for many years Vice-Principal of D. A. V. College, Lahore.

It is pleasing to note the great improvement in the athletic and social life of college students. Physical culture has now been made compulsory for all intermediate students by the University, and all colleges are required to employ one or more properly qualified physical training supervisors. Standards in athletics in which the Punjab has always led the way, are higher than at any previous time, and it is gratifying to note, that the Punjab holds the Inter-University championship in cricket, and in hockey, lawn tennis, and athletics it has shown its superiority in Inter-University meets. As can be easily gathered from the reports of individual colleges, on which we must regretfully abstain from any comment

Athletic,
Cultural and
Social
Activities.

owing to exigencies of space, the student community of the Punjab is keenly alive to cultural and social problems of the day, and the number of societies which exist for such purposes, and which are largely organized and run by the students themselves, is almost countless. One striking phenomenon of sociological importance is the ease with which women students have come forward to take their rightful place not only in the examination hall, but also in the debating arena, the concert platform, and even the college dramatic stage. Equally gratifying are the cordial relations which prevail between the different communities, who meet in friendly intercourse not only for studies, and games, but frequently also round the tea or the dinner table. These are abundant proofs of the benefits of higher education, for whatever we may say of deterioration of examination standards, of the plethora of the educated unemployed, and the tragedies of mal-adjustments of individuals, liberal education is a leaven which penetrates every aspect of national life, and lifts it up to a higher and richer conception.

CHAPTER IV.

Secondary Education (Boys)

During the quinquennium the number of secondary schools ^{(a) Statistics.} has decreased by 289 to 3,498. High schools have increased by ^{(1) Schools.} 20 (or 6 per cent.) to 340, while anglo-vernacular middle schools have decreased by 20 (or 8·8 per cent.) to 206, and vernacular middle schools by 289 (or 9 per cent.) from 3,241 to 2,952. The total number of anglo-vernacular schools has thus remained unaltered, as, with the increase in the number of high schools there has been a corresponding decrease in the number of anglo-vernacular middle schools. The large fall in the number of vernacular middle schools is attributable to the reduction, as a measure of retrenchment, of uneconomical and unnecessary lower middle schools to the primary status. There is a decrease of 80 vernacular middle schools in the Ambala Division, and of 65 and 66 in the Jullundur and Rawalpindi Divisions respectively.

There is one secondary school to every 28·5 square miles and ^{(2) Distribu-} for 3,682 males in the province. The position in the different divi- ^{tion of} sions is :— ^{schools.}

Division.	Area.	Male population.	Number of secondary schools.	One school for number of square miles.	One school for number of males.
Ambala ..	14,743	2,226,856	618	24	3,603
Jullundur ..	19,344	2,491,638	591	32	4,216
Lahore ..	12,395	3,277,661	745	17	4,399
Multan ..	31,227	2,774,916	804	38	3,451
Rawalpindi ..	21,430	2,092,622	740	29	2,828

The number of anglo-vernacular schools in the province is excessive, which is due to the existence of a large number of sectarian high schools which cater for special communities and religious sects. With the exception of Bengal and perhaps Madras, the Punjab claims the largest number of high schools : 340, of which 206 or 60 per cent. are denominational. The United Provinces, with a male population of 25·4 millions, had 190 high schools in 1931-32 as against 323 in the Punjab with half its population, *viz.*, 12·8 millions. A large number of these communal schools exist in urban areas where there is a good deal of unnecessary duplication and consequent wastage of educational

effort and public money. In the 206 denominational schools in the Punjab the enrolment is 99,800 which is 68·9 per cent. of the total enrolment in high schools. Thus 68·9 per cent. boys spend the impressionable years of youth in the narrow atmosphere of sectarian schools.

(3) Scholars.

It is very disquieting to note that enrolment has fallen by 70,816 (or 11·0 per cent.) to 567,337, the decline being 78,243 in vernacular middle schools and 5,741 in anglo-vernacular middle schools, against a rise of 13,168 in high schools. Almost 97 per cent. of the decrease is in vernacular middle schools. Of the total enrolment in secondary schools, 3,55,754 or 63 per cent. pupils are enrolled in the primary department. The fall in enrolment during the quinquennium is shared divisionally thus :—

Ambala	..	..	..	..	1,649
Jullundur	..	..	..	..	20,914
Lahore	..	..	..	..	12,797
Multan	..	..	..	..	4,015
Rawalpindi	..	..	..	..	31,441
Total					70,816

The main reason for this large decrease in enrolment is economic depression prevalent throughout the quinquennium in the rural areas. Among the other contributory causes may be mentioned the general unemployment among the educated classes ; the reduction or closure of uneconomical and wasteful lower middle schools, the abolition of 1,457 unnecessary branches of secondary vernacular schools, and the elimination of fictitious enrolment in schools. With a view to modifying the existing syllabus of vernacular schools and making it suitable for the changed conditions and outlook of the people a departmental committee was appointed for the purpose of effecting a thorough revision in the current courses. The recommendations of this committee have been accepted by Government, and a new scheme of studies which, it is hoped, will render the courses suited to rural needs, has been introduced with effect from the year 1936.

The average enrolment of a high school stood at 424 in 1936-37 as against 410 in 1931-32 ; of an anglo-vernacular middle school 212 against 218 and of a vernacular middle school 128 against 141. It is a matter for satisfaction that, although there has been a fall in enrolment in secondary schools, average attendance has gone up in the three categories of schools ; by 3·1 per cent. to 94·5 per cent. in high ; by 2·7 per cent. to 91·9 per cent. in anglo-vernacular middle, and by 3·2 per cent. to 85·8 per cent. in vernacular middle schools.

In calculating the number of overage boys, pupils over 17 ^{(4) Overage pupils.} years of age in the 9th class and those over 16, 15, 14 and 13 in the VIII, VII, VI and V classes have been regarded as overage. The total number of boys in the five classes of the secondary schools amounts to 198,757 while the number of boys overage in these classes is 46,450 which gives 23·3 per cent as the percentage of overage pupils to the total enrolment. In 1931-32 this percentage stood at 29 per cent. The comparative figures for the five classes work out as follows :—

YEAR.	IX.	VIII.	VII.	VI.	V.
1936-37	21·4	25·3	23·5	23·4	22·8
1931-32	28·1	32·4	31·6	30·4	27·0

It will thus be seen that the number of overage pupils in almost all the classes has declined considerably. The main reasons for the presence of such pupils who, it is believed, abound in rural schools, are : late admissions, due to the indifference and apathy of the average rural parent towards education and stagnation which results from unsatisfactory progress as a consequence of irregular attendance or inaptitude of the pupil for literary studies or of inefficient teaching. The need for diverting a large number of such overage pupils to vocational and industrial pursuits is amply borne out by the statistics. The necessity of early reform, in policy, system and teaching methods is called for, and this is already engaging the attention of the Department.

During the quinquennium there was an increase of only ^{(5) Expenditure.} Rs. 4,505 (against Rs. 30,91,936 in the previous quinquennium) in the total expenditure on secondary schools. Contributions from Government and other sources declined by Rs. 3,15,032 and Rs. 64,278, respectively, while those from fees, district board funds and municipal board funds advanced by Rs. 2,71,716, Rs. 36,912, and Rs. 75,187, respectively. The percentage of expenditure borne by Government and 'other sources' decreased by 2·4 (from 51·8 to 49·4) and ·5 (from 6·2 to 5·7), respectively. The percentage share of the total cost met by fees and district board and municipal board funds has increased by 2·1 (from 29·2 to 31·3), by ·2 (from 11·2 to 11·4) and by ·6 (from 1·6 to 2·2), respectively. The comparatively small increase in expenditure is largely the result of the stringent measures of economy adopted by the Department. The average annual cost of educating a

secondary pupil has gone up by Rs. 2-4-0 to Rs. 23-4-0. The average cost of a high, anglo-vernacular middle and a vernacular middle school stands at Rs. 17,667 (—Rs. 43), Rs. 5,722(—Rs. 377) and Rs. 2,063 (+Rs. 129), respectively. The annual per capita cost in these schools during 1936-37 was Rs. 41-9-8, Rs. 26-15-8 and Rs. 16-0-11, respectively.

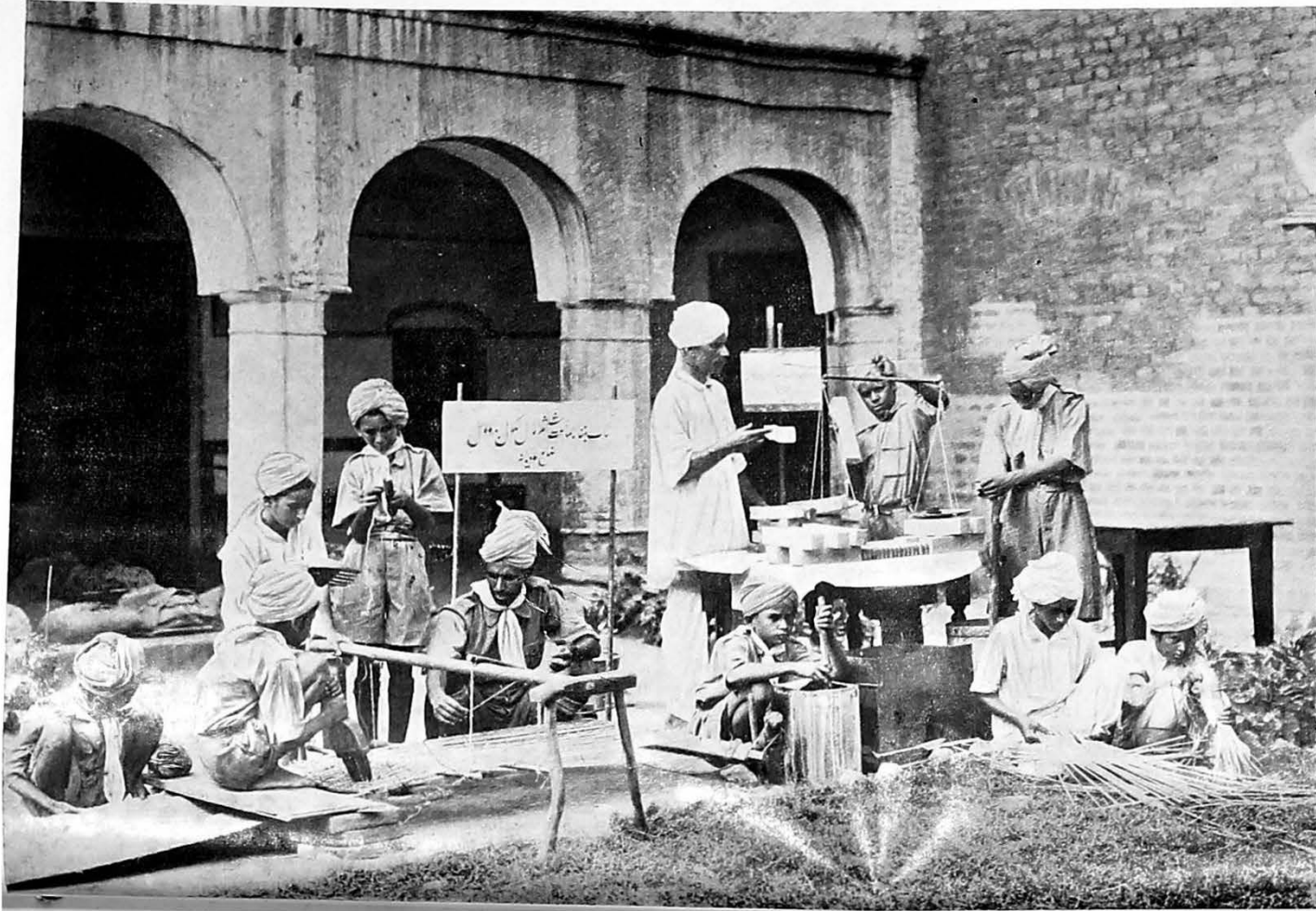
(B) Secondary Education in Rural Areas.

The high and vernacular schools in rural areas are proving of great value to the villagers who, in the absence of educational facilities now carried to their very doors, were in the past reluctant to send their children to the uncongenial and unsuitable atmosphere of distant city schools, which were considered not only expensive but also the main cause of fostering the undesirable tendency of urbanising children in their life, habits and outlook. To a certain extent these rural institutions are making a valuable contribution to the spread of literacy, the creation of healthy public opinion on vital matters, the popularization of rural uplift work and improved agricultural methods and to the retention of village youths in the country-side during impressionable years. It is to be regretted, however, that the poverty of the agriculturist and the slump in the price of agricultural products have somewhat prevented the zamindar from taking full advantage of the educational facilities provided. To give an agricultural and vocational bias to instruction in these schools, farms and plots, manual training centres and village handicrafts have been introduced. Rural activities—such as rural uplift, community work, village sanitation, and propaganda work for other beneficent departments are carried on in these schools. Games clubs and other recreative activities are encouraged in the rural secondary schools. Village libraries, which have proved useful in checking a relapse into illiteracy and in affording mental recreation to the villagers, are located in village schools. Adult classes are also invariably found in rural schools.

(c) Teachers—trained and untrained.

The persistent policy of the department in urging the employment in recognized schools of a larger number of competent teachers has met with great success. In 1926-27, 70 per cent. of the teachers employed in secondary schools were trained; in 1931-32, 88 per cent. and in 1936-37 out of a total of 21,898, no less than 19,657 or 89·7 per cent are trained and certificated. If 703 teachers, who possess special departmental certificates, be excluded from the total of 2,241 classed as untrained, the percentage of qualified and competent teachers rises to 92·7. The percentage of trained teachers varies in the divisions from 87·3 in Jullundur to 92 in Multan. Out of 1,538 untrained and uncertificated teachers 519 or 33 per cent. are employed by aided schools and 827 or 53 per cent. by local body schools. Out of

HANDICRAFTS AND HOBBIES.
(District Board Vernacular Middle School, Badhowal, Ludhiana).



1,557 teachers, working in Government secondary schools, only 41 (of whom 17 are graduates) or 2·6 per cent. possess no training qualifications. The total number of teachers employed in all types of secondary schools has declined from 22,744 in 1931-32 to 21,898 (or by 3·7 per cent.) in 1936-37 due primarily to a careful re-adjustment of school staffs by enhancing the number of teaching periods per week.

During the quinquennium emergency cuts were applied to teachers' salaries in practically all schools. A special 15 per cent. cut was applied to the old grades in the case of new entrants to Government service. Owing to a large fall in the income of local bodies resulting from economic distress or trade depression, large retrenchments had to be made in the staff employed, and in teachers' salaries. In several cases increments had to be withheld while in some districts fixed grades have been introduced.

A little improvement is reported in the pay, position and prospects of teachers employed in schools recognized under the new rules of recognition introduced in 1933. The enforcement of the rules of service and the execution of agreements between the teachers and the school authorities under the new rules have also had a salutary effect. It is disturbing, however, to note that the payment of salary in many schools is still irregular and unpunctual. The position and security of tenure of teachers in older schools continue to be in the same sad state as before. The graded scales of salary exist in name only, and increments depend solely on the whims of the managing committees or on the personal influence of the teacher. Startling variations exist in the salaries of individuals, and nepotism and favouritism are reported to be rampant in some schools. The maximum amount of work is extracted from the teachers with the result that no time is left for extra-mural activities. Dismissals from service on flimsy grounds and as a result of personal prejudice are still not uncommon. The so-called voluntary contributions to the managing committee funds by forcing teachers to sign the acquittance roll for a higher sum than is actually received is reported to be a common evil. The eradication of these malpractices is under the serious consideration of the Department.

All aided schools have established standard or approved Provident funds for the benefit of their teachers. The administration of the funds is, however, not yet satisfactory. The inspectors report several cases of irregular deposits in banks, and misappropriation of the amounts on such purposes as the payment of salaries, construction of new buildings or making additions to the old ones. Some committees do not deposit contributions in approved banks,

but retain them in their own custody. In several cases rules are not properly observed. The managing committees sometimes resort to unworthy tactics in depriving outgoing or retrenched teachers of their due share of the provident fund. Strong disciplinary action is invariably taken in cases which come to the notice of the Department.

(d) Instruction and influences on life.

Instructional improvement is to a large extent evidenced by good results in the M. S. L. C. and Vernacular Final Examinations. Special progress has been made by the Jullundur and Multan Divisions where the pass-percentage in the M. S. L. C. had advanced from 60 in 1931-32 to 76 and 84, respectively. Class promotions are made judiciously.

(ii) Instruction.

The inspectors report improvement in teaching and in the quality of the teacher. Teachers in schools are stated to be evincing keener interest in their work ; they take pride in their vocation and are gradually abandoning narrow notions of their professional responsibilities. They are realizing that their duty does not terminate with the day's school work and is not confined merely to the four walls of the schools. Their participation in daily games, social clubs, school excursions, and scout camps is a matter for great satisfaction. To improve their general information, literary taste and pedagogic knowledge extra-curricular studies are kept up by teachers. Diaries and pupils' progress records are maintained by almost all teachers. Experimental work is also carried on in methods of teaching. The Dalton plan is popularizing individual study. The assignment system has been tried with success in several schools in history, mathematics and science. The Montessori method is being tried in the primary departments of some urban high schools. Greater stress continues to be laid on the extension of class libraries. Extra reading is encouraged, and literary clubs are organized to arouse interest in public speaking, and lectures on interesting and instructive topics are delivered by teachers and outsiders. Daily news items and cuttings from illustrated papers are exhibited to add to the boys' general information. For improving handwriting various devices are tried ; in many schools the *takhti* is used for vernacular writing in the lower middle classes. Group competitions are held in calligraphy and spelling. Increasing attention is devoted to the teaching of science and vernacular subjects.

To give a rural bias to instruction all descriptive, mathematical and geographical topics are selected, as far as possible, from village conditions and environment. Instructional work in schools is also correlated to village problems, and agricultural bias is given to teaching in vernacular schools. Farms and plots are meant to afford training in the application of improved

methods of agriculture. Vegetable growing, fruit farming and floriculture are introduced as hobbies. Soap, ink, *chik* and basket making, book-binding, rope twisting and *charpoy* weaving are practised in a number of vernacular schools.

It is generally agreed that the life of an average boy, in and out of school, is more cheerful and pleasant and his outlook wider and activities healthier than those of his brother of a decade past.

Private tuition is properly controlled by departmental authorities in Government and local body institutions, but instances of its abuse are often reported from private schools where the root cause of the evil, at which even the managing committees are often compelled to connive, is the low salaries paid to the teachers.

There are 36 manual training centres attached to the secondary schools in the province. All these centres specialize only in elementary carpentry, and continue to do good work in giving useful training of hand and eye, and to be popular among the students who take delight in the work as a welcome relief from their studies. In the nine centres in the Ambala Division the average attendance is 3,038. Jullundur Division has two, and Ambala Division three tailoring classes in high schools. The Rawalpindi Inspector states that it is a misnomer to call these classes "centres", as, with the exception of Kahuta, all other classes in his division are attended by boys of one school only.

These two topics have been dealt with at length in Chapter VII (Professional, Technical and Special Education) under sub-head (iii) Vocational training of this report.

Much stress has been laid during the quinquennium on the promotion of cleanliness among the pupils with the result that neatness of dress, the importance of the daily bath and cleanliness of nails, eyes and teeth are receiving due attention. Some schools hold daily, and some bi-weekly, cleanliness parades for inspection of the pupils' dress and person. In a number of rural schools soap, towels, *surma* (antimony), wash-hand basins, looking glasses, *ditans*, and nail cutters are kept for those careless boys who come dirty and untidy from their homes. The general impression is gaining ground that the boys have now a better practical knowledge of hygienic conditions, are alive to the usefulness of cleanliness and are also healthier.

(5) Medical inspection and treatment of school children.

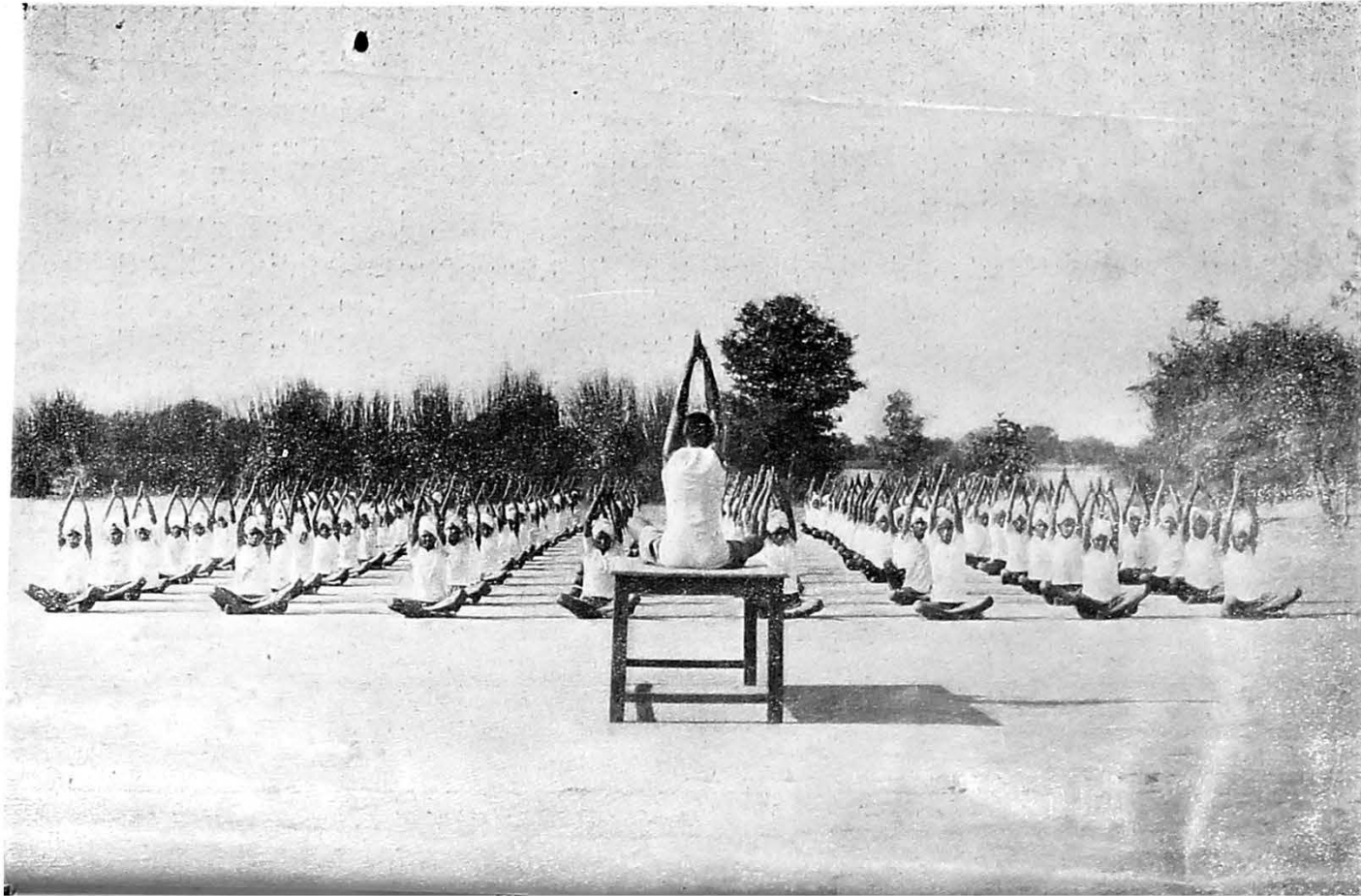
This important aspect of education has received ample attention throughout the quinquennium. In the Gurgaon district the number of boys declared sick has gone up slightly from 40 per cent. in 1931-32 to 46 per cent. in 1936-37, but the number treated and the number cured have gone up from 68 per cent. to 97 per cent. and from 68 per cent. to 89 per cent., respectively. The Simla municipal committee has made elaborate arrangements for the medical examination and treatment of children. Some high schools in the Province have a well organized and elaborate system of medical inspection. A medical fund exists for the upkeep and equipment of the school dispensary and for the honorarium paid to the part-time doctor and his compounder. To this fund each boy above the primary standard contributes annas 2 per mensem. The doctor conducts an intensive examination of all pupils annually and records the health condition of the boys in a register, sends periodical reports to the parents, administers medicine to sick boys in school, holds casual examinations daily, delivers lectures on sanitation and hygiene and also inspects the school buildings. The Jullundur scheme of medical inspection and treatment is working successfully in Jullundur and Sialkot. Dispensaries containing well-known non-poisonous medicines have been organized from the school Red Cross Fund in some rural secondary schools. Complaints of lack of co-operation between the medical officer and the parents of ailing children are, however, not uncommon.

(6) Physical Training and Games

The new type of physical training instructor has considerably improved this important phase of school education. Play-for-all and mass-drill form a very bright feature of our schools now. Games, during and after school hours, are organized more carefully and systematically. Inter-school (high and middle) tournaments have been revived in some districts. The assistant district inspectors of schools for physical training have held a large number of refresher courses for the vernacular teachers. These courses, followed by regular and intensive supervision, have brought about a noticeable change in the physical training work in rural schools. The village games clubs have helped to establish a useful social link between the rural masses and the village schools.

Scouting continues to flourish, and has proved helpful in inculcating among the pupils the ideal of service, universal brotherhood and devotion to duty. Its increasing popularity is also due to the appeal it makes to the boys' imagination through games and other social and out-door activities. Very commendable social service was rendered by scout troops at Kurukshetra and at Quetta after the earthquake. There are altogether 1,852 troops. In the Multan Division which leads in this matter the number of

BOYS AT MASS DRILL.
District Board Middle School, Sowaddi (Ludhiana).



troops has increased during the quinquennium by 142 to 502 and that of scouts by 7,138 to 13,759.

Greater emphasis has been laid, during the past five years, on the encouragement of extra-mural activities in schools, and teachers and pupils have shown signs of keenness and enthusiasm. Life in schools has in consequence become more genial and pleasant and the present day school boy has a wider outlook and a better developed social life, has keener humanitarian susceptibilities, and enjoys a wider variety of wholesome and innocent pastimes for his leisure hours. Fife-and-drum bands, which brighten various school activities such as mass-drill, marching and class movements and are further a source of healthy entertainment for boys, are growing in number day by day. Some schools have music clubs which encourage vocal and instrumental music. Hobbies such as photography, stamp, coin and picture collecting, fretwork, painting, preparation of pickles, jams, and jellies, ink, soap and envelope making, caning of chairs, varnishing and sign-board painting afford useful diversion. Excursion clubs organize visits to places of historical, geographical and industrial interest. The tutorial system has been introduced in several schools. Some schools have magazines of their own and boys are encouraged to make literary contributions which they generally do with great interest. Floriculture is another popular feature of schools and one is struck by the tasteful decoration of school compounds and other small spaces with well-arranged beds of seasonal flowers and perennial shrubs. The Red Cross movement is now a regular feature of our schools, and there is an annual increase in the number of branches, members and activities. Large sums are annually spent by members on helping poor people and needy students. In 1936-37 there were 5,297 branches of these societies in all schools. In Rawalpindi Division the number of branches has gone up the most; by 570 to 1,026 during the past five years and the membership from 29,959 to 56,694 and the annual income from Rs. 22,418 to Rs. 32,326. Co-operative supply societies have for various reasons, the chief being the unhealthy and unfair rivalry of shop-keepers, lost popularity, and their number has dwindled to 172. As a means of training boys in the principles of co-operation the movement has not proved very successful as the societies are mainly run by teachers and the boys get little training. The Jullundur Division has the largest number of societies—81—with a membership of 6,616 and a capital of Rs. 11,865. Thrift Societies continue to be successful and popular and their number is 848. The Jullundur Division has again the largest number of these—280 societies with a membership of 4,637 and the total deposit of Rs. 2,39,330. The reports on

Paisa Banks started in secondary schools, both urban and rural, towards the close of the quinquennium, are quite encouraging. Jullundur Division has such banks in 19 schools ; Ambala in 16 schools, Multan in 41 schools and Lahore 63. It is hoped that if started on right lines these banks will prove of great value in encouraging the habit of thrift among school children.

Discipline.

Discipline and general tone have remained satisfactory in all schools throughout the quinquennium. Serious breaches of discipline and morality have not been frequent. Inspectors still comment adversely, however, on the indiscipline caused by the refusal of transfer certificates by some head masters to their pupils in the month of April. In the Jullundur Division Conciliation Boards have been organised to settle inter-school disputes and these are reported to have made an encouraging start. Reckless complaints—anonymous and pseudonymous—continue to be made by disaffected and disgruntled members of the general public against teachers and head masters which on investigation are almost invariably found to be groundless and unwarranted.

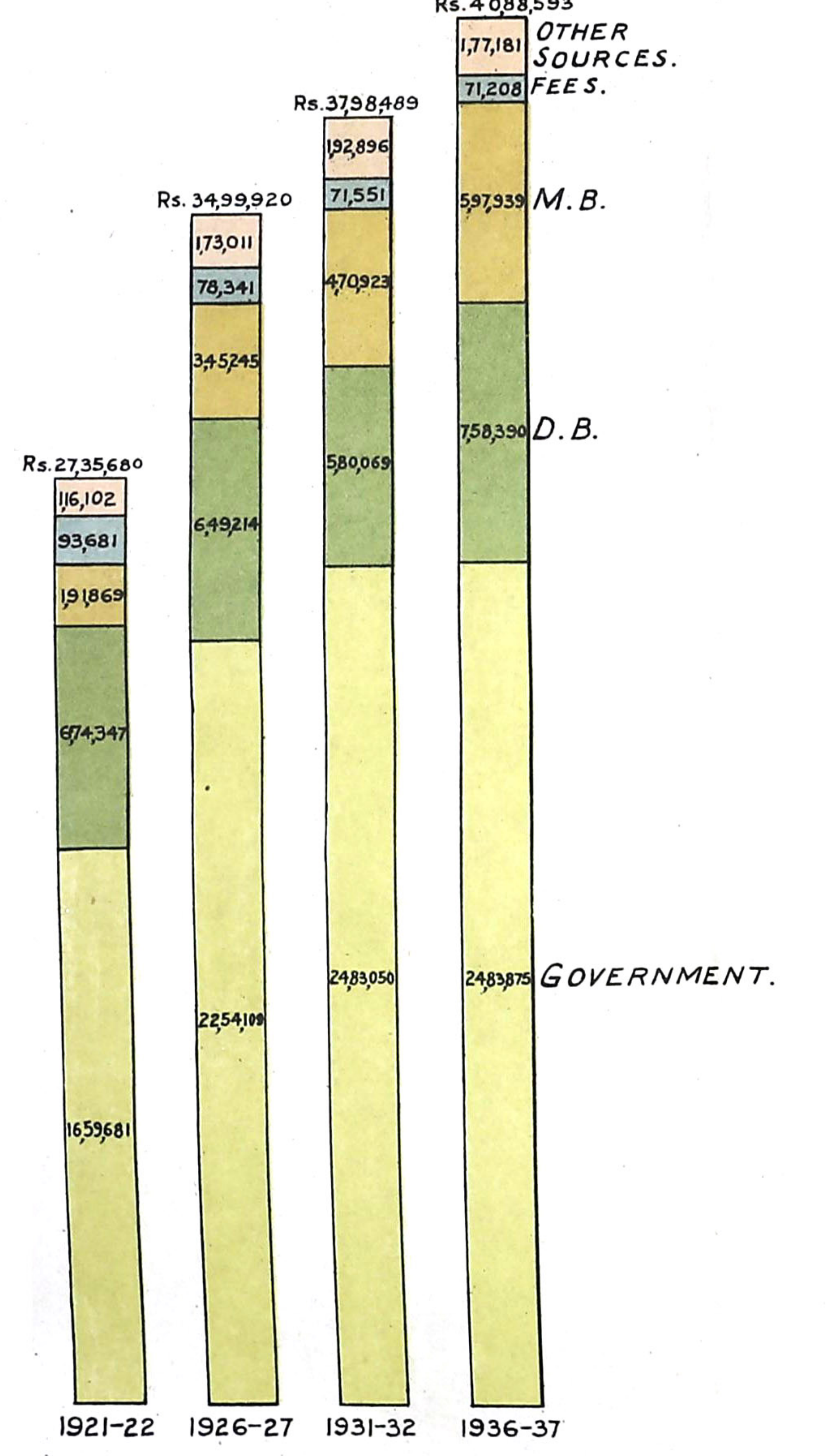
Buildings.
(a) Schools.

New buildings or additions to the existing ones could not be taken in hand during the quinquennium owing to financial stringency and the consequent paucity of funds. Government and local body buildings for high schools have continued to be generally satisfactory, but several privately managed schools still have unsuitable, insanitary and incommodious buildings. The case of vernacular schools, however, is deplorable. A large majority of them continue to be housed in unsuitable, structurally dangerous and insanitary houses. In many cases even the annual repairs have been neglected with the result that some buildings are in a tottering condition. The Ambala Division reports the construction, during the five years, of 17 new buildings for middle schools, 9 for high schools and 3 hostels, and extensions to 35 middle schools, 14 high schools and 3 hostels, at an aggregate cost of Rs. 1,52,207. The management of C. M. Z. High School, Gujrat, put up a new building at a cost of Rs. 1,00,000 during 1936-37.

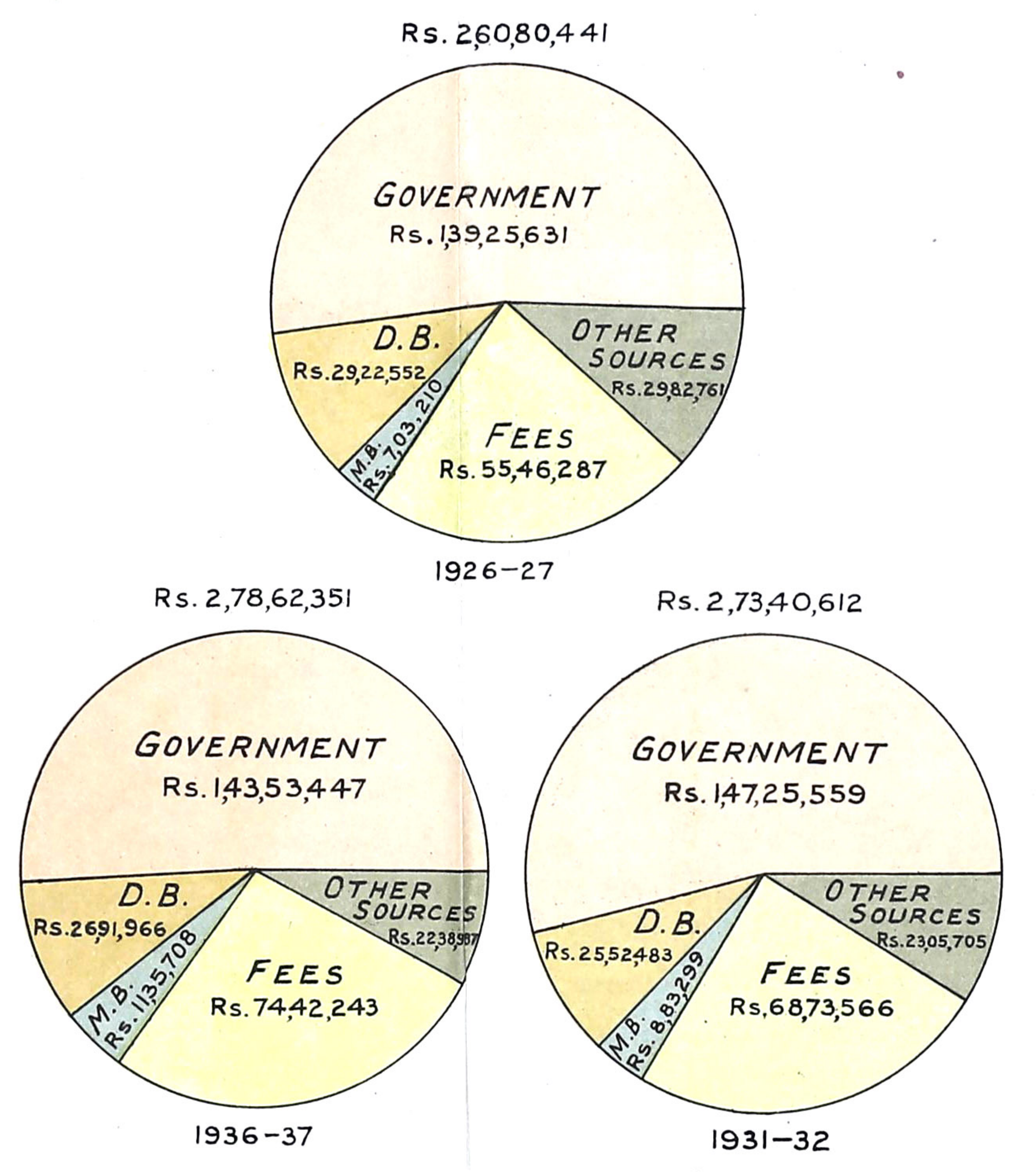
(b) Hostels.

The number of hostels has gone down from 852 to 763 during the quinquennium, and the number of their inmates from 23,823 to 20,003. The decrease is due to the opening of a large number of secondary schools at short and convenient distances which enables pupils to return home daily on foot or on bicycles. The hostels attached to a number of denominational schools have nothing attractive to offer in accommodation or other amenities.

TOTAL EXPENDITURE ON PRIMARY SCHOOLS FOR BOYS.

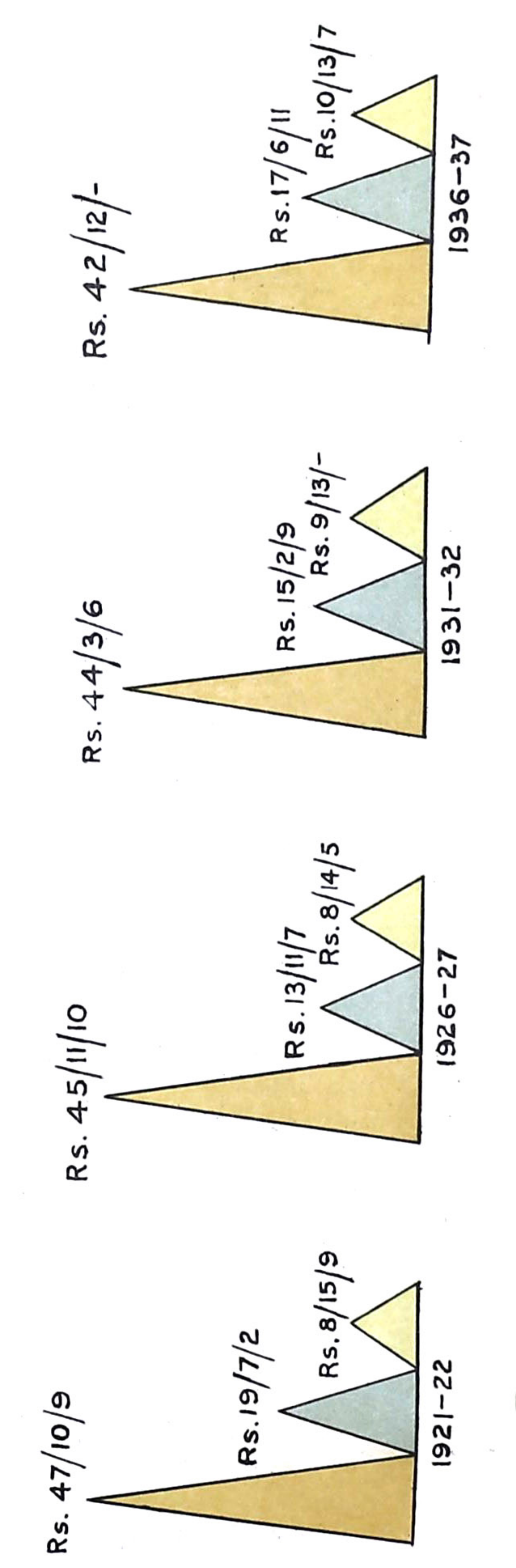


TOTAL EXPENDITURE ON INSTITUTIONS FOR BOYS FROM VARIOUS SOURCES.

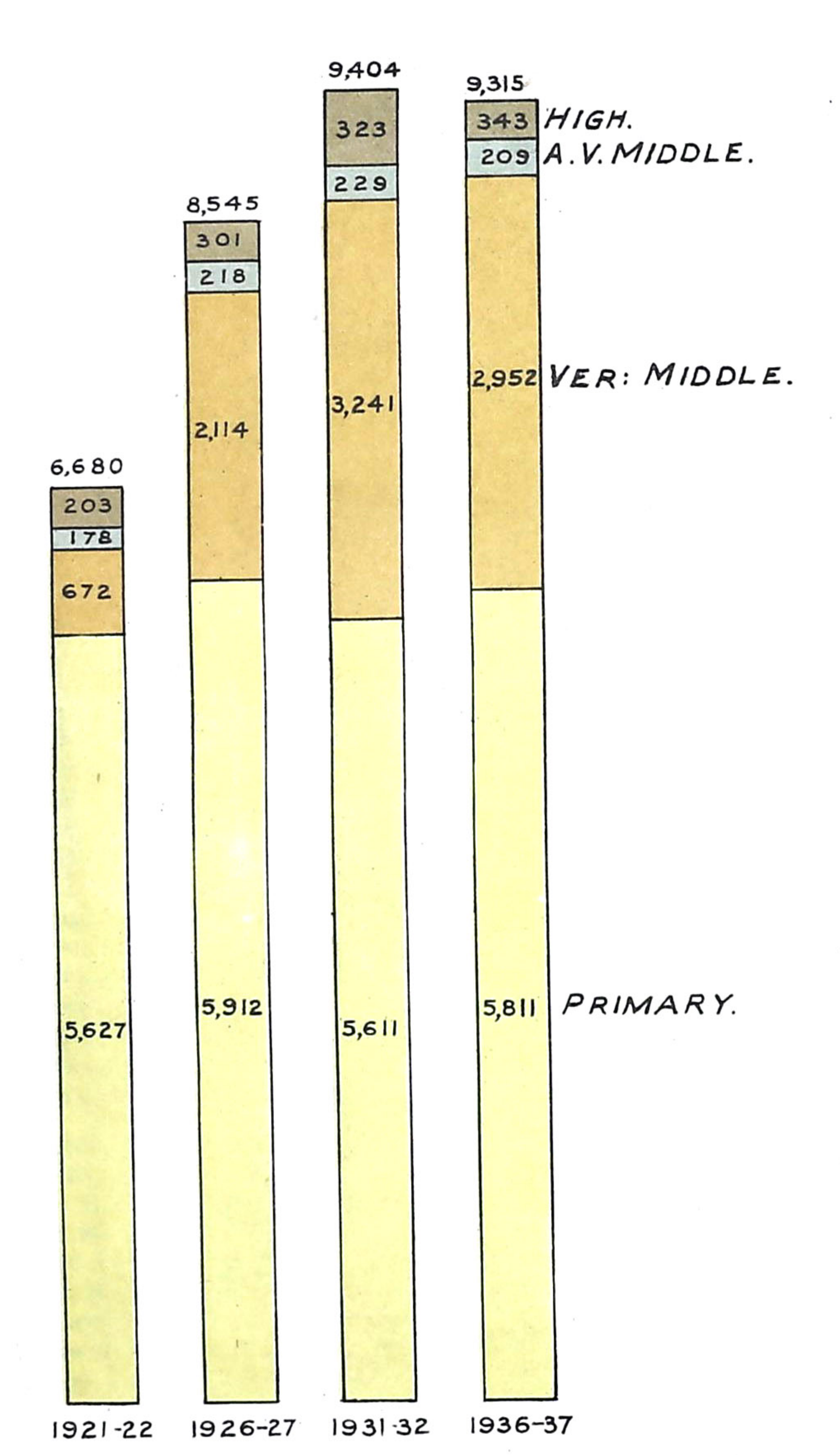


AVERAGE COST PER PUPIL IN BOYS SCHOOLS.

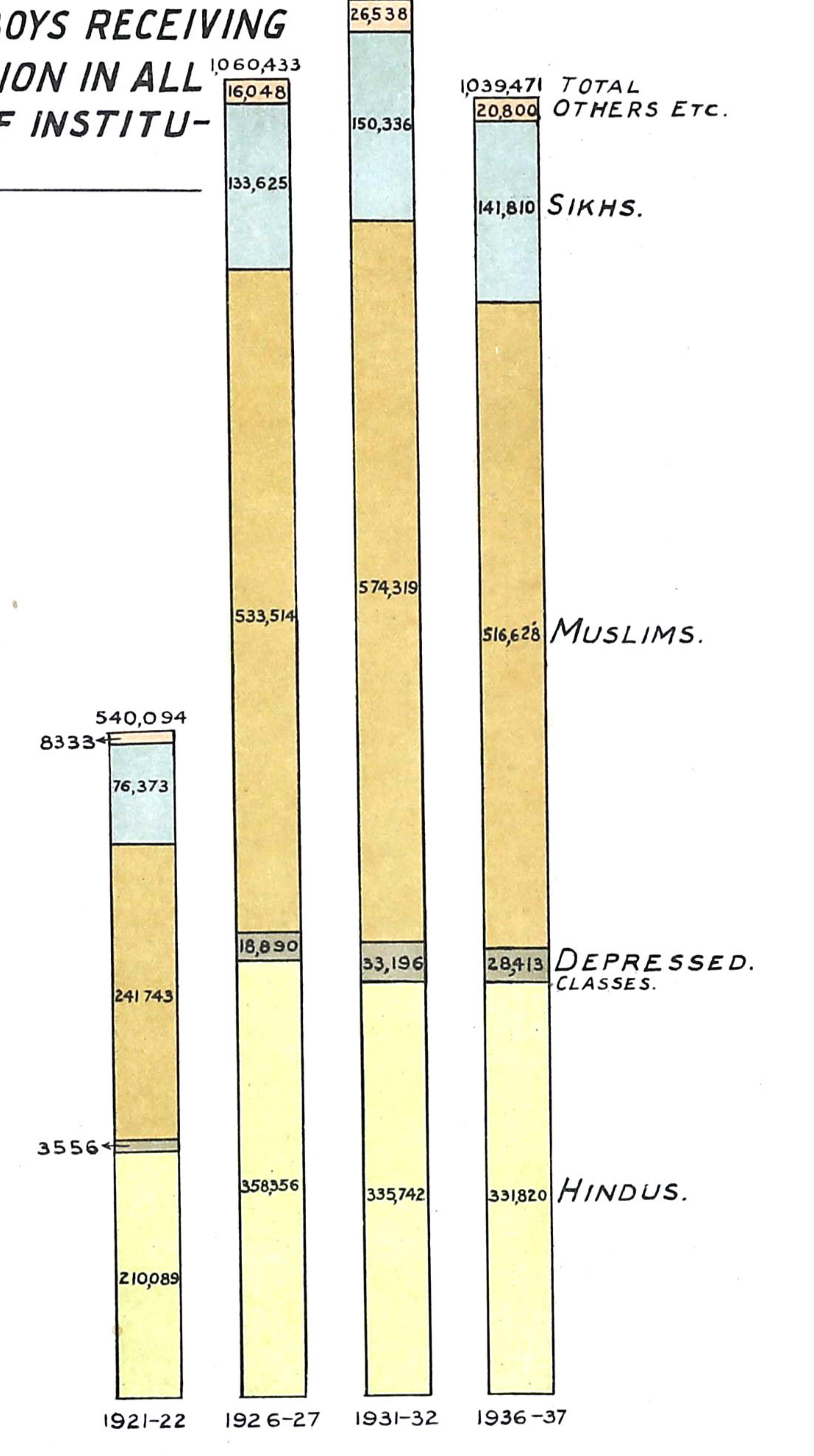
High Schools.
Middle Schools.
Primary Schools.



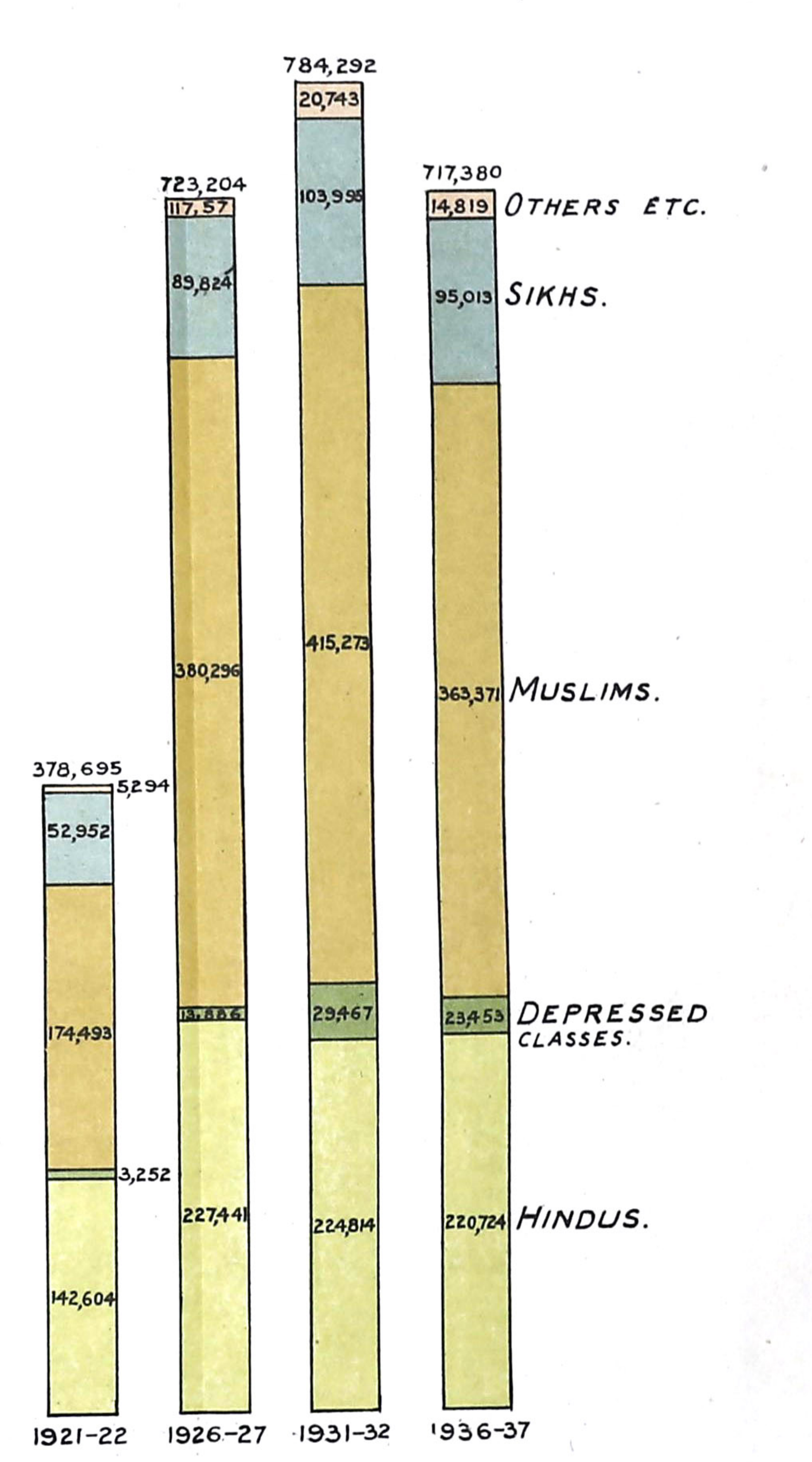
THE NO. OF VARIOUS TYPES OF SCHOOLS FOR BOYS.



NO. OF BOYS RECEIVING EDUCATION IN ALL TYPES OF INSTITUTIONS.



NUMBER OF BOYS AT PRIMARY STAGE.



CHAPTER V.

Primary Education (Boys).

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

Year.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
1931-32 ..	15	4,191	313	999	89	5,107
1935-36 ..	9	4,377	324	838	127	5,675
1936-37 ..	9	4,546	320	819	113	5,807
Increase or decrease since 1931-32.	-6	+355	+7	-180	+24	+200

The number of Government primary schools fell early during the quinquennium owing to the discontinuance of several normal school units to which these primary schools were attached as practising schools for the teachers under training. The increase in the case of district board schools is largely due to the reduction in the status of some uneconomical small lower middle schools and partly to the conversion of some flourishing branches into primary schools. The stoppage of grant-in-aid in some districts and the more stringent application of rules for the award of grant to elementary schools, notably in the Ambala division, have resulted in a substantial decrease in the number of aided schools. The large increase in the number of single-teacher schools from 1,257 in 1931-32 to 1,802 in 1936-37 is attributable mainly to the reduction in school staff effected by the district boards owing to the general financial depression.

Enrolment in primary schools declined during the quinquennium by 10,193 to 376,485 and average attendance by 4,384 to 322,935. The percentage of attendance on enrolment, however, rose from 84 in 1931-32 to 85.6 in 1936-37. In the primary departments of secondary schools there has been a fall of 63,213 in enrolment from 418,967 to 355,754. The total loss in numbers at the primary stage during the last five years has thus been 73,406. It is noteworthy that during the years 1927-28 to 1931-32 the enrolment in primary schools and departments in the Province

(ii) Enrolment and attendance.

advanced by 83,084 to 805,645 while during the years 1932-33 to 1936-37 there was a decline of 73,406 so that at the end of the year 1936-37 there were 732,239 scholars in the primary classes against 722,561 of 1926-27. The big drop in numbers during the past five years was chiefly due to the process of consolidation and elimination of fictitious enrolment in schools. The emphasis in recent years has been less on a quantitative expansion of schools and scholars and more on an increased flow of promotion from class to class as will be clear from the table given below :—

Year.	I.	II.	III.	IV.	Total.
1931-32 ..	393,161	182,770	120,053	97,553	793,537
Percentage ..	49·5	23	15	12·3	..
1935-36 ..	331,747	163,700	123,570	98,931	717,948
Percentage ..	46·2	22·8	17·2	13·8	..
1936-37 ..	316,944	168,066	130,056	101,488	716,554
Percentage ..	44	23	18	14·1	..

The percentage of scholars enrolled in the third and fourth classes on the total enrolment in the primary department rose from 15 and 12·3 in 1931-32 to 17·2 and 13·8 in 1935-36 and to 18 and 14·1 in 1936-37, respectively. There has undoubtedly been a similar rise in the case of the second class also, but the comparison between 1931-32 and 1936-37 is vitiated by the fact that in the Jullundur Division promotions from the first to the second class in 1932 were made in the month of February and not April so that the figure of 182,770 for the second class in the foregoing table represents the sum total of the promotions from the first to the second class made in all the Divisions on the 1st April, 1931, and those made to the same class in the Jullundur Division in the month of February 1932.

Efforts continued to be made throughout the quinquennium to secure a more uniform distribution of scholars in the first four classes. In 1931-32 the proportion of boys who reached the IV class was 25 per cent. The percentage during 1936-37 was 28·1. Small as it is, this increase is gratifying. A five-year plan has recently been adopted to raise this percentage to 65.

The divisional inspectors have interesting comments to make on the great disparity between the numbers and wastage in the

primary classes. The Inspector of Schools, Multan Division, writes :—

“Diminution from class to class is decreasing specially from class I to II and II to III and more desirable proportion is the result. Difference between class I and II is the heaviest, but it is unavoidable as a very large majority of boys admitted in October and November, in class I continue in the same class the following year, promotion being impossible and undesirable in almost all such cases with less than six months' study. It is hoped to achieve appreciable reduction gradually with better methods of teaching that are being persistently enforced.

The Inspector of Schools, Jullundur Division, also observes :—

“Admissions of pupils in class first during October and November generally add to the stagnation of boys and cause distraction to the already over-worked teacher who has to take charge of the new comers in a sort of subsidiary class. Restriction of admission in the first term of the school year is most desirable and is sure to decrease disparity between the numbers of first and second classes.”

The Inspector of Schools, Lahore Division, comments thus :—

“Under departmental rules admissions to the infant class are made in the months of April, May and June and again in the months of October and November. The teachers are expected to prepare only the boys admitted up to 30th June for promotion to the second as the boys admitted in October and November cannot be made fit for promotion in a few months. It is, therefore, clear that all the boys on rolls in the first class on 31st March cannot be pushed up to second class; and hence percentage of promotion should be calculated on the enrolment on the 30th June and not on the 31st March.”

In regard to the season for admission the Multan Inspector suggests a different plan. He thinks that the best period would be October and November. He writes :—

“If this period is accepted as the admission period the boys could be kept for the few months from January to March in some sort of nursery classes. On the 1st of April, they would all be entered on the rolls of the first class and by the following April they would be able to secure promotion to the second class. It would, therefore, mean approximately 15 to 16 months' schooling for the children before they are able to go up to the next higher class.”

This important matter is also engaging the attention of the Department.

(iii) Expenditure.

The total cost of primary schools rose by Rs. 2,89,323 from Rs. 37,66,934 in 1931-32 to Rs. 40,55,657 in the year 1936-37. Towards the total expenditure during the year Government contributed 60·9 per cent, district boards 18·7 per cent., municipal committees 14·7 per cent. and the balance was met from fees and other sources in the proportion of 1·4 per cent. and 4·3 per cent., respectively. The corresponding percentages for the year 1931-32 were 65·6; 15·4; 12·5; 1·5 and 5, respectively. It will be observed that while the percentage of expenditure from district board and municipal funds has increased, the percentage of contributions made by Government actually declined by 4·7. This is explained, in the first place, by the fact that in order to avoid indefinite liability for the increasing expenditure of local bodies on education Government fixed a maximum limit of additional grant to district boards in each year and, secondly, by the fact that sometimes district boards have been spending in excess of the maxima laid down for certain items of non-recurring expenditure on which they have earned no grant. The average cost per scholar has risen from Rs. 9-9-3 in 1931-32 to Rs. 10-12-4 in 1936-37.

(iv) Teachers.

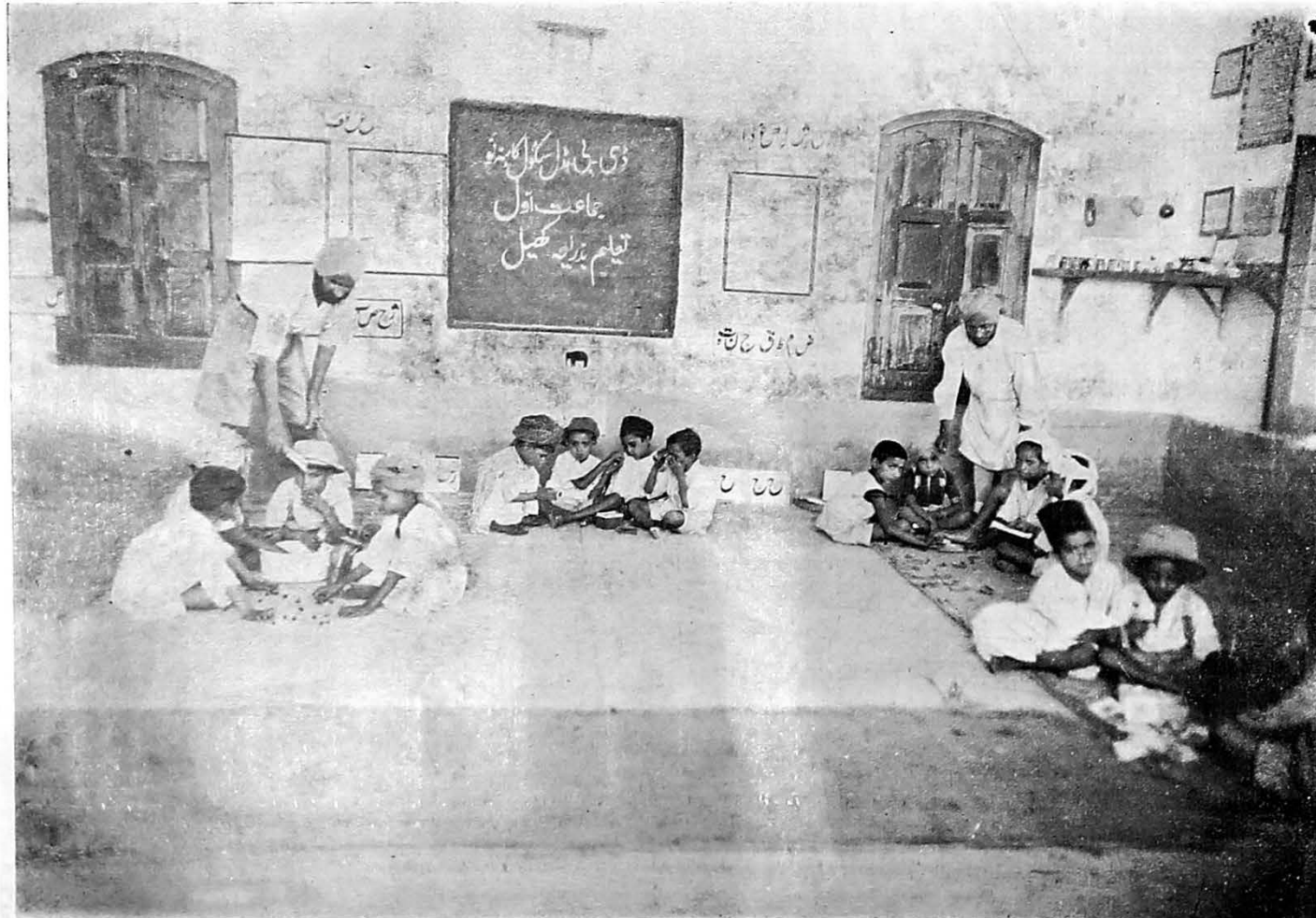
The number of trained teachers has increased by 1,153 to 9,590 and that of untrained teachers has decreased by 905 to 2,171, so that there has been a rise of 248 in the total number of teachers employed in primary schools. The percentage of trained teachers has improved from 73 in 1931-32 to 82 in 1936-37. The Department is now considering plans to re-organize the scheme of training of the junior and senior vernacular teachers. The chief points to decide are (i) whether the entrance qualification should be raised from middle to matriculation and (ii) whether the course of training for junior vernacular teachers should be increased from one to two years.

It is becoming increasingly clear that some effort—through refresher courses—will have to be made to check the stagnation into which teachers are likely to drift, after they have been employed as teachers for some time divisional inspectors consider these courses as very desirable. But exactly how these courses should be organized, how long they should be, how many teachers should take part in them at a time, and how many years must elapse before each teacher may expect to attend these courses are all matters which are engaging the attention of the Department.

(v) Instruction.

Despite the obvious handicaps from which the village school master suffers earnest efforts have been made to improve the

Play-way method in teaching infants (District Board Middle School, Kahnanau).



quality of teaching in primary schools. The Inspector of Schools Lahore Division, sums up the position in the following words :—

“ The alphabet method in changed form ; ‘ Look and say ’ method ; story method ; project method and Daska method have all been tried. All have been found useful and beneficial provided a really competent teacher is available for the purpose. Model schools have been organized and Moga method and other new educational devices to make the teaching more useful and interesting have been followed in a few selected schools in each district. There is no doubt that the introduction of play-way method has proved very useful in making the school attractive for children. Schools are further made attractive by laying out small gardens in the compounds, decorating the walls with pictures and suitable charts and providing useful models and beautiful toys.”

A number of assistant district inspectors were deputed to Moga in 1935 to receive training in modern methods of teaching. On their return they have demonstrated their methods to teachers in their respective sub-divisions. The Jullundur Inspector reports that there has been considerable improvement in the teaching technique in his schools as a result of the training received by assistant district inspectors and teachers at Moga. The Multan Inspector, however, strikes a more pessimistic note and observes :—

“ In spite of all the efforts that are being made by the inspecting staff in improving instruction by holding refresher courses for teachers, conferences and demonstrations in schools on their visits, the improvement is not considerable. The primary school teacher is intellectually too poor to grasp the significance of a method or device and the best of them merely follow faithfully but blindly the methods suggested irrespective of the particular circumstances in which they may be working.”

(v) *Buildings.*

Primary schools have badly suffered, during the last five years, for lack of provision of adequate school buildings. Owing to financial stringency Government has ceased to pay any special grants for buildings and the local boards have found it extremely difficult to find enough money in their own budgets to erect new buildings or to extend the existing accommodation, or even to keep the schools in good repair. In some places teachers and assistant district inspectors have raised private subscriptions to construct *kacha* school-houses and in others the villagers in their desire to have a school have generously provided a building free of rent. But in many cases these buildings have proved to be insufficient and unsuitable for the needs of the school. An interesting experiment was made in the Sheikhpura district in

1935-36 where the work of repairs to school buildings was carried out not by the Engineering agency, but by school committees specially constituted for the purpose. "Among the members of the Committee," writes the Lahore Inspector, "were included some of the most influential people of the locality in which the buildings were situated. Confidence placed in the people roused their enthusiasm and interest to such an extent that at most places they supplied material and unskilled labour either gratis or at very cheap rates. This method of enlisting the support and co-operation of the villagers and school teachers was crowned with so much success that practically all the buildings were repaired satisfactorily and at about one-third of the cost which would have been incurred had the work been entrusted to the Engineering department." All this was no doubt due to the energy, initiative and sympathy shown by a helpful Deputy Commissioner.

(vii) Branch Schools.

The number of branch schools decreased from 2,429 to 1,192 in 1935-36 and 972 in 1936-37. Originally branch schools were designed to feed centre schools. They were opened to provide the first two years' schooling for very young children in their own villages. But it was found that most of the branches failed to send boys to the parent school after they had completed two years at their own village school. Many such branch schools were, therefore, closed down as wasteful institutions. Where branch schools have flourished and the centre school has been found to be inaccessible—distance from the branch school being over two miles—the branch schools have been converted into full primary schools. Some districts have no branch schools now and the general desire all over the province is to have a full primary school or no school at all.

(viii) Compulsion.

The statement given below shows the number of compulsory areas in each division in 1931-32 and 1936-37 :—

Division.	1931-32.		1936-37.		INCREASE OR DECREASE.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	20	900	24	878	+4	-22
Jullundur ..	2	37	6	182	+4	+145
Lahore ...	4	539	9	515	+5	-24
Rawalpindi ..	2	615	4	694	+2	+79
Multan ..	26	833	20	712	-6	-121
Total ..	54	2,924	63	2,981	+9	+57

The mere increase in the number of areas brought under compulsion cannot be a source of satisfaction unless the actual enforcement of compulsion leads to a higher percentage of enrolment and attendance and a better flow of promotion from class to class, until the stage of literacy is reached by a much larger number of scholars than at present. Judged by this standard the progress of compulsion is slow, halting and uncertain. The success achieved varies from district to district and is determined mainly by the energy and enthusiasm shown by the district inspecting staff and the special attendance officers employed in many districts and the help given by the Deputy Commissioners in securing speedy disposal of the cases in the courts. The percentage of admission obtained in compulsory areas in the various divisions is shown below :—

Ambala	..	..	..	..	between 50 and 60
Jullundur	..	..	..	..	between 70 and 100
Lahore	..	..	..	..	between 50 and 80
Rawalpindi	..	..	..	..	between 60 and 90
Multan	..	..	..	..	between 75 and 90

Various reasons have been assigned by the inspectors for the slow progress of compulsion. The Jullundur Inspector speaks of injudicious selection of areas, fear of arousing the hostility of the parents, delay in the disposal of cases, and the insufficiency of attendance officers. The Lahore Inspector quotes with approval the following extract from the report of the District Inspector of Schools, Gujranwala :—

“ Persuasion has been the chief weapon besides the help given by attendance committees. Compulsion so far has not been a success. To enforce it rigidly by instituting cases is again considered not very desirable since this is bound to alienate the sympathies of the villagers and make them hate a useful thing like education as they did vaccination.”

The Rawalpindi Inspector makes the following adverse comment on the compulsory education officers employed in five of the districts in his division :—

“ All the compulsory education officers are vernacular teachers employed on the score of seniority and influence in the district board. They suffer from an inferiority complex and are generally the minions and ministers of the district inspectors and not worth their salt in pushing compulsion.”

The Multan Inspector, on the other hand, thinks that ‘ the best results have been achieved in Montgomery where whole-time attendance officers have vigorously enforced compulsion by filing 1,331 cases and having 1,216 offenders convicted in one year and realising fines amounting to Rs. 2,066 ’.

The inspectors have made several suggestions for ensuring better success in the application of compulsion. The Ambala Inspector suggests that (a) admission to the infant class should be restricted to the first quarter of the year so that the teacher may have a homogeneous class for the remaining months of the year and may devote his whole attention to teaching, (b) birth and death register in the village may be entrusted to the school master who will thus be better able to prepare a correct list of boys of school-going age, and (c) free books and writing material may be supplied to poor boys. The Jullundur Inspector suggests that boys of six or seven years of age should be recruited to the first class in order to secure a better proportion of literacy. The Multan Inspector would like to have the Primary Education Act amended to provide for the following :—

- (a) obligation of parents promptly to submit information for a census of children.
 - (b) obligation of the village Zaildar, Lambardar and chaukidor to assist in collecting census figures.
 - (c) a smaller and more responsible attendance committee.
 - (d) entertainment of cases without court-fees.
 - (e) prompt disposal of cases by the magistrates.
 - (f) removal of maximum limit of fine to enable the magistrates to punish more heavily the more obstinate and persistent defaulters.
 - (g) penalising parents in case of irregular attendance.
- He also suggests that whole-time attendance officers, wherever appointed, should be under the direct control of the Education Department and responsible to it for the performance of their duties, and teachers working in these areas should be more seriously dealt with by local bodies in case they are guilty of being indifferent in imparting instruction.

(12) Adult
Schools.

The number of adult schools which during the quinquennium 1927—32 declined rapidly from 3,784 to 585 has suffered further decline by 396 to 189 during the quinquennium under review. But for certain experiments which are being performed in certain parts of the province with whole-time teachers, the adult schools may be said to have practically disappeared. Of the total decline the largest proportionate decrease has taken place in the Multan Division which now has only 39 out of the 246 schools it had in 1931-32. Ambala has 45 out of 75, Jullundur 16 out of 89, Lahore

58 out of 111 and Rawalpindi 31 out of 64. Only 510 literacy certificates were issued in 1936-37 as against 2,285 in 1931-32.

The adult education movement has suffered from several handicaps. Its importance was not fully realised in the beginning and the teaching imparted was perfunctory. The movement worked through night schools and through teachers who also worked during the day. Both these factors impeded the successful advance of the movement. Results of experiments with whole-time teachers who may find suitable hours in which to meet their adult pupils are not yet available. A great desideratum is a really quick method in imparting literacy and suitable literature to maintain it. Perhaps the latest experiment at Moga may succeed where all other experiments have failed. According to this new method the work begins with the teaching of one intelligent member of the adult community in the village who undertakes not only to learn himself but also to teach another person. The movement thus spreads from individual to individual and leavens the whole society.

There has been considerable activity during the last five years in the matter of physical training and recreative games in primary schools thanks to the energy and enthusiasm shown by the assistant district inspectors for physical training under the stimulus and inspiration of Mr. H. W. Hogg. Refresher courses have been held in all the districts and almost every village school now has a teacher trained in physical training activities to carry on this important branch of instruction. Games and sports have been encouraged not only among schoolboys, but also among the village people and the formation of village games clubs at many places in each district has revitalised the rural games. Tournaments as between schools, villages and tahsils are now a feature of organized physical training activity in all districts. (x) Games and physical training.

CHAPTER VI.

The training of teachers (Men).

(a) *Anglo-Vernacular teachers.*

General
remarks.
Financial
stringency.

The present quinquennium like the preceding one was again a period of 'lean' years marked, as before, by economic distress and financial stringency and consequent retardation in the pace of expansion. Up to the year 1930, when money was available in a fairly generous measure for expansion and the introduction of new schemes, educational progress naturally hinged upon an unrestricted and uniform supply of competent teachers to cope with the increasing requirements. The past seven years of depression have, however, materially altered our angle of vision; 'consolidation' has become the watchword and 'retrenchment' the guiding policy. Every endeavour has been made to effect economies in all directions; ineffective expenditure has been eliminated; grants to school and teachers' salaries and other items of school expenditure have been reduced, and no fresh institution has been brought on the grant-in-aid list. Educational expansion, therefore, came more or less to a stand-still, and the need for more teachers also grew less, while the market value of the trained unemployed depreciated considerably. To the training institutions these peculiar circumstances offered a welcome opportunity for concentrating more on the efficiency of training and the quality of the teacher than on quantity. Attention was directed, therefore, to the betterment of the training facilities, and the achievements of the period under review may, in consequence, be noticed not so much in numerical advancement as in the qualitative improvement of the out-turn.

The number of trained graduates in all types of schools has gone up during the quinquennium by 485 from 2,039 to 2,524. The number of trained teachers employed in secondary schools of all types has gone up from 87.6 per cent. in 1931-32 to 90 per cent. in 1936-37. The qualifications of candidates admitted to the Central Training College have also improved, and more attention has been devoted to the methods of training, the art of teaching and experimental work, and to effecting a change in the outlook of the pupil-teachers on life and their vocation. Special attention has been paid to the admission, as far as possible, of candidates possessing high academic qualifications, and this has helped in improving the quality of the trained teachers. Out of 726 graduates admitted to the B. T. and S. A.-V. classes during the quinquennium, 155 or 21 per cent. possessed the Master's Degree, 76 had passed the B. A. or B.Sc. examination with

honours or in the Ist Divisor. In spite of the prevailing unemployment there is an increasing demand for admission to the Central Training College. During the quinquennium 726 candidates were selected for admission from among 2,131 applicants.

It is disturbing to note that the supply of trained graduates during the quinquennium has outstripped the demand. Owing to all round retrenchment in schools as a result of financial stringency, and due also to an abnormal fall in enrolment owing to economic depression, fresh recruitment of trained graduates or the replacement of superannuated teachers was naturally restricted during the period to the barest minimum. This has caused considerable unemployment among the newly trained graduates. The Principal of the Training College is of the view that the college should train only such a number as would be sufficient to meet the annual leakage among trained graduates. The Department looks upon this matter with serious concern and hopes to devise measures for eliminating this unemployment.

Unemployment among trained graduates.

The Central Training College Lahore, provided, as before, two post-graduate courses—the B. T. and the S. A.-V. Women graduates were also admitted to this college up to September, 1933, when a separate B. T. class was opened for them at the Lady Maclagan School Lahore and was affiliated to the University in 1935 under the name of the Lady Maclagan Training College for Women. During the short period of its existence, the class has attracted a fairly large number of purdah Muslim graduates who never came forward to join the Central Training College, and it is hoped that this institution will maintain, in the coming years, a steady supply of trained women graduates to meet the growing requirements of the secondary schools for girls. During the last year of the quinquennium permission as a special case was granted to the authorities of the Sir Ganga Ram High School for Girls to add a B. T. class, and the first batch appeared for this examination in May, 1937.

Training facilities for graduates.

For a detailed account of the provision made by the Department for the training of women teachers—anglo-vernacular and vernacular—reference may be made to Chapter VIII (Education for Girls) of this report.

Owing to the general dissatisfaction felt about the competence of a J. A.-V. teacher (matriculate or intermediate) to teach English to the junior classes of anglo-vernacular schools, and due also to the supply of a sufficient number of trained graduates, better fitted to be entrusted with the important task of teaching little children, all J. A.-V. classes were disbanded from 1st April, 1932, and the examination was abolished

Abolition of Junior Anglo-Vernacular Class.

with effect from 1933-34. The J. A.-V. classes for women undergraduates still exist at the Lady MacLagan Training College for Women and Kinnaird College, Lahore.

A comparative statement of the number of students who sought admission to the Central Training College, during the quinquennium, is given below :—

Central
Training
College.
(1) Number
of students.

Year.	Number of applicants.	Number admitted.	On Rolls.	M.A.'s.	B.A. (1st class or Honours).
1932-33 ..	475	150	134	23	16
1933-34 ..	324	159	147	43	13
1934-35 ..	429	134	131	15	7
1935-36 ..	405	144	139	15	20
1936-37 ..	498	139	138	59	11
Total .	2,131	726	689	155	76

The college has a maximum capacity of 180, but the number actually admitted has been purposely kept below this figure. A minor obstacle that has often stood in the way of making a larger admission has been the unsuitable combination of subjects taken up by some applicants in their degree examinations. Such combinations, as sanskrit and economics, or persian and political science, are considered to be useless for school purposes.

(2) Students
from the
Punjab
States and
other admi-
nistrations.

During the quinquennium 56 students were deputed for training by the Punjab States and other administrations. The cost of training in these cases is Rs. 550 per annum for each B.T. and Rs. 450 per annum per S. A.-V. student. The income from this source during the five years, amounted to Rs. 35,300.

(3) The
college
session.

In the year 1933-34 it was felt that admissions in September caused much delay in beginning instructional work and reduced the already short course of training to about seven months. In order, therefore, to remove this handicap a preliminary selection is made in June and an admission test is applied in English and other school subjects in September when the college re-opens after the summer vacation. During this interval the students—even those with unsuitable combinations but high intellectual ability

and attainments—are required to master the necessary portion of the text-books for high classes so that the lecturers are enabled to concentrate intensively, during the succeeding months, only on the methods and practice of teaching. This plan is reported to be working successfully.

The great educational event of the quinquennium under report was the institution, by the Punjab Government, of the Punjab University Enquiry Committee whose recommendations, regarding a complete and thorough overhaul of the present system of secondary education in the province, would naturally lead to a re-organization of the system of training of anglo-vernacular teachers. The Committee's recommendations are still under the consideration of Government.

The following table gives the income and expenditure of the Central Training college during the five years of the quinquennium :—

Year.	Income.		Expenditure.	
	Rs.	A. P.	Rs.	A. P.
1932-33	24,054	0 0	1,07,232	8 0
1933-34	21,198	5 0	1,15,515	1 0
1934-35	28,448	7 3	1,10,552	7 0
1935-36	29,738	15 0	1,23,507	6 11
1936-37	29,988	13 0	98,237	12 9

The above figures show that income has gone up by Rs. 5,929 and expenditure has been reduced by Rs. 8,995 in the final year. The cost per capita in 1931-32 was Rs. 880 ; in 1936-37 it was Rs. 491. This has partially resulted from the withdrawal, owing to financial stringency, of scholarships and stipends from students.

The "Assignment system" introduced in the college some years ago was again tried with great zeal during the last two years of the quinquennium. The lecturers prepare assignments in their

(4) Proposed changes in the courses of study.

(5) Income and expenditure.

(6) New methods and devices.

subjects and give them to the students once a week. With the help of the subject libraries and the guidance of the lecturers the pupils collect, sift and arrange the material necessary for the assignment. The Principal feels that the method has yielded much better results than the purely lecturing method. The main difficulties that have stood in the way of a fair trial to the experiment are stated to be, the brevity of the period of training, the heaviness of the syllabus, the inadequacy of the teaching staff and the insufficiency of books in the subject libraries.

Another important change in the training has been the laying of more emphasis on the art of actual teaching by the pupil teachers. "Discussion" or "criticism lessons" are held in the college every morning. After this a batch of students is detailed to the Central Model School where each pupil is given a week's practice of actual teaching under the guidance of the school teachers and the supervision of the college lecturers. Then again, after the theory portion of the B. T. and S. A.-V. examinations is over all the pupil-teachers are attached in batches to the local high schools to carry on teaching work for four to five weeks.

(7) Refresher courses for anglo-vernacular teachers.

In November, 1932, a month's refresher course was held at the Central Training College for physical training supervisors under the guidance of Mr. Hogg. The course was a great success in imparting scientific and modern knowledge in the methods of physical training to the physical training supervisors. In April and May, 1936, another refresher course in the methods of inspection, administration and control of rural schools was organized for selected assistant district inspectors of schools of the province. Two groups of twenty assistant district inspectors of schools attended the course for a fortnight.

(8) Internal organization.

In order to develop among the students an active interest in the internal organization of the college and the hostel, and to foster in them a sense of self-discipline, responsibility and citizenship, the management of all affairs, insofar as they relate to students, has been entrusted to the 'assembly' which is the legislative body of the college and of which every student in the college is a member. The 'assembly' has a number of boards and committees to help it in its various activities.

(9) Hostel life.

Every endeavour has been made to render the life of the resident students happy and healthy. The common room has been equipped with a radio, a gramophone and a number of popular journals and various indoor games.

The Punjab Association of Science Teachers continued to pursue its useful educational activities during the quinquennium. Thirty boys' clubs were affiliated. A large number of college students were trained in the working of the magic lantern and in the handling of the cinema machine and a wireless set.

Greater attention was devoted during the quinquennium to geographical and historical trips and to lantern lectures. Besides trips to places of local interest, excursions were made to Karachi, Delhi, Agra, Ajanta Caves, Calcutta, Benares, Santiniketan and Rangoon. For college girls special trips to historical places were also arranged in 1936-37. A mass excursion of 660 students was arranged to the Ferozepore Headworks. Refresher courses in the teaching of geography were also held.

Physical training received due attention during the quinquennium. Games are compulsory for all students, who have to attend the play-ground every day and take part in one of the major games.

First Aid was popular throughout the quinquennium. All the students underwent Scout Masters' training in camp at Kot Lakhpat.

The boat club, the health club and the photo club continued to be popular among the students.

The examination results of the B. T. and S. A.-V. classes given below show that a uniformly high percentage of successes has been maintained throughout the quinquennium :—

Year.	APPEARED.		PASSED.		PASS PERCENTAGE.	
	B.T.	S.A.-V.	B.T.	S.A.-V.	B.T.	S.A.-V.
1931-32	55	94	53	80	96	94
1932-33	53	79	50	72	94	91
1933-34	68	79	63	76	93	96
1934-35	67	66	61	63	91	95.5
1935-36	51	89	44	81	86	91

VERNACULAR TEACHERS (MEN).

During the final year of the previous quinquennium, facilities for the training of vernacular teachers were provided at 20 centres—15 Government, 4 aided and one unaided—and the

number of teachers admitted for training stood at 1,742. In 1932, however, a careful scrutiny was made of the maximum requirement of trained vernacular teachers, and it was found that at the old rate of outturn the supply of trained teachers would far exceed the demand. The number of training institutions was, therefore, reduced to five—three Government Normal Schools and two privately managed ones, at Moga and Amritsar—and the number enrolled therein gradually diminished to 469.

Untrained
teachers.

The present number of training institutions is quite sufficient for filling up vacancies in the primary and vernacular middle schools due to death, retirement and other causes. The number of untrained and uncertificated teachers in the district board schools is almost negligible; in the Lahore Division it is only 2·2 per cent; in the Rawalpindi Division this percentage is 12 for district board schools, but for other primary schools it increased to 34. The provincial figures indicate that the number of untrained and uncertificated teachers employed in primary schools is only 14·6 per cent against 21·5 per cent. in 1931-32. This figure is not very high and it is considered that the "saturation point" should be maintained at this figure in order to leave room for a reserve of teachers who are going through a period of apprenticeship.

Improve-
ments and
experiments.

The reduction in the number of units and of teachers under training has afforded the existing schools an opportunity of improving their efficiency as training institutions. The Moga School, under the capable control of the Rev. Dr. A. E. Harper, M.A., D. Ed., has, as before, concentrated on experimental work in rural education and in the teaching of infants. A two-years experimental training course for junior vernaculars has been sanctioned here by the Department. The "activity method" and the "Moga method" of teaching Urdu reading have attained wide publicity and met with a measure of success. 'Creative art-work' in the kindergarten class of this school is continued on the lines of Professor Cizek's school in Vienna. The Moga school has always co-operated with the Department in organizing refresher courses for vernacular teachers and inspecting officers, and has recently become the centre of a movement for the removal of illiteracy by what has come to be known as Dr. Laubach's method of teaching adults. The Normal Schools at Gakhar, Lala Musa and Jullundur have also carried on experiments in the teaching of infants.

The aid given to the Khalsa College, Amritsar (at Rs. 75 per annum, for each successful candidate) for the maintenance of the training unit for Gurmukhi-knowing vernacular final passed students had to be withdrawn as a measure of economy necessitated by financial stringency.

The following statements supply comparative information concerning the number of institutions and scholars:—

Schools and scholars.

Year.	NUMBER OF VERNACULAR TRAINING INSTITUTIONS.			NUMBER OF PUPIL TEACHERS UNDER TRAINING.			
	Government.	Private.	Total.	Government Institutions.		Private.	Total.
				Junior Ver-nacular.	Senior Ver-nacular.		
1931-32	15	5	20	1,470		272	1,472
1935-36	3	2	5	212	188	86	486
1936-37	3	2	5	196	181	79	456
Increase or decrease as compared with year 1935-36.	..	..	..	-16	-7	-7	-30

Race and creed of scholars under training in normal schools:—

Year.	HINDUS.		Mus- lims.	Sikhs.	Chris- tians.	Others.	Total.
	High caste.	Depress- ed classes.					
1931-32	513	49	872	262	44	2	1,742
1935-36	103	3	276	66	34	4	486
1936-37	106	5	245	70	24	6	456
Increase or decrease in 1936-37 as compared with 1935-36.	+3	+2	-31	+4	-10	+2	-30

The total expenditure incurred on the training centres was Rs. 69,888 as against Rs. 2,62,877 in the last year of the previous quinquennium. The large fall of Rs. 1,93,494 is due to the reduction in the number of centres and their enrolment. Compared with 1935-36 there is an increase of Rs. 1,205, Rs. 109 and Rs. 262 from Government and municipal board funds and

Expenditure.

from tuition fees, respectively, and a decrease of Rs. 772 from other sources. The cost per capita works out at Rs. 165 as against Rs. 150 in 1931-32. The following table shows the total expenditure from provincial and other sources :—

Year.	Government funds.	District Board funds.	Municipal Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32	2,41,704	1,626	..	9,499	10,048	2,62,877
1935-36	59,365	..	..	5,827	3,387	68,579
1936-37	60,570	..	109	6,089	2,615	69,383
Increase or decrease in 1936-37 as compared with 1935-36.	+1,205	..	+109	+262	-772	+804

Method of recruitment.

Every endeavour has been made, throughout the quinquennium, to select the best available candidates for admission to the training institutions, but the standard of recruitment has naturally been affected to a certain extent by several vital considerations such as communal and territorial, and by interests such as the needs of the depressed classes, agriculturists and backward communities. Divisional allotment is fixed as before, by the Director, on the receipt of the inspectors' requirements for their divisions, but the final selection is made by the head masters from the inspectors' list (which contains 25 per cent. names in excess of the scheduled allotment) after a formal test in composition, dictation, calligraphy and general knowledge. Along with academic qualifications due weight is given to the candidates' physique and personality. After the selection, all the selected candidates have to produce a certificate of medical fitness. A study of the figures for admission shows that the percentage of agriculturists has been suitably maintained: 72 per cent. against 73 per cent. in 1931-32. The proportion of Muslims to the total enrolment in all the centres is 50.4 per cent., but in the Government normal schools it stands at 64 per cent. The number of depressed class pupils admitted to the centres during the quinquennium was 21.

Staff.

The staff employed in these schools is reported to be satisfactory in point of adequacy and competence. In order, however, to improve still further the efficiency of training it has been

strongly urged by the inspectors that successful assistant district inspectors of schools should be appointed to the staffs of these schools. These suggestions receive consideration at the time of making changes and fresh appointments.

Instructional work in the normal schools is not confined merely to class lectures. The "assignment system," which is calculated to develop among pupils the faculties of self-reliance and self-help has also been introduced with success in the vernacular subjects, in history, science, school management and mathematics. Extra reading is encouraged individually as well as in groups. Lectures are arranged for the pupils on interesting and instructive topics connected with agriculture, co-operation, sanitation, hygiene and health. Special stress is laid on calligraphy and the pupils are required to practise handwriting not only on blackboards, but on *takhtis* as well. Every teacher is taught the art of making reed pens. The normal schools have their own educational journals to which the pupils are required to contribute articles on education and rural uplift work. At Lala Musa and Gakhar the teachers under training have produced, as a result of extra reading for the assignments, very valuable booklets on rural topics and activities.

Considerable stress has been laid on practice in the art of teaching. Besides the usual "discussion" and "criticism lessons" in the school and the attached model school, every pupil teacher is made to work for a fortnight under the supervision of the head teacher and the district inspecting staff, as a whole-time teacher in a village primary school. This has helped the teachers not only to gain practice under the actual conditions of a rural school but to acquaint themselves with some extra-curricular problems such as the upkeep of the school buildings, the attitude of the pupils and the parents towards the school, the introduction of compulsion and its difficulties and the causes of stagnation and leakage. The teacher gets in addition a chance of making himself conversant with such matters of routine as registration, syllabuses, schemes of studies, time-tables and official correspondence. Side by side with this, every pupil has to carry out, during the vacation, a geographical, economic and social survey of his village in accordance with a set questionnaire or oral directions given by the school staff. Practice is also given in the school in handling two or more classes simultaneously with the provision of a minimum amount of apparatus available in the villages.

It is very encouraging to note that, throughout the quinquennium, the normal schools have concentrated their attention on evolving easy and interesting "play-way methods" of teaching infants the 3 R's. The "Moga method" has been found very

Class work.

Practice of teaching.

New methods and devices.

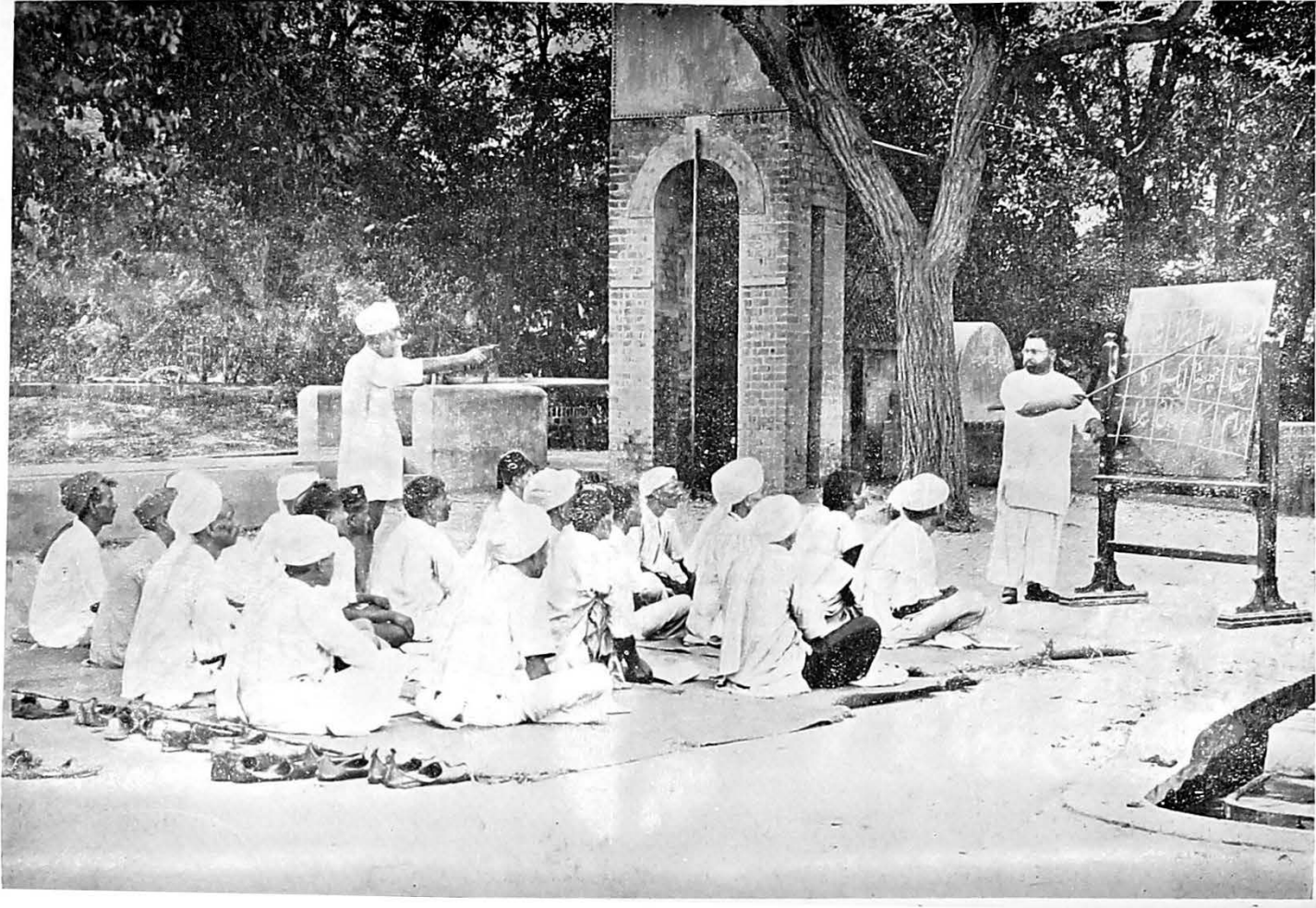
popular, based as it is on an intimate knowledge of child psychology. Jullundur has been trying what may be called the "Conglomerate method," a combination of the kindergarten, conversation and story methods. The Dalton and story methods have been tried at Gakhar. Moga is modernizing rural education and evolving creative art work with simple articles available in an average village. The pupil-teachers are now taught how to make and repair simple apparatus used in the teaching of geography and nature study. Several handicrafts, such as soap and ink-making, newar-weaving and basket-making, have been introduced to make the pupil-teachers resourceful and self-reliant, and also to teach them the dignity of labour and the proper use of leisure. Weather charts and tables of market rates are prepared at Lala Musa. The Gakhar School took up the project of a well and built the "King George Memorial" for the farm in 1936-37.

Another feature of the period has been an endeavour to co-ordinate instruction with the actual conditions and environments in which the pupils under training are likely to carry on their work. The pupil-teachers are instructed to choose topics for conversation and composition from the village conditions; sums in arithmetic are framed from the village business transactions, land measurements, revenue papers, abiana records, local market rates, Sahukar's *bahis*, etc.

Other activities.
(a) Games.
(b) Scouting.
(c) Adult schools.

There is not an activity in the rural uplift programme which does not find a prominent place in the training scheme of the normal schools. Major and minor games are compulsory for all pupils. These include foot-ball, volley ball, rigger touch and deck tennis. Athletics receive due attention and tug-of-war is popular. Indian games like *kabbadi*, etc., are also practised. Games are not only encouraged for their own sake, but for their disciplinary and moral value, and emphasis is also laid on proper organization. Height, weight and chest measurements are taken every session and medical examination is held at regular intervals. Every school has a Rover troop and the teachers are trained as scout-masters and cub masters. The record of social service rendered by the Scout troops of the normal schools at public functions, fairs, festivals and fires is commendable. Two scouts of Gakhar school, Jagan Nath and Anant Ram, were awarded the Silver Cross and Bronze Cross, respectively, for social service rendered at the risk of their own lives. All the institutions have adult schools where, at the close of the present quinquennium, Dr. Laubach's method of teaching adults, briefly expressed by the slogan "each one teach one" is being tried. Jullundur had a successful adult school throughout the quinquennium for the convicts of the district jail, and Lala Musa ran two

Adult Literacy Campaign at Government Normal School, Gakhar.



classes of 40 each for railway employees. Gakhar concentrated on classes for menials, coolies, and members of the depressed class.

The flower gardens of the normal schools at Gakhar and Lala Musa have won admiration from all visitors and considerable improvement has been effected in the farms. By careful budgeting and well designed cropping schemes they are all paying concerns now. Gakhar yielded a profit of Rs. 789 against Rs. 538 for 1935-36, and of Rs. 155 from the poultry farm in the last two years. During the past five years Gakhar and Lala Musa distributed 12,000 packets of good flower seeds free to schools and districts. Improved varieties of rice and sugarcane have been grown with success in Gakhar and *gur*-making has also been attempted. Excursions have been arranged by the schools to places of geographical, historical and industrial interest. The manual training centres are used for preparing articles of daily use such as card-board boxes, chairs, tea-pots, tea-trays, penstands and book-cases. The school museums contain instructive exhibits prepared or collected by the pupil-teachers themselves. Special bias is given to the students in regard to rural reconstruction and uplift work. Gakhar has started several 'rural reconstruction missions' in batches of 20 and has done considerable propaganda work in 16 villages. Besides health, education and agricultural exhibitions at the Gakhar week, a baby show, children's day, rural tournaments and indigenous games are also held. Lala Musa also held a Zamindar day, Red Cross day, Rural Uplift day, and a Scouting day. Cleanliness campaigns have been conducted in several villages. Vaccination and other useful prophylactic measures against diseases have been popularized by the students among the villages. Every year no less than 2,000 quinine tablets and 7,000 hand bills on health and sanitation are distributed by Gakhar school free among the villagers. Dramatic and singing parties have continued to do useful propaganda work.

(d) Farms and gardens.
(e) Rural uplift.

Moga is a co-educational institution and specializes in " Village Moga School. economy " training. Every student is taught simple and useful handicrafts such as shoe-making, tailoring, carpentry, farming and gardening. The farms and plots are worked on a commercial basis. The students live in the hostel in 'family' groups. Model houses have been planned by the staff and the students and they are not only simple and cheap but represent improvements that can be easily effected in village houses. " Moga on wheels " takes the pupil-teachers for actual teaching work to distant village schools.

Refresher Courses.

During the quinquennium five refresher courses were held at Moga with the object of giving the teachers a practical working knowledge of the "Moga method" as used in the teaching of Urdu to infants, and of demonstrating to them the use of the 'activity' method in the primary classes.

Hostel life and training in self-Government.

Life in the hostel is made bright and happy for the students who are urged to lead a simple, clean and sanitary mode of life. The main activities of the hostel are controlled by boards, par-chayats or by officers named after the village officials. The use of the mosquito net is compulsory for all students. The school co-operative supply societies supply all the provisions for the kitchen at cheap rates. All these activities afford invaluable training to the pupil-teachers.

Discipline and results.

Strict discipline was maintained in the training institutions throughout the quinquennium and no serious complaints were received. The examination results shown by these institutions have been highly satisfactory: the S. V. results ranging between 86 per cent. and 98 per cent. and the J. V. between 81 and 95 per cent.

General.

There has been distinct improvement in the training schools during the past five years—in instruction, tone, and efficiency. The rural and vocational bias imparted to the content and method of instruction and the importance attached to village uplift work and to handicrafts have all been instrumental in producing a more useful, resourceful and self-reliant type of teacher who can become not only the rallying point of all village activities, but also a true guide and friend of the village community.

CHAPTER VII.

Professional, Technical and Special Education.

During the last two years of the quinquennium there was a striking decline in the enrolment of the college. The number of students on the rolls at the close of the last quinquennium was 625 and rose to 1,141 in 1935; but dwindled to 598 at the end of 1936-37. The maximum number admitted was 609 in October, 1936; 227 in the preliminary class, 371 in the LL.B., and 11 in the Conveyancing class. The teaching staff consisted of the Principal, four whole-time Readers, five part-time Law Readers and 22 part-time Lecturers. In 1935 regulations relating to the Law College were revised and these new rules came into force with effect from the admissions made in 1936. Among the changes made may be mentioned the extension of the LL. B. Degree course from two to three years, the prescription of higher educational and examination standards and the allocation of a full year for the teaching of practical and procedural subjects. Six hundred and ninety-one candidates, including private students, appeared at the First Examination in Law in 1936 and of these 324 or 47 per cent. passed. In the LL.B. examination the same year 544 appeared and 327 or 60 per cent. passed. In the examination for the Diploma in Conveyancing and Pleading 19 candidates appeared of whom 14 or 74 per cent. passed. The college library has been improved by the addition of 2,500 books during the quinquennium. For the first time, during the final year of the quinquennium, there was a big deficit of about Rs. 28,621 in the college budget, the income from fees excluding examination and other special fees amounting to Rs. 1,06,346 and expenditure to Rs. 1,34,967. The maximum number of boarders in the college hostel in 1936-37 was 252 as against 334 during the preceding year.

In 1936-37 the number of students on the rolls of the college was 545, including 40 girls, as against 432, including 13 girl students in 1931-32. Of these 234 were Hindus, 195 Muslims, 100 Sikhs, 7 Indian Christians, 4 Europeans and Anglo-Indians, 4 Jains and 1 Parsee. There were 166 agriculturists and 128 were recruited from the rural areas, and 417 from the urban areas of the Punjab and other provinces. During 1936-37 99 fresh admissions were made—87 for the M.B.B.S. course and 12 for the B.D.S. course—83 from the Punjab, 5 from the North-West Frontier Province, 3 from Delhi and 8 from the Indian States. The following table shows the steady increase in enrolment during the quinquennium :—

1932-33.	1933-34.	1934-35.	1935-36.	1936-37.
489	468	467	504	545

1. Law
College,
Lahore.

2. The
King-Edward
Medical
College,
Lahore.

The Principal complains that sufficient facilities do not exist for the growing number of students. Fifty-six passed the final M.B.B.S., in the two examinations held in April and October out of 154 candidates sent up. Six assistant surgeons and six casual students were given special technical training in the college. It is gratifying to note that this institution has at last secured re-affiliation from the General Medical Council of Great Britain and Ireland with effect from the year 1930 in the degrees of M.B.B.S., M. D., and M. S., and this privilege will entitle the graduates of this college to be registered in any part of the British Empire. Additions have been made to the curriculum and the teaching staff during the year, the chief among these being the institution of a full course for the Diploma in Laryncology and Otology, the appointment of 7 assistant demonstrators, the opening of a course for the Bachelor of Dental Surgery degree and for the special training of Junior Indian Medical Service Officers for specialist appointments in Ophthalmology and ear and nose and throat diseases. A special Tuberculosis ward with 40 beds and out-patients' department in the Rai Bahadur Amar Nath Tuberculosis institute was opened by His Excellency the Governor: and the construction of the swimming bath has been taken in hand by the Public Works Department. The Principal mentions a number of urgent requirements: enlarged playgrounds for the college, a hostel and a lady tutor for girl students, and a large maternity hospital. There were 220 resident students in the college hostel in 1936-37. In the college the total income from all sources during the same year was Rs. 99,648 as against Rs. 80,598 in 1931-32, the increase being due to the larger number of students on the rolls. The expenditure for all purposes amounted to Rs. 5,40,566 as against Rs. 4,99,692 in 1931-32 showing an increase of Rs. 40,874.

The Principal concludes his report by paying a warm and well deserved tribute to the late Lieutenant-Colonel T. A. Hughes, whose sad and untimely death was not only a severe loss to the college, but also deprived the province of a highly distinguished and eminent medical officer. Colonel Hughes joined the college in 1920 and held various posts with credit and ability. He was highly respected by his colleagues and students and was an enthusiastic teacher. The college has sustained another loss by the retirement of Khan Bahadur Dr. K. A. Rahman who was attached to the college from 1923 as Lecturer in Hygiene and whose services to the college are acknowledged with gratitude by the Principal.

3. Women's
Christian
Medical
College,
Ludhiana.

This institution continued its mission of usefulness during the quinquennium with increasing efficiency under its capable and devoted Principal, Dame Edith Brown, M.A., M.D., D.B.E.

There has been a steady increase in the number of students under training from 278 in 1931-32 to 391 in 1936-37. The number of students, who have successfully qualified from the college during the past five years, is 423—94 Licentiates in Medicine, 29 compounders, 44 nurses, 68 midwives, 127 nurse *dais* and 61 indigenous *dais*. During the last year of the quinquennium 23 licentiates, 4 compounders, 11 nurses, 19 midwives, 35 nurse *dais* and 17 indigenous *dais* passed their final examination. The number of patients admitted to the hospital aggregated 4,188—3,331 adults and 857 children—the highest number during the quinquennium—almost 50 per cent. of whom were Muslims. The annual *per capita* cost during 1936-37 was Rs. 580 for college teaching and Rs. 900 for clinical work—the same as last year. The college and mission scholarships have supported as many as 58·5 per cent. of the total number of students on the rolls during the past year while the percentage of paying students was only 12·5, Government paying for 16·5 per cent. and other local and private bodies for the remaining 12·5 per cent. During the last year of the quinquennium the buildings of the assembly hall and library were completed and a 'maximar' machine for deep X-ray Therapy and a cooling cupboard for Anatomy subjects were installed in the college laboratory. Fifty-eight tuberculosis patients were admitted to the "Garden Sanatorium." The three health centres continue to be popular and are run efficiently.

The chief change in the personnel of the school staff, during the quinquennium, was the transfer of Lieutenant-Colonel Amir Chand, Principal for ten years, to the King Edward Medical College, Lahore, and the appointment in his place of Captain S. M. K. Mallick. The teaching staff consists of 11 lecturers, 8 whole-time and 3 part time, and 12 whole-time demonstrators. The number of demonstrators and laboratory assistants is reported to be inadequate for the growing needs of the institution. Proposals for the inauguration of a preliminary class for L.D.S. diploma in the basic sciences for a year at this school are under the consideration of Government. The total number of students on the rolls has steadily risen during the 5 years to 462 as against 388 in 1931-32. Two hundred and eight Hindus, 165 Muslims, 87 Sikhs and 2 Christians. The rush for admission to the school and its various classes is so great that more than four times the number admitted have had to be rejected annually. Owing to the discontinuance of scholarships by the North-West Frontier Province Government and of the subsistence allowance to departmental officers 93 per cent. of the total number of students on the rolls pay their tuition fees and other expenses. The number of

4. Medical
School,
Amritsar.

stipendiary students has also been reduced during the quinquennium from 101 in 1932-33 to 33 in 1936-37 and the amount disbursed from Rs. 24,924 to Rs. 9,010. Co-education appears to have worked satisfactorily since its inception in 1931-32. A well-equipped and properly supervised hostel for the girl students is an urgent necessity in the institution. The income from fees has gone up from Rs. 35,484 in 1934-35 to Rs. 47,716 in 1936-37 owing to enhanced rates of fees enforced from the year 1935-36. The net expenditure on the maintenance of the school shows a decrease of Rs. 25,868 from Rs. 1,25,751 in 1931-32 to Rs. 99,883 in 1936-37. With the exception of the year 1935-36 the hostel accounts have yielded annually a credit balance of almost Rs. 2,000, the income for 1936-37 being Rs. 17,070 and the expenditure Rs. 14,747. The average cost per student to Government has been reduced by about 33 per cent. of what it was 5 years ago from Rs. 243 in 1931-32 to Rs. 165 in 1936-37. A very pleasant and welcome addition to the amenities of the school has been made during the last year in the form of the "Chamber's Swimming Tank" Among the various changes and requirements the Principal mentions the addition of a hall to the school building, the restriction of admission to the school to 75 instead of 100 till such time as the number of beds in the local Civil Hospital can be increased, and the imposition of higher qualifications on candidates seeking admission.

5. Dyanand
Ayurvedic
College, 1917
Lahore.

This institution is maintained by the D. A.-V. College Managing Committee and is in receipt of grant-in-aid from the Punjab University and the Punjab Government. The enrolment of the college has risen steadily from 145 in 1931-32 to 200, of whom 2 were graduates, 10 under-graduates, 7 Shastris, 8 Vishards and the rest matriculates, pragyas, prathmas and four girl students. Out of 57 students who appeared for the Vaidya Kaviraj (three years course), 50 passed the qualifying test in the Vaidya Vachaspati examination (four years course) 41 candidates appeared and 39 passed. It is gratifying to note that 638 Vaidya Kavirajs and 210 Vaidya Vachaspatis who have qualified from this college are earning their livelihood by private practice or by employment in private, State or local body charitable dispensaries. During the past year, two lady students graduated in the two courses. The number of indoor patients increased from 361 in 1931-32 to 434 in 1936-37, and there is also a noteworthy increase in the number of outdoor patients in the two dispensaries, one attached to the college and the other situated in Sutarmandi, from 37,263 in 1931-32 to 84,029 at the end of the quinquennium. This phenomenal rise in the number of patients bears testimony to the increasing popularity of the institution. During the quinquennium the

Kaviraj and the Vachaspati courses were extended to three and four years respectively.

The total number of students on the rolls stood at 181 as against 118 at the close of the last quinquennium. There were 124 Muslims, 50 Hindus and 7 Sikhs. Ninety-seven students were enrolled in the Hakeem-Haziq first year class; 74 in the second year class; 5 in the practical class and 5 in the Zubda-tul-Hukama class. The popularity of the college is indicated not only by a steady rise in the number of students of all communities seeking admission to it, but also by the fact that a number of them hail from distant parts of British India and Indian States and foreign countries such as Afghanistan and Persia. In the Hakeem-Haziq examination 133 candidates appeared and 110 passed while in the Zubda-tul-Hukama 4 out of 5 were declared successful. During the quinquennium several important improvements were effected such as the erection of the college building and of a special ward for indoor patients and additions to the staff and college library and the museum.

Mr. W. Taylor held charge of the office of the Principal till 6th March, 1937, when his services were lent to the Government of India for employment as Director of the Imperial Veterinary Research Institute, and Captain Walker was appointed to officiate in the post. Seven officers of the college staff were promoted to P. V. S., Class I, during 1936-37. One hundred and twenty-two applicants presented themselves for admission in 1936-37 of whom 75 were selected after a competitive test, their qualifications ranging from Matriculate to B. Sc. Of the selected candidates 21 were statutory agriculturists, 5 were from the United Provinces, 14 from the North-West Frontier Province, 5 from the Indian States and 51 from the Punjab. Five years ago only 38 candidates offered themselves for admission of whom 20 were admitted. Of 83 candidates who appeared in the 1st to the 4th year examinations, 42 passed in June, and 22 in the supplementary examination in September, 1936. A nine months' course for training Farriers in hot and cold shoeing of horses and cattle and another course of three months' duration for Dressers were started during the quinquennium; 20 men were admitted to the former class and 36 to the latter. During the quinquennium Veterinary graduates were allowed to attend any particular subject or subjects on the college curriculum to refresh their knowledge. Three Veterinary Assistants attended this course and two men received training in the goat virus course. The average daily attendance of patients in the various wards of the hospital was 173 against 183 last year. Useful research work continued to be carried on in the pathology

6. Tibbia
College,
Lahore.

7. Punjab
Veterinary
College,
Lahore.

and parasitology sections. Several useful articles were contributed by the members of the staff on animal husbandry to the Journal of Veterinary Science. One hundred and forty-six Veterinary Assistant Surgeons (L. V. P.) qualified during the quinquennium. The Principal states that there is little unemployment among the diplomates of the college. The net income during 1936-37 was Rs. 33,740 against Rs. 31,190 during 1931-32 and Rs. 25,211 during 1935-36. The corresponding figures for expenditure were Rs. 1,98,770 and Rs. 1,71,444 and Rs. 1,98,391, respectively, the increase being mostly in the pay of establishment.

8. Hailey
College of
Commerce.

The college is managed, as before, by a committee consisting of not only the representatives of academic interests but also of those of the banking and commercial community. Admissions to the college suffered a serious set-back in 1931 when the figure was as low as 23, but during the quinquennium it has steadily increased to 49 in the final year. This indicates that the college is regaining its popularity. Another welcome feature is that the college has been able to attract students from among the sons of well-to-do business men in larger number, and this again points to the fact that the business community is appreciating the work of the college. Evening classes for the Auditors' Certificate Examination were started in 1935 with 28 students, but as this strength could not be maintained after the first session the classes had to be disbanded. Practical training has, since 1935, been made compulsory for all students who have now to work in a business house or a Government office for two months—June and July. A commercial museum was started in 1932, and it can now boast of a splendid collection of agricultural and commercial exhibits. Educational trips for these classes were arranged throughout the quinquennium to places of industrial and historical interest. During the years 1935-36 the whole college remained under canvas for a fortnight. The college library is growing steadily and the college magazine, the commerce society and the co-operative supply society are doing useful work.

9. Punjab
Agricultural
College,
Lyalpur.

There has been a slow but steady increase in the enrolment of the college during the quinquennium. In the final year there were 206 students in the Degree Classes and 16 in the Leaving Certificate Class as against 190 and 9 in 1935-36. Including fresh admissions and the number of students attending other courses the total number stands at 565. In the last quinquennial report it was remarked that the demand for admissions to this college had been considerably reduced. It is gratifying to note that the number of candidates seeking admission has gradually

gone up. It was 98 for 81 vacancies in 1933-34 but increased to 350 for 82 seats in the year 1936-37. Besides this the standard of qualification of the students has also improved—60 per cent. of the candidates admitted in 1936 had passed the matriculation in the first division. Another significant feature of these admissions was the application of intelligence tests to all new entrants. Besides the large number of short courses held in the college for departmental and private persons, the noteworthy features during the year 1936-37 have been the extension of the vernacular course from six months to one year, the inauguration of a short course in fruit preservation for sub-inspectresses and other non-official female workers of the co-operative department, lectures for the patwari classes at Muzaffargarh and Karnal on agricultural pests and diseases of crops, and a course in Estate Management. The examination results of the college for 1936 have been satisfactory—F. Sc., 65 per cent. ; B. Sc. Part I, 85 per cent. ; and B.Sc. Part II, 72 per cent. The college detachment of the University Training Corps has a creditable record of efficiency. The College Employment Bureau has done useful work during its brief existence. It recommended three M.Sc.'s ; twenty four B. Sc.'s ; thirteen Leaving Certificate and twenty two vernacular class men for various posts during 1936-37. The students continue to do well in the field of sport and games and their general health has been good.

There were 245 students and 40 apprentices at the commencement of the college year in October, 1936 ; 92 in A Class, 153 in B Class and 40 in C Class—as compared with 235 at the close of the last quinquennium. The creation of a course for C Class extending over two sessions each of nine months' duration was sanctioned by Government in 1935 to provide a vocational rather than an educational training for young men of good education who were desirous of seeking careers as artisans or skilled tradesmen, or who wished to qualify themselves for employment in workshops or to start work on their own account. The question of increasing the course to three sessions is at present under consideration. Competition for entrance to the C Class was keen during the year 1936-37 ; 77 candidates competing for 25 vacancies. The results of the final examination were again creditable ; 9 out of 10 A Class students were successful in the University B. Sc. examination and 24 passed the final examination out of the 25 ' B ' Class students sent up. In the External examinations of the Institute of Electrical Engineering ; Institute of Mechanical Engineering, City and Guilds and Public Service Examiner, 23 ' A ' Class and 36 ' B ' Class students proved successful. Every effort continues to be made to explore the employment market on behalf of the past qualified students, and it is satisfactory

10. Maclagan
Engineering
College,
Moghulpura,
Lahore.

to note that out of 36 students of A and B Classes who passed the examination in 1936, 21 are definitely known to have secured employment. The third Bay of the College workshop was completed during the year under report and equipped with the necessary plant. Captain Whittakar, Principal of the college, proceeded on leave preparatory to retirement on 5th April, 1934, and was succeeded by Mr. P. R. Bence-Jones as Principal. Flt. Lieutenant H. T. Satterford was selected through the High Commissioner for India, and appointed as Superintendent of workshops and joined the college in October, 1936. All the students take an active interest in games and the college teams acquitted themselves well in sports. The total expenditure on the maintenance of the college amounted to Rs. 2,35,000 in 1936-37 against Rs. 1,98,000 in 1935-36, and the total income was Rs. 21,644 against Rs. 22,938 in 1935-36. The net cost to Government was Rs. 2,13,356 against Rs. 1,74,843 the preceding year and the net cost *per capita* on an average enrolment of 284 students and apprentices was Rs. 752 as against Rs. 683 last year.

11. Govern-
ment
School of
Engineering,
Rasul.

Mr. C. E. Blaker, I.S.E., O.B.E., who served the school with great ability for 18 years as its Principal and to whom the school owes its present position, retired early in the year 1936-37 and was succeeded by Mr. Kirkham-Jones, M.C., I.S.E. It is encouraging to note that the slump in the number seeking admission, which started with the economic depression, has now ceased and competition for entrance to the school is again keen: 187 candidates competing for 58 vacancies as compared with 135 in 1935-36 and 85 each in the years 1933-34 and 1934-35. Of the applicants for the year 1936-37, 47 were admitted to the Overseer and 12 to the Draftsman class. The total number of students attending the 4 classes was 142 at the end of the session 1936-37 as against 165 attending the two classes in 1931-32. The Brick Layer Artisan class, covering an 18 months' course followed by the Artificer class, was sanctioned by Government in 1935-36. The first batch of 20 artisans and bricklayers passed out in November, 1936, and ten of these have been promoted to the Artificer class while of the rest a few have found employment. The results of the final examinations for the overseer and draftsman classes have been satisfactory. Out of 265 overseers, who qualified and gained certificates from the school during the quinquennium, 245 were able to obtain employment in the Irrigation, Buildings and Roads and Electricity branches of the Public Works Department, or in the district and municipal boards or other offices; and of the 39 draftsmen only 5 are reported to be yet unemployed. The special course in reinforced concrete construction and design, which has been in session for 15 years, was held for 4 months

from October, 1936, to the end of February, 1937; 15 men attended the course and all qualified. The concrete laboratory continues to function satisfactorily. The gross proceeds during 1936-37 aggregated Rs. 23,677 against Rs. 19,188 in the year 1935-36. The net expenditure under head "Education" was Rs. 96,471 against Rs. 96,672 last year. The net annual cost per student in the overseer and draftsman class was Rs. 846 against Rs. 892, and in the Artisan class Rs. 41.

With the close of the present quinquennium the institute, which was originally started with the object of attracting high-caste Hindu boys to industrial pursuits and of breaking down their prejudice against manual labour, has completed 40 years of useful existence. During the past decade it has turned out 322 mechanical and electrical engineers, 92 trained mechanics and 24 oil-engine men. The number of students on the rolls at the end of the year 1937 was 94 as against 149 in 1932; 68 in the mechanical and engineering class and 26 taking up the trained mechanics course. Of the new entrants last year 18 were enrolled from other provinces and 6 from Indian States. Some necessary changes were made during the year 1936-37 in the staff of the institute and many improvements were also effected in the workshops and laboratories. The total expenditure during the year 1936-37 amounted to Rs. 31,755 of which a sum of Rs. 26,098 was spent on the establishment. The main items of income were—Government grant, Rs. 11,800; Lahore Municipal Committee grant, Rs. 2,250, and tuition and other fees Rs. 10,204.

The Mayo School of Arts maintained its reputation throughout the quinquennium as the premier art institution of the province. The total number of students on rolls has decreased from 203 in 1931-32 to 193 in 1936-37. The cabinet work, commercial painting and fine arts classes continued to be very popular. The total receipts from the sale of goods manufactured in the school fell by Rs. 300 (from Rs. 6,379 in 1935-36 to 6,079 in 1936-37). This decrease is attributable to the unsatisfactory sales in the exhibitions in which the school participated and also to the fact that owing to its participation in several outside exhibitions, the school could not hold its own exhibition.

(ii) *Special Schools.*

Satisfactory progress has been maintained by the school in both literary and vocational education during the past five years. The number of inmates on the rolls of the school at the beginning of the year 1936 stood at 115 as compared with 126 in the year 1932. Thirty-seven new boys were admitted and 42 were discharged, leaving 110 at the end of the year of whom only

12. The
Victoria
Diamond
Jubilee
Technical
Institute,
Lahore.

13. Mayo
School of
Arts,
Lahore.

Refor-
matory
School, Delhi

6 were literate. Three boys, who passed the Vernacular Final Examination from the school, were admitted to a high school in Delhi for further study. One of these was recruited for J. V. Training at Najafgarh and has since qualified for teaching. The second boy was released under Government orders and is continuing his studies at a high school at Nakodar. The third boy has passed the 9th class and is doing well. Extra reading is encouraged among the pupils in a very systematic manner. Games are played daily and are compulsory for all. Scouting continues to be a great attraction and the troop has done very well in competition, hikes and games, and in winning the Madho Pershad Flag for three years in succession. During the past quinquennium 59 candidates were successful in the Junior First Aid test, and the formation of a Cadet Ambulance Division is now under contemplation.

Besides agriculture and gardening, the boys are taught leather and cane work, carpentry, tailoring and smithy. These crafts are meant not only to afford training for a livelihood, but to make the boys self-reliant, resourceful and responsible. Among other activities for character-building and indirect moral training may be mentioned house concerts, hikes, gramophone recitals, interesting moral talks and the prefect and house system. It is very encouraging to learn that 60 per cent. of the boys discharged are leading honest lives.

The total expenditure on the school during 1936 amounted to Rs. 45,835-10-9 as against Rs. 43,888-12-0.

Government
Technical
School,
Lahore.

The year 1936-37 was the third complete year of the working of the new scheme of training, *viz.*, Electro-Mechanics and Die Press Sheet Metal Work. The old scheme of training in carpentry, smithy, casting and moulding, pattern-making, etc., expired on 31st March, 1937. There were 104 pupils on the rolls as against 584 in 1931-32 and 120 in 1935-36. The decrease is due to the progressive elimination of classes under the old scheme and to limited recruitment under the new scheme. Recruitment to the Electro-Mechanics Department was very keen. The Die Press Sheet Metal Work and Die Making Department of the school also gained popularity. The school is not yet working on production as the pupils are in junior classes and not in a position to take up work on manufacturing lines.

Government
School
for the
Blind,
Lahore.

There were 24 students on the rolls during 1936-37. Of these 17 resided in the boarding house attached to the school. The school continued to provide training in cane and bamboo work, weaving of *charpoys* and *newar*, and music, in addition to training in reading, writing and arithmetic in Braille characters. In order to enhance the utility of the institution Government have-

sanctioned its re-organization with effect from April, 1937. A person with eyes has been placed in charge and it is proposed to interest the philanthropic public in this work. The revised scheme of studies will provide a better and more interesting course of training and at the same time work will be secured for the blind pupils and they will be helped in the marketing of their products.

In the beginning of the quinquennium there were 30 industrial schools in the province (25 Government and 5 aided), the number of pupils on rolls was 4,429 and the total expenditure incurred by Government amounted to Rs. 3,78,246. At the end of the period the number of schools rose to 36 (24 schools, 3 institutes and 9 private and aided schools), the number of pupils fell to 1,159 and the expenditure advanced to Rs. 4,09,688. The decrease in enrolment is due to the stoppage of recruitment under the old scheme in the institutions under re-organization, progressive elimination of classes under the old scheme, closure of the Government Industrial School, Sialkot, and the limited recruitment to the specialised schools under the new scheme. The work of re-organization of Government Industrial Schools and institutes to convert them into specialized trade schools with a view to the production of articles of utility proceeded actively during the period. The schools at Dera Ghazi Khan, Montgomery, Muzaffargarh and Sargodha continued to work under the old scheme. A special feature of the Dera Ghazi Khan school is the improvers' course. There were 15 pupils who, after having completed their training worked on orders received in the school under the supervision and control of the school staff and thereby earned a steady living. The Government Industrial School, Ferozepore, produced and sold several sewing machines, all parts of which except shuttles, were produced in the school.

Government
Industrial
Schools and
Institutes
for boys.

At the beginning of the quinquennium two Government and eight private industrial schools for girls were at work and the total number of girls undergoing industrial training was 739. At the end of the period the number of Government, aided and unaided industrial schools for girls rose to 22 and the number of pupils to 1,200. Thirteen schools were on the recognized list of which 6 worked under a two years' course and prepared students for the diploma examination others prepared pupils under a one-year course for the certificate examination. During 1936-37, 154 students appeared in the final examination. Seventy-five for the certificate examination and 89 for the diploma examination. Forty-five students passed in the diploma examination 58 in the certificate examination. The total number of students on the rolls of the three Government schools stood at 525 in 1936-37.

Training
Schools for
Girls.

Out of 61 candidates who were sent up from these schools for the diploma examination 57 were successful.

**Government
Industrial
Institutes.**

(a) *Government Hosiery Institute, Ludhiana.* The institute continued to give the lead in the use of modern machines and appliances and up-to-date methods of hosiery manufacture. The number on the rolls stood at 43 in 1936-37. Five students appeared in the City and Guilds of London Institute Examination and four passed.

(b) *Government Tanning Institute, Jullundur.*—At the close of the quinquennium there were 31 students on the rolls. The first batch of 9 students of class A who were recruited in 1934 passed out of the institute in July, 1936. Most of these have either secured service in tanneries or are setting up tanneries in partnership with capitalists. Experiments were conducted with satisfactory results in the production of varnish leather, chamois leather, pigment finishing, glaze kid and white leather. The class for giving training in improved methods of flaying had to be closed, as it did not receive a sufficiently encouraging response from the public.

(c) *Government Institute of Dyeing and Calico Printing, Shahdara.*—There was an all round improvement in the Institute during the quinquennium under report. The curriculum of studies was revised and a new system of practical training for the final year class was introduced so as to afford the students an opportunity to handle work on commercial lines and to learn the system of costing. Open-fire arrangements for bleaching and dyeing were introduced and students undergoing training in the calico printing class were for the first time given an opportunity to learn how to make printing blocks. During the year 1936-37, 112 students were on the rolls of the Institute. They included 2 graduates, 2 undergraduates, 64 matriculates, 43 literates and one illiterate. To give the students an idea of the methods of work in dyeing, bleaching and calico printing on cottage as well as factory lines adopted in the important centres of India, the students were taken round to important dyeing and calico printing centres in and outside the province. The Dye House, attached to the Dyeing Institute, dealt with 290,996 lbs. of yarn, cloth, etc. The increased work in the Dye House resulted in an income of Rs. 22,613 during the last year of the quinquennium. Research work on fast dyeing of silk was carried on in the Institute with good results.

(d) *Government Central Weaving Institute, Amritsar.*—The enrolment of this institute stood at 51 during 1936-37. Thirteen students from the higher class and 15 from the Artisan class appeared in the Final Diploma Examination of the Institute, of.

whom 13 and 11 respectively were successful. The students were shown the working of the important weaving factories at Amritsar and were also taken to Ludhiana, Delhi, Surat and Gwalior, in order to give them an opportunity of studying the methods employed in larger concerns. Training in modern methods of finishing and dyeing, which was introduced a couple of years ago, has proved to be very successful. Good progress was made in turning out quilting fabrics on handlooms. A special loom is under construction for Lappet weaving.

Two scholarships for Industrial training out of India, one in Japan and the other in Europe, known as the Silver Jubilee Scholarship, were sanctioned during 1936-37. The Punjab Government has not awarded any new scholarship for training abroad. One of the scholarship holders, after having completed his training in the manufacture of toilet goods, returned to India, in October last and has set up a factory for toilet goods near Lahore. The term of scholarships awarded to another for wool spinning and wool weaving has expired, but he has not yet returned to India. The third scholarship holder continued to receive training in the manufacture of paints and varnish.

Industrial
scholarships
in foreign
countries.

(iii) Vocational Training.

The system of agricultural training in vernacular schools was introduced only 16 years ago, but even during this period it has achieved a noteworthy measure of success in both anglo-vernacular high and vernacular middle schools in the province, notwithstanding several handicaps such as financial depression, dearth of suitably trained teachers and lack of adequate farms and plots. Ten years ago it was stated that the progress of high school farms had not been very satisfactory. During the present quinquennium we find that in the eastern circle 4 individual Government high schools and 3 Government high school centres (at Ludhiana, Jullundur and Ferozepore) are teaching agriculture, while in the western circle the number of such schools has increased from 4 to 22. The financial condition of these farms is still more gratifying. Up till the year 1931 the finances of the farms were precarious. Owing to special circumstances the high school farms in the eastern circle have met with a deficit of Rs. 485 and a profit of Rs. 948 in the western in 1936-37. In 1926-27 the number of farms and plots stood at 102; now it is 284 (29 in high and 255 in middle schools). Ten years ago the farms and plots had a deficit of Rs. 1,399; now the profits in the western circle alone are Rs. 7,398. Besides this, good progress has been made in such useful activities as the starting and efficient working of 'home gardens,' school gardens, tree planting, floriculture,

1. Agricultural
Training.
A retrospect.

vegetable growing, poultry farming and several subsidiary industries allied to agriculture. From the facts and figures that are mentioned in the subsequent sections it will be clear that this form of training for the Punjabi zamindar's son has now stood the test of time, and has achieved a definite measure of popularity. It can thus be stated without fear of contradiction that the prophetic anticipations of 1920—the year of the inception of the scheme,—that this form of training would be instrumental in rendering education in the countryside less of a mystery and more of a reality, have come true.

Causes
of slow
progress in
high schools.

The two main obstacles that have so far stood in the way of the popularity of agricultural teaching in the high schools, particularly urban, have been, in the first place, the prohibitive cost of acquisition of land for farms and plots in cities or big towns, and secondly the University Regulation of 1927 which made it obligatory on a candidate, who chose agriculture as an elective subject, to take elementary physical science also. The evil effect of this regulation can be gauged from the fact that during the past decade the number of candidates who took agriculture in the Matriculation and School Leaving Certificate Examination dwindled from 1,800 in 1927 to 175 in 1937. It is reassuring, however, to know that the University has at long last realised the gravity of the situation and has quite recently decided to rescind the regulation referred to above. The revised syllabus, which includes such portions of physics and chemistry as are essential for the proper understanding of the elementary principles of agriculture, has been prepared for the examination in 1939.

High
school
farms
and their
finances.

The number of high schools teaching agriculture in the eastern circle has gone up by 1 to 4 while the number of high school centres has remained stationary. The finances of the individual high schools have shown a slight improvement—from a deficit of Rs. 224 in 1932-33 they have shown a profit of Rs. 19 in the last year of the quinquennium. The western circle has a very bright tale to relate. The number of high schools teaching agriculture has gone up from 4 to 22 and the cases of 11 others for starting farms are ready for sanction. In 1931-32 there was in this circle only one Government high school teaching agriculture; now there are 10 with farms, and 10 more will shortly be fully equipped for the teaching of the subject. In 1931-32 these farms yielded a profit of Rs. 14; in 1936-37 the profits amounted to Rs. 948.

Agriculture is steadily gaining popularity in the high schools situated in rural areas. The practical work involved gives the boys a very healthy and profitable hobby, the teaching imparts useful knowledge for immediate and future use, and the farm work imbues the students with such salutary moral qualities as a

Some phases of farm activities.



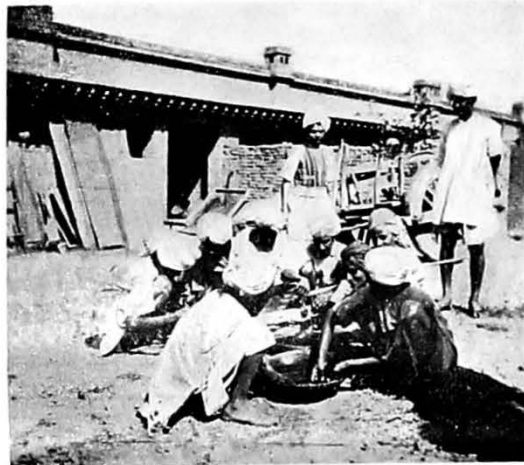
(Agriculture Centre, Ludhiana).



Some phases of farm activities.



(Agriculture Centre Ludhiana).



realization of the dignity of labour, of responsibility, resourcefulness and self-reliance, and also encourages a healthy spirit of emulation.

The number of farms and plots attached to vernacular middle schools in the eastern circle has increased during the quinquennium from 69 to 81. Only a few years ago none of these brought any profit; now 97 per cent. of the farms and nearly all the plots are yielding profits. In the western circle the number of farms and plots has practically doubled in five years from 93 to 174. The profit from these, five years ago, amounted to Rs. 2,611; it is now Rs. 5,863.

Vernacular
middle
school
farms and
plots.

The popularity of middle school farms is an established fact. The majority of pupils are very keen and take a deep interest in field work, do all the hard manual work themselves and evince a pride in their plots. The number of high school boys taking up agriculture as a hobby or as a subject of study in the western circle is 3,250. It has been estimated, in the eastern circle, that in 1936-37 as many as 3,532 school boys took to actual cultivation work and returned to their farms. This is very creditable; for the true aim of ruralizing education has always been to impart ordinary instruction in such a manner that the pupil may not lose touch with his ancestral occupation or begin to hate manual labour.

Another important phase of the institution of school farms and agricultural teaching is that they have helped to create a very powerful link between the school and the zamindar—in many cases the pupil's father himself. Demonstration of better crops, of scientific and modern implements and of improved varieties of seeds is regularly made on such public functions as the Parents' Day, the prize-giving and the visits of important personages to the school, as also on the occasion of the villagers' visit to the school. Agricultural shows and fairs are also held in schools at convenient times of the year. Seed stores and nurseries are maintained in schools. The farm instructor often gives valuable information to farmers seeking his help and advice on problems connected with farm crops. The demonstrational and instructional utility of these farms to the village community cannot be overestimated.

Farms
and the
villagers.

Despite an unprecedented slump in the prices of agricultural produce in rural areas, uncertain rains, frosts and cold waves in winter and hailstorms and floods in the spring, during most years of the quinquennium, the school farms have been able to maintain credit balances in their accounts. This has been achieved by lowering the cost of production, carefully designing the cropping

Farm
finances.

schemes and by maintaining a vigorous watch over the monthly accounts of these farms.

Other activities.

Other notable developments of agricultural training in rural schools are the laying out of flower gardens in the school compounds and the growth of "home plots." There are 2,161 village school gardens and 4,255 home gardens in the western circle. In the eastern circle the number of home plots has gone up by 227 to 874. Each home plot covers an area of approximately a kanal on which a school boy raises crops by his own labour and maintains a careful account of his farm's income and expenditure. Another valuable innovation is the inauguration of old boys' associations which number 56 in the eastern circle with an enrolment of 901. In these the old boys meet and discuss various problems connected with farm work, exchange notes, offer useful tips from experience and read papers on agricultural topics. Arbor Day and flower shows are now annual events in almost all districts. Tree planting has also become a very popular activity. During the quinquennium 19,032 trees have been planted in the western circle and they are all reported to be in a flourishing condition. Vegetable growing and fruit-farming have also attained a large measure of success in schools, and these activities are beginning to catch the fancy of the zamindar. Lac-culture is carried on in ten schools in the western circle while 8,710 mulberry trees have been planted for sericulture in school compounds. Poultry farming is also another profitable concern in many schools. These subsidiary agricultural industries are proving helpful in dissipating the zamindar's unfounded prejudices against them, and the farmer is now utilising his unoccupied time in taking up one or the other of these useful pursuits.

Important events.
(a) Introduction of Rural Science.

The outstanding reform in the system of agricultural teaching in schools during the quinquennium has been the introduction, in all vernacular schools with farms and plots, of a composite subject called, for lack of a better name, "Rural Science." This subject comprises agriculture—both theoretical and practical—elementary physics and chemistry, civics, sanitation and the elements of co-operation, and has been prescribed as one of the three compulsory subjects for the Vernacular Final Examination. As agriculture constitutes the basic subject in Rural Science it is hoped that it will help in making the boys in rural areas more intelligent, industrious and useful members of the village community. The success of this subject in schools is dependent on three very important factors, *viz.*, (a) the adequate supply of competent teachers with a broad rural outlook; (b) the provision of suitable and sufficient equipment for field and laboratory work, and (c) the creation of simple and

**Boys of the Middle Department hoeing potato crop. (Government High School,
Tanda Urmur, Hoshiarpur District.)**



suitable literature for teachers' further study. All these three requirements have been and are receiving the earnest attention of the Department.

As before, the agricultural farms of the province are being supervised by two officers formerly called assistant inspectors of agriculture, but now designated as deputy inspectors of schools for rural science. (6) Deputy Inspectors of Schools for Rural Science.

During the last year of the quinquennium a very healthy change was brought about in the scheme of agriculture study prescribed for normal schools of the Punjab, viz., the replacement of Nature Study by the introduction of Rural Science in the Junior Vernacular class. It is gratifying to note from the short experience of only a year that the change has been fully appreciated by the pupil-teachers who have evinced a keen interest in the practical work. The Lala Musa normal school has improved its flower garden and has revised its cropping scheme by specialising in vegetable farming and thus there has been an improvement in its finances. In 1932-33 the farm was faced with a deficit of Rs. 161 ; now it has made a profit of Rs. 120. Gakhar has grown improved varieties of sugarcane, rice and gram, and has also attempted *gur* making. The poultry farm there has yielded an income of Rs. 155 in the course of two years. Fruit farming and floriculture have also been carried on with success. Twelve thousand packets of flower seeds were distributed free of cost to several districts by Lala Musa and Gakhar. Nature study and gardening in normal schools.

Out of 52 applicants for admission during the year 1936-37, 30 students were admitted to the class. Practical work on the farm is receiving concentrated attention, and the pupil teachers are urged to study extra books on Agriculture. The Principal, Agricultural College, has insisted on the pupil-teachers making and repairing simple scientific instruments themselves. This is a very healthy and helpful practice and is intended to make the future teachers of Rural Science independent and resourceful. Teachers Training Class, Lyallpur.

The number of recognized commercial classes increased, during the quinquennium, by 2 (from 9 to 11), 10 were attached to Government high schools and intermediate colleges and one to an aided institution, the Khalsa Intermediate College at Lyallpur. It is depressing to note that the enrolment in these classes has gone down from 341 (or an average of 38 per class) in 1931-32 to 143 (or 13 per class) in 1936-37. The examination results also show deterioration (from 49 per cent. in 1932-33 to 36 per cent. in 1936-37). The expenditure has advanced by Rs. 3,268 from Rs. 45,005 to Rs. 48,273, the cost *per capita* in 1931-32 being Rs. 132 and Rs. 337 in 1936-37. Decreasing enrolment indicates that the classes have fallen into disfavour owing largely to the fact 2. Commercial Education.

that the pupils receiving instruction in these institutions have found it increasingly difficult, due to all round financial and economic depression, to find suitable employment. Among other causes may also be mentioned the poor examination results which, according to the Jullundur Inspector, confirm the conclusion that an average matriculate is not fully equipped to profit by a short course of instruction in these classes. The low initial qualifications of the candidates, particularly their poor knowledge of English and their low intellectual development, coupled with a lack of practical training of a sufficiently high standard and for a suitably long period, have militated against the chances of success of these pupils in offices and business houses. It is, therefore, considered desirable by inspectors and heads of these institutions that the period of training should be extended to two years and the admission qualifications raised to a pass in the intermediate. It is also urged that greater emphasis should be laid on such practical subjects as noting, drafting and correspondence and on a higher speed in shorthand and typewriting. As a result of a recommendation made by the Committee appointed by the Punjab Government (Ministry of Education) in November, 1935, the test speed in typewriting has been increased from 25 to 30 words per minute. The other recommendations of the Committee, which aim at overhauling the present system of commercial education with a view to making it subservient to the clerical needs of Government and private offices, are engaging the serious attention of the Department.

Youngmen's
Christian
Association
and
Young-
women's
Christian
Association
Evening
Continuation
Classes,
Lahore.

The Youngmen's Christian Association Evening Continuation Classes have continued to do commendable work in providing valuable facilities for training in clerical and commercial education. In the first year of the quinquennium there was a marked fall in the enrolment of the classes from 403 to 294, but the roll gradually mounted up during the succeeding four years to 700 at the close of the year (ending December, 1936). Of these 187 were graduates, 159 undergraduates, and 354 matriculates. The enrolment by communities was 425 Hindus, 152 Muslims, 91 Sikhs and 32 Christians. During the year 298 pupils completed their course and 90 were awarded certificates in shorthand, 145 in typewriting, 106 in book-keeping and 73 in correspondence. The students under training continue to take a keen and active part in some of the extra-mural activities, such as social, literary and games clubs, organized by the Association. During the first three years of the quinquennium these classes were maintained by Government and Y. M. C. A. grants and tuition fees, but in 1935-36 the Government grant was discontinued. During 1936-37, however, the income from fees amounted to Rs. 13,630

an increase of Rs. 1,795 over the previous year's figures—and the total expenditure was Rs. 13,266 leaving a balance in hand of Rs. 363 at the close of the year.

The Commercial School attached to the Young Women's Christian Association was maintained with success throughout the quinquennium and as before trained young women in commercial courses. Fifteen students remained in average attendance per month during the five years. In order to raise the standard, with a view to producing a better type of office assistant, harder tests in English and general intelligence have been prescribed for prospective candidates. Book-keeping was added to the syllabus in 1934. All candidates once admitted to the school are now expected to complete the full course. The examination results have ranged between 85 per cent. and 95 per cent. It is reported that successful candidates have been able to procure posts on initial salaries ranging between Rs. 75 and Rs. 120.

CHAPTER VIII.

Education of Girls (Indian).

The years 1932—37 have, from one point of view, been years of great encouragement to those interested in the progress of the education of women and girls, because, during them, there has been marked evidence not only of a decrease in the apathy of parents with regard to the education of their daughters, which was formerly so conspicuous, but of a very definite and widespread desire on their part to get them educated. At the same time they have been years of disappointment, because, owing to financial stringency, funds have not been available for expanding as rapidly, as was desirable and also possible. Much leeway has to be made up during the next quinquennium. This applies very specially to primary education for girls in rural areas.

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

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

(b) the expenditure on girls' education :—

(a) STATEMENT SHOWING THE NUMBER OF INSTITUTIONS AND SCHOLARS.

Kind of institution.	NUMBER OF INSTITUTIONS.			NUMBER OF SCHOLARS.		
	31st March, 1932.	31st March, 1937.	Increase or decrease.	31st March, 1932.	31st March, 1937.	Increase or decrease.
High	32	34	+2	11,446	10,728	-718
Middle—Anglo-Vernacular and Vernacular.	130	190	+60	27,675	43,574	+15,899
Primary	1,624	1,830	+206	93,937	108,337	+14,400
Special	55	66	+11	2,669	2,955	+286
Colleges	2	5	+3	240	732	+492
Total recognized institutions.	1,843	2,125	+282	135,967	166,326	+30,359
Unrecognized institutions.	3,180	3,118	-62	60,726	61,410	+684
GRAND TOTAL ..	5,023	5,243	+220	196,693	227,736	+31,043

(b) EXPENDITURE ON GIRLS' EDUCATION.

Year.	From Government funds.	From District Boards funds.	From Municipal Boards funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32	13,46,113	1,64,909	3,84,774	1,08,704	5,12,495	25,76,995
1936-37	15,78,832	1,93,537	5,14,026	3,48,222	5,62,826	31,97,443
Increase during quinquennium.	2,32,719	28,628	1,29,252	1,79,518	50,331	6,20,448

The statement showing the increase or decrease in the number of institutions and scholars gives cause for some satisfaction in that there is an increase of 206 primary schools, 60 secondary schools and 3 colleges with a corresponding increase of 14,400 pupils in primary schools 15,899 pupils in secondary schools and 492 students in colleges during the period under review. Very slight cause for satisfaction remains, however, when it is realized that the total number of girls in recognized and unrecognized institutions of all kinds is only 227,736 compared with the total number of females of school age in the province, which according to the last census is approximately 1,284,041.

The distribution of scholars in recognized schools for general education on March 31, 1932, and March 31, 1937, was :—

Division.	On 31st March 1932.	On 31st March 1937.	Increase.
Ambala	11,937	14,298	2,361
Jullundur	27,680	29,901	2,221
Lahore	47,672	57,727	10,055
Rawalpindi	32,429	33,129	700
Multan	25,275	27,352	2,077
Total	144,993	162,407	17,414

Examination
results.

Examination results are not a perfect criterion of progress in education, but they are certainly a partial one. A perusal of the table comparing examination results in 1933 with those of 1937 is convincing evidence of increased interest in the education of women and girls :—

EXAMINATION RESULTS.

Name of examination.	1933.			1937.		
	Appeared	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
M.A.	3	1	33·3	12	8	66·7
M.Sc.	71	42	59·2	152	130	85·5
B.A.	1	..	..	4	3	75
B.Sc.	162	105	65	337	244	72·4
Intermediate Arts ..	34	23	67·6	65	51	78·5
Intermediate Science..	658	456	69·3	1,394	1,176	84·4
Matriculation	3,061	2,445	79·8	4,892	3,347	68·41
Middle	10	9	90	59	51	86·4
B.T.	44	26	59	56	51	91·1
J.-A.V.	166	142	85·5	166	118	71·1
S. V.	394	255	64·7	438	364	83·1
J. V.						

Co-education.

The figures for co-education show that there is an increase both in the number of boys reading in girls' schools and in the number of girls' reading in the boys' schools :—

Kind of institution.	NUMBER OF BOYS IN GIRLS' INSTITUTIONS.			NUMBER OF GIRLS IN BOYS' INSTITUTIONS.		
	On 31st March, 1932.	On 31st March, 1937.	Increase.	On 31st March, 1932.	On 31st March, 1937.	Increase or decrease.
High Schools	*236	*383	147	49	191	+142
Middle Schools	*251	*321	70	6,023	5,596	-427
Primary Schools	637	910	273	7,169	11,613	+4,444
Special Schools .. ..	..	..	..	16	88	+72
Colleges .. ..	..	..	..	53	187	+134
Total recognized institutions.	1,124	1,614	490	13,310	17,675	+4,365
Unrecognized institutions.	7,410	7,823	413	10,321	8,454	-1,867
GRAND TOTAL	8,534	9,437	903	23,631	26,129	+2,498

*In the primary classes.

The increase in the number of girls reading in primary schools for boys may probably be taken as an indication that there is some slackening in the rigidity of the social system, which renders co-education difficult even at the primary stage. The department is in favour of encouraging co-education at this stage, because it is obvious that the province cannot afford separate schools for boys and girls in the majority of villages. Hence, in many cases, the alternative is not between co-education and a separate girls' school, but between co-education and no education at all for girls. It is obvious, however, that the fact that a handful of girls read in a boys' school does not make that school a co-educational one. A school is not co-educational in the real sense of the word, unless there is a mixed staff and a fair proportion between girls and boys. At the lower primary stage, the ideal is almost certainly a mixed school in charge of women teachers, since women, if well qualified and trained, are certainly better teachers of little boys than men are. But for many years a sufficient number of qualified and trained women cannot be available. A consideration of these facts resulted in the opening in the summer of 1936 of two classes, one attached to the Government High School for Girls at Jullundur, and the other to the Government Anglo-Vernacular Middle School at Lyallpur, for training in each case 20 wives of village school masters. They have been trained to teach all subjects to both girls and boys in classes I and II and to supervise the welfare of the girls in all classes and to teach them needlework and hygiene. It is hoped that the presence of these women in the primary boys' schools, in which their husbands teach, will increase the confidence of parents, so that they will be willing to send their daughters to the schools. The first set completed their course of training last April and many of them have been appointed, with their husbands, to teach in primary boys' schools in villages where no girls' school exists. During the last two years, the experiment of opening co-educational primary schools, staffed by Senior Vernacular trained women teachers, has been tried in the Amritsar and Sheikhpura districts. Eight such schools now exist in the former and two in the latter district. Their progress is being watched with interest and it is hoped it will be possible to extend the scheme. It was only made possible by the co-operation of the divisional inspector, district and assistant district inspectors and the assistant inspectress.

When the quinquennium opened the number of assistant inspectresses was only 12 for the 29 districts of the province. Three additional ones were sanctioned from April 1, 1935, and three more from April 1, 1936, bringing the total up to 18. Also during the quinquennium a clerical allowance of Rs. 10 per mensem has

Inspectorate.

been sanctioned for each assistant inspectress. The result has been that since 1st April, 1936, no inspectress has been responsible for more than two districts and some for only one, so they have been able to pay some surprise visits and to hold some refresher courses. Even now, however, assistant inspectresses often have to inspect two or three schools in one day. When time is so limited, necessarily the inspectress' visit tends to leave with the teacher an impression of almost undiluted criticism. Teachers in primary schools in rural areas are isolated. If the inspectress' visit provides no stimulation and encouragement, it is not very valuable from the teacher's point of view. The ideal is therefore that the inspectress should have time to sit down and hear the teacher's difficulties and give some constructive help. She should also have time to explore the needs and possibilities of the many places, where girls are getting no education. All this will only be possible, when there is at least one assistant inspectress to each district.

Primary
education.

The statement showing the number of primary schools and scholars indicates that there has been some quantitative advance. This is due to the fact that parents, including many living in rural areas, are at last beginning to realise the value of education for girls. Inspectresses report an increasing number of requests from village people that district boards be asked to open schools for girls. Undoubtedly, too, there is some improvement in many schools. Inspectresses report that with the increase in the inspectorate, assistant inspectresses have been able to give more attention to the condition of school buildings, with the result that in some cases they have been able to persuade local bodies to shift into better buildings, and in others to persuade individuals to give land and put up very simple buildings for district board schools. In many primary schools, where some or all of the teachers are trained, there is an improvement in the teaching. In the better schools handwork receives more attention than formerly and one inspectress reports that useful articles such as *nawar*, baskets, mats, *chiks* and *morhas* are made. Nature study is better taught in relatively few schools and an effort is also being made in some to get the children to keep small gardens. One inspectress remarks that she now comes across schools where the children can tell her something about the flowers and vegetables they have grown, instead of merely giving such information as that a cow has four legs and gives milk. Needle work, which is such an important subject for girls, is well taught in a number of schools. An average girl, when she leaves school, can knit small garments for babies and often a jumper for herself, as well as cut out and sew her own every day clothes, and to do some simple embroidery. This is the brighter side of the

picture. There is, however, a very dark side, which has been emphasized in the last two or three annual reports. At the risk of repetition it must be said again that very many municipal, district board and aided schools are housed in most unsatisfactory buildings. In towns the schools are in rented houses absolutely unsuitable for such a purpose, situated in narrow streets and surrounded by tall buildings. The result is that the rooms are often dark and airless and frequently appallingly overcrowded. In many cases the floors are damp. In some schools the only redeeming feature is that in winter the classes can go in turn on to the roof. Every effort needs to be made to urge local bodies and managing committees to put up very simple but reasonably commodious, light and airy buildings on the outskirts of towns and villages, where some playing space will be available. It is still true that many primary schools are partially or wholly staffed by untrained, old teachers, whose only qualification seems to be that they are poor and need a job. With a few exceptions such teachers can never be made to understand that young children are playful, curious and physically active. Being old and rather weary themselves, their first thought is to keep the children quiet and inactive and so one goes into primary schools and sees rows of solemn looking little people, who under happier circumstances would be full of life and of a desire to be doing something. Stagnation and wastage are almost certainly chiefly caused by the combined effects of cramped and gloomy accommodation, and unsuitable teachers, while contributory causes in the case of the former are that many children are not properly fed before they come to school and frequently do not have nearly enough sleep at the proper time. In some cases this must be due to poverty. In many others, however, it is due to lack of thoughtful provision for the needs of children by their mothers. Where girls' schools are well-housed, reasonably well-equipped and well-staffed, they are likely to become most powerful factors for uplift both in rural and urban areas. This, however, will not happen until local bodies and managing committees realise that, in a primary school, the first consideration is to see that the children have their rights, namely a suitable environment and understanding and sympathetic teachers. At present the first and second considerations are usually the pockets of the ratepayers, pleasing a member of the committee, in fact any and every thing except the welfare of the children.

Towards the end of the period under review, and since the inspectorate has been increased, it has been possible for assistant inspectresses to have some refresher courses for vernacular teachers. These have been held in Government girls' schools and have lasted

Refresher
courses.

for about a week or ten days. Many more such courses are needed because teachers in the average vernacular school, especially in rural areas, have little to inspire them and to stimulate them to continue trying to put into practice what they learned at the normal school. Usually their environment tends to make them take the line of least resistance. The courses should be longer as, though in ten days something may be done to stimulate, little can be done in the way of instruction either in methods of teaching or in the content of the subjects taught. More numerous and longer courses will only be possible when the inspectorate has been increased to at least one inspectress for each district. The courses have, however, been well worth the trouble, for in many cases they have been almost exciting and in all cases stimulating. In her report of the course at Rohtak the assistant inspectress writes :—

“ The course was attended by 61 teachers
 The Chairman of the District Board and Rai Bahadur Chaudhri Lal Chand, M.L.A., gave two illuminating talks on the District Board and the Legislative Assembly. Several local officials, the Deputy Commissioner, the Lady Doctor, the Lady Health Visitor and others also gave helpful talks. There was an exhibition of charts and models made by the present Junior Vernacular Class and also of indigeneous village crafts. Forty-five minutes were spent daily in playing and singing, so that the teachers were able to take away with them a selection of new songs and games The Health Officer kindly lent his radio for the week and the local cinema gave a free show. Both radio and cinema were inexplicable mysteries to these village teachers. The most interesting and exciting event of the week was the trip to Delhi. The teachers saw the Purana Qila, Lal Qila, New Delhi and last but not least the Aerodrome from which the air-mail was just leaving for Karachi. Seeing the plane ascending and gliding betwixt earth and sky was the climax.”

Refresher courses for anglo-vernacular teachers and for assistant inspectresses are an urgent need. But with the present accommodation and staff of the Lady MacLagan College, this is not yet possible.

**Secondary
 education.**

During the period under review the Government Middle Schools at Jhelum, Karnal and Rohtak have been raised to the high standard and the Government Primary School at Chauburji Gardens Estate, Lahore, to the anglo-vernacular middle standard. Government vernacular middle schools with optional English and with J. V. classes attached have been opened at Mianwali, Dera Ghazi Khan and Muzaffargarh, a vernacular middle school at Shahpur and a high school with a junior vernacular class attached at Dharamsala. At the end of the period under review, therefore,

the only districts with no Government school for girls were Gujrat and Simla and on 31st March, 1937, the opening of a high school at Gujrat was only waiting for the completion of certain necessary additions and repairs to the buildings. In 1932 the high school at Hissar was accommodated in a very unsuitable building in the city. In January, 1935, it moved into the hostel of the Government boys' school, where accommodation and space for playing are sufficient at present. The pupils were delighted with the new buildings and ample playground. Later in the same year the Government High School, Jullundur, which had outgrown the existing accommodation, moved into the building of the Government Normal School for boys. This is an excellent building with good hostel accommodation and a large playground. In 1935 the Government High School, Ambala, moved into more commodious rented quarters. As a result of these moves the only Government girls' schools accommodated in really inadequate and unsuitable buildings at the end of the period under review were the Government High Schools at Ludhiana and Sargodha and the middle schools at Amritsar and Chakwal. All four are housed in rented buildings. The high schools at Jhang, Karnal, Sheikhpura and Sialkot have, however, outgrown their existing classroom accommodation and extra classrooms must be built as soon as funds permit. The schools at Jhang, Muzaffargarh and Montgomery need hostel blocks. The latter has no hostel accommodation at all and consequently cannot serve the needs of the district as it should do.

Government is now able each year to recruit the best of the students passing out of training institutions of all grades, so that, with the exception of a decreasing percentage of teachers left as a legacy from the days when it was difficult to get qualified and trained women teachers, and when not too suitable ones were taken over with municipal schools at the time of provincialisation, the staffs of the Government girls' schools are qualified and trained. The result is that newer and more enlightened methods find a place in most schools. Head-mistresses still exist, who are reluctant not only to permit but to encourage young teachers to try experiments and put into practice what they have learned during their course of training; but the number is becoming fewer. In almost all schools healthy extra-mural activities such as debates, dramas and other entertainments and games play an important part.

During the period under review a library fee has been sanctioned for A. V. girls' schools. The result is that they are slowly building up class fiction libraries of both English and vernacular books. It is hoped that this will create in the girls

a healthy love of reading, which will persist long after school days. At present relatively few educated women and girls read much, unless for an examination. A very small kindergarten fee has also been sanctioned. This makes it possible for lower primary classes to have a sufficient quantity of material for all kinds of handwork and for drawing and painting, so that their desire for self-expression need not be limited for lack of material.

In more than one of the reports during the past five years it has been pointed out that, though with the existing shortage of women in the province the employment of a certain number of married teachers is inevitable, yet 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 must lower the standard of efficiency.

Vernacular]
training.

Until October 1933 the Senior Vernacular Training Class was attached to Lady MacLagan School, Lahore. In September, 1933, a class for B. T. students was started there and, in order to make room for it, it was decided to have the S. V. training at Government High School, Hoshiarpur. The building at Hoshiarpur is an excellent one, in fact one of the best in the province, and experience has shown that it is a more suitable place for an S. V. training class than Lahore, where many S. V. students were inclined to have an inferiority complex. In Hoshiarpur, however, the high school girls are less advanced and the present S. V. students have much more confidence in themselves. In October, 1936, the conditions for admission to S. V. training were changed. At present a pass in the middle standard examination, a pass in the J. V. examination after a course of training, a permanent J. V. certificate and the recommendation of a circle inspectress are the necessary conditions. This means that S. V. training can only be taken by the pick of the Vernacular teachers, and so a really valuable product should be turned out.

Until the end of the year 1933-34 the condition necessary for admission to a J. V. training class was a pass in the primary examination. For some time inspectresses and heads of normal schools had been complaining that, under this condition, the students admitted provided very poor material for training and not very efficient teachers, when they passed out after a two years' course. In May, 1934, therefore, the experiment of admitting middle passed students for one year's training was tried at Rohtak, Sialkot and Rawalpindi. It proved a complete success and these students did much better in the examination than primary passed students, who had had a two years' course of training. Before the end of the year 1936-37 the experiment had been extended to the Government

Normal Schools at Karnal, Moga, Multan and Dharamsala. It is proposed to continue to extend it, until the condition for admission is everywhere a pass in the middle standard examination. In backward districts, however, the change cannot be made until there are enough middle schools to provide the students from those districts.

In 1932-33 the last set of four students was sent on deputation for B. T. training to the Central Training College, Lahore. For some time, however, the department had felt that, though the teachers who had taken their B. T. from this college were very valuable, the arrangement was not entirely satisfactory for two reasons. The first was that no pardah teacher was able to undergo this training. The second was that, as there was no woman on the staff of the training College, the teachers did not get all the help they needed with problems connected with organisation and class management in girls' schools. From September, 1933, a class for B. T. training was attached to the Lady MacLagan High School, Lahore. The class opened with 17 students of whom 5 were teachers sent on deputation. The University was not willing to sanction affiliation until certain conditions were fulfilled; but the students were allowed to take the examination as private candidates. By 1934-35 the number of students had increased to 32. The B. T. class was affiliated to the Punjab University in 1935 and the combined B. T. and J.-A.-V classes were designated "the Lady MacLagan Training College for Women, Lahore".

Junior Anglo-Vernacular training classes have continued throughout the period first at the Lady MacLagan School and afterwards at the training college of the same name and also at the Kinnaird Training Centre. The fact that the hostel for the second year J. A.-Vs. at the Lady MacLagan College has been in a rented building has entailed extra expense to Government and made supervision more difficult. As soon as funds are sanctioned a new hostel block will be put up on the college compound. A library suited to the needs of J. A.-V. students and more apparatus have been urgent needs throughout the five years under review. The majority of the students taking this training are still matriculates; but each year the number who have passed the intermediate examination increases. It is desirable to encourage more of the latter to take this training, especially such as have taken geography, biology or mathematics in that examination.

During the five years under review the Lahore College for Women and the Kinnaird College have been the only degree colleges for women in the province. Both have been compelled to refuse admission to many students owing to lack of accommodation.

In 1934 the Lahore College for Women was affiliated to the Punjab University for the B. Sc. course in Chemistry and Botany. This met a long-felt need, as, until then, there was no women's college in the province, which admitted students for the B.Sc. course, and hence science teachers belonging to this province could not be recruited to the schools.

In November, 1932, the Stratford Intermediate College was opened in Amritsar and in June, 1934, an intermediate college for women was opened in Lyallpur and affiliated for geography, biology and mathematics, among other subjects, in the hope that it will produce students, who, after training, will become teachers of these subjects. Both colleges were opened in response to a long felt and loudly expressed need. Their opening probably relieved the pressure on the accommodation at the two degree colleges in the intermediate classes but it is obvious that it must increase the demand for admission to the degree classes. The question not only of the advisability of opening many intermediate colleges for girls, but the whole problem of the future of collegiate education for girls needs thoughtful consideration. The opinion expressed by the Principal of the Kinnaird College in her report is pertinent :—

“The opening of other doors than that leading to a purely academic type of education is long overdue. Many girls come to college because there is nothing else to do.”

Queen Mary
College,
Lahore.

The Advisory Committee, which had ceased to function for some years, was reconstituted in 1934. During the quinquennium the junior school has been reorganized and instead of a separate school for little boys, there is co-education at this stage. The number in the kindergarten rose to over 50 during 1936-37 and a “transition class” has been started. In 1933 the department issued instructions that the Dalhousie move should cease.

Physical
training.

During the years 1933—36 Miss Chrystal, Physical Director, Y. W. C. A., devoted all her available time to the B. T. and Junior Anglo-Vernacular students at the Lady MacLagan Training College, as she felt that spending time on training these future teachers was the most effective way of raising the standard of games in the greatest possible number of girls' schools. For several years Miss Cree coached some of the Government-aided and non-recognized schools in Lahore and Amritsar and this helped to raise the standard of play in the inter-school matches. Keeness about games has now spread even to schools in the more remote parts of the province. Until 1934 the Y. W. C. A., through its games committee and under Miss Chrystal's guidance, arranged the inter-school and inter-college matches and sports. In 1934, however, the colleges

formed their own inter-collegiate games committee, which since then has successfully organized all inter-collegiate matches and sports. In September, 1936, Miss Morrison was appointed as Physical Supervisor. She devoted most of her time until April in training the B. T. and J. A.-V. students at the Lady MacLagan College. During the summer months she spent short periods first at Hoshiarpur helping the S. V. students and then at a few normal schools giving J. V. training.

The movement continues to progress as the figures below show. Girl Guides.
During the period under review each year one or more camps have been held in Lahore during November, as well as on other occasions at Ambala, Karnal, Rohtak, Dharamsala. In November, 1933, a very successful All-India Guiders' Training Camp was held at Kot Lakhpat. Her Excellency Lady Willingdon flew from Delhi to inspect it. Numbers have steadily increased and there is greater efficiency. Many of the newer recruits come from rural areas. Kangra and Kulu districts have some particularly flourishing flocks and companies :—

Year.	Blue birds.	Guides.	Rangers.
1932	765	620	64
1933	1,010	823	161
1934	1,245	1,106	259
1935	1,618	1,500	426
1936	1,919	1,647	444

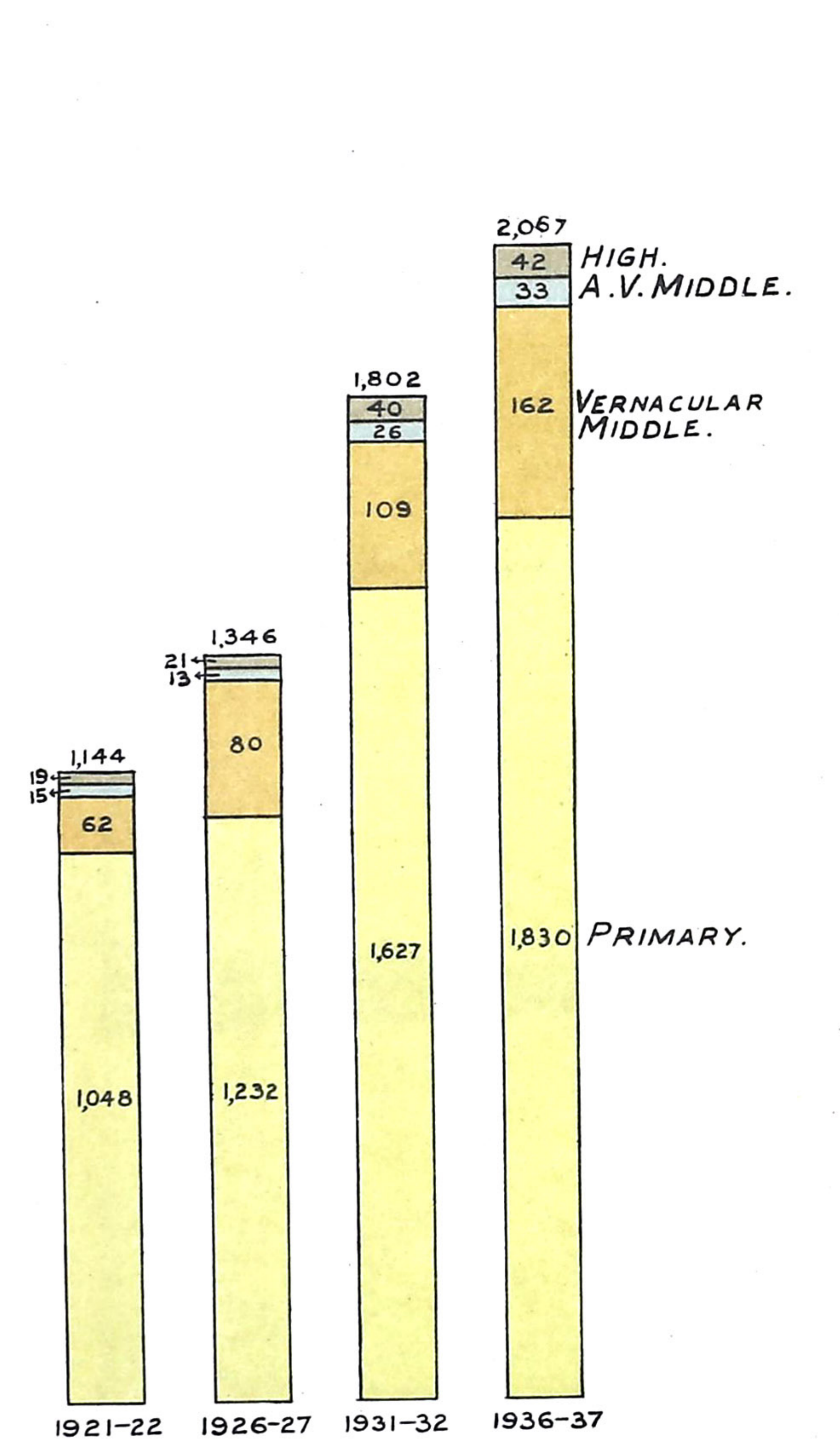
During the years 1932—37 Dr. Curjel Wilson has organized Junior Red
Cross. Junior Red Cross Competitions at a number of centres throughout the province. This has stimulated an interest in personal cleanliness and the laws of health. In November, 1935, six teachers from Government girls' schools were sent on deputation to attend a course on health and hygiene arranged by Dr. Curjel Wilson at the Punjab Health School. This was only made possible by the help and co-operation of Mrs. Mitra, Principal of the school. As a result of this course the teachers should be a help not only

in the schools, to which they belong, but in arranging health talks for teachers and mothers in the towns, where they are working.

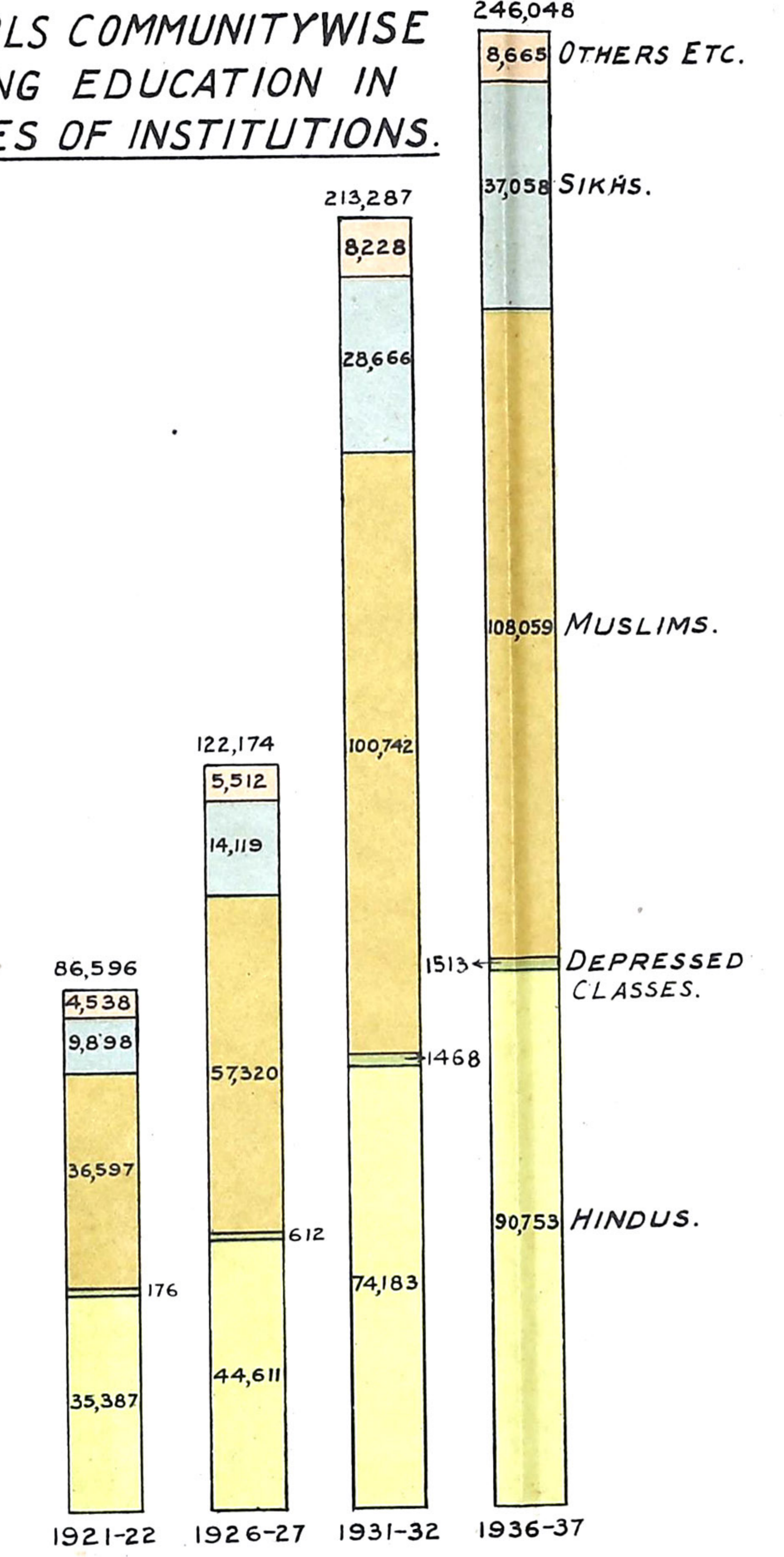
Health.

During the last two years of the period a beginning has been made in introducing regular medical inspection and treatment in Government girls' schools. By the end of March, 1937, it had been introduced into the Victoria School and the Lady Maclagan School, Lahore, the Government Girls' Schools at Jullundur, Sialkot, Gujranwala, Rawalpindi, Amritsar and Lyallpur, as well as into the intermediate colleges in the two last named places. Our grateful thanks are due to the Red Cross for the loan of the services of Dr. Chambers during the winter of 1936-37. Without her enthusiasm and experience of this work such a good beginning could not have been made. The position, however, will not be satisfactory until medical inspection and treatment, on a sound basis, has been started in all the Government high schools in the province.

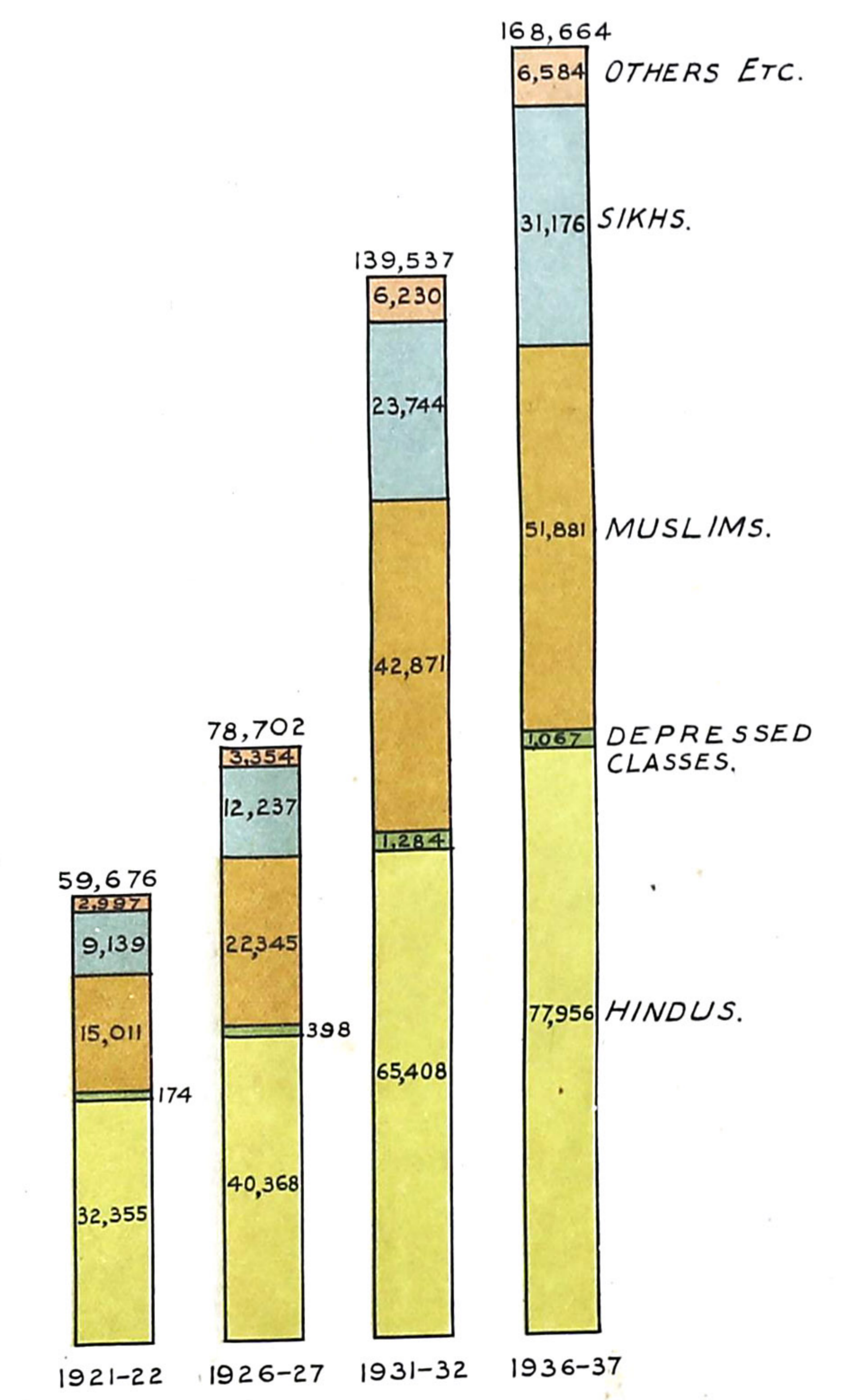
THE NUMBER OF THE VARIOUS TYPES OF SCHOOLS FOR GIRLS.



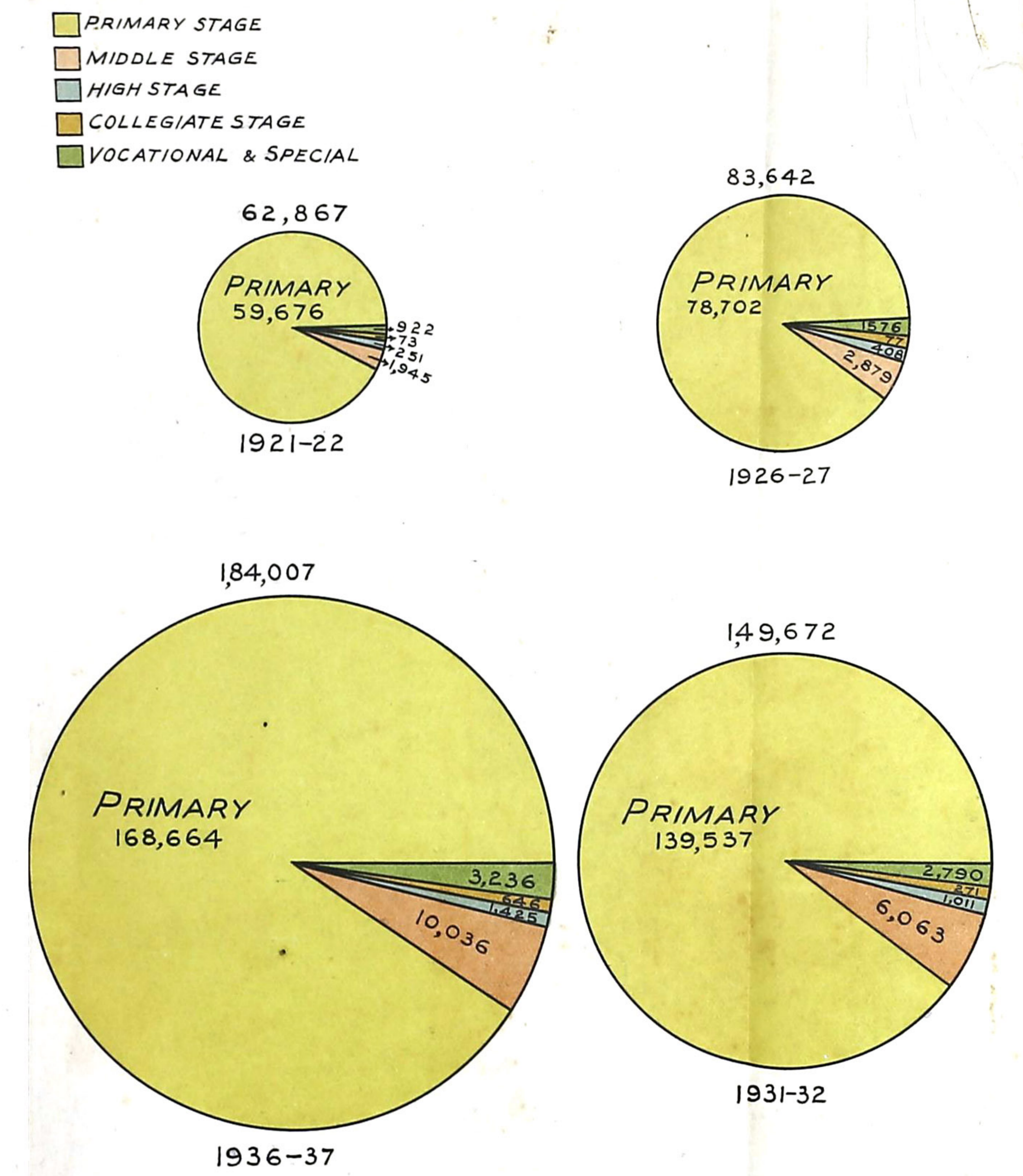
NO. OF GIRLS COMMUNITYWISE RECEIVING EDUCATION IN ALL TYPES OF INSTITUTIONS.



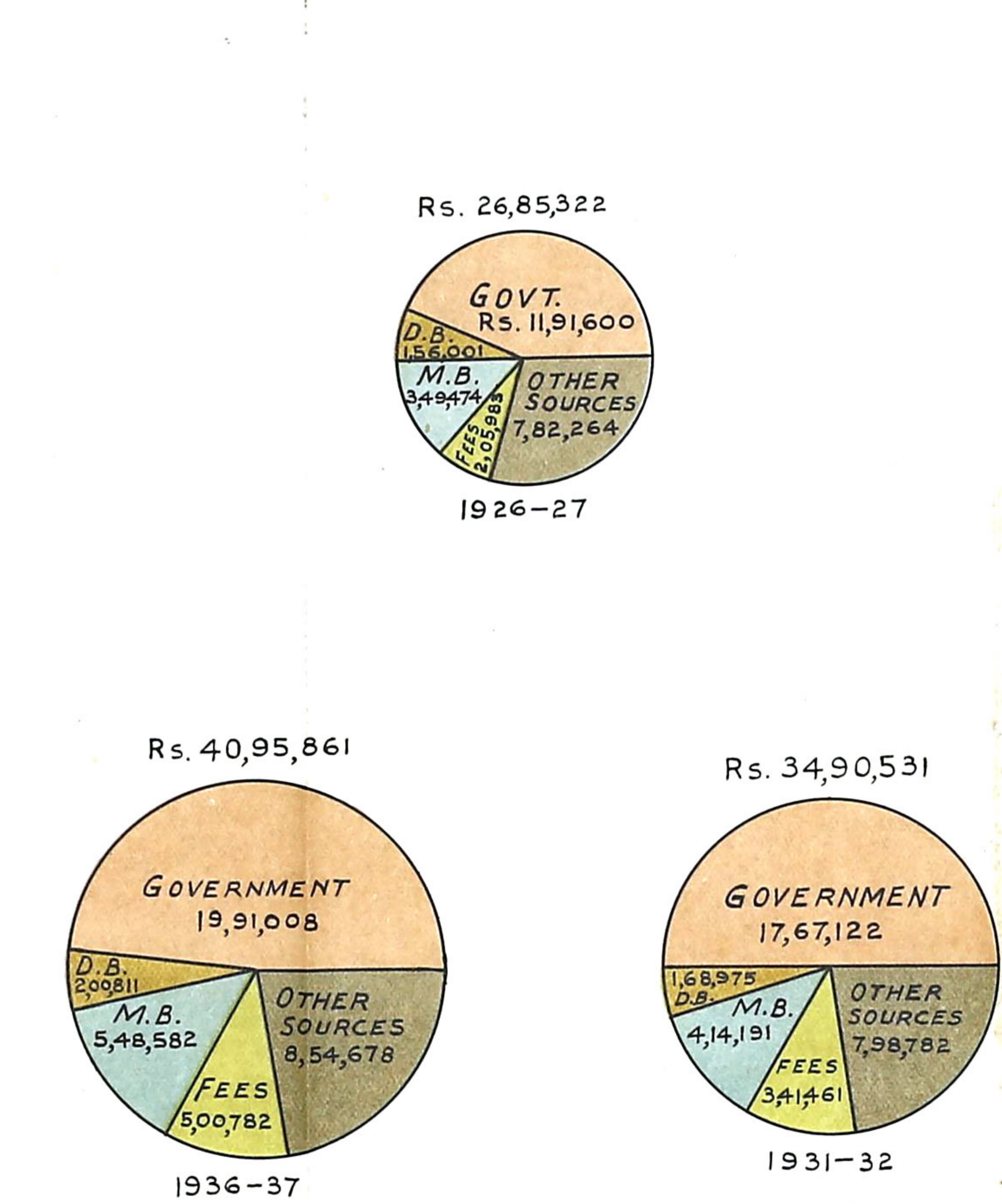
NUMBER OF GIRLS AT PRIMARY STAGE



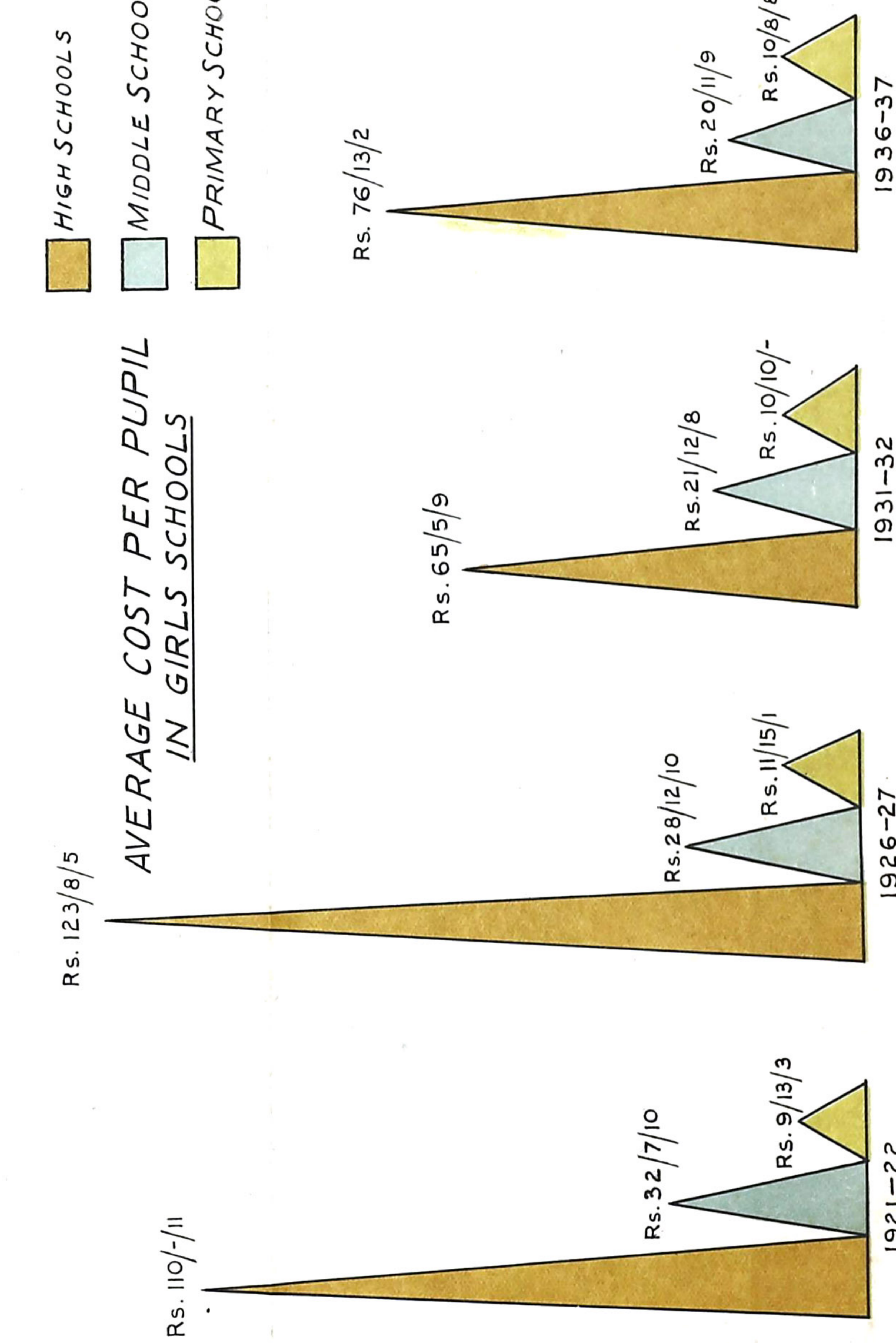
NUMBER OF GIRLS AT VARIOUS STAGES OF EDUCATION



TOTAL EXPENDITURE ON INSTITUTIONS FOR GIRLS FROM VARIOUS SOURCES



AVERAGE COST PER PUPIL IN GIRLS SCHOOLS



CHAPTER IX.

Education of Europeans.

The Provincial and Inter-Provincial Boards for Anglo-Indian and European Education were constituted during 1934-35 under circumstances explained in the report of that year. One meeting was held that year, when the functions and procedure of the Board were discussed and the budget provision examined. A second meeting was held in 1935-36 and the budget provision for the next year was examined. The position with regard to the appointment of the Chief Inspector of European Schools was explained. A proposal by the Madras Provincial Board to institute an All-India High School examination was discussed and the proposal rejected. A proposal to substitute a triennial system of grants-in-aid was not accepted. During the year 1936-37 the board met twice. Some points with regard to the conduct of the Cambridge examinations were discussed and, as a result, certain recommendations were made to the Inter-Provincial Board. The most important question discussed during the year was the value of the middle school examination for Europeans, and whether its retention is desirable. After a long discussion, it was decided to recommend that the middle school examination be abolished, and that the Junior Cambridge examination should continue to be taken in the 8th standard. The implication that middle schools would, in most cases, have to include eight standards instead of seven was realised. The question of the provision of adequate sanitary arrangements in schools was considered. As it was not considered feasible to request Health Officers to inspect them, it was finally decided that the Inspector of European Schools be asked to pay special attention to their condition when inspecting. This brief summary indicates that the Provincial Board has already done useful work, and is likely to continue to prove helpful in the future.

Provincial
Board
for Anglo-
Indian and
European
Education.

The number of schools has remained 26 during the quinquennium. This figure does not include the boys' and girls' schools at Sanawar. In the report of 1932-33 it was stated that the existence of the primary school at Summer Hill, Simla, was threatened, as the Diocesan Board had withdrawn all financial support on the ground of financial stringency. It has, however, survived; but it is practically a private school, since it has no guaranteed financial support from any source. It serves a useful purpose, as it caters for children, who are too small to make the long journey into Simla to attend one of the schools there.

Schools and
Scholars.

During the quinquennium the number of pupils attending boys' schools has increased by 252, and of those attending girls' schools by 73 making a total increase of 325. It is of interest that

there has been a decrease of 17 in the lower primary departments of girls' boarding schools in the hills. The reasons appear to be that, in order to save expense, parents tend not to send little girls to boarding schools at this stage. This is not serious in the case of children living in Lahore, or in one of the few other plain-stations possessing a European school. It is serious, however, where no such school exists, as the children's education is delayed, making them backward in consequence. In many cases this leads to an inferiority complex, where no innate inferiority exists. At the beginning of the quinquennium it was reported that, as a result of financial stringency, there was a decrease in the number of children taking extra subjects such as music and dancing, for which extra fees are charged. By the end of the period, however, the number had become normal again, indicating financial recovery amongst a certain number of parents.

CLASSIFICATION OF SCHOOLS AND PUPILS DEPARTMENTWISE DURING
THE YEARS 1931-32, 1935-36 AND 1936-37.

Kind of institution.	1931-32.		1935-36.		1936-37.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
High	3	8	3	8	3	8
Middle	3	5	3	5	3	5
Primary	4	3	4	3	4	3
Total	10	16	10	16	10	16

PUPILS ATTENDING SCHOOLS FOR BOYS AND GIRLS.

Year.	NUMBER OF PUPILS IN BOYS' SCHOOLS.			NUMBER OF PUPILS IN GIRLS' SCHOOLS.			Grand total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1931-32	972	249	1,221	203	1,187	1,390	2,611
1935-36	1,150	301	1,451	202	1,258	1,460	2,911
1936-37	1,172	301	1,473	204	1,259	1,463	2,936

The figures for the number of Indians reading in the schools for the years 1931-32, 1935-36 and 1936-37 are given below—

Year.	Boys' Schools.	Girls' Schools.	Total.
1931-32	218	117	335
1935-36	251	204	455
1936-37	249	202	451
Increase during the quinquennium.	91	85	116

It is of interest that the increase during the period has been chiefly in girls' schools, and that at present there is not a great difference between the number of Indian boys and girls reading in European schools. Now that Indian parents in general are beginning to wish to get their daughters educated, evidently those, who appreciate a European school for their sons, also wish their daughters to have this advantage. It has been pointed out more than once in the reports published during the period under review, that one of the chief difficulties in connexion with the admission of Indian pupils is that requests for admission are not spread evenly over all European schools, but are confined chiefly to certain well-known schools in Lahore, Simla and Murree. Great pressure is consequently brought to bear on these schools to exceed the 15 per cent. limit, whilst other schools admit less than the 15 per cent., which is permitted.

The total direct expenditure from all sources during the quinquennium has increased by Rs. 62,865 to Rs. 6,39,042. The share borne by Government has increased by Rs. 8,706 to Rs. 2,61,633. The tuition fees have increased by Rs. 27,913 to Rs. 3,09,119. The expenditure from other sources (private funds, donations, endowments, subscriptions, etc.) has increased by Rs. 26,246 to Rs. 68,290. The total expenditure from provincial revenues (direct and indirect) has increased by Rs. 12,078. The indirect expenditure excluding expenditure on scholarships has increased by Rs. 1,11,083. The amount of scholarships has increased by

Rs. 255. The amount of building grant is Rs. 49,896 against Rs. 41,200.

Year.	TOTAL DIRECT EXPEN- DITURE.				TOTAL INDIRECT EX- PENDITURE.			Grand total direct and indirect.
	Share borne by Govern- ment.	Fees.	Other sources.	Total.	Scholar- ships.	Other sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1931-32 ..	2,52,927	2,81,206	42,044	5,76,177	10,638	3,32,332	3,42,970	9,19,147
1935-36 ..	2,70,850	2,90,301	65,090	6,26,241	12,009	2,70,029	2,91,038	9,17,279
1936-37 ..	2,61,633	3,09,119	68,290	6,39,042	10,893	2,21,249	2,32,142	8,71,184

The cost per pupil in secondary and primary schools for boys and secondary schools for girls has gone down by Rs. 3, Rs. 4 and Rs. 10 to Rs. 243, Rs. 163 and Rs. 208, respectively. In the case of primary schools for girls the cost has risen by Rs. 27 to Rs. 144. A perusal of these figures shows an increase in expenditure both by Government and from other sources indicating that Government had aided the schools as liberally as possible, in spite of financial embarrassment, and that the managing bodies of the schools have been keenly interested in the maintenance and improvement of the schools under their control, as far as their resources permitted. During this period no separate funds could be found for equipment and furniture grants, but, where possible, some help was given out of the allotment for maintenance grant. The amount sanctioned for building grant during the first two years of the quinquennium was only Rs. 5,000 and obviously very little building could be undertaken. By 1934-35, however, the period of financial stringency, so far as Anglo-Indian and European Education was concerned, seemed to be over with the publication of the recommendations of the Irwin Committee. The basic grant for European Education was fixed at an amount, which was the average of the expenditure for the last ten years. This amount was larger than the allotment in each of the preceding five lean years. One consequence was the restoration of the building grants to Rs. 50,000. It remained at the figure for the remaining years of the period. With the additional allotment, many schools were able to extend their buildings and carry out plans, which had been held up for lack of funds. The schemes, for which assistance was

given, are eloquent proof of the desire of the school authorities to improve their efficiency by increasing their accommodation and modernizing and extending their existing buildings. Some of the more outstanding schemes of development which have been carried out are—

Year.	Name of school.	Purpose.	Amount.
			Rs.
1934-35 ..	Bishop Cotton School, Simla ..	Construction of servants' quarters and swimming bath.	34,787
1935-36 ..	Jesus and Mary Convent High School, Murree.	Construction of Teachers' quarters.	9,250
1935-36 ..	Convent High School, Dalhousie..	Erection of new building..	20,000
1935-36 ..	Jesus and Mary Convent School, Sialkot.	Reflooring of rooms, construction of garage, infirmary, compound wall and bath room.	5,990
1935-36 ..	Jesus and Mary Convent School, Simla.	Construction of a hall and new servants' quarters.	6,438
1936-37 ..	Bishop Cotton School, Simla ..	Addition of upper storey to gymnasium, etc.	9,016
1936-37 ..	Jesus and Mary Convent School, Simla.	Construction of a hall and electric installation therein.	5,539
1936-37 ..	Convent High School, Dalhousie..	Erection of a new building.	13,583
1936-37 ..	Cathedral School, Lahore ..	Erection of class rooms and additions and alterations to kindergarten block.	6,284

The number of scholarships has gone down during the period by 16 to 87, but the expenditure has increased by Rs. 255. Scholarships.

The percentage of trained teachers employed in European schools has during the period under review, gone up by 1.2 to 74.5. Teachers.

The schools are well and adequately staffed. As has been stated more than once in the reports of the period under review, the untrained teachers are chiefly non-secular and most of them are experienced and efficient. Many of the other untrained teachers teach such subjects as music, drawing, domestic economy, French

and Latin. The number of untrained secular teachers is decreasing.

EXAMINATION RESULTS.

Year.	EUROPEAN MIDDLE EXAMINATION.				CAMBRIDGE EXAMINATIONS.							
	Boys.		Girls.		JUNIOR.				SENIOR.			
					Boys.		Girls.		Boys.		Girls.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1931-32 ..	94	85	95	87	61	43	37	30	77	53	53	31
1935-36 ..	94	79	90	69	29	24	44	38	61	46	42	22
1936-37 ..	101	88	115	83	29	26	38	29	62	40	41	29

The pass percentage for the Middle Examination was 91, 80.4 and 79.1 in the years 1931-32, 1935-36 and 1936-37, respectively. As was pointed out in one of the reports of the period under review the standard in different schools varies considerably, and as a rule, high schools obtain much better results than middle schools. This is not surprising, when it is remembered that all high schools, except one, are boarding schools situated in the hills, so their pupils spend the hot weather under conditions more conducive to mental and physical activity than the pupils of middle schools, all of which, with one exception, are in the plains.

PASS PERCENTAGE OF THE CAMBRIDGE EXAMINATIONS.

Year.	Name of examination.	Pass percentage.	Year.	Name of examination.	Pass percentage.
1931-32 ..	Junior Cambridge ..	74.5	1931-32 ..	Senior Cambridge ..	64.6
1935-36 ..	Ditto ..	84.9	1935-36 ..	Ditto ..	66
1936-37 ..	Ditto ..	82.1	1936-37 ..	Ditto ..	67

The pass percentage in the Junior Cambridge Examination may be considered quite satisfactory. That of the Senior

Cambridge examination is not entirely satisfactory, and the reason is probably that a number of candidates, especially among the girls, took the examination after too short a preparation. It is mistaken policy to attempt to rush students through this examination. The attempt to do so is usually due to parental pressure.

All high schools continue to prepare pupils for the Cambridge School Certificate Examination. The question of the abolition of the Middle School Examination, and its replacement by the Junior Cambridge Examination, is under the consideration of the department. The reasons advanced in favour of its abolition are that it is not accepted as a qualification for admission to any course of study or training (with the exception of nurses' training in a few hospitals) nor as a qualification for employment. As the question of the abolition of the Middle Examination is still pending, the proposed changes in the syllabuses of geography and history have been held in abeyance. Science teaching is improving in the boys' high schools. Domestic science is not a very popular subject in a number of girls' schools. Botany and nature study are well taught in some of the girls' schools. It is still exceptional for any girls to take mathematics in the Cambridge School Certificate Examination, and in no girls' school is science taught. This proves a handicap to those girls who wish to study for degrees, especially medical degrees.

It has been pointed out in considerable detail in more than one report during the quinquennium, that satisfactory examination results are not a sufficient test of the success of a school in preparing its pupils to hold their own in these days of keen competition for employment, and of need for preparing for leadership. For this reason, though examination results are satisfactory, the Inspector has not been altogether satisfied with the teaching methods in many schools. He reports that methods are often uninspired and that little effort is made to try new experiments or to keep up to date in methods of teaching. On the whole the pupils are not sufficiently encouraged or required to think for themselves. The Inspector puts in a plea for teachers' libraries in schools, so that the staff may have the opportunity of making themselves acquainted with new methods and ideas. Now that the cloud of financial stringency has lifted and schools have been again able to provide essential equipment, teachers' libraries may be possible. Too few schools have class fiction libraries. This is a lack, as a class fiction library does more to encourage individual reading than does a general one. In some girls' schools a high standard is reached in cultural subjects such as singing, music, dancing.

**Physical
Education.**

During the period there has been a tendency for physical education to receive more attention in almost all schools. Many of the boys' schools have Boy Scout and Cub Troops and the Girls' Schools Guide Companies and Blue Bird Flocks.

**Training
Institution.**

The Chelmsford Training College for Men, Ghora Gali, has done successful work during the past five years. The college building was destroyed by fire in February, 1935. A new and better building has since been constructed. At the Lawrence College the work has recently been reorganized and students now devote the 1st year mainly to academic subjects and take their Intermediate examination the following April. The 2nd year is devoted entirely to professional subjects in the Chelmsford College.

The St. Bede's College for Women, Simla.—This institution has continued to do very good work during the period. An increasing number of young nuns now take their training there. The syllabus has been so reorganized as to bring it more in line with University courses and the result is that an increasing number of students stay on for a third year and take the intermediate examination.

Kindergarten Training Class at St. Deny's School, Murree.—There has been little change in this class. The number of students taking the course continues very small. In no one of the five years has it exceeded five.

**College
Education.**

The intermediate classes at the Lawrence College, Ghora Gali and at Bishop Cotton School, Simla have continued to be popular and successful, though numbers have not increased as rapidly as was expected, probably because few parents can afford further education for their sons, after they have passed the Senior Cambridge Examination. 1936 marks the beginning of the experiment of admitting girls to the intermediate classes at the Lawrence College. One joined in 1936 and has just completed her F.A. course. Another joined in 1937 for the F.Sc. course. They live in the Girls' school. As has been already pointed out, some of the girls from St. Bede's College, Simla, now stay on, after completing their teacher's training, and take the intermediate examination.

**Technical
Education.**

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 and one year as few as 3 were taking the full course, and in that year the Inspector expressed doubt whether the classes were worth the trouble spent on them. In 1935-36, however, it was decided that only students, who are prepared to undergo the full higher

secretarial course, should be admitted. Also it is reported that recently girls with higher educational qualifications are taking the course of training. These two factors should result in increased efficiency. The domestic science, dress-making and physical training classes opened in 1935-36 have proved popular.

In the earlier years of the quinquennium the grant to the Continuation Classes at the Young Men's Christian Association was withdrawn, as the facilities offered by Government for such training at various centres in the province were considered adequate to meet all needs.

CHAPTER X.

Education of Special Classes.

(a) *Muslims*, (b) *Jains*, (c) *Upper Classes*, (d) *Depressed Classes*, (e) *Criminal Tribes*, (f) *Baloch Hill Tribes*.

Measures adopted for the encouragement of backward areas and communities. (a) Generous financial assistance to backward areas.

The assessment of Government grants to district boards for the expansion and improvement of vernacular education continued to be made during the quinquennium in accordance with the gradings fixed originally in the year 1918-19. The poorer and educationally less progressive districts have, as before, received from Government a higher percentage of approved expenditure than the more prosperous and advanced areas, the object being to secure a fair and uniform development of education in the various parts of the province. During the period of financial stringency through which the province has passed, and out of which it has not yet emerged, this differential treatment has been mainly instrumental in averting a catastrophic set back to vernacular education in the backward areas. On account of economic and financial depression most of the local bodies had to resort to drastic retrenchment. Emergency and permanent cuts were imposed on the teachers' salaries; increments were withheld; repairs to school buildings were held over and very little money was provided for the supply of equipment and furniture. Some districts, however, took this period of depression as an opportunity to reduce the number of ineffective and uneconomic schools thereby eliminating wasteful and unnecessary expenditure.

Backward Communities, (b) Special fee concessions, stipends and scholarships to the children.

The children of agriculturists, village artisans and *kamins* continue to enjoy free studentships in the primary classes of all schools. In certain notified districts and tahsils, the sons of agriculturists are also allowed special half-fee concessions in the secondary classes of all Government and board schools. Victoria, middle and high school scholarships, and 50 per cent. free and half rate concessions in tuition fees in the secondary departments of all schools continue to be given to Muslim pupils. Zamindari, middle and high school scholarships are awarded for the encouragement of English education among Jat and Rajput agriculturists who are Hindus or Sikhs. Special district board scholarships and fee concessions in certain areas have also been sanctioned for the backward communities. The schools for the Baloch hill tribes of the Dera Ghazi Khan district are entirely financed by Government, while five scholarships of the value of Rs. 6 and Rs. 8 each tenable in the secondary schools, are also awarded to Balochis. Military scholarships from provincial funds, to the sons of ex-soldiers, in the primary and middle classes, and from the Silver Wedding Fund for the high school, collegiate and vocational education have given some relief to the martial classes in the matter

of their children's education. Special facilities, provided for the depressed classes in the Punjab Government (Ministry of Education) letter No. 20181-G., dated the 19th November, 1929, including the award of four college scholarships of the value of Rs. 10, 30 high school scholarships of Rs. 6, the total remission of fees at the primary stage, half-fee concessions at the secondary stage of all schools, and the provision of stipends in the normal schools and Central Training College, Lahore, have led somewhat to an intellectual awakening in this unfortunate community. The members of the Criminal Tribes are granted, by Government, 560 stipends of various denominations in addition sometimes to a free supply of books, clothes and other necessary articles. In opening new schools or in abolishing uneconomical and single-teacher schools special consideration is invariably given to backward areas. But for these special concessions the decline in enrolment in the backward areas as a result of economic distress would have been very large indeed.

During the quinquennium the enrolment of Muslim boys in all kinds of institutions, recognized and unrecognized, has gone down by 57,693 (or 10 per cent.) to 516,626, that of Hindus by 8,705 (or 2.4 per cent.) to 360,233 and that of Sikhs by 8,526 (or 5.6 per cent.) to 141,810. In recognized institutions of all kinds there has been a fall of 77,794 in the enrolment of the three principal communities to which Muslims have contributed 63,793 or almost 82.0 per cent. Muslims.

The Arts Colleges (excluding high classes of Intermediate colleges) and Professional Colleges show an increase of 550 and 113 respectively in the number of Muslims; of 288 and 38 in that of Sikhs but a decrease of 166 and 85 respectively in that of Hindus.

The main decrease in the case of Muslims has occurred at the primary stage where the number of scholars has fallen by 51,902. At the secondary stage there is a fall of 7,577. The increase or decrease in their enrolment in schools for general education is given in the sub-joined table—

Division.	1931-32.	1935-36.	1936-37.	Increase or decrease in 1936-37 as compared with 1931-32.
Ambala	20,847	31,451	31,077	+10,230
Jullundur	55,405	48,156	47,797	— 7,608
Lahore	124,975	111,932	113,465	—11,510
Rawalpindi	146,887	141,443	142,036	— 4,951
Multan	144,663	110,954	109,066	—35,597
Total	492,777	443,936	443,441	—49,336

With the exception of the Ambala Division all other divisions register a marked decline, the decrease being the heaviest in the Multan Division which has lost almost 25 per cent. of the pupils enrolled in 1931-32 and has contributed 72 per cent. to the total fall.

In the special schools Muslim enrolment has decreased by 5,977, the chief figures for the decline being 4,106 in adult schools and 1,827 in the industrial schools.

The following statement gives the comparative strength of the three communities at the various stages of instruction :—

Communi- ties.	ARTS COLLEGES.				SECONDARY.				PRIMARY.			
	1931-32.	Percentage.	1936-37.	Percentage.	1931-32.	Percentage.	1936-37.	Percentage.	1931-32.	Percentage.	1936-37.	Percentage.
Hindus ..	5,957	53·8	5,791	49·5	92,792	41·9	91,241	42·8	254,281	32·0	244,177	34·0
Muslims..	2,900	26·1	3,450	29·4	88,019	39·7	80,442	37·7	415,273	52·2	363,371	50·6
Sikhs ..	1,873	16·9	2,161	18·4	36,416	16·4	37,011	17·3	103,995	13·0	95,013	13·2

There is an increase of 3·3 per cent. in the enrolment of Muslims and of 1·5 per cent. in that of Sikhs in the Arts Colleges. The Hindus including depressed classes have, on the other hand, lost 4·5 per cent. at the collegiate stage.

A very encouraging feature of the present quinquennium is the satisfactory progress made in girls' education among all the communities. In recognized schools there is a total increase of 33,956 or 23·9 per cent. in the enrolment of the three communities. Among the Hindus there is an increase of 14,950, among Muslims of 10,685 and among Sikhs of 8,321. The increase is spread over all kinds of institutions.

(b) Jains.

The total number of Jain boys in attendance in all types of recognized schools declined during the quinquennium by 239 or 6 per cent. (from 3,714 to 3,475). The Ambala Division, where the Jain population is the largest in the province, shows a fall of 591 in the number of boys. The number of pupils enrolled in 1936-37 in schools for general education is 3,360; in schools for professional education 12; in Arts Colleges 80 and in Professional Colleges 23. The increase in the number of girls from 1,009 to 1,104 is very encouraging. The Ambala,

Jullundur and Multan Divisions show an increase of 105, 120 and 12 respectively in the number of girl pupils. The Jain community maintains four flourishing institutions at Ambala and Panipat in the Ambala Division and at Ferozepore and Ludhiana (not recognized yet) in the Jullundur Division. Almost 9·8 per cent. of the total population of the community is under instruction.

The quinquennium under review covers a period of re-organization and reconstruction in the college. Two years ago the statutes of the college underwent a suitable revision, the main changes relating to the constitution of the Committee of Management. Besides the change in the principalship of the College a number of new appointments were made on the staff. The revised statute relating to admissions has opened the College to a fairly large number of families which had hitherto been debarred from sending their sons and relatives to this institution. The old system of charging fees for tuition and accommodation only has been replaced now by setting up 'inclusive' fees to cover all ordinary activities of the College, thus enabling the authorities to control the greater portion of the parents' expenditure.

(c) Upper
Classes.
(Aitchison
College,
Lahore).

The enrolment of the College in 1937 is the highest during the past decade, and has gone up by 42 per cent. from 81 to 115 during the past five years. A large number of additions, alterations and modifications have been effected in the college buildings. A new and fully equipped science laboratory, modern kitchens and a new hospital block have been constructed, and the entire furniture and equipment of the College has been renovated. Considerable improvement has also been achieved in the standard of education in the College. In the Diploma Examination of the years 1934-35, 31 out of 32 candidates passed, while in the Cambridge Certificate Examination (since its adoption in 1934) all 10 candidates sent up were successful. A class for candidates for the Indian Military Academy has been opened and special facilities are offered to those who desire to take training in administration, law, and estate management. The Principal hopes that it may be possible, when numbers warrant, to open a section of the intermediate classes. Extensive changes have been made to the garden and boys are being encouraged to take an interest in their hostel garden. Extra-mural activities include scouting and cubbing, literary clubs, the college magazine and the excursion club which takes pupils out on educational tours during Christmas week.

The financial condition of the College has shown improvement of late. A depressing series of deficits has at long last been replaced by a surplus of Rs. 6,000 in 1935-36 and of Rs. 5,000 in 1936-37, notwithstanding heavy emergent expenditure on

buildings, roads and equipment. The grants from the Government of India and of the Punjab and generous donations from the Punjab States have materially assisted the College to tide over financial difficulties in times of depression.

The College celebrated its Golden Jubilee in 1936, and the occasion was marked by the institution of an Endowment Fund.

(d) Depressed
Classes.

During the decade 1922—32 the number of boys of depressed classes in recognized as well as unrecognized schools rose from 1,182 to 33,196, but during the quinquennium under review there was a fall of 4,783 from 33,196 to 28,413. Ambala, Multan and Rawalpindi record an increase of 1,117 ; 1,317 and 422 respectively in boys schools, but Jullundur and Lahore show a disappointing decrease of 6,410 and 1,324 respectively. This large fall in enrolment is attributed, in the first place, to the extreme poverty of the parents who are constrained to engage their children as their helpers as soon as they are old enough to be of assistance to them. Secondly, in quite a large number of areas parents refuse to get their children recorded as members of the depressed classes in the school registers. Thirdly, due to conversions and the consequent adoption of a better sounding caste-name, the term 'depressed class' is invariably dropped owing to the social odium attached to it. In the enrolment of depressed class girls there is a rise of 45 from 1,468 to 1,513.

"Segregate schools" for the depressed classes have been practically abolished in the province. The Lahore Division had seven such schools—five maintained by the Municipal Committee, Amritsar, and two by Lahore—but all these have been closed down during the quinquennium, and the depressed class boys are now admitted freely, on equal terms, into the public schools. The only separate school for depressed class boys exists at Rewari.

It is gratifying to note that the age-long barriers of social and religious bigotry against these unfortunate children have been removed, and they can now be seen seated on the same benches or *tats* with high caste Hindus, competing with them in the class room and rubbing shoulders with them in the play-ground.

(e) Criminal
Tribes.
(1) Facilities
and
achievements.

The number of stipends of various denominations awarded by Government to the children of criminal tribes has, during the quinquennium, been enhanced from 62 to 560. To selected boys and girls, admitted to colleges and other professional institutions, not only are stipends of Rs. 10 each allowed, but employment is also secured on the completion of their respective courses. The result of these pecuniary facilities has been very encouraging. The number of boys and girls completing the primary course has advanced by 100 per cent. from 739 in 1931-32 to 1,493 in

1936-37, while that of pupils who passed the middle and matriculation and school leaving certificate examination during the period has gone up by 57 from 47 to 104 (about 120 per cent.). Two students have passed the B. A. Examination and one is studying in the LL.B. Class; four boys and one girl are studying in the Arts Colleges, six boys and two girls are receiving training in the junior vernacular and senior vernacular classes, and one boy in the Senior Anglo-Vernacular Class of the Central Training College Lahore.

To encourage industrial training among girls, sewing classes were organized in four girls' schools in settlements as an experimental measure. One girl was admitted to the Women's Christian Medical College, Ludhiana, for training as a nurse. The tailoring class attached last year to the boys' Anglo-Vernacular Middle School, Kacha Khuh, is being attended by 16 pupils, and the carpentry and tailoring classes at the Co-operative Industrial School, Kussumsar, have 29 pupils on their rolls. Agricultural education has been introduced in all Agricultural Settlement Schools. One boy is studying in the special weaving class at Ferozepore, another has been enrolled in the Government Industrial School, Montgomery, and two middle-passed boys are receiving training as Mukaddams at the Agricultural Station, Gurdaspur. ^{(2) Vocational and industrial training.}

The total number of schools of all grades for criminal tribes has decreased from 59 in 1932 to 57 in 1937 but enrolment has gone up from 2,391 to 2,444. Out of these 347, as against 520 in 1932, attended the night schools. The number of pupils attending ordinary village schools has also fallen by 9 per cent. from 6,304 to 5,857. This decline is attributable to economic depression in rural areas, grant of exemption to members of wandering criminal tribes on a larger scale, and the traditional aversion of several tribes towards education. ^{(3) School and scholars.}

Games, drill and scouting continue to be encouraged among the pupils, but for want of trained scout-masters the number of scouts and girl guides has gone down from 939 and 188 respectively in 1933 to 388 and 46 in 1937. Temperance and rural uplift lectures are arranged for the benefit of the pupils. ^{(4) Other activities.}

The number of schools for the education of the Baloch hill tribes has remained stationary as compared with the figures of 1931-32. Three of the primary schools have, however, been raised to the lower middle status. Enrolment in these schools has gone down by 6 from 158 in 1932 to 152 in 1937. The decline in enrolment is ascribed to tribal feuds which invariably affect admissions adversely. The schools have created a fairly keen awakening among the Baloch tribes for education, as preference ^{(5) Hill Tribes.}

is given to literate youths in recruitment to the Baloch levy and Border Military forces. Another incentive has been the award of a number of Government scholarships tenable in vernacular and anglo-vernacular schools. The admission of two tribal area boys into the junior vernacular class last year and their subsequent appointment as teachers has also somewhat encouraged education among these people. The schools for Balochis are entirely financed by Government and the expenditure during the year 1936-37 amounted to Rs. 4,314 as against Rs. 3,940 in the preceding year.

CHAPTER XI.

The Punjab Advisory Board for Books.

The Punjab Text Book Committee came into existence in 1877, was formally registered as a society thirteen years later, and continued to function as such up to the first half of the quinquennium under review. The Committee can rightly claim to have done very useful educational work throughout this long period of over half a century. It has been instrumental in enriching vernacular literature by the translation of English books which supply up-to-date and standard information to a general reader on cultural and scientific subjects, and in encouraging vernacular writers by awarding monetary prizes for distinctive vernacular publications. It has also maintained a well-stocked library and a reading room for the use and benefit primarily of teachers ; has imparted visual instruction to a very large number of school children and college students through its portable cinema machine ; has generously subsidised educational literature and the Lahore Y. M. C. A. Broadcasting Station and has distributed books and periodicals free of cost to the schools of the province. During the last three years of its existence, in the present quinquennium, it expended the following amounts on its various major activities :—

	Rs.
1. Production of translations	41,132
2. Free distribution of books and periodicals among schools	45,558
3. Prizes to vernacular authors	9,925
4. Other patronage	7,500
5. Cinema films	5,454
6. Amount spent on new books for the library ..	6,012

As a result of a resolution passed in the Punjab Legislative Council, the Punjab Government (Ministry of Education) appointed on the 22nd May, 1934, an Enquiry Committee with the following terms of reference :—

1. To examine the existing system of prescribing and providing books for use in schools and to suggest alterations of procedure with a view to ensuring :—
 - (a) the selection of the most suitable books ;
 - (b) the elimination of canvassing and of the possibilities of interference in the selection of text books .
2. To examine the existing contract system and to advise Government thereon.

3. To examine the existing regulations regarding the writing of school text books by Government servants and to advise Government thereon.
4. To make such proposals, if any, as may appear to be advisable in each of these respects.

The committee consisted of 10 members, with the Director of Public Instruction as Chairman, 8 members from the Provincial Legislative Council and the Secretary of the Text Book Committee as the Secretary of the Committee. The deliberations of the committee were concluded the same year (1934) and the report was submitted to Government a little later. The Punjab Government (Ministry of Education) accepted the main recommendations of the Committee and authorized the publications of the report in September, 1936. One of these recommendations led to the abolition of the Text Book Committee and its replacement by the "Punjab Advisory Board for Books".

3. The Punjab Advisory Board for Books.

(a) Membership.

The recommendations of the Enquiry Committee resulted in the following changes in the personnel and the rules of procedure :—

The Punjab Advisory Board for Books comprises 40 members, including four *ex-officio*, viz., Director of Public Instruction as the Chairman, Deputy Directress of Public Instruction, Principal, Central Training College, and the Secretary ; four from among the members of the Legislative Council (now Assembly) ; four nominees of the Honourable Minister for Education ; eleven members of the Education Department ; six from the University and eleven from the members of the teaching staffs of the privately managed institutions in the province.

(b) Prescription of text-books.

The Committee suggested *inter alia* a scheme for prescribing text-books for use in schools. The Punjab Government accepted the main recommendation with certain modifications and ordered that in future only five books on each subject for each class should be prescribed, the selection of these being made by competent reviewers ; and that the publication of such books might be taken over by the Department. Representations were, however, received from publishing firms protesting against this scheme on various grounds and final orders in the matter were in consequence held in abeyance and are still under the consideration of Government. The Board has, for this reason, given up, pending final orders of Government, the prescription of readers in English, Urdu, Hindi and Punjabi, but has continued the consideration of text-books in other subjects as well as of readers for girls' schools.

(c) Supplementary Readers.

Another recommendation of the Enquiry Committee accepted by Government was the abrogation of the practice of recommending

supplementary Readers in languages. Such books, it was decided, should in future be selected from among those recommended for school libraries or as prize books.

The main source of income of the Text Book Committee was the money paid by the publisher—contractors for the printing of the committee's publications. During the interim period, when the recommendations of the Enquiry Committee were under consideration of Government, two contracts were given one at the end of March, 1935, for two years for Rs. 41,500 per year, and the second for a year up to the end of March, 1938, for Rs. 15,000 only.

The royalty received by the Text Book Committee for four years, 1930-34, amounted to Rs. 54,000 per annum and for 1934-35 to Rs. 72,000. The average annual income of the Text Book Committee works out, therefore, at Rs. 57,600 and that of the Board only at Rs. 32,666. This will show that the income of the newly constituted Board has suffered an appreciable reduction during the very first two years of its existence.

Due to the uncertainties involved in the scheme to be evolved yet by Government for prescribing text-books, and owing also to the unstable and shrinking sources of income of the Board, most of the activities supported by the Text Book Committee have been either held in abeyance or relinquished altogether since 1935. Some of those which have been kept up are mentioned below—

One hundred and eight text-books and 276 library books were considered for use in schools during the five years ; only 40 and 117 respectively during the two years 1935—37.

The Board is merely carrying on the work started by the Text Book Committee, and no new work has been taken in hand. Fifty-seven books were prepared during the quinquennium—35 during 1932—35 and 22 in 1935—37.

This work is being maintained at its previous level. Twelve maps were prepared or revised and published during the five years.

The Text Book Committee had prepared a very elaborate and progressive scheme for the translation of educationally useful books into the three vernaculars of the province. The translation work was entrusted to carefully chosen and competent persons who were selected, as were also the books for translation, by a board of editors. Further work in this direction has had to be suspended, but the publication of translations already made or sent to the press was carried on. The total amount spent during the quinquennium on this work was Rs. 55,777, Rs. 41,132 in 1932—35 and Rs. 14,645 in 1935—37.

(4) Sources of income of the Board.

5. Activities.

(a) Recommendation of Text-books and Library books.

(b) Preparation, translation and publication of text or allied books.

(c) Preparation of maps.

(d) Translation of English books into the vernacular.

(e) Free distribution among schools of the vernacular translation and other publications of the Board.

This work was carried on throughout the period under review.

(f) Free distribution among schools of other books and periodicals.

This activity was stopped in 1935 and there is no intention of renewing it. The expenditure of the committee during the three years 1932—35 comes to Rs. 45,558.

(g) Patronage to authors.

The Text Book Committee gave prizes every year to authors of vernacular books of outstanding merit. This activity was suspended in 1935, but is being revived. During the three years 1932—35, 22 authors were awarded cash prizes amounting to Rs. 9,925.

(h) Other patronage.

The payment of an annual grant of Rs. 1,000 to the Punjab Educational Journal and of Rs. 1,500 to the Lahore Y. M. C. A. Broadcasting Station continued throughout the five years of the quinquennium, the total amount paid being Rs. 12,500.

(i) Educational Cinema films and gramophone records.

A very popular and successful venture of the Text Book Committee since October, 1929, was the giving of free displays of educational and instructive films to schools and other institutions. For this purpose a large number of films and a portable cinema machine were purchased, while the services of a whole-time demonstrator were also secured. The money spent on the purchase of cinema films during 1932—35 amounted to Rs. 5,454 and to Rs. 200 during 1935—37. But in other respects this activity has been maintained at full strength. During the five years under report 647 cinema shows were given and 2,895 films shown to 245,000 people. Provision for the purchase of a fresh stock of films has been made in the next year's budget.

New gramophone records could not be added to the existing stock for lack of budgetary provision, but the loaning of the old records to educational institutions was continued as before. During the period under review 194 records were lent out.

(j) Library.

The Text Book Committee maintained a well-stocked library and a reading room for the use and benefit primarily of school teachers. The library has continued its normal function under

the Board, although very few new text-books could be purchased. The subjoined table supplies the figures for the two periods :—

	1932—35.	1935—37.
1. Number of new books purchased for the library.	1,036	5
2. Cost of above ..	Rs. 6,012	34
3. Number of books issued from the library.	6,985	4,971
4. Number of journals subscribed to for the library.	86	58
5. Amounts spent on above .. .	Rs. 887	614

The total balance at the credit of the Board at the commencement of the quinquennium stood at Rs. 1,42,269 and on 31st March, 1937, at Rs. 1,00,796, the total receipts during the five years being Rs. 3,56,029 and disbursements amounting to Rs. 4,03,994. (b) Finance.

I—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS.

I.—CLASSIFICATION

	FOR MALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.						
Universities .. .. .	..	..	..	1	..	1
Colleges—						
Arts and Science*	5	..	..	7	6	18
Law .. .. .	..	..	..	..	1	1
Medicine	1	..	..	..	..	1
Education	2	..	..	..	..	2
Engineering	1	..	..	..	..	1
Agriculture	1	..	..	..	..	1
Commerce .. .. .	..	..	..	1	..	1
Technology .. .. .	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science	1	..	..	..	..	1
Intermediate and 2nd grade Colleges	8	..	..	4	2	14
Totals	19	..	..	12	9	40
High Schools	83	32	19	180	29	343
Middle Schools { English	6	84	19	63	37	209
{ Vernacular	3	2,921	9	17	2	2,952
Primary Schools	9	4,546	320	823	113	5,811
Totals	101	7,583	367	1,083	181	9,315
Special Schools—						
Art	1	..	..	..	..	1
Law .. .. .	..	..	..	..	..	..
Medical	1	..	..	2	1	4
Normal and Training	3	..	..	1	1	5
Engineering	1	..	..	..	..	1
Technical and Industrial	32	..	..	8	..	40
Commercial	10	..	..	..	1	11
Agricultural .. .. .	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1
Schools for Defectives	1	..	..	1	..	2
Schools for Adults	2	164	2	10	11	189
Other schools	32	..	..	2	1	35
Totals	84	164	2	24	15	289
Total for Recognized Institutions	204	7,747	369	1,120	205	9,645
UNRECOGNIZED INSTITUTIONS .. .. .	..	..	..	..	3,562	3,562
GRAND TOTALS, ALL INSTITUTIONS..	204	7,747	369	1,120	3,767	13,207

*Includes

OF EDUCATIONAL INSTITUTIONS.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..
1	1	..	2
..
1	1	..	2
..
..
..
..
2	2
4	2	..	6
24	17	1	42
5	..	8	20	..	33
5	26	41	90	..	162
1	1,136	244	386	63	1,830
35	1,162	293	513	64	2,067
..
..	1	..	1
21	1	1	23
..
4	..	1	7	2	14
..	1	..	1
..
..
..
29	29
54	..	1	10	3	68
93	1,162	294	525	67	2,141
..	3,118	3,118
93	1,162	294	525	3,185	5,259

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING EDUCATIONAL

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Universities .. .. .	..	..	..	..	..	..	..	..	..
Arts and Science	8,800	3,410	1,015	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine	545	533	239	..	..	..	..	..	..
Education	162	159	142	..	..	..	..	..	..
Engineering	253	237	121	..	..	..	..	..	..
Agriculture	209	197	130	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..
Veterinary Science	133	126	102	..	..	..	..	..	..
Totals	5,102	4,662	1,799	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools	24,744	23,758	2,960	9,980	9,490	965	9,853	9,211	421
In Middle English Schools. } Vernacular	1,798	1,677	361	19,363	17,159	474	5,336	5,114	181
In Primary Schools	119	100	..	374,687	321,504	5,488	1,913	1,551	26
	664	618	..	254,303	214,641	146	54,246	47,064	..
Totals	27,325	26,158	3,321	658,413	592,300	7,073	71,398	62,940	628
In Art Schools	193	197	35	..	..	..	..	..	..
In Law .. .. .	..	..	..	..	..	..	..	..	..
In Medical Schools	506	496	314	..	..	..	..	..	..
In Normal and Training Schools.	377	368	377	..	..	..	..	..	..
In Engineering Schools	158	157	153	..	..	..	..	..	..
In Technical and Industrial Schools.	1,506	1,366	553	..	..	..	..	..	..
In Commercial Schools	237	225	58	..	..	..	..	..	..
In Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..
In Reformatory Schools	107	85	107	..	..	..	..	..	..
In Schools for Defectives	24	23	17	..	..	..	..	..	..
In Schools for Adults	145	121	..	4,280	3,508	..	119	97	..
In other Schools	2,065	1,818	789	..	..	..	..	..	..
Totals	5,318	4,856	2,408	4,280	3,508	..	119	97	..
Totals for recognized institutions	37,745	35,671	7,528	662,693	586,308	7,073	71,517	63,037	628
IN UNRECOGNIZED INSTITUTIONS.									
..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES,	37,745	35,671	7,528	662,693	586,308	7,073	71,517	63,037	628

(a) Includes 1,124 students (1,123
 (b) Includes 152 students in the
 (c) Includes 40,029 students in
 (d) Includes 180,905 students in

NOTE.—Figures of the Lawrence Royal Military School

INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on roll.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
(a) 5,300 ⁸	4,398 ⁸	1,765	3,972	3,550	1,031	(b) 13,192 ⁸	11,358 ⁸	3,811	149
..	..	..	597	522	309	597	522	309	..
..	..	..	..	..	..	545	533	299	40
..	..	..	..	..	..	182	159	142	..
..	..	..	..	..	..	253	237	121	..
..	..	..	..	..	..	209	197	180	..
133	115	60	..	..	..	133	115	60	..
..
..	..	..	..	..	..	193	126	102	..
5,501	5,016	1,825	4,560	4,072	1,340	15,172	13,750	4,064	180
87,370	82,217	7,401	12,030	12,368	917	144,986	137,645	12,664	203
14,216	13,410	429	3,508	3,405	109	(c) 44,351	40,774	1,554	650
2,308	2,209	271	154	184	..	(d) 379,271	325,408	5,785	5,259
61,815	55,400	50	5,500	4,863	..	370,687	322,686	196	11,869
165,890	153,245	8,151	22,260	20,765	1,026	945,205	825,903	20,199	17,701
..	..	..	..	..	..	193	197	35	8
370	355	88	40	45	21	934	896	418	69
36	38	36	50	48	50	493	454	463	7
..	..	..	..	..	..	158	157	168	..
1,200	1,114	262	..	..	..	2,706	2,480	815	..
..	..	..	0	8	4	246	233	62	..
..	..	..	..	..	..	107	85	107	..
55	48	59	..	..	..	79	71	70	..
184	175	..	260	219	..	4,989	4,120	870	15
198	192	81	223	161	..	2,486	2,161	..	..
2,052	1,922	515	501	471	75	12,800	10,864	2,098	88
173,452	160,183	10,491	27,420	25,308	2,441	972,827	850,507	28,161	17,978
..	..	..	63,587	64,983	932	83,557	64,063	932	3,454
173,452	160,183	10,491	111,007	90,271	3,373	1,056,414	915,470	20,093	6,432

boys and 1 girl) in the high classes of intermediate colleges. Oriental College, Lahore. the Upper Middle and 4,222 students in the Lower Middle Schools. the Upper Middle and 215,366 students in the Lower Middle Schools. Bankwar and the intermediate classes attached to it are not included.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ..	457	438	109	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	84	80	60	..	..	..	..	..	..
Totals ..	541	518	169	..	..	..	..	..	..
<i>Schools and Special Education.</i>									
In High Schools ..	7,533	6,713	624	..	..	..	..	..	..
In Middle Schools—									
English ..	1,223	1,037	27	..	..	..	2,233	1,998	..
Vernacular ..	510	447	11	3,422	3,018	100	9,079	7,778	..
In Primary Schools ..	27	25	..	49,262	41,045	8	24,888	20,827	..
Totals ..	9,293	8,222	662	52,684	44,063	108	36,200	30,603	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
In Normal and Training Schools.	582	556	492	..	..	..	..	..	..
In Technical and Industrial Schools.	600	420	..	..	..	..	40	32	..
In Commercial Schools ..	..	..	..	..	..	..	..	..	..
In Agricultural Schools ..	..	..	..	..	..	..	..	..	..
In Schools for Adults ..	..	..	..	..	..	..	..	..	..
In Other Schools ..	901	788	..	..	..	..	..	..	..
Totals ..	2,083	1,764	492	..	..	..	40	32	..
Totals for recognized institutions.	11,922	10,499	1,323	52,684	44,063	108	36,240	30,635	..
In unrecognized institutions.	..	..	..	..	..	..	..	..	..
GRAND TOTALS ALL INSTITUTIONS FOR FEMALES.	11,922	10,499	1,323	52,684	44,063	108	36,240	30,635	..
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	49,667	46,170	8,851	715,377	610,371	7,181	107,757	93,672	623

*Includes 150 students in the high classes

†Includes 11 girls in the "students' class"

NOTE.—Figures relating to the Lawrence

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance	Grand total of residents in approved hostels.	Number of males included in column 10
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
181	177	80	..	..	..	*648	610	189	..
..
35	35	35	..	..	..	119	115	95	..
228	212	115	..	..	..	707	725	284	..
3,676	3,367	1,116	349	295	..	11,558	10,375	1,740	482
4,004	3,621	685	..	..	..	7,465	6,656	712	185
23,637	20,846	1,607	..	..	..	36,648	32,089	1,618	250
31,240	26,959	129	3,014	2,518	..	108,431	91,374	137	951
62,557	54,793	3,437	3,383	2,818	..	164,102	140,494	4,207	1,818
390	373	280	..	..	..	390	373	280	..
35	32	33	4	5	4	621	593	529	..
373	301	..	34	25	..	1,047	778	..	..
30	29	1	..	..	..	80	29	1	..
..
..
..	..	..	..	..	..	901	788	..	..
828	735	314	38	30	4	2,989	2,561	810	..
63,611	55,740	3,866	3,401	2,843	4	167,858	143,780	5,301	1,818
..	..	..	61,410	48,018	10	61,410	48,018	10	7,823
63,611	55,740	3,866	64,811	50,861	14	229,268	191,798	5,311	9,641
237,068	215,923	14,357	175,818	141,192	3,387	1,285,682	1,107,268	34,404	..

of Intermediate Colleges.
 at the Queen Mary College, Lahore.
 Royal Military School, Sanawar, and the intermediate classes attached to it are excluded

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

IV.A.—RACE OR CREED OF MALE SCHOLARS

Race or creed.	Europeans and Anglo- Indians.	Indian Chris- tians.	HINDUS.		Muham- madans.	
			Higher castes.	*Depressed classes.		
	1	2	3	4	5	
Total population	16,553	213,465	2,609,256	853,278	7,241,612	
SCHOOL EDUCATION.						
Primary classes	I ..	362	4,071	88,606	11,279	170,245
	II ..	115	1,745	52,504	5,780	84,846
	III ..	141	1,279	43,670	3,704	62,553
	IV ..	114	952	35,944	2,690	45,727
Middle classes	V ..	116	650	24,968	1,591	26,322
	VI ..	133	519	20,039	1,116	19,381
	VII ..	95	371	14,460	564	13,381
	VIII ..	53	297	13,089	385	11,356
High classes	IX ..	58	168	7,930	99	5,449
	X ..	2	131	6,928	72	4,553
Totals ..	1,189	10,183	308,138	27,280	443,813	
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	1st year..	28	51	1,757	8	1,033
	2nd year..	24	51	1,725	7	1,096
Degree classes	1st year..	6	34	900	3	535
	2nd year..	1	33	1,101	5	630
	3rd year..	..	1	14	..	3
Post-graduate classes	1st year..	..	4	144	..	86
	2nd year..	1	6	123	..	65
Research students ..	..	..	4	..	2	
Totals ..	60	180	5,768	23	3,450	
Number of scholars in recognized institutions.	1,249	10,363	313,906	27,303	447,263	
Number of scholars in unrecognized institutions.	..	293	12,894	335	63,394	
GRAND TOTALS ..	1,249	10,656	326,800	27,638	510,657	

*The following are included under the heading "Depressed classes":—Chamar, Weaver,
†Excludes 152 scholars of the Oriental College, Lahore, of whom 70 are Hindus
NOTE.—Figures of the Lawrence Military School Sanawar and intermediate classes

RECEIVING GENERAL EDUCATION.

Budh- ists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agricul- turists.
6	7	8	9	10	11	12	13	14
2,757	339	1,703,584	236,666	12,880,510				
..	5	40,029	2,753	317,350	259,251	565	3	165,191
..	3	21,909	1,295	168,197	134,013	1,042	9	83,019
..	6	17,790	1,074	130,217	100,531	1,330	14	62,641
2	3	15,285	899	101,616	75,889	1,781	43	47,063
1	1	10,760	466	64,875	46,741	1,575	64	23,972
1	4	8,957	356	50,506	34,451	1,953	97	22,028
1	3	6,258	440	35,573	21,064	1,760	213	15,483
..	3	5,414	247	30,844	17,837	2,124	478	13,251
..	4	3,088	163	16,959	6,389	1,291	426	5,146
..	1	2,534	177	14,398	5,266	1,282	719	4,088
5	33	132,024	7,870	930,535	700,432	14,703	2,066	447,782
..	1	695	19	3,592	1,204	114	90	1,089
1	1	648	20	3,573	1,307	141	128	1,075
..	1	327	11	1,817	601	85	83	586
1	1	385	16	2,176	712	135	135	625
..	..	13	..	31	3	..	..	2
..	..	57	2	293	47	22	22	90
..	..	31	..	226	38	22	22	60
..	..	2	..	8	1	1	1	2
2	4	2,161	68	11,716	3,913	520	481	3,529
7	37	134,185	7,938	942,251	704,345	15,223	2,547	451,311
..	..	5,890	150	82,956	57,878	232	71	38,025
7	37	140,075	8,088	1,025,207	762,223	15,455	2,618	489,336

Sweeper, Ramdasi, Dumna, Kohli, Serara, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar. (higher caste), 67 Muhammadans and 15 Sikhs. attached to it are excluded.

IV-B.—RACE OR CREED OF FEMALE SCHOLARS

Race or creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhamadans.	
			Higher castes.	*Depressed classes.		
	1.	2	3	4	5	
Total population ..	6,396	178,374	2,142,357	720,697	6,090,848	
SCHOOL EDUCATION.						
Primary classes	I ..	391	1,814	37,736	660	29,793
	II ..	146	737	13,578	194	8,673
	III ..	157	598	10,917	97	6,037
	IV ..	145	509	8,553	74	4,263
	V ..	147	542	7,172	52	3,115
Middle classes	VI ..	133	285	1,874	15	993
	VII ..	129	252	1,399	7	773
	VIII ..	51	224	1,329	9	839
High classes	IX ..	57	94	293	..	309
	X ..	..	63	194	..	168
Totals ..	1,356	5,118	83,045	1,098	54,963	
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	1st year..	1	10	125	..	57
	2nd year..	3	22	73	..	49
Degree classes	1st year..	..	7	47	..	39
	2nd year..	..	10	41	..	16
	3rd year..	..	..	2	..	..
Post-graduate classes	1st year..	..	1	9	..	..
	2nd year..	..	2	10	..	4
Research students	..	..	..	..	..
Totals ..	4	52	307	..	165	
Number of scholars in recognized institutions.	1,360	5,170	83,352	1,098	55,128	
Number of scholars in unrecognized institutions.	..	98	6,317	41	51,953	
GRAND TOTALS ..	1,360	5,268	89,669	1,139	107,081	

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

†Excludes 11 students in the special "Students

NOTE.—Figures of the Lawrence

RECEIVING GENERAL EDUCATION.

Budh-ists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of married pupils.	Number of married pupils of and above the age of 14 years.	Number of agriculturists.
6	7	8	9	10	11	12	13	14
2,966	207	1,360,560	197,937	10,700,342				
..	10	15,615	680	86,699	37,659	149	21	19,395
..	3	5,531	264	29,116	12,191	161	40	6,664
..	6	4,439	177	22,428	8,771	167	57	4,689
..	3	3,183	183	16,808	5,872	240	114	3,163
..	7	2,408	110	13,553	4,045	341	192	2,490
..	13	696	33	4,042	421	74	59	548
..	6	517	26	3,109	379	82	54	440
..	..	417	16	2,835	312	153	127	425
..	2	143	1	899	73	18	14	161
..	..	101	..	526	31	16	14	110
..	50	33,050	1,445	180,125†	69,754	1,406	692	38,085
..	1	48	..	242	16	3	3	46
..	4	37	..	188	16	3	3	19
..	..	16	..	109	4	4	4	16
..	..	10	..	77	1	4	4	3
..	..	..	..	2	..	..	..	..
..	..	..	..	10	..	..	..	..
..	..	2	..	18	..	..	..	..
..
..	5	113	..	646	37	14	14	84
..	55	33,163	1,445	180,771	69,791	1,420	706	38,169
..	..	3,564	68	62,041	47,529	75	12	31,011
..	55	36,727	1,513	242,812	117,320	1,495	718	69,180

Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sausi, Ghosi, Bagria, Od and Kahar. class" of the Queen Mary College, Lahore. Military School, Sanawar and the intermediate classes attached to it are excluded.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agriculturists.
			Higher castes.	*De-pressed classes.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education.</i>														
Art Schools	3	53	2	99	..	..	28	..	†185	126	7	5	59
Law Schools
Medical Schools	1	472	3	291	..	..	103	4	874	479	166	162	224
Normal and Training Schools	24	106	5	245	..	..	70	6	458	449	208	296	330
Engineering and Surveying Schools	48	1	79	..	..	28	2	158	52	47	43	59
Technical and Industrial Schools	164	1,484	77	696	..	..	236	49	2,706	1,588	293	220	957
Commercial Schools	137	2	82	..	..	21	4	246	62	55	34	54
Agricultural Schools
Reformatory Schools	1	26	2	68	..	..	10	..	107	..	4	..	38
Schools for Defectives	4	65	..	6	..	..	4	..	79	56	..	..	27
Schools for adults	40	1,412	198	2,862	..	..	440	23	4,975	4,351	3,188	3,072	2,979
Other Schools	4	322	484	891	..	..	423	340	2,486	1,548	32	27	898
Total	4	259	4,125	774	5,319	..	..	1,363	428	12,272	8,711	4,088	3,859	5,625
<i>University and Intermediate Education.</i>														
Law	3	316	1	152	..	..	118	7	597	186	190	190	207
Medicine	2	209	..	190	..	..	94	3	505	126	58	58	156
Education	24	56	..	56	..	..	24	..	162	30	65	65	62
Engineering	7	97	..	89	..	1	55	..	253	123	†	†	62
Agricultural	1	80	..	85	..	..	43	..	209	150	33	32	129
Commerce	1	92	..	29	..	2	5	4	133	27	21	21	24
Forestry
Veterinary Science	1	45	..	51	..	1	33	..	133	56	†	†	57
Total	34	20	895	1	652	..	4	372	14	1,992	698	387	366	697
GRAND TOTAL	38	279	5,020	775	5,971	..	4	1,735	442	14,264	9,409	4,455	4,225	6,322

*The following are included under the heading "Depressed classes" :- Chamar, Weaver Sweeper, Ramdasi, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od and Kahar.
 †Excludes 8 girl students.
 ‡Information is not available.

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

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 1½ 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	5	185	84	..	129	..	..	45	2	450	15	57	57	10
Normal and Training Schools	3	56	244	..	237	..	..	84	4	628	337	267	258	196
Technical and Industrial Schools	3	..	635	39	302	..	..	76	..	†1,055	4	226	226	21
Commercial Schools	15	..	13	..	2	..	..	..	..	30	..	14	14	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	8	5	..	..	..	..	..	13	12	11	11	12
Other Schools .. .. .	..	7	42	330	274	..	..	110	138	901	897	44	2	590
Total	26	248	1,026	374	944	..	..	315	144	3,077	1,265	619	568	829
<i>University and Intermediate Education.</i>														
Medicine	2	..	25	..	5	..	1	6	1	40	2	..	..	10
Education	35	9	36	..	29	..	..	10	..	119	10	8	8	20
Totals	37	9	61	..	34	..	1	16	1	159	12	8	8	30
GRAND TOTALS	63	257	1,087	374	978	..	1	331	145	3,236	1,277	627	576	859

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

†Includes 8 girls reading in Arts Schools for males.

VI-A.—MEN TEACHERS.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.		
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.						
						Certificated.	Uncertificated.	Certificated.	Uncertificated.					
													6	7	8	9
1	2	3	4	5	6	7	8	9	10	11	12			
<i>Primary Schools.</i>														
Government	4	10	..	..	..	..	1	14	1	15			
Local Board and Municipal Aided	13	481	7,716	425	93	1	5	284	698	8,728			
Unaided	9	107	633	47	3	5	10	154	903	799			
Totals	4	59	11	104	63	1,072	1,871	178
Totals	22	596	8,418	472	98	6	15	449	1,706	9,604	2,176	11,780	
<i>Middle Schools.</i>														
Government	26	17	35	5	..	1	1	1	5	83	8	91	
Local Board and Municipal Aided	321	957	11,899	454	119	6	35	191	739	13,750	971	14,721	
Unaided	78	121	280	9	4	4	21	28	102	492	155	647	
Totals	37	79	57	2	1	6	10	8	40	176	64	240	
Totals	462	1,174	12,271	470	124	17	67	228	886	14,501	1,198	15,699	
<i>High Schools.</i>														
Government	657	259	410	54	17	7	16	27	19	1,397	69	1,466	
Local Board and Municipal Aided	297	139	353	26	14	16	14	38	39	829	107	936	
Unaided	937	679	962	62	23	98	123	215	273	2,663	709	3,372	
Totals	149	100	75	4	..	10	28	47	94	328	179	507	
Totals	2,040	1,177	1,800	146	54	131	181	327	425	5,217	1,064	6,281	
GRAND TOTALS	2,524	2,947	22,480	1,088	274	154	263	1,004	3,017	29,322	4,438	33,760	

VI-B.—WOMEN TEACHERS.

CLASS OF INSTITUTIONS.		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total of Teachers.
		A Degree.	Passed Metric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
							Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12		
<i>Primary Schools.</i>				1						1		1	
Government	Local Board and Municipal	..	.. 1	815	587	..	..	..	..	1,411	..	2,286
Aided	..	.. 2	23	299	113	..	..	..	..	442	623	1,065
Unaided	..	..	4	16	12	..	..	..	..	32	94	116
Totals		.. 2	28	1,131	712	13	2	44	48	1,488	1,886	3,468	
<i>Middle Schools.</i>				48					2	80	2	82	
Government	Local Board and Municipal	.. 9	23	281	87	.. 2	..	.. 1	.. 5	396	107	503
Aided	..	.. 2	24	281	93	.. 6	.. 5	.. 7	.. 36	659	349	1,008
Unaided	..	..	..	6	1	..	..	..	..	7	..	7
Totals		.. 30	141	782	181	8	5	8	41	1,142	458	1,600	
<i>High Schools.</i>				188		1			12	345	36	381	
Government	Local Board and Municipal	.. 65	85	.. 6	.. 1	.. 7	.. 11	.. 6	.. 12	178	60	238	
Aided	..	.. 28	97	.. 50	.. 3	..	.. 13	.. 10	.. 37	10	6	16
Unaided	..	.. 3	7	..	..	..	.. 2	..	.. 4	..	..	..
Totals		.. 96	189	238	9	1	7	26	16	533	102	635	
GRAND TOTALS		.. 128	358	2,151	902	22	14	78	105	1,945	2,142	5,703	

VII.—EUROPEAN AND ANGLO—

Total European and Anglo-Indian population	.. Males ..	16,553*
	Females ..	6,396*
	TOTAL ..	22,949*

	Institutions.	Scholars on Roll on March 31st.	Number of females in institutions for males and vice versa.	†Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	112	2	24
Training Colleges	1	24	..	..
High Schools	3	609	12	117
Middle Schools	3	662	213	100
Primary Schools	4	202	76	32
Training Schools .. ..	..	..	..	..
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools .. ..	..	..	..	..
Other Schools .. ..	..	..	..	..
Totals	13	1,609	303	273
<i>Institutions for Females.</i>				
Arts Colleges .. ..	..	..	..	..
Training Colleges	1	35	..	..
High Schools	8	830	49	100
Middle Schools	5	539	114	79
Primary Schools	3	94	41	23
Training Schools	1	4	..	1
Technical and Industrial Schools .. ..	..	..	..	..
Commercial Schools	1	30	..	15
Other Schools .. ..	..	..	..	..
Total	19	1,532	204	218
GRAND TOTALS FOR INSTITUTIONS	32	3,141	507	491

Expenditure on Buildings includes Rs. 40,568 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

1. Scholarships.
2. Miscellaneous.

*Local funds include District and Municipal Funds.

†The teaching staff of the Lawrence Intermediate College, Ghora Gali, have teach-

‡The term non-Europeans does not include domiciled Europeans or Anglo-

NOTE I.—The teachers and expenditure figures of the Bishop Cotton College,

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

INDIAN EDUCATION.

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

Males. Females. Total.
 9-12 25-50 13-69

TEACHERS.		EXPENDITURE FROM				Total expend- iture.
Trained.	Untrain- ed.	Government funds.	*Local fund.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
6	1	47,872	..	9,751	..	57,623
†	†	13,186	..	..	..	13,186
35	13	52,176	..	1,22,328	17,622	1,92,126
26	8	59,182	..	49,409	7,779	1,16,370
14	5	13,008	..	14,953	4,975	32,936
..
..
..
..
81	27	1,85,424	..	1,96,441	30,376	4,12,241
..
3	..	15,883	..	3,495	3,330	22,508
73	20	1,05,216	..	91,238	28,062	2,24,516
23	14	27,071	..	26,730	5,802	59,603
7	1	4,980	..	4,461	4,050	13,491
1	..	..	..	412	2,378	2,790
..
2	..	2,400	..	1,871	87	4,358
..
109	35	1,55,350	..	1,28,207	43,709	3,27,266
190	62	3,40,774	..	3,24,648	74,085	7,39,507
Inspection ..	..	5,940	..	..	..	5,940
Buildings, etc.	..	90,464	..	..	47,276	1,37,740
Miscellaneous	..	53,395	..	1,444	1,08,893	1,63,732
Totals	..	1,49,799	..	1,444	1,56,169	3,07,412
GRAND TOTALS	..	4,80,573	..	3,26,082	2,30,254	10,46,919

ing periods with the Chelmsford Training College, Ghora Gali.

Indians.—

Simla, are included under high schools.

Sanawar, and the intermediate classes attached to it.

VIII—EXAMINATION RESULTS—CONTINUED.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Sciences.</i>												
D. Litt. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. ..	..	1	1	..	..	..	..	..	..	..	..	..
D. Sc. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. A. ..	185	104	289	128	48	174	9	3	12	7	1	8
M. Sc. ..	14	5	19	16	12	28	2	..	..	..	..	..
B. A. (Honours) ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Honours) ..	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Pass) ..	1,750	755	2,505	1,099	301	1,400	67	85	152	60	70	130
B. Sc. (Pass) ..	244	57	301	149	30	179	3	1	4	3	..	3
<i>Law.</i>												
Master of Law ..	..	10	10	..	2	2	..	..	..	..	..	1
Bachelor of Law ..	489	..	489	328	..	328	1	..	1	1	..	1
<i>Medicine.</i>												
M. D. ..	..	..	..	..	..	..	..	..	..	..	..	..
M.B., B. S. ..	67	..	67	29	..	29	7	..	7	4	..	4
L.M.S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.C.P. and S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.S., M.F. (Punjab) ..	3	..	3	2	..	2	..	..	..	..	..	..
M.S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. O. ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
B. D. S. (Punjab) ..	3	..	3	3	..	3	..	..	..	..	..	..
<i>Engineering †</i>												
Bachelor of E. E. ..	10	..	10	6	..	6	..	..	..	..	..	..
Bachelor of C. E. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E. ..	5	..	5	5	..	5	..	..	..	..	..	..
<i>Education.</i>												
B. T. ..	58	86	98	53	31	84	54	5	59	46	5	51
<i>Commerce.</i>												
Bachelor of Commerce ..	39	7	46	30	5	35	..	..	..	..	..	..
<i>Technology.</i>												
Master of Technology ..	16	..	16	16	..	16	..	..	..	..	..	..
Bachelor of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture ..	35	..	35	16	..	16	..	..	..	..	..	..

*i.e., appearing from a recognized institution.
 †includes the Diploma Examination of the Thomason College, Roorkee.

VIII—EXAMINATION RESULTS—CONCLUDED.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS—												
<i>conclid.</i>												
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts ..	2,496	775	3,271	1,504	440	1,944	149	188	337	124	120	244
Intermediate in Science ..	988	73	1,066	646	35	681	57	8	65	48	3	51
Licentiate of Civil Engineering ..	..	..	..	..	..	..	..	..	..	..	..	..
Licence Diploma or Certificate in Teaching ..	91	57	148	88	49	137	57	14	71	52	10	62
Intermediate or Diploma in Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture ..	95	1	96	55	..	55	..	..	..	..	..	..
Veterinary Examination ..	10	..	10	6	..	6	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School Course.</i>												
Matriculation ..	14,224	2,342	16,566	11,689	1,162	12,851	514	880	1,394	427	740	1,170
School Final, etc. ..	..	4	4	..	1	1	..	..	..	..	..	..
Anglo Indian and European High School ..	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	62	..	62	40	..	40	41	..	41	29	..	29
<i>(b) On completion of Middle School Course.</i>												
Cambridge Junior ..	29	..	29	26	..	26	38	..	38	29	..	29
Anglo-Indian and European Middle ..	101	..	101	88	..	88	115	..	115	88	..	88
Anglo-Vernacular Middle ..	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	13,294	912	14,206	9,827	805	10,632	2,774	949	3,723	1,987	538	2,525
<i>(c) On completion of Primary Course.</i>												
Upper Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>(d) On completion of Vocational Course.</i>												
For Teacher's Certificates—												
Vernacular, Higher ..	91	4	95	86	2	88	101	65	166	78	40	118
Vernacular, Lower ..	196	20	216	176	15	191	338	105	438	202	72	304
At Art Schools ..	57	..	57	50	..	50	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	292	18	310	230	9	239	138	..	138	114	..	114
At Engineering Schools† ..	157	..	157	56	..	56	..	..	..	..	..	..
At Technical and Industrial Schools ..	504	17	521	367	10	377	164	..	164	101	..	101
At Commercial Schools ..	235	43	278	181	35	216	..	..	..	..	..	..
At Agricultural Schools ..	32	..	32	24	..	24	..	..	..	..	..	..
At other Schools ..	57	20	77	55	14	69	..	..	..	..	..	..

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

IX.—STATISTICS OF EDUCATIONAL

Types of Institutions.	NUMBER OF INSTITUTIONS AND SCHOLARS.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I.—RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	268	..	..	1	890	3	1,158
High Schools ..	12	2,365	13	3,797	44	11,437	69	17,699
Middle Schools ..	4	370	2,945	378,472	66	8,563	3,015	387,405
Primary Schools ..	6	282	4,520	245,281	569	30,046	5,095	275,609
Training Schools ..	3	305	..	..	..	..	3	305
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	1	42	163	4,255	11	209	175	4,506
Other Schools ..	3	347	..	..	..	..	3	347
Total ..	31	3,979	7,641	631,805	691	51,145	8,363	686,929
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	129	..	..	..	..	1	129
Middle Schools ..	1	194	22	2,716	16	2,456	39	5,366
Primary Schools ..	1	27	1,045	42,535	224	10,640	1,270	53,202
Training Schools ..	15	306	..	..	..	..	15	306
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	1	23	..	..	..	..	1	23
Total ..	19	679	1,067	45,251	240	13,096	1,326	59,026
GRAND TOTAL FOR ALL RECOGNIZED INSTITUTIONS.	50	4,658	8,708	677,056	931	64,241	9,689	745,955
II.—UNRECOGNIZED INSTITUTIONS.								
For Males ..	..	..	..	..	66	2,640	2,720	64,794
For Females ..	..	..	..	..	27	1,014	2,722	51,735
Total ..	..	..	..	..	93	3,654	5,442	116,529
GRAND TOTAL FOR ALL INSTITUTIONS.	50	4,658	8,708	677,056	1,024	67,895	15,131	862,484

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS.				NUMBER OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Schools.	In District Board Schools.	In Private Schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,62,899	..	1,75,471	3,38,370	24	..	49	73
3,08,839	58,589	4,90,461	8,57,889	175	191	535	901
45,52,354	13,62,203	7,28,618	66,43,175	17	13,502	385	13,904
20,66,734	6,95,760	87,433	28,49,917	9	8,074	999	9,082
61,358	..	109	61,467	22	..	..	22
..
6,924	1,062	..	7,986	1	100	4	105
1,11,022	..	4,243	1,15,265	18	..	..	18
72,70,130	21,17,604	14,86,335	1,08,74,069	266	21,867	1,972	24,105
..
68,915	..	1,623	70,538	13	..	..	13
59,089	18,356	45,798	1,23,243	7	114	125	240
3,64,910	1,51,384	38,197	5,54,491	1	1,407	390	1,798
38,778	40	..	38,818	36	..	..	36
..
..
216	..	..	216	1	..	..	1
5,31,908	1,69,780	85,618	7,87,306	68	1,521	515	2,094
78,02,038	22,87,384	15,71,953	1,16,61,375	324	23,388	2,487	26,199

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.

This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

X.-A.—MALE SCHOLARS BY

CLASS.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages—								
Below 5 ..	94	..	..	..	..	..	..	..
5 to 6 ..	50,245	205	4	..	..	..	..	..
6 to 7 ..	95,220	13,422	735	12	3	..	..	..
7 to 8 ..	81,819	39,218	9,047	589	23	1	..	..
8 to 9 ..	48,723	47,299	23,002	7,484	262	39	..	..
9 to 10 ..	22,731	33,612	35,977	20,652	4,403	375	35	2
10 to 11 ..	11,483	18,661	26,108	27,249	14,006	3,372	368	41
11 to 12 ..	4,228	9,088	15,737	21,463	17,107	11,795	3,213	226
12 to 13 ..	1,846	4,151	8,760	13,505	14,272	13,225	8,236	2,666
13 to 14 ..	622	1,744	3,780	6,394	8,091	9,856	8,494	6,832
14 to 15 ..	211	532	1,332	2,606	3,941	6,174	6,850	7,437
15 to 16 ..	78	175	517	1,201	1,751	3,414	4,521	5,839
16 to 17 ..	32	62	147	315	715	1,544	2,261	4,211
17 to 18 ..	13	18	50	108	217	499	1,075	2,225
18 to 19 ..	4	7	14	24	60	166	372	977
19 to 20 ..	1	2	7	11	18	35	130	303
Over 20 ..	..	1	..	3	6	11	18	85
Total ..	317,350	168,197	130,217	101,616	64,875	50,506	35,573	30,844

CLASSES AND AGES.

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL.	GRAND TOTALS.
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	94	..	..	..	..	..	..	..	..	94
..	..	50,454	..	..	..	..	..	..	..	..	50,454
..	..	109,392	..	..	..	..	..	..	..	..	109,392
..	..	130,697	..	..	..	..	..	..	..	..	130,697
..	..	131,809	..	..	..	..	..	..	..	..	131,809
..	..	117,787	..	..	..	..	..	..	..	..	117,787
2	..	101,290	..	..	..	..	..	..	..	..	101,290
7	1	82,865	..	..	..	..	..	..	..	..	82,865
225	15	66,901	1	..	..	..	..	..	..	1	66,902
1,346	298	47,457	9	..	..	..	..	..	..	9	47,466
4,015	1,610	34,708	124	47	..	..	..	..	..	171	34,879
4,600	3,322	25,418	498	154	6	1	..	..	..	659	26,077
3,124	3,539	15,960	1,006	461	69	7	..	..	..	1,543	17,503
2,087	2,497	8,780	830	918	268	73	..	2	..	2,091	10,880
1,006	1,598	4,228	598	803	494	269	1	12	..	2,177	6,405
380	983	1,870	306	545	384	602	2	54	7	1,900	3,770
157	535	816	220	645	596	1,224	28	225	219	3,157	3,973
16,959	14,398	930,535	3,592	3,573	1,817	2,176	31	293	226	11,708	942,243

X. B.—FEMALE SCHOLARS BY

CLASS.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Age—								
Below 5 ..	639	..	..	..	..	..	..	..
5 to 6 ..	18,752	234	..	..	..	..	..	..
6 to 7 ..	22,595	3,711	115	2	..	..	..	..
7 to 8 ..	17,994	5,569	2,825	116	..	..	..	..
8 to 9 ..	12,393	6,405	4,092	1,971	85	1	..	..
9 to 10 ..	6,834	5,538	4,860	2,550	1,422	35	..	..
10 to 11 ..	3,757	3,598	4,403	3,712	2,002	401	14	1
11 to 12 ..	1,691	2,253	3,071	3,491	3,003	767	347	25
12 to 13 ..	881	1,007	1,828	2,414	2,710	905	551	385
13 to 14 ..	402	450	728	1,471	2,032	861	738	488
14 to 15 ..	124	203	343	624	1,225	539	686	620
15 to 16 ..	60	67	138	277	508	253	378	559
16 to 17 ..	28	45	56	137	269	150	211	431
17 to 18 ..	28	18	21	41	117	69	93	211
18 to 19 ..	12	7	13	23	45	24	47	111
19 to 20 ..	8	7	7	18	47	19	20	57
Over 20 ..	21	9	18	21	88	18	24	47
TOTAL ..	86,699	29,116	22,428	16,868	13,553	4,042	3,109	2,885

CLASSES AND AGES.

HIGH.		TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL.	GRAND TOTALS..
IX.	X.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	639	..	..	..	..	..	..	..	..	639
..	..	18,986	..	..	..	..	..	..	..	..	18,986
..	..	26,423	..	..	..	..	..	..	..	..	26,423
..	..	26,504	..	..	..	..	..	..	..	..	26,504
..	..	25,357	..	..	..	..	..	..	..	..	25,357
..	..	21,234	..	..	..	..	..	..	..	..	21,234
..	..	17,888	..	..	..	..	..	..	..	..	17,888
..	..	14,648	..	..	..	..	..	..	..	..	14,648
12	3	10,676	..	..	..	..	..	..	..	..	10,676
99	19	7,238	1	..	..	..	..	..	..	1	7,239
163	28	4,655	3	1	..	..	..	..	..	4	4,659
213	93	2,546	36	9	..	..	..	..	..	45	2,591
185	112	1,624	72	37	4	..	..	..	..	113	1,737
104	100	802	50	50	6	2	..	..	..	108	910
55	63	400	38	33	31	13	..	..	..	115	515
31	46	260	18	26	19	22	1	..	1	87	355
37	62	345	24	32	49	40	1	10	17	173	510
899	526	180,125	242	188	109	77	2	10	18	646	180,771

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES
ON 31st MARCH, 1937.**

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARDS.			MANAGED BY MUNICIPAL BOARDS.			AIDED.			UNAIDED.			TOTAL.		
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
High Schools..	126	24,618	24,744	2,665	7,315	9,980	3,503	6,350	9,853	30,081	57,389	87,470	2,021	10,918	12,939	38,396	106,590	144,986
Middle Schools (English).	405	1,303	1,708	12,054	7,299	19,353	3,093	2,293	5,386	7,494	6,722	14,216	186	3,412	3,598	23,232	21,119	44,351
Middle Schools (Vernacular).	91	28	119	291,743	82,944	374,687	1,287	626	1,913	1,651	747	2,398	88	66	154	294,782	84,469	379,251
Total ..	622	26,039	26,661	306,462	97,558	404,020	7,883	9,269	17,152	39,226	64,858	104,084	2,295	14,396	16,691	356,410	212,198	568,608

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES
ON 31st MARCH, 1937.**

High Schools..	4,455	3,078	7,533	..	..	..	..	..	..	2,417	1,259	3,676	199	150	349	7,071	4,487	11,558*
Middle Schools (English).	751	477	1,228	..	..	..	1,909	324	2,233	3,270	734	4,004	..	..	..	5,980	1,585	7,465
Middle Schools (Vernacular)	364	146	510	3,035	387	3,422	7,747	1,332	9,079	20,153	3,484	23,637	..	..	..	31,299	5,849	36,848
Total ..	5,570	3,701	9,271	3,035	387	3,422	9,656	1,656	11,312	25,840	5,477	31,317	199	150	349	44,300	11,971	55,671

*Figures of the Lawrence Military School, Sanawar, are excluded.

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